



At a Glance: Standards, Activities and Measures

Standards, Activities and Measures

AzCAN Standard and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p>Standard 1:</p> <p>Students build awareness and aspirations about postsecondary options, including college and careers.</p> <p>Students gain a deeper understanding of:</p> <ul style="list-style-type: none"> 1.1 The different types of postsecondary education pathways, and the career opportunities associated with each pathway. 1.2 The relationship between educational achievement and social, economic, and social benefits. 1.3 The relationship between educational achievement and social, economic, and social benefits. 1.4 The value of lifelong learning as essential to life goals. <p>Students can acquire this understanding through these behaviors:</p> <ul style="list-style-type: none"> 1.5 Exploring subjects of interest and related postsecondary and career options. 1.6 Identifying careers of interest. 1.7 Engaging in conversations with college students, professionals, and other adults who can offer insight on potential college and career pathways. 1.8 Participating in college visits, career days, and related activities that expose them to college life and postsecondary options. 1.9 Establishing personal, career, and complementary postsecondary educational goals. 	<p>Postsecondary and career plan advising</p> <p>Exposure to professionals working in careers of interest</p> <p>College visits</p> <p>Connection to college students studying careers of interest</p> <p>Access to work-based learning opportunities</p> <p>Guest speakers from various careers in elementary grades, including students' parents</p> <p>Field trips to local businesses</p>	<p>NCAN Common Measures:</p> <p>Percent of students visiting a college campus applied to</p> <p>Other Metrics:</p> <p>Percent of students with an Education and Career Action Plan (ECAP)</p> <p>Percent of students understanding their own strengths and challenges and expressing belief in their ability to achieve postsecondary goals</p> <p>Percent of students who have identified one or more career interests</p> <p>Percent of students who have identified one or more postsecondary interested (e.g. type of college they want to attend particular programs they want to apply to)</p> <p>Percent of students who have completed an informational interview with a professional in a field of the student's interest</p> <p>Percent of students who have visited a college campus within the past year (any college)</p> <p>Percent of students participating in work-based learning experiencing (e.g. internships and job shadowing)</p>

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Standard 2: Students Recognize the roles of social, emotional and cultural factors that affect their postsecondary planning and transition.	Students gain a deeper understanding of: 2.1 How having personal responsibility and resilience can strengthen college-going aspirations, behaviors, and beliefs. 2.2 How race/ethnicity, gender, income, and or/or family background can impact values, attitudes, and beliefs. 2.3 Strategies for addressing personal challenges and leveraging personal strengths to overcome any potential barriers (e.g. stereotypes, financial hardship) to success.	Mentoring that including explicit conversation about cultural barriers to postsecondary education and professional job markets Mentoring during college from peers or near-peers who students can relate to Connection to current college students who share personal experiences Activities that foster a sense of pride in students' cultural, racial and ethnic backgrounds	Other Metrics: Percent of students with increased performance on grit assessments Percent of students exhibiting self-advocacy skills Percent of students engaging in self-reflection activities Percent of students who receive mentoring and/or coaching Percent of students who indicate increased knowledge after attending workshops on self-reflection, resilience or managing peer pressure
	Students can acquire this understanding through these behaviors: 2.4 Making postsecondary choices that are rooted in their own aspirations and values. 2.5 Persevering toward postsecondary goals in the face of any potential barriers.	Guest speakers who represent the backgrounds of your students Workshops that address handling outside pressure (e.g. peer pressure, parental pressure, societal pressure)	

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<p>Standard 3:</p> <p>Students build a rigorous academic foundation and develop academic behaviors essential to preparing for postsecondary pathways.</p> <p>Students gain a deeper understanding of:</p> <ul style="list-style-type: none"> 3.1 The relationship between educational achievement and academic behaviors in high school and success in college and career. 3.2 Opportunities within and outside of school for academic enrichment. 3.3 Learning strategies (e.g. self-regulated learning, goal setting) and cognitive strategies (e.g. problem formulation, research interpretation, communication, precision and accuracy.) <p>Students can acquire this understanding through these behaviors:</p> <ul style="list-style-type: none"> 3.4 Building life skills (e.g. time management, personal organization) 3.5 Establishing challenging academic goals. 3.6 Completing a rigorous college preparatory academic program (e.g. AP, IB, honors, dual enrollment). 3.7 Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation. 3.8 Engaging in academic supports as needed. 3.9 Participating in extra-curricular and leadership activities that help build life skills. 	<p>Extracurricular activities that build leadership skills</p> <p>Partnerships with teachers to provide additional classroom support</p> <p>One-on-one academic advising (e.g. around course selection, grades)</p> <p>Extra- or co-curricular activities that provide academic enrichment or support (e.g. tutoring, group homework help)</p> <p>Workshops that teach students organizational and study skills</p> <p>Dual enrollment, Advanced Placement, International Baccalaureate or other advanced coursework</p>	<p>NCAN Common Measures:</p> <p>Percentage of students on track to/completing core subject areas/rigorous college-prep curriculum as defined by the state</p> <p>Percent of students taking the SAT and/or ACT</p> <p>Percent of students enrolled in AP and/or dual enrollment courses</p> <p>Percent of on-time high school graduates</p> <p>Other Metrics:</p> <p>Percent of students who indicate increased knowledge after attending workshops on time management, study skills and other related topics</p> <p>Percent of students involved in one or more extracurricular activity</p> <p>Percent of students with an ECAP defining remaining course requirements and credits needed for high school graduation</p> <p>Percent of students graduating from high school within four or five years</p> <p>Percent of students entering postsecondary institutions without requiring remediation</p>

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<p>Standard 4:</p> <p>Students develop a comprehensive support system that contributes to their academic success.</p>	<p>Family engagement in programming</p> <p>Opportunity for students to create formal or informal peer networks</p> <p>Mentoring with diverse student groups</p> <p>Connection to networks in the community (e.g. church groups, social service organizations)</p> <p>Youth development and youth leadership modules</p> <p>Mentoring from early grades through college and career</p> <p>Developing relationships with young professionals to aid in transition from college to professional job setting</p> <p>Connection to advisors/mentors once students are in postsecondary institutions</p> <p>Connection to alumni associations and professional networks for continued communication post-graduation</p>	<p>Other Metrics:</p> <p>Percent of students who indicate having peers with postsecondary goals</p> <p>Percent of students indicating that they have had at least one conversation about their future with family or friends within the past month</p> <p>Percent of students receiving coaching and/or mentoring</p> <p>Percent of students indicating they have a caring adult they can turn to when they have a question or concern about their future</p>

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<p>Standard 5:</p> <p>Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.</p> <p>Students gain a deeper understanding of:</p> <ul style="list-style-type: none"> 5.1 The college-going process, including college assessment tests, admissions processes, potential majors/course of study options, and admission requirements. 5.2 The difference between high school and postsecondary options with regard to academic expectations and student life. 5.3 Where to find resources within the college environment and how to access individuals for support. <p>Students can acquire this understanding through these behaviors:</p> <ul style="list-style-type: none"> 5.4 Participating in test preparation activities for SAT, ACT, and/or other assessments. 5.5 Completing college assessment tests. 5.6 Exploring, identifying, applying to, and selecting postsecondary options that match academic, career, and personal goals. 5.7 Accessing guidance and supports, as needed, to successfully navigate the college application, admission, and enrollment processes. 	<p>Helping in identifying potential colleges that offer a good fit and level of selectivity</p> <p>Obtaining recommendation letters from teachers, mentors, coaches and other adults</p> <p>Assistance in writing an application essay</p> <p>Connection to resources for application and admission fees, including available waivers</p> <p>Test preparation</p> <p>Help in compiling necessary college application materials</p> <p>Connection to resources at postsecondary institutions</p> <p>Career and academic advising during college</p>	<p>NCAN Common Measures:</p> <p>Percent of students taking the SAT and/or ACT</p> <p>Percent of students completing college admission applications by school type</p> <p>Other Metrics:</p> <p>Percent of students identifying three or more postsecondary options to pursue</p> <p>Percent of students indicating that college advising services have been helpful for planning their future</p> <p>Percent of students who demonstrate an understanding of</p> <ul style="list-style-type: none"> -college major/course of study options -course requirements to fulfill selected major or program of study -different offices/departments that can offer support at postsecondary institutions <p>Percent of students who get recommendation letters from teachers, mentors, coaches or other adults</p>

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Standard 6: Students understand the fundamentals of financial literacy and financial planning for postsecondary education.	Students gain a deeper understanding of: 6.1 The components of financial literacy for financing postsecondary education. 6.2 The various financial aid and scholarship options for financing postsecondary education.	Aid in completing the FAFSA One-on-one financial advising with students and/or families Financial literacy workshops for students and families Assisting scholarship searches	NCAN Common Measures: Percent of students who complete and submit a FAFSA form Percent of students awarded financial aid Percent of students that complete supplementary scholarship applications
	Students can acquire this understanding through these behaviors: 6.3 Evaluating postsecondary options based on cost and value. 6.4 Exploring a variety of financial aid options and supports. 6.5 Applying for financial aid. 6.6 Making informed postsecondary decisions that include a plan for funding.	Encouraging family enrollment in match-savings accounts Providing salary information for career options Reminders and strategies for paying back loans and post-graduation Providing tools (e.g. spreadsheets) for helping students and families plan and manage college finances	Other Metrics: Percent of students indicating a greater understanding of college financing after receiving counseling Percent of students receiving funding for application and admission fees, including receiving any waivers available Percent of students who have completed a budget for their first year out of high school Percent of students indicating they know how to finance their postsecondary education

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<p>Standard 7:</p> <p>Students enroll, persist, and successfully complete a postsecondary education program of study.</p> <p>Students gain a deeper understanding of:</p> <ul style="list-style-type: none"> 7.1 The enrollment components and requirements for a selected postsecondary institution, including for summer melt/transition programs. 7.2 How to strike a balance between school, work, and social responsibilities 7.3 The relationship between educational achievement in college and career success. <p>Students can acquire this understanding through these behaviors:</p> <ul style="list-style-type: none"> 7.5 Enrolling in a selected postsecondary institution. 7.6 Participating in summer melt/transition programs, as needed and available. 7.7 Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation. 7.8 Seeking help from instructors and individuals providing academic support, as needed. 7.9 Exploring career opportunities (e.g. through internships, job fairs, informational interviews) and/or graduate school options during school and following graduation. 	<p>Connecting to academic advising or non-academic supports in college</p> <p>Summer bridge programs</p> <p>Mentoring that continues from elementary grades through high school into college</p> <p>Early alert systems</p> <p>Internships or assistance in securing internships</p> <p>Job shadowing and industry tours</p> <p>Career exploration with elementary and middle-school students</p> <p>Career advising at postsecondary level</p>	<p>NCAN Common Measures:</p> <p>Percent of students who enroll in a postsecondary institution within six months of high school graduation</p> <p>Student enrollment by institution type and status (full time vs. part time)</p> <p>Percent of students participating in summer melt/transition programs</p> <p>Percent of students placed into remedial courses (English/Math)</p> <p>Percent of students participating in college orientation programs</p> <p>Percent of students persisting through school from year to year (year to year student persistence)</p> <p>Percent of students persisting from one term to the next (term to term student persistence)</p> <p>Percent of students who complete and submit a renewal FAFSA form</p> <p>Percent of students who transfer from a two-year to a four-year program, with or without an Associate Degree</p> <p>Other Metrics:</p> <p>Percent of students participating in one or more extracurricular activities on campus</p> <p>Percent of students indicating they feel at home or fit in at their postsecondary schools</p> <p>Percent of students participating on work-based learning experiences (e.g. internships and job shadowing)</p> <p>Percent of students scheduling one or more job interviews during their last semester in college</p> <p>Percent of students completing a postsecondary program</p>