

At a Glance:



# Standards, Activities, and Measures

AzCAN Standards and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p><b>Standard 1:</b>  <b>Students build awareness and aspirations about postsecondary options, including college and careers.</b></p>	<p><b>Students gain a deeper understanding of:</b></p> <ul style="list-style-type: none"> <li><b>1.1</b> The different types of postsecondary education pathways, and the career opportunities associated with each pathway.</li> <li><b>1.2</b> The relationship between educational achievement and social, economic, and societal benefits.</li> <li><b>1.3</b> How their own abilities, skills, interests, and motivations intersect with college and career options.</li> <li><b>1.4</b> The value of lifelong learning as essential to life goals.</li> </ul> <p><b>Students can acquire this understanding through these behaviors:</b></p> <ul style="list-style-type: none"> <li><b>1.5</b> Exploring subjects of interest and related postsecondary and career options.</li> <li><b>1.6</b> Identifying careers of interest.</li> <li><b>1.7</b> Engaging in conversations with college students, professionals, and other adults who can offer insight on potential college and career pathways.</li> <li><b>1.8</b> Participating in college visits, career days, and related activities that expose them to college life and postsecondary options.</li> <li><b>1.9</b> Establishing personal, career, and complementary postsecondary educational goals.</li> </ul>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students visiting a college campus applied to</p> <p><b>Other Metrics:</b></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 interests (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 experiences (e.g., internships and job shadowing)</p>

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# Standards, Activities, and Measures (Continued)

AzCAN Standards and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p><b>Standard 2:</b>  <b>Students recognize the roles of social, emotional and cultural factors that affect their postsecondary planning and transition.</b></p>	<p><b>Students gain a deeper understanding of:</b></p> <ul style="list-style-type: none"> <li><b>2.1</b> How having personal responsibility and resilience can strengthen college-going aspirations, behaviors, and beliefs.</li> <li><b>2.2</b> How race/ethnicity, gender, income, and/or family background impact values, attitudes, and beliefs.</li> <li><b>2.3</b> Strategies for addressing personal challenges and leveraging personal strengths to overcome any potential barriers (e.g., stereotypes, financial hardship) to success.</li> </ul> <p><b>Students can acquire this understanding through these behaviors:</b></p> <ul style="list-style-type: none"> <li><b>2.4</b> Making postsecondary choices that are rooted in their own aspirations and values.</li> <li><b>2.5</b> Persevering toward postsecondary goals in the face of any potential barriers.</li> </ul>	<p><b>Other Metrics:</b></p> <ul style="list-style-type: none"> <li>Percent of students with increased performance on grit assessments</li> <li>Percent of students exhibiting self-advocacy skills</li> <li>Percent of students engaging in self-reflection activities</li> <li>Percent of students who receive mentoring and/or coaching</li> <li>Percent of students who indicate increased knowledge after attending workshops on self-reflection, resilience, or managing peer pressure</li> </ul>

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

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<p><b>Standard 4:</b>  <b>Students develop a comprehensive support system that contributes to their academic success.</b></p>	<p><b>Students gain a deeper understanding of:</b></p> <p><b>4.1</b> The benefits of leveraging parent and family resources, as well as school and social supports, to enhance academic success.</p> <p><b>4.2</b> The attitudinal and behavioral characteristics of college-going peers.</p> <p><b>Students can acquire this understanding through these behaviors:</b></p> <p><b>4.3</b> Engaging in conversations and interactions with family members and peers about college goals.</p> <p><b>4.4</b> Establishing strong connections with caring adults, inside and/or outside of school, who are supportive of postsecondary aspirations and can assist with postsecondary college planning process and transition.</p> <p><b>4.5</b> Establishing strong connections with likeminded peers interested in postsecondary attainment.</p>	<p><b>Other Metrics:</b></p> <p>Percent of students who indicate that they have family support for higher education</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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AzCAN Standards and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p><b>Standard 5:</b>  <b>Students acquire the college knowledge and skills necessary to successfully transition into postsecondary education pathways.</b></p>	<p><b>Students gain a deeper understanding of:</b></p> <p><b>5.1</b> The college-going process, including college assessment tests, admissions processes, potential majors/course of study options, and admission requirements.</p> <p><b>5.2</b> The difference between high school and postsecondary options with regard to academic expectations and student life.</p> <p><b>5.3</b> Where to find resources within the college environment and how to access individuals for support.</p> <p><b>Students can acquire this understanding through these behaviors:</b></p> <p><b>5.4</b> Participating in test preparation activities for SAT, ACT, and/or other assessments.</p> <p><b>5.5</b> Completing college assessment tests.</p> <p><b>5.6</b> Exploring, identifying, applying to, and selecting postsecondary options that match academic, career, and personal goals.</p> <p><b>5.7</b> Accessing guidance and supports, as needed, to successfully navigate the college application, admission, and enrollment processes.</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students taking SAT</p> <p>Percent of students taking ACT</p> <p>Percent of students completing college admissions applications, by school type</p> <p><b>Other Metrics:</b></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"> <li>• college major/course of study options</li> <li>• course requirements to fulfill selected major or program of study</li> <li>• different offices/departments that can offer support at postsecondary institutions</li> </ul> <p>Percent of students who get recommendation letters from teachers, mentors, coaches, or other adults</p>

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

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# Standards, Activities, and Measures (Continued)

AzCAN Standards and Competencies	Sample Services or Activities	NCAN Essential Indicators for Common Measures and Other Metrics
<p><b>Standard 7:</b>  <b>Students enroll, persist, and successfully complete a postsecondary education program of study.</b></p>	<p><b>Students gain a deeper understanding of:</b></p> <p><b>7.1</b> The enrollment components and requirements for a selected postsecondary institution, including for summer melt/transition programs.</p> <p><b>7.2</b> How to strike a balance between school, work, and social responsibilities.</p> <p><b>7.3</b> The relationship between educational achievement in college and career success.</p> <p><b>Students can acquire this understanding through these behaviors:</b></p> <p><b>7.4</b> Enrolling in a selected postsecondary institution.</p> <p><b>7.5</b> Participating in summer melt/transition programs, as needed and available.</p> <p><b>7.6</b> Monitoring course selection, credit accumulation, course grades, and GPA to ensure on-track progress toward graduation.</p> <p><b>7.7</b> Seeking help from instructors and individuals providing academic support, as needed.</p> <p><b>7.8</b> Exploring career opportunities (e.g., through internships, job fairs, informational interviews) and/or graduate school options during school and following graduation.</p>	<p><b>NCAN Common Measures:</b></p> <p>Percent of students who enroll [in 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 renewal FAFSA form</p> <p>Percent of students who transfer from a two-year to a four-year program, with or without Associate's Degree</p>

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<p><b>Standard 7:</b> (Continued) <b>Students enroll, persist, and successfully complete a postsecondary education program of study.</b></p>		<p><b>Other Metrics:</b></p> <ul style="list-style-type: none"><li>Percent of students participating in one or more extracurricular activities on campus</li><li>Percent of students indicating they feel at home or fit in at their postsecondary schools</li><li>Percent of students participating in work-based learning experiences (e.g., internships and job shadowing)</li><li>Percent of students scheduling one or more job interviews during their last semester in college</li><li>Percent of students completing a postsecondary program</li></ul>