AMERICAN INSTITUTES FOR RESEARCH®

Education Program

College Summit National Evaluation

Impact Report

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Social Innovation Fund

The Social Innovation Fund (SIF) was a program of the Corporation for National and Community Service that received funding from 2010 to 2016. Using public and private resources to find and grow community-based nonprofits with evidence of results, SIF intermediaries received funding to award subgrants that focus on overcoming challenges in economic opportunity, healthy futures, and youth development. Although CNCS made its last SIF intermediary awards in fiscal year 2016, SIF intermediaries will continue to administer their subgrant programs until their federal funding is exhausted.

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Executive Summary

College Summit is a national nonprofit organization that was founded in 1993 with the mission to improve the college-going culture and enrollment rates in high schools nationwide, particularly in schools serving large numbers of low-income, minority, and first-generation college-going students.

In 2010, College Summit received a Social Innovation Fund (SIF) Grant to evaluate program implementation and outcomes. American Institutes for Research (AIR) was contracted by College Summit in 2011 to conduct a five-year independent and external evaluation of College Summit. The AIR evaluation comprises two separate but related studies: one study, the subject of this report, examines the implementation of College Summit's 12th-grade *Navigator* program and its impact on college enrollment rates for a national sample of schools with three years of experience in implementing the program. The second study, outlined in a separate SIF Report entitled "College Summit National Capital Region Evaluation," examines the implementation the College Summit *Launch* program, which targets students in Grades 9–11.[1]

This Executive Summary and corresponding report include the findings from a spring 2015 implementation survey schools and a school-level outcomes analysis using extant data from College Summit and a matched comparison sample. Following is an overview of the prior research that informed the mission of College Summit and a description of its flagship *Navigator* program. It is then proceeded by an overview of the AIR evaluation, a summary of our key findings and lessons learned and next steps for the College Summit organization.

Overview of Prior Research

Since its founding in 1993, the goal of College Summit has steadfastly been to increase the college enrollment rates of students from low-income communities. Despite decades of focus by the larger education community on increasing access to higher education, wide discrepancies remain between four-year college enrollment and completion of students from more economically advantaged families versus students from low-income families (Adelman, 2007; Atwell, Heil, Reisel, 2011; Aud et al., 2011; Seftor, Mamun, Schirm, 2009; Swail, 2000). Adelman (2007) found that 91% of students from families in the top third of family income entered college versus 69% of students from families who were in the bottom third of the income range. On average, persons with higher levels of education significantly and persistently accrue higher lifetime earnings compared with persons who have lower levels of educational attainment (Aud et al., 2011; Bedsworth, Colby, & Doctor, 2006; Rouse, 2005). Analyses of longitudinal data sets have revealed significant increases in the proportion of students of all races and ethnicities who expect or want to attend college (Perna, 2000). However, students of low socioeconomic status were significantly less likely to complete postsecondary training compared

[1] College Summit offers schools the opportunity to implement two programs. The College Summit *Launch* program is geared for students in Grades 9–11 in school districts located primarily in the National Capital Region (NCR) territories of Maryland, Virginia, and the District of Columbia. It is important to clarify that all schools that implemented *Launch* typically also implemented College Summit's flagship program, called *Navigator*, which is geared toward high school seniors. The evaluation and impact of the *Navigator* program is the focus of this current AIR National Impact Report.

with students with higher socioeconomic status, even after controlling for confounding variables such as academic preparation, financial aid, and work hours (Atwell et al., 2011).

Despite the continued need for and importance of college access programs for low-income students, the research base on the effectiveness of such programs is weak (Gullat & Jan, 2003; Tierney, Bailey, Constantine, Finkelstein, & Hurd, 2009). In a What Works Clearinghouse (WWC) review of college access programs, Tierney et al. (2009) found that only 16 of more than 500 studies met the WWC standards for evidence. Across 10 college access programs with studies meeting evidence criteria, Tierney et al. found that five programs had positive effects on college readiness outcomes (Career Beginnings, Talent Search, Sponsor-a-Scholar, Talent Development High School, and the H&R Block Free Application for Federal Student Aid [FAFSA] experiment). In a more recent meta-analysis that included 14 studies of 12 college-access programs, Harvill, Maynard, Nguyen, Robertson-Kraft, and Tognatta (2012) found average increases of 12 percentage points in college enrollment and 4 percentage points for studies that used a randomized controlled trial (RCT) design. This evaluation, conducted by AIR, uses a comparative interrupted time series (CITS) design and focuses on the implementation and impact of the College Summit *Navigator* program,[2] which targets high school seniors. A second model—*Launch*—provided programming for students in Grades 9–11 and an independent exploratory evaluation was also conducted by AIR between 2011 and 2016.

The College Summit *Navigator* Program

The mission of College Summit has been to improve the college-going rates of students from low-income communities. College Summit focuses on high schools that enroll large proportions of students from low-income families because such students, even if they are academically successful in high school, tend to enroll in college at lower rates than do students from more advantaged families (Adelman, 2007; Atwell et al., 2011; Aud et al., 2011; Seftor et al., 2009). Research has found that navigating the college application and enrollment process can be difficult for students and may be especially difficult for students who are economically or socially disadvantaged (Nagaoka, Roderick, & Coca, 2009). Recent research has shown that students who have strong high school academic credentials but are from low-income families do not apply to top colleges and often fail to graduate from the less selective colleges in which they enroll (Hoxby & Avery, 2012). College Summit intends to help students and their families successfully prepare for, enroll in, and persist in postsecondary education.

The College Summit theory of change proposes that participation in College Summit builds the capacity of schools and districts to support students through the college planning process and creates an expectation of postsecondary education within the school, leading to an increase in the school's college-going culture, which should ultimately lead to increases in college enrollment and college success for students from low-income communities. Corwin and Tierney (2007) identified the college-going culture of a school as an integral element in supporting high levels of achievement among all students. Evidence of a college-going culture means "ensur[ing] that all students receive the positive message that they have choices and options for their future," according to College Summit (2013, p. 15).

[2] *Navigator* was College Summit's primary program model during this five year (2011 to 2016) evaluation.

College Summit seeks to embed a college-going culture within each partner school by offering a research-based curriculum and materials to be consumed by all seniors in or with each of the following components: (1) the development of student peer leaders who motivate and support fellow students in the college application process; (2) College Summit curriculum materials; (3) the CSNav website, which allows students to research colleges and careers and organize their college applications; (4) Student Milestone and the Annual College Enrollment Rate Reports (which are used by schools to make decisions concerning resource allocations, school and student scheduling, and postsecondary planning support for students); and (5) professional development and support for school staff. Taken together, the use and implementation of these five components comprises the College Summit *Navigator* program. College Summit posits that these core programming components nurture a college-going culture and ultimately impact college enrollment in the following manner.

Overview of the Evaluation

AIR was contracted by College Summit in 2011 to conduct a five-year, independent, and external evaluation of the College Summit *Navigator* program. We employed the use of a quasi-experimental CITS design that allowed for us to assess the existence and strength of a potentially causal relationship between the implementation of the *Navigator* program and college enrollment overall across participating College Summit schools nationwide. The administration of a spring 2015 survey of participating College Summit teachers or advisors and their school administrators was designed to gauge the extent of college-going culture in their schools.

This evaluation is guided by the following six research questions, the first four of which address the implementation of the core components of the *Navigator* program. The last two research questions explore initial, school-level impact of College Summit on college enrollment rates.

Research Questions

1. To what extent are the core components of College Summit's 12th-grade *Navigator* program (i.e., College Summit curriculum, CSNav or Naviance, Peer Leadership, Milestone Reports, and professional development and support) implemented as intended by the program developer (i.e., College Summit)? **(Implementation)**
2. Which factors do school staff involved in implementing College Summit's 12th-grade *Navigator* program identify as facilitating or impeding implementation? **(Implementation)**
3. How do educators involved in implementing the 12th-grade *Navigator* program rate the quality and utility of its materials and the training and support provided by College Summit staff? **(Implementation)**
4. How do school staff members involved with implementing College Summit describe the relationship between implementation and the development of a college-going culture? **(Implementation)**
5. Does the College Summit 12th-grade *Navigator* program influence the rate at which students enroll in any college and the rate at which students enroll in a four-year college in the school year following high school graduation? How do the enrollment rates change

across time for schools implementing the program compared to those of non-implementing schools? **(Impact)**

6. Does the impact on the college enrollment rate differ by region (i.e., National Capital Region [NCR] versus the national sample), baseline college enrollment rates (i.e., low versus high), and the percentage of students participating in College Summit (i.e., low versus high)? **(Impact)**

The College Summit *Navigator* program has been implemented in as many as 162 schools in 52 districts across 16 states and the District of Columbia. This study used a multimethod approach to evaluate program implementation in 93 out of 162 participating schools in 26 districts[3] (out of 52) across the following nine states: Colorado, Connecticut, Florida, Maryland, Missouri, New York, South Carolina, Virginia, and West Virginia.

Study Sample and Analytic Approach

According to participation data, College Summit served as few as one high school senior in one high school to as many as 500 students in another high school. Of the 113 schools that had active contracts and participated in College Summit in 2015, 85 participated in the survey. We conducted a descriptive analysis of the survey responses.

In addition, we recruited districts from across the United States to examine data from the 2005–06 through the 2012–13 school years to examine whether schools offering the *Navigator* program had statistically significant higher rates of students who enrolled in any college in general or any four-year college compared to similar schools that did not have the program. An initial sample of 140 treatment and 553 comparison schools was identified but due to the availability of extant or district provided data, college enrollment rates were only collected from 65 treatment and 205 comparison schools. These 270 schools were included as part of a school-level outcomes analysis in which a quasi-experimental design was used to ascertain whether the *Navigator* program had an effect on college enrollment rates. Comparison schools were identified using propensity score matching to find the schools most similar to treatment schools on demographic characteristics. Whenever possible (due to a large enough comparison sample), schools were matched to schools within districts. In cases where an insufficient number of comparison school matched within districts, additional schools were introduced to the comparison pool from geographically and demographically similar districts within the state.

Key Findings

This Executive Summary and corresponding report include the findings from a spring 2015 implementation survey of 85 participating schools and a school-level outcomes analysis using extant data from 65 College Summit and a matched comparison sample of 205 schools.

We found no statistically significant difference between treatment and comparison groups on any college or in a four-year college enrollment rates. This was unexpected given that self-reported findings of surveyed teachers and administrators who indicated that College Summit had positive

[3] AIR requested extant data from all 52 College Summit districts; however, we were only able to successfully obtain data for 26. For more information about the limitations around the data, see page 24.

effects on their school. Respondents indicated that College Summit, from their perspective, had increased both the main outcome of interest, college enrollment rates, as well as other leading indicators of college enrollment such as increased number of college application submissions and the number of students completing their FAFSA application. Both teachers and school administrators also indicated high levels of and increases in college-going culture after adopting the College Summit *Navigator* program in their high schools. The College Summit theory of change posits that increases in college-going culture should lead to increases in college enrollment rates. However, survey results also indicated a wide variation in the implementation of *Navigator* across schools.

The disconnection between survey results and the lack of statistically significant findings could be a result of the varying degrees of implementation both across and within schools and the fact that respondents from the survey may have come from schools that had high-levels of engagement and involvement by the students, teachers, and administrators in the *Navigator* program compared to College Summit schools that did not complete the survey. In addition, survey results reveal that important core components of the program, such as using data and results to drive school-level decision making, were only implemented with fidelity in a third of the high schools. Thus, if key *Navigator* components were not implemented across all high schools, this could impact the uniformity of college enrollment results. Moreover, because 26 (out of 52 districts) were unable to provide AIR with their college enrollment data, we are unable to determine how the exclusion of this data may have influenced these impact findings.

Following we provide brief summaries of the major findings, organized by research questions, from our implementation and school outcomes analysis.

To what extent are the core components of the 12th-grade *Navigator* program (i.e., College Summit curriculum, CSNav or Naviance,[4] Peer Leadership, Milestone Reports, and professional development and support) implemented as intended by the program developers (i.e., College Summit)?

- The implementation of the College Summit Navigator program seemed to vary across schools. In some cases, it impacted program implementation fidelity, whereas in others, this variation was an anticipated component of implementation.
- Based on the spring 2015 survey results, participating schools showed evidence of implementing elements of the core tools of College Summit *Navigator* program with success. Supporting evidence of successful implementation of curriculum and tools was identified as respondents indicated having discussions with students about various college and career and preparation topics (e.g., appropriate study skills, how to prepare for college coursework, choosing a career path, college enrollment exams, and researching information about different colleges), engaging peer leaders, and organizing campus visits. However, the frequency with which these discussions and activities took place varied considerably.

[4] College Summit developed CSNav to be fully integrated with the program and curriculum. In schools that had the Naviance online tool, an alignment guide was provided so that a limited number of CSNav activities could be tracked in Naviance.

- Forty percent of surveyed respondents reported having *weekly* or *monthly* discussions with their students on topics directly linked to getting into college (e.g., having the right study skills and choosing a career path). However, 11% of respondents reported that they were unable to provide *any* support or engage in any of these discussions with all of their College Summit students.
- The College Summit *Navigator* program was designed so that the entire student body would receive the curriculum over four years. The numbers of students served in a given high school varied widely, with as few as four seniors enrolling in the program to as many as 500 students, with an average senior class enrollment size of 145 students.
- College Summit schools are required to have peer leaders because they are a core component of a successful *Navigator* program. The vast majority of surveyed respondents (89%) reported having peer leaders at their schools. These results indicate that the vast majority of survey respondents were aware of peer leaders in their school, while only a small subset of administrators, teachers, and counselor were not aware of these students on their campus. Although most school staff were aware of peer leaders, the types and numbers of activities that peer leaders led or helped facilitate varied widely across sites.

Which factors do school staff involved in implementing College Summit's 12th-grade *Navigator* program identify as facilitating or impeding implementation?

- Surveyed respondents identified a number of institutional factors, which are defined by College Summit as the structures in the school that helped to successfully facilitate the *Navigator* program implementation in their schools, such as rules, norms, routes, and guidance provided by faculty and administrators. These institutional factors included having teachers who held a personal belief that they played a key role in helping students go to college, having staff consensus and larger school mission that fostered the belief that encouraging students to enroll in college was also their responsibility, and taking steps to encourage parental involvement in their children's college selection and enrollment process.
- However, surveyed respondents identified a number of challenges to program implementation. These included a lack of scheduling and a time to plan and implement the *Navigator* program, minimal buy-in from students many of whom were deemed most in need of benefiting from the program, limited communication and training for staff within schools, and having few financial resources for schools to expand or offer the program to all students within the senior class.
- Through open-ended comments, respondents provided several recommendations that if adopted, could help facilitate *Navigator* implementation and could potentially address factors that impede its implementation. These recommendations included providing more support and opportunities to collaborate with College Summit staff, assistance with finding other funding streams to cover the cost of the program, and making it a priority for their school to revise its school schedule to ensure that there is sufficient time to offer the College Summit course.

How do educators involved in implementing the 12th-grade *Navigator* program rate the quality and utility of its materials and the training and support provided by College Summit staff?

- Teachers, school administrators, and counselors who reported utilizing the College Summit materials (i.e., CSNav and Naviance and College Summit Common Core State Standards Alignment) found them to be useful. For example, three fourths of surveyed respondents found the online college-planning programs CSNav and Naviance to be *moderately* to *substantially useful*. Half of respondents found the Common Core State Standards Alignment Guide to be *moderately* to *substantially useful*. Less than half of respondents (45%) found the Educators Academy to be useful.
- The *Navigator* curriculum was designed to be delivered in a high intensity data-aware environment where administrators and educators would use milestone data from CSNav in real time to making adjustments and improvements. Fifty-nine percent of respondents reported that they were aware of how these reports influenced decisions, with about one third of these respondents reporting that both the Annual College Enrollment Rate and the Student Milestone reports made a *moderate* or *substantial impact* on school-level decisions, such as informing curriculum, resource allocation, and school scheduling.

How do school staff members involved with implementing College Summit describe the relationship between implementation and the development of a college-going culture?

- Although no data were available to measure baseline college-going culture in participating schools, College Summit schools showed initial, self-reported evidence of the cultivation of a college-going culture in their schools. For example, College Summit administrators, teachers, and counselors highlighted several key outcomes or measures of successes that have occurred as a result of their participation in the *Navigator* program. These achievements included increased college enrollment and college application submissions, more students completing FAFSA applications, improved college-going culture, increased college and career awareness, and engaged peer leaders.
- The expectation that students would graduate and attend college was a widely held belief by surveyed school administrators, advisors, and counselors. For example, 90% of respondents *agreed* or *strongly agreed* that students in their schools were expected to graduate from high school and go to college. In addition, 87% agreed that these same students would successfully graduate from college.
- With regard to establishing a college-going culture, most schools reported having signaling evidence of this in their school. For example, 92% of respondents indicated that they have banners, signs, and other college-related materials posted in their school.

Does the College Summit 12th grade *Navigator* program impact the rate at which students enroll in any college and the rate at which students enroll in a four-year college in the school year following high school graduation? How do the rates of enrolling

change over time for schools implementing College Summit compared to nonimplementing schools?

- Overall, the rate at which students enroll in *any* college or in a four-year college the school year following their high school graduation was similar in schools implementing College Summit and the comparison schools that did not implement College Summit.
- Over time, the rates of college enrollment between participating and nonparticipating College Summit schools remained similar. No statistically significant differences in the trajectories of college enrollment rates between the schools were detected.

Does the impact on college enrollment rates differ by region (i.e., Connecticut, Florida, Maryland, Missouri, New York South Carolina, and West Virginia), baseline college enrollment rates (i.e., low versus high), and the percentage of students participating in College Summit (i.e., low versus high)?

- There was no statistically significant impact of College Summit implementation across the different regions, baseline college enrollment rates, or the percentage of students participating in College Summit.

Next Steps and Lessons Learned for College Summit

An expressed goal of the College Summit SIF funded evaluation was "*[t]o provide program designers the necessary information to make program improvements and will provide educators and policymakers information about which components of the program are most well suited to their students' needs."* College Summit was able to accomplish this goal by using key findings from an earlier 2015 AIR's interim report (Brown-Sims, Muhisani, Melchior, Oliva, Herz, Park, Tucker, & Hinojosa, 2015) to rework their core programming and launched an entirely new program in 2016 called PeerForward.[5] This program is meant to replace the *Navigator* and *Launch* programs that were phased out in 2015–16. The new PeerForward program utilizes the influence and power of peer leaders to guide their peers in partner high schools to and through college.

Lessons Learned

This five-year evaluation generated lessons learned and opportunities for growth that are summarized briefly next.

- **Fidelity of implementation is difficult to manage and variation in program implementation is unavoidable**. College Summit's new PeerForward program harnesses this variation in implementation to allow schools to implement the program in a manner that is most effective within their school, while also building key components of successful program implementation into the core model. For example, College Summit's theory of change still employs the assumption that in order to impact the college-going culture and ultimately college enrollment rates, the intervention should be implemented

[5] It should be noted that with the exception of the addition of the PeerForward initiative, which was implemented after the scope of the evaluation period in 2016, the main components of the College Summit *Navigator* program models remained the same throughout the entire evaluation time frame.

with the whole senior class. This was the design and intention of the original *Navigator* model; however, only 75% of schools reported implementing this key component, leaving some students out of the college access curriculum. In the PeerForward model, schools no longer need to make decisions about which students to place in a college summit class; the model is also built to deliver college access content to all students in Grades 9–12.

- **The PeerForward program model builds a more robust structure for reviewing and using program data compared to the *Navigator* program.** Ongoing check-ins with College Summit staff and the peer leader teams are scheduled monthly to review data and plan activities. In addition, a mid-year review is scheduled with College Summit staff and school leadership to review all program data.

Overview of the College Summit *Navigator* Program

Research indicates that the development of a college-going culture and the delivery of explicit, intentional support and guidance to students throughout the college search, application, and enrollment process can boost college enrollment rates (Corwin & Tierney, 2007; Radunzel & Noble, 2012; Roderick, Coca, & Nagaoka, 2011).

The College Summit 12th-grade *Navigator* program strives to provide high school seniors with knowledge of the college search and admissions process and to provide them with the support and tools they need to begin the process of understanding how to navigate the college selection, enrollment, and financial aid processes.

The Main Components of the College Summit *Navigator* Program

Peer Leaders: College Summit's core programming is based on evidence that the most influential person to a high school senior is another high school senior. Influential students are drawn from rising 12th-grade students (i.e., peer leaders). They attend a four-day workshop at a local college campus, where they are trained in critical college-related tasks such as completing college applications, accessing financial aid, and developing self-advocacy skills. College Summit's theory of change suggests that if highly influential students in a school are trained and prepared to guide and motivate their peers, this can influence both individual college enrollment by impacting a peer's knowledge, awareness, and aspirations as well as lead to increases in the overall college-going culture within a school as more students gain awareness of college-going tasks.

Tools and professional development. College Summit staff work with school staff to weave postsecondary discussions, planning, and resources into ongoing school operations. College Summit provides access to a college planning and preparation curriculum, teacher trainings in postsecondary education planning, and online tools for use by both school staff and students to complete and track progress on key college enrollment measures. Twelfth-grade students enroll in a regular, for-credit course, and both students and advisors also have access to CSNav and Naviance.

Measuring results. College Summit staff share with educators and administrators a suite of reports on progress toward postsecondary planning milestones, as well as verified college enrollment of high school graduates. These reports are used to establish performance goals and review progress toward those goals, to identify program components or student subgroups in need of additional resources, and to motivate students and educators.

By supporting implementation of the *Navigator* program activities at these schools, College Summit seeks to promote beliefs and behaviors among students and staff that transform the school climate into a college-going culture.

Organization of the Report

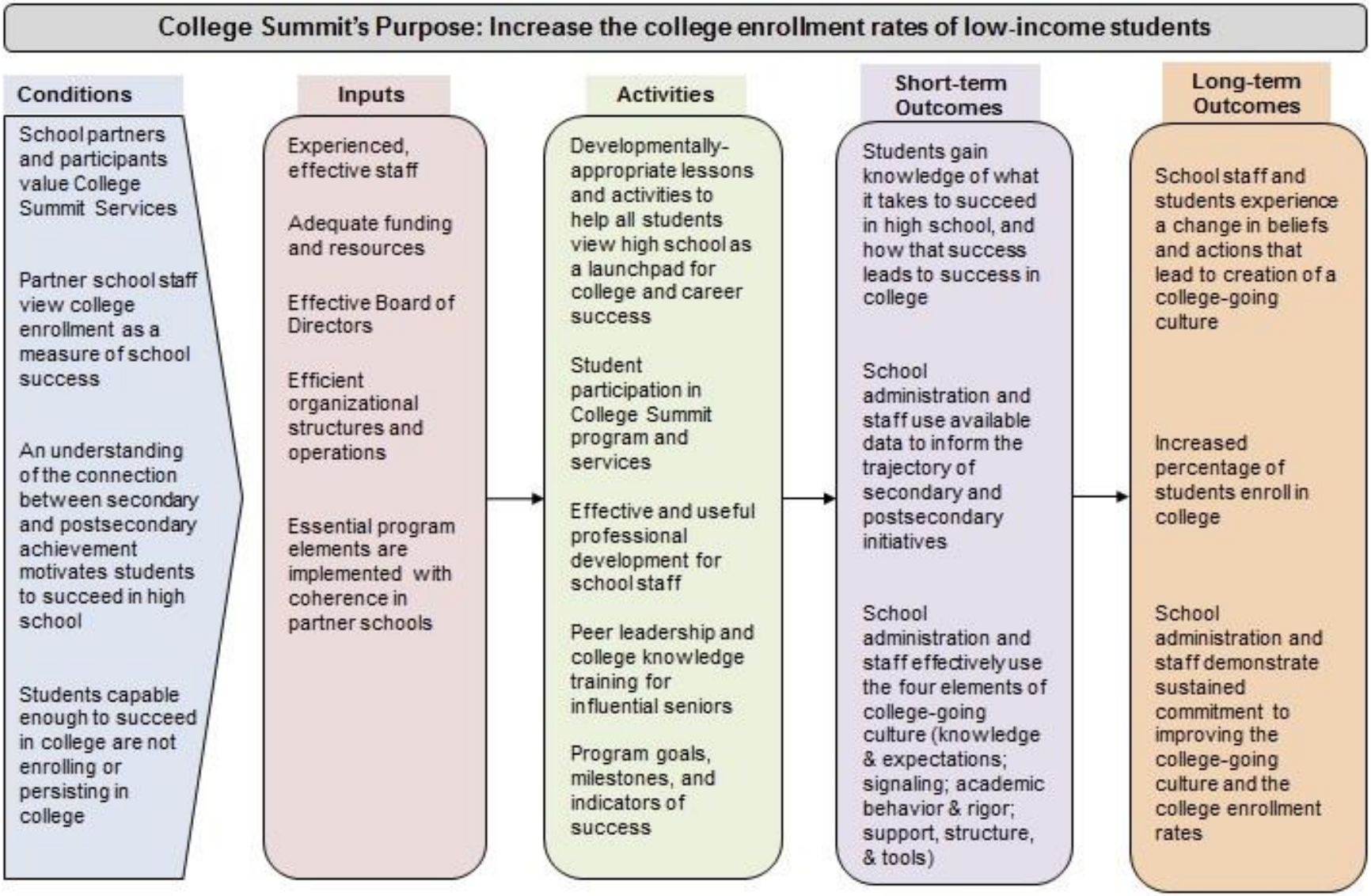
This report details impact outcomes[6] and implementation findings from the larger *Navigator* program that occurred in schools nationwide[7] and is supplemented by AIR's second, more exploratory evaluation of the *Launch* program in the NCR (Muhisani Brown-Sims, Tucker-Bradway, Park, Melchior, & Borman, 2017). This current report describes the school-level implementation of the College Summit *Navigator* program in high schools located in 10 states[8] and the District of Columbia. The report also examines college enrollment rates and their change over time for students enrolled in schools implementing the *Navigator* program in nine states[9] compared with similar schools that never participated in College Summit. The report begins with an overview of the College Summit logic model and is followed by a description of AIR's program evaluation, including the six research questions, analysis design, and study limitations. Key findings, organized by research questions, follow. The report concludes with a synthesis of the findings from both the implementation, school-level impact components of the *Navigator* program, and lessons learned.

College Summit Logic Model

The College Summit logic model,[10] within which the *Navigator* program operates, is presented in Figure 1.

[6] AIR's National Study has achieved **Moderate** level of evidence according to the Social Innovation Fund Rubric.
[7] An impact analysis is used to reach definitive conclusions regarding any hypotheses we made about program impacts and make conclusion beyond the data (i.e., generalization) while exploratory (descriptive) outcome analysis is used to describe and summarize the data and outcome patterns for the sample schools.
[8] The school-level survey was administered to participating College Summit schools in Colorado, Connecticut, the District of Columbia, Florida, Indiana, Maryland, Missouri, New Jersey, New York, Oklahoma, and Virginia.
[9] We examined college enrollment rates for schools located in Colorado, Connecticut, Florida, Maryland, Missouri, New York, South Carolina, Virginia, and West Virginia.
[10] A logic model describes the program inputs and activities intended to produce the desired results. Logic models allow stakeholders to explain change processes and their evolution over time, and they provide guidance on the connection between program components and intended outcomes.

Figure 1. College Summit's Logic Model at the School Level



The logic model in Figure 1 begins with the purpose of College Summit's partnership with high schools, which is to increase the college enrollment rates of students from low-income families. This purpose is the foundation of the program model. The model then describes conditions necessary for programmatic success: Schools and participants value the services of College Summit, school staff use college enrollment as a measure of school success, an understanding of the connection between secondary and postsecondary achievement will motivate students to perform well in high school, and participating students who are capable enough to succeed in college are not enrolling.

Next, key inputs essential to the change process are discussed. Examples of key inputs include the experience of College Summit staff, adequate funding and resources, an experienced board of directors, efficient organization and operation, and the coherent implementation of program elements by high schools. With these inputs, College Summit and partner schools implement essential activities that include developmentally appropriate lessons and activities to help all students view high school as a launchpad to college and career success; tailored professional development for teachers and counselors; peer leadership and college knowledge training for influential seniors; and the establishment of goals, milestones, and indicators of program success.

The expectation is that if schools implement these activities with fidelity, they will experience the following immediate, short-term outcomes:

- Participating students will learn what it takes to succeed in high school and how that success leads to success in college.
- School administrators and staff will use data to inform the trajectory of secondary and postsecondary initiatives.
- School personnel will become increasingly effective in their use of the four elements of a college-going culture (i.e., knowledge and expectations; signaling; academic behavior and rigor; and support, structure, and tools).

Across time, these outcomes should lead to long-term and sustained changes in students' and staff members' beliefs and behaviors and subsequently lead to the creation and sustainability of a college-going culture and a greater proportion of students enrolling in college.

Overview of the Evaluation

AIR conducted a five-year[11] (2011–12 to 2015–16) evaluation of the College Summit *Navigator* program. Specifically, our evaluation[12] is designed to provide a comprehensive picture of how participating schools tailor and implement this program. In addition, it seeks to examine the extent to which the College Summit program implementation improves college enrollment rates compared to those in similar nonparticipating schools. This current study seeks to evaluate the extent to which the *Navigator* program, which served a total of 13,747 students in across 26 districts in nine states between 2005–06 and 2014–15 school years, improved college enrollment rates compared with those in similar nonparticipating schools. This section of the report summarizes the six research questions: four about implementation and two about school outcomes. We chose the following research questions to supply College Summit with formative and summative data on program performance and student outcomes. As noted, College Summit seeks to build the capacity of schools and districts to support students through the college planning process and to create an expectation of postsecondary education within the schools.

[11] AIR received official approval from College Summit and its partners on June 15, 2016, to move from a student- to school-level outcomes analysis because of extended delays in receiving school-level data from multiple school districts nationwide. We faced the following four primary challenges in securing student-level outcome data: (1) Many of the original memorandum of understandings (MOUs) between AIR and school districts had expired, and many of the original staff at the district who agreed to provide AIR with the data at the start of the contract left or retired; (2) due to increasing pressure on school districts to safeguard student data even beyond the Family Educational Rights and Privacy Act regulations, several districts now required parental consent for *every student* spanning 10 years; (3) the National Student Clearinghouse required AIR to provide written proof of approval for all districts before they could release college enrollment data; (4) a review of College Summit's own MOU agreements with districts prohibited them from sharing their data with a third party (i.e., AIR).

[12] The AIR evaluation consists of two separate but complementary studies: (1) this current national study, which examines the implementation and school outcomes of the College Summit 12th-grade *Navigator* program, and (2) a second study that focuses on the College Summit *Launch* and *Navigator* programs in schools located in Virginia, Maryland, and the District of Columbia.

Research Questions

1. To what extent are the core components of College Summit's 12th-grade *Navigator* program (i.e., College Summit curriculum, CSNav or Naviance, Peer Leadership, Milestone Reports, and professional development and support) implemented as intended by the developer (i.e., College Summit)? **(Implementation)**
2. Which factors do school staff involved in implementing College Summit's 12th-grade *Navigator* program identify as facilitating or impeding implementation? **(Implementation)**
3. How do educators involved in implementing the 12th-grade *Navigator* program rate the quality and utility of its materials and the training and support provided by College Summit staff? **(Implementation)**
4. How do school staff members involved with implementing College Summit describe the relationship between implementation and the development of a college-going culture? **(Implementation)**
5. Does the College Summit 12th-grade *Navigator* program influence the rate at which students enroll in any college and the rate at which students enroll in a four-year college in the school year following high school graduation? How do the enrollment rates change across time for schools implementing the program compared to those of nonimplementing schools? **(Impact)**
6. Does the impact on the college enrollment rate differ by region (i.e., NCR versus the national sample), baseline college enrollment rates (i.e., low versus high), and the percentage of students participating in College Summit (i.e., low versus high)? **(Impact)**

Methods and Analytic Approach

The purpose of AIR's analysis is to understand the extent to which the College Summit *Navigator* program was implemented with fidelity across participating schools to estimate the average effect of College Summit *Navigator* program on college enrollment rates during the first few years of a school's implementation.

We employed a mixed-methods design that relied on multiple sources of data collected in the 2014–15 and 2015–16 academic years. Data collected in spring 2015 included surveys of participating College Summit teachers or advisors and their school administrators. Between summer 2015 and summer 2016, we also collected high school and college enrollment data between 2002–03 and 2014–15 from 26 districts across nine states. More information about data collection for the implementation component of the evaluation is discussed in greater detail next. A discussion of the methods and approach used for our outcomes analysis can be found in the section titled "Methods for School Outcomes Analysis."

Methods for Implementation Analysis

Survey Administration

To measure college-going culture in participating schools, we developed and administered an electronic survey in spring 2015[13] to administrators, counselors, and advisors in 113 schools and charter management organizations who had active College Summit contracts in 27 districts across California, Colorado, Connecticut, Florida, Indiana, Maryland, Missouri, New Jersey, New York, Oklahoma, South Carolina, and the District of Columbia. These surveys drew from existing research on college-going culture (e.g., Corwin & Tierney, 2007; MacDonald & Dorr, 2006; McClafferty & McDonough, 2000; McClafferty, McDonough, & Nunez, 2002) and predictors of college going (e.g., Adelman, 2006; Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2009; Engberg & Wolniak, 2010; Roderick, Nagaoka, Coca, & Moeller, 2008). The survey covered the following four overarching constructs:

- Implementation of College Summit activities
- School culture
- Institutional factors[14]
- College Summit supports

AIR administered the online survey to 1,413 College Summit administrators, counselors, advisors, and teachers across all participating College Summit districts[15] between April 1 and May 22, 2015. At the conclusion of the survey window, data from 306 respondents from 85 schools in 27 districts, from 10 out of the 11 states plus the District of Columbia, comprised the final analytic data set. Table 1 shows the number of completed surveys, by position, for eligible staff in these schools.

Table 1. Number of Completed Surveys by Position

Survey	Number of Completed Surveys (*n = 306*)
College Summit advisor or teachers	57.5% (176 respondents)
College Summit counselors	20.6% (63 respondents)
College Summit administrators (e.g., principal or assistant principal)	12.4% (38 respondents)
Other*	9.5% (32 respondents)

*Other respondents included library media specialist, dual enrollment teacher or professor, Army ROTJC instructor, mathematics coach, health occupations instructor, job specialist, etc.

[13] The spring 2015 survey window was between April 1 and May 22, 2015.
[14] Institutional factors include, for example, assessing the extent to which the schools involved parents and celebrated student college admissions.
[15] As part of the survey administration, AIR received a data file containing the names, school, district, and positions for staff at all participating College Summit schools. However, because many of the e-mails came back undeliverable, AIR had to create and disseminate a generic link to all respondents, making it difficult to track individual respondents. As a result, the survey was modified to include questions about respondent position and demographics. The total number of surveys administered (1,413) includes all completed surveys collected through both the generic and tracking link.

The evaluation team conducted a descriptive analysis of the survey responses by reporting the frequencies and percentages of respondents who agreed or disagreed with each item on the survey. The evaluation team also analyzed the open-ended questions for common themes related to suggestions for improvement. These findings can be found in the sections labeled Program Challenges (see pages 37–38). Additional information describing the survey administration process and response rates can be found in Appendix B.

Methods for School Outcomes Analysis

AIR conducted a series of analyses based on a CITS design to address the last two research questions regarding the impact of College Summit on college enrollment rates. The CITS design requires treatment schools with multiple observations before and after the intervention to see if the observation after the intervention will change from those before (Shadish, Cook, & Campbell, 2002). In addition, by adding matched comparison schools to the time series, we were able to check whether the trend of treatment schools is explained by external factors such as naturally occurring maturation or local events occurring simultaneously (Shadish et al., 2002). The following section provides an overview of the treatment and comparison sample, followed by a discussion of data, measures, and the analytic approach used for the school outcome analysis. The section concludes with a discussion of the threats of validity of the analytic approach.

Study Sample

Treatment Schools. The treatment school sample ("College Summit schools") included schools that began implementing the College Summit *Navigator* program in 2006 or later, had participated for at least three continuous years, and were part of a district that had available college enrollment data. Table 2 shows the total number of College Summit schools by state, the year (grouped as cohorts) in which schools began implementing College Summit, and the range of participation years across each state sample.

Table 2. Number of Treatment Schools by State

State	Number of Districts	Number of Schools	College Summit Cohorts	Range of Participation Years
Colorado	2	2	2012	3–4
Connecticut	1	2	2010, 2012	4–6
Florida	1	3	2012	4
Maryland	2	7	2008, 2009, 2010, 2012, 2013	3–7
Missouri	1	2	2007	9
New York	1	23	2006, 2007, 2008, 2009, 2010, 2012, 2013	3–9
South Carolina	6	10	2006, 2007, 2008, 2010, 2011, 2013	3–10
Virginia	1	1	2012	3
West Virginia	11	15	2006, 2007, 2008, 2010, 2011	3–8
Total	**26**	**65**	**2006–13**	**3–10**

Data on college enrollment in *any college* were available for all 65 schools in the treatment schools. However, college enrollment data in *a four-year college* were available only for 22 schools (Table 3). Therefore, the final enrollment in the four-year college sample was limited to 22 schools from six states.

Table 3. Number of Treatment Schools by State for College Enrollment in Four-Year Sample

State	Number of Schools	Number of Schools With College Enrollment in Four-Year College
Colorado	2	—
Connecticut	2	2
Florida	3	3
Maryland	7	5
Missouri	2	2
New York	23	—
South Carolina	10	9
Virginia	1	1
West Virginia	15	—
Total	**65**	**22**

Comparison Schools. To help attribute changes in college enrollment rates in College Summit schools to implementation of the *Navigator* program, we selected a set of comparison schools similar to the College Summit schools. The comparison schools serve as a benchmark for how college enrollment rates would have changed in the College Summit schools *if they had not implemented the College Summit Navigator program*. These schools, which were selected from high schools located in the same states as the College Summit schools, had never implemented the *Navigator* program.[16] When a similar school within a district was not available, a comparison school from a district within the state was assigned. In order to choose a similar set of comparison schools, Mahalanobis matching was used. More detailed matching procedures are described in Appendix D.

Table 4 compares the demographic characteristics of the treatment and comparison schools used in the sample for the impact analysis. As shown in Table 5, the overall treatment and comparison samples were similar across the three demographic characteristics of interest. The standardized difference between treatment and comparison groups was less than 0.25 standard deviations (SDs) and the differences were not statistically significant at the 0.05 level for all variables. Schools on average had large student populations with a high proportion of students eligible for free or reduced-price lunch and non-White students. Prior to the start of College Summit,

[16] We initially proposed to select comparison schools within the same district as the College Summit schools. However, in preliminary analyses we found that many districts did not have enough high schools or enough demographically similar high schools to create a plausible comparison group. This was particularly challenging for small, rural districts. To increase the likelihood of identifying comparison schools similar to the College Summit schools, for states with limited comparison schools (including Connecticut, Maryland, Missouri, South Carolina, Virginia, and West Virginia), we expanded the comparison sample to include all high schools in geographically neighboring districts as well as from districts with similar demographic characteristics.

approximately 44% to 46% of all students across schools enrolled in any college after high school graduation, and approximately 35% to 39% of all students enrolled in a four-year college.

Table 4. Demographics of the Treatment and Comparison Schools

School Characteristics	Treatment Schools (*N* = 65)	Comparison Schools (*N* = 205)	Standardized Difference[17]
Average college enrollment rate in any college	44.33% (20.03%)	46.35% (19.71%)	–0.07
Average college enrollment rate in a four-year college[a]	39.39% (13.71%)	35.82% (16.07%)	0.16
[b]Average student enrollment[b]	764.93 (651.75)	983.84 (777.83)	–0.22
Average percentage eligible for free or reduced-price lunch[b]	60.47% (26.60%)	57.18% (23.82%)	0.09
Average percentage non-White[b]	69.46% (40.52%)	61.00% (41.23%)	0.15

[a] College enrollment data in any four-year college were available for only 22 treatment schools and 69 control schools.
[b] Common Core of Data (CCD) on school size, percentage eligible for free or reduced-price lunch, and percentage non-White were available for only 61 treatment schools and 195 control schools.
Note. Standard deviation is presented in parentheses.
*$p < 0.05$
Sources: CCD, 2007, 2009, 2011, and 2013.

Data and Measures

This study used the following data sources to examine the impact of College Summit *Launch* and *Navigator* program:

- **District-provided data.** We submitted data requests[18] for 19 College Summit schools in the NCR and for all additional high schools in those districts for comparison purposes.[19] For eight schools from one district, researchers obtained college enrollment and high school graduation rate directly from the school districts. Complete college enrollment data were not available for three schools.
- **State publicly available websites.** For three schools that could not provide data, we searched for school-level graduation rate and college enrollment data from the state education agency websites. This approach was used to supplement data when data provided by a district was incomplete.
- **National Center for Education Statistics' CCD.** For all schools, we obtained CCD for school-level demographic information from the 2004–05 school year.

[17] The standardized mean difference is the mean difference between treatment and comparison school divided by the pooled standard deviation.
[18] Data requests also included MOU and Institutional Review Board applications.
[19] We also requested and received district data for one district that participated in the College Summit program but not with *Launch.* The three College Summit schools from this district were not included in the sample, but seven schools from the district were selected for the comparison sample.

The information we obtained from these three data sources was merged to create a panel data set for sample schools. This data set included the college enrollment rate, school-level demographics, and program participation information for five school years (i.e., three years of preintervention data and two years of postintervention data). We restricted the data set to only include the sample schools that had outcome measures for at least two (out of three) baseline years and two follow-up years.

Defining Outcome Measures: College Enrollment

To compute rates of college enrollment, which we defined as enrolling in college the school year immediately following high school graduation, we used publicly available college enrollment data collected from state department of education websites. We created two different variables that were used to define college enrollment (i.e., *college enrollment in any college, including two- and four-year colleges,* and *college enrollment in any four-year college*) based on the different definitions used by each state and data source. Appendix C, Table C1 lists the data source and definition used for the schools by state.

Other School-Level Demographic Measures

We used publicly available, school-level data files from the National Center for Education Statistics CCD for the 2004–05 school year to calculate the following characteristics:

- Student enrollment
- Percentage of students receiving free or reduced-price lunch
- Race and ethnicity distribution
- Locale

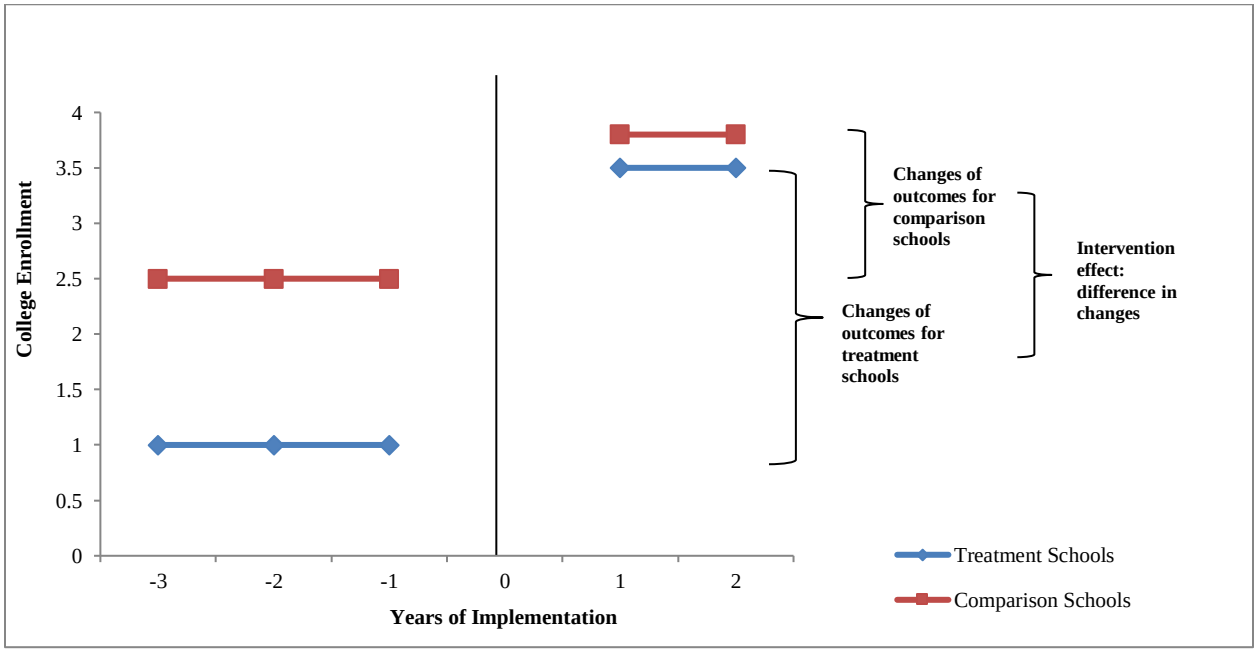
Analytic Approach

AIR employed a CITS design to evaluate the impact of College Summit on college enrollment rates (i.e., the percentage of students who enrolled in any college, the percentage of students who enrolled in a four-year college). In the CITS design, College Summit impacts are evaluated by comparing changes in the enrollment rate trend for College Summit schools to changes in the enrollment rate trend for the comparison schools. If College Summit has a positive impact on college enrollment, we would expect to see enrollment rates in the College Summit schools increase more than in the comparison schools during the period in which the College Summit schools implemented the College Summit program.

The models used to estimate the impact of College Summit controlled for differences in both the baseline mean and baseline trends between the treatment and comparison schools. In addition, the models controlled for school characteristics (e.g., school size, percentage of students receiving free or reduced-price lunch, and percentage of minority students) as well as district fixed effects to control for observed or unobserved district characteristics. The study also accounted for the nesting of years in schools by adding school random effects. Details regarding the model specifications are included in Appendices E and F. Figure 2 illustrates an *example* of a typical CITS design. We expect that the College Summit schools would follow a pattern of

outcomes similar to the comparison schools in the absence of the College Summit program or if the College Summit program had no impact on college enrollment.

Figure 2. Example Description of CITS Model



Time Frame for College Enrollment

Pre- and postintervention years are included in this analysis to show patterns of schools' outcomes prior to and after the start of the College Summit *Navigator* program. Table 5 shows an example of the data used to explore changes in college enrollment for two schools: one that began in 2005–06 and another in 2006–07. Because College Summit schools varied in the year they started College Summit, the years of baseline and postintervention data differ based on the year that a school began College Summit. Each comparison school was then assigned a "start" year consistent with the start year of its matched treatment school. To the extent that data were available for each College Summit school, we included three years of data prior to the start of College Summit and three years of data after the start of College Summit.

Table 5. Time Frame for College Enrollment Data

School	Year Started College Summit	Data Included					
		Pre Year 4 (= –3)	Pre Year 3 (= –2)	Pre Year 2 (= –1)	Pre Year 1 (= 0)	Year of Implementation (= 1)	Post Year 2 (= 2)
School A	2005–06	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07
School B	2006–07	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08

Limitations of the School Analysis: Threats to Validity

The purpose of the analysis was to examine the impact of College Summit Navigator program on school-level college enrollment rates. It is important to understand the limitations and potential threats to validity when interpreting the findings. Overall, this study (using CITS design) can be considered to have attained a Moderate level *evidence*[20] about the causal impact of College Summit *Navigator* programs on school-level college enrollment rates with moderate level of internal[21] and external[22] validity. Next, we describe the extent of the evaluation's internal validity, external validity, and statistical conclusion validity[23] to deepen the understanding of the design, analysis, and findings of this study.

Internal Validity

- **Overall, the CITS design with the matched comparison group used in this study has great potential to provide valid inferences about program impacts.** Multiple years of pretreatment outcomes enabled the description of average pretreatment trends reliably and access whether there were any extreme or random patterns in the pretreatment trends (*i.e., assessment of regression to the mean*). Adding two posttests helps identify whether the effects were immediate and whether the effects were persistent over two years. Moreover, by adding each school's matched control school, we can examine whether the difference in college enrollment, for example, is due to a preexisting difference in the growth rate between the two groups rather than the impact of intervention.
- **However, there are still some threats regarding internal validity.** With a CITS design, the most common threat to internal validity is *history bias*—the possibility that local event or history influence the outcomes at the same time when the intervention was introduced. In our study, even though most of the comparison groups were drawn from the same school districts as the treatment schools, a few schools were drawn from nearby districts within the same state. For these schools, if some district policy related to high school graduation changed at the same time as the adoption of the College Summit *Navigator* programs, it is hard to

[20] According to the SIF Rubric, Preliminary, Moderate, and Strong levels of evidence are required for SIF funding. To attain the Preliminary level of evidence, an intervention must have at least some outcome information such as pre- and posttest without a comparison group, or posttest comparison between program and comparison groups. To attain a Moderate level of evidence, an intervention needs to have evidence "from studies whose designs can support causal conclusions (i.e., studies with high internal validity), but have limited generalizability (i.e., moderate external validity), or studies with high external validity, but moderate internal validity." Studies with high internal validity will likely use quasi-experimental designs (such as a matched comparison group or a comparative interrupted time series design) or RCT also known as experimental designs (Corporation for National and Community Service, 2014).

[21] *Internal validity* is defined as the extent to which the observed difference in the average group outcomes can be causally attributed to the intervention or program and not some other rival explanation (Corporation for National and Community Service, 2014).

[22] *External validity* for a study is the extent to which evaluation results are applicable to groups other than those in the research (Corporation for National and Community Service, 2014).

[23] *Statistical conclusion validity* is the extent to which conclusion about the relation among variables are correct or reasonable (Shadish et al., 2002)

determine whether observed pre- and postintervention changes in the school outcomes are due to the adoption of College Summit or the new district policy.

Similarly, at the school level, it might be the case that some of the comparison schools were involved in college-going activities or program similar to College Summit at the same time when the College Summit intervention was introduced.

- **Moreover, because the control group time series was formed nonrandomly, *selection (or selection addictive) bias* can be a potential problem.** The College Summit *Navigator* programs are initially offered to a smaller subset of high-need schools within a district before it is often scaled up and offered to other schools in the same district due to the cost.[24] In this process, schools (and districts) may opt out (or elect to participate) at their own discretion. Under this condition, College Summit schools could be high-need schools that were most likely to benefit from the program, and these unobserved characteristics of treatment schools could influence their treatment impacts. Even though treatment and comparison groups have similar growth rates before the intervention, treatment schools (high-need schools that elect to participate in the program) are likely improve their outcomes at a more rapid rate after the intervention than similar schools that opt out of the program.

External Validity

- **The finding of the study can be applied to high schools serving large numbers of low-income, minority students located in low-income communities.** The sample schools included 65 treatment and 205 matched comparison schools across nine states. As part of its design, College Summit is adopted into high schools with student populations that traditionally have struggled to make the transition from high school to college successfully. Overall, sample schools are low-performing high schools (serving large numbers of low-income, minority, and first generation college-going students) from low-income communities. The findings of the study can be applied to similar population in low-income communities. However, the study finding may not hold for other kinds of settings or populations.

Statistical Conclusion Validity

- **Definition of key outcome measures are different across states or change over time.** A conclusion about the relationship between intervention and school outcomes can be inaccurate if the outcome variable is measured unreliably. In our study, each state and district varied in their definitions of each of the key outcomes, and the definition changed during the tenure of a school's enrollment in College Summit for some cases. For example, the federal reporting guidelines for graduation rates changed in 2008.
- **Conclusions about the relationship between intervention and school outcomes can be affected if treatment is implemented inconsistently from time to time.** The 65 College Summit schools began the program between the 2005–06 and 2012–13 school years. It is likely that the program evolved over the eight school years represented in this sample, as the program received more feedback about program implementation. In turn, these changes

[24] College Summit is adopted into high schools with students that traditionally have struggled to make the transition from high school to college as part of its design, and districts must pay for each school to participate in the program.

could have led to a greater influence on school outcomes in the later cohorts. In addition, participating College Summit schools had leeway in their ability to implement some or all components of the *Launch* and *Navigator* program in their schools, which limits the ability to draw conclusions about the effectiveness of the programs or their specific components.

- **When treatment is implemented only for a subset of students, effects may be overestimated or underestimated depending on how schools selected students for participation.** The recommended dosage was limited to a subset of seniors in most cases, so measuring schoolwide college enrollment outcomes limits the ability to draw specific conclusions based on the students who actually participated in the program. While College Summit's theory of change posited that every senior would receive the *Navigator* curriculum, *Navigator* is implemented as an optional program. Because pricing of the program is by student, some College Summit schools that provided *Navigator* to a subset of 12th grade students had to make a choice about how many and which students could participate. Using schoolwide data when only a subset of students in the school received the recommended dosage limits our ability to detect an effect if an effect exists for the participating students. In addition, the effects of *Navigator* in a school could depend on how schools selected students for participation. For example, if schools target students who are already well prepared for college, the addition of College Summit may not change students' college-going opportunities. But if schools carefully select students most likely to benefit from *Navigator*, College Summit may have a meaningful effect on these students' postsecondary choices. We cannot investigate these types of student selection dynamics with schoolwide data.

Implementation Findings

This section addresses the four research questions that assess the extent to which the key components of the College Summit *Navigator* program were implemented as planned. These findings come from the spring 2015 survey. As a reminder, College Summit designers intended implementation of the program to begin as a partnership with high schools. Based on the needs of a school, the use of College Summit services, which includes tailored professional development for school staff, a sustainable model of peer leadership, and lessons and activities that, if implemented as designed, can lead to changes in the school's college-going culture.

To what extent are the core components of the 12th-grade *Navigator* program (i.e., College Summit curriculum, CSNav or Naviance, Peer Leadership, Milestone Reports, and professional development and support) implemented as intended by the program developer (i.e., College Summit)?

According to College Summit staff, the *Navigator* program is designed to be implemented with the entire senior class in its participating high schools. According to participation data provided by College Summit, most schools enrolled the entire senior class. However, the number of students served in a given high school varied widely, with as few as four seniors enrolling in the program to as many as 400 students, with an average senior class enrollment size of 145 students.

Peer Leader Involvement and Engagement

Through program activities such as the use of peer leaders, who are trained high school seniors charged with helping their classmates through the college application process, College Summit seeks to promote beliefs and behaviors among students and staff that transform the school climate into a college-going culture. Peer leaders are aided by trained, school-based College Summit advisors or teachers.

Survey respondents had an opportunity to report on the frequency with which peer leaders completed critical tasks related to their position in College Summit and responsibilities in terms of supporting their peers. According to College Summit staff, all schools have a peer leader on site; however, 89% of surveyed respondents reported having peer leaders, indicating that a small percentage of school staff were not aware of their existence on campus.

College Summit's Implementation Goal

Peer Leaders, Role Models, and Mentors who are positive, relevant, and college savvy are available for all students and play an active role in conveying the importance of postsecondary attainment. [Signaling/Support, Structure, & Tools]

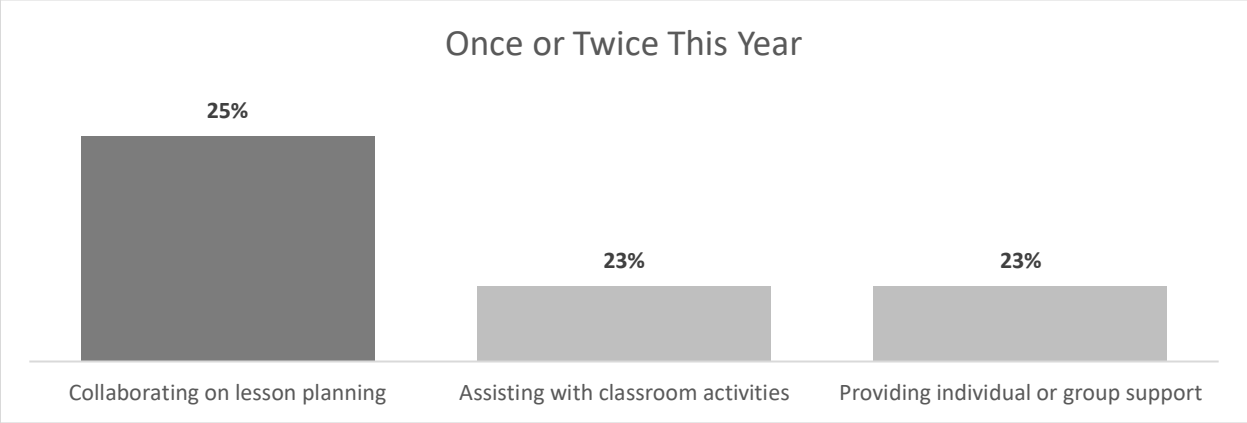
Source: College-Going Culture Assessment, p. 1.

College Summit expects school to engage peer leaders at minimum, at least once or twice a year in various activities; however, schools have the option of engaging their peer leaders more frequently at their discretion. For those respondents who reported having peer leaders, they were asked to report on the frequency with which these students engaged in a

variety of activities, such as lesson planning, assisting with classroom activities, and providing general support to their peers. Twenty-five percent of respondents reported that their peer leaders collaborated on lesson planning *once or twice this year* compared to 18% who reported that their peer leaders engaged in this activity *monthly* and 9% who reported *weekly* engagement.

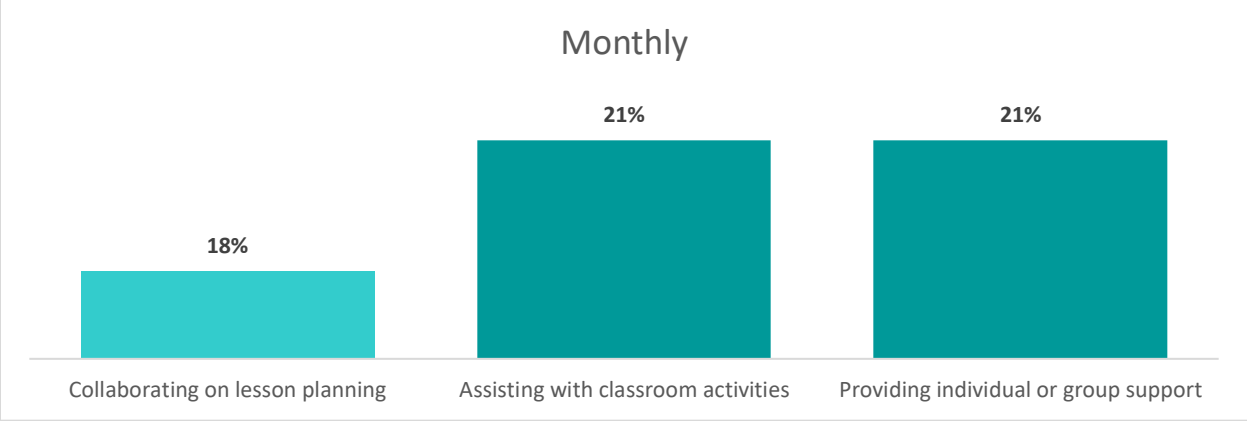
With respect to peer leader involvement in classroom activities, 86% of College Summit advisors reported that their peer leaders assisted them in the classroom. The frequency with which peer leaders were engaged in classroom activities varied across sites. For example, nearly 23% reported receiving assistance from peer leaders in the classroom *once or twice this year*, 21% reported *monthly* participation and 18% reported *weekly* participation (see Figures 3 to 6).

Figure 3. Percentage of Respondents Who Report Engaging Their Peer Leaders on Annual or Bi-Annual Basis in the Following Three Classroom Activities



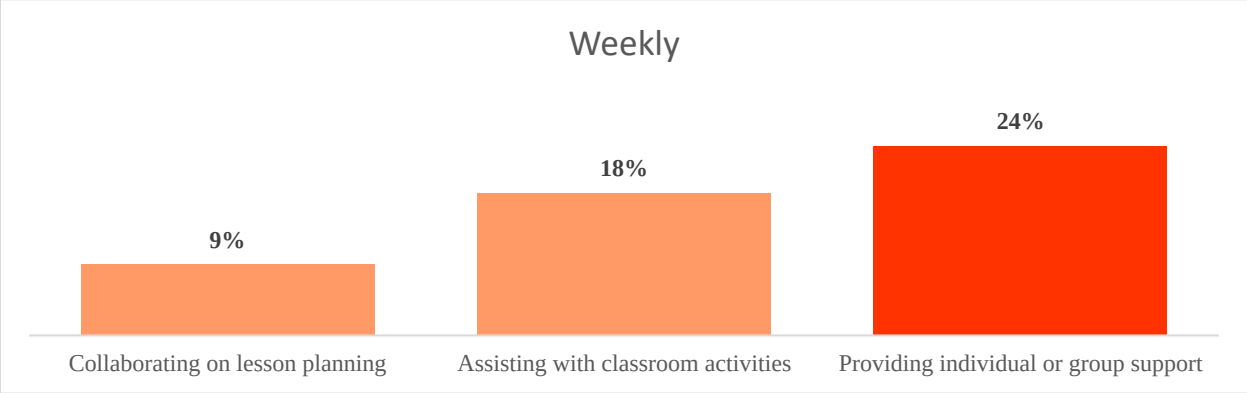
Note. N = 298. Responses may not add up to 100% because respondents had the option of answering (or skipping) items on the survey.

Figure 4. Percentage of Respondents Who Report Engaging Their Peer Leaders on a Monthly Basis in the Following Three Classroom Activities



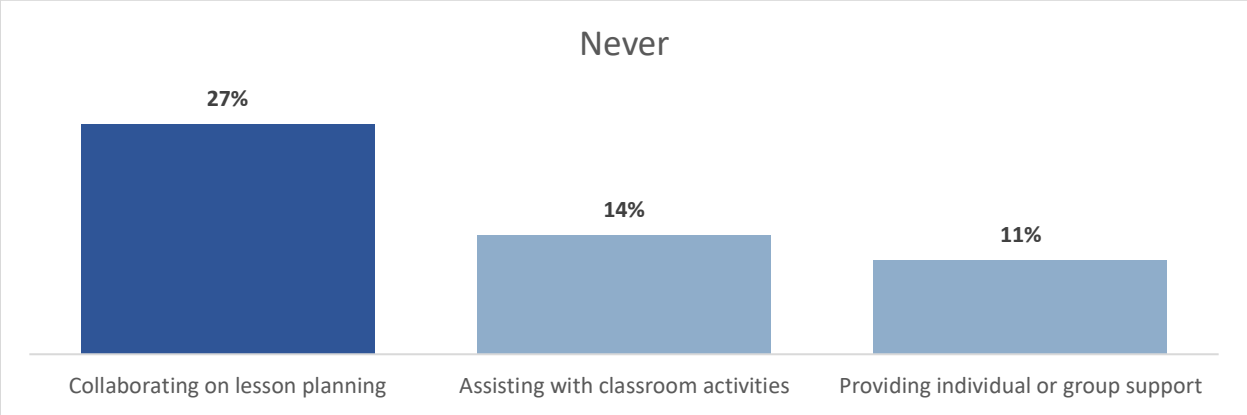
Note. N = 298. Responses may not add up to 100% because respondents had the option of answering (or skipping) items on the survey.

Figure 5. Percentage of Respondents Who Report Engaging Their Peer Leaders on a Weekly Basis in the Following Three Classroom Activities



Note. N = 298. Responses may not add up to 100% because respondents had the option of answering (or skipping) items on the survey.

Figure 6. Percentage of Respondents Who Report Never Engaging Their Peer Leaders in the Following Three Classroom Activities



Note. N = 298. Responses may not add up to 100% because respondents had the option of answering (or skipping) items on the survey.

Informed by key findings from AIR's earlier evaluation of the College Summit program, the new PeerForward initiative, which launched in 2015 and is not included in this evaluation, utilizes the influence and power of peer leaders and advisors to guide high school students to and through college. The 10-year (2015 to 2025) plan for this initiative is to deploy 500 peer leader teams in 500 low-income high schools by 2020 and an additional 1,000 peer leader teams in 1,000 high schools by 2025.

Creation of College Summit PeerForward Model

Launched in 2015 and informed by AIR's earlier evaluation of the College Summit program, College Summit's PeerForward initiative is designed to utilize the influence and power of teams of eight high school juniors and seniors (who are referred to as peer leaders) and their PeerForward advisor to guide their classmates to and through college. The PeerForward model comprises three campaigns, each tied to an outcome that has been proven to boost college enrollment: applying to three or more colleges, filing early for financial aid, and connecting academics to college and career. Through PeerForward, College Summit partners with schools to identify, train, and support these peer leaders and an advisor to plan and execute the model. There is a particular emphasis on high schools in low-income communities, where participating College Summit students would be the first generation of college graduates in their families, and on schools in which the counselor–student ratios exceed 1:500.

This model returns College Summit to its roots of student-driven change through the use of peer leaders and builds upon College Summit's experience of key factors that actually increase college enrollment and persistence. It is important to note that AIR's current evaluation did not monitor or evaluate the implementation or school outcomes of this new initiative. A copy of the PeerForward logic model can be found in Appendix A.

Implementation of Navigator *Program Activities*

Survey respondents were also asked about the frequency with which they engaged in the following activities that were identified by College Summit staff as facilitating the successful implementation of the *Navigator* program:

1. How often they discussed certain topics with a typical student
2. How often they helped a typical student with certain tasks
3. How often peer leaders had the opportunity to complete certain tasks
4. How many campus visits the school organized
5. How frequently they engaged College Summit alumni

For example, school staff talked with their students about college and career pathways and the appropriate college standardized testing and college preparation coursework necessary to be prepared for college. Respondents also reported that campus visits occurred through existing college partnerships and that they utilized the alumni of the program in supporting or outreaching to current students.

Teacher Discussions With Students About College and Career Preparation

By students' senior year of high school, it is expected that most students will have had at least one crucial conversation with a school counselor, teacher, parent, or guardian about the steps necessary to ensure successful college enrollment.

Typically, class discussions on how to write a résumé and how to conduct a job interview may occur less frequently throughout the year; however, these discussions are just as essential as the more frequent conversations around building the appropriate study skills, choosing a career path,

identifying the appropriate tests required to get into college, the importance of finding the right college, and how to prepare for college-level coursework.

College Summit's Implementation Goal

Clear Expectations ensure that all students are prepared for a full range of postsecondary options. The goals of what it takes to be prepared for college and career are explicitly defined, communicated, and part of daily school culture. Students, families, teachers, administrators, and staff recognize the role that each plays in preparing students for college. Decisions about coursework and career options are made with all postsecondary opportunities in mind. School leadership conveys and acts on the belief that high schools must be a launchpad for college and career success. [Knowledge & Expectations]

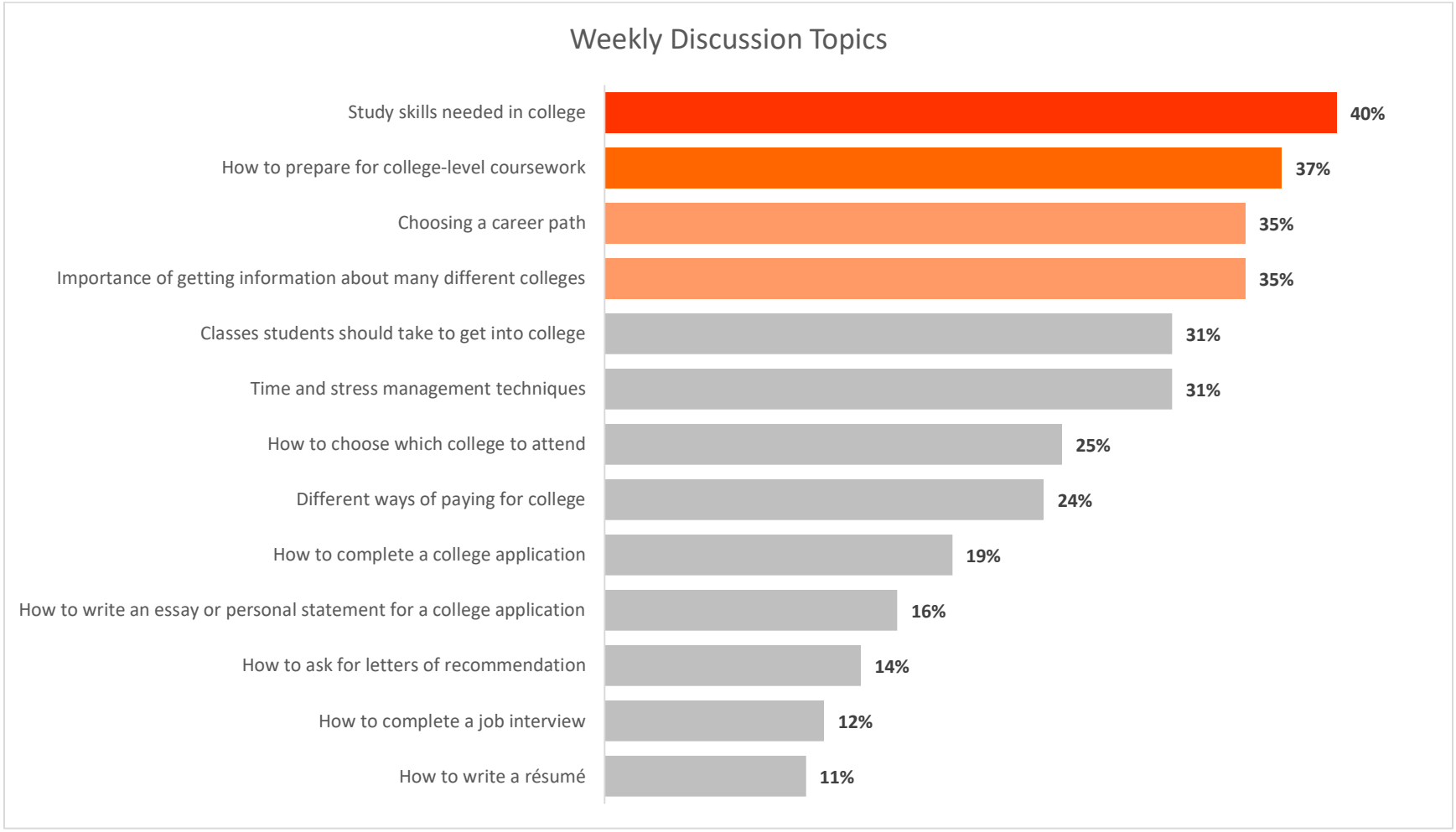
Source: College-Going Culture Assessment, p. 1.

The expectation of College Summit is that the steps necessary to be prepared for college and career are explicitly defined and communicated and are a part of daily school culture. Eighty-nine percent of survey respondents reported discussing these specific topics and others with their seniors.

However, when asked how frequently they engaged in these discussions, results varied from *never* to *weekly*. For example, according to respondents, discussions about the study skills needed for college (40%) and how to prepare for college coursework (37%) were the two discussion topics that occurred most frequently with seniors on at least on a *weekly* basis (see Figure 7).

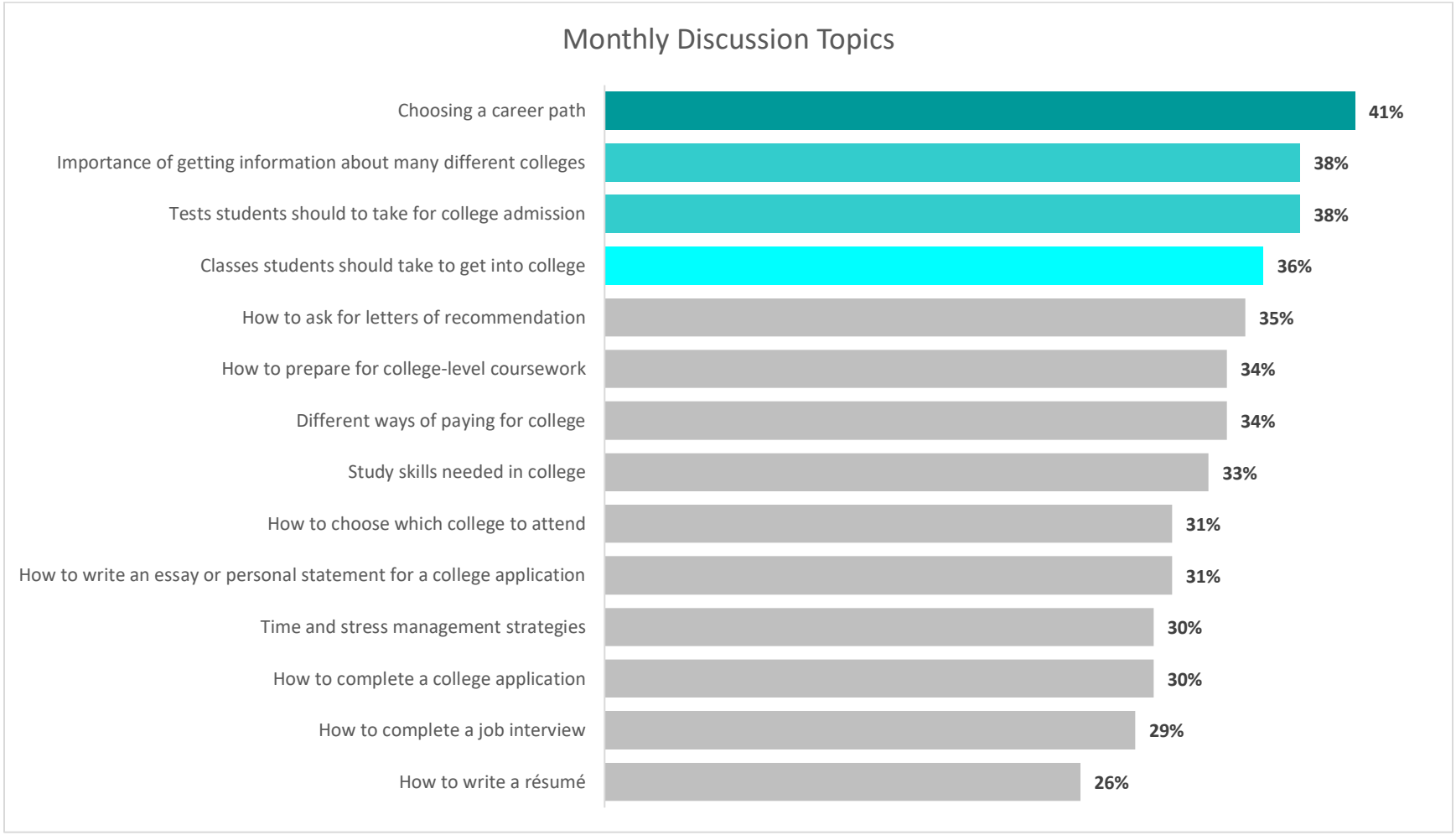
In contrast, more than one third of respondents reported having at least *monthly* discussions with students about choosing a career path (41%), the tests they need to take (38%), the importance of getting information about different colleges (38%), and the classes they should take to get into college (36%) (see Figure 8).

Figure 7. Weekly Discussion of College-Related Topics



Note. N = 302. Responses may not add up to 100% because respondents had the option of selecting more than one response option for this survey item.

Figure 8. Monthly Discussions of College-Related Topics



Note. N = 302. Responses may not add up to 100% because respondents had the option of selecting more than one response option for this survey item.

The majority of College Summit advisors and counselors reported working as thought partners with their students on these topics (e.g., resumes, paying for college, college admission tests, etc.). However, a small subset of respondents indicated that they were not able to provide any support or engage in discussions with their College Summit students about activities directly linked to getting into college. For example, 11% specifically reported *never* discussing with students how to complete a college application or write a personal statement. The same percentage also reported *never* working with their students on how to ask for a letter of recommendation. This may be a result of the high ratio of students to teachers and counselors, particularly in large urban schools.

College and Career Preparation Tasks

Survey respondents were asked whether and how often they helped a typical student with specific college and career preparation tasks. The expectation of College Summit is that school-based teachers and advisors, in partnership with school counselors, will provide frontline counseling support to students about the steps and activities necessary to get into college. Although most respondents reported helping their students with a host of activities (such as completing college applications and submitting the FAFSA), the frequency with which they reported working with students to complete these activities varied dramatically.

Overall, most respondents (89% each) reported helping students plan for how to pay for college and helping students make financial plans. Eighty-three percent reported helping students with their personal budgets; however, only 17% reported doing this on a *monthly* basis. Eighty-three percent of respondents reported helping students complete college applications, but only 24% reported doing this at least *monthly*.

Campus Visits

College Summit's Implementation Goal

Clear Partnerships are strong, facilitating college-related activities, such as field trips to college campuses and fairs, academic enrichment programs, and raising awareness of and aspirations toward college. [Support, Structure, and Tools]

Source: College-Going Culture Assessment, p. 1.

The ability to take students on college tours is another avenue to allow students to assess the accessibility and reality of college. The majority (87%) of survey respondents reported that their school had organized a campus visit within the past year, with more than one third stating that their school had organized five or more campus visits. Because of a possible lack of financial resources and getting buy-in from some students and staff, according to open-ended comments by respondents, 13% of respondents noted that their school did not organize campus visits.

Use of College Summit Alumni

A key element in the success of the College Summit program is having a strong network of student graduates from the program who can be tapped to recruit and support not only current peer leaders but also other high school students. Although not a core element of the *Navigator*

program, surveyed respondents were asked how often their program utilized their student alumni. Sixty percent of respondents reported that alumni contributed in some capacity to their school's program; however, nearly 7% reported that their alumni were involved to *a great extent*.

Which factors do school staff involved in implementing College Summit's 12th-grade *Navigator* program identify as facilitating or impeding implementation?

When all components of the programs—College Summit curriculum, CSNav and Naviance, Peer Leadership, Milestone Reports, and teacher professional development and support—are implemented, schools as a whole will develop and foster an organic growth of college-going culture schoolwide, will have more engaged faculty and staff, and higher rates of students will graduate from high school and enroll in college. This section addresses the second research question regarding the factors that facilitate and impede *Navigator* program implementation. On the survey, we asked respondents about the following:

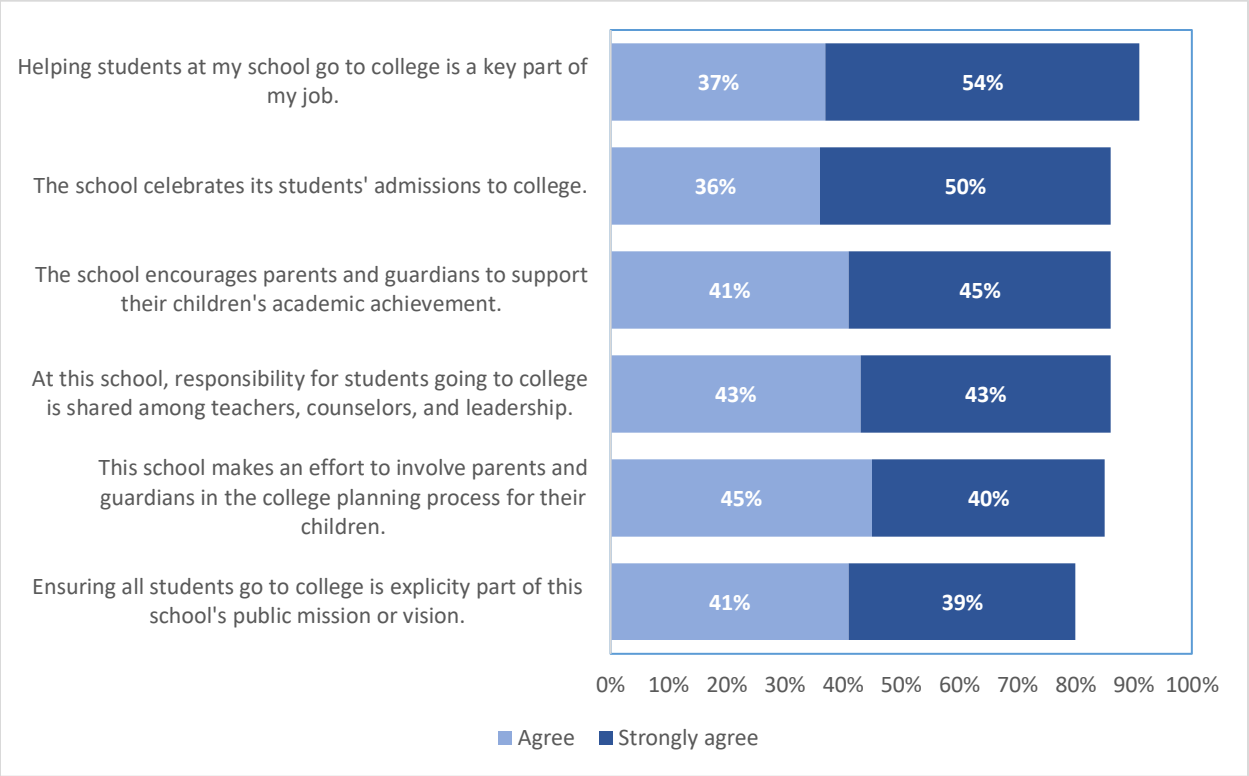
- The extent to which their school has a set of institutional factors, such as rules, norms, and routines, that guide staff and student behavior
- Overall program challenges
- Recommendations for program improvement

Effects of Institutional Factors

Institutional factors are defined by College Summit as the structures in the school, such as rules, norms, and routines, that guide staff and student behavior (for example, a school's mission or vision statement that explicitly states that "*ensuring all students go to college*" is something that can be considered an institutional factor). Other examples of institutional factors that can be used to promote a school's college-going culture include staff members' individual and shared responsibility to help students go to college; encouraging and involving parents to support college readiness, planning, and attendance; and celebrating college admissions. In the survey, we asked all advisors, counselors, and principals to rate their level of agreement on the extent to which these institutional factors existed in their schools since College Summit was implemented.

Individual responsibility received the greatest level of agreement, with 91%of respondents *agreeing* or *strongly agreeing* that *"helping students at my school go to college is a key part of my job"* (Figure 9). The majority of respondents (86%) also reported that they *agreed* or *strongly agreed* that the *"responsibility for students going to college is shared among teachers, counselors, and leadership."* Similarly, the majority of respondents (86% and 85%, respectively) *agreed* or *strongly agreed* that *"the school encourages parents and guardians to support their children's academic achievement"* and that "*the school makes an effort to involve parents and guardians in the college planning process for their children."* School mission or vision was the institutional factor that received a lower level of agreement among respondents. For example, when asked to rate the extent to which they agreed with the following statement, 80% of respondents *agreed* or *strongly agreed*: *"Ensuring all students go to college is explicitly part of the school's mission or vision."*

Figure 9. Institutional Factors



Note. *N* = 306.

Program Challenges

AIR included one open-ended question[25] on the survey that provided respondents with an opportunity to provide feedback on the general challenges to *Navigator* program implementation.

Key the challenges and limiting factors to successful program implementation were described by 15 survey respondents.

College Summit's Implementation Goal

Time is set aside in the schedule for students to learn to plan their postsecondary path and to receive coaching as necessary. College Summit is delivered through a regularly scheduled, credit-bearing school day period or through a regularly scheduled advisory period. [Support, Structure, and Tools]

Source: College-Going Culture Assessment, p. 1.

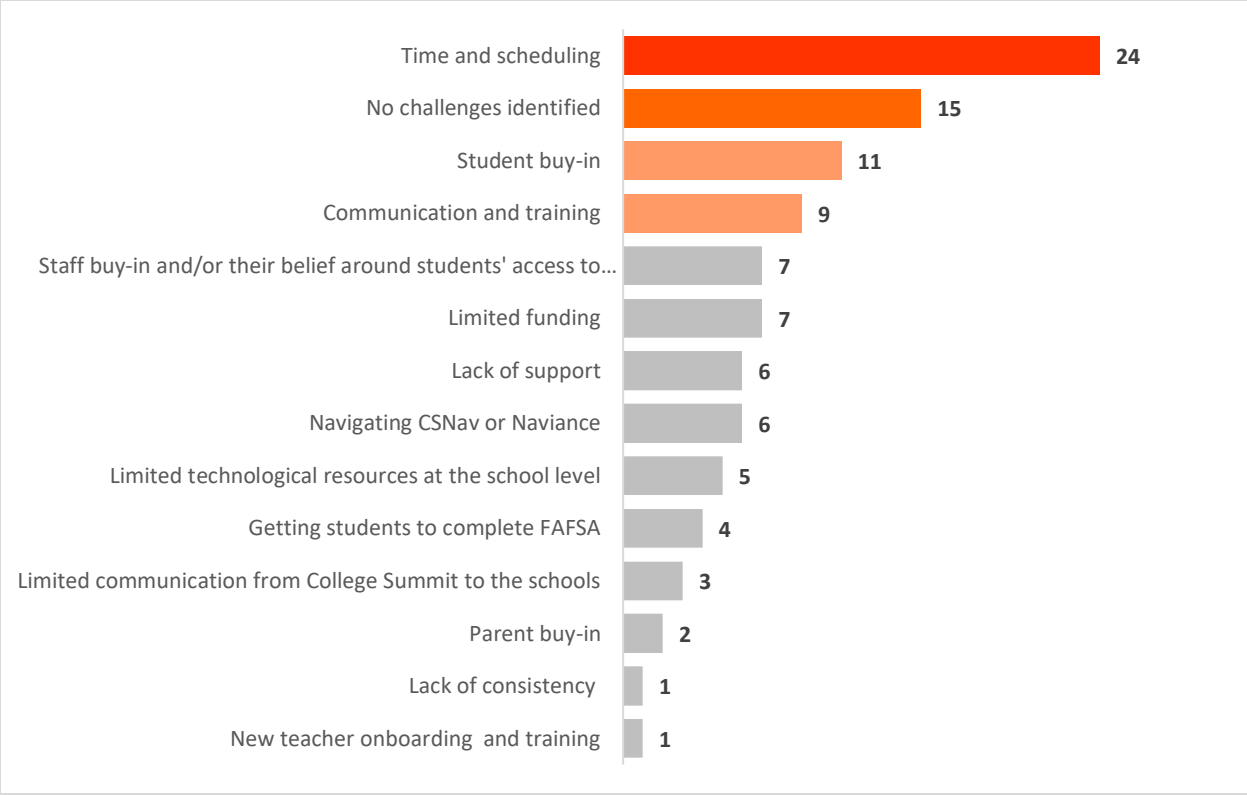
The most commonly identified barriers included scheduling or making adequate time for College Summit, the need for greater buy-in from students, and the lack of communication and training of staff within schools (see Figure 10). Scheduling enough time in the day to focus specifically on College Summit was recognized as a challenge by 24 respondents. As one College Summit advisor commented, *"There is not enough time allotted to College Summit because we incorporate it into a scheduled English class."* Eleven respondents noted that their schools were faced with the

[25] The open-ended question was written as follows: *"Please describe any challenges or barriers your school has faced when it comes to implementing College Summit."*

challenge of fostering buy-in from their students. For example, one College Summit advisor stated that student buy-in was particularly an issue for students who did not plan to attend college. This individual shared that getting students to follow through on all the milestones was difficult without buy-in: *"Even getting a poor grade for the class and ruining their grade point average is not a concern to some students."*

Other frequently cited challenges included the limited communication and internal training among staff in the school (nine respondents), followed by the lack of financial resources on their campuses (seven respondents). With regard to concerns about limited financial resources, a College Summit advisor shared, *"We still have to raise money to pay the College Summit fees ourselves. It is not part of the school budget."* A respondent at another school stated, *"It is becoming increasingly more difficult to implement College Summit in all of the grade levels due to budgetary constraints."* At least 15 other respondents reported having no implementation challenges within their schools.

Figure 10. College Summit Implementation Challenges and Barriers: Open-Ended Responses



Note. N = 102.

Recommendations for Program Improvement

AIR included an additional open-ended survey question that asked advisors, counselors, and administrators to provide recommendations for improvement to the College Summit *Navigator* program. A total of 83 respondents provided a response; however, the three most frequently cited recommendations are summarized in the following subsections. These recommendations concern the need to revise the curriculum, the need for more support from College Summit, and a need

for changes in the ways in which the program is being implemented within the schools. Despite these recommendations, respondents generally had positive feedback about and experience with the program.

Curriculum Revisions and Personalization

Curriculum suggestions were offered in 14 comments provided by respondents. Feedback on the curriculum included an interest in incorporating personal stories and providing greater alumni and peer-to-peer involvement. Respondents indicated that both activities would increase relatability to students.

Greater Presence of College Summit Staff

Ten respondents noted a greater need for support from College Summit. Many of these respondents specifically expressed that a greater presence and involvement of College Summit staff in the buildings was needed. For example, one College Summit coordinator said:

> *I believe College Summit should be more involved at the school level. We are often at times told to report out data for College Summit, but rarely do we receive much support from our College Summit staff at the school level. If students saw College Summit staff being more active in the building—whether for FAFSA, college fairs, or even classroom presentations—it will help the students take the program more seriously.*

Another College Summit advisor commented, *"More speakers or reps [are] needed. We need high school graduates, and other people who have 'been there' to tell their story about the college-going process."*

Overall Experience With the College Summit Program

Eleven respondents provided specific, positive feedback about the College Summit program. For example, one coordinator commented:

> *College Summit helps me reach out to the students for applying to college, finding the perfect fix, and scholarships. I enjoy the workbook for myself and the students because it reminds us about when to do everything, from the personal statement to the FAFSA.*

A College Summit advisor shared:

> *I believe that College Summit is an awesome program that gives students an opportunity to create a plan so that they can have a smooth transition into adulthood or to their life after high school.*

Finally, an administrator stated:

> *College Summit has been instrumental in so many ways. Through their college workshops, their curriculum-embedded resources, their constant presence and availability and their professionalism has proven to be a win-win situation.*

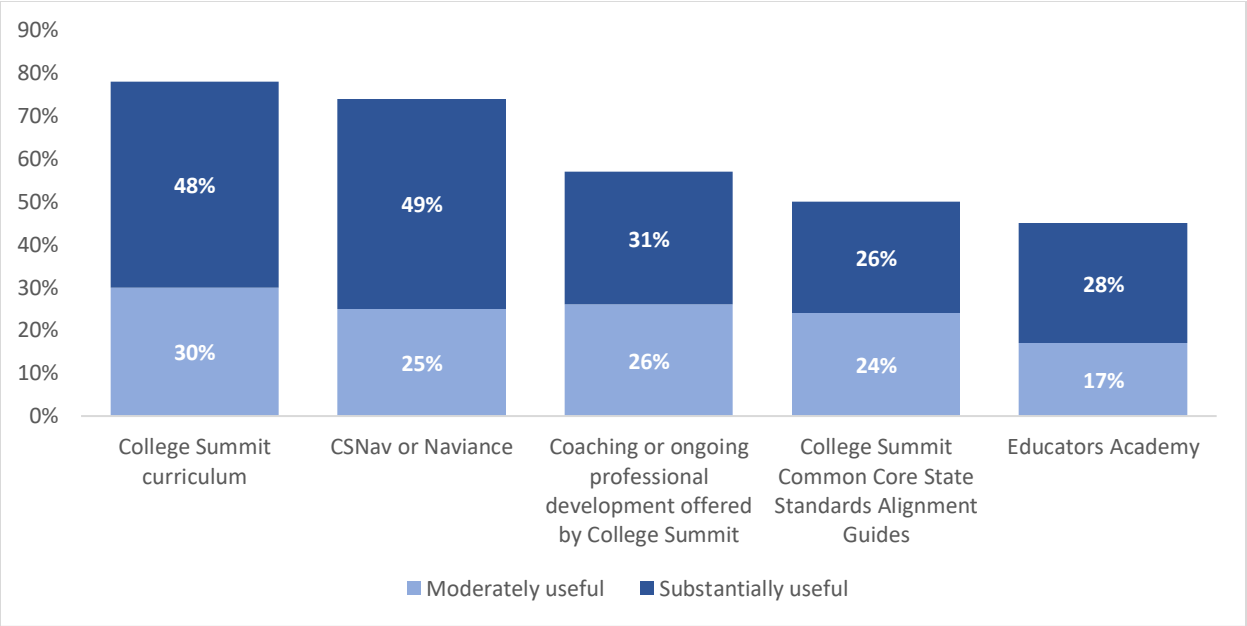
How do educators involved in implementing the 12th-grade *Navigator* program rate the quality and utility of its materials and the training and support provided by College Summit staff?

This section addresses the extent to which school administrators, teachers or advisors found the *Navigator* curriculum, CSNav and Naviance, alignment guides, Milestone Reports, the Educator Academy were found to be useful. In general, these tools and resources were found to be moderately or substantially useful by those who employed them.

Usefulness of College Summit Tools, Curriculum, Alignment Guides, and Educator Academy

When asked about the usefulness of the CSNav or Naviance (the online college-planning programs) and the College Summit curriculum, approximately three fourths of respondents found them to be *moderately useful* to *substantially useful*. In comparison, 50% of respondents noted that the College Summit Common Core State Standards Alignment Guides were *moderately useful* to *substantially useful*. Slightly fewer respondents (45%) mentioned the usefulness of the Educators Academy, which is held each summer and geared toward advisors and counselors (Figure 11).

Figure 11. Utility of College Summit Resources



Note. *N* = 304.

Use of College Summit Reports to Impact School Decision Making

Survey respondents were asked about the extent to which two reports—the Annual College Enrollment Rate and the Student Milestone reports[26]—influenced their schools' decision-making process related to three topics: allocating resources, informing curriculum, and school scheduling. For all three measures, nearly one third of all respondents reported that both of these reports had a *moderate* or *substantial impact* on these decisions. Moreover, 59% reported that they were aware of how these reports influenced school-level decision making.

College Summit's Implementation Goal

Data-Driven Processes are in place to identify and support students at risk for not enrolling in postsecondary opportunities and to activate effective practices. College enrollment is an important school metric that is regularly examined by school leadership and staff. Students or school staff routinely enter student milestone data into CSNav, and staff uses milestone data to improve postsecondary planning and instruction. [Support, Structure, and Tools]

Source: College-Going Culture Assessment, p. 1.

How do school staff members involved with implementing College Summit describe the relationship between implementation and the development of a college-going culture?

In addition to getting students to apply for, enroll in, and persist in college, another major aim of the College Summit program is to create or enhance a school's college-going culture. This goal is defined as "ensuring that all students receive the positive message that they have choices and options for their future" (College Summit, 2013, p. 15). According to College Summit staff, college-going culture is fostered through adult messaging to students about their postsecondary options and facilitating a culture in which students take an active role in planning for their future. This effort may include a variety of activities in the school, such as *signaling*, which is defined as the "posting of banners, pennants, and other unique visual materials that signal postsecondary purpose" (College Summit, 2013) and the expectation of all adults in the school that all students can graduate from high school and attend college.

To assess the relationship between a school's implementation of the College Summit *Navigator* program and the development of a college-going culture, we asked survey respondents a series of questions about the following topics:

- Their school's expectations for students' academic performance, college readiness, and college persistence

[26] The Student Milestone report provides both a detailed school- and classroom-level look at students' progress toward achieving major milestones, such as taking the ACT® or SAT® exams, the number of college applications sent, and whether FAFSA applications have been completed. In contrast, the Annual College Enrollment Rate report includes data from the National Student Clearinghouse about the number of college enrollments and the persistence of their high school graduates at two- and four-year institutions. (Notes: ACT is a registered trademark of the American College Testing Program, and SAT is a registered trademark of the College Board. Neither the American College Testing Program nor the College Board are affiliated with, nor do they endorse, this report.)

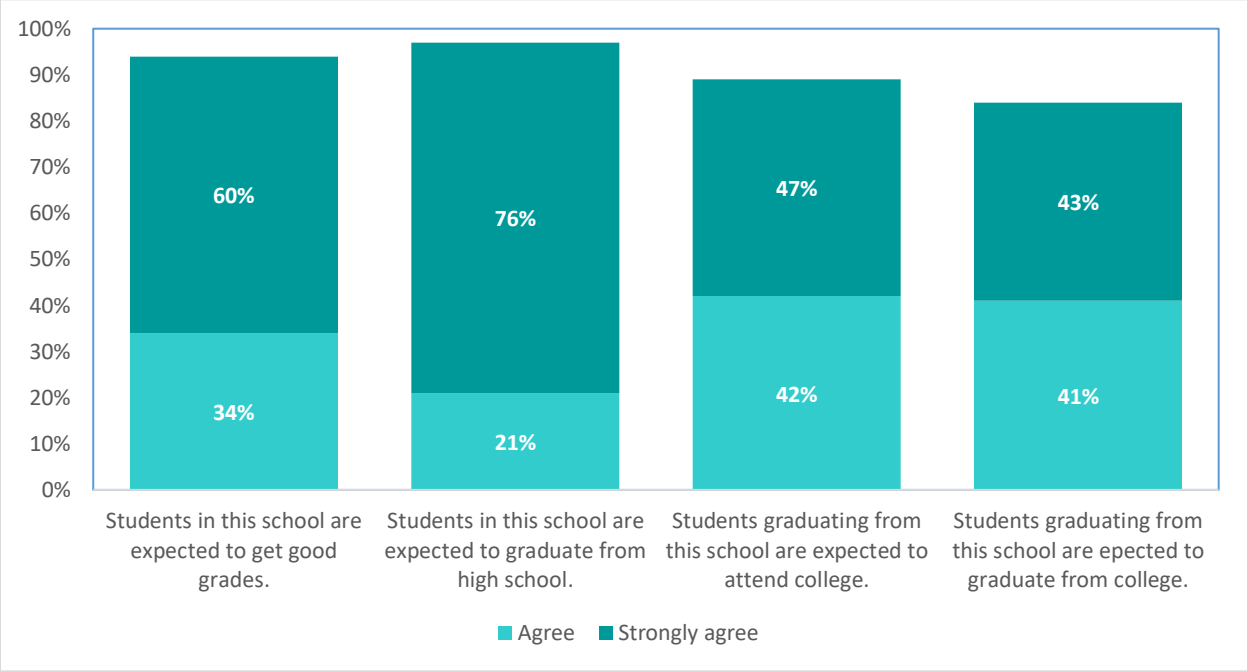
- Whether their students were more aware of and knowledgeable about postsecondary options, including college admission requirements, the college application process, and career options, since College Summit was implemented
- Overall program successes

Key findings about each of these focal areas follow.

Educators' Expectations for Student Academic Performance and College Persistence

On the survey, administrators, advisors, and counselors were asked about their school's expectations for students' academic performance, college readiness, and college persistence. The overwhelming majority of national respondents *agreed* or *strongly agreed* that students in their school were expected to get good grades (94%) and graduate from high school (97%) (Figure 12). When asked whether students who graduate from their school are expected to attend college, 10% of respondents *disagreed* or *strongly disagreed* with this statement. This is similar to the 13% who also did *not* agree with the sentiment that students who graduated from their high school also were expected to graduate from college.

Figure 12. Educator Expectations Related to Student Academic Performance and College Persistence



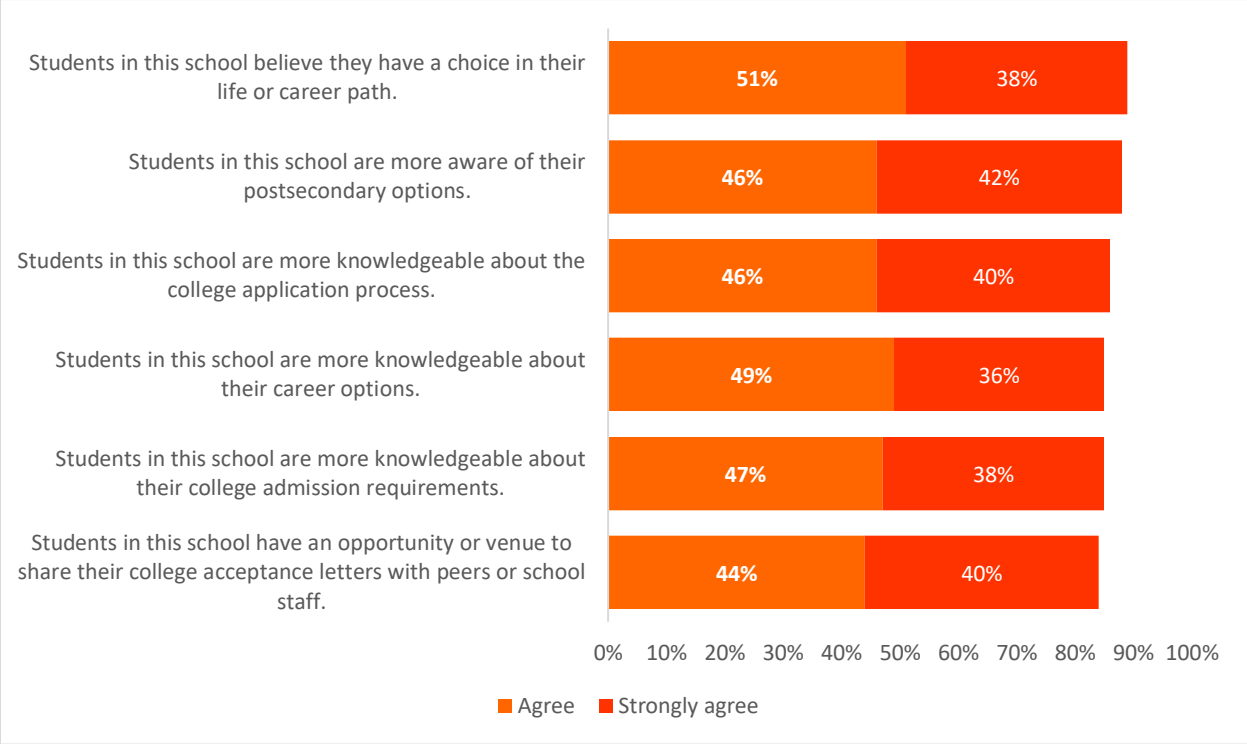
Note. *N* = 306.

Students' Awareness and Knowledge of Postsecondary Options

Respondents were also asked whether their students were more aware of and knowledgeable about postsecondary options, including college admission requirements, the college application process, and career options since College Summit was implemented, and whether they had a

venue for sharing their acceptance letters with their peers or school staff. More than 84% of respondents *agreed* or *strongly agreed* with all five of these statements (Figure 13). For example, 87% of respondents reported that they *agreed* or *strongly agreed* with the belief that their students had a choice in their life or career path and 88% *agreed* or *strongly agreed* with the statement that their students had opportunities or venues to share their acceptance letters with peers and school staff.

Figure 13. Educators' Perspectives on Student Awareness of and Knowledge about Postsecondary Options



Note. *N* = 306.

College-Going Culture Visibility in Schools

College Summit administrators, counselors, and advisors were asked to indicate their level of agreement with the following statement: *"College expectations are made visible throughout the school through signs, banners, college-positive conversations with adults, and other resources."* Eighty-two percent of respondents *agreed* or *strongly agreed* with the statement.

College Summit's Implementation Goal

Information and Resources about postsecondary education are regularly updated and readily available in centralized places such as the media center, lunchroom, career/college center, main office, library, websites, or college corners in classrooms. These areas are easily accessible to students, families, faculty, and community members. [Knowledge and Expectations/Support, Structure, and Tools/Signaling]

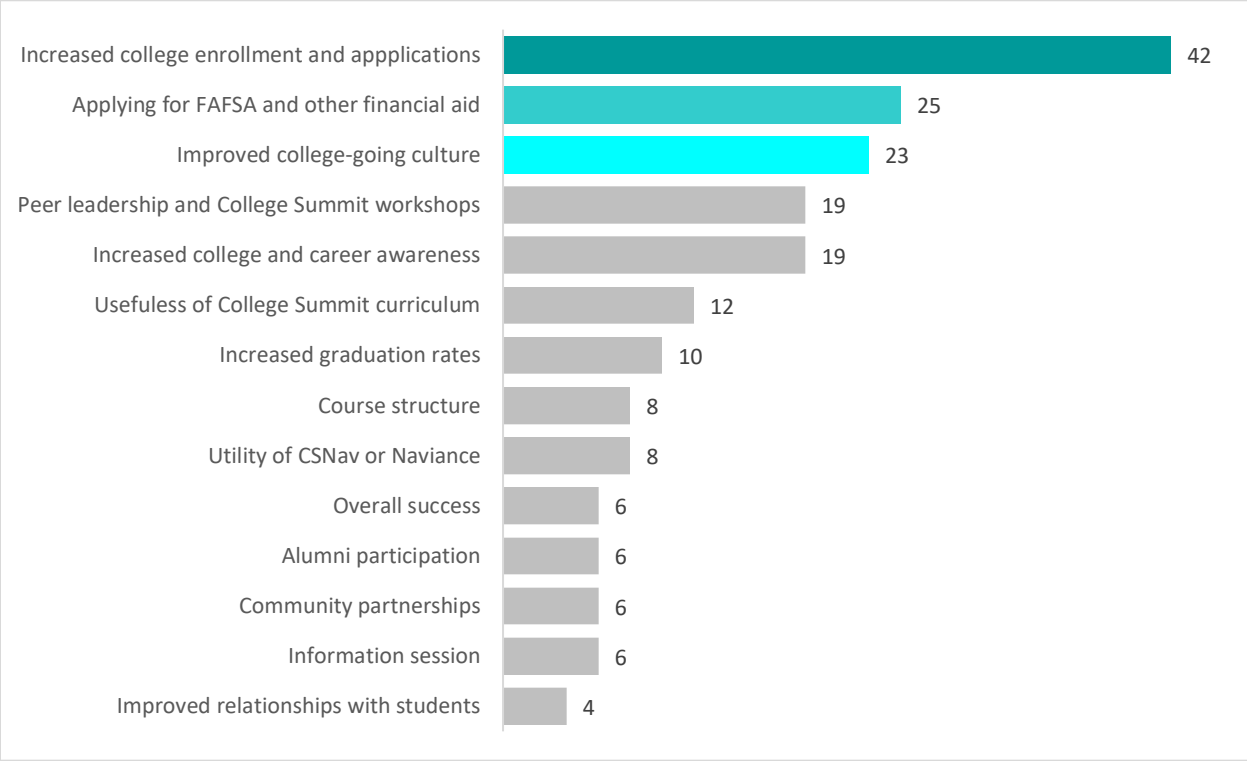
Source: College-Going Assessment, p. 1.

Program Successes

AIR included an open-ended question on the survey that provided respondents with an opportunity to provide feedback on the general successes of the *Navigator* program implementation. Only 128 (out of 306) survey respondents provided a response to this question.

Survey respondents were asked to share their successes with implementing College Summit in their schools.[27] The five most frequently cited achievements were successes related to increasing college enrollment and college application submissions (42 respondents), having more students apply for FAFSA and other financial aid opportunities (25 respondents), efforts at improving the college-going culture (23 respondents), increased college and career awareness (19 respondents), and having peer leadership and engaging in College Summit workshops (19 respondents). Figure 14 provides a breakdown of the most common themes that emerged from the open-ended responses about program implementation successes.

Figure 14. College Summit Implementation Successes: Open-Ended Responses



Note. N = 194.

Impact Findings

This section addresses the research questions that assess the impacts of College Summit on the rate at which students enroll in any college and in four-year colleges over time. These findings are based on changes in college enrollment rates of students from College Summit schools and a

matched comparison sample both before and after the start of the College Summit program, characteristics.

Before presenting results based on the CITS model that includes adjustments for measured differences in College Summit and comparison school, it is informative to examine the observed college enrollment rates over the period. Figures 15 and 16 plot the descriptive trends in college enrollment rates for College Summit schools and the matched comparison groups. The year relative to implementation (*x*-axis) is the time point relative to the last year before a school started using College Summit (i.e., the baseline year = 0). Years 1 and 2 are the first and second years after the start of the College Summit program. Overall, these figures illustrate that the college enrollment rates (observed means) of students from College Summit and matched comparison schools at any college and at four-year colleges were similar during the prior intervention period, as intended by the matched comparison sample design, and similar during the postintervention period.

Figure 15. Observed College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools

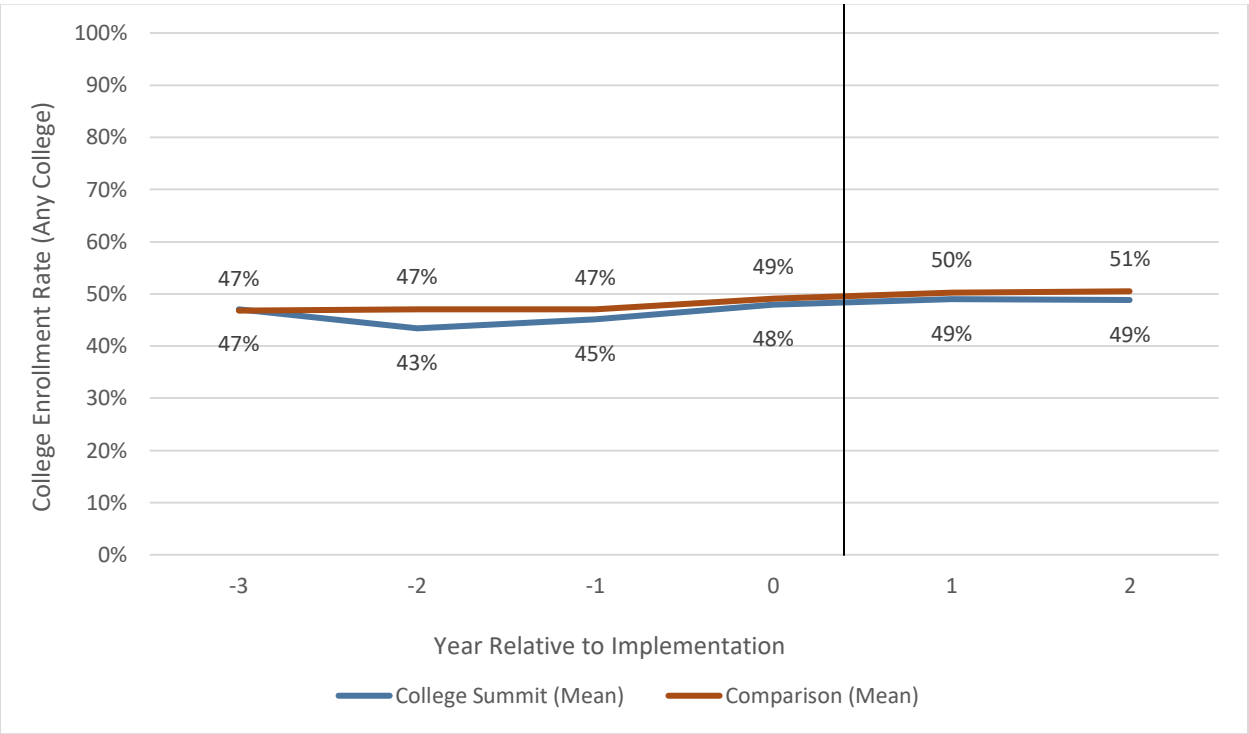
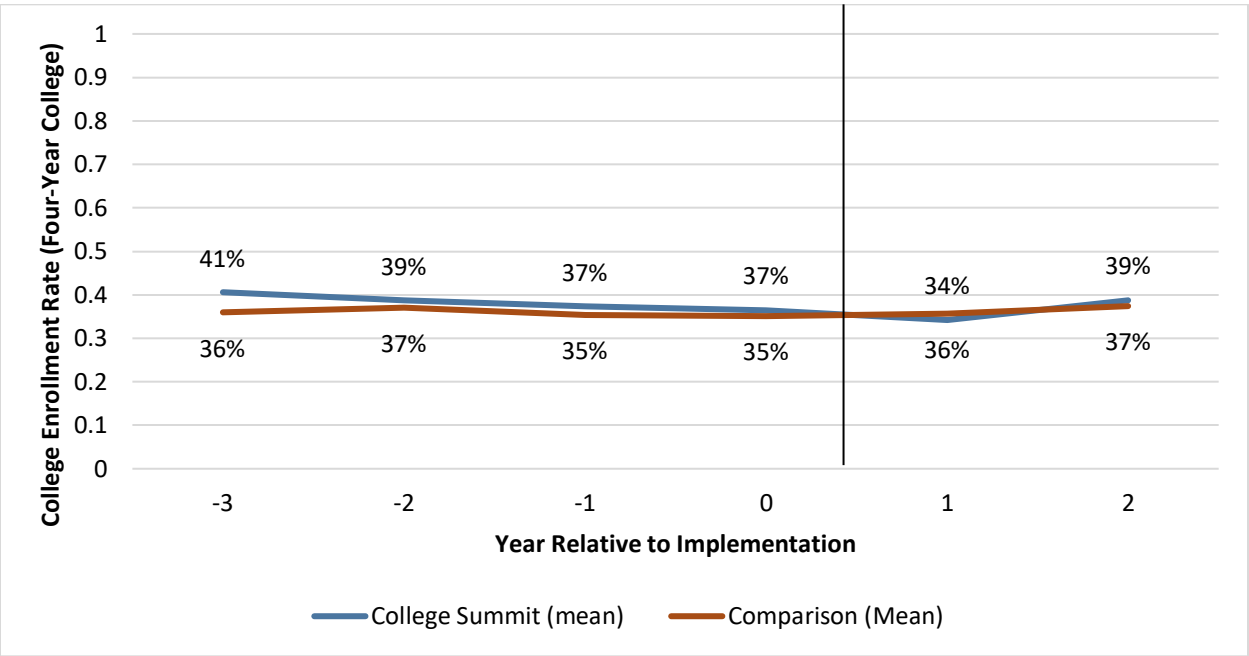


Figure 16. Observed College Enrollment Rates in a *Four-Year College* Between Participating College Summit and Comparison Schools



Does the College Summit 12th-grade *Navigator* program impact the rate at which students enroll in any college and the rate at which students enroll in a four-year college in the school year following high school graduation? How do the enrollment rates change across time for schools implementing the program compared to those of nonimplementing schools?

Figures 17 and 18 illustrate the estimated trends on college enrollment rates for College Summit Schools and the comparison groups based on the CITS.

Student enrollment rates in *any* college or in a four-year college following high school graduation were similar between College Summit schools and the comparison schools before and after the intervention (see Figures 15 and 16).

- For college enrollment rates in *any* college, the magnitude of the effect sizes is 0.02 standard deviations (SD) (= 1 percentage differences) for the first year and –0.04 SD (= –0.9 percentage differences) for the second year, respectively.
- For college enrollment rates in *four-year* colleges, the magnitude of the effect sizes is 0.00 SD (= 0.01 percentage difference) for the first year and 0.01 SD (= 0.01 percentage differences) for the second year, respectively.
- The estimated effects of College Summit on the percentage of students who enrolled in *any* college or in a four-year college were not statistically significant in the first or second year of program implementation.

Figure 17. Fitted College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools

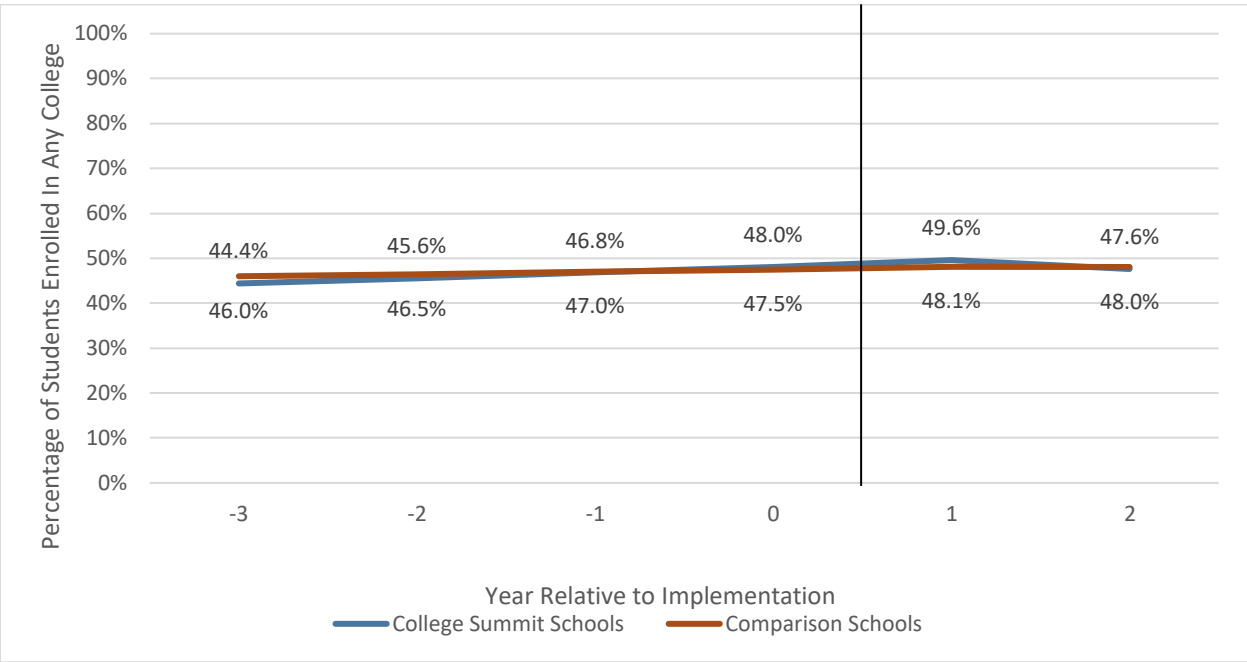
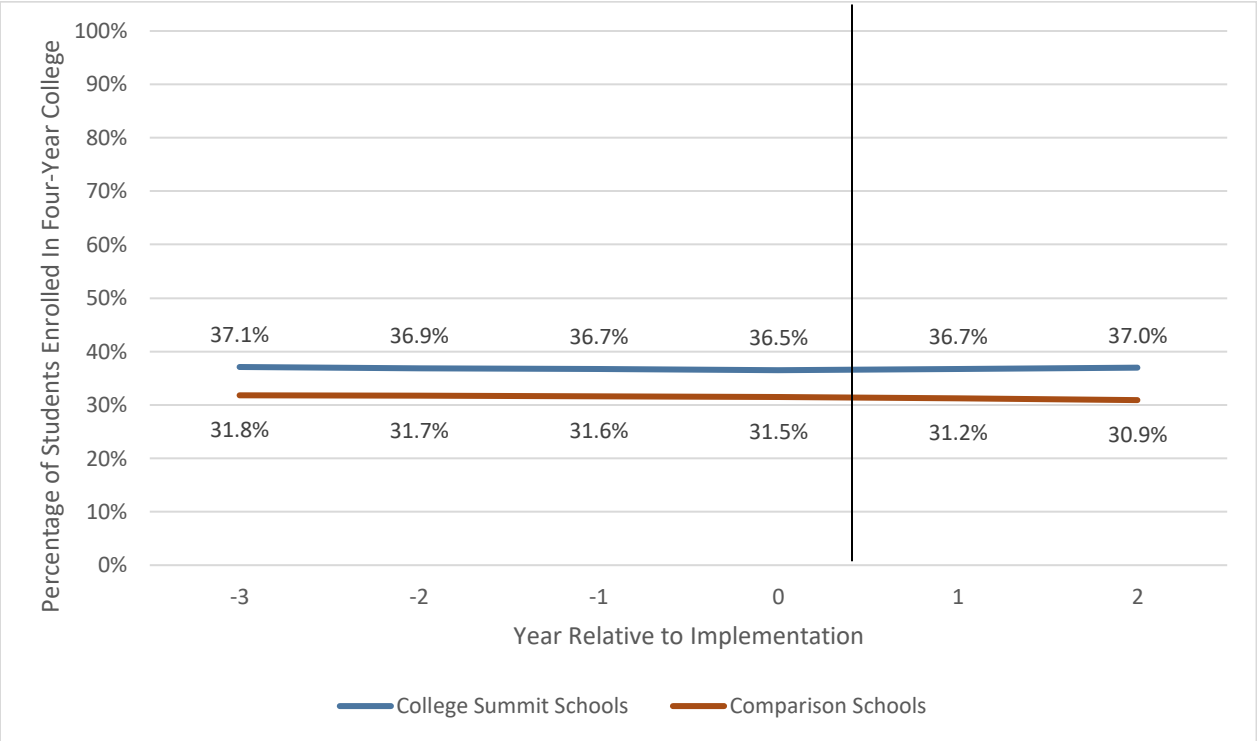


Figure 18. Fitted College Enrollment Rates in *Four-Year Colleges* for College Summit and Comparison Schools



Does the impact on college enrollment rates differ by region[28] (i.e., Connecticut, Florida, Maryland, Missouri, New York, South Carolina, and West Virginia), baseline college enrollment rates (i.e., low versus high), and the percentage of students participating in College Summit (i.e., low versus high)?

To examine whether the effect of College Summit differed across regions of the United States, we conducted separate CITS analyses for schools in the following regions: NCR (e.g., Maryland and Virginia), South Carolina, West Virginia, and New York. In each of these regions, students from schools participating in College Summit enrolled in any college at similar rates as students from the comparison schools, but the relatively small number of students within any particular region makes it difficult to conclude if there were any statistically meaningful differences.

The Impact of College Summit on College Enrollment Rates for Any College by Region

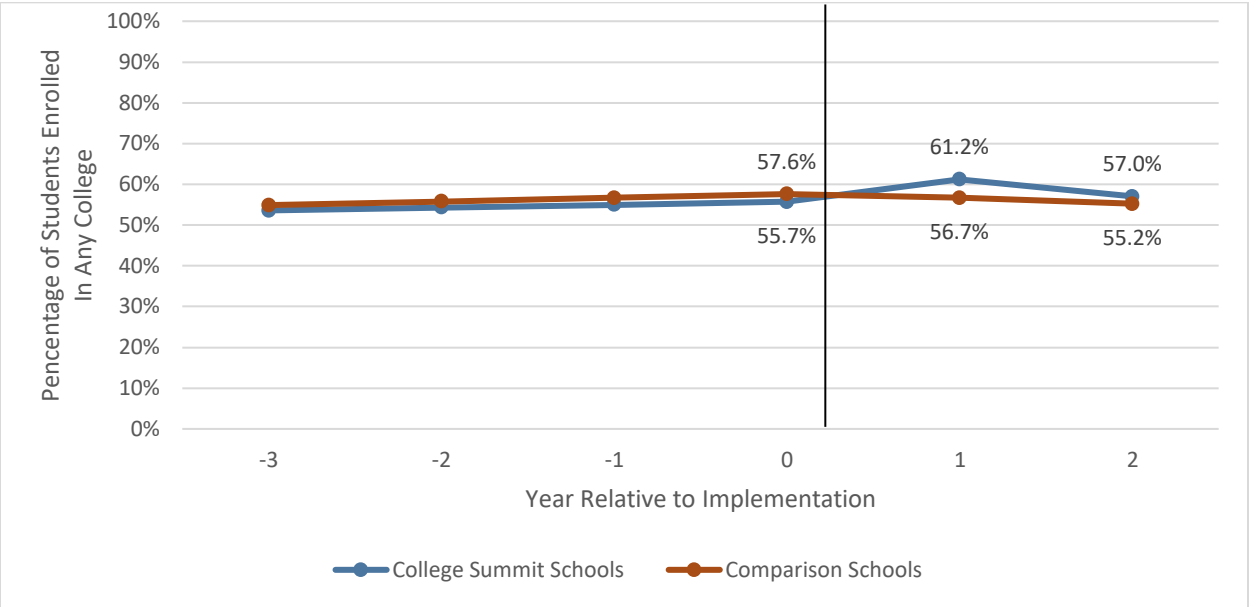
Overall, students participating in College Summit from the NCR (i.e., Maryland, Virginia), South Carolina, West Virginia, and New York enrolled in any college at similar rates as students from the comparison schools

National Capital Region: College Enrollment in *Any* College

For schools located in the NCR, effect sizes is 0.14 SD (6.4 percentage differences) for the first year and 0.08 SD (3.7 percentage differences) for the second year. Although the effects were not statistically significant, the effect sizes for NCR schools (particularly, the effect size for the first year) were larger than the effects based on all the College Summit schools (Figure 19).

[28] There are seven College Summit regions: Virginia and Maryland (also known as the NCR), Missouri, South Carolina, West Virginia, Florida, New York, and Connecticut. Of these regions, we examined the impact of College Summit on college enrollment rates in *any* college for NCR (Treatment = 8, Control = 26), South Carolina (T = 10, C=35), West Virginia (T = 15, C = 50), and New York (T = 23, C = 79). For the college enrollment rates in four-year college, subgroup analyses were conducted for NCR (T = 8, C = 26) and South Carolina (T = 10, C = 35) region. The other regions (e.g., Florida, Missouri, and Connecticut) were not included in the analysis due to small sample sizes (i.e., having only two or three treatment schools). Given small sample size, district fixed effects were dropped from the CITS models.

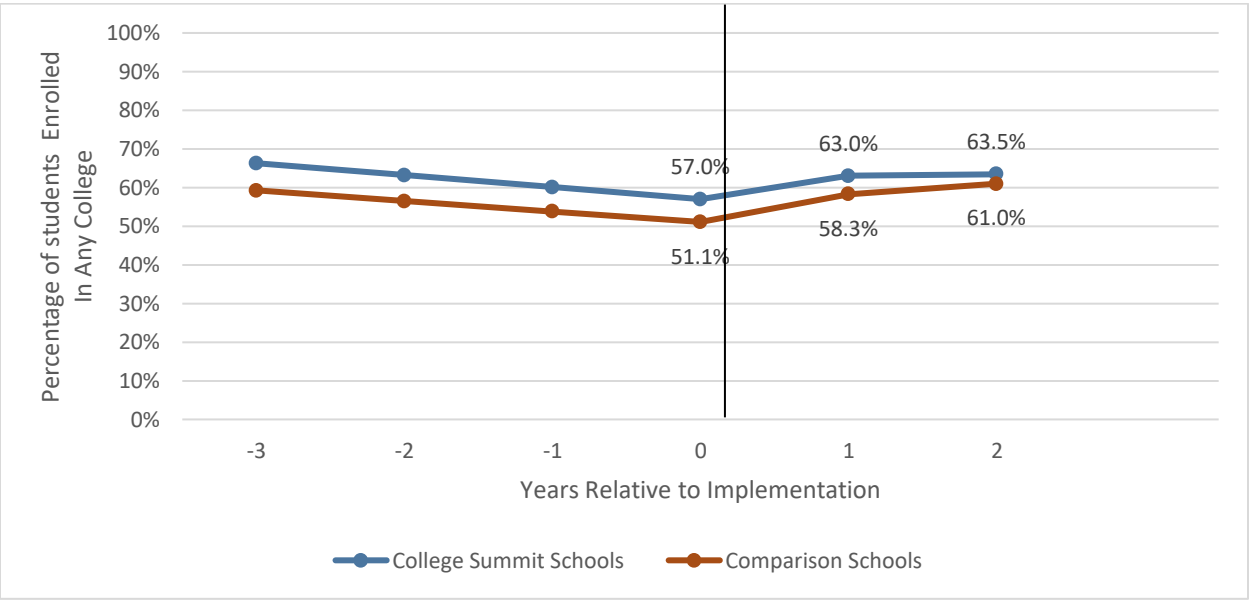
Figure 19. Fitted College Enrollment Rates in *Any College* Between NCR College Summit and Comparison Schools



South Carolina: College Enrollment in *Any* College

For schools located in South Carolina, the effect size is –0.07 SD (1.2 percentage differences) for the first year and –0.14 SD (3.4 percentage differences) for the second year. These impacts were not statistically significant, although the effects were about the same as in the NCR region but negative (Figure 20).

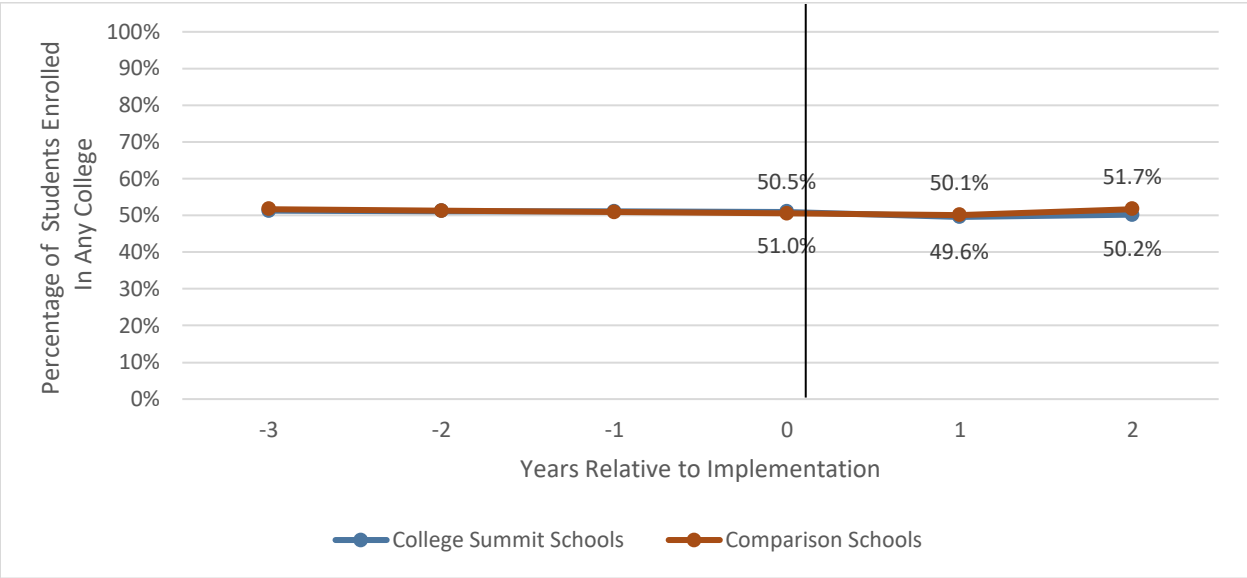
Figure 20. Fitted College Enrollment Rates in *Any College* Between South Carolina College Summit and Comparison Schools



West Virginia: College Enrollment in *Any* College

For schools in West Virginia, the effect size is –0.02 SD (1 percentage differences) for the first year and –0.05 SD (2 percentage differences) for the second year. These impacts were not statistically significant (Figure 21).

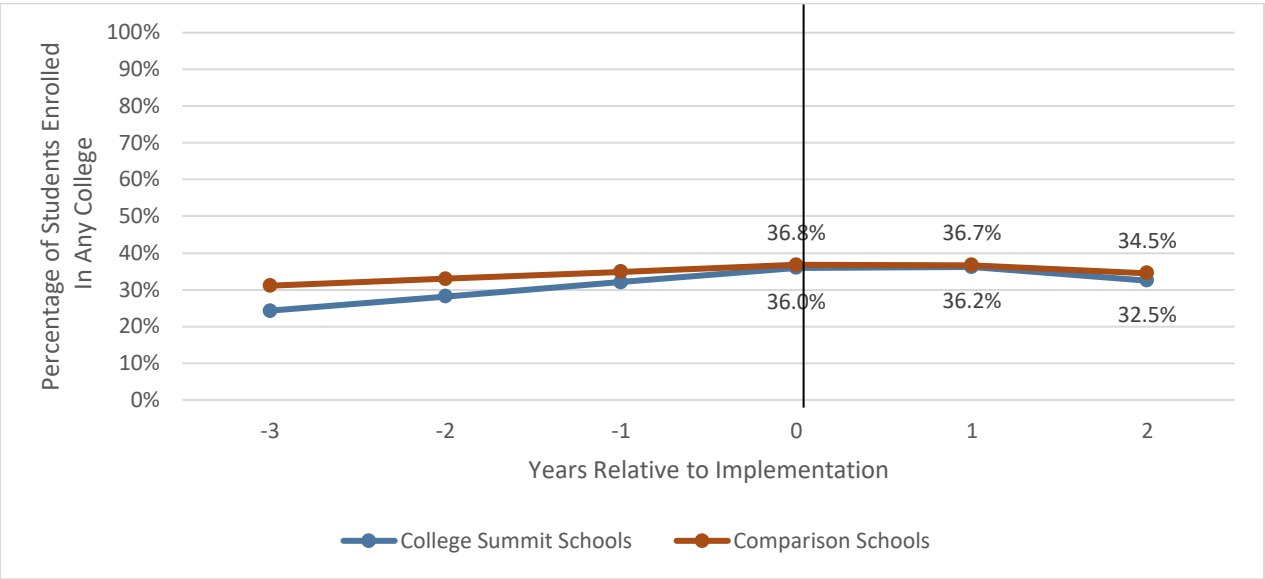
Figure 21. Fitted College Enrollment Rates in *Any College* Between West Virginia College Summit and Comparison Schools



New York: College Enrollment in *Any* College

For schools in New York, the effect sizes is 0.01 SD (0 percentage differences) for the first year and –0.05 SD (1 percentage differences) for the second year. These impacts were not statistically significant (Figure 22).

Figure 22. Fitted College Enrollment Rates in *Any College* Between New York College Summit and Comparison Schools



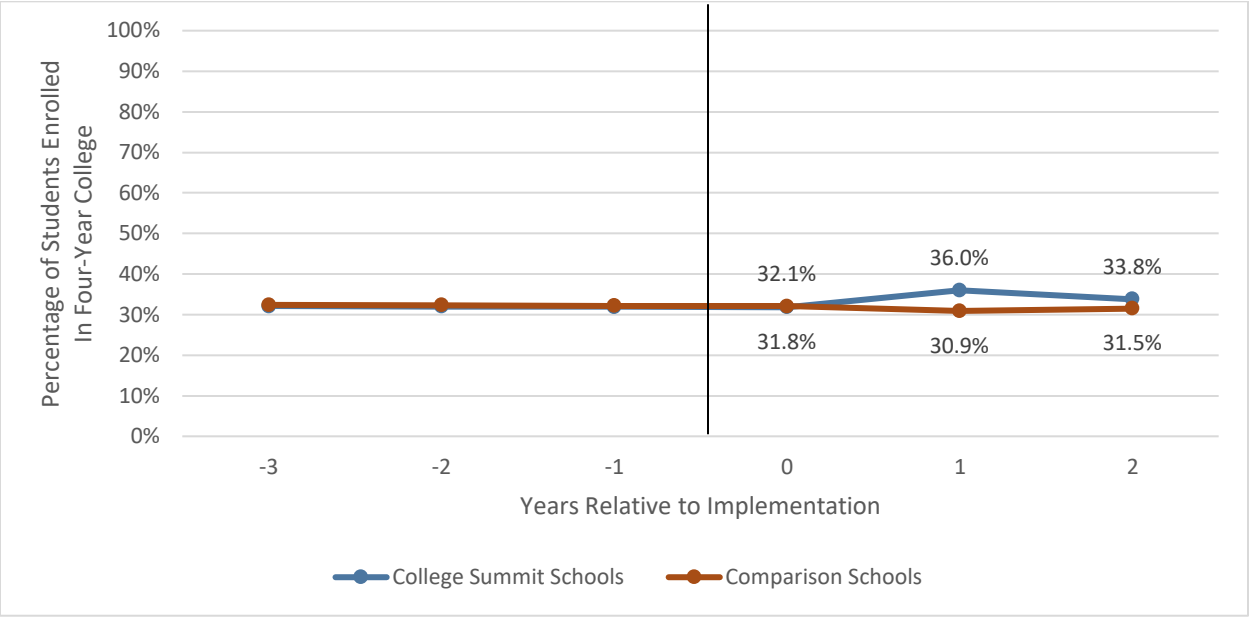
The Impact of College Summit on College Enrollment Rates for Four-Year College by Region

To ascertain college enrollment rates for students enrolled in a four-year college, AIR had enough data for two out the seven regions. Students from participating College Summit schools in the NCR (e.g., Maryland and Virginia) and South Carolina enrolled in *four-year* colleges at similar rates as students from the comparison schools.

NCR: College Enrollment in *Four-Year* Colleges

The effect sizes for NCR schools are 0.14 SD (5.4 percentage differences) for the first year and 0.02 SD (2.6 percentage differences) for the second year. These impacts were not statistically significant, but they are larger than the effects based on all the College Summit schools (see Figure 23).

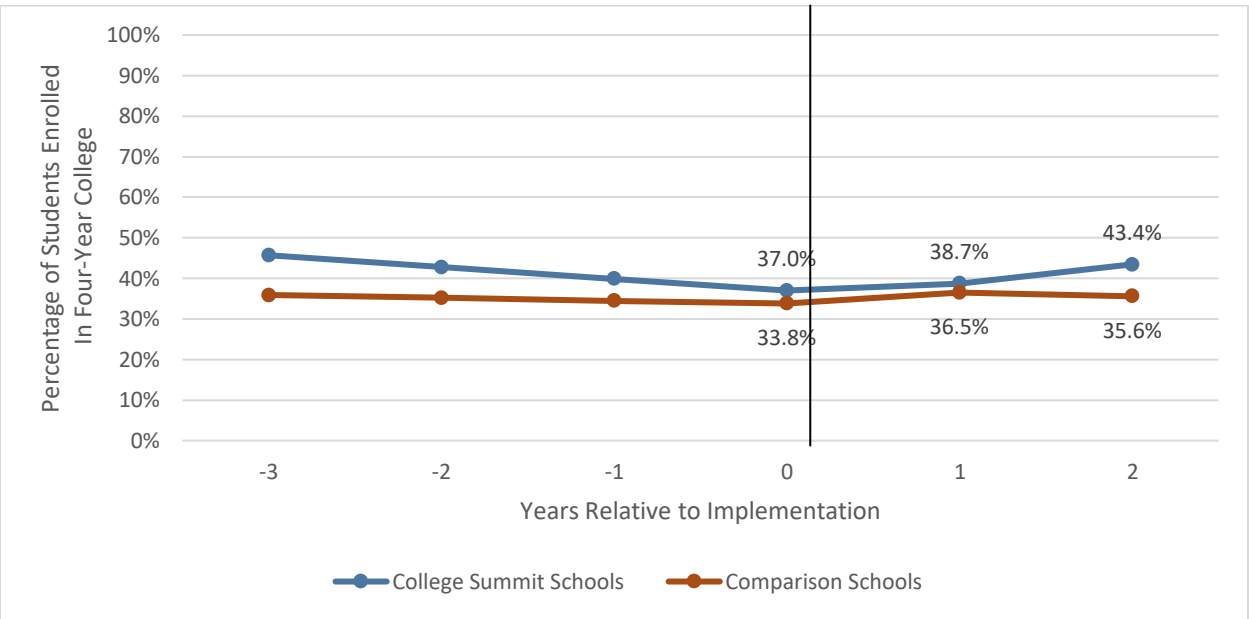
Figure 23. Fitted College Enrollment Rates in *Four-Year College* Between NCR College Summit and Comparison Schools



South Carolina Region: College Enrollment in *Four-Year* Colleges

For schools located in South Carolina, the effect size is –0.02 SD (1 percentage differences) for the first year and 0.13 SD (5 percentage differences) for the second year. These impacts were not statistically significant, but the effect in the second year is larger than the effects based on all the College Summit schools (Figure 24).

Figure 24. Fitted College Enrollment Rates in *Four-Year College* Between South Carolina College Summit and Comparison Schools



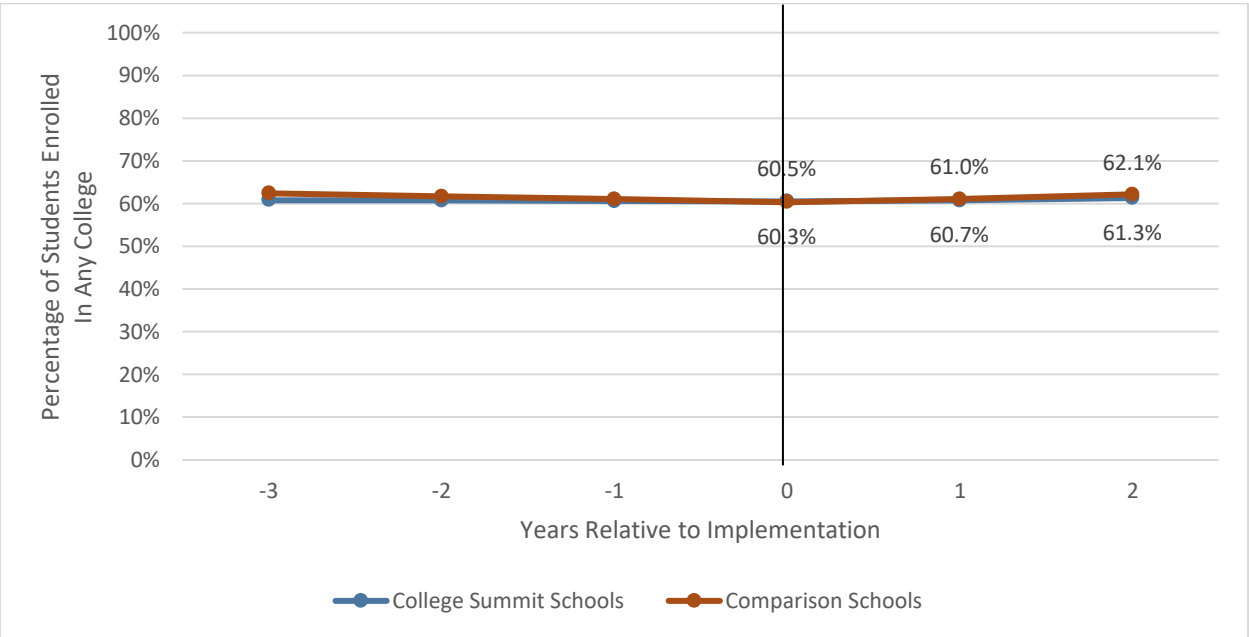
The Impact of College Summit by Baseline College Enrollment

Regardless of whether schools' baseline college enrollment rates were high (more than 50%) or low (49% or less), treatment schools enrolled students into *any* college and four-year colleges at similar rates as comparison schools. Subgroup analyses by baseline college enrollment rates suggest that there are no statistically significant impacts on college enrollment rates for both subgroups (i.e., high baseline enrollment rate versus low baseline enrollment rate).

Baseline College Enrollment Rates for *Any* College,

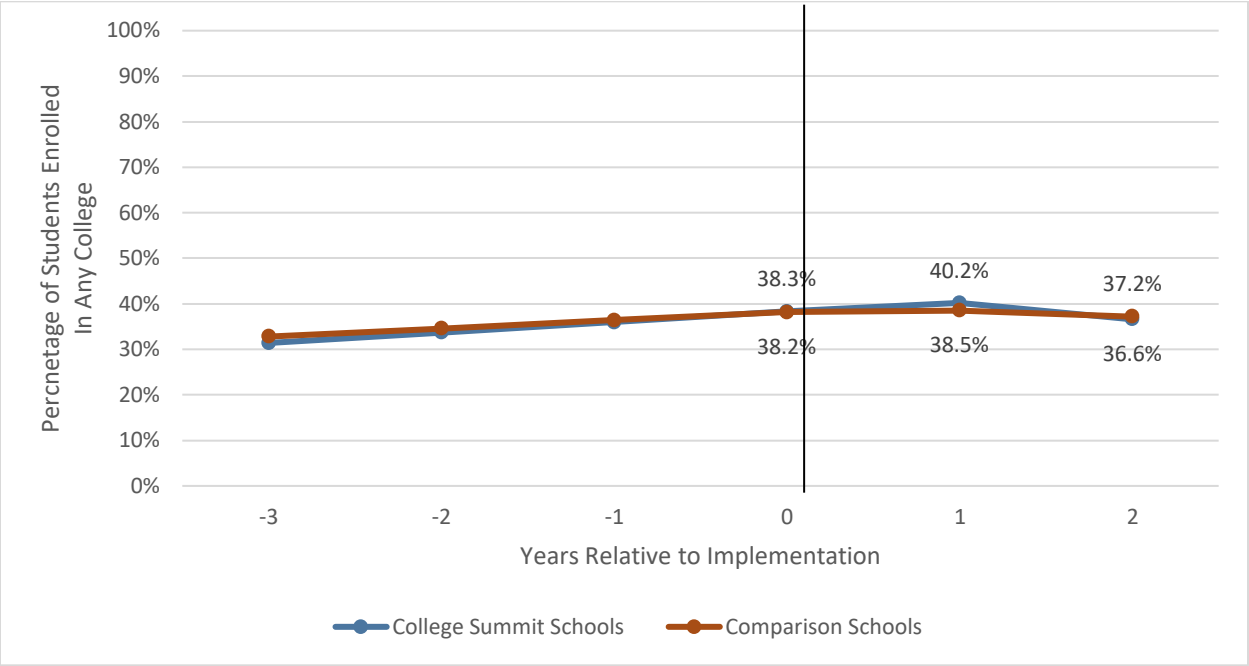
When schools' baseline enrollment rates are high (more than 50%), the effect of College Summit is –0.03 SD (–0.50 percentage differences) for the first year and –0.05 SD (–1 percentage differences) for the second year. These impacts were not statistically significant (Figure 25).

Figure 25. Fitted College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools for *High* Baseline College Enrollment



When baseline enrollment rates are low (less than 50%), the effect of College Summit is 0.03 SD (1.6 percentage differences) for the first year and –0.04 SD (–0.7 percentage differences) for the second year. These impacts were not statistically significant (Figure 26).

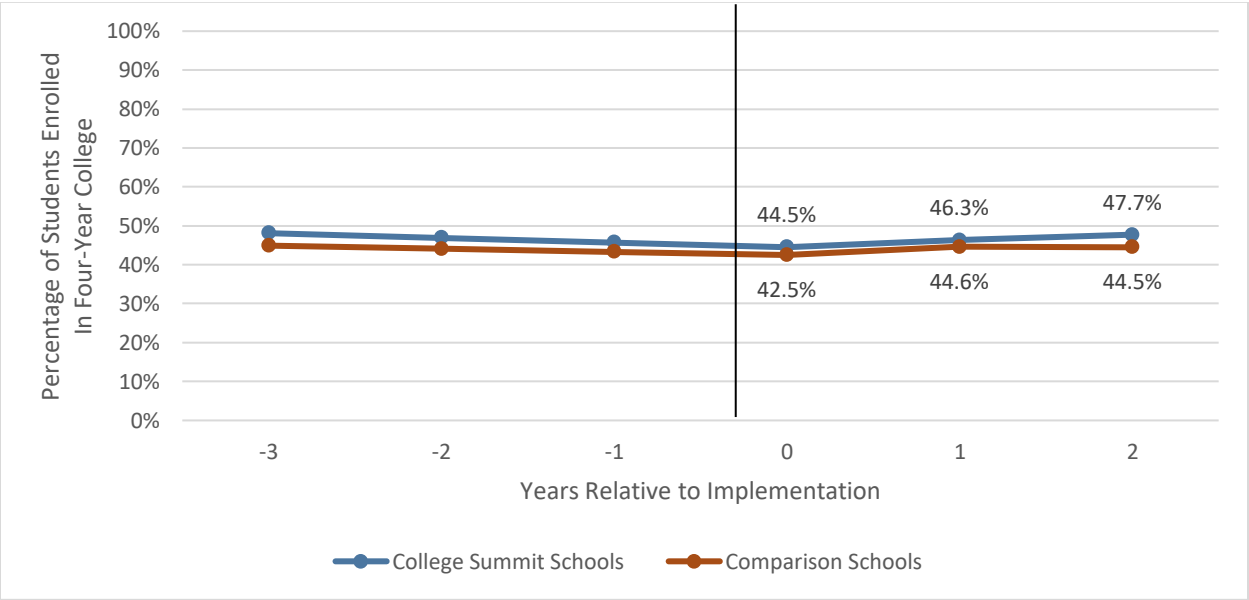
Figure 26. Fitted College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools for *Low* Baseline College Enrollment



Baseline College Enrollment Rates for *Four-Year* Colleges,

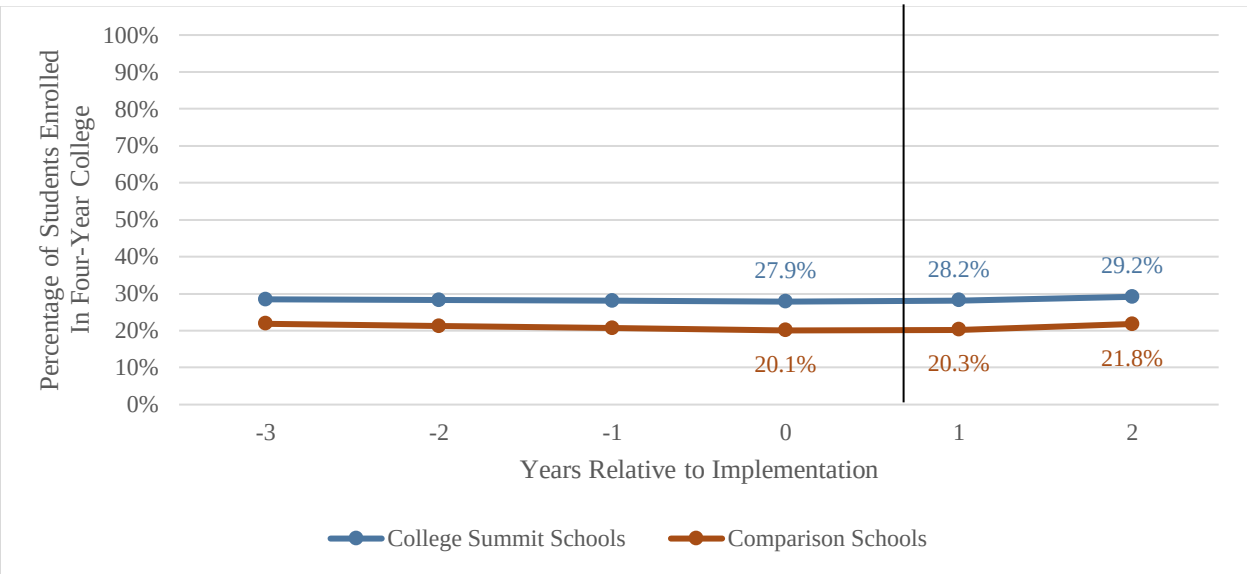
When baseline enrollment rates are high, the effect of College Summit is 0.00 SD (–0.3 percentage differences) for the first year and 0.03 SD (1.2 percentage differences) for the second year. These impacts were not statistically significant (Figure 27).

Figure 27. Fitted College Enrollment Rates in *Four-Year College* Between Participating College Summit and Comparison Schools for High Baseline Enrollment



When baseline enrollment rates are low, the effect of College Summit is –0.02 SD (0.1 percentage differences) for the first year and –0.04 (0.4 percentage differences) for the second year. These impacts were not statistically significant.

Figure 28. Fitted College Enrollment Rates in *Four-Year College* Between Participating College Summit and Comparison Schools for Low Baseline Enrollment



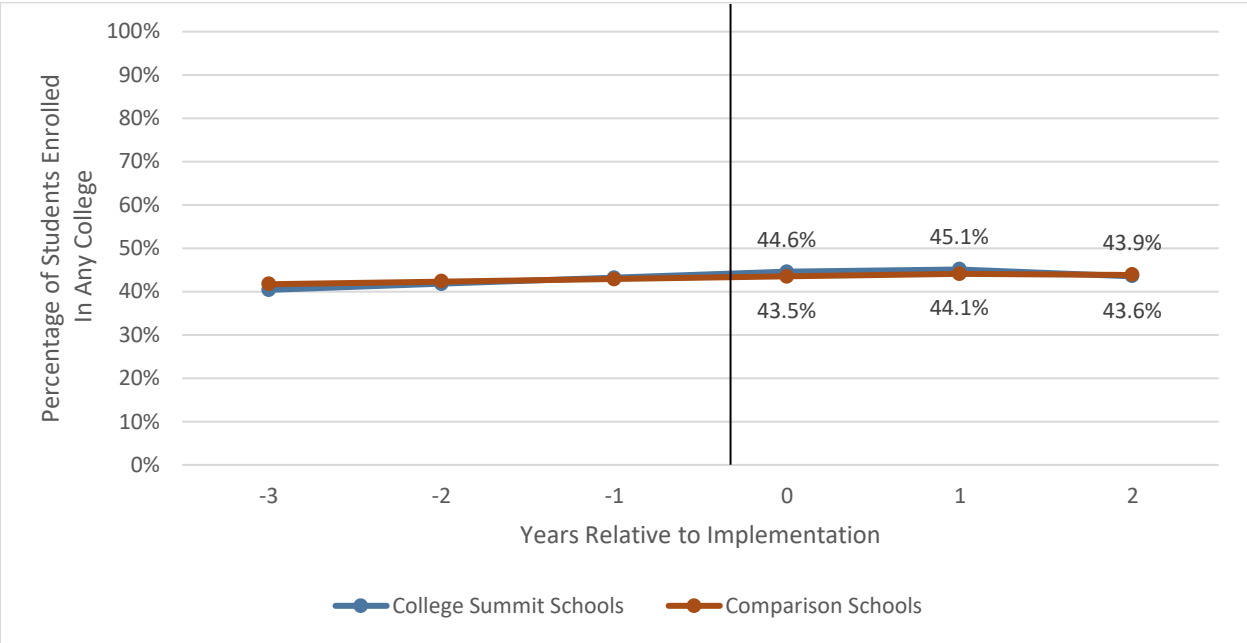
The Impact of College Summit by Student Participation

Lastly, student enrollment rates into *any* college or a four-year college were similar between College Summit and the comparison schools, regardless of schools' program participation rates. Subgroup analyses by program participation rates suggest that there are no statistically significant impacts on college enrollment rates for both subgroups (i.e., high participation rate versus low participation rate).

College Enrollment by Student Participation Rates for *Any* Colleges,

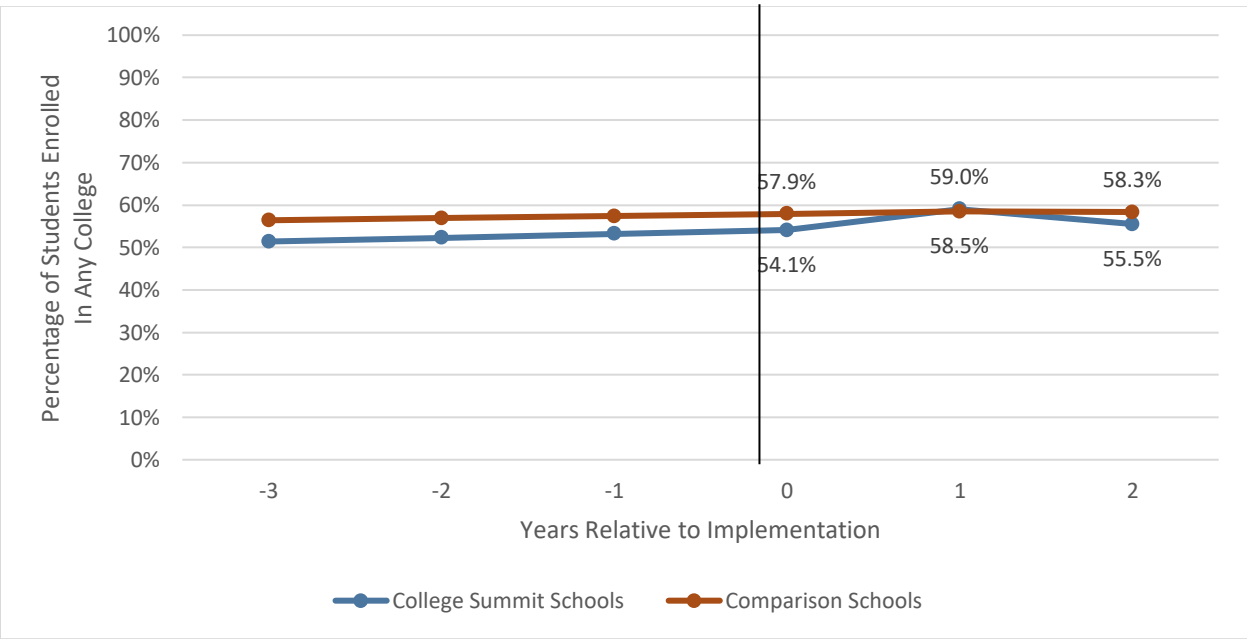
When program participation rates are high (100% of seniors are participating in the *Navigator* program), the effect of College Summit is –0.01 SD (–0.10 percentage differences) for the first year and –0.11 SD (–1.40 percentage differences) for the second year. These impacts were not statistically significant (Figure 29).

Figure 29. Fitted College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools for High Participation Group



When program participation rates are low (less than 100%), the effect of College Summit is 0.16 SD (4.3 percentage differences) for the first year and –0.05 SD (1 percentage differences) for the second year. Although these impacts were not statistically significant, the estimated effect in the first year is larger than the effect based on all the College Summit schools.

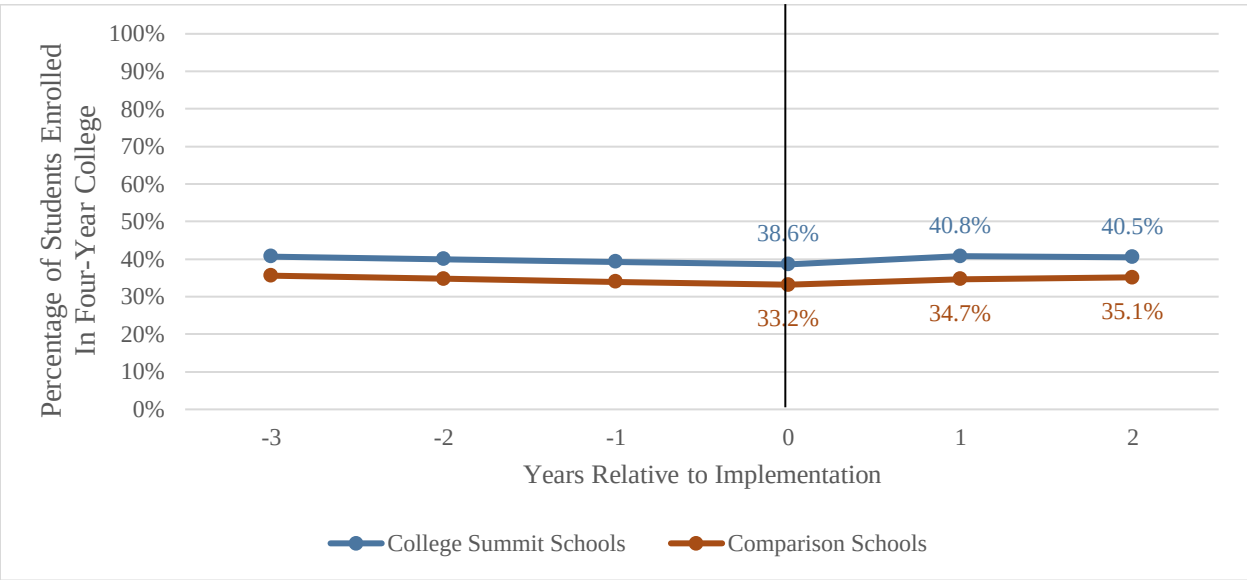
Figure 30. Fitted College Enrollment Rates in *Any College* Between Participating College Summit and Comparison Schools for Low Participation Group



College Enrollment by Student Participation Rates for *Four-Year* Colleges

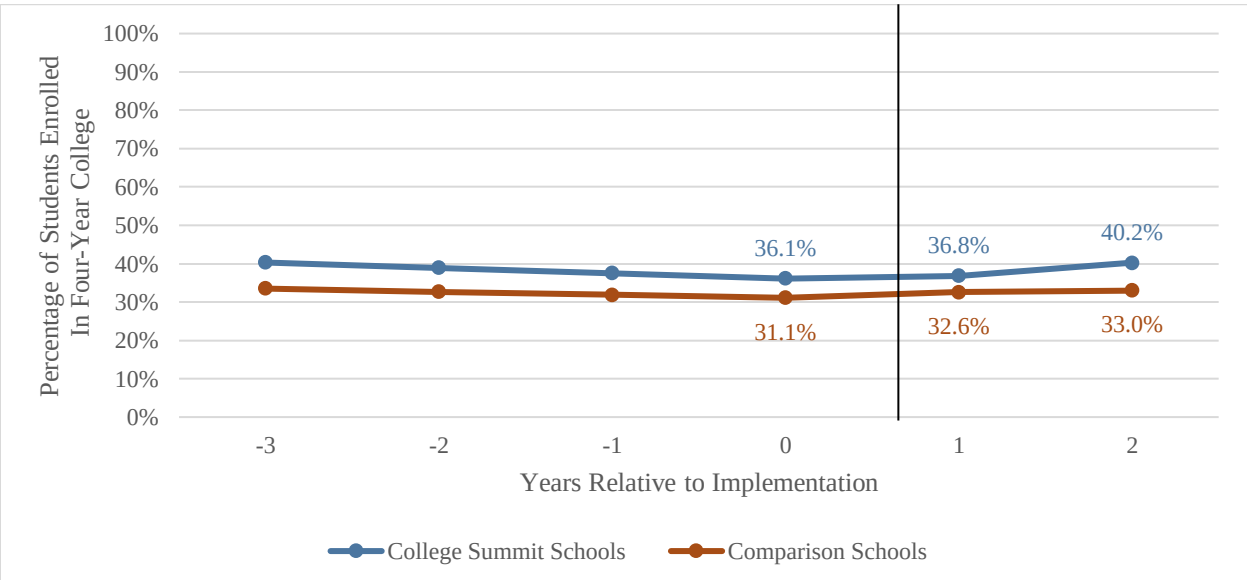
When program participation rates are high, the effect of College Summit is 0.01 SD (0.7 percentage differences) for the first year and –0.02 SD (0 percentage differences) for the second year. These impacts were not statistically significant (Figure 31).

Figure 31. Fitted College Enrollment Rates in Four-Year College Between Participating College Summit and Comparison Schools for High Participation Group



When program participation rates are low, the effect of College Summit is –0.01 SD (0.8 percent differences) for the first year and 0.06 (2.2 percentage differences) for the second year. These impacts were not statistically significant (Figure 32).

Figure 32. Fitted College Enrollment Rates in Four-Year College Between Participating College Summit and Comparison Schools for Low Participation Group



Summary of Findings

Many key elements of the College Summit *Navigator* programs were implemented as designed. This included use of the College Summit curriculum, CSNav and Naviance online systems, engagement of peer leaders, and teacher participation in the Educators Academy. According to staff participating in schools, 86% reported utilizing the peer leaders in the classroom with more than a third reported engaging their peer leaders in supporting classroom activities on at least a weekly or monthly basis.

When it comes to factors that facilitated the implementation of the *Navigator* program, College Summit teachers and advisors reported feeling a personal obligation to ensure that students in their schools were as prepared as possible for what to expect when applying for college and how to succeed once they arrived. With regards to impediments to program implementation, many respondents noted challenges and concerns related to scheduling enough time to fully devote to implementing all components of the *Navigator* program, issues with gaining buy-in from those students who might benefit the most from the program, infrequent communication and training from staff within their schools, and the limited physical presence of College Summit staff in their schools.

Regarding the quality and utility of the program, teachers, administrators, and counselors in the participating schools had mostly positive comments and revealed that the College Summit program, from their perspective, has made a difference in their high schools. Many schools cited increased college enrollment and college application submissions, more completed FAFSA submissions, and an improved college-going culture within their school as evidence of the program's success. With respect to college-going culture, 84% of respondents reported that they posted college banners and signs prominently around their schools, and they reported communicating clear expectations about the importance of a student's high school academic performance and the significance of choosing the right college and postsecondary and career path option. One component of the *Navigator* program that was less utilized across many schools were the Annual College Enrollment Rate and Student Milestone Reports. Many educators reported uncertainty about how these reports were used to inform school-level decisions.

Although school personnel implementing the *Navigator* program generally had positive impressions of the program, the analysis of the program's impact on college enrollment rates indicates no detectable effect. Overall, college enrollment rates in any college and in four-year colleges were similar in the years following College Summit implementation between schools implementing College Summit and similar, nonimplementing schools. No statistical differences were detected in differences in college enrollment rates based on a school's region, baseline college enrollment rates, or percentage of students who participated in the program.

Several limitations should be noted in interpreting these impact findings. First, our analysis did not include student-level data, which would have allowed us to look at student-level outcomes of the *Navigator* program. Second, College Summit was not randomly assigned to schools and students. At both the school and student levels, there may be meaningful differences as to why a school may self-select to participate in the *Navigator* program. For example, schools struggling with boosting college enrollment rates could elect to participate. Third, the *Navigator* program may have changed over time as College Summit staff learned more about what was working (or was not) and made changes based on implementation findings and feedback. For this reason,

program impact for the earliest cohorts may look different from that for the later cohorts. Finally, unobserved changes may have occurred in state, district, or school policy, or both participating and comparisons schools may have implemented other College Access programs, and the implementation of these policies and our inability to gauge the level of resources and support provided as a result may have influenced college enrollment rates for both participating College Summit and comparison schools. Matching within districts or states helps to reduce this bias. However, matching may not be enough to eliminate this bias completely.

In general, participating College Summit schools in the national study did not experience meaningful improvements in college enrollment rates during the first few years of implementing the *Navigator* program. The CITS analysis shows that college enrollment rates for treatment schools in *any* colleges and four-year colleges were similar before and after the intervention, the effects were small, and differences were not statistically significant.

Lessons Learned

A review and synthesis of the 2015 survey findings with College Summit staff highlighted the importance of two following overarching lessons learned:

- **Although the selection and engagement of Peer Leaders is important, they were limited in their actual ability to influence change.** According to College Summit staff, the intent and design behind the incorporation of peer leaders in the *Navigator* program is for them to assist school educators in motivating their peers and creating a college-going culture. Moreover, peer leaders typically were chosen because they were not initially "quite on track" in term of grades to go to college and to serve as role models or touchpoints for other students who might be on a similar trajectory. However, the survey results indicate that the types of support related to the college enrollment process that peer leaders were able to provide their fellow students were heavily directed by their teachers—in part, according to one College Summit staff member, because of "their own knowledge or experience [with the process]." Survey results also show that although the vast majority of respondents reported engaging peers in the classroom, most involved peer leaders performing a role similar to that of a teacher assistant. As a potential consequence, the impact of peer leaders was limited to the ways in which each teacher decided to use them and the total number of students enrolled in the class that the peer leader was responsible for supporting.
- **College Enrollment Rate and Student Milestone Reports were not seen as a crucial form of data for districts and schools.** According to College Summit staff, the purpose of these reports was to provide not only teachers but also school and district administrators with ongoing, real-time data on the status and progress of their students in the *Navigator* program. The expectation, from the perspective of one College Summit staff member, was that "teachers would have received these reports on a weekly basis, principals would have reviewed [these] data for their schools, and the school district would have collected and reviewed these reports for all their participating College Summit schools annually to understand their college enrollment rates." Thus, at all levels of the system, discussions about the data were occurring and being used to inform decisions on resource allocation, scheduling, and student participation. According to the same staff member, the schools regarded these reports as more of a "compliance requirement" for participation in the

program and showed "less willingness to take ownership" of the data. Moreover, the staff member acknowledges that College Summit should have taken steps to establish a culture in which the data from these reports were reviewed with the district with the goal of drawing attention to areas of success and growth.

Next Steps

As noted earlier, in 2016 College Summit rolled out its new program called PeerForward. This new program leveraged lessons from observation and evaluation of the *Navigator* and *Launch* programs, including information captured as part of this study. PeerForward seeks to improve on the *Navigator* and *Launch* programs in several ways:

- Teams of four 12th-grade and four 11th-grade peer leaders are trained to execute campaigns in their schools to motivate their peers to complete actions correlated to postsecondary success. These actions include completing multiple college applications, applying early for financial aid, and making a connection between a postsecondary education and career goals. The 11th-grade students again participate on the team during the 12th grade, ensuring continuity and increasing the potential for culture change. Teams receive regular coaching from a College Summit employee.
- An educator is trained to coach and support the team of peer leaders in executing the campaigns but is no longer required to teach a College Summit course. These educators have the flexibility to meet with peer leaders in a class or in a club format, depending on the school schedule and structure. Campaigns are designed to reach the entire school, whether or not students are in a postsecondary planning course. Educators receive regular coaching from a College Summit employee.
- Program pricing is set per team rather than per student. This pricing structure is designed to reduce the financial barriers that previously resulted in schools restricting the number of students in a *Navigator* or *Launch* class.
- The *Navigator* and *Launch* curricula have been digitized and provided as an optional, Web-based resource for schools seeking to deliver them using a structured class in tandem with the peer leader-led campaigns.
- An evaluation plan has been created for the PeerForward program and includes a combination of implementation and impact analyses over a number of years as the program matures.

To assess the impact of PeerForward, future evaluations could employ an RCT design, considered the "gold standard" for evaluating the effectiveness of an intervention. Successful adherence to the RCT design would achieve strong levels of evidence.[29]

[29] To attain a *Strong* level of evidence, an intervention should have designs that "can support causal conclusions (i.e., studies with high internal validity) and studies that, in total, include enough of a variety of participants and settings to support scaling up to the state, regional, or national level (i.e., studies with high external validity)." Interventions that enter the SIF with a **Strong** level of evidence would have conducted either one large, multisite RCT or quasi-experimental design study or several smaller RCT or quasi-experimental design studies, either in different locations or with different populations (Corporation for National and Community Service, 2014).

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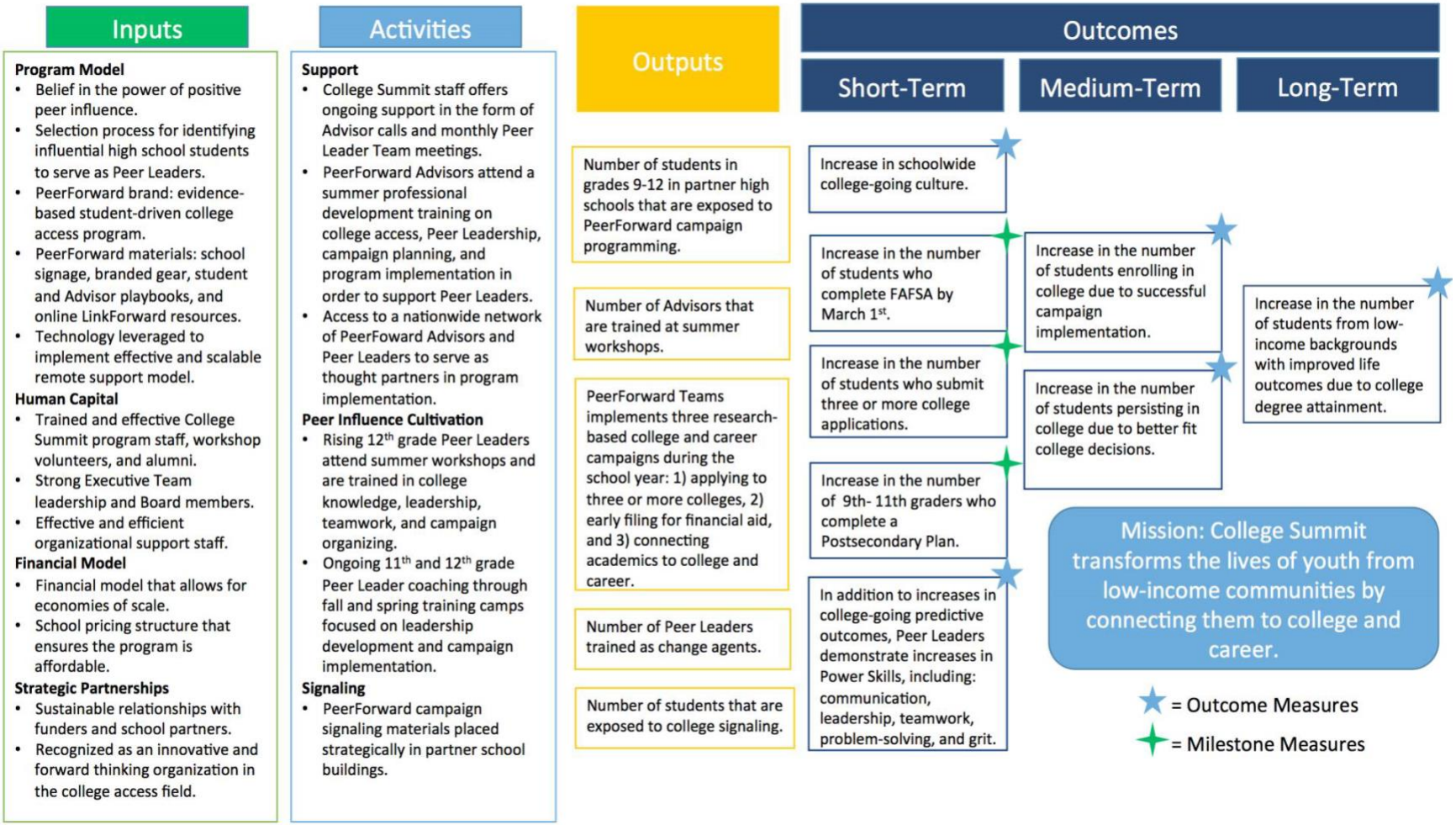
Appendix A. PeerForward Logic Model



Appendix B. 2015 Site Visit and Survey Administration Process and Response Rates

Survey Administration

Between April 1 and May 22, 2015, AIR administered an online survey to 1,413 College Summit administrators, counselors, and advisors as well as to high school teachers across all participating College Summit districts.[30] With the support of College Summit staff, multiple attempts were made to boost the response rates, including sending several e-mails and follow-up from AIR and College Summit National and Regional staff; despite these efforts, response rates were quite low. Thus, the findings in this report may not be representative of the experiences and opinions of staff. At the conclusion of the survey window, 481 surveys (34%) were completed (Table B1).

Table B1. Survey Response Rates[a]

Survey Respondents	Total Invited	Total Responses	Response Rate[b]
Number of invited districts and charter management organizations	35	27	77%
Number of invited national schools	113	85	75%
Total number of completed and partially completed surveys	1,413	481	34%
Final number included in the analysis after cleaning	1,413	306	22%

[a] With the addition of a general survey link, other College Summit schools that were not in the original data file were surveyed and included because some schools in the original file did not complete their survey.
[b] This table reflects response rates for schools and districts located both in the NCR and non-NCR region.

Before analysis, AIR excluded any surveys that were partially incomplete. As a result, only 306 surveys representing 85 schools from California, Colorado, Connecticut, Florida, Indiana, Missouri, New Jersey, New York, Oklahoma, and South Carolina were included. Because of the low number of completed surveys, *results should be interpreted with caution*.

[30] As part of the survey administration, AIR received a data file containing the names, school, district, and positions for staff at all participating College Summit schools. However, because many of the e-mails were returned as undeliverable, AIR had to create and disseminate to all respondents a generic link, making it difficult to track individual respondents. As a result, the survey was modified to include questions about respondent position and demographics. The total number of surveys administered (1,413) includes all completed surveys collected through both the generic and tracking link.

Appendix C. Data Sources and Definitions of College Enrollment by State

School Outcome Measures

The following data sources were used to document school outcomes:

- **National Student Clearinghouse Data (NSC).** We initially submitted data requests to 13 school districts that had schools participating in College Summit in order to obtain historical college enrollment data for all schools within that district. We obtained enrollment data from the NSC for schools from four districts. We retrieved NSC data, which were publicly available as part of statewide student college enrollment tracking, for all Connecticut high schools.
- **District-provided data.** For all districts unable to approve our NSC data requests or for which NSC data were not available, we requested from districts any additional and available data that would allow us to track college enrollment over time. Three districts provided these data.
- **State publicly available websites.** For all schools that could not provide college enrollment tracking data, we searched for graduation rate and college enrollment data from the state education agency websites. This approach was used to supplement data when data provided by a district were incomplete.

The following state-level definitions were used to compile each school's college enrollment outcomes.

Table C1. Data Sources and Definitions of College Enrollment

State or Federal District	District	Data Source	State Definition of College Enrollment	Years of Available Data
Virginia	All	Virginia Department of Education Public	Students who enrolled in any institution of higher education or in a four-year institution within 16 months of earning a federally recognized high school diploma	2008–15
Maryland	Prince George's County	District provided data	Number of graduates enrolled in a four-year college or any college by fall immediately after high school	2004–14
	Baltimore	District provided data	Number of graduates who enroll in a four-year college or any college within the first year after high school	2007–14
	Howard County	Maryland Department of Education	Number of graduates who enroll in a four-year college or any college within the first year after high school	2008–14

State or Federal District	District	Data Source	State Definition of College Enrollment	Years of Available Data
Missouri	All	Missouri Department of Elementary and Secondary Education	Number of graduates who enroll in a four-year college or any college (time frame not defined)	1991–2006
South Carolina	All	South Carolina Department of Education	Number of graduates enrolled in a four-year college or any college by fall immediately after high school	2004–14
West Virginia	Raleigh County School District	NSC	Number of students enrolled in college within one year of high school graduation Number of students enrolled in a four-year college within one year of high school graduation	2007–14
New York	New York City School District	New York City School District	Number of graduates enrolled in a four-year college or any college by fall immediately after high school	2004–14
Connecticut	All	Connecticut State Department of Education (NSC Student Tracker Reports)	Number of graduates enrolled in a four-year college or any college by fall immediately after high school	2007–14
Florida	Miami-Dade County	NSC	Number of students enrolled in college within one year of high school graduation Number of students enrolled in a four-year college within one year of high school graduation	2008–15

Appendix D. Propensity Score Matching and Baseline Equivalence

Comparison Pool. For the matching candidate pool, we selected high schools that satisfied the following conditions: (1) schools located in the same districts as College Summit schools, and (2) schools that had not participated in the College Summit program. If a district lacked either a sufficient comparison pool (four times that of the treatment schools) or sufficient demographic characteristics of the comparison pool in the district (i.e., comparison schools were too different from College Summit schools[31]), we used high schools located in nearby school districts that had similar demographic characteristics. Previous studies (Jacob, Somers, Zhu, & Bloom, 2016) have emphasized the importance of using comparison schools that are geographically local to minimize potential confounds due to either policy change or other events that co-occurred with the intervention being evaluated to increase the likelihood of exposure to the same external factors. As a result, our eligible group included a total of 205 comparison schools spread across 72 school districts within nine states.

Characteristics for Matching. To ensure that the treatment and comparison groups were as equivalent as possible, we matched schools based on college enrollment rates from the baseline year (baseline outcome of interest). In addition, we included other school characteristics, such as percentage of students who received free or reduced-price lunch, percentage of White students, total student enrollment, and graduation rate. However, given the limited matching pool, matching on both demographic characteristics and baseline college enrollment rates resulted in a poorer match on college enrollment rates. Thus, we ultimately used pretreatment year college enrollment rates for matching.[32] If matching works well on the baseline outcome but poorly on demographic characteristics, matching on the baseline outcome is recommended (Jacob et al., 2016). Because prior outcomes are strong predictors of outcomes in the follow-up period, matching on prior outcomes increases the credibility of comparison schools as a counterfactual for the treatment schools (Jacob et al., 2016; Somers, Zhu, Jacob, & Bloom, 2013). This is especially true for school-level analysis because school-level outcomes (e.g., college enrollment rate) are often more reliable than student-level outcomes and more predictive of future outcomes (e.g., college enrollment rate) at the school level (Jacob et al., 2016).

Matching Methods. Using the baseline college enrollment rate, College Summit schools were matched to comparison schools using Mahalanobis matching with calipers without replacement. Mahalanobis matching works well when using relatively few covariates and a small sample size (Rubin, 1979), both of which were the case with our analysis. We implemented a 1:4 matching within calipers (the number of standard deviations of the distance measure within which to draw a control unit) set to 0.25 SD, as recommended by Rosenbaum and Rubin (1985). In this approach, comparison schools outside a given distance were dropped so that we could ensure a closer match than was possible when matching without calipers. In addition, the comparison group size was larger than that for one-to-one matching; thus, impact estimates were more

[31] The College Summit schools are much lower performing compared to all other schools in either the state or in the same districts.

[32] For the sensitivity analysis, we matched schools based on pretreatment year college enrollment rate and graduation rate, and ran CITS analysis. The results remained same.

precise. We conducted matching for each year of program implementation and for each state. Matching was carried out using the MatchIt package (Ho, Imai, King, & Stuart, 2007).

Baseline Equivalence. In Table D1, we examined the similarities between the treatment and comparison schools during preintervention periods with respect to both the baseline outcome and demographic characteristics. The table presents the mean differences and the standardized mean difference (Cohen's *d* or effect size). As a general rule of thumb, treatment and comparison groups should differ by no more than 0.25 SD on key characteristics (Ho et al., 2007). Treatment and comparison schools were reasonably similar with respect to key characteristics except for school size (effect size difference was 0.35). Notably, even though similar pretreatment outcomes and similar demographic characteristics do give greater credibility to the comparison group as the basis for estimating mean counterfactual outcomes in the follow-up period, treatment and comparison groups do not need to have similar baseline characteristics because differences in outcome measures and slope as well as demographic characteristics are controlled for by the analysis model (Somers et al., 2013).

Table D1. Baseline School Characteristics for College Summit and Matched Comparison Schools

	College Enrollment Rate	School Size	% Free or Reduced-Price Lunch	% Minority	Graduation Rate
Mean Diff.	–0.020	–218.907	3.261	8.485	–0.107
Std. Error	0.028	110.022	3.598	6.025	0.112
p-value	0.475	0.048	0.366	0.160	0.341
Cohen's *d*	–0.102	–0.305	0.129	0.208	–0.188
Var. Ratio	1.032	0.702	1.253	0.967	0.153

Appendix E. CITS Model Specification

Overall Impact Analysis

The CITS impacts are estimated using multilevel models to account for the fact that there are multiple bassline outcomes per school (one for each school year). We have three baseline years and the two follow-up years.

$$Y_{jt} = \beta_0 + \beta_1 TREAT_j + \beta_2 RELYEAR_t + \beta_3 TREAT_j RELYEAR_t + \beta_4 YR1_t + \beta_5 YR2_t + \beta_6 TREAT_j YR1_t + \beta_7 TREAT_j YR2_t + \boldsymbol{B_8 X_j} + \boldsymbol{B_9 D_k} + \varepsilon_t + \mu_j \quad (1)$$

Where *j* denotes schools and time *t* spans all three baseline years and two follow-up years. Variables are defined here.

Y_{jt} is the outcome measure (i.e., proportion of students who enrolled in any college, proportion of students who enrolled in a four-year college) for a school *j* at year *t*. Because the outcome measures are proportions and violate linear distribution assumptions of the model, we transformed the outcomes to log-odds.

$TREAT_j$ is an indicator for a school *j* that received a College Summit.

$RELYEAR_t$ is a counter for time centered at the last baseline year.

$TREAT_j RELYEAR_t$ is an interaction between *TREAT* and *RELYEAR*, allowing for different preintervention trends between College Summit schools and non-College Summit schools.

$YR1_t$ and $YR2_t$ are indicators for one and two years after the College Summit schools began implementing College Summit.

$TREAT_j YR1_t$ and $TREAT_j YR2_t$ are interactions between *TREAT* and *YR1* and *YR2*. These variables indicate whether school *j* implemented College Summit 1 and 2 years, respectively.

The vector $\boldsymbol{X}$ includes school characteristics (i.e., proportion of students eligible for free or reduced-price lunch, proportion of minority [non-White] students, school size).

The vector $\boldsymbol{D}$ is district fixed effects.[33]

Random effects were included to account for time and school effects by adding a random error term for each time (ε_t) and school (μ_j).

β_0 is a baseline mean (intercept) for the comparison schools in the last baseline year (RELYEAR = 0).

β_1 compares the mean difference between treatment and comparison schools in the last baseline year (RELYEAR = 0).

[33] By including district fixed effects, we can account for the nested data structure as well as eliminate bias in the estimate attributed to district differences. This district fixed effects controls for many observable and unobservable district characteristics.

β_2 represents baseline slope for the comparison schools (the comparison schools' outcome trend during pretreatment years).

β_3 is the difference in the baseline slope (pretreatment outcome trend) between treatment and comparison schools.

β_4, and β_5 are deviations from baseline trend for the comparison schools in Year 1 and Year 2 of the intervention period, respectively.

β_6, and β_7, are **the coefficients of interest** for the intervention period differences in outcome trend between treatment and comparison schools for the first and second implementation years.

$\boldsymbol{B_8}$ is a vector of school-level predictors.

$\boldsymbol{B_9}$ is a vector of district fixed effects.

Subgroup Analysis

Region Subgroup: In order to examine program effects in different regions (i.e., NCR,[34] South Carolina, West Virginia, and New York), we separately estimate Equation (1) by each region.

Subgroup Based on Baseline College Enrollment Rates (i.e., low versus high): In order to examine program effects in schools with different baseline college enrollment rates (i.e., low versus high), we separately estimate Equation (1) by high baseline college enrollment rates (upper 50%) and by low baseline college enrollment rate (bottom 50%)[35].

Subgroup Based on the Percentage of Students Participating in College Summit (i.e., 100% participation): To examine this research question, we grouped treatment schools into two subgroups based on whether all of the 12th graders within a school participated in the College Summit program or not.[36] Then, these two treatment subgroups are compared to the full comparison schools. We separately estimate Equation (1) by 100% of students participating in College Summit and by less than 100% of students participating in College Summit.[37]

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[34] This includes schools located in Virginia and Maryland.

[35] For sensitivity analysis, we examined whether there were differential treatment effects between schools in a subgroup and students not in the subgroup after program implementation. The equation is as follows: $Y_{jt} = \beta_0 + \beta_1 TREAT_j + \beta_2 RELYEAR_t + \beta_3 TREAT_j RELYEAR_t + \beta_4 YR1_t + \beta_5 YR2_t + \beta_6 TREAT_j YR1_t + \beta_7 TREAT_j YR2_t + \beta_8 SUBGROUP_j TREAT_j YR1_t + \beta_9 SUBGROUP_j TREAT_j YR2_t + \boldsymbol{B_{10}X_j} + \boldsymbol{B_{11}D_k} + \varepsilon_t + \mu_j$
In this equation, three-way interaction terms between baseline college enrollment rates, treatment, and post-treatment year 1 and 2 (i.e., $SUBGROUP_j TREAT_j YR1_t, SUBGROUP_j TREAT_j YR2_t$) were added. β_8 and β_9 represent the differential effect of College Summit of different subgroups one year and two years posttreatment. The results suggest that there was no statistically significant difference in the impact of College Summit on college enrollment rates between schools with high baseline college enrollment rate and schools with low baseline enrollment rate (see Table G1 in Appendix G).

[36] Seventy-five percent of total treatment schools showed a 100% program participation rate.

[37]For sensitivity analysis, we examined subgroup effect using the following equation: $Y_{jt} = \beta_0 + \beta_1 High_j + \beta_2 Low_j + \beta_3 RELYEAR_t + \beta_4 High_j RELYEAR_t + \beta_5 Low_j RELYEAR_t + \beta_6 YR1_t + \beta_7 YR2_t + \beta_8 High_j YR1_t + \beta_9 Low_j YR1_t + \beta_{10} High_j YR2_t + \beta_{11} Low_j YR2_t + \boldsymbol{B_{10}X_j} + \boldsymbol{B_{11}D_k} + \varepsilon_t + \mu_j$
β_8 through β_{11} represent the effect of *High* participation group and *Low* participation group one year and two years posttreatment. The results suggest that there was no statistically significant impacts of schools with high participation on college enrollment rate. Similarly, there was no statistically significant impact of schools with low participation on college enrollment rate (See Table G2 in Appendix G).

Appendix F. CITS Model Results

Table F1. CITS Regression Coefficients and Standard Errors for College Enrollment Rate

	Any College		Four-Year College	
	Coeff.	SE	Coeff.	SE
(Intercept)	0.353	(0.148)*	–1.701	(0.204)***
Treatment	0.007	(0.088)	0.345	(0.145)*
RELYEAR	0.029	(0.016)	–0.041	(0.019)*
Y1	0.033	(0.057)	0.081	(0.064)
Y2	0.02	(0.069)	0.108	(0.079)
Treatment:RELYEAR	0.058	(0.034)	0.004	(0.038)
Treatment:Y1	0.027	(0.116)	–0.008	(0.13)
Treatment:Y2	–0.079	(0.142)	0.014	(0.157)

Notes. The models controlled for school size, percentage free or reduced-price lunch, percentage minority, and district fixed effects.
*$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Table F2. CITS Regression Coefficients and Standard Errors for College Enrollment Rate by Regions

	Any College			
	NCR		South Carolina	
	Coeff.	SE	Coeff.	SE
(Intercept)	0.964	(0.271)*	0.131	(0.096)
Treatment	–0.073	(0.138)	0.297	(0.216)
RELYEAR	0.035	(0.019)	–0.127	(0.043)*
Y1	–0.026	(0.065)	0.338	(0.143)
Y2	–0.08	(0.08)	0.472	(0.176)*
Treatment:RELYEAR	–0.005	(0.042)	0.006	(0.096)
Treatment:Y1	0.254	(0.14)	–0.134	(0.308)
Treatment:Y2	0.135	(0.173)	–0.249	(0.383)
	West Virginia		New York	
	Coeff.	SE	Coeff.	SE
(Intercept)	0.214	(0.436)	0.488	(0.381)
Treatment	0.022	(0.092)	–0.074	(0.162)
RELYEAR	–0.018	(0.017)	0.097	(0.03)**
Y1	–0.009	(0.061)	–0.003	(0.104)
Y2	0.051	(0.075)	–0.112	(0.127)
Treatment:RELYEAR	0.012	(0.036)	0.146	(0.063)*
Treatment:Y1	–0.04	(0.127)	0.018	(0.215)
Treatment:Y2	–0.083	(0.155)	–0.101	(0.264)

	Four Year College			
	NCR		South Carolina	
	Coeff.	SE	Coeff.	SE
(Intercept)	–0.246	(0.376)	–0.66	(0.079)***
Treatment	0.037	(0.182)	0.143	(0.177)
RELYEAR	–0.05	(0.028)	–0.031	(0.029)
Y1	0.018	(0.098)	0.119	(0.097)
Y2	0.111	(0.123)	0.069	(0.12)
Treatment:RELYEAR	0.034	(0.065)	–0.095	(0.065)
Treatment:Y1	0.246	(0.216)	–0.036	(0.209)
Treatment:Y2	0.035	(0.268)	0.233	(0.26)

Notes. The models controlled for school size, percentage free or reduced-price lunch, and percentage minority.
*p < 0.05. **p < 0.01. ***p < 0.001.

Table F3. CITS Regression Coefficients and Standard Errors for College Enrollment Rate by Baseline Enrollment

	Any College				Four-Year College			
	High Baseline Enrollment		Low Baseline Enrollment		High Baseline Enrollment		Low Baseline Enrollment	
	Coeff.	SE	Coeff.	SE	Coeff.	SE	Coeff.	SE
(Intercept)	–0.321	(0.149)*	0.774	(0.327)*	–1.867	(0.242)***	–2.269	(0.527)***
Treatment	0.046	(0.105)	–0.036	(0.111)	0.089	(0.167)	0.652	(0.189)**
RELYEAR	–0.038	(0.017)*	0.094	(0.026)*	–0.042	(0.022)	–0.034	(0.034)
Y1	0.052	(0.059)	0.005	(0.089)	0.089	(0.078)	0.064	(0.112)
Y2	0.107	(0.072)	–0.071	(0.109)	0.097	(0.096)	0.126	(0.14)
Treatment:RELYEAR	0.037	(0.036)	0.06	(0.052)	–0.014	(0.047)	0.028	(0.064)
Treatment:Y1	–0.052	(0.129)	0.06	(0.174)	0.007	(0.17)	–0.04	(0.205)
Treatment:Y2	–0.088	(0.155)	–0.07	(0.213)	0.058	(0.2)	–0.069	(0.256)

Notes. The models controlled for school size, percentage free or reduced-price lunch, percentage minority, and district fixed effects.
*p < 0.05. **p < 0.01. ***p < 0.001.

Table F4. CITS Regression Coefficients and Standard Errors for College Enrollment Rate by Program Participation Rate

	Any College				Four-Year College			
	High Participation		Low Participation		High Participation		Low Participation	
	Coeff.	SE	Coeff.	SE	Coeff.	SE	Coeff.	SE
(Intercept)	0.528	(0.213)*	0.556	(0.207)**	–1.711	(0.21)***	–1.761	(0.203)***
Treatment	0.014	(0.146)	–0.645	(0.276)*	0.382	(0.175)*	0.428	(0.21)
RELYEAR	0.053	(0.029)	0.051	(0.027)	–0.041	(0.019)*	–0.041	(0.019)*
Y1	0.039	(0.101)	0.04	(0.093)	0.081	(0.065)	0.083	(0.065)
Y2	0.005	(0.123)	0.006	(0.113)	0.108	(0.08)	0.108	(0.08)
Treatment:RELYEAR	0.143	(0.066)*	0.062	(0.109)	0.015	(0.044)	–0.025	(0.063)
Treatment:Y1	–0.019	(0.229)	0.283	(0.357)	0.021	(0.159)	–0.025	(0.198)
Treatment:Y2	–0.201	(0.277)	0.098	(0.442)	–0.028	(0.188)	0.108	(0.247)

Notes. The models controlled for school size, percentage free or reduced-price lunch, percentage minority, and district fixed effects.
*p < 0.05. **p < 0.01. ***p < 0.001.

Table F5. Effect Sizes Measuring College Summit Impact on the Percentage of Students Who Enrolled in Any College After One and Two Years of Implementation

		Year 1		Year 2	
		Any College	Four-Year College	Any College	Four-Year College
Overall		0.02	0	–0.04	0.01
Region	NCR	0.14	0.14	0.08	0.02
	South Carolina	–0.07	–0.02	–0.14	0.13
	West Virginia	–0.02	—	–0.05	—
	New York	0.01	—	–0.06	—
Baseline College Enrollment Rate	High (>50%)	–0.03	0	–0.05	0.03
	Low (<50%)	0.03	–0.02	–0.04	–0.04
% College Summit Participants	High (>100%)	–0.01	0.01	–0.11	–0.02
	Low (<10%)	0.16	–0.01	0.05	0.06

Notes. Effect sizes were calculated using the following formula: (sqrt(3)/pi) * log-odds effect
*p < 0.05.

Appendix G. Sensitivity Analysis Results

Table G1. CITS Regression Coefficients and Standard Errors for College Enrollment Rate by Baseline Enrollment

	Any College			Four-Year College		
	Coeff.	**SE**	**ES**	**Coeff.**	**SE**	**ES**
(Intercept)	0.139	(0.14)	0.077	–1.953	(0.203)***	–1.077
Treatment	–0.052	(0.096)	–0.028	0.529	(0.19)**	0.292
RELYEAR	0.092	(0.022)***	0.051	–0.038	(0.035)	–0.021
Y1	0.006	(0.076)	0.003	0.064	(0.113)	0.035
Y2	–0.07	(0.093)	–0.039	0.128	(0.141)	0.07
SUBGROUP	0.515	(0.094)***	0.284	0.564	(0.147)***	0.311
Treatment:RELYEAR	0.062	(0.044)	0.034	0.032	(0.065)	0.018
Treatment:Y1	0.059	(0.147)	0.033	–0.039	(0.207)	–0.022
Treatment:Y2	–0.07	(0.181)	–0.039	–0.07	(0.258)	–0.039
Treatment:SUBGROUP	0.105	(0.1560	0.058	–0.367	(0.225)	–0.202
RELYEAR:SUBGROUP	–0.131	(0.032)***	–0.072	–0.001	(0.041)	–0.001
Y1:SUBGROUP	0.047	(0.112)	0.026	0.022	(0.137)	0.012
Y2:SUBGROUP	0.18	(0.136)	0.099	–0.036	(0.17)	–0.02
Treatment:RELYEAR:SUBGROUP	–0.023	(0.067)	–0.013	–0.048	(0.08)	–0.026
Treatment:Y1:SUBGROUP	–0.116	(0.232)	–0.064	0.049	(0.267)	0.027
Treatment:Y2:SUBGROUP	–0.024	(0.281)	–0.013	0.131	(0.326)	0.072

Notes. The models controlled for school size, percentage free or reduced-price lunch, percentage minority, and district fixed effects.
*p < 0.05. **p < 0.01. ***p < 0.001

Table G2. CITS Regression Coefficients and Standard Errors for College Enrollment Rate by Program Participation Rate

	Any College			Four-Year College		
	Coeff.	**SE**	**ES**	**Coeff.**	**SE**	**ES**
(Intercept)	0.353	(0.148)*	0.195	–0.452	(0.2)*	–0.249
Y1	0.032	(0.057)	0.018	0.142	(0.083)	0.078
Y2	0.02	(0.069)	0.011	0.206	(0.102)*	0.113
RELYEAR	0.029	(0.016)	0.016	–0.041	(0.024)	–0.023
High	0.038	(0.094)	0.021	0.003	(0.171)	0.002
Low	–0.133	(0.176)	–0.074	–0.184	(0.208)	–0.102
RELYEAR:High	0.065	(0.037)	0.036	0.068	(0.056)	0.038
Y1:High	–0.017	(0.129)	–0.01	–0.114	(0.203)	–0.063
Y2:High	–0.109	(0.156)	–0.06	–0.238	(0.239)	–0.131
RELYEAR:Low	0.031	(0.067)	0.017	0.092	(0.08)	0.051
Y1:Low	0.174	(0.22)	0.096	–0.047	(0.253)	–0.026
Y2:Low	0.027	(0.272)	0.015	–0.329	(0.316)	–0.181

Notes. The models controlled for school size, percentage free or reduced-price lunch, percentage minority, and district fixed effects.
*$p < 0.05$. **$p < 0.01$. ***$p < 0.001$

Appendix H. Implementation Survey Protocol

Purpose. You are invited to participate in this survey because you are involved with helping students prepare for and apply to college as part of your school's College Summit program. This survey is part of a study to examine the implementation and effect of the College Summit program at schools participating in this study. The study is under the direction of Trisha Hinojosa, PhD, and Melissa Brown-Sims of the American Institutes for Research (AIR). AIR is an independent, nonprofit, nonpartisan research organization committed to a rigorous, unbiased study of the implementation and impact of College Summit.

Purpose of the Survey. College Summit is interested in learning, through an external evaluation, about ways to improve elements of the program as well as gauge the level of implementation and impact of the program within schools and for participating College Summit students. College Summit will use the results from this external evaluation to strengthen the program for participating students, schools, and districts. Survey results will be used to evaluate only the College Summit program, ***not*** individuals or schools.

Procedures. Completion of the survey should take approximately 20 minutes and may be completed in multiple sessions.

Risks. There are no foreseeable risks from taking part in the survey. If at any time during the survey you do not wish to answer a question posed, you may decline or discontinue.

Benefits. This survey is an opportunity to express your opinions on issues that may be important to you as an educator. This study's findings will be shared with College Summit with the aim of improving program structures to better serve students in both your district and other districts around the country.

Confidentiality. AIR will keep your identity confidential and will not share individually identifiable responses with your school, district, or College Summit. Survey responses will be statistically compiled into summaries and never will be presented in any way that would permit readers to identify you. Any reporting of individual responses will be anonymous.

Voluntary participation. Your participation in this survey is entirely voluntary. Your decision whether to participate will not prejudice your future relations with your district, your school or College Summit in any way. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty.

Contact Information
If you have any questions or need technical assistance with this survey, please contact Karen Melchior at kmelchior@air.org or 781-373-7037.

If you have questions or concerns about this study, please contact Melissa Brown-Sims, AIR Project Director, at mbrown-sims@air.org or 312-288-7628.

If you have concerns or questions about your rights as a participant, contact the chair of AIR's Institutional Review Board (which is responsible for the protection of study participants) using the following contact information:

E-mail:	IRBChair@air.org
Phone:	1-800-634-0797 (toll free)
Mail:	IRB Chair c/o AIR 1000 Thomas Jefferson Street NW Washington, D.C. 20007

[Required question] Informed Consent. By clicking the box below, you are indicating that you have read and understood the information provided to you about your participation in this survey.

☐ I have read and understood the information.

Thank you very much for your help in this important study!

Introduction

1. Please select the state in which your school is located from the drop-down menu below (*mandatory question)*.
    a. Include list of participating states
    b. Other. Please specify. [**Exit survey]**

2. Please select your district from the drop-down menu below (*mandatory question)*.
    a. Include list of participating districts
    b. Other. Please specify. [**Exit survey]**

3. Please select the name of the school in which you primarily work at from the drop-down list (*mandatory question)*.
    a. Include list of participating schools
    b. Other. Please specify. [**Exit survey]**

4. Including this academic year (2014–2015), how long has your school been implementing the College Summit program? (*mandatory question)*
    a. This is our first year (2014–2015). [**Exit survey]**
    b. This is our second year.
    c. This is our third year.
    d. This is our fourth year.
    e. This is our fifth year.
    f. This is our sixth year (or longer).
    g. Do not know.

5. What grades are participating in the College Summit program in your school? (Select all.) (*mandatory question*).
    a. 9th grade
    b. 10th grade
    c. 11th grade
    d. 12th grade
    e. Do not know [**Exit survey]**

6. For the 2014–2015 school year, which semester(s) is your school participating in the program?
    a. Fall 2014 only
    b. Spring 2015 only
    c. Both semesters
    d. Do not know
    e. Other. Please specify.

7. Is the College Summit curriculum offered as part of a credit-earning course?
    a. Yes
    b. No
    c. Do not know

8. How is the College Summit curriculum **primarily** imbedded into your school schedule? (Select one.)
    a. College Summit is offered to students only during their advisory period with the counselor.
    b. College Summit is offered as its own stand-alone course.
    c. College Summit is imbedded within an existing course.
    d. Do not know

Background

The following questions are about your general experience as an educator.

9. Including this academic year (2014–2015), how many total years have you worked in your current school (include teaching or other administrative work)?
    a. First year
    b. 2–3 years
    c. 4–6 years
    d. 7–10 years
    e. 11–20 years
    f. 21+ years

10. How many years in all have you been employed as an educator (e.g., teacher, counselor, administrator)?
    a. First year
    b. 2–3 years
    c. 4–6 years
    d. 7–10 years
    e. 11–20 years
    f. 21+ years

11. What grades do you primarily work with? *(Check all that apply.)*
    a. Freshmen (9th grade)
    b. Sophomores (10th grade)
    c. Juniors (11th grade)
    d. Seniors (12th grade)

The following questions pertain to your experience as a College Summit educator.

12. Please indicate your position: *(mandatory question)*
    a. Administrator (e.g., principal or assistant principal) **[If selected, respondent completes Q12 to Q14 and then skips to Q18]**
    b. College Summit advisor or teacher **[If selected, completes Q12 to 32]**
    c. College Summit coordinator or counselor **[If selected, completes Q12 to 32]**
    d. Other. Please specify. **[If selected, completes Q12 to 32]**

13. How many years have you been in this position?
    a. First year
    b. 2–3 years

c. 4–6 years
d. 7–10 years
e. 11–20 years
f. 21+ years

14. How many years in all have you been a part of the College Summit program in your school?
    a. First year
    b. 2–3 years
    c. 4–6 years
    d. 7–10 years
    e. 11–20 years
    f. 21+ years

15. As part of the College Summit program, what grades do you primarily work with? *(Check all that apply.)*
    a. Freshmen
    b. Sophomores
    c. Juniors
    d. Seniors

16. Approximately how many students do you provide College Summit counseling support to in a given semester?
    a. None **[Skip to Q18]**
    b. 1–49 students
    c. 50–99 students
    d. 100–149 students
    e. 150–199 students
    f. 200–249 students
    g. 250–299 students
    h. 300–349 students
    i. 350–399 students
    j. 400–449 students
    k. 450–499 students
    l. 500+ students

17. Approximately what percentage of your time is spent counseling ***each*** student each semester about college? Counseling can be defined as providing information or guidance to students on such topics or activities as helping students decide where to apply, discussing college admission requirements, college financial aid process, college application process, writing application essays, providing information on college entrance examinations (i.e., ACT or SAT).
    a. None of my time is spent counseling students about college.
    b. Less than 25%
    c. 26%–50%
    d. 51%–75%
    e. 76%–100%

Implementation of College Summit Activities

18. During this school year (2014–2015), how often have you *discussed the following topics* with your typical student?

	Never	Once or twice this year	Every other month	At least monthly	At least weekly
a. The importance of getting information about many different colleges	O	O	O	O	O
b. Classes they should take to get into college	O	O	O	O	O
c. Choosing a career path	O	O	O	O	O
d. Tests they need to take for college admission (e.g., SAT, ACT)	O	O	O	O	O
e. How to write a résumé	O	O	O	O	O
f. How to complete a college application	O	O	O	O	O
g. How to write an essay or personal statement for a college application	O	O	O	O	O
h. How to ask for letters of recommendation	O	O	O	O	O
i. How to choose which college to attend	O	O	O	O	O
j. How to prepare for college-level coursework	O	O	O	O	O
k. Study skills needed in college	O	O	O	O	O
l. Time and stress management strategies	O	O	O	O	O
m. Different ways of paying for college (e.g., financial aid, scholarships, grants)	O	O	O	O	O
n. How to complete a job interview	O	O	O	O	O

19. During this school year, how often did you *help your typical student* with the following tasks?

	Never	Once or twice this year	Every other month	Monthly	Weekly
a. Filling out applications for colleges	O	O	O	O	O
b. Making an academic plan	O	O	O	O	O
c. Completing college application essays or personal statements	O	O	O	O	O
d. Finding or applying for financial aid	O	O	O	O	O
e. Making a financial plan/personal budget	O	O	O	O	O
f. Signing up and preparing for standardized tests (e.g., PSAT, PLAN, SAT, ACT)	O	O	O	O	O
g. Planning how to pay for college	O	O	O	O	O
h. Choosing college-preparatory classes	O	O	O	O	O

20. How often did College Summit student *peer leaders* at your school have the opportunity to complete the following tasks?

	Never	Once or twice this year	Every other month	Monthly	Weekly	N/A, Our school does not have peer leaders
a. Attending a College Summit workshop	O	O	O	O	O	O
b. Collaborating on lesson planning	O	O	O	O	O	O
c. Assisting with classroom activities	O	O	O	O	O	O
d. Providing individual or group support	O	O	O	O	O	O

21. How many college campus visits did your school organize this school year (2014–2015), if any?
    a. None
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5 to 10
    g. 11 or more

School Culture

22. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students in this school are expected to get good grades.	O	O	O	O	O
b. Students in this school are expected to graduate from high school.	O	O	O	O	O
c. Students graduating from this school are expected to attend college (either a two-year or a four-year school).	O	O	O	O	O
d. Students graduating from this school are expected to graduate from college.	O	O	O	O	O

23. Please indicate your level of agreement with the following statements: *Since implementing College Summit…*

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students in this school are more aware of their postsecondary options.	O	O	O	O	O
b. Students in this school are more knowledgeable about college admissions requirements.	O	O	O	O	O
c. Students in this school are more knowledgeable about the college application process.	O	O	O	O	O
d. Students in this school are more knowledgeable about their career options.	O	O	O	O	O
e. Students in this school believe they have a choice in their life or career path.	O	O	O	O	O
f. Students in this school have an opportunity or venue to share their college acceptance letters with their peers or school staff.	O	O	O	O	O

24. Indicate your level of agreement with the following statement: *"College expectations are made visible throughout the school through signs, banners, college-positive conversations with adults, and other resources."*

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree

Institutional Factors

25. To what extent do you agree with the following statements: *Since implementing College Summit at your school…*

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Ensuring all students go to college is explicitly part of this school's public mission or vision.	O	O	O	O	O
b. Helping students at my school go to college is a key part of my job.	O	O	O	O	O
c. At this school, responsibility for students going to college is shared among teachers, counselors, and leadership.	O	O	O	O	O
d. The school celebrates its students' admissions to college (e.g., with announcements or postings).	O	O	O	O	O
e. This school encourages parents and guardians to support their children's academic achievement.	O	O	O	O	O
f. This school makes an effort to involve parents and guardians in the college planning process for their children.	O	O	O	O	O

College Summit Supports

26. If used in the past year, how would you rate the usefulness of the following College Summit supports?

	Not at All Useful	Slightly useful	Moderately useful	Substantially useful	N/A, Did not use
a. Educator's Academy (summer training facilitated by College Summit staff)	O	O	O	O	O
b. Coaching or ongoing professional development offered by College Summit	O	O	O	O	O
c. College Summit curriculum	O	O	O	O	O
d. CSNav or Naviance	O	O	O	O	O
e. College Summit Common Core State Standards Alignment Guides	O	O	O	O	O

27. To what extent do the College Summit Annual College Enrollment Rate Reports influence decision making about the following?

	Not at All	Slightly	Moderately	Substantially	Did not use	Don't know
a. Allocation of resource	O	O	O	O	O	O
b. Curriculum	O	O	O	O	O	O
c. Scheduling	O	O	O	O	O	O

28. To what extent do the College Summit Student Milestone reports influence decision making about the following?

	Not at All	Slightly	Moderately	Substantially	Did not use	Don't know
a. Allocation of resources	O	O	O	O	O	O
b. Curriculum	O	O	O	O	O	O
c. Scheduling	O	O	O	O	O	O

29. To what extent do you utilize College Summit alumni in your program?
    a. To a great extent
    b. To a moderate extent
    c. To a minimal extent
    d. Not at all

College Summit Successes and Challenges

30. Please describe any successes your school has had when it comes to implementing College Summit. **[Open-Ended Response]**

31. Please describe any challenges or barriers your school has faced when it comes to implementing College Summit. **[Open-Ended Response]**

32. Is there anything else you would like to tell us about the ways in which you could, or do, serve students to help them prepare for and enter into college? **[Open-Ended Response]**

Appendix I. AIR Data Security Plan

If identifiable data is requested by AIR, the data will be de-identified without the ability to re-identify the data. After matching student data with National Student Clearinghouse (NSC) data, we will delete any personally identifiable information (e.g. name, date of birth, etc.) yielding a de-identified data file for use in analysis. Only the lead analyst responsible for merging the NSC outcome variables will have access to the original identifiable data set and only members of the evaluation team conducting the analysis will have access to the final data file. Data will be kept on AIR's secure servers. Data will be kept in password protected file folders, only accessible to team members.

The data will be destroyed after three years. All electronic files or databases containing the data will be wiped from AIR servers and individual computers. Any paper documents will be destroyed using a private secure shredding facility. All IT managed storage hardware designated for disposal (e.g., hard drives, printers, magnetic media) will be physically destroyed by AIR's recycling vendor by shredding the hardware to guarantee 100% destruction of all data. Smaller bulk sensitive optical media (e.g., CD/DVD) can also be physically destroyed via document cross-cut shredding devices. Hard drives that include sensitive data that are designated for re-use by IT are sanitized using disk duplicator hardware (KCLONE12HD) that includes a disk sanitization feature using the DoD 5220.22 standard (7 pass version). A "Certificate of Data Destruction" will be provided to the project or client upon request.

Appendix J. AIR Memo: Revision to the Subgrantee Evaluation Plan

This memo summarizes key changes to the June 2016 Subgrantee Evaluation Plan (SEP).[38]

AIR Evaluation and Subgrantee Team Staffing

There were no changes to the AIR evaluation team between June 2016 to present. Trisha (Hinojosa) Borman, Ph.D., has remained the AIR principal investigator for this study. In 2015, Policy Studies Associates, Inc., AIR's subcontractor, successfully completed their scope of work which consisted of site visits, interviews, and focus groups with schools in the NCR.

Changes to the Implementation Study

It should be noted that with the exception of the addition of the 2015 PeerForward initiative, which was implemented after the scope of the evaluation period, the main components of both the College Summit *Launch* and *Navigator* program models remained the same throughout the entire evaluation timeframe.

Changes to Secondary Data Sources

As it pertains to the secondary data sources for the national study, no additional changes occurred since the approval of the June 2016 revised SEP.

Changes to the Outcome Analysis Approach

AIR conducted a CITS analysis for this final report as we proposed. No additional changes occurred since the approval of June 2016 revised SEP.

Timeline and Budget

AIR requested and received approval from College Summit for several no-cost extensions in order to provide the evaluation team sufficient time to draft, revise, and deliver the final NCR report after review from College Summit, New Profit, and the SIF reviewers through April 30, 2017. The first draft of the National Impact report was submitted to College Summit in March 2017. After College Summit submits this currently revised report to SIF, AIR anticipates the possibility of needing another no-cost extension through September 29, 2017 to ensure adequate time to address any final feedback from the SIF reviewers. No additional funding beyond the approved $68,458 has or will be requested by AIR.

[38] On June 15, 2016 College Summit received written notification from the SIF that the revised SEP and budget of $68,458 was approved.

Institutional Review Board (IRB) Challenges

AIR was required to submit individual data request forms and IRB applications to all participating NCR districts. We faced the following four primary challenges in securing outcome data: (1) Many of the original MOUs between AIR and school districts had expired, and many of the original staff at the districts who agreed to provide AIR with the data at the start of the contract left or retired; (2) due to changes to the Family Educational Rights and Privacy Act, districts now required parental consent for *every student* spanning 10 years[39]; (3) the National Student Clearinghouse required AIR to provide written proof of approval for all districts before they could release college enrollment data; (4) a review of College Summit's own MOU agreements with districts prohibited them from sharing their data with a third party (i.e., AIR). As a result, many districts denied or did not respond to our repeated requests for IRB approval.

[39] This resulted in AIR obtaining approval from College Summit and the SIF Corporation to move from student-to-school-level data analysis.

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