NORC at the University of Chicago

FINAL REPORT

SEPTEMBER 2023

Ripples of Influence: An Evaluation of the Kauffman Scholars, Inc. Program

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Introduction

"Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects."

– Dalai Lama

The Ewing Marion Kauffman Foundation ("Kauffman" or "the Foundation") created and implemented Kauffman Scholars, Inc. (KSI) over a planned 20-year period. Its goal was to support low-income students in the attainment of postsecondary credentials in the Kansas City metropolitan area of Kansas and Missouri. KSI was originally funded by Kauffman in 2003, with a commitment to receiving $70 million over the span of two decades[1]. The program aimed to increase college access and success to ensure equitable opportunities for students in Kansas City through mentorship, academic tutoring, college and career preparation and advising, and postsecondary scholarships. As the program sunsets in September of 2023, Kauffman engaged a team from NORC at the University of Chicago (NORC) and Bowman Performance Consulting (BPC), an Indigenous firm, to provide an evaluation of the program steeped in a culturally responsive approach to determine its impacts over the course of its existence. The approach was intentionally designed to bring in the many voices and perspectives of its participants in a respectful and comprehensive manner to tell the rich story of Kauffman Scholars, Inc.

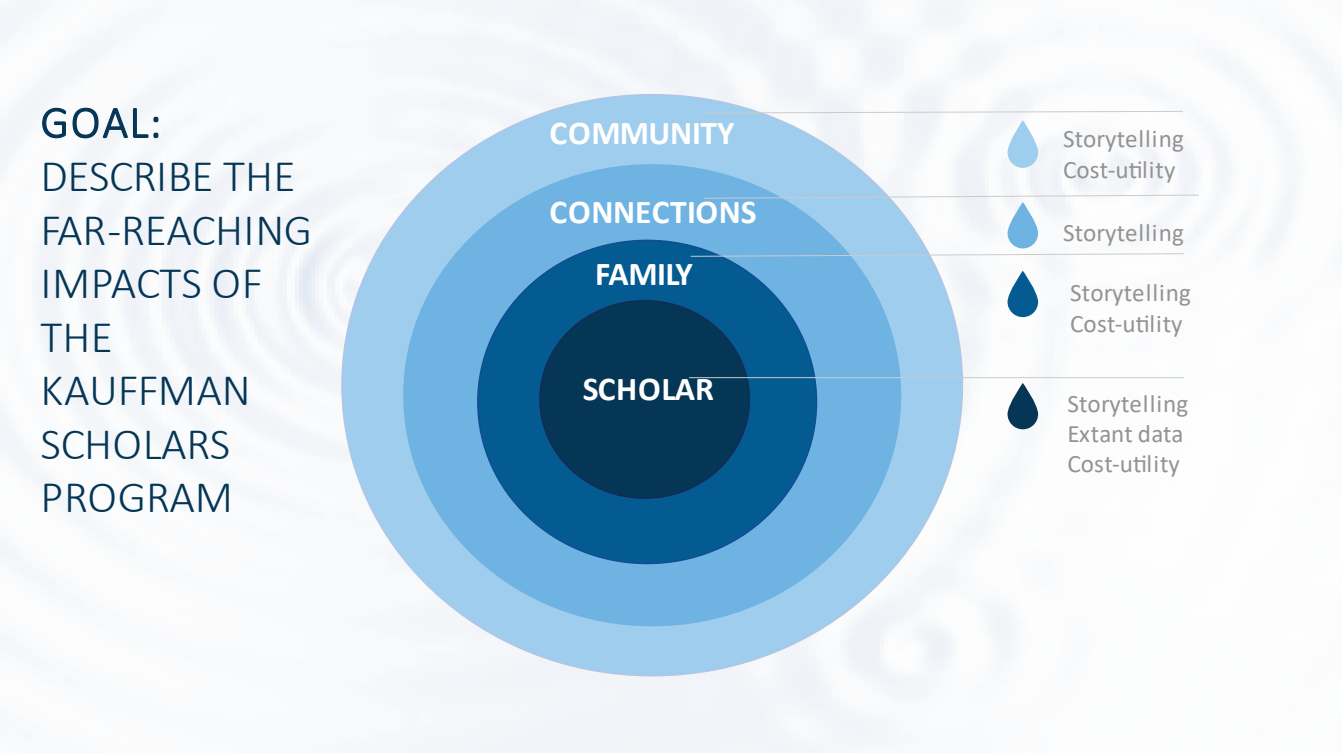
At the heart of this work are the Scholars' voices themselves—without their voices there is no story to tell. At Kauffman's request, we designed a storytelling-based approach supplemented with surveys and other data review to engage their voices authentically and meaningfully. Drawing on the seminal work of Maori scholar Russell Bishop, we used storytelling as a culturally appropriate evaluation methodology to represent "diversities of truth" (Bishop, 1996, p. 24) within which the storyteller (Scholar), rather than the evaluator, retains control. Our aim in that engagement was to show the ripples of the program through the Scholars, their families, the KSI and Kauffman staff, as well as the broader Kansas City area and beyond.

This evaluation report is organized into chapters. The first chapter is the KSI story itself, providing context for the program. The second chapter moves into the evaluation and describes our approach to the evaluation, looking at it from the Scholar at the center and then rippling out to family, connections,

[1] Ultimately, with scholarships and program support, the Kauffman Foundation invested approximately $140 million over the course of the program.

and community, as illustrated in Figure 1, below. The third chapter is broken into subchapters which detail the research questions we focused on, culminating in enabling and constraining factors for how the story unfolded. The final chapter provides the lessons learned, including practice implications for other postsecondary access and scholarship programs similar to KSI. This chapter provides a coda for the next iteration of KSI—KC Scholars as well as others who also want to carry on the legacy of the ripple effect of the Kauffman Scholars, Inc. program.

Figure 1. The Ripple Effect



We include a vignette below representing the story of one Scholar. This vignette captures much of what makes the KSI story special—the impacts the program had on individual Scholars as well as the ways these impacts rippled out. In the vignette, we observe a range of KSI features that enabled this Scholar to obtain the life she dreamed of while helping people in her life. KSI supported her financially, provided her with real-world experiences that shaped her aspirations, and supported her socially and emotionally in overcoming barriers. The remainder of the report helps us make sense of her story – and the stories of other Scholars like her – and the broader story of the ripples of influence that emanated from the Kauffman Scholars program.

The Ripple Effect of KSI Throughout One Scholar's Life

From a young age, this Scholar carried the weight of financial responsibilities, aware that her future depended on her determination and the support she could find. She stumbled upon the Kauffman Scholars program by chance, drawn in by the promise of a full college scholarship. Her early focus on college, driven by the financial burden of her mother's medical bills and her own responsibilities, made her a determined candidate for the program.

There was no hesitation in her decision to join Kauffman Scholars. The application process, spanning an academic year with manageable waiting periods, allowed students with stressful home situations to navigate it without overwhelming pressure.

Her college experience, marked by a double major in political science and broadcast journalism with a minor in Spanish, eventually led her to a career in political communications. While Kauffman Scholars primarily funded her education, her early exposure to community service through high school volunteering ignited her interest in politics and journalism. This initial spark, nurtured by opportunities provided by the program, led her to intern for the mayor's office during high school, further cementing her passion for political science and journalism. In this way, Kauffman Scholars served as a financial catalyst for her ambitions, ensuring she could focus on her studies and career aspirations without the burden of financial constraints.

The program's impact extended far beyond financial assistance, as she forged lasting friendships during the Academic Enrichment Academy sessions, enriching her life and offering invaluable support. This impact wasn't limited to her alone; it also reached her close friend, as Kauffman Scholars played a pivotal role in breaking down barriers for her and alleviating the financial burden on her friend. The program's comprehensive support, inclusive community, and extensive networking opportunities proved instrumental in her transformative journey.

Chapter 1

Kauffman Scholars, Inc., the Story

The Story before the Story

To begin to tell the story of a program that has been in existence for twenty years, it is important to understand how it began and how it evolved over time. It starts with the precursor of the program KSI germinated from, the original vision and beginnings, how the program changed and why, and what the Kauffman Scholars project has been at its culmination. While KSI is completing its operations, the Foundation's commitment to a postsecondary success for Kansas City area youth will continue with KC Scholars.

The precursor to Kauffman Scholars was a program focused on high school dropout prevention, called Project Choice. In 1987, the Foundation's founder, Ewing Marion Kauffman, noted particular concern with increasing dropout rates, including the school he graduated from. The goal of Project Choice was

to “increase the number of inner-city students who graduate from high school on time and become productive members of society.” Funded at $22.4 million, the program served 1,394 students from 1987 to 2001 and provided academic services, mentoring, and financial assistance for post-secondary education to students who graduate from high school. Of the 1,242 students who remained in the area and in Choice high schools, 767 (62%) graduated from high school on time. While the program was deemed successful, from its own account the Foundation learned some important lessons, including:

- *The goals need to be clear*: Many in the community saw the program as a college scholarship program and not a dropout prevention strategy, which was the intent of the program.
- *Many students have significant needs*: Staff members were unprepared for the level of need required for many students in Choice schools (academic, developmental, social, etc.). As a result, many necessary services were not created until the program was already running.
- *Community investment is key*: Project Choice was seen largely as a Kauffman program, not one that was owned by the community. Thus, there was not a broad coalition of support for the program.
- *Have an exit plan*: Funding for the program ended abruptly and many schools and community members were unprepared for the loss of the program.

Once the program ended in 2001, the Foundation immediately began to build on those lessons to design a new program to help Kansas City students in a more comprehensive way. Internal changes at the Foundation in 2002, including installation of a new President and CEO, Charles Schramm, also created a driver for the Foundation to invest heavily in the Kansas City area,

Beginnings and the Original Vision

In March 2003, the Foundation announced the launch of the Kauffman Scholars, Inc. (KSI) with a 19-year commitment of $70 million dollars, its largest commitment ever. The original goal of the program was to enable urban students to pursue educational opportunities that will develop them into productive members of society.

Schramm announced the program by stating, "At a time when the nation is understandably preoccupied with global events and with economic turmoil, it is doubly important that we not neglect the most important long-term investment any society can and should make - an investment in its children. We believe it is important to make this statement to Kansas City youth: 'We believe in you. If you choose to work hard in school and commit to this program, then we stand ready to be your partner in that effort.'"

Dr. Bernard Franklin, who was serving as the Assistant Dean of Student Life and Director of Leadership Programs at Kansas State University was tapped to lead the new program. Dr. Franklin asked for a full year to fully develop the programs and admissions requirements. However, given the environment in the Kansas City community, Dr. Franklin was under pressure to put the program together quickly and was instructed to begin immediately. As such, program implementation happened quickly and the amount of planning and strategy was limited, especially considering the size of the Kauffman Scholars program. Several staff analogized that they were “building the plane as they were flying it.”

In the spring of 2003, the Kauffman Scholars team began recruiting 6th graders from area schools. They asked area teachers to nominate free and reduced lunch-eligible students who could be successful in college, but who probably wouldn't go to college without intervention. The nominated students then went through a largely ceremonial screening and interview process before becoming the official first cohort of Kauffman Scholars.

The implications of the rushed planning of the program were noticeable from the beginning. For instance, the program originally planned to outsource much of the services to area nonprofits, but those organizations did not have the capacity to deliver such services on such a large scale. As a result, many of the initial students received only limited academic and developmental services in those early years.

Because of such issues, the program did not recruit a new cohort the following year. Kauffman associates instead spent the year planning the program, revamping the application process, and building the capacity of area nonprofits to provide the necessary services. In the spring of 2005, the program began recruiting for its second cohort of scholars. Rather than a nominating process, KSI marketed the program widely and used an open application process to select its scholars. The requirements for the program changed slightly as well:

- Attend a public school in Kansas City, Missouri or Kansas City, Kansas
- Be on the free or reduced lunch program
- Receive Cs or better the first semester of 6th grade
- Receive no more than 1 out-of-school suspension and no more than two in-school suspensions

They also required that students take a benchmarking assessment to determine their academic readiness, although the results of the benchmark did not factor into the admissions decision. Following the screening process, 262 students were admitted into the program's second cohort.

The program used largely the same criteria to admit 313 students into the third cohort of Kauffman Scholars in the spring of 2006.

The program also used its planning year to build up its own capacity to provide the necessary services. They created extensive academic, developmental, and mentoring services that required the scholars to be in attendance four days a week and two Saturdays a month.

Dr. Stephen Green took over leadership of the program from 2006 through 2011. One of the hallmarks of the program under Dr. Green was the creation of new programming for Scholars. In addition to the afterschool and Saturday academies, KSI created a number of new programs. Starting in 9th grade, scholars would have access to Males to Men (for boys) and Empower Greatness Ourselves (for girls). Both programs offered additional academic enrichment and mentorship as scholars entered high school. Additionally, programming was created to help build the Scholars' independence and leadership abilities. Starting in the 10th grade, scholars participated in the Scholars2Leaders (S2L) Academy once

per month. S2L focused on building the Scholars' leadership, scholarship, mentorship, and entrepreneurship.

While providing needed new services to Scholars, the creation of these programs was perceived to increase the misalignment between staff, students, and families on what was required to be a Kauffman Scholar. As a result, KSI created a color-coding system to describe the standing of Scholars with respect to certain academic, attendance, and behavior standards. A student would be labeled along each of the three dimensions, with green indicating they were in good standing, yellow indicating the need for a corrective action plan, and red indicating they were in jeopardy of being dismissed from the program. While this created a more transparent tool to Scholars and parents of scholar performance and standing, it also created some anxiety and tension on the performance aspect of the program.

From 2008-2010, the Rand Corporation conducted an interview- and focus group-based evaluation done privately for the Foundation for their own program operation and improvement. The study produced a couple of key insights. First, Scholars found the program very enriching and helpful on a variety of fronts, including providing academic enrichment, positive role models, and time management skills. It was clear that the program was providing key benefits to scholars. Second, the study noted that "perhaps the biggest challenge facing the program is staff attrition." Over that two-year period, KSI had a 55% turnover rate among its staff (compared to the industry average at that time of 40% for after-school staff. Rand noted multiple causes for turnover, including:

- The heavy caseloads for coaches
- The high expectations and demands placed on coaches
- The long hours required and that many of those hours are in the evening and on weekends, making family life more difficult
- The strong professional development provided to coaches, making them more attractive to other organizations

The key recommendation for program improvement was to work to minimize staff turnover moving forward. They found that coach attrition "can undermine the relationships between coaches and scholars" and that "departing staff have a wealth of knowledge about various aspects of Kauffman that is not easily replaced."

In 2008, the first cohort of Kauffman Scholars began applying to college. KSI's stated commitment at that time was that if the Scholars were in good standing, they would earn a full scholarship to any college for which they could gain acceptance. While empowering, this decision ended up having significant drawbacks. First, students often chose colleges across the country without much consideration for fit or community. Many students chose colleges without other Kauffman Scholars in attendance, where the support services for first-generation college students was limited, and/or in a location far from home. This led to poor matching for many Scholars, resulting in lower--than-hoped-for retention rates. Second, because the scholarship was "first dollar," KSI paid the full cost of tuition, books, room, and board and the Scholar was not required to try to obtain other funding or even apply for federal student aid. This dramatically increased costs for the Kauffman Foundation.

Another significant event in the operation of the program in 2008-2009 (around the implementation of the Deferred Action for Childhood Arrivals, or DACA program) was that eventually the Foundation decided that Scholars who did not have legal immigration status would not receive scholarships, even if they had participated fully in the program prior to that point. Staff working at KSI at the time were surprised by this decision, because they thought they were going to provide a path to scholarship. They did not think the communication around this decision was handled very openly or clearly, and this led to a significant amount of damage with the Latinx community. As one staff member said:

> *"In hindsight now, [the] communication [on whether the undocumented Scholars would receive scholarships] needed to be better. Whatever the decision was going to be, it should have been transparent early on. I think there were some assumptions that it would maybe resolve itself by the time we had students going to college. Or it was just ignored. But there was such a lag in students getting closer and why is [the policy on whether undocumented students could get a scholarship] not set? Why are we now having these conversations when students are juniors or seniors? [It was] very, very damaging. We lost students. We tried to pull some back in and couldn't get them back in."*

In spring 2011, Kauffman Scholars admitted its eighth and final cohort of sixth graders. The program would see this cohort through over the next 11 years to their fifth year of college, fulfilling its original 19-year funding commitment.[2]

Evolutions

Multiple transitions happened in between 2011-2013, which ultimately led to a near complete restructuring during the 2012-2013 school year. In September 2011, the Superintendent of Kansas City Public Schools resigned to take another position, and Dr. Green was selected to take his place on an interim basis (which was later made permanent). At the conclusion of a search, Carrie Besnette Hauser, who had experience both in postsecondary education and in college scholarships programs, was hired to replace Dr. Green. Dr. Hauser remained in the role for less than one year before leaving to take another position.

Following Dr. Hauser's departure, the leadership of the program moved to Education VP Munro Richardson and Aaron North. Their experience with postsecondary education and other transitions at the Foundation led to the following programmatic changes:

- Reducing the number of coaches for Scholars which, along with other changes, resulted in a significant reduction in KSI staff
- Dropping the afterschool academies (which met four days per week) and the Saturday academies

[2] Due to COVID-19 disruptions in schooling, the program was extended another year to operate for twenty years.

- The coaches began to focus less on structured programming and more on connecting with Scholars in their schools (e.g. at lunch, during study hall, etc.)
- The creation of the postsecondary network: A network of local schools which KSI worked with to provide appropriate supports to Scholars. Scholars could only attend schools out of network if they met certain criteria (higher than a 3.0 GPA and greater than a 25 on the ACT).
- Expanding the reach of scholarships to two-year institutions in addition to four-year colleges
- The shifting of the scholarship from "first dollar" to "last dollar" and the requirement that scholars seek out other sources of financing, including a requirement that they fill out the federal application for student aid (FAFSA).

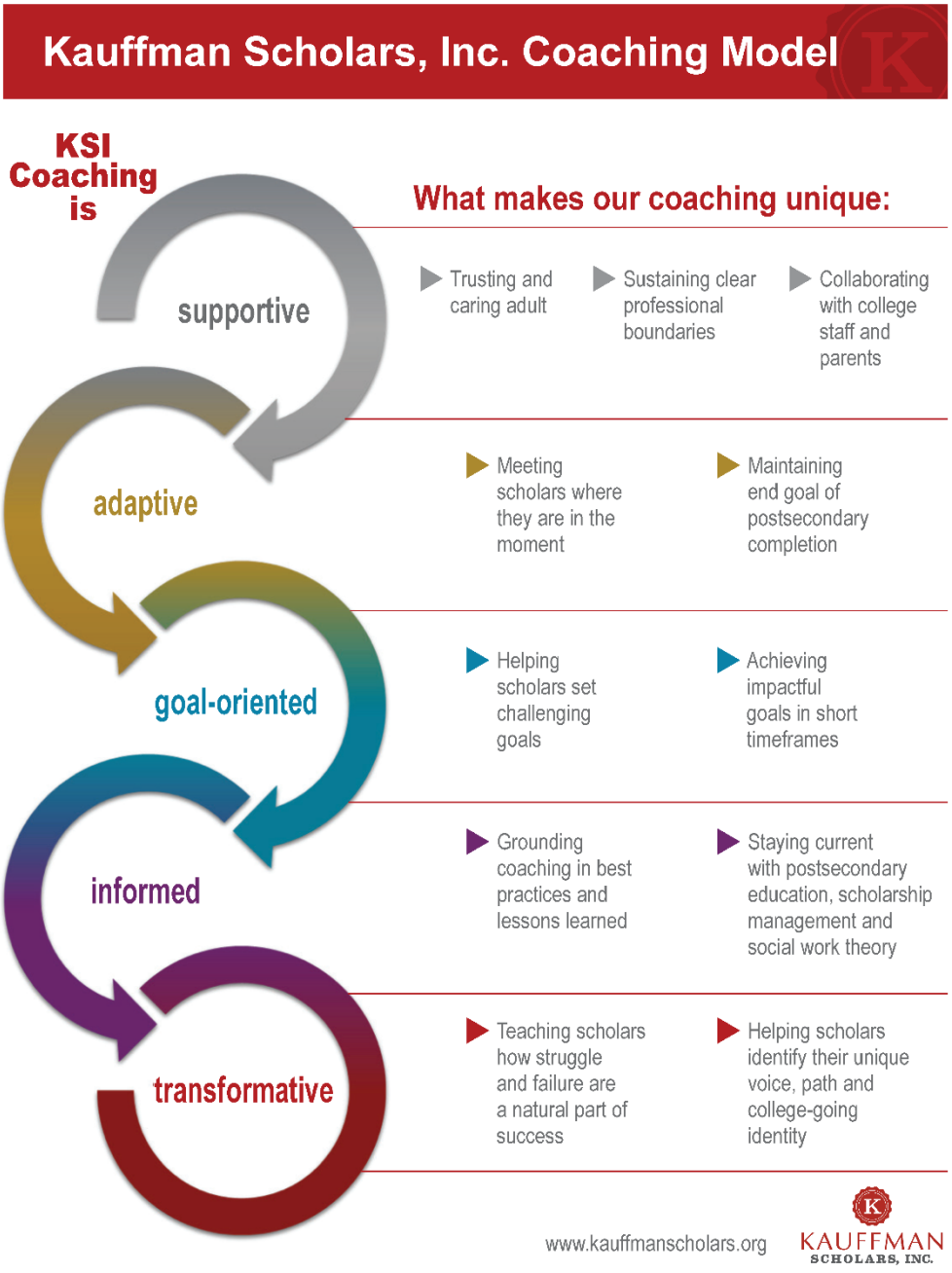
Taken together, these shifts greatly reduced the cost of the program, reduced the amount of staff required, and led to a better postsecondary fit for scholars. One staff member said, "When we did that reboot, we started switching around our language to the focus on 4-year college pathway to postsecondary completion and honoring whatever that means for the student and this idea around best fit. […] The fit conversation became the driving force." Leadership of the program continued to transition as well through that time period. In 2014, the KSI's Program Director, Tanesha Ford took over the leadership role with Brian Henke. Ford became the final Executive Director in 2016 and remained in leadership of the program through its conclusion. Also in 2014, the first cohort of scholars completed the program, resulting in 48 postsecondary graduates.

Major Changes

Several interviewed staff members remarked on the positive change Ford's leadership brought to the program. The biggest change was that the program broadened its focus from just a college completion program to college or postsecondary completion, in whatever path the Scholar chose. The program ultimately had an even more subtle shift in mission that was powerful in practice: assist students and young professionals in pursuit of academic and career success. This shift put the focus on addressing the needs of students and the (now) young adults and alumni of the program in whatever form was needed.

The key changes incorporated a much stronger coaching model developed by KSI Program Director Laura Sanchez to address the needs of the Scholars as they moved through the program and into life. The model is reflected in Figure 2, below:

Figure 2. KSI Coaching Model



Ultimately, the individual attention to needs became the operating driver of the program. Figure 3 below represents the changes in mission and vision as the program in its final iteration.

Figure 3. Program Strategic Support Model

Old Mission	Assisting low-income urban students in Kansas City become college- and career-ready, increasing their chances for postsecondary success.
New Mission	Assist students and young professionals in pursuit of academic and career success.
Old Vision	A community of economically independent individuals who are engaged citizens, contributing to the improvement of Kansas City.
New Vision	Equitable access to opportunity and prosperity in Kansas City.

Overall Program Goals	By August 2023, 65% of all high-school graduates enrolled in Kauffman Scholars will complete a postsecondary program of study within (5) five years of completing high school.
	Beginning 2019, KSI will achieve a 75% career outcomes rate for each graduating cohort as evidenced by classification in an eligible post-graduation career activity (full-time employment, continued education, volunteer service or military service) within six (6) months of completion.

	Engagement	Career & Alumni	Legacy
Focus Areas & Challenge Statements	Arming scholars and parents with tools to navigate the cultural, academic and systemic barriers to postsecondary completion.	Develop a diverse pipeline of young professional talent who work, live and contribute to the Kansas City community.	Telling the story of program successes and lessons learned, leaving a lasting KSI legacy in the Kansas City community.

	Engagement	Career & Alumni	Legacy
Focus Area Objectives	Maintaining continuous full-time enrollment.	Connecting alumni to KSI's legacy of service in the Kansas City community.	Showcase scholar, alumni, and family stories and their impact in the Kansas City community.
	Demystiying requirements and expectations for degree and/or credential pathways.	Providing alumni ongoing opportunities for continued career development.	Define and share best practices, lessons learned and progress toward KSI goals.
	Bonding personal and campus cultures to a college-going identity	Equipping scholars with the necessary tools to transition from college to career.	Identify and prioritize current KSI activities that can exist as community value-adds beyond 2023.

	Engagement	Career & Alumni	Legacy
Primary Strategies	At least three (3) engagement points per semester, per student (face-to-face or electronic).	Alumni engagement activities focused on community outreach.	Collaborate with Public Affairs for media campaigns highlighting current students and alumni.
	Regular updates to scholars and parents on institutional enrollment and KSI scholarship eligibility.	Ongoing development and retention of the Kauffman Scholars Alumni Leadership Council.	Continued development of internal messaging and branding along with an increased and relevant social media presence.
	Regular review of student, institutional and KSI scholarship policies and procedures.	Professional development and social engagement events.	Counterfactual analysis and reporting to validate and share program successes.
	Explore opportunities to better collect and evaluate information to inform and forecast pathway completion.	Career Development Series programming.	Continued collaboration with Kansas City area organizations for YPOC programming.
	Implementation and continued practice of the KSI coaching model.	Collegiate network, career centers, company/organization partnerships.	Collaborate with other organizations to identify current KSI programming/activities that can continue with non-KSI participants.

	Engagement	Career & Alumni	Legacy
Annual Benchmarks (Outputs)	Quarterly newsletter released AUG, DEC, MAR, JUNE.	Full staffed alumni council each calendar year.	Major video/film project highlighting KSI program through 2023.
	Formalized annual student handbook review.	Four (4) quarterly alumni service projects each calendar year.	At least one (1) scholar, staff or alumni profile shared every month.
	Formalized annual review of student privacy and financial disclosure guidelines	KSI hosted career development fair each calendar year.	Updated website by EOY 2020.
	Coach led degree audit review with 85% of active students.	At least (3) active student career development events each calendar year.	Annual Program Report beginning AY 20-21.
	Customized engagement plan for each student prior to start of the fall, spring and summer academic terms.	At least (2) active alumni career development events each calendar year.	Three (3) co-hosted YPOC events each calendar year.
			At least one (1) local, regional and national KSI program presentation each calendar year.

	Engagement	Career & Alumni	Legacy
Impact Targets (Outcomes)	95% of active students will be scholarship eligible each academic term.	50% of local active KSI Alumni report community volunteerism in local Kansas City metro area.	Two (2) constituent sourced collaboration events annually with a mix of active KSI students and non-KSI students.
	65% of active students are on track to earn a postsecondary credential in five (5) years or less.	65% of surveyed alumni report a positive sense of community and connection to KSI.	Two (2) constituent sourced collaboration events in annually with a mix of active KSI alumni and non-KSI alumni.
	80% continuous enrollment/persistence rate each academic year.	75% of regional active students participate in the J.I.V.E. Fair.	
		65% of active students report participation in at least one (1) experiential learning opportunity each academic year.	

The shift in programmatic operations were particularly valuable as COVID-19 impacted Scholars who needed help navigating the pandemic, including housing assistance, food, and other life needs, particularly mental health.

Tanesha Ford described the key lessons she learned from her experience as Executive Director of KSI:

> *Near peer experiences are really valuable. Representation matters. It is possible for young people regardless of where they are from and what their life experiences are, it is possible for young people from certain environments to learn and be successful and it is possible for programs like this that are led by primarily folks of color, giving us the opportunity to lead. I think KSI is a real testament to what happens when you let folks of color do what we do without restrictions. We can make a lot of things happen. I'm thinking of KC Scholars which is our other program…since the beginning I've been encouraging them that these relationships matter. You have to invest. You can't just be a check. If you want results, you can't be just a check.*

The Program

The tables below provide descriptive data on KSI's timeline and the costs of the program over time. Table 1 identifies the key events over the course of the KSI's program life from 2003 to 2023.

Table 1. Kauffman Scholars, Inc. Timeline

Years	Executive Director	Major Events
2003-2004	Bernard Franklin	First year of the program. Students had far more concerns than anticipated. Program recognized that they could not provide the services necessary to original iteration.
2004-2005	Bernard Franklin	Did not start a new class cohort this year in order to increase and plan services. For the next cohort, moved from a nomination process to an application process. Cohort 1 begins, but some students dismissed.
2005-2006	Bernard Franklin	The commitment from the scholars gradually increased: four days per week and two Saturdays per month. Cohort 2 begins.
2006-2007	Stephen Green	Stephen Green became the new President when Dr. Franklin resigned for family health reasons. Cohort 3 begins.
2007-2008	Stephen Green	Many new programs were created for scholars. Backfill to account for Cohort 4 begins. Cohort 1 students dismissed 2004-05 and called Cohort 1a--inducted as rising sophomores to program
2008-2009	Stephen Green	Guidelines were created and a color-coding system was put in place around attendance and expectations. Cohort 5 begins; final year of high school for Cohort 1.

Years	Executive Director	Major Events
2009-2010	Stephen Green	Cohort 1 begins college. Because scholars could go to any college where they were accepted, many did not attend "right-fit" colleges. More scholars were dropping out than expected. Cohort 6 begins. Staff was required to come up with a plan to address performance and review the process for postsecondary selection before Cohort 2 started college. Began controlling for males inducted into the program to balance out gender. (Remaining cohorts were half male and half female). Intentional recruiting efforts for males.
2010-2011	Stephen Green	Cohort 7 begins
2011-2012	Carrie Besnette Hauser	Dr. Green resigned to become the interim superintendent of Kansas City Public Schools. Cohort 8 begins, which is last starting Cohort of program. Restrictions were then put on remaining Cohorts that students could not attend any institution they wanted. Cohort 2, who had been promised the dream of attending any institution, was given this information their junior year. A formula would be used for the next few cohorts based on ACT, GPA, and Cohort rank. Students in the top tier of the grouping could attend colleges outside of MO and KS. Students not in the top tier had to attend colleges in MO and KS.
2012-2013	Munro Richardson/ Aaron North	Significant restructuring occurred. There were reductions in staff and services to conserve resources and the creation of the post-secondary network. Cohort 1 finishes high school 2012 program revamp: Best fit advising (PSA, PSC) Postsecondary network Set targets/metrics for cohort completion (65%) Multiple pathways for postsecondary success adopted Narrowed scope (scholarship provider vs. school) External partnerships
2013-2014	Jabari Turner	The first Cohort of Kauffman Scholars finished the program, resulting in 48 college graduates. Fall 2013; Cohort 5 final year of high school Fall 2013; Cohort 1 final year of scholarship eligibility (AY 2013-14) Postsecondary network put in place (agreements with 20 institutions primarily in MO/KS) that students were allowed to attend with the scholars Near-peer postsecondary advising was implemented Multiple pathways and postsecondary success approach was adopted to allow students to attend four and two year institutions (Associates and certifications)
2014-2015	Brian Henke and Tanesha Ford	Fall 2014; Cohort 6 final year of high school Initial career and alumni development framework Focus on career programming and alumni development as one entity. Paid legacy Internship program created for KSI students in college.
2015-2016	Brian Henke and Tanesha Ford	Cohort 7 final year of high school; Cohort 2 final year of scholarship eligibility (AY 2015-16)

Years	Executive Director	Major Events
2016-2017	Tanesha Ford	Fall 2016; Cohort 8 final year of high school Fall 2016; Cohort 3 final year of scholarship eligibility (AY 2016-17) Kauffman Scholars Alumni Leadership Council established (with pillars of success) Separated career and alumni development with different staff providing support
2017-2018	Tanesha Ford	Fall 2017; All active students reside in postsecondary portion of the program Fall 2017; Cohort 4 final year of scholarship eligibility (AY 2017-18) More program Alumni than active students (tipping point) Utilizing and Education Pioneer, the finalized number of KSI students (2568 students admitted, 1309-post secondary entrance) was created with the first Data Snapshot
2018-2019	Tanesha Ford	Cohort 5 final year of scholarship eligibility (AY 2018-19) Coaching Model for active students created and implemented by Laura Sanchez and Postsecondary team) Drafted and implemented first documented KSI strategic plan (three key areas: program completion, career outcomes, chronicle and preserve the KSI legacy)
2019-2020	Tanesha Ford	Original pre-COVID Cohort 6 final year of scholarship eligibility (AY 2019-20) Young Professionals of Color KC initiative launched (in response to KSI alumni who began expressing challenges navigating college to career and finding social spaces after returning home). COVID-19 happens in March of 2020. Program focuses on addressing Scholar needs more directly (e.g., housing, food, other supports).
2020-2021	Tanesha Ford	Fall 2020; Adjusted Cohort 6 final year of scholarship eligibility (AY 2020-21) Pandemic: additional supports put in place to assist students negatively impacted by COVID (transportation, technology equipment provided, dining dollars aside from campuses, local housing options for students experiencing housing insecurity). Staff worked remotely and engaged with students/alumni virtually Additional year of scholarship support provided for remaining cohorts of active students - 6, 7, and 8 (shift from a 19-year to 20-year program) Began intentional efforts towards program sunset (transparent staff transitions, legacy building/preservation through documentation)
2021-2022	Tanesha Ford	Fall 2021; Adjusted Cohort 7 final year of scholarship eligibility (AY 2021-22) New organization mission, vision, and values to better align with current beliefs. Last graduating Cohort
2022-2023	Tanesha Ford	Fall 2022; Adjusted Cohort 8 final year of scholarship eligibility (AY 2022-23) Final planned staff transitions before Program sunsets

Tables 2 and 3 describe the costs by year and resource type for Cohort 5[3] and the cost per Cohort 5 Scholar by resource type.

Table 2. Costs by Year and Resource Type for Cohort 5

Year	Personnel	Materials	Facilities	Other inputs	Total
1 (2009)	$831,187	$83,343	$55,847	$1,024,786	**$1,995,163**
2 (2010)	$882,145	$82,364	$151,374	$925,043	**$2,040,926**
3 (2011)	$789,919	$60,264	$95,497	$830,035	**$1,775,714**
4 (2012)	$806,829	$30,045	$113,056	$478,123	**$1,428,053**
5 (2013)	$513,045	$37,893	$6,172*	$420,802	**$977,912**
6 (2014)	$403,168	$27,067	$13,379	$1,820,870	**$2,264,485**
7 (2015)	$360,375	$9,143	$4,009	$2,546,139	**$2,919,667**
8 (2016)	$307,028	$8,499	$3,891	$2,441,776	**$2,761,195**
9 (2017)	$255,003	$9,609	$3,776	$2,051,214	**$2,319,602**
10 (2018)	$250,576	$9,934	$3,664	$1,464,659	**$1,728,834**
Total	**$5,399,276**	**$358,162**	**$450,665**	**$14,003,447**	**$20,211,551**

**Rent and utilities is included in the facilities estimate for each year. The main source for the total estimate is KSI budget documents. For year 5 (2013), the budget document listed $19,756 for rent and utilities which is almost 300% less than the 2012 rent and utilities ($660,940).*

KSI invested most heavily in its Scholars, with its largest cost category being "other inputs" (which accounted for elements such as scholarship funding and ACT prep courses). The most resource intense years were those when the Cohort 5 Scholars were in the first year of the program, followed by the years when they transitioned to and through college. Most facilities and materials costs were associated with the years when Scholars were in middle and high school. KSI also invested a lot in its personnel, with personnel costs increasing when Scholars were in grades 10 and 11 when many of the program components centered on coaches and mentors.

Table 3. Cost per Cohort 5 Scholar by Resource Type

Year	Number of Scholars *(N)**	Personnel	Materials	Facilities	Other inputs	Total
1 (2009)	338	$2,459	$247	$165	$3,032	**$5,903**
2 (2010)	330	$2,673	$250	$459	$2,803	**$6,185**
3 (2011)	304	$2,598	$198	$314	$2,730	**$5,841**
4 (2012)	259	$3,115	$116	$437	$1,846	**$5,514**
5 (2013)	214	$2,397	$177	$29	$1,966	**$4,570**

[3] [3] KSI staff and the NORC Team decided the CUA would focus on Cohort 5. Cohort 5 represents earlier program policies, the shift, and the resulting impacts afterward. The majority of CUA analyses that we report are for Cohort 5.

Year	Number of Scholars *(N)**	Personnel	Materials	Facilities	Other inputs	Total
6 (2014)	196	$2,057	$138	$68	$9,290	**$11,553**
7 (2015)	184	$1,959	$50	$22	$13,838	**$15,868**
8 (2016)	167[1]	$1,844	$51	$23	$14,662	**$16,580**
9 (2017)	151[1]	$1,687	$64	$25	$13,571	**$15,347**
10 (2018)	137[1]	$1,833	$73	$27	$10,717	**$12,650**

*Number of scholars is estimated each year. The main source for the estimate is KSI Cohort five data that tracks the date students became inactive.

[1]Data uses the average degree of attrition for years 1 through 7 to estimate the number of scholars in the given year.

Table 3 shows that costs per Scholar were lower in the middle and high school years. Costs increase to more than double as Scholars transitioned to college and almost tripled during the years they were enrolled in college. Overall, Tables 2 and 3 show trends in the ways that Kauffman's investment was utilized as Scholars progressed through the program.

Chapter 2—The Evaluation Approach

Kauffman Scholars, Inc., the Evaluation Approach

NORC and BPC (hereafter, "the NORC Team") joined together to conduct a multi-pronged, mixed-methods, Culturally Responsive and Equitable Evaluation ("CREE")-centered, collaborative evaluation. Both firms have common roots and a lifetime commitment through professional, academic, and personal activities regarding Race, Equity, Diversity, and Inclusion (REDI). For us and the Kauffman evaluation team, embedding these principles in the evaluation was much more than an abstract, disconnected, and/or theoretical concept – it was at the center of everything activity we did and is reflected in our work, lived experience, values, and ethics. As a team, we adopted five core principles as our commitment to REDI:

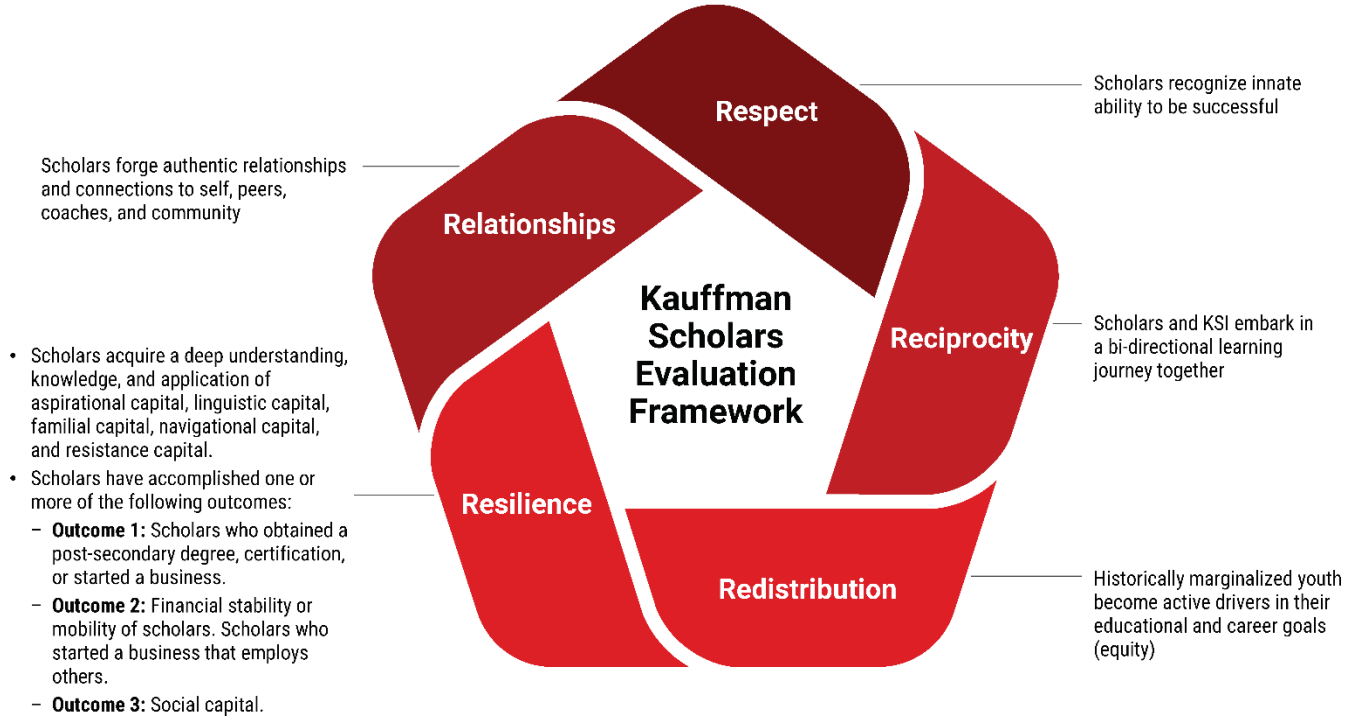
- **Attention to context**. We recognize and appreciate the broad range of histories, issues, settings, communities, and clients we work with. We ensure that our work that is calibrated to the diverse needs of our stakeholders.
- **Transparency**. We make transparent choices about how to apply these principles in each situation.
- **Supporting our teams.** We incorporate learning opportunities to help our teams understand their own biases and process their own lived experiences in relation to the project work they do.
- **Accountability**. We are committed to these principles and evaluating our practice against them. We are also accountable to the people affected by all our work.

- **Learning and improving**. We learn through practice and continually add to our knowledge of how to apply these principles effectively across all projects. One of the ways that we learn and improve is through iterative cycles of reflective practice and review.

We committed to bringing these values to the work throughout the process, from conceptualization of evaluation questions and evaluation plan, all the way through producing a range of deliverables for the Kauffman Foundation, local community, and beyond. Throughout our data collection, analysis, and dissemination processes—which included instrument protocol development, defining of variables and participant groups, creation of coding systems, sensemaking around emerging findings, and the development and dissemination of deliverables reporting evaluation findings, we centered a culturally responsive research approach (Kirkhart, 2010). This approach included methodological validity (supported by the "cultural appropriateness of measurement tools and cultural congruence of design configurations"), interpersonal validity (supported by the "quality of the interactions between and among participants" in the evaluation process), theoretical validity (supported by "the cultural congruence of theoretical perspectives" underlying the research and assumptions of validity), experiential validity (supported by "congruence with the lived experience of participants" in the research), and consequential validity (supported by the "social consequences of understandings and judgments and the actions taken based upon them"). We centered this approach through, for example, being mindful of where we explicitly placed and defined value, member checking, carefully considering measurement development, and working to increase participant diversity.

The NORC Team employed a Five R's Framework (Figure 4 below) to guide the evaluation efforts. This framework encapsulated the CREE- and REDI-centered principles described above, centering the Scholar experience, incorporating elements of KSI's goals, and attending to the individual and broader contextual elements that shaped Scholars' experiences.

Figure 4. The Five R's Framework



Another central part of our CREE- and REDI-centered approach was the co-creation process. The NORC Team, KSI staff, and Evaluation Advisory Group (EAG) met regularly throughout the whole process. The EAG consisted of Kauffman team members, community partners, and program alumni. Together with this broad representation of voices the NORC team crafted the evaluation plan and related data collection tools. In addition, we met regularly with KSI staff and the EAG as data collection and analysis progressed. The EAG advised the NORC team on ways of reaching potential research participants, engaging in collective sensemaking of findings as they emerged from the data, and crafting dissemination products that would be relevant and usable for all.

Data Collection

Given KSI's broad impact, both over time and in terms of the stakeholders it affected, we aimed to include a range of voices in order to represent the deep ripple effect of the program. We did so by employing a multi-pronged approach, drawing on four main sources of data to address the evaluation questions. Table 4 delineates the overarching research questions and relevant data sources. We describe each data source in further detail below the table.

Table 4. Evaluation Questions by Data Source

Evaluation Question	Secondary Data (KSI & NSC)	Survey Data	Story-telling Interview Data	KSI Staff Interview Data
1. What is the demographic composition of Kauffman Scholars and alumni?	X		X	
1. To what extent did KSI achieve its goals?	X	X	X	X
2. In what ways did KSI impact Kauffman Foundation strategies, investments, and current work?			X	X
3. In what ways have KSI scholars and alumni impacted the local community?		X	X	X
4. What factors (e.g., specific program elements, local supports) enabled or constrained KSI scholars and alumni in achieving KSI goals?		X	X	X

Secondary Data

Our team leveraged two sets of existing data to help evaluate the KSI program: the KSI Scholar Database and postsecondary educational data from the National Student Clearinghouse.

KSI Scholar Database. First, KSI staff provided us with a copy of their Scholars Database, a spreadsheet that provides data on all Kauffman Scholars. The data included:

Scholars' personal information (e.g., name, contact information, race/ethnicity, gender, date of birth), KSI Program status and progress (e.g., cohort, current status, program progress/standing, completion of high school portion, reason for withdrawal/inactive status), Education information (e.g., terminal high school, college attended, current major/minor, GPA), Employment/career information.

The coverage of the Scholar Database, however, varied significantly both by the type of data and the type of Scholars. For example, the Scholars Database had personal information and current KSI status and progress data for all 2,568 Scholars. But other information was less comprehensive. For instance, of the 1,713 Scholars who went inactive at some point during the program, the Scholar Database only listed the reason for inactivity for 1,242 (73%) of those Scholars. Data on Scholars who went inactive prior to high school graduation was particularly sparse (beyond personal data); there was no data on these Scholars' terminal high schools, college/postsecondary education, or career/employment status. Even among the Active and Alumni Scholars, some data was limited. For example, current employment data was available for less than one-half (44 percent) of the Active and Alumni Scholars.

National Student Clearinghouse Data. To supplement KSI records regarding the postsecondary educational attainment of all Scholars, data from the National Student Clearinghouse (NSC) was requested on all 2,568 Scholars. NSC is a non-profit organization that gathers postsecondary education enrollment and progress data from virtually all colleges, universities, and providers of postsecondary

education in the United States (https://www.studentclearinghouse.org/). Organizations, such as KSI, can request data on their students to help track postsecondary attainment.

For this project, NORC partnered with Basis Policy Research (Basis), a separate evaluation firm that KSI hired to track the postsecondary attainment of its Scholars beginning in 2017 (Nicotera, 2021). Basis agreed to share the data it received from NSC on the Kauffman Scholars with NORC.

NSC data is provided in a report that includes data on the institutions each Scholar attended, their dates of enrollment, and graduation data. NORC cleaned and processed the NSC data on its own and then merged the results with the KSI Scholar Database for further analysis.

It is important to keep in mind that, although NSC data is quite comprehensive, it has several limitations. First, their coverage varies by state and by year. For example, for the 2008-09 academic year when the first cohort of Kauffman Scholars began college, NSC only hold postsecondary records for about 86 percent of the postsecondary students in Kansas and 92 percent in Missouri (Pevitz, 2022), where the vast majority of Kauffman Scholars attended college. Although NSC now collects data on between 97 – 99%of postsecondary students in Kansas and Missouri (Karamarkovich, 2023). Second, NSC may not have been able to identify Scholars in their records due to name changes, missing birthdates, or other missing data. Finally, some institutions provide the NSC with incomplete data; for example, institutions might indicate that a student graduated from a particular institution but not identify the particular degree or credential that the student earned.

Survey Data

KSI has a long history and has shaped the stories Scholars, Scholars' families, and the Kansas City community over time. In order to investigate the ways KSI has impacted these people and organizations, the NORC Team crafted three separate surveys: the Scholar Survey, the Parent/Family Survey, and the Community Partner Survey; all were conducted via the internet using the Qualtrics online survey platform. Copies of all three surveys are contained in the Appendix.

Scholar Survey. The Scholar Survey consisted of seven broad sections, most of which were developed specifically for this project by NORC's project team. Section A of the survey asked participants to identify their current employment and/or educational status, as well as their current residence and annual income. Section B asked Scholars to identify their current progress through the KSI program, both during their secondary and postsecondary years. Inactive Scholars were also asked to identify the reasons they did not remain active with the program. In addition, this section of the survey asked if the Scholars' participation in the program limited or precluded their ability to work for pay. Section C assessed the KSI program and its various components. Several questions asked Scholars to rate the helpfulness of specific aspects of the KSI program, including those designed to (1) develop their academic and life skills, (2) prepare them for college or postsecondary education, and (3) prepare them for career success. The section also asked Scholars to rate how well the program contributed to their ability to be successful in achieving a variety of academic and career goals and rate how much the program bolstered an array of knowledge and skills that are particularly important for the personal and

professional success of students from historically marginalized groups (i.e., "community cultural wealth,"; Yosso, 2005).[4] Finally, the section asked open-ended questions of the Scholars to identify the most helpful aspects of the program, services that would have been helpful to have included in the program, and the biggest impacts the program had on their lives.

Section D of the survey included a series of questions designed to assess Scholar's overall satisfaction with the KSI program. Section E was designed to gather data on potential broader impacts of the KSI program, such as benefits for the Scholars' families and Scholars' involvement in community, social, and political activities.[5] Section F asked Scholars to rate their experiences with KSI staff and mentors.[6] Finally, Section G contained a number of demographic questions to gather data on Scholars, racial/ethnic and gender identities, their current relationship and caregiving statuses. The survey also asked Scholars to provide information about loans they may have taken out to support their postsecondary education. The median survey completion time for the Scholar Survey was just under twenty minutes.

Once the survey was developed, it was programmed into the online survey program. The survey population included the 1,911 Scholars (74% of the overall population) for whom we were able to obtain an email address. Email addresses for active Scholars (which includes those who were still currently engaged with the program and those who had reached alumni status) were provided by KSI. Emails for inactive Scholars were obtained from Accurint, a data aggregation agency that can provide personal contact information for U.S. residents.

Initial invitations to participate in the survey were emailed to Scholars. The invitation included basic information about the survey, NORC's role as an evaluator, and a personalized link for each Scholar. The email also contained a link to a website with additional information and answers to frequently asked questions about the project. Six reminder emails – which also contained personalized links to the survey – were subsequently sent to Scholars who had not completed the survey. During the final two weeks of data collection, KSI personnel also promoted the survey via its own communication channels (e.g., email, Facebook) along with a generic link to the survey.

Overall, 345 Scholars accessed the survey, but 10 chose not to consent to participate in the project and 20 provided no substantive responses to the survey. Thus, the final analytic sample included the 315

[4] The questions about bolstering skills for their personal and professional success were adapted from the Cultural Wealth items developed by Sandra Dika and colleagues. (Dika, S. L., Pando, M. A., Tempest, B. Q., & Allen, M. E. (2018). Examining the cultural wealth of underrepresented minority engineering persisters. *Journal of Professional Issues in Engineering Education and Practice*, *144*(2): 05017008. https://doi.org/10.1061/(ASCE)EI.1943-5541.0000358)

[5] Several questions in this section of the survey were adapted from the Critical Consciousness Scale originally developed by Matthew Diemer and colleagues (Diemer, M. A., Rapa, L. J., Park, C. J., & Perry, J. C. (2017). Development and validation of the critical consciousness scale. *Youth & Society*, *49*(4), 461–483. https://doi.org/10.1177/0044118X14538289).

[6] Several questions here were adapted from the Client Assessment of Multicultural COmpentent Behavior originally developed by Seungbin Oh (Oh, S. & Shillingford-Butler, A. (2021). The client assessment of multicultural competent behavior (CAMCB): Development and validation, *Measurement and Evaluation in Counseling and Development*, *54*(2), 71-89. https://doi.org/10.1080/07481756.2020.1745651).

Scholars who either completed the entire survey (238 individuals) or some portion of the survey (77 individuals). The final response rate was 16.5%, and the 315 survey respondents represent 12.3% of all Scholars.

Additional details about the Scholars responding to the survey (and how they compare to the overall population of Scholars) can be found in Table 5 below.

Table 5. Characteristics of Kauffman Scholars Survey Respondents (N = 315)

PROGRAM STATUS	N	% of All Survey Respondents	% of Survey Respondents with Known Status	% of All Kauffman Scholars
Current Scholar	24	7.6%	7.7%	2.5%
Alumni	178	56.5%	57.4%	30.8%
Inactive	108	34.3%	34.8%	66.7%
Unknown	5	1.6%	-	-
KSI COHORT/COHORT	**N**	**% of All Survey Respondents**	**% of Survey Respondents with Known Cohort**	**% of All Kauffman Scholars**
1	10	3.2%	3.2%	7.7%
1A	15	4.8%	4.9%	4.1%
2	31	9.8%	10.0%	10.0%
3	25	7.9%	8.1%	11.6%
4	38	12.1%	12.3%	12.8%
5	44	14.0%	14.2%	13.7%
6	43	13.7%	13.9%	13.7%
7	36	11.4%	11.7%	12.9%
8	67	21.3%	21.7%	13.6%
Unknown	6	1.9%	-	-
GENDER	**N**	**% of All Survey Respondents**	**% of Survey Respondents with Known Gender**	**% of All Kauffman Scholars**
Women	156	49.5%	67.0%	55.5%
Men	70	22.2%	30.0%	44.5%
Transgender, gender non-binary, non-conforming or genderqueer	7	2.2%	3.0%	-
Unknown	82	26.0%	-	-

RACE/ETHNICITY	N	% of All Survey Respondents	% of Survey Respondents with Known Race	% of All Kauffman Scholars
American Indian	1	0.3%	0.4%	15.7%
Asian or Asian American	8	2.5%	3.5%	2.2%
Black or African American	124	39.4%	53.7%	56.5%
Hispanic or Latina/o/e/x	70	22.2%	30.3%	16.9%
White or Caucasian	14	4.4%	6.1%	3.3%
Multiracial	14	4.4%	6.1%	3.3%
Unknown	84	26.7%	-	-

Parent Survey. In addition to the Scholar Survey, NORC developed a survey specifically for the parents and guardians of Scholars The first section of the Parent Survey asked family members to identify the number of children they had to participated in the KSI program and how far they progressed through the program. The next section asked participants to rate how helpful the KSI program was in developing their children's academic and life skills, college readiness, and career success. This section also asked parents to rate the helpfulness of KSI programming specifically designed for and targeting parents and guardians and to provide open-ended responses to questions about the most helpful parts of the program both for their Scholars and for themselves. This section of the survey concluded with several questions asking parents and guardians to rate their overall satisfaction with the Kauffman Scholars program.

Next, the Parent Survey had several questions asking parents to rate how much the KSI program contributed to their children's academic and career success, as well as questions about building community cultural wealth (Yosso, 2005) that mirrored those asked in the Scholar Survey. The survey also requested that parents provide information about how their families' involvement in the KSI program impacted or helped their family as a whole, and what information they may have shared with individuals outside their family. The survey also asked if their Scholars' involvement in the program limited their ability to work and what additional economic and financial impacts the program may have had on their family. The survey concluded with demographic questions about the parents.

Once developed, the Parent Survey was translated into Spanish by members of NORC's bilingual survey support staff. Representatives from the Kauffman Foundation reviewed the Spanish translation and suggested several changes in terminology to ensure consistency with prior bilingual communications to KSI parents and guardians. Both versions were then programmed into the Qualtrics survey platform, which allowed participants to select the language for the survey.

Invitations to complete the parent survey with personalized survey links were sent by email to 826 recipients identified by KSI staff using email addresses provided by KSI, with follow-up reminders sent for a month afterward. All survey invitations and reminders were sent in both English and Spanish. Due to low response rates, KSI staff also sent a postcard to all KSI parents asking them to complete the

survey, which also included a generic link to the survey. We received only 22 responses to the parent survey, representing a response rate of 2.7%.

Community Partner Survey. The NORC research team developed a Community Partner Survey to be administered to various external partners that work with KSI and/or its Scholars. These include partners who are associated with local high schools, colleges, employers, and affiliated organizations. The first part of the survey asked the participants to identify their general role as well as the length and depth of their involvement with KSI and the Scholars. It next asked the community partners to rate the academic ability, life skills, postsecondary and career preparedness, and community cultural wealth (Yosso, 2005) of the Scholars they had interacted with. The survey asked the community partners to rate their overall impressions with the KSI program and to provide written feedback about Scholars' strengths and areas of improvement. The survey also requested examples of how Scholars (and the Scholar program) had impacted the partners personally, their organizations, and the Kansas City area. It concluded with several demographic questions.

The community partner survey was sent via email to 21 individuals identified by KSI staff, including individuals who were identified as KSI board members, high school partners, college partners, community partners, and employers of KSI alumni. Of the 13 individuals who accessed the survey, two chose not to consent to take the survey. The 11 individuals who responded represented a response rate of 52%.

Storytelling Interview Data

The foundation of our evaluation was incorporating the Scholars' voices to give richness and color to the data we looked at and honor the diversity of what their journeys were through the program. With the Kauffman Foundation's support, we designed a storytelling approach that would afford the Scholars the agency to give the evaluation team a deeper description of their unique experiences.

With these normative guideposts in mind, we constructed a Scholar storytelling discussion guide to help capture those accounts. In total, we facilitated 26 storytelling discussions with Kauffman Scholars. Of these, two were active Scholars, twenty were alumni Scholars, and four were inactive Scholars (meaning that they did not complete the program.

As part of the Scholar storytelling discussions, we informed Scholars of our intention to better understand the ripple effect of KSI through subsequent interviews with Scholar connections (i.e., people in Scholars' lives who may have benefitted from KSI via their association with the Scholar). Each Scholar was invited to identify people in their life (e.g., family members, colleagues, supervisors, community organizers, friends) that could be considered for connection interviews. Scholars were also informed that we would be utilizing a participatory approach to facilitating connection interviews, whereby Scholars would play an active role in data collection as an interviewer of another Scholar's identified connection. Numerous Scholars expressed interest and enthusiasm in participating in this phase of the evaluation.

All Scholars were invited to participate in a connections interview training in June 2023. During this training, we shared several key principles of human-centered interviewing with Scholars, including practices in building rapport, how to listen authentically, how to guide (but not drive) a conversation, and how to avoid biased/leading questions. Scholars were also invited to share interviewing techniques that they use in their own work. In total, seven alumni Scholars attended this training. Each Scholar identified one connection. The evaluation team randomly assigned a connection interview participant to each Scholar and Scholars conducted all outreach and scheduling activities. In total, four connections interviews were facilitated—all with parents of Scholars.

The Appendix includes copies of the discussion guides used to structure these conversations.

KSI Staff Interview Data

KSI is a twenty-year old program, with staff who launched the program, staff who have held multiple roles throughout their time at KSI, and staff who were once Scholars themselves. All staff have a unique perspective on the program and its rich history. In order to include these perspectives, the NORC Team conducted 14 interviews with former and current KSI staff (7 with former staff; 7 with current staff). These interviews included a former and a current Vice President of Education at the Kauffman Foundation, Program Directors, a former and a current President/CEO of KSI, a former KSI board member, high school coaches, college coaches, and a range of staff in Director roles. This diverse group provided a first-person perspective on KSI's historical arc, from those who founded the program to those who are sunsetting the program. The range of positions enabled the NORC Team to understand the internal operations of KSI from multiple points of view, better capturing the contextual elements that facilitated or hindered KSI in supporting Scholars in reaching their goals.

Interview protocol were co-created with KSI staff with input from the EAG.

The Appendix includes copies of staff interview protocol.

Data Analysis

Our multi-pronged data collection approach enables us to tell the story of KSI Scholars more broadly, while digging in more deeply to the nuances of the program that shaped their stories accordingly. We draw mostly on secondary data and survey data to provide the broader picture of KSI and its historical impact on measures of interest. We turn to the interview data—Scholar storytelling, Scholar connection, and KSI staff—to better understand the contextual elements that surrounded the Scholars over the course of the program. We report the data similarly, bringing to life the percentages and findings from the survey and secondary data analyses with vignettes and quotations gathered through the interview data.

Quantitative Analysis: Scholar Pathways and Trajectories

The power of secondary data and survey data lies in its ability to provide a broad picture of KSI and the Scholars. Analyzing KSI's administrative data and related National Student Clearinghouse (NSC) data together allowed us to examine the overall pathways and trajectories of the Kauffman Scholars, from their entry into the program in middle school, through their formative high school years, during their postsecondary educational experiences, and into their professional lives. Data from the Scholar Survey served to further illuminate these pathways and identify aspects of the program that bolstered (or hindered) Scholars' success. Surveys of Scholars' parents and community partners provided additional insight into the ways the KSI program impacted individuals and organizations beyond the Scholars' themselves, providing further evidence of the programs ripple effects.

These various data sources were used to address key research questions. For example, to better identify who the Kauffman Scholars were (Research question 1), data from KSI administrative records and NSC postsecondary data were merged into a single dataset. We then analyzed the data to identify and describe the Scholars as a whole, and also to break down specific data by cohort, program progress/status, race/ethnicity, and gender. These allowed us to trace trends among the various cohorts and to identify similarities and differences between groups. Similarly, survey data was analyzed by looking at the overall responses across all respondents, as well as looking at differences based on cohort, program status/progress, race/ethnicity, and gender.

Storytelling and KSI Staff Interview Analysis

Thematic analysis was used to determine the dominant themes that emerged in the Scholar storytelling data, Scholar connection interview data, and KSI staff interview data. "Themes" were considered to be patterns of ideas relevant to each of the research questions. An inductive or "bottom-up" approach to analysis was utilized, meaning that we identified themes emerged from the data themselves (as opposed to a deductive approach where themes are identified a priori), Using the method of Braun and Clarke (2006), grouping codes were assigned to each datum (i.e., segment of text that expressed one unique idea). Grouping codes included research question-specific codes (e.g., 'RQ2' was assigned to any data segment that expressed an idea that was reflective of research question #2, which may have included any mention of perceived goals or KSI's formalized goals, as well as any mention of how KSI achieved its goals), as well as codes that were reflective of the 5 R's Framework.

Cost-Utility Analysis

A cost-utility analysis (CUA) estimates the costs, including a full account of the required resources, and the usefulness of the program to its stakeholders or stakeholder satisfaction. The NORC Team utilized a range of sources described below to fully account for the costs invested in the program including the time that KSI staff, community members, and scholars invested in addition to financial costs. The NORC Team assessed the perceived usefulness of program components and the program as a whole to scholars, families, the community, and KSI staff. In addition to the document review and

incorporation of the evaluation components, the CUA team conducted informational interviews with KSI program staff to learn more about the required resources in four core categories: personnel, facilities, materials and equipment, and other inputs. Table 6 lists examples of KSI program resources for each category. For each resource, the team considered the value of the resource, the time required of that resource, and the number of each to determine the total cost for that investment. To ensure an accurate accounting, the CUA team utilized the ingredients method and a cost analysis template that was funded by the U.S. Department of Education as an economic evaluation tool.

Table 6. KSI Program Resources by Category

Resource Type	Examples from KSI Program
Personnel	Academic & Life Coaches Family Engagement Coordinator Career and Alumni Team Tutors Kauffman Foundation Administrative staff External Vendors
Facilities	Kauffman Foundation Conference Rooms School sites for scholar programming
Materials and Equipment	Staff Laptops KSI "Swag" and gifts Graduation Stoles & Cords
Other Inputs	Transportation Catering/Food Scholarships/Tuition and Fees Fees to Institutions for CRI

The NORC Team accounted for the different resources required to support Cohort 5[7] across the four types of resources. We identified the number of each resource required along with the value of the resources to estimate the total cost of each. These data provided an estimate of the total cost (per scholar and cumulative) each year and across Cohort 5's time with the program.

Data Sources for CUA. The CUA utilizes data from a range of sources including data collected as a part of the evaluation and existing data. The NORC Team conducted informational interviews with three key Kauffman staff including the Executive Director, Director of Operations, and the Career and Alumni Engagement Director about the resources needed to operate the program. This analysis also relies on data from other strands of the evaluation including staff interviews, the parent, scholar, and community surveys, and the storytelling interviews with scholars and community members. Lastly, the team utilized

[7] KSI staff and the NORC Team decided the CUA would focus on Cohort 5. Cohort 5 represents earlier program policies, the shift, and the resulting impacts afterward. The majority of CUA analyses that we report are for Cohort 5.

36 financial documents provided by Kauffman. The documents reviewed are outlined in Table 7 and provided financial information for the years relevant to Cohort 5 beginning in 2008 through 2022.

Table 7. Documents Used in Cost Utility Analysis

Document Type	Number of documents
Board Reports	2
Statement of Functional Expenses, Income Statements, and Budgets	33
Record of Historical Scholarship Payments	1

Chapter 3 - Kauffman Scholars, Inc., the Evaluation Findings

Research Question 1: What is the demographic composition of Kauffman Scholars and alumni?

The Kauffman Scholars were a diverse group of 2,568 students from Kansas City, Kansas, and Kansas City, Missouri. The vast majority of Scholars (over 90%) came from racial and ethnic groups that have historically been marginalized and excluded from higher education. Black or African American Scholars represented over one-half (57%) of the Scholars, with the next largest groups including Latino/a/x Scholars (17%) and American Indian Scholars (16%). Scholars who identified as either Asian, White, Multiracial, or who had an unknown or another race/ethnic identity each represented 3% or less of all Scholars. In terms of gender, more than one-half (55%) of all Scholars identified as female, and 45% identified as male. Table 8 describes the race and gender representation of KSI Scholars with the cohorts with the lowest and highest percentage of each group delineated in the right two columns.

Table 8. Race/Gender Representation of KSI Scholars (N = 2,568)

	Overall Number	Overall %	Cohort with Lowest %	Cohort with Highest %
Gender				
Female	1,424	55.5%	Cohort 7: 46.4%	Cohort 2: 63.2%
Male	1,144	44.5%	Cohort 2: 31.3%	Cohort 7: 53.6%
Race				
American Indian	403	15.7%	Cohort 8: 9.8%	Cohort 3: 24.2%
Asian or Asian American	57	2.2%	Cohort 8: 0.3%	Cohort 6: 3.7%
Black or African American	1,451	56.5%	Cohort 4: 50.5%	Cohort 1: 75.3%

Hispanic or Latina/o/e/x	433	16.9%	Cohort 1: 11.6%	Cohort 8: 19.5%
White or Caucasian	45	1.8%	Cohort 1: 0.0%	Cohort 8: 4.3%
Multiracial	85	3.3%	Cohort 2: 0.4%	Cohort 8: 7.2%
Unknown or Another Race	94	3.4%	Cohort 1: 0.5%	Cohort 4: 6.1%

Source: KSI Scholar Database (* not include Cohort 1A)

Reading this table: The top line of this table shows that there were a total of 1,424 female Scholars, which was 55.5% of all Scholars. Cohort 7 had the lowest proportion of female Scholars (46.4%), and Cohort 2 had the highest proportion of female Scholars (63.2%).

Program Progress of Scholars over Time by Variables of Interest

Table 9 displays completion rates of the high school portion of KSI and achieving alumni status with KSI by different variables of interest. A total of 1,309 of the Kauffman Scholars – which is over one-half (51%) of all KSI participants – completed the high school portion of the program and were thus eligible for postsecondary scholarships through KSI. Of these, 855 Scholars (33% of all Scholars) achieved Alumni status with the Kauffman Scholars program – meaning that they had either (1) completed a postsecondary credential such as a bachelor's degree, associate's degree, or postsecondary certificate; (2) surpassed the five- or six-year window for KSI postsecondary scholarship; or (3) joined the U.S. military or police academy in a full-time basis.

Table 9. KSI Program Completion Rates by Cohort, Gender, and Race

	Total	Completed High School Portion of KSI Program		Achieved Alumni Status with the KSI Program	
	N	N	%	N	%
Overall					
All Scholars	2,568	1309	51.0%	855	33.3%
Cohort					
1	198	38	19.2%	16	8.1%
1A	106	77	72.6%	43	40.6%
2	256	137	53.5%	68	26.6%
3	298	152	51.0%	93	31.2%
4	328	176	53.7%	107	32.6%
5	351	179	51.0%	111	31.6%
6	351	172	49.0%	134	38.2%
7	332	175	52.7%	132	39.8%
8	348	203	58.3%	151	43.4%

	Total	Completed High School Portion of KSI Program		Achieved Alumni Status with the KSI Program	
Gender					
Female	1,424	782	54.9%	541	38.0%
Male	1,144	527	46.1%	314	27.4%
Race					
American Indian	403	69	17.1%	0	0.0%
Asian/Asian American	57	43	75.4%	39	68.4%
Black / African American	1,451	728	50.2%	469	32.3%
Hispanic / Latina/o/e	433	328	75.8%	256	59.1%
White / Caucasian	45	41	91.1%	32	71.1%
Multiracial	85	73	85.9%	57	67.1%
Unknown / Another Race	94	27	28.7%	2	2.1%

Source: KSI records

Reading this table: The top line of this table indicates that there were a total of 2,568 Scholars, of which 1,309 Scholars (51.0% of the total) completed the high school portion of the KSI program, and 855 Scholars (33.3% of the total) achieved Alumni status with the KSI program.

Aside from the first cohort of Kauffman Scholars, the rate at which Scholars completed the high school portion of the KSI program remained relatively stable, fluctuating between 49% (Cohort 6) and 58% (Cohort 8). Rates of achieving Alumni status with the KSI program showed a steadily rising trend: Cohorts 2 through 5 all had between 26 and 33% of Scholars gain Alumni status, but the final three cohorts saw at least 38% of their members achieve Alumni status, with a high of over 43% for Cohort 8.

With regard to gender differences, female Scholars were more likely both to complete the high school portion of the program (55%) and achieve Alumni status (38%) than male Scholars (46% and 27%, respectively).

Program progress, however, was more variable across racial/ethnic groups. White (91%), Multiracial (86%), Hispanic/Latina/o/e (76%), and Asian/Asian American Scholars (75%) had the highest proportion who completed the high school portion of the KSI program; about one-half (50%) of Black/African American Scholars completed the high school portion of the program, and only 17% of American Indian Scholars completed the high school portion. Similarly, a strong majority of White (71%), Asian (68%), Multiracial (67%), and Hispanic/Latinx (59%) Scholars achieved Alumni status with the KSI program; about one-third (32%) of Black scholars achieved KSI Alumni status, and no (0%) American Indian Scholars reached Alumni status.

Research Question 2: To what extent did KSI achieve its goals?

KSI had a range of overarching goals that consistently framed their work, regardless of program evolutions. In this section, we report on survey, secondary data, and interview analyses that investigate whether and how Scholars met these goals over time.

Overall Program Satisfaction

Overall, Scholars who responded to the survey were quite pleased with their experiences in the KSI program. When asked, "Overall, how satisfied are you with the Kauffman Scholars program," 75% of the respondents reported they were *very satisfied* or *extremely satisfied*. (Other response options were *somewhat satisfied*, *a little satisfied*, and *not at all satisfied*.) Similarly, 84% of survey respondents would rate the overall quality of the resources and services their received through the KSI program to be either *good* or *excellent* (other options were *mediocre*, *fair*, or *poor*). And when asked if they would recommend the Kauffman Scholars program to individuals with similar backgrounds (assuming it continued), 87% said they *probably would recommend* or *definitely would recommend* the program (other response options were *definitely would not recommend*, *probably would not recommend*, and *neutral*).

In open-ended responses to the survey asking Scholars to share their overall experiences with the program, many Scholars extolled the value and impact of the program:

- "Best thing to ever happen to my life."
- "Great program. Words can't say enough about how much it did for me."
- "I wish programs like Kauffman were available to everyone as soon as they enter 6th grade. I am eternally grateful to every single person and for every second spent making it possible for me and my brother to have a chance at a life we found worth living."
- "It was a wonderful program for me that made my life better beyond a doubt. It truly made me a better scholar, person, member of the community and I'm thankful for it."
- "This was one of the best experiences that has changed my life for the better. I thank the Kauffman Foundation and all the staff that have supported the program and have given me, along with the hundreds of other Scholars, the opportunity of a lifetime."

Throughout these quotations, it is clear that Scholars regarded their experiences with KSI very highly. The use of words and phrases such as "best," "beyond a doubt," and "eternally grateful" represent the strength of their emotions and the impact of KSI on their lives.

Similarly, in interviews, Scholars discussed the ways that KSI helped them think bigger for themselves and supported them in achieving their ambitious goals. One Scholar said, "Being in Kauffman let me know that I am capable of achieving the goals that I set for myself. Kauffman has let me feel like okay, I know I achieved something that I never thought that I would get if it wasn't for them. So I guess that's it. Just this confidence in getting things done. Because I went to college and I didn't even think I'd have

to…I never even thought I would achieve college. But I did." Another Scholar noted, "I was not a good student in high school. I was unmotivated. I was always comparing myself to my friends who were always excelling at school. At college, something in my brain just switched. My goal was to be better than myself. I no longer worry about others. Kauffman taught me to focus on myself."

Beyond the Scholars themselves, many parents and community partners shared their appreciation and support for the KSI program in responses to their surveys. Parents, for example, noted the various impacts being a Scholar had on their children:

> *Bueno, ella terminó la universidad con muy buenos grados, tenia oferta de trabajo antes de terminar la universidad, se convirtió en una mujer muy muy independiente y autosuficiente además de responsable por la comunidad.... Nosotros como padres estamos muy agradecidos pues gracias a este programa mi hija tuvo todas las posibilidades de asistir a la universidad y terminar libre de deudas, muchas gracias programa Kauffman Scholars!! [Well, she finished university with very good grades, she had a job offer before finishing university, she became a very independent and self-sufficient woman, as well as responsible for the community.... We as parents are very grateful because thanks to this program my daughter had every chance to attend university and end up debt free, thank you very much Kauffman Scholars program!!]*

> *It prepared my Scholar for the reality that having a college degree would empower them to go farther. It gave them valuable life training for how to write a resume and network with people. It gave them exposure to college. It provided a motivator for them to maintain good grades to earn the right to enter college. It provided them the financial resources to pay for school. It gave them training to go impact the world.*

In this quote, we see the broad range of ways that KSI supported students—through training, exposure, motivation, and resources. And, more importantly, we see the parent's appreciation for empowering their child to go further in life.

Postsecondary Achievement

Overall, NSC data revealed that 1,758 (68.5%) Kauffman Scholars enrolled in some type of postsecondary educational program, and 836 (32.6%) earned a degree or credential, including 95 (3.7%) who also earned a graduate degree[8]. Thus, nearly one-half (48%) of Kauffman Scholars who enrolled in a postsecondary program completed a postsecondary program. All together, Kauffman Scholars have earned 161 postsecondary certificates, 139 associate degrees, 721 bachelor's degrees, and 96 graduate degrees. Table 10 displays postsecondary achievement by Scholars by different variables of interest.

[8] The number of postsecondary credentials exceeds the number of Scholars because many Scholars earned multiple degrees or certificates.

Table 10. Postsecondary Achievement of Kauffman Scholars by Program Completion, Cohort, Gender, and Race/Ethnicity

	Total	Enrolled in Any Postsecondary Program		Earned Any Postsecondary Credential		Earned Any Graduate Degree	
	N	N	%	N	%	N	%
Overall							
All Scholars	2,568	1,758	68.5%	836	32.6%	95	3.7%
By Program Completion							
Completed HS Portion	1,309	1,186	90.6%	705	53.9%	79	6.0%
Discontinued during HS	1,259	572	45.4%	131	10.4%	16	1.3%
Cohort							
1	198	37	18.7%	16	8.1%	4	2.0%
1A	106	78	73.6%	46	43.4%	17	16.0%
2	256	164	64.1%	76	29.7%	14	5.5%
3	298	202	67.8%	95	31.9%	15	5.0%
4	328	241	73.5%	119	36.3%	11	3.4%
5	351	261	74.4%	128	36.5%	12	3.4%
6	351	264	75.2%	134	38.3%	10	2.8%
7	332	240	72.3%	120	36.1%	6	1.8%
8	348	271	77.9%	102	29.3%	6	1.7%
Gender							
Female	1,424	1,019	71.6%	542	38.1%	71	5.0%
Male	1,144	739	64.6%	294	25.7%	24	2.1%
Race/Ethnicity							
American Indian	403	197	48.9%	51	12.7%	3	0.7%
Asian/Asian American	57	43	75.4%	36	63.2%	6	10.5%
Black / African American	1,451	1,031	71.1%	459	31.6%	65	4.5%
Hispanic / Latina/o/e	433	323	74.6%	208	48.0%	13	3.0%
White / Caucasian	45	41	91.1%	25	55.6%	2	4.4%
Multiracial	85	71	83.5%	45	52.9%	4	4.7%
Unknown / Another Race	94	52	55.3%	12	12.8%	2	2.1%

Source: National Student Clearinghouse data as of January 2023.

Reading this table: The top line of this table indicates that there were a total of 2,568 Scholars, of which 1,758 Scholars (68.5% of the total) enrolled in a postsecondary education or training program of some sort, 836 Scholars (32.6% of the total) earned a college degree or other postsecondary credential, and 95 Scholars (3.7% of the total) earned a graduate degree of some sort.

When examining postsecondary achievement across the different cohorts of scholars, there was a clear upward trend in the proportion of Scholars who enrolled in postsecondary education programs. From

Cohort 2 to Cohort 8, the postsecondary enrollment rate increased from 64% to nearly 78%. A similar upward trend is also evident in the proportion of Scholars earning postsecondary credentials, with under 30% of Cohort 2 earning a postsecondary degree or certificate compared to more than 38% of those in Cohort 6. Although the rate of postsecondary completion appears to have dipped slightly among Cohorts 7 and 8, it is important to recognize that Scholars in those cohorts have not had as much time to complete a program compared to Scholars in earlier groups (and, in fact, Cohort 8 still had 24 *active* Scholars when the postsecondary data were received).

There was substantial variation in postsecondary enrollment and degree completion rates based on Scholars' program completion status. Over 90% of Scholars who completed the high school portion of the KSI program enrolled in college or another postsecondary education program, and over one-half (54%) earned a college degree or postsecondary credential. For Scholars who discontinued with the KSI program before the end of high school, less than one-half (45%) enrolled in a postsecondary program, and only 10% graduated from a program or earned a postsecondary credential.

Variations in postsecondary achievement were also seen when breaking down the data by gender and race/ethnicity. A larger proportion of female Scholars (72%) enrolled in a postsecondary education program compared to male Scholars (64%), and female Scholars (38%) were also more likely to graduate or earn a postsecondary credential than their male peers (26%).

Among different racial/ethnic groups, the vast majority of White (91%), multiracial (84%), Asian (75%), Hispanic/Latine (75%), and Black (71%) Scholars enrolled in some type of collegiate or postsecondary education, but just less than one-half (49%) of American Indian Scholars pursued postsecondary education or training. The proportion of Scholars from different racial/ethnic groups who earned a college degree or other credential was more varied, with 63% of Asians Scholars, 56% of White Scholars, 53% of multiracial Scholars, 48% of Hispanic/Latine Scholars, 32% of Black Scholars, and 13% of American Indian Scholars successfully completing a postsecondary credential.

Scholars' responses on the survey provide insights into the ways in which KSI enabled success in their academic careers, both in high school and beyond. About two-thirds of survey respondents reported that the KSI program was either *very helpful* or *extremely helpful* in helping them earn good grades in high school (63%) and to actually graduate from high school (68%).

Even larger proportions of Scholars indicated that the KSI program was *very important* or *extremely important* to their college and postsecondary educational careers, including:

- Being prepared for college or postsecondary education (76%);
- Getting into college or postsecondary education programs (78%);
- Choosing the best college or postsecondary education program for them (63%);
- Earning good grades while in college or a postsecondary education program (66%); and
- Graduating from college or a postsecondary education program (72%).

In written responses on the survey, many Scholars noted that, if they had not been a part of the Kauffman Scholars program, they would never have been able to access, pay for, or complete a college or postsecondary degree. Here are just a few of their stories:

> *Honestly if it were not for Kauffman Scholars I wouldn't have even gotten to experience college. I wouldn't have had the finances to continue my education or have thought it to be possible to go. My parents have always told me to do good in school and be the best, but I wouldn't have been prepared or gone to college without Kauffman Scholars program.*

> *Kauffman Scholars was literally life changing for me, from day one in the program to now. When I first entered the program, I did not think I was going college because no one else in my family had been, so I didn't care too much, but my coaches encouraged and inspired me every day to want to keep pushing for the next answer and the next best thing. My freshman year of college, things happened at home and I became extremely depressed but I knew that my coaches always encouraged me to keep my eyes on the end goal. Fast forward to today, I am working a job better than I could have dreamed of and I have plans to pursue my masters in the near future … all because of the availability of Kauffman Scholars, I have credentials, confidence, and a life that I look forward to living.*

> *I didn't really have anyone around who went to college and did anything that they viewed as successful growing up. Having this program to shape me into being disciplined and knowing what to expect when starting the journey to higher education really helped me to grow up to be an amazing woman.... I could've easily slipped through the cracks. But having a reason to keep going and to keep my head on straight got me through everything.... I really can't even put into words the way it saved my life and saved me by helping me be the first woman in my direct family to graduate college.*

Career and Financial Success

Of the 315 Scholars who responded to the survey, 76% indicated that they were employed full-time, with a median annual salary of $53,000. An additional 10% of Scholars were employed part-time, and 7% reported that they were not currently employed. More than 10% of the surveyed Scholars also reported that they were entrepreneurs or business owners, over one-half of which also provided employment for other people.

Over one-half of the Scholars who responded to the survey stated that the Kauffman Scholars program was *very important* or *extremely important* for helping them find a good job (56%) and being successful in their long-term career (62%). Only about one-third of survey respondents (32%) indicated that the KSI program was *very important* or *extremely important* in helping them start their own business.

Beyond just numbers, Scholars also wrote about the profound impact that the program had on their ability to identify and secure a career:

> *Without Kauffman I would not be in the city I am in, have the job or income that I have and some of the most important people that have come into my life simply wouldn't have without Kauffman.*

> *With my first job I now earn more than my parents and that's surreal.*

> *My coach helped me identify what career path I wanted when I didn't know the name for it.... I have my dream job due to earning my postsecondary degree. Being educated and having a career allow for me to provide my own children with opportunities.*

> *Kauffman Scholars is everything to me. This program gave me the opportunity to ... make my hopes and dreams a reality when I was faced with a multitude of barriers that would've prevented me from doing everything I have achieved. Now I have my dream job, a college degree and I'm happy.*

These quotes demonstrate the power of the KSI program in Scholars' lives. Scholars credit the program for their current success, attainment of their dream job, and making their hopes and dreams a reality despite barriers in their way.

The CUA provides additional insight into the ways that KSI supported Scholars' career and financial success. The Social Security Administration estimates that college individuals who earn a Bachelor's Degree earn 1.2 million dollars more than their peers who do not (Social Security Administration, 2015). Considering these estimates, it is possible for the 137 Cohort 5 alum to earn a total of $164.4 million more as a group than they would have if they did not graduate from college. That is a staggering number that will have ripple effects for their families and their communities. The potential additional earnings for all KSI program alum far exceeds this estimate.

The ripple effects of KSI participation can also be seen elsewhere. For example, in 2019, Kansas and Missouri spent between $5,000 and $10,000 in public support services per low-income resident (Public Welfare Expenditures, 2019). More than 75% of surveyed Scholars were employed earning a median income of $53,000. Their median income salaries indicate that these Scholars were not learning lower incomes and likely did not need public service support funding. In other words, participating in the KSI program likely reduced the number of Scholars who may have needed these supports and ensured that they could contribute economically to their communities.

Building Social and Cultural Capital (Community Cultural Wealth)

An underlying goal of KSI was to help build and fortify the ability of the Scholars to access, navigate, and thrive in the world and to help foster equity across the Kansas City region (and beyond). To do so, KSI's staff sought to increase specific forms of Scholars' cultural and social capital, or what education scholar Dr. Tara Yosso (2005) calls *community cultural wealth:* "an array of knowledge, skills, abilities and contacts possessed and utilized by Communities of Color to survive and resist macro and micro-forms of oppression" (p. 77). Dr. Yosso outlined multiple forms of capital that make up community cultural wealth, all of which align with the goals and mission of the Kauffman Scholars program:

- *Aspirational capital*: the capacity to maintain one's hopes and dreams even in the face of obstacles and barriers;
- *Familial capital*: the knowledge and supports that comes from strong connections to community and familial networks;
- *Navigational capital*: the ability to successfully maneuver and navigate institutions that were not designed for one's cultural group;
- *Resistant capital*: knowledge and skills about structures of injustice and ways to combat unfair policies and practices; and
- *Social capital*: networks of people and community who provide emotional and pragmatic support to navigate and succeed in society.

To measure this, the survey administered to the Scholars asked them to rate how much the KSI program gave them the skills and/or confidence to secure and strengthen various types of social and cultural capital.[1] Strong proportions of Scholars responded by indicating that the Kauffman Scholars program contributed either *a large amount* or *an enormous amount* to their abilities to secure various forms of cultural capital, including aspirational, familial, navigational, and resistant capital:

- Maintaining your hopes and dreams for the future, even when confronted with barriers (*aspirational capital*) – 58%;
- Maintaining a connection to your home community and culture (*familial/cultural capital*) – 46%;
- Developing strategies to navigate challenging people and situations (*navigational capital*) – 45%; and
- Challenging practices that were inequitable or unjust (*resistant capital*) – 43%.

When the survey asked Scholars to identify (in their own words) the biggest impacts the KSI program had on themselves, a number of Scholars wrote about how the program help build their aspirations and ability to bring about beneficial changes in their lives. For example:

> *The Kauffman Scholars program gave me the confidence to dream beyond the confines of my environment in Kansas City and taught me to have larger desires for myself. The program instilled a sense of drive and determination in me that will never go away. The fact that I am*

> *able to have the career I have today is all thanks to the Kauffman program for affording me the opportunity to pursue higher education. Education was my ticket to success and had it not been for the Kauffman program I don't know if I can confidently say I would be who and where I am today. I am forever grateful for the generosity of the Kauffman family and the support they've given to so many of us in Kansas City.*

> *Kauffman Scholars has helped me realized that I can do challenging tasks. Whether it was graduating high school, getting into college, or even failing. I might not have finished college, but because of Kauffman I learned not to let failure define what my future would look like. For that I am forever grateful to have been a part of the Kauffman Scholars program.*

> *As a first-generation child who had never really dreamed or thought of wanting more, Kauffman Scholars allowed me to have hopes and aspirations that were beyond what I had in front of me. Kauffman gave me the opportunity to be a little farther ahead than I would have been in life.*

Throughout these quotes, we observe the various kinds of community cultural capital that KSI supported. In particular, examples of aspirational capital are evident throughout as Scholars discussed the confidence and grit they had in the face of barriers in front of them.

In addition, Scholars who answered the survey also indicated that the KSI program contributed either *a large amount* or *an enormous amount* to their acquisition of various forms of social capital, including:

- Connecting with mentors who are invested in your success – 53%;
- Giving back to your community – 48%
- Engaging with community members and organizations – 46%;
- Connecting with potential employers and job opportunities – 45%; and
- Developing a network of close friends – 39%.

In their written comments on the survey, many Scholars noted the many social and professional benefits they accrued through the KSI program:

> *Kauffman Scholars gave me a community, family, leadership development, team-building skills, mentorship, character development, business development and management, and the ability to have fun while training for my future dreams.*

> *Kauffman Scholars is probably the best thing that happened to me. … It has provided me with everlasting friendships and a network of people that I know I can reach out to for anything. It truly has been an amazing opportunity, and I hope to be about to give back to my community in a way that reflects everything that I have learned throughout the years.*

> *The professional family that was established. No matter when you were in the program, if someone was also a part of the program (coach or scholar) that relationship always remained. Kauffman not only impacted us professionally and academically, this program connected people in ways that other programs could not. It allowed us to make life-long bonds with each other.*

> *The Kauffman program changed my outlook on life at a very young age. I was programmed for success and had a village behind me. I feel blessed to have been a part of such a special & noble legacy. Thank you, Mr. Kauffman, and every single one of the members who made it exceptional and exciting.*

> *Kauffman gave me the information and knowledge needed to navigate professional settings, and for that I'm grateful.*

Beyond the immediate impact on the Scholars, the KSI program also provided important resources and support for parents and family members. A majority of Scholars who completed the survey stated that the program was *very important* or *extremely important* to:

- Getting their parents more involved in their education or their siblings' education (60%);
- Improving the financial security of their families (55%); and
- Improving the future trajectory of their families (54%).

Parents echoed this in responses on their survey. For example, one parent noted that their Scholar served as a role model for siblings and family friends:

> *Felices de que mi hija terminó la universidad y sirva de ejemplo para sus hermanos y también para otras personas cercanas a la familia, además que le gusta ayudar a la gente. [Happy that my daughter finished college and serves as an example for her siblings and also for other people close to the family, plus she likes to help people.]*

Overall, one Scholar articulated the myriad and profound impacts of the KSI program that have empowered and sustained them over time:

> *Kauffman Scholars has impacted my life in more than one way. The impact of having the ability to understand I am not a victim of my environment. The identity that is prepared for graduates who come from my zip code is something to embrace not be ashamed of. The impact of this program taught me I have a right and duty to create my own identity regardless of my zip code, or my parents' lack of financial literacy. This impact showed me that abundance is achievable for anyone who goes for it and believes without a doubt. I have been impacted to be an intuitive*

> *entrepreneur and a confident life decision-maker. To welcome change and create it. To be a critical thinker and ask questions. This program made me more confident in my ability to make change and influence others to change. To ask questions and always take the time to educate myself about the opportunities that are available. This program taught me that everything has its place in time.*

This Scholar references multiple kinds of capital in this quotation. She references resistant capital when she discusses not being a "victim of my environment," aspirational capital as she asserts that she will create her "own identity regardless of my zip code, or my parents' lack of financial literacy," and familial capital as she discusses the power of the KSI community in shaping her goals and aspirations.

Research Question 3: In what ways did KSI impact Kauffman Foundation strategies, investments, and current work?

Project Choice was KSI's predecessor program at the Kauffman Foundation. Some parts of the program—its successes and challenges—directly informed KSI. For instance, Project Choice started in high school and was not an academic program. Rather, it was a support program that worked on life skills while providing a summer program. The Kauffman Foundation "gutted [Project Choice] and started from scratch." They knew that "if we were going to have the kind of success that our president/CEO of the Kauffman Foundation wanted, we knew we had to start earlier and focus on academics." The President/CEO at the time stated he wanted to build KSI in honor of Project Choice and Mr. Kauffman's legacy. As the Kauffman Foundation developed KSI, they called it Project Choice 2.0. KSI quickly became its own entity, evolving as a program and shaping the Kauffman Foundation's future work in postsecondary and career success.

Evolving Goals

Mr. Kauffman's vision set the overarching goals for KSI. In the beginning, the goals were more general with staff reporting that, "We saw our role as a critical part of the legacy of Kauffman. This was the legacy of Project Choice…He made the commitment to pay for college if kids stayed out of trouble. We wanted to go towards college completion to get them to and through college in honor of that legacy. A financial investment in young people and future generations with the understanding that many would come back to KC and contribute and be role models and mentors themselves and also jobs and all that." This quotation embodies Mr. Kauffman's goals and illustrates the ways that KSI operated in alignment with these goals. The overarching aim of supporting Scholars through college with the goal of giving back to Kansas City remained intact throughout the course of KSI's history.

Over time, these more general goals were made concrete. Around 2012, the Foundation became more involved in setting the direction for KSI. At that time, they established goals of a 65% overall completion rate for KSI's matriculated students and 65% of KSI graduates having a positive outcome. In addition to

these goals, they set goals for legacy and storytelling and better supporting alumni with career placement.

KSI program staff shared that one way leadership decided on programmatic shifts was through the examination of the use of funds compared to outputs. The summer college experiences were one example. Staff shared that "some of the institutions were good at developing curriculum that was engaging and meaningful. They gave students a good sense of the inside and outside experience of learning. Other institutions were less intentional." There were no real differences in costs between the institutions, just a difference in the knowledge and experience for scholars. With this understanding, the program shifted to establishing partnerships with colleges to ensure high quality summer experiences for Scholars.

Another example of a program shift was the communication with postsecondary institutions about Scholars' financial awards. The program moved towards requesting that institutions award scholars all the sources of funding (i.e., grants, scholarships etc.) for which they were eligible without consideration of the KSI program scholarship. They asked institutions to award scholarships using a "last dollar" approach where KSI program scholarship could be used as the last dollars to fill any gaps. The program formalized this approach by establishing MOUs with institutions and creating a network of postsecondary institutions that would take this funding approach along with agree to other supports for students.

Now, as Kauffman is transitioning to focusing solely on KC Scholars, Kauffman Foundation staff are taking lessons from KSI for goal setting in the future. One current KSI staff member reported,

> *"In our ed work, we're really looking at regional impacts. So direct regional impacts and systemic influence. And that covers everything from early childhood to people who are deep in their careers. So, our goal is really focused on what programming is provided and how many people are enrolling, completing, getting jobs, earning, etc. and how does that change over time. That's what we've moved into. And we have a very specific racial framing around Black and Latino individuals and communities and expectations around reflecting Black and Latino outcomes and engagement. KSI was a big part of informing how high we should set that bar. The Project Choice went from 1988-2001 and had about 350 graduations. KSI will have about 800 graduates and we're looking at 40k graduates from programming that we've created from learning from this kind of programming."*

This statement demonstrates KSI's commitment to providing "specific racial framing" for the communities that they serve and for creating programming that creates a ripple effect throughout the community. This staff member includes discussion of the individual Scholar to the communities they live within to impacting the region and, ultimately, the overall system. As the Kauffman Foundation looks towards the future, these evolved goals will shape how they will reportedly approach their work with KC Scholars.

Lessons Learned

Kauffman staff have learned additional lessons from KSI that currently shape the strategies and priorities of the Foundation. A current staff member said, “When you think about the direction that the Foundation is going in right now—inclusive prosperity. A lot of that was build off the work we’ve been doing. The lessons we’ve been sharing over the last 6-7 years. Access and completion of college education isn’t the only barrier. Other barriers in the area, especially those from marginalized communities.” KSI’s long history enabled Kauffman staff to learn lessons organically, as their Scholars progressed through postsecondary education into their early careers. As this staff member noted, these lessons over the last 6-7 years have shown them that there are multiple barriers to address for people from marginalized communities and that programming must attend to these nuances.

This lesson is evident in the ways that the Foundation now thinks about what to address in people’s lives if they want to provide the types of support Mr. Kauffman always wanted. A current staff member said, “This [lessons learned from KSI] has informed our overall foundation approach – there is no part of the cradle through career continuum that can be neglected. Everything from birth through your entire career. For most people, there’s a fluidity to this stuff. So, one of the challenges is what are you going to do about that. How do we better collaborate and help people build the life they want. So that’s something that’s a challenge but we wouldn’t be thinking about it at the level that we are without KSI…It would have limited our viewpoint.” KSI was a crucial part of expanding the Foundation’s perspective on the “cradle through career continuum” and what is necessary for their Scholars to find success throughout.

Research Question 4: In what ways have KSI scholars and alumni impacted the local community?

This evaluation made clear the ways in which KSI created a ripple effect, profoundly contributing to the building of stronger, more vibrant, and resilient communities. As one KSI staff member put it, “you never want to underestimate young leaders and young people. Don’t ever count them out. Don’t make assumptions about their background, their home life, their capabilities. Because they will always certainly surprise you. If they’re given an opportunity, for the most part, with the right set of circumstances and supports, they will and can be successful.” Evaluation data from multiple sources gestured toward the following local community impacts of KSI: 1) Building the local workforce, 2) Community development, 3) Creating role models and mentors for the next generation, 4) Enabling social mobility, 5) Fostering a more cohesive and supportive local environment, and 6) Redistributing resources and opportunities.

Building the Local Workforce

Through providing pathways to increased educational attainment, KSI was able to equip Scholars with the necessary guidance, information, resources, and supports to complete their higher education goals, ultimately leading to a more educated and skilled workforce.

Of the Scholars responding to the survey, nearly three-quarters (74%) still resided in the Kansas City metropolitan area (with an additional 7% living elsewhere in Kansas or Missouri). Among the KC metro area residents, more than 80% were either a full-time employee (74%) or an entrepreneur/business owner (7%), with another 6% working on a part-time basis.

One Scholar explained, "[KSI] has created a generation of leaders across industries that are born and raised in Kansas City…and created leaders in community organizations and corporations everywhere." Other Scholars noted that the KSI creates pathways to careers fields where Black, Indigenous, and people of color (BIPOC) people are traditionally under-represented, including medicine, law, and education; one Scholar specifically stated, "Kauffman Scholars has helped create Black doctors, Hispanic lawyers, and teachers…the Kauffman legacy is imprinted on the whole city." A KSI staff member explained that local employers and recruiters value the KSI brand and are highly attracted to the qualifications and skills that Scholars bring to jobs; specifically, this staff member stated, "I think there's some of the programming we've done over the years where we did get a reputation where people are asking us about any scholars or alumni who would be interested in a position—it turned into a great full-fledged job board for alumni!" Community members who worked with the Kauffman Scholars program also highlighted the impact of the program on the KC workforce in their written responses to their survey:

> *The Kauffman Scholars alumni that have worked with me over the years have been so influential in shaping our program and how we serve our community. They graciously give themselves to their communities because they know what was poured into them. Watching them in action and building relationships with them is why I show up to work every day.*

> *Without the Kauffman Scholars program, such a tremendous amount of talent would have been lost. Your contribution to students helps to improve their lives by leveling the playing field when it comes to attaining quality education and career prospects.*

Another response from the Community Partner Survey emphasized the potentially compounding impact of the KSI program on the local workforce:

> *In the short term, KSI has supported college graduates seeking work in Kansas City, contributing to the welfare of the economic landscape. Graduates come from so many different backgrounds and experiences, they have the opportunity to demand and create change. In the long-run, I hope to see alumni shaping the future of the workforce in KC, and in the even longer*

run, as alum start families, the college-going culture will continue, pushing the next generation to further the impact.

Enhancing Community Development and Participation

KSI Scholars who completed the program brought back skills, experiences, and perspectives/worldviews that allowed them to become change agents in their home communities. Some Scholars have started local businesses, non-profit organizations, community coalitions, and other innovative projects that are contributing to the growth and development of their local communities. Several Scholars reported being involved in service work as volunteers (through AmeriCorps programs, local churches, etc.) and as board members of non-profit organizations. Scholar survey data revealed that 53% of Scholars engaged in volunteer or community service work in the past year; those that reported service work contributed an average of 32 volunteer hours. Additionally, Scholar survey data showed that a large proportion of Scholars reported involvement in various political and social action causes. For example, 75% of Scholars reported having voted in the last election, 46% participated in an organization or social cause that promotes human rights, 39% joined a protest march or rally, and 30% reported involvement or participation with a political organization.

Creating Role Models and Mentors for the Next Generation

Scholars described how their participation in KSI and their subsequent achievements have shaped the way that they interact with youth today, thus creating a cycle of empowerment and aspiration in the local community. For example, one Scholar shared that his relationships with KSI coaches and his college advisor have influenced the way that he forms deep relationships with the students that he teaches today, noting that he treats his students as family members (as he felt he was treated by KSI coaches). He further explained that this mentorship approach was particularly important during the initial months of the pandemic when social connections were sparse. Some KSI alumni shared that they are still actively engaged in the program as mentors to current Scholars.

One Scholar reported on the profound influence that KSI had on their mindset and the on-going need to support and nurture others:

I've gained a sense of extreme gratefulness. What I took for granted in the moment -- sacrificing time with friends, weekends, an extra school load — but in hindsight it saved me from being stuck in a cycle like so many in our communities. Before Kauffman I had never been exposed to college and never aspired to attend honestly. It made me look beyond my community, become more self-aware, and seriously gave me a hope for the future. I started to understand legacy, the importance of reaching and giving back. It's one of the best decisions my parents could've made for me.

In this quote, the Scholar discusses the balance of looking within himself to understand the ways he can give back to his community and build a strong future for himself. He demonstrates how participating in KSI can help Scholars understand the broader picture of their own lives, as well as the ripple effect their actions can have on others.

Enabling Social Mobility

KSI was characterized as a pathway for social mobility, allowing individuals to move up the socio-economic ladder and break free from cycles of poverty and limited opportunities, which has a cascading impact on future generations. One Scholar reflected on his own family situation in that he is one of fourteen children and he was the only college graduate amongst his siblings. This Scholar believes that KSI, through providing a pathway to higher education, helped set him on a trajectory that allowed him to rise to level of success and economic prosperity that might otherwise have been out of reach. Another Scholar shared, “Part of the reason I wanted to go to college was because of my family support. I also wanted to change the cycle so that my son will not be first-gen.”

The vignette below provides an in-depth example of a Scholar who reports that her life trajectory would have been markedly different without KSI’s support. KSI met her enthusiasm for schooling and supported her on a pathway that was “not the norm” in her neighborhood. The combination of her passion for education, KSI’s programming, and her family’s support enabled her to break the cycle of intergenerational poverty and achieve upward mobility.

The Impact of the Intersection of Scholar Interest and KSI Programming

A KSI Scholar grew up in a neighborhood where the value of education was not particularly high. She shared that in her neighborhood, she and her sister were probably the only children that enjoyed school and learning. According to her, college was not an option for everyone in her neighborhood, and “definitely not the norm.” The Scholar’s mother, seeing her aptitude for school (particularly reading and writing) and recognizing the limited options for quality education in their neighborhood, enrolled her in a Montessori school at the age of 3 and later, a charter school.

In 5th or 6th grade, she learned about KSI. She realized that her family’s encouragement and expectations for college was not universal in her neighborhood and how much she was being supported by her family in terms of “breaking the cycle” of intergenerational poverty. Her parents explained to her that there was no way to go to college without Kauffman. Without Kauffman, she thinks she would have taken community college courses, and thinks she would have had to work a lot to cover tuition. She believes she may have just taken a job after high school and not pursued higher education had it not been for Kauffman.

Through her participation in KSI, not only was she the first in her family to get a high school diploma, but she also graduated college with a bachelor’s degree in biology. She is current in medical school studying to become a physician. This Scholar believes that Kauffman helped her achieve these goals making clear the reality that she can achieve upward mobility to prosper in spaces she used to think were inaccessible to her.

Scholars’ written responses on the survey further illustrate the importance of the KSI program in fostering upward mobility, not just for themselves, but also for Scholars’ families:

Because of my degree I have been able to support my family, particularly my parents. I currently make almost twice the amount of money that my dad made as the primary income growing up. I have been able to pay household bills while still taking care of myself. My parents were able to be more familiar with the college application process with my younger sister. I was able to better guide my younger sister when she applied for scholarships and college. She worked tremendously hard in high school and now attends [university] with the Quest Bridge scholarship. Kauffman was a stepping-stone.

Being the first in my family to have an opportunity to go to college debt-free definitely made me nervous and someone to watch. One of my brothers has also graduated college in the last year and I was able to help him with financial aid. My other brother just recently graduated high school and I also have been helping him with his journey and figuring out what scholarships and opportunities are available for him. Even my niece as a high schooler is already having me help her with scholarships and figuring out her postsecondary plans. This program equipment me with tools, connections, and knowledge I can continue to pass down to those after me.

Fostering a Cohesive and Supportive Local Environment

KSI was intentional about creating collaboration with educational institutions, community organizations, and local stakeholders. This had the effect of fostering a sense of community engagement, leading to a more cohesive and supportive local environment for Scholars. For example, one KSI staff member explained how the Foundation engaged school districts to demonstrate the potential of KSI and how this program could help with college placement rates. Another staff member who works directly with institutions of higher education in Kansas City shared that college and university partners have realized the value of KSI, particularly as the program comes to a close; specifically, this staff member remarked, “Now that we are sunsetting, some of my university contacts have talked about the impact we’ve been having and have been saying there should be more organizations like us because of the work we do and impact we make. I always think that’s a nice nudge because it confirms that this is definitely the work that’s needed.” A community partner noted that “many of the [KSI] staff have gone on to continue to make an impact in our community,” thus ensuring the longer-term impact of the Kauffman Scholars program.

Redistributing Resources and Opportunities

Scholars described myriad ways in which KSI instilled in them a sense of responsibility to redress the social and economic inequalities that shape that inequitable access to higher education specifically and quality of life more generally among BIPOC populations. Some Scholars described a drive to “give back” to the local Kansas City community to create access opportunities for today’s generation of BIPOC youth. For example, one Scholar shared, “I will go back to Kansas City after my PhD degree. I want to provide back to the community of Black [people] who don’t have all the resources. I want to

contribute to providing a scholarship back in honor of what we received. For example, I would like to offer a paid internship as an opportunity to people. I want to cover tuition for people who need help." Another Scholar mentioned that during his college experience, he witnessed many of his peers either needing to transfer schools and interrupt their studies because of challenges with financing college tuition; this Scholar stated that this experience helped him realize the privilege of the monetary support provided through KSI and that his goal is to find ways to give back to the next generation of students who find themselves in that situation. Other Scholars reported working to redress social and economic inequalities in a broader way through their professional lives; specifically, several Scholars work for organizations committed to serving low-income, underrepresented populations. For example, one Scholar currently works for Operation Breakthrough—a non-profit organization committed to providing educational programming, healthcare, parenting support, and emergency services to underserved families in Kansas City. Another Scholar works for College Advising Corps—an organization that helps low-income, underrepresented, and first-generation high school students apply to college.

Beyond the efforts of individual Scholars, one community partner noted that the program itself was critical to redressing prior social wrongs: "I view this program as necessary to undo the systemic racism, poverty, and historical wrongs" that enabled many to succeed at the expense of others. A parent added: "Without the Kauffman Scholars program, such a tremendous amount of talent would have been lost. Your contributions to students help to improve their lives by leveling the playing field when it comes to attaining quality education and career prospects."

Research Question 5: What factors enabled or constrained KSI Scholars and alumni in achieving their goals?

Throughout the course of KSI's rich history, some programmatic components stayed stable while others shifted with Kauffman's priorities, Scholars' needs, and the natural evolution of the program as Scholars progressed through their academic and career trajectories. In this section, we first describe factors that enabled or constrained KSI Scholars in reaching their goals and KSI staff in supporting Scholars in reaching their goals. Then, we discuss the ways that the unique format of the KSI program both enabled and constrained its work.

Enabling Factors

Across all data sources, multiple factors emerged as enabling the success of Scholars in reaching their goals. Tables 11, 12, and 13 display survey results of what aspects of Scholars found to be the most helpful for them throughout the course of their time with KSI. These survey results, along with data from the Storytelling and KSI staff interviews point to four main enabling factors: 1) Alignment between KSI programming and Scholars' individual priorities and pathways, 2) The strength of relationships across KSI staff and between and among KSI staff and Scholars, 3) The provision of real-world experiences, and 4) Clear vision and strong leadership.

Table 11. Most Helpful Aspects of the Program for Developing Academic and Life Skills

For developing your academic and life skills	% Very or Extremely Helpful
Academic coaches	70%
Life coaches	68%
Specific Academic Requirements (e.g., GPA requirements)	60%
Individual Success Plans (ISPs)	50%
Specific Behavioral Requirements (e.g., suspensions, juvenile justice involvement)	48%
After School Enrichment Academy	46%
Community Service Projects	46%

Table 12. Most Helpful Aspects of Program for Preparing to Attend College or Postsecondary Education

For preparing you to attend college or postsecondary education	% Very or Extremely Helpful
One-day College Visits	76%
Extended-stay College Visits (CRIs)	72%
College Coaches and Advisors	65%
ACT and SAT Courses	59%
Kauffman Scholars Sponsored College Fairs	59%
College Financial Aid Counseling	57%
College Admissions Counseling	56%
College Readiness Conference (Bridge program)	47%

Table 13. Most Helpful Aspects of Program for Preparing for Career Success

For preparing you for career success	% Very or Extremely Helpful
Individual Career Support (resumes, cover letters, LinkedIn, interview preparation)	62%
Job and Internships Postings	52%
Shadow Day	34%
Roundtable Represent	25%
Scholar & Alumni Connect	33%
Legacy Internships (since 2013)	26%
J.I.V.E. Fair (Jobs, Internships, Volunteering & Education)	42%
Young Professionals of Color Kansas City organization	19%

Alignment between KSI Programming and Scholars' Individual Priorities and Pathways

Overall, alignment between some part of KSI programming and the individual Scholar emerged as the most salient enabling factor for Scholars. This was evident across Scholars' experiences, from academics in high school to career success after postsecondary education. In particular, the relationship between coaches and Scholars (discussed in more detail in The Strength of Relationships across KSI Staff and between and among KSI Staff and Scholars section below) was a major facilitating factor in Scholars' success stories.

A current KSI staff member said, "There's different pathways for everyone and barriers, although they may be similar, a lot of them are unique. You have to know the individual if you want to help the individual." Almost all interviewed staff echoed this sentiment, discussing the importance of alignment between KSI programming and Scholars' individual priorities and pathways. They noted that, in the earlier days of KSI, requirements were rigid and the Kauffman Foundation's views of postsecondary and career success were too narrow. One staff member reported, "Early on, this Cohortist approach of Bachelor's degree or nothing [was not helpful for supporting Scholar success]. The internalized message was you weren't successful without a Bachelor's and there were folks here who seriously believed that too." Another staff member wondered if this rigid view of success alienated some Scholars, keeping them from successfully completing the program when they may have done better under different circumstances. He noted, "I wonder of the students who were in the program, how many more kids would have transitioned from high school to anything if we had been more willing to accept the notion of multiple pathways." These quotations point out the lack of initial alignment between the Kauffman Foundation's ideas of success vs. the multiple ways that Scholars could find success in their individual lives.

Scholars also reported feeling like they were initially viewed inaccurately. In a Storytelling interview, a former Scholar said, "However, looking back, I also had to do random drug testing. The program aimed to help a lot of students to close the gap between urban Black and Brown students by allowing them to go to college. But these stereotypes, barriers, and racism kept us away from closing the gap. Doing random drug testing to middle and high school students. To me, it was a reflection of how the staff think of us…They used their power inappropriately because they were paying for our college." For this Scholar, being subjected to drug tests reinforced negative stereotypes of people of color, reinforcing racial gaps rather than helping to close them.

Over time, the Kauffman Foundation began to reimagine what success meant for Scholars as they progressed in life. Staff report that once Kauffman reframed and redefined elements of KSI's programming in alignment with this broader definition of success, more Scholars thrived. The Scholars' voices played an important role in this redefinition and reimagining of the end goal for the Kauffman Scholars. KSI staff stated, repeatedly, that listening to the Scholars' voices was hugely important in the success of the overall program. They collected feedback from Scholars through an annual survey and also through the more informal coaching relationships.

Scholars recognized these efforts and expressed great appreciation for them. One Scholar said, “They would acknowledge when I would say something and encourage others to maybe follow up with me, get my perspective on something, or to pair up with me on some things…They saw my potential. They saw my gift…They were able to extra that from me, and they were able to use it to help build up my peers, then and after.” Another Scholar said, “You could almost phrase it as a choose your own adventure…you were always able to ask questions, get something modified, or take your concerns up the ladder.” Both Scholars expressed appreciation for KSI seeing them from an assets-based perspective, recognizing their potential and empowering them with the ability to express themselves and make choices for themselves.

KSI also gave Scholars a level of autonomy and control over their experience that helped them in reaching their goals. For instance, KSI hosted a summer internship program where postsecondary Scholars could work over the summer on KSI programming, supporting best practices for coaching, and helping plan events over the summer. This program plugged them into opportunities to network in the community and connect their areas of interest to the broader community. Similarly, as Scholars progressed in their academic and career pathways, the need for greater support for KSI alumni emerged. Former Scholars were still in touch with KSI, reaching out for networking and job opportunities. In response, around 2016, KSI created a career and alumni programming framework that helped connect Scholars to gainful employment. This framework supports hundreds of alumni and was directly designed with their needs in mind. The creator of the framework stated, “It was really important to our team in getting timely feedback from alumni. Understanding what goes in their day-to-day experiences. We collected data through surveys, conversations…We built programming we knew was important…Having a safe space for early career people of color to come and learn and discuss with us. That’s what happened naturally as we started to have those conversations.”

While KSI may have started out with more rigid views of success and goal attainment, they were able to attune to the needs and priorities of their Scholars, be flexible in shifting or adding programmatic components, and evolve with their Scholars. These abilities created the alignment between KSI as a program and Scholars’ individual priorities and pathways, better supporting Scholars in reaching their goals.

The Strength of Relationships across KSI Staff and between and among KSI Staff and Scholars

Throughout the interviews and surveys, the strength of relationships was noted repeatedly as a major strength of the KSI program. These relationships varied, from relationships between KSI staff and Scholars (and Scholars’ families), among Scholars themselves, and among and between KSI staff.

The CUA shows that the Kauffman Foundation invested in their staff. Personnel was the second largest cost each year and across the life of the program for Cohort 5. This is notable because the time, salary, and benefits for staff for the majority of education-related programs tends to account for the majority of the costs. In the case of KSI, it was typically the second largest cost bucket, but staff were viewed as

one of the most valued components of the program. When considering the cost compared perceptions as valuable, it is notable that the overall ratio was 4.68[9] especially given the large investment in staff. In some years especially the later years of the program where the number of staff was reduced, the ratio was 1.2 which demonstrates the immense amount of value that staff were able to deliver despite fewer coaches and mentors and likely because of overall program shifts.

Scholars and parents consistently highlighted how critical the support, resources, and time from coaches and mentors were to their overall program experience and success. KSI staff discussed how they were able to foster these types of relationships—one staff member noted, "I want to give a huge amount of credit to the team and the work they've done in building relationships that have built trust. That has contributed the most to the experience of Scholars. And then translated to a coaching model that works for Scholars." Another staff member said, "Prioritizing relationships and building trust. That informs everything else. It doesn't mean that we dramatically change what we do. But if you don't have the relationship, you don't get the info. And if you don't get the info, you can't pivot to meet the need." These quotes show the importance of building trust across all relationships. When people have trust between and among them, it opens up lines of communication and creates entre for more meaningful forms of work.

Relationships with Coaches. This overall framing of the importance of trust and relationships was especially evident in the ways Scholars spoke about their relationships with their coaches. The coaching relationship was notably important across all phases of Scholars' trajectories during their time in KSI.

In the Scholar survey, more than two-thirds of Scholars reported that their Academic and Life Coaches were most helpful for them in their academic careers (Table 9). Similarly, approximately two-thirds of Scholars reported that their college coaches and advisors were among the most helpful aspects of KSI for preparing to attend college or postsecondary education (Table 10). And, approximately two-thirds of Scholars reported that individual career support was the most helpful aspect of KSI programming for preparing for career success (Table 11).

While survey data points towards the importance of the coaching relationship for Scholars, the nature of these relationships was really brought to life in interviews and open-ended survey responses. We list some quotations below that illustrate the nuanced and varied ways coaches supported Scholars in their lives.

[9] The cost utility analysis uses a ratio to indicate the relationship between the costs and how valuable the program component was to scholars and their families. The ratios could be between 0 and 10 with numbers. While counterintuitive, a lower number or cost ratio is good in this analysis and indicates that the investment was worth more to the participants when compared to their perceived usefulness. Put another way, lower overall ratio numbers indicate that scholars and their families valued that program funds and resources were allocated to the program component or support and that the overall cost was lower compared to what they received.

One more thing was the coaches actually checking in us, checking in on us on our college campuses. So, in college, I'd feel like I was on my own, but I still needed help to navigate through the program and make sure that I didn't let my grades slip and also too, that I wasn't taking the program for granted because it's easy to get distracted when you have all of these other things in college that was going on…So there's someone that can help me reel in and…and stay focused and check in. You know, he meant a lot, too.

The most important relationship is the one with my Kauffman coach most of my high school and college years. School counselors did not really have capacity and resources to help us to choose the college I wanted to go to, so he helped me. He had a good relationship with my mother. He helped me to go to college tour to give me a good exposure. When I see him, I feel like I am seeing a family. I had an opportunity to work at Kauffman after I graduated, as an employee. It was great to see him and also another coach, who became a director over the years. They took me out to lunch. They cared about me how I was progressing. They were open to listen to my bad experiences as a Kauffman scholar as well.

I think one of the biggest things was having those life coaches…another adult who could engage with me in the ways that maybe my mother couldn't. I could think about things and sit down and talk about my dreams. And really have someone to say, "OK, I love this idea; what about this?" And talk about career trajectories that go beyond what I'd seen on TV and really understanding what I could do with my life.

I'm not gonna lie to you, I did have some issues when I was at KU. Made the wrong friends. I was depressed, stressed. I actually got into a fight...A lot happened to where I didn't think college was for me. But [my coach], she was there every day making sure that I was OK, that I was getting what the help that I needed, that I…she even gave me a year off from college just so I can find help.

Our coaches were a crucial part, in my opinion, of Kauffman Scholars. They will stand by us for the whole program until college years when coaches could be split up…[My coaches] made a huge impact on me both academically and socially. It was more like friend bond. My first 6 months were weird to get to know them. You are a student, and they are teachers. But I realized that it's not only about student-teacher relationship. It's more than that. I saw my coaches as more of my friends.

coach was like my second person. They held me accountable. It was great to get things done. They always stick to you. I liked the way they kept up with my life. It was not always about school, and they would also tap into it like a personal aspect, so it was more relatable. Having the resource was nice too. They offered me housing and tutors when I was at school.

Another thing, I would definitely say was just being able to have a college coach. The process of applying to college with financial aid and trying to navigate through all of these loopholes that you know my…my mom and my dad didn't really know about. They were able to handhold me and help along the way and help us get everything that, if you will, a collegiate checklist needed to complete in order to proceed from or transition from high school into college.

Throughout these quotations, it is clear that the coaching relationship served many functions for the Scholars. Coaches cared for the Scholars beyond just meeting academic requirements or helping them check off requirements. They cared for them as people and played crucial supporting roles int their lives. They provided the one-on-one support and attention the Scholars' lives that truly made a difference. We see Scholars discuss how they supported them through life trials, academic challenges, and created bonds they said were like friends or family. The coaches' dedication to consistently checking in with Scholars kept them on track and made them feel like someone genuinely cared about their success. These feelings emboldened and enabled them to pursue loftier goals and also showed them the importance of mentorship and support in their lives.

Coaches cared for Scholars beyond just helping them check off requirements. They cared for them as people and played crucial supporting roles in their lives. The vignette below illustrates an example where the Scholar's relationship with his coach buoyed him through multiple challenges including COVID and questions about college. This Scholar now has a direct impact on his local community, acting as a collation builder and running his own non-profit.

The Strength of KSI Relationships and the Ripple Effects It Can Cause

Initially it was [the Scholar]'s mother that heard about the program and the impact that it can have on students. He admits he really didn't understand the scope or meaningfulness of KSI until his junior year of high school. In junior high, he made a shift from less sports and free time and began his afterschool programs around life skills and academic tutoring. He began to realize in middle school how those supplemental teachings outside of the Cohortroom really opened up his opportunities.

Looking back, the Scholar really found having the same coach throughout high school helpful. The KSI program even provided support throughout the COVID pandemic. They provided healthcare, therapy, and housing assistance until he graduated. He witnessed his friends that weren't enrolled in the KSI program, having to leave college due to the lack of money. As he progressed through the program and grew intellectually, he realized his appreciation of the stability and support that the program brought him, and he made it his goal to someday give back.

During his senior year, he was introduced to a toolkit to start his own business. The KSI program provided him legal and business templates which he used to start a communications and consulting

company. After he obtained his degree in Strategic Management in Legal Communications, he admits to this day he still leans of the Kauffman program, scholars, and programmers themselves because he is big on maintaining his community. He leveraged the knowledge that he gained in the KSI program to become a coalition builder. He loves helping people tell their stories and bringing people together. He now runs his own non-profit, and a public relations company that focuses on coalition building in political and non-profit spaces.

The Scholar said that if it wasn't for Kauffman, he would have been on a completely different career trajectory. He said that this program has created a generation of leaders across industries everywhere, that are born and raised in Kansas City.

Relationships with Scholars' Families. Scholars also noted that KSI staff's relationships with their families supported their success. Other programmatic components, such as providing transportation to sites also took pressure off of Scholar families, better enabling them to work together with KSI to support their Scholar.

KSI staff also reported that having the buy-in of the Scholars' households from the beginning played a large role in Scholars' success, because they were able to work together to support the Scholars in their path. KSI staff worked hard to help hone and develop families' visions for their Scholars' postsecondary success. Families had significant requirements to fulfill to support their Scholars and KSI wanted to create a "dream and vision they needed to hold on to and have nurtured and supported."

Scholars' families reported appreciating the level of support and engagement that KSI provided, not just for the Scholars but for them as well. They had access to workshops, meetings, and other types of supports that made the dream of college concrete and attainable. Overall, creating a network of support around the Scholars proved beneficial as KSI staff, Scholars, and their families worked together towards a common goal.

Relationships among KSI Staff. KSI staff also discussed the importance of strong relationships in creating and maintaining a positive work environment. They noted that the work could often be tough, creating burnout and difficulty in the job. The ability to lean on each other and draw on their shared understanding of the work and passion for their goals made the work more manageable. One staff member described them as, "We're family. We honor each other and each other's strengths…With the iterations and transitions that have happened, it's very much giving each other flowers…[we have] a culture that encourages one another and loves and supports each other in our work. I feel that's been a triumph to have experienced that in my life. Being part of a successful team that lifts each other up. That's huge. Our Scholars see that too so it serves as a witness to our Scholars and they know we're a cohesive team and they can see that." This quote embodies so much of what is important about trusting relationships. The staff member touches on focusing on individual strengths through times of change and the importance of encouraging and building each other up in their work. Together, they have been able to transition through tough times while providing Scholars with a tangible model of what it means to be a good colleague and passionate team member.

Taken together, these different forms of relationships have a similar thread—trust, commitment, and a focus on a shared goal All of these were deeply felt by the Scholars who commented that they "know the Kauffman support system will live on [in her life]" and the sense of community was irreplaceable. One Scholar said, "No matter how hard I fell, there was always at least one person to catch me, which is a reason that I'm not on the streets today." The importance of this sense of community and support cannot be overstated. The data demonstrated again and again that relationships were crucial to the success of KSI. Scholars felt the commitment of KSI staff deeply, their families felt the support and care that the program provided, and staff members reported that their relationships carried them through tough times.

The Provision of Real-World Experiences

Many Scholars were first-generation college students, with limited experience and/or exposure to the college experience. Scholars reported that the experience of witnessing the college experience, firsthand, was powerful when preparing to attend college or postsecondary education (Table 10). One-day college visits and extended-stay college visits were cited as the most helpful KSI programmatic components for preparing to attend college or postsecondary education (76% and 72% of Scholars reporting,).

KSI provided two important supports for Scholars which helped them meet their postsecondary goals. First, they provided opportunities for them to practice. One Scholar said, "I found doing mock interviews…really helpful. I appreciated the 'help me to help you' mindset." Another Scholar noted that that being required to dress in business casual clothing helped her better understand what expectations may be for her as she graduated high school and entered postsecondary education. In addition, meeting with her KSI coach and mother helped her mother "be aware of what she needed to do to encourage [the Scholar]…Her mother thrived with this support." KSI's provision of opportunities to practice and imagine what future expectations may be helped Scholars prepare themselves (and their families) in a concrete manner for what was to come.

Second, Scholars appreciated the opportunity to see campus life for themselves. One Scholar said, "The thing I felt was most helpful was those campus visits. Just being able to go and see for myself what college life was like." Another Scholar said that having had this experience helped her make a decision quickly about college since she already knew what it felt like to be in lecture halls, eat in the dining hall, and socialize in a college setting. These types of experiences made her excited to "do stuff as a future college setting."

Another Scholar said that when he signed on with KSI in the 6th grade, his plans for his life had not yet crystallized. He noted that the opportunities that KSI presented him with instigated a "click" about his future plans. The college visits and talks about professional positions helped him understand how the different pieces fit together to shape a future for himself.

Results from the cost utility analysis also indicate Scholars' appreciation for campus visits. When considering the cost compared to feeling if it was valuable, college visits had an overall ratio of 3.31

indicating the Scholars and families believed usefulness of these supports was very high compared to the investment.

Overall, the opportunity and ability to have real-world experiences that were in line with their academic and career goals was highly valuable for Scholars. Being able to experience or see campus life for themselves made the dream of college attendance palpable, while the opportunity to practice for the different events that occurred along the way better prepared Scholars for necessary events on their individual pathways.

Clear Vision and Strong Leadership

Mr. Kauffman set the tone and vision for KSI. Despite evolution and programmatic changes over time, the core goals of KSI remained intact. KSI staff, particularly those who worked at the Kauffman Foundation when Mr. Kauffman was alive, spoke of Mr. Kauffman with great admiration, respect, and love. One staff member said, "I just felt like I could trust him [Mr. Kauffman]…I think he's just one of those people that wants to bet on people…His whole phrase was 'give back.'…I don't care where you go to college, as long as you give back…So we took and put that into KSI as well."

As she mentioned, Mr. Kauffman's vision and leadership established the goals and aims of the program and staff worked hard to stay in line with his vision. KSI was never just about writing a check for a scholarship. Rather, Mr. Kauffman was very interested in infusing the Kansas City community with local talent. One former staff member noted, "I think the legacy of Mr. Kauffman himself was extremely important as a role model ….The consistency of the aspiration and values from the founder."

Mr. Kauffman's vision was clear and his goals were known widely across the Kauffman Foundation. This clarity and stability enabled KSI staff to evolve and change as the program grew quickly and Scholars moved through their academic and career trajectories.

When this clear vision was paired with strong leadership, KSI staff felt most emboldened and supported in doing their work. KSI staff discussed an era of time when a "culture of fear around the leadership" existed. They report that this culture trickled down through the organization with people being afraid of their managers and that it felt like a "dumpster fire."

Around 2016, new leadership stepped in. When she "took the helm," she worked hard to turn KSI staff culture around. Staff report that "her leadership is effortless" and that she is a "servant leader" who is "very transparent." They uniformly appreciated her honesty, vulnerability, openness to feedback, and palpable passion for the work. They report that she encouraged open conversations that made them feel safe and that ultimately impacted the ways that they worked with each other and the Scholars. One staff member said that with the current leader, "Everything is Scholar-centered and that's made all the difference." In addition, the staff that that she put into leadership positions were well-established within KSI, very familiar with Scholars and their needs, and able to streamline operations and center Scholars throughout the leadership change.

The combination of a clear vision, stable goals, and a strong, empathetic leader enabled KSI to become more efficient and better center their main goal of supporting Scholars through high school, postsecondary, and beyond.

Constraining Factors

KSI staff and Scholars described a range of factors that constrained their ability to successfully meet Scholars' goals. Some of these factors were elements that were in place, others were factors that Scholars felt were missing. Table 14 displays examples of survey responses that Scholars provided when asked what helpful elements they felt were missing from KSI programming. It is noteworthy that these answers were open-ended rather than multiple choice, meaning that Scholars provided them on their own. These results, along with data from the Storytelling and KSI staff interviews point to four main constraining factors: 1) Building KSI too fast, 2) Too rigid or too many requirements, 3) Lack of mental health support, and 4) Some lack of alignment between Scholars' needs and KSI's offerings .

Table 14. Helpful Elements Missing from the KSI Program

Are there any supports or services you did not receive through the Kauffman Scholars program that would have been helpful in preparing you for college or postsecondary success? (*open response*)	Mentions
Mental health resources and support (e.g., *"I feel like they ignored mental health. I was never able to find a psychiatrist even when I asked help from Kauffman. I was just stuck suffering and that hugely affected my academic performance and readiness."*)	16
Financial literacy (e.g., *"It would have been interesting to do more financial literacy events; I don't know how specifically, but being in the "real world" has shown me the importance of being aware of how and why I spend my money, in a way that college life insulates us from."*)	13
Access to more colleges (e.g., *"I think there should have been more support for students that wanted to go to school 'out of network.' I believe we had to have a certain ACT score, I was pretty close to that score but I don't believe I got that push to retake the test so I could open my options on where I wanted to go for school. I felt like I had to settle on my college choice when I really want to go somewhere else."*)	5
Broader scholarship support (living expenses, graduate school, etc.) (e.g., *"I think it would've been helpful to have some sort of stipend outside of the scholarships..."; "Grad school financial assistance would definitely be much appreciated... Having a bachelor degree is being devalued due to the job market and cost of college, but grad school would put me ahead of the pack"*)	5

Building KSI Too Fast

In interviews, all former KSI staff who were with the program in the beginning noted how challenging the early years were. Challenges were driven by being charged with building the program fast, from scratch, with little to no guidance and a small staff. Early staff members noted that there was a vision for KSI and what it would accomplish, but there were no models at the time to draw from.

Consequently, they were left to build KSI from scratch, feeling like they were "building the plane while flying." One staff member said, "How do you take 7th graders and point them towards college graduation? One frustration was not having colleagues around the country or other programs where we could ask what did they learn how do you implement it…It was a challenge." As KSI moved forward, staff struggled to keep up, feeling like they were always "midstream, going in one direction and the other."

Compounding this was the political climate around the Kauffman Foundation at the time. KSI staff who were with KSI in the beginning days report that the President/CEO at the time was getting a lot of pressure from local stakeholders in Kansas City. The board had lodged a complaint with the Attorney General that the Kauffman Foundation was not following Mr. Kauffman's original intentions and the President/CEO launched KSI in the midst of the turmoil. Some staff report they felt that the pressure to build quickly was due, in part, to the President/CEO's desire to cast the spotlight elsewhere. As one KSI staff member who was in a leadership position at the time stated, "He [the President/CEO at the time] was under a lot of pressure. KSI was to respond to it. By naming it Kauffman Scholars, he wanted to directly connect it with Mr. Kauffman." This rush to build quickly resulted in particular challenges, such as being severely short-staffed (reported 5-6 staff members working with hundred of scholars) and Kauffman Foundation staff making consequential decisions about KSI programming that they were not tasked with executing. As a result, the existing KSI staff reported being extremely overburdened and pressured to build quickly with a small staff and opaque goals.

These pressures had repercussions in the longer-term story of KSI. Because KSI got off the ground so quickly, there was no time to build a thoughtful foundation. Staff were not able to turn to the literature or research other similar models thoroughly. One KSI leadership staff at the time says he believes that no research was conducted at all. Because of this, he reports that there were tradeoffs that they would have to eventually overcome. For instance, there was no logic model at the core of the KSI program design. This lack of a logic model made it so there was a lack of measurable outcomes available to measure progress in relation to a goal. One early staff member said,

> *"I'm really evidence-driven. Looked at more evidence of outcomes, want to build some sort of change driver diagram, have some metrics that would let me know how well we're implementing, a continuous improvement cycle. We didn't have any of that. I hate the saying 'build an airplane while we're flying it.'… if I were asked to do something that fast again, I would have shrunk the change and started small, then added more iteratively better. That would have been okay. Like if we do this, we're not causing harm, and maximally can do good and get momentum going, learn something about students and ourselves. But do it in a way that's evidence based. Not just throwing spaghetti on the wall and seeing if it sticks."*

This staff member laments the lack of a "change driver diagram" and related metrics. He remarked that they were basically trying anything—throwing spaghetti on the wall—and hoping that it would work. Scholars also felt this lack of a clear path. A Scholar from an early cohort said that KSI did not provide them with any feedback. She said, "They made us do the work, but they did not provide any feedback.

For example, I had to write a paper, but I was given no feedback, so it made me feel like there is no purpose. We jokingly called ourselves a 'guinea pig' Cohort."

KSI was unique in that it had strong financial backing and political will driving its inception. However, its quick start made it difficult to know what the concrete goals were, how to measure progress in relation to these goals, and left staff feeling like they had high but fuzzy expectations with little to no time to reach them. The combination of these factors created a bumpy start that future KSI staff had to grapple with and address.

Too Rigid or Too Many Requirements

Over time, KSI's requirements for its Scholars evolved. However, both staff and Scholars reported that the degree and number of requirements could be too much. Multiple KSI staff discussed feeling that KSI requirements were too rigid, resulting in losing some Scholars who would have benefitted from staying. In particular, they discussed the occasional tension between what KSI staff felt was good for the Scholars vs. what Kauffman Foundation staff felt was good for the Scholars. This took form in several ways. First, KSI staff mentioned that the dismissal requirements were way too strict. One staff member reported, "I know there was a dismissal process [if a Scholar did not meet requirements] that we just scrapped because we know life happens and there are ways to navigate it. And we know that for some people, it impacts people in different ways and we want to provide solutions for the Scholars…That was a good call." In addition, the reasons for dismissal or being put on probation pre-dismissal were opaque. A KSI staff member noted that, for Scholars, "Even if you were on probation, you couldn't tell if it's because of grades or this or that." She shifted the process to be more focused on intervention and support tailored to the specific Scholar rather than punishment and dismissal.

KSI staff also reported that the original program requirements around how to define postsecondary and career success were too "rigid" and "Cohortist," leading to them miss windows of opportunities with Scholars who did not fit neatly into these definitions. Along with requirements being too strict, Scholars felt that there were too many programmatic requirements. While, in retrospect, some Scholars could appreciate the level of commitment that KSI required, they still felt that the requirements occasionally restricted their ability to live their lives as they wanted. For example, Saturday academies or ACT prep classes made it so Scholars could not participate in extracurriculars they were interested in. In some cases, the load of the requirements made it difficult for Scholars to complete the program.

KSI staff echoed this concern, saying, "I think it was just a time suck for a lot of it [Saturday academies]. I understand we were trying to spend as much time in front of the students as possible, but when you're thinking about high school students and they have extracurricular activities, they have so much going on already…I think for awhile, we just did things because we had the money and thought it was important. In hindsight, I think rest is just as important and give them space to be kids and to let them know we can be more creative with how we design some of it." This quotation illustrates the importance of the balance of offering helpful services and allowing students the time and space to rest and engage in their lives outside of the program.

Lack of Mental Health Support

Both KSI staff and Scholars reported that KSI lacked mental health support to support them. Many of the interviewed KSI staff discussed the burnout they could experience on the job. Echoing the Rand report, staff discussed heavy caseloads, long hours, and high expectations and demands. Because so many of them valued and nurtured their relationships with the Scholars so much, they often went above and beyond the requirements of their jobs to work with individual Scholars in ways that mattered deeply in their lives. While this level of commitment was valued and felt by the Scholars, it could also negatively impact KSI staff. One staff member said, "…a lot of our staff had a lot of compassion fatigue for our Scholars. Our coaches were investing so much in their Scholars' lives and they were neglecting their own lives…They experience things in a very empathetic way and take it on themselves." Also, since KSI is sunsetting, staff report that they are increasingly short-staffed, and the work is increasingly stressful.

KSI staff also discussed the lack of mental health support for the Scholars. One staff member reported that, at the time, mental health was not a part of the broader discussion like it is in more current days. If students were struggling, KSI did not have the support or expertise for them to help them from a mental health standpoint. Scholars also felt this gap. In the survey, Scholars mostly commonly reported on the lack of mental health services and resources as a helpful element that was missing from the KSI program. One Scholar said, "I feel like they ignored mental health. I was never able to find a psychiatrist even when I asked help from Kauffman. I was just stuck suffering and that hugely affected my academic performance and readiness."

The work that both KSI Scholars and staff engaged in was difficult. Scholars were required to meet a broad range of expectations and staff were expected to engage deeply in their work. It is not surprising that both groups experienced burnout and would have benefitted from additional mental health support. Staff we interviewed were glad they had more flexibility to provide resources on this front for Scholars as the program moved through COVID-19.

Some Lack of Alignment between Scholars' Needs and KSI's Offerings

KSI eventually better aligned its program requirements and offerings with Scholars' lives, goals, and pathways. Scholars, however, did report desiring additional alignment between their needs and KSI's programming.

In the Scholar survey, the two most common services or resources that Scholars reported were missing from the KSI program were financial literacy programs and supports and the ability to attend a broader range of colleges. Scholars expressed appreciation for the scholarship aspect of KSI and fully recognized its benefits in reaching their goals. However, they also expressed a desire for more financial supports in terms of ways they could use their scholarship or stipend money and in terms of gaining more financial literacy. For instance, Scholars reported that when they went to college, financial supports such as meal plans or campus housing did not always align with their lifestyle. If they were living off campus or did not have regular access to a school cafeteria, such supports were less relevant

for them. Similarly, Scholars noted that a stipend or emergency fund would have been helpful as unexpected life events occurred. This was especially highlighted during COVID times when, for example, school meal plans were less available or students moved away from their college campuses. In addition, Scholars desired more training in financial literacy. One Scholar noted in the survey, "It would have been interesting to do more financial literacy events; I don't know how specifically, but being in the 'real world' has shown me the importance of being aware of how and why I spend my money, in a way that college life insulates us from."

Scholars also reported that they would have liked access to more colleges. One Scholar said, "I think there should have been more support for students that wanted to go to school 'out of network.' I believe we had to have a certain ACT score. I was pretty close to that score but I don't believe I go that push to retake the test so I could open my options on where I wanted to go for school. I felt like I had to settle on my college choice when I really wanted to go somewhere else." Other Scholars felt discouraged by the limited options for college attendance and reported that they had to forgo their "dream school"s in order to have access to KSI's financial supports. In addition, as KSI evolved to only include more local colleges, those Scholars who participated in KSI earlier on (and were able to attend a broader range of colleges) felt that their access to KSI supports were limited. They stated that KSI supports benefited students mostly in in-state schools, and wanted more supports to extend to out-of-state students as well.

Another challenge that emerged in the interview data was the lack of demographic alignment between some Scholars, KSI staff, and KSI supports. In particular, KSI staff expressed that Hispanic students lacked supports that strongly aligned with their and/or their families' experiences. For instance, one KSI staff noted that translation services were lacking and ways for staff to support undocumented students were notably absent. This absence resulted in major difficulties for DACA Scholars (as discussed above) and also posed challenges for being able to support Hispanic students as they moved into their postsecondary work. It is also noteworthy that even though they represented 16% of all Scholars, no American Indian students completed the KSI program and only 17% of American Indian Scholars completed the high school portion of the program. This is in stark comparison to the 91% of White Scholars, 86% of Multiracial Scholars, 76% of Hispanic/Latina/o/e Scholars, and 75% of Asian/Asian American Scholars who completed the high school portion of the program. Unfortunately, the NORC Team did not have the opportunity to interview any American Indian Scholars. However, this data point is salient and we might speculate that, if American Indian Scholars had direct support from staff members who were demographically similar, they may have experienced some of the coaching and mentorship benefits that other Scholars described.

The Impact of Being KSI

KSI's level of financial backing and pre-planned 20-year lifespan sets it apart as a unique program. On the surface, KSI's $70 million endowment was an obvious facilitating factor in the success of the program and its Scholars. One KSI staff member put it plainly when she said, in response to a question about any barriers she experienced for supporting Kauffman Scholars in their success—"No. We had

seventy million dollars." KSI was completely and totally funded by the Kauffman Foundation with no need to look elsewhere for money. A staff member described it as "risk capital" where they were putting dollars and resources towards something that they were not totally sure would work. It was a long-term vision that evolved over time with the safety and comfort of high levels of stable funding. This enabled staff to set out to make "a dramatic program work successfully" where they report they were never told "no" to a strategy they suggested due to financial issues. In other words, they never had to make tough decisions about what they could or could not offer to the Scholars based on available funds. Staff talked about the power of "unlimited resources" paired with "creative people" and capable staff. Taken together, barriers that may impact other comparable programs were not experienced.

However, with this indisputable strength came some drawbacks. Many nonprofit organizations do not have the luxury of a fully-funded "20-year runway." One KSI staff member noted that he jokes that they are not a real nonprofit because they do not have anyone working in development. The more organic collaboration that may have come about if KSI needed to partner with other organizations for funding or ideas was missing. Because of their endowment, KSI was able to work as a silo in the field, innovating and evolving on its own terms.

While this yielded positive results, as discussed, it also ended up being isolating for the program as a whole. One staff member reported that KSI did not "have any enemies but also no friends." There was no KSI staff member in charge of messaging or communication with similar organizations or foundations. Rather, they were able to focus on their Scholars with no need to partner or collaborate with other entities in the scholarship space. Because of this, KSI staff feel they missed the opportunity to legitimately learn from other organizations and to share their experiences and learnings with other organizations. It was a "categorical miss" where they ended up with no "true collaborators" in the field.

When KSI staff were asked about other programs that were influenced by KSI, they were able to name a few peer programs (e.g., ProX). However, staff also noted that their influence was limited due to the siloed nature of their work. One staff member said, "I wish there were programs that spun off of what Kauffman was trying to do and not have Kauffman be the only program like that. But Kauffman is such a huge deal in KC and very significant in terms of donors so people may think they corned the market in KC."

In sum, because KSI enjoyed such strong financial backing, they were able to offer their Scholars a rich program full of supports. However, it limited their interaction with peer organizations in the field, creating missed opportunities for KSI to learn from others and vice versa.

Chapter 4 - Practice Implications

Spreading the Ripples of the Story

The story of KSI offers many insights and lessons for the Foundation as well as for a variety of other programs working to improve equity and economic opportunity through scholarship, coaching, and other supports. When asked about his overall experience with KSI, a Scholar said, “I know this was not a perfect program but what I loved about it was that it was willing to apologize when wrong and ready to work together to make things right.” This quotation summarizes so much of what made KSI unique and valuable for many of its Scholars. It illustrates the trial-and-error aspects of KSI’s history and emphasizes the importance of working together with the Scholars to create stronger programming.

When we look at the story of KSI, we see that many of the challenges it faced also illuminated strengths in the programming and the way it was run. For instance, staff burnout was balanced by strong and compassionate relationships. Rigid requirements for Scholars were balanced and addressed through careful listening to Scholars and a flexibility and openness for change. Part of what made it possible for these strengths and challenges to emerge was KSI’s structure.

KSI enjoyed a level of funding over a dedicated amount of time that is not typical in the postsecondary and career success programming world. These conditions enabled KSI staff to identify issues and work to address them with little concerns about available funding. While such aspects of KSI’s programming are not scalable, the story of KSI offers scalable lessons. Below, we outline the main practice implications that emerged from KSI’s story and can now ripple beyond to improve practices foir other programs throughout the country.

Continuous Program Improvement Based on a Solid Theory of Change

Organizations carrying out similar programs or efforts should plan for and invest in ongoing evaluation activities and systematic data collection from the onset of the program and throughout the life of the program. These evaluation activities should be informed by a logic model or theory of change that frames all aspects of the work and related evaluation. Data collection should have an explicit focus on gathering feedback from the people the program serves.

One of KSI’s main challenges, especially in the beginning of the program, was building too fast with no logic model or theory of change informing the program design. This lack proved to be problematic as the program continued to unfold and staff felt there was a lack of cohesion. It also proved to be problematic because there were no set metrics for gauging progress in relation to set goals.

As the program progressed, KSI defined a theory of change, implemented more formal data collection procedures, and paid close attention to informal feedback (ex. Conversations held between coaches

and Scholars) when considering program outcomes and related redesigns. These activities helped immensely as KSI's programmatic offerings evolved along with the needs of the Scholars.

KSI staff were very attentive to any and all feedback they received from their Scholars, whether through formal channels such as the annual survey or through informal channels such as in-the-moment conversations. This attentiveness had great benefits, as they were better able to understand the nuances of Scholars' experiences, the individual challenges Scholars faced, the particular strengths of their Scholars, and the environments and contexts Scholars lived within. By defining a theory of change and attuning to the voices of the Scholars, KSI was able to create a more cohesive program with ongoing evaluation and related improvements.

Thoughtful Staffing

Organizations carrying out similar programs or efforts should staff the program thoughtfully, keeping the goals of the program, the demographic makeup of the people it seeks to support, the qualities of staff in leadership roles, and the individual backgrounds and contributions of each staff member in mind.

Scholars and KSI staff both reported that the dedication and passion of the staff was a major part of what made KSI successful. One KSI staff member in a leadership position said, "They [the staff] were very strong. They had very very strong backgrounds in either the academics or life skills side. Their compassion, their understanding of youth and youth development and mindset, coming in and knowing that. They also understood that students needed a different way to connect the dots and that traditional educational way doesn't work for many of the students." This quotation embodies much of what interviewed respondents said made staff so important—an understanding of academic and life skills, a passion for youth development, and an understanding that students have different pathways for educational success.

The data also indicate that similarity in demographic makeup between staff and Scholars was another important factor in supporting Scholars in reaching their goals. Scholars reported a deep appreciation for having coaches who really understood their lives because they had experienced similar challenges and developed similar strengths. On the flip side, Hispanic Scholars reported a desire to have better supports provided for them that were more in line with their lives (e.g., translation services, coaches who "looked like us"). American Indian Scholars experienced a marked difference in their KSI success rates than their peers, perhaps due to a lack of representation in KSI staff and tailored offerings.

KSI staff noted that having leadership of color was a major benefit in setting the tone and direction of the program. One staff member said, "I think that was a really great win for us—to have women of color in leadership positions and just get it done. Don't know how else to say that. In our space, it's white dominant and you don't see a lot of women of color in leadership positions and we have always been strong in that regard. It's positively influenced our work and culture as a team." This quotation strongly demonstrates that representation matters throughout the organization. By creating a through line of

people of color at multiple levels of the organization, KSI fostered an environment where most staff and Scholars felt comfortable and understood.

Room for Individualization in Programmatic Design

Organizations carrying out similar programs or efforts should design a program that builds in ways to attend to the individual—either through personal relationships or flexible programming. The ability for a program to meet students where they are is invaluable in positively supporting students in their success.

We saw this play out in the KSI story in multiple ways. Individual attention emerged again and again as a major factor in supporting the success of Scholars. In particular, the coaching relationship provided a special type of support, as personal relationships developed and persisted over time. Scholars also appreciated the provision of real-world experiences that were aligned with their interests and goals. Providing such experiences made their dreams concrete and, in some cases, more attainable.

Notably, when KSI shifted its requirements to better align with Scholars' individual lives, pathways, and priorities, Scholars expressed appreciation for the stronger alignment and staff reported that they were more successful in providing appropriate supports for Scholars.

Room for Flexibility and Change in Programmatic Design

Organizations carrying out similar programs or efforts should design a program that has core components, but also leaves room for flexibility and change. Regardless of what population a program seeks to serve, contexts and goals evolve. For a program to remain successful, it should have the built-in ability to evolve as well.

Multiple staff members noted that flexibility was crucial in the success of KSI. One former leader said, "I think one of the biggest lessons is that change isn't always bad. Change is, a lot of times, necessary. Anytime you're dealing with young people's lives, you have to change over time. If something's not working, go back to the drawing board." Another staff member recommended, "Make sure you're taking a regular look at your strategy and refreshing that often. And I mean like every 3-5 years. That may not even be often enough. From the time Kauffman Scholars started until where we are today, the landscape of higher ed turned on its head…If you had a policy grounded in a specific place, but don't take time to refresh that, you can become the gatekeeper/barrier for necessary things." This sentiment of gatekeeping was echoed by yet another staff member who said, "The only barrier I can think of were barriers we created for ourselves because we couldn't think big enough around our own power to change what needed to be changed. We were still working from a mindset of this is how it's always been done so we need to do it this way."

Part of what made KSI successful was its ability to evolve and change with the needs of the Scholars and with the broader landscape (e.g., higher education) it existed within. KSI may have benefitted from

forming more established lines of communication with peer organizations (and vice versa) which would have kept them more up-to-date with current best practices. Despite working mostly on its own, KSI was able to respond to external shifts in higher education and internal shifts in how they understood the pathways and priorities of their Scholars by allowing room for flexibility and change in its offerings.

While a lot of KSI's beginnings, funding structure, and change over time is unique to the program, each of the implications described above is replicable and scalable for similar organizations engaged in similar types of work. Throughout the story of KSI, we observed the ways these four practice implications worked positively, both individually and operating together, in the KSI story. Similar organizations could take each practice implication and implement it individually. Evaluation, staffing, and programmatic design all serve their own function and can yield benefits on their own. However, in the case of KSI, we observe the benefits of these practice implications working together. As KSI evolved as a program, its willingness to be flexible and allow room for change provided the space for individualization for the Scholars. These conditions, paired with dedicated staff and a clear theory of change, crystallized KSI's goals and shaped programmatic design around the Scholar. Other programs working to improve life and educational pathways for young people would be well-served to incorporate these practices.

Conclusion

The Story Continues

> **"You desire to take the calculated risk, to dream, to build, yes, even to fail, and to succeed."**
>
> **– Ewing Marion Kauffman**

Mr. Kauffman himself knew the story was a collaborative one: "All of the money in the world cannot solve problems unless we work together. And, if we work together, there is no problem in the world that can stop us, as we seek to develop people to their highest and best potential." The Scholars' voices throughout this report are ample evidence of working together to develop people to their highest and best potential. It is rare and powerful to tell such a long story of commitment to young people, with dedicated staff willing to make adjustments and provide better services based on their changing and challenging needs.

An overwhelming preponderance of Scholars reported that KSI supported them in their drive to become successful adults, achieve their dreams, and help others in their community do the same. As such, the Kauffman Foundation realized their investment in the promise and possibility of their Scholars.

When we look at the story of KSI, the most important part is that it continues to evolve—in the Scholars themselves as their lives develop, and in the local community. The story will also be extended in the way the program informs the next iteration of Kauffman Foundation work with KC Scholars and its larger scholarship and student support work as we disseminate the practitioner lessons. As they grow, the ripples of influence can continue to strengthen into wave of change where young people are being served.

And ultimately, the Scholars themselves are the story:

> *"The biggest impact Kauffman had on me was, of course, me being able to be the first in my immediate family to go to college and complete it. They prepared me for the challenges of college and the things I faced. Though I had some struggles I felt adequately prepared for them and motivated to push through."*

How the Scholars move through life and create their own ripples of influence will be the strongest legacy and longest lasting impact of the Kauffman Scholars, Inc. program.en

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Appendix

Data Collection Instruments

Exhibit 1: Kauffman Scholars Survey

Start of Block: Welcome/Consent

Landing Page

Welcome to the Kauffman Scholars Program Evaluation Survey

The Ewing Marion Kauffman Foundation (Kauffman Foundation), on behalf of Kauffman Scholars, Inc., has contracted with NORC at the University of Chicago to conduct this survey of former and current Kauffman Scholars. NORC is an independent, non-profit research institution committed to scientific research integrity and confidential and secure data collection. Results from this survey will help the Kauffman Foundation understand the impact of the Kauffman Scholars program on scholars, their families and their communities. The success of our efforts largely depends on your thoughtful participation, and we hope that you choose to complete the survey. The survey should take about 20 minutes to complete.

Thank you for your time!

Introduction/Consent Please read the following information and indicate below whether you consent or **do not consent** to participate in the survey.

Confidentiality: Your participation in this important survey is vital to understand and document the legacy of the Kauffman Scholars program. We want you to feel comfortable in answering questions freely and honestly. To ensure confidentiality, all data collected by NORC will be stored in a secure location. NORC will be enforcing global best practices to ensure that no external parties (including Kauffman Foundation and Kauffman Scholars personnel) will know who responded or be able to match specific responses back to individuals. All findings will be reported in aggregate so that no individually identifiable information generated by this survey will be published.

Selection: All individuals who currently participate in the Kauffman Scholars program or who previously participated in the Kauffman Scholars program (for any length of time) are being asked to complete the survey.

Length: This survey will take approximately 20 minutes to complete.

Voluntary Participation: Your participation in this survey is voluntary, meaning no negative action will be taken against you should you choose not to complete the survey. Your decision to participate will not affect your standing with KSI or any benefits to which you are entitled. You can skip any questions you do not wish to answer and can stop taking the survey at any point.

Questions: For more information, please see the project webpage, which contains more about this project and an FAQ (frequently asked questions) section. In addition, you may contact NORC by sending an email to KauffmanScholarsEval@norc.org or calling our Respondent

Care Center at 1-866-856-6672.

If you wish to participate in this survey, please indicate that you have read and understand these statements by selecting "Yes, I consent to participate in the survey." Otherwise, you can select "No" and terminate your participation in this survey. Once you have selected one option, please press the orange button at the bottom of the page.

- ○ Yes, I consent to participate in the survey. (1)
- ○ No, I do not consent to participate in the survey. (2)

End of Block: Welcome/Consent

Start of Block: TESTINGBLOCK

Testingblock1

First, we have some questions to better understand your current status. **Please make sure to answer these first sets of questions carefully because they help make sure you see questions later on that are most relevant to you.**

Are you a CURRENT Kauffman Scholar (meaning you are still active in the program and receiving support to attend a college or postsecondary program)? If you are an Alumni of the Kauffman Scholars program, please select "No."

- ○ Yes, I am CURRENT Kauffman Scholar (1)
- ○ No, I am NOT a current Kauffman Scholar (2)

Q-Cohort What is your Kauffman Scholars cohort?

- ○ Cohort 1 (1)
- ○ Cohort 1A (1.5)
- ○ Cohort 2 (2)
- ○ Cohort 3 (3)
- ○ Cohort 4 (4)
- ○ Cohort 5 (5)
- ○ Cohort 6 (6)
- ○ Cohort 7 (7)

○ Cohort 8 (8)

○ I'm not sure, but I started in this year (please provide your best guess): (19)
_____

End of Block: TESTINGBLOCK

Start of Block: A. Background/Current Status Q's

A1 Where do you currently live?

○ In the Kansas City metro area (This includes Cass County, Clay County, Jackson County, Johnson County, Platte County and Wyandotte County) (1)

○ In Kansas or Missouri, but outside the Kansas City metro area (2)

○ Somewhere else. (Please identify City/State): (3) _____

A2 Please indicate whether you have earned, started, or plan to earn each of the following types of educational degrees or credentials.

	Earned/Completed (1)	Started but Not Yet Earned (2)	Not Started but Intend to Earn (3)	Not Started and Do Not Intend to Earn (4)
High school diploma or equivalent (e.g., diploma, GED, home school diploma) (1)	○	○	○	○
Licensure or Certificate (e.g. Cosmetology, Barber, Real Estate Agent, Insurance Agent, Electrical Contractor, Plumbing Contractor, Nursing Aide, Phlebotomist, Paramedic/EMT) (10)	○	○	○	○
Associate's Degree (e.g., AA, AS) (11)	○	○	○	○
Bachelor's Degree (e.g. BA, BS, AB) (12)	○	○	○	○
Graduate or professional degree (e.g. MA, MS, MEd,	○	○	○	○

MBA, MSW, MD, JD, PhD) (13)

A3 Have you ever served in the U.S. military (Army, Navy, Marines, Air Force, Space Force, or Coast Guard)?

- ○ No (1)
- ○ Yes, I currently serve in the military (2)
- ○ Yes, I previously served in the military and was honorably discharged (3)
- ○ Yes, I previously served in the military and was not honorably discharged (4)

A4 What is your current education and employment status? *Please select all that apply.*

- ☐ Enrolled as a full-time student (1)
- ☐ Enrolled as a part-time student (2)
- ☐ Entrepreneur/business owner (3)
- ☐ Employed in a full-time job (4)
- ☐ Employed in a part-time job (or has multiple part-time jobs) (5)
- ☐ Unemployed and looking for work (6)
- ☐ Unemployed and not currently looking for work (7)

Display This Question:
If What is your current education and employment status? Please select all that apply. = Enrolled as a full-time student
Or What is your current education and employment status? Please select all that apply. = Enrolled as a part-time student

A5 What type of educational institution or program are you enrolled in?

- ○ Technical or Vocational Training Program (e.g., certificate, licensure) (1)

- ○ Two-year college or community college (e.g., Associates degree) (2)
- ○ Undergraduate college or university (e.g., bachelor's degree) (3)
- ○ Graduate school (e.g., Masters degree, law school, PhD program) (4)
- ○ Other (Please describe): (5) _____

Display This Question:
If What is your current education and employment status? Please select all that apply. = Enrolled as a full-time student
Or What is your current education and employment status? Please select all that apply. = Enrolled as a part-time student

A6 What is your current field of study?

_____

Display This Question:
If What is your current education and employment status? Please select all that apply. = Entrepreneur/business owner
Or What is your current education and employment status? Please select all that apply. = Employed in a full-time job
Or What is your current education and employment status? Please select all that apply. = Employed in a part-time job (or has multiple part-time jobs)
Or What is your current education and employment status? Please select all that apply. = Unemployed and looking for work
Or What is your current education and employment status? Please select all that apply. = Unemployed and not currently looking for work

A7 Where is your job or business located? ***If you are working remotely or telecommunting, please select the location where you are based, not where the employer is located.***

If you have multiple jobs, please select all that apply. If you are currently unemployed, please respond based on the last job you had.

- ☐ In the Kansas City metro area (This includes Cass County, Clay County, Jackson County, Johnson County, Platte County and Wyandotte County) (1)
- ☐ In Kansas or Missouri, but outside the Kansas City metro area (2)
- ☐ Somewhere else. (Please identify City/State): (3) _____

Display This Question:
If What is your current education and employment status? Please select all that apply. = Employed in a full-time job
Or What is your current education and employment status? Please select all that apply. = Employed in a part-time job (or has multiple part-time jobs)
Or What is your current education and employment status? Please select all that apply. = Entrepreneur/business owner
Or What is your current education and employment status? Please select all that apply. = Unemployed and looking for work
Or What is your current education and employment status? Please select all that apply. = Unemployed and not currently looking for work

A8 Which of the following categories best describes the industry you primarily work in (regardless of your actual job or role)?

If you are currently unemployed, please respond based on the last job you had.

- ○ Agriculture, forestry, fishing and hunting (1)
- ○ Mining quarrying, and oil and gas extraction (2)
- ○ Construction (3)
- ○ Manufacturing (4)
- ○ Wholesale trade (5)
- ○ Retail trade (6)
- ○ Transportation and warehousing (7)
- ○ Utilities (8)
- ○ Information (9)
- ○ Finance and insurance (10)
- ○ Real estate and rental and leasing (11)
- ○ Professional, scientific, and technical services (12)
- ○ Management of companies and enterprises (13)
- ○ Administrative and support and waste management services (14)
- ○ Educational services (15)
- ○ Health care and social assistance (16)
- ○ Arts, entertainment, and recreation (17)
- ○ Accommodation and food services (18)
- ○ Public administration (19)
- ○ Other public services besides public administration (20)
- ○ Military (21)
- ○ Other (please describe): (22) _____

Display This Question:
If What is your current education and employment status? Please select all that apply. = Entrepreneur/business owner

A9 Besides yourself, how many people does your business employ?

- ○ None (1)
- ○ 1 to 10 employees (2)
- ○ 11 to 20 employees (3)
- ○ 21 to 30 employees (4)
- ○ 31 to 40 employees (5)
- ○ 41 to 50 employees (6)
- ○ More than 50 employees (7)

A10 What is your total annual income before taxes? Please enter your best guess in the box below.

Please remember that all the information you provide will remain confidential and will only be used for research purposes.

_____

End of Block: A. Background/Current Status Q's

Start of Block: Section B - General Involvement Status with the Kauffman Scholars Program

Section B Intro Next, we have some questions about your involvement with the Kauffman Scholars program.

Display This Question:
If scholartype = not current scholar

B11 Were you still active and in good standing with the Kauffman Scholars program when you graduated from high school?

- ○ No (1)
- ○ Yes (2)

Display This Question:
If Were you still active and in good standing with the Kauffman Scholars program when you graduated... = No
And scholartype = not current scholar

B12 What grade were you in when you <u>stopped</u> being active in the Kauffman Scholars program?

- ○ 7th grade (1)
- ○ 8th grade (2)
- ○ 9th grade (3)
- ○ 10th grade (4)
- ○ 11th grade (5)
- ○ 12th grade (6)

Display This Question:
If Were you still active and in good standing with the Kauffman Scholars program when you graduated... = No
And scholartype = not current scholar

B13 Why did you not remain active with the Kauffman Scholars program throughout middle/high school? *Select all that apply.*

- ☐ Moved out of the Kansas City area (1)
- ☐ Required too much of my time (2)
- ☐ Required too much of my family's time (3)
- ☐ Difficulty with academic standards (4)
- ☐ Difficulty with behavioral standards (5)
- ☐ Did not seem helpful or useful for me (6)
- ☐ Difficulty with staff (7)
- ☐ Difficulty with other Scholars (8)
- ☐ Transportation difficulties (9)
- ☐ Financial difficulties (10)
- ☐ Other (Please describe): (11) _____

Display This Question:
If If Why did you not remain active with the Kauffman Scholars program throughout middle/high school? S... q://QID14/SelectedChoicesCount Is Greater Than 1
And scholartype = not current scholar
Carry Forward Selected Choices - Entered Text from "Why did you not remain active with the Kauffman Scholars program throughout middle/high school? Select all that apply."

B14 What would you say was the primary reason you did not remain active with the Kauffman Scholars program? *Select one answer.*

- ○ Moved out of the Kansas City area (1)
- ○ Required too much of my time (2)
- ○ Required too much of my family's time (3)
- ○ Difficulty with academic standards (4)
- ○ Difficulty with behavioral standards (5)
- ○ Did not seem helpful or useful for me (6)
- ○ Difficulty with staff (7)
- ○ Difficulty with other Scholars (8)
- ○ Transportation difficulties (9)
- ○ Financial difficulties (10)
- ○ Other (Please describe): (11)

Page Break

Display This Question:
If Were you still active and in good standing with the Kauffman Scholars program when you graduated... = Yes
And scholartype = not current scholar

B17 Did you remain active and in good standing with the Kauffman Scholars program during your entire college or postsecondary education career?

- ○ No (1)
- ○ Yes (2)

Display This Question:
If Were you still active and in good standing with the Kauffman Scholars program when you graduated... = Yes
And scholartype = not current scholar
Or If
scholartype = current scholar

B18 For how many years (or parts of years) did you receive a scholarship for college or postsecondary training through the Kauffman Scholars program?

- ○ 0 (1)
- ○ 1 Year (2)
- ○ 2 Years (3)
- ○ 3 Years (4)
- ○ 4 Years (5)
- ○ 5 years (6)
- ○ 6 years (7)
- ○ Not sure (8)

Display This Question:
If Did you remain active and in good standing with the Kauffman Scholars program during your entire... = No
And scholartype = not current scholar

B19 Why did you <u>not</u> remain active with the Kauffman Scholars program throughout your time in college or postsecondary training? *Select all that apply.*

- ☐ Required too much of my time (1)
- ☐ Difficulty with academic standards (2)
- ☐ Difficulty with behavioral standards (3)
- ☐ Did not seem helpful or useful for me (4)
- ☐ Difficulty with staff (5)
- ☐ Difficulty with other Scholars (6)
- ☐ Financial difficulties (7)
- ☐ Life challenges (such as change in parenting status, family-related commitments, health and wellness concerns) (8)
- ☐ My citizenship status prevented me from remaining in the program (9)
- ☐ Other (Please describe): (10) _____

Display This Question:
If If Why did you not remain active with the Kauffman Scholars program throughout your time in college... q://QID20/SelectedChoicesCount Is Greater Than 1
And scholartype = not current scholar
Carry Forward Selected Choices - Entered Text from "Why did you not remain active with the Kauffman Scholars program throughout your time in college or postsecondary training? Select all that apply."

B20 What would you say was the <u>primary</u> reason you did not remain active with the Kauffman Scholars program throughout your time in college or postsecondary training? *Select one answer.*

- ○ Required too much of my time (1)
- ○ Difficulty with academic standards (2)
- ○ Difficulty with behavioral standards (3)
- ○ Did not seem helpful or useful for me (4)
- ○ Difficulty with staff (5)
- ○ Difficulty with other Scholars (6)

- ○ Financial difficulties (7)
- ○ Life challenges (such as change in parenting status, family-related commitments, health and wellness concerns) (8)
- ○ My citizenship status prevented me from remaining in the program (9)
- ○ Other (Please describe): (10)

B15 While you were in high school, did the amount of time you participated in Kauffman Scholars programs impact how much time you could work for pay? *Select all that apply.*

- ☐ ⊗ No, it did not change or impact how much time I could work for pay (1)
- ☐ Yes, I had to work fewer hours during the school year (2)
- ☐ Yes, I was not able to work during the school year (3)
- ☐ Yes, I had to work fewer hours during the summer (4)
- ☐ Yes, I was not able to work during the summer (5)
- ☐ Other (Please explain): (6) _____

Display This Question:
If While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I had to work <u>fewer</u> hours <u>during the school year</u>
Or While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I was <u>not able</u> to work <u>during the school year</u>
Or While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I had to work <u>fewer</u> hours <u>during the summer</u>
Or While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I was <u>not able</u> to work <u>during the summer</u>

B16 What is your best guess about how many <u>additional</u> hours per week you would have worked during high school if you had <u>not</u> participated in the Kauffman Scholars program?

Display This Choice:
If While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I had to work <u>fewer</u> hours <u>during the school year</u>
Or While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I was <u>not able</u> to work <u>during the school year</u>

- ○ Number of additional work hours per week during the school year: (1)

Display This Choice:
If While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I had to work <u>fewer</u> hours <u>during the summer</u>
Or While you were in high school, did the amount of time you participated in Kauffman Scholars progr... = Yes, I was <u>not able</u> to work <u>during the summer</u>

○ Number of additional work hours per week during the summer: (2)

_____

End of Block: Section B - General Involvement Status with the Kauffman Scholars Program

Start of Block: Section C - Ratings of KSI Program Elements

C21 Next, we will be asking you about specific elements of the Kauffman Scholars program.

How helpful were the following elements of the Kauffman Scholars program in developing your **academic and life skills**?

	Not at all helpful (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	Extremely helpful (5)	Didn't do / Don't remember (6)
Individual Success Plans (ISPs) (C12_1)	○	○	○	○	○	○
Academic coaches (C12_2)	○	○	○	○	○	○
Life coaches (C12_3)	○	○	○	○	○	○
After School Enrichment Academy (C12_4)	○	○	○	○	○	○
Saturday Enrichment Academy (C12_5)	○	○	○	○	○	○
Summer Enrichment Academy (Red-Yellow-Green) (C12_6)	○	○	○	○	○	○
High School Readiness Conference (C12_7)	○	○	○	○	○	○
Big Brother/Big Sister Mentorship Program (C12_8)	○	○	○	○	○	○
Scholar Village Network (C12_9)	○	○	○	○	○	○
Scholars 2 Leaders (S2L) (C12_10)	○	○	○	○	○	○
Community Service Projects (C12_11)	○	○	○	○	○	○

Drug Testing Requirements (C12_12)	○	○	○	○	○	○
Specific Academic Requirements (e.g., GPA requirements) (C12_13)	○	○	○	○	○	○
Specific Behavioral Requirements (e.g., out-of-school suspensions, juvenile justice involvement) (C12_14)	○	○	○	○	○	○

Page Break

C22 How helpful were the following elements of the Kauffman Scholars program in preparing you to attend college or postsecondary education?

	Not at all helpful (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	Extremely helpful (5)	Didn't do / Don't remember (6)
College Coaches and Advisors (C13_1)	○	○	○	○	○	○
ACT and SAT Courses (C13_2)	○	○	○	○	○	○
One-day College Visits (C13_3)	○	○	○	○	○	○
Extended-stay College Visits (CRIs) (C13_4)	○	○	○	○	○	○
Kauffman Scholars Sponsored College Fairs (C13_5)	○	○	○	○	○	○

College Admissions Counseling (C13_6)	○	○	○	○	○	○
College Financial Aid Counseling (C13_7)	○	○	○	○	○	○
College Readiness Conference (Bridge program) (C13_8)	○	○	○	○	○	○

Page Break

C23 How helpful were the following elements of the Kauffman Scholars program in preparing you for career success?

	Not at all helpful (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	Extremely helpful (5)	Didn't do / Don't remember (6)
Individual Career Support (resumes, cover letters, LinkedIn, interview preparation) (C14_1)	○	○	○	○	○	○
Job and Internships Postings (C14_2)	○	○	○	○	○	○
Shadow Day (C14_3)	○	○	○	○	○	○
Roundtable Represent (C14_4)	○	○	○	○	○	○
Scholar & Alumni Connect (C14_5)	○	○	○	○	○	○
Legacy Internships	○	○	○	○	○	○

(since 2013) (C14_6)						
J.I.V.E. Fair (Jobs, Internships, Volunteering & Education) (C14_7)	○	○	○	○	○	○
Young Professionals of Color – Kansas City organization (C14_8)	○	○	○	○	○	○

Page Break

C24 What were the most important or helpful programs or services you received from Kauffman Scholars that had the greatest impact on your readiness for college or postsecondary success?

_____
_____
_____
_____
_____

C25 Are there any supports or services you did not receive through the Kauffman Scholars program that would have been helpful in preparing you for college or postsecondary success?

_____
_____
_____
_____
_____

Page Break

C26 In your opinion, how important was participation in the Kauffman Scholars program to your ability to …?

	Not at all important (1)	A little important (2)	Somewhat important (3)	Very important (4)	Extremely important (5)	Does not apply (6)

Earn good grades in high school (C17_1)	○	○	○	○	○	○
Graduate from high school (C17_2)	○	○	○	○	○	○
Be prepared for college or other postsecondary education (C17_3)	○	○	○	○	○	○
Get into college or a postsecondary program (C17_4)	○	○	○	○	○	○
Choose the best college or postsecondary program for you (C17_5)	○	○	○	○	○	○
Earn good grades in college or another postsecondary program (C17_6)	○	○	○	○	○	○
Graduate from college or earn a postsecondary credential (C17_7)	○	○	○	○	○	○
Find a good job (C17_8)	○	○	○	○	○	○
Be successful in your long-term career (C17_9)	○	○	○	○	○	○
Start my own business (C17_10)	○	○	○	○	○	○

Page Break

C27 Please rate how much the Kauffman Scholars program gave you the skills and/or confidence to do the following:

	Not at all (1)	A little bit (2)	A moderate amount (3)	A large amount (4)	An enormous amount (5)
Maintain your hopes and dreams for the future, even when confronted with barriers (C18_1)	○	○	○	○	○
Maintain a connection to your home community and culture (C18_2)	○	○	○	○	○
Develop strategies to navigate challenging people and situations (C18_3)	○	○	○	○	○
Challenge practices that were inequitable or unjust (C18_4)	○	○	○	○	○
Develop a network of close friends (C18_5)	○	○	○	○	○
Connect with mentors who are invested in your success (C18_6)	○	○	○	○	○
Engage with community members and organizations (C18_7)	○	○	○	○	○
Connect with potential employers and job opportunities (C18_8)	○	○	○	○	○
Give back to your community (C18_9)	○	○	○	○	○

Page Break

C28 In your own words, what were the biggest impacts of the Kauffman Scholars program on you?

_____
_____
_____
_____
_____

End of Block: Section C - Ratings of KSI Program Elements

Start of Block: Section D - Overall Satisfaction

D29 Overall, how satisfied are you with the Kauffman Scholars program?

- Not at all satisfied (1)
- A little satisfied (2)
- Somewhat satisfied (3)
- Very satisfied (4)
- Extremely satisfied (5)

D30 Overall, how would you rate the quality of the resources and services the Kauffman Scholars program provided to you?

- Poor (1)
- Fair (2)
- Mediocre (3)
- Good (4)
- Excellent (5)

D31 Overall, how would you rate the quality of the resources and services the Kauffman Scholars program provided your parent(s)/guardian(s)?

- Poor (1)

- Fair (2)
- Mediocre (3)
- Good (4)
- Excellent (5)
- Don't know (6)

D32 If the Kauffman Scholars program were to continue, how likely would you recommend it to someone with a background like yours?

- Definitely would not recommend (1)
- Probably would not recommend (2)
- Neutral (3)
- Probably would recommend (4)
- Definitely would recommend (5)

End of Block: Section D - Overall Satisfaction

Start of Block: Section E - Broader Family / Community Impact

E33 Beyond the impacts on you, how much did you and your family's involvement with the Kauffman Scholars program help <u>your family</u> achieve the following:

	Not helpful at all (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	Extremely helpful (5)	Don't know / Can't say (6)
Get more involved in education for me and my siblings (E24_1)	○	○	○	○	○	○
Pursue new educational opportunities for your parents/adult family members (E24_2)	○	○	○	○	○	○
Pursue new educational opportunities for your extended family (cousins, aunts, uncles, etc.) (E24_3)	○	○	○	○	○	○
Build a network of people who can support and assist your family (E24_4)	○	○	○	○	○	○
Provide your family with tools and resources to help other family members (E24_5)	○	○	○	○	○	○
Provide your family with tools and resources to help my community (E24_6)	○	○	○	○	○	○
Get more involved in my	○	○	○	○	○	○

community (E24_7)						
Improve the future trajectory of my family (E24_8)	○	○	○	○	○	○
Improve conditions in the Kansas City area (E24_9)	○	○	○	○	○	○
Learn to navigate difficult or unfamiliar processes (E24_10)	○	○	○	○	○	○
Improve the financial security of my family (E24_11)	○	○	○	○	○	○
Feel more optimistic about my future (E24_12)	○	○	○	○	○	○
Feel more optimistic about my family's future (E24_13)	○	○	○	○	○	○

E34 In your own words, please tell us about how your involvement with the Kauffman Scholars program impacted <u>your family</u>.

_____
_____
_____
_____
_____

Page Break

E35 In the past year, did you volunteer or engage in community service?

- ○ No (1)
- ○ Yes (2)

Display This Question:
If In the past year, did you volunteer or engage in community service? = Yes

E36 In the past year, approximately how many hours did you volunteer or engage in community service?

_____ Hours (1)

Display This Question:
If In the past year, did you volunteer or engage in community service? = Yes

E37 Where did you complete most of your volunteer or community service in the past year?

- ○ Locally, within the Kansas City metro area (1)
- ○ Outside of the Kansas City metro area, but in Missouri and/or Kansas (2)
- ○ Outside of Missouri/Kansas, but in the United States (3)
- ○ Outside of the United States (4)

E38 How likely are you to volunteer or engage in community service in 2023 compared to 2022?

- ○ More likely to volunteer or engage in community service (1)
- ○ Just as likely to volunteer or engage in community service (2)
- ○ Less likely to volunteer or engage in community service (3)

E39 Have you participated in any volunteer or community service opportunities organized by the Kauffman Scholars Alumni Association?

- ○ No (1)
- ○ Yes (2)
- ○ Not sure (3)

E40 In the past year, did you perform any of these other types of unpaid activities? This only includes things you did on your own, not things you did for or on behalf of another group or organization. *Please select all that apply.*

- ☐ Provide financial assistance or support to someone in your own household or immediate family (1)
- ☐ Provide financial assistance or support to someone outside of your household or immediate family (2)
- ☐ Perform mandatory unpaid work (Include unpaid activities required by internships, apprenticeships or postsecondary programs, or your employer.) (3)

Page Break

E41 Please indicate how often you were involved in each activity in the last year.

	Never did this (1)	Once or twice (2)	Once every few months (3)	At least once a month (4)	At least once a week (5)
Participated in a political party, club, or organization (E32_1)	○	○	○	○	○
Contacted a public official by phone, mail, or email to tell them how you felt about an issue in your community (E32_2)	○	○	○	○	○
Joined in a protest march, political demonstration, or	○	○	○	○	○

political meeting (E32_3)					
Participated in an organization or group that promotes human rights, women's rights, racial/ethnic minority rights, or LGBTQIA+ rights (E32_4)	○	○	○	○	○

Q41A Are you registered to vote?

- ○ No (1)
- ○ Yes (2)
- ○ Not sure (3)

Q41B Did you vote in the last election?

- ○ No (1)
- ○ Yes (2)
- ○ Not sure (3)

Q41C How likely are you to vote in the next election?

- ○ Definitely will *not* vote (1)
- ○ Probably will *not* vote (2)
- ○ Probably will vote (3)

○ Definitely will vote (4)

End of Block: Section E - Broader Family / Community Impact

Start of Block: Section F - Relationships with KSI Staff

F42 Please indicate the extent you agree with each statement about Kauffman Scholars staff.

By "staff" we mean your Kauffman Scholars coaches or staff members that worked with the program such as the Executive Director, Program Director, Director of Career and Alumni Programs or the Postsecondary Retention Specialist.

Kauffman Scholars staff…

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Provided strategies that align with my spirituality and/or religious beliefs (F33_1)	○	○	○	○	○
Helped me align my academic and professional goals with my family culture (F33_2)	○	○	○	○	○
Asked me how my family may perceive my academic and professional decisions (F33_3)	○	○	○	○	○
Discussed with me how my economic background may contribute to my academic and professional decisions (F33_4)	○	○	○	○	○
Wanted to understand my academic and professional goals within the context of my culture,	○	○	○	○	○

values, and/or life experiences (F33_5)					
Conveyed feelings of respect for me (F33_6)	○	○	○	○	○
Helped me navigate emotions and feelings associated with being a student or young professional (F33_7)	○	○	○	○	○
Provided advice regarding relationships and interactions with peers, colleagues, instructors, and other people in positions of power or influence (F33_8)	○	○	○	○	○
Provided connections with professionals who could help me learn about potential careers (F33_9)	○	○	○	○	○
Helped me hone life skills to use after graduating high school (F33_10)	○	○	○	○	○

End of Block: Section F - Relationships with KSI Staff

Start of Block: Section G - Demographic Items

We have a few final questions that we are asking for research purposes only.

G43 What is your race or ethnicity? *Select all that apply.*

- ☐ American Indian or Alaska Native (1)
- ☐ Asian or Asian American (2)

- ☐ Black or African American (3)
- ☐ Hispanic or Latino/a/e/x (4)
- ☐ Middle Eastern or Northern African (5)
- ☐ Native Hawaiian or Pacific Islander (6)
- ☐ White or Caucasian (7)
- ☐ Another race or ethnicity (Please identify): (8) _____
- ☐ ⊗ Prefer not to say (9)

G44 What is your gender? *Select all that apply.*

- ☐ Man (1)
- ☐ Woman (2)
- ☐ Non-binary, gender nonconforming, or gender queer (3)
- ☐ Transgender (4)
- ☐ Another gender (Please identify): (5) _____
- ☐ ⊗ Prefer not to say (6)

G45 What is your current marital status?

- ○ Married or in a committed relationship (1)
- ○ Separated, divorced, or widowed (2)
- ○ Single, never married (3)

○ Another status (Please describe): (4) _____

○ Prefer not to say (5)

G46 Do you currently have any significant caregiving responsibilities for any of the following individuals? *Please select all that apply.*

☐ Children under the age of 2 (1)

☐ Children from age 2 to 12 (2)

☐ Children from age 13 to 18 (3)

☐ Parent or elderly adult (4)

☐ Another adult with significant caregiving needs (5)

☐ Others (Please describe): (6) _____

☒ None of the above (7)

☒ Prefer not to say (8)

Display This Question:
If Please indicate whether you have earned, started, or plan to earn each of the following types of... = Associate's Degree (e.g., AA, AS) [Earned/Completed]
Or Please indicate whether you have earned, started, or plan to earn each of the following types of... = Associate's Degree (e.g., AA, AS) [Started but Not Yet Earned]
Or Please indicate whether you have earned, started, or plan to earn each of the following types of... = Bachelor's Degree (e.g. BA, BS, AB) [Earned/Completed]
Or Please indicate whether you have earned, started, or plan to earn each of the following types of... = Bachelor's Degree (e.g. BA, BS, AB) [Started but Not Yet Earned]
Or Please indicate whether you have earned, started, or plan to earn each of the following types of... = Graduate or professional degree (e.g. MA, MS, MEd, MBA, MSW, MD, JD, PhD) [Earned/Completed]
Or Please indicate whether you have earned, started, or plan to earn each of the following types of... = Graduate or professional degree (e.g. MA, MS, MEd, MBA, MSW, MD, JD, PhD) [Started but Not Yet Earned]

G47 Did you take out any student loans to help pay for your college or postsecondary education?

○ No (1)

- ○ Yes (2)
- ○ Not sure (3)

Display This Question:
If Did you take out any student loans to help pay for your college or postsecondary education? = Yes

G48 What is your best estimate of the amount that you borrowed to pay for your college or postsecondary education? Please enter your best guess.

_____

Display This Question:
If For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 1 Year
Or For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 2 Years
Or For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 3 Years
Or For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 4 Years
Or For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 5 years
Or For how many years (or parts of years) did you receive a scholarship for college or postsecondary... = 6 years

G49 If you had <u>not</u> received a scholarship through the Kauffman Scholars program, what is your best estimate of the amount of <u>additional money</u> you would have borrowed to pay for your college or postsecondary education? Please enter your best guess.

_____

End of Block: Section G - Demographic Items

Start of Block: Section H - Conclusion

H50 Is there anything else you would like to share about your experiences with the Kauffman Scholars program or this survey?

_____
_____
_____
_____
_____

End of Block: Section H - Conclusion

Exhibit 2: KSI Parent Family Survey:

Start of Block: Introduction/Consent

Landing Page

Para la versión en español, haga clic en el cuadro en la parte superior de la página y seleccione "Español"

Welcome to the Kauffman Scholars
Parent & Family Survey
The Ewing Marion Kauffman Foundation (Kauffman Foundation), on behalf of Kauffman Scholars, Inc., has contracted with NORC at the University of Chicago to conduct this survey of parents and family members of current and former Kauffman Scholars. NORC is an independent, non-profit research institution committed to scientific research integrity and confidential and secure data collection. Results from this survey will help the Kauffman Foundation understand the impact of the Kauffman Scholars program on Scholars, their families and their communities. The success of our efforts largely depends on your thoughtful participation, and we hope that you choose to complete the survey. The survey should take about 20 minutes to complete.

Thank you for your time!

Landing Page

Bienvenido/a a la Encuesta de los Padres de Familia y Familiares
del Programa Kauffman Scholars
La Fundación Ewing Marion Kauffman (Fundación Kauffman), en nombre de Kauffman Scholars, Inc., ha contratado a NORC en la Universidad de Chicago para realizar esta encuesta a padres/madres y familiares de los alumnos y ex alumnos de Kauffman Scholars. NORC es una institución de investigación independiente y sin fines de lucro dedicado a la integridad de la investigación científica y a la recopilación confidencial y segura de datos. Los resultados de esta encuesta ayudarán a la Fundación Kauffman entender el impacto del programa Kauffman Scholars en alumnos, sus familias y sus comunidades. El éxito de nuestros esfuerzos depende en gran medida de su atenta participación, y esperamos que decida completar la encuesta. La encuesta le tomara unos 20 minutos para completar.

¡Gracias por su tiempo!

Intro/Consent

Please read the following information and indicate below whether you **consent** or **do not consent** to participate in the survey.

Confidentiality: Your participation in this important survey is vital to understand and document the legacy of the Kauffman Scholars program. We want you to feel comfortable in answering questions freely and honestly. To ensure confidentiality, all data collected by NORC will be stored in a secure location. NORC will be enforcing global best practices to ensure that no external parties (including the Kauffman Foundation and Kauffman Scholars) will know who responded or be able to match specific responses back to individuals. All findings will be reported in aggregate so that no individually identifiable information generated by this survey will be published.

Selection: Individuals who have been identified as the parents or family members of individuals who currently or previously participated in the Kauffman Scholars program are being asked to complete the survey.

Length: This survey will take approximately 20 minutes to complete.

Voluntary Participation: Your participation in this survey is voluntary, meaning no negative action will be taken against you should you choose not to complete the survey. Your decision to participate will not affect your standing with Kauffman Scholars or the Kauffman Foundation or any benefits to which you are entitled. You can skip any questions you do not wish to answer and can stop taking the survey at any point.

Questions: For more information, please see the project webpage, which contains more details about this project and an FAQ (frequently asked questions) section. In addition, you may contact NORC by sending an email to KauffmanScholarsEval@norc.org or calling our Respondent Care Center at 1-866-856-6672.

If you wish to participate in this survey, please indicate that you have read and understand these statements by selecting "Yes, I consent to participate in the survey." Otherwise, you can select "No" and terminate your participation in this survey. Once you have selected one option, please press the orange button at the bottom of the page.

1. Yes, I consent to participate in the survey. (1)
2. No, I do not consent to participate in the survey. (2)

Intro/Consent

Lea la siguiente información e indique a continuación si acepta o no participar en la encuesta.

Confidencialidad: Su participación en esta importante encuesta es vital para comprender y documentar el legado del programa Kauffman Scholars. Queremos que se sienta cómodo/a respondiendo a las preguntas con libertad y sinceridad. Para garantizar la confidencialidad, todos los datos recogidos por NORC se almacenarán en un lugar seguro. NORC aplicará las mejores prácticas globales para garantizar que ninguna parte externa (incluida la fundación Kauffman y Kauffman Scholars, Inc.) sabrá quién ha respondido ni podrá relacionar respuestas específicas con individuos. Todos los resultados se presentarán de forma agregada, de modo que no se publicará ningún dato individual que permita identificar a los/las encuestados/as.

Selección: Se pide a las personas identificadas como padres de familia y tutores de personas que participan actualmente o han participado anteriormente en el programa Kauffman Scholars que completen la encuesta.

Duración: La encuesta dura aproximadamente 20 minutos.

Participación voluntaria: Su participación en esta encuesta es voluntaria, lo que significa que no se tomará ninguna medida negativa contra usted si decide no completar la encuesta. Su decisión de participar no afectará a su relación con KSI ni a las prestaciones a las que tenga derecho. Puede omitir cualquier pregunta que no desee responder y puede dejar de realizar la encuesta en cualquier momento.

Preguntas: Para obtener más información, consulte la página web del proyecto, que contiene más información sobre este proyecto y una sección de preguntas frecuentes (FAQ). Además, puede comunicarse con NORC enviando un correo electrónico a KauffmanScholarsEval@norc.org o llamando a nuestro Centro de Atención al Respondiente al 1-866-856-6672.

Si desea participar en esta encuesta, indique que ha leído y comprendido estas declaraciones seleccionando "Sí, acepto participar en la encuesta." De lo contrario, puede seleccionar "No" y dar por terminada su participación en esta encuesta. Una vez que haya seleccionado una opción, pulse el botón naranja situado en la parte inferior de la página.

3. Sí, acepto participar en la encuesta (1)
4. No, no doy mi consentimiento para participar en la encuesta (2)

End of Block: Introduction/Consent

Start of Block: Block 1

Q1 This first set of questions is to make sure that the survey gathers the correct information about you and your family.

How many children in total do you have? *Please include all your children, even if they are now adults or no longer living with you. Also include step-children and others that you helped to raise or that you had financial responsibility for.*

5. 1 (1)
6. 2 (2)
7. 3 (3)
8. 4 (4)
9. 5 (5)
10. More than 5 (6)

Q1 Esta primera serie de preguntas sirve para asegurarse de que la encuesta recoge la información correcta sobre usted y su familia.

¿Cuántos hijos/as tiene en total? *Por favor, incluya a todos/as sus hijos/as, aunque ya sean adultos o no vivan con usted. Incluya también a los/las hijastros/as y a otras personas a las que haya ayudado a criar o de los/as que haya sido responsable económicamente.*

11. 1 (1)
12. 2 (2)
13. 3 (3)
14. 4 (4)
15. 5 (5)
16. Más de 5 (6)

Q2 How many of your children participated in the Kauffman Scholars program? *Please include all who started the program, even if they did not complete it.*

17. 1 (1)
18. 2 (2)
19. 3 (3)
20. 4 (4)
21. 5 (5)
22. More than 5 (6)

Q2 **¿Cuántos de sus hijos/as participaron en el programa Kauffman Scholars?** *Por favor, incluya a todos/as los que iniciaron el programa, aunque no la hayan completado.*

23. 1 (1)
24. 2 (2)
25. 3 (3)
26. 4 (4)
27. 5 (5)
28. Más de 5 (6)

Q-Cohorts What cohort(s) were your Scholars members of? *Select all that apply.*

Cohort 1 (1)
Cohort 1A (2)
Cohort 2 (3)
Cohort 3 (4)
Cohort 4 (5)
Cohort 5 (6)
Cohort 6 (7)
Cohort 7 (8)
Cohort 8 (9)
Don't know/Not sure (10)

Q-Cohorts ¿De qué cohorte eran miembros sus Becarios? *Seleccione todas las que correspondan*.

Cohorte 1 (1)
Cohorte 1A (2)
Cohorte 2 (3)
Cohorte 3 (4)
Cohorte 4 (5)
Cohorte 5 (6)
Cohorte 6 (7)
Cohorte 7 (8)
Cohorte 8 (9)
No estoy seguro/No sé (10)

Q3 How many of your children stayed in the Kauffman Scholars program throughout high school? *This includes children who were active in Kauffman Scholars at least until they graduated from high school.*

29. 0 (0)
30. 1 (1)
31. 2 (2)
32. 3 (3)
33. 4 (4)
34. 5 (5)
35. More than 5 (6)

Q3 **¿Cuántos de sus hijos/as permanecieron en el programa Kauffman Scholars durante toda la secundaria?** *Esto incluye a los/las niños/as que estuvieron activos/as en Kauffman Scholars al menos hasta que se graduaron de la escuela secundaria.*

36. 0 (0)
37. 1 (1)
38. 2 (2)
39. 3 (3)
40. 4 (4)

41. 5 (5)
42. Más de 5 (6)

Q4 How many of your children received scholarships through the Kauffman Scholars program to attend college or another postsecondary education program? *Please include all who received scholarships for any amount of time, even if they did not graduate or earn a degree or credential.*

43. 0 (0)
44. 1 (1)
45. 2 (2)
46. 3 (3)
47. 4 (4)
48. 5 (5)
49. More than 5 (6)

Q4 **¿Cuántos de sus hijos/as recibieron becas a través del programa Kauffman Scholars para asistir a la universidad u otro programa de educación postsecundaria?** *Por favor, incluya a todos/as los/as que recibieron becas durante cualquier período de tiempo, incluso si no se graduaron ni obtuvieron un título o credencial.*

50. 0 (0)
51. 1 (1)
52. 2 (2)
53. 3 (3)
54. 4 (4)
55. 5 (5)
56. Más de 5 (6)

End of Block: Block 1

Start of Block: Block 2

Display This Question:
If How many of your children participated in the Kauffman Scholars program? Please include all who s... = 1

YourScholarA Next, we have some questions about your child's experiences with the Kauffman Scholars program. In this survey, we will refer to the child who participated in the program as "your Scholar."

YourScholarA A continuación, tenemos algunas preguntas sobre las experiencias de su hijo/a con el programa Kauffman Scholars. En esta encuesta, nos referiremos al niño/a que participó en el programa como "su Becario/a."

Display This Question:
If How many of your children participated in the Kauffman Scholars program? Please include all who s... = 2
Or How many of your children participated in the Kauffman Scholars program? Please include all who s... = 3
Or How many of your children participated in the Kauffman Scholars program? Please include all who s... = 4
Or How many of your children participated in the Kauffman Scholars program? Please include all who s... = 5
Or How many of your children participated in the Kauffman Scholars program? Please include all who s... = More than 5

YourScholarB Next, we have some questions about your children's experiences with the Kauffman Scholars program. In this survey, we will refer to the children who participated in the program as "your Scholars." When answering questions about your Scholars, please think about the experiences of *all* your Scholars.

YourScholarB A continuación, tenemos algunas preguntas sobre las experiencias de sus hijos/as con el programa Kauffman Scholars. En esta encuesta, nos referiremos a los/as niños/as que participaron en el programa como "sus Becarios/as." Cuando responda a las preguntas sobre sus becarios/as, piense en las experiencias de *todos/as* sus becarios/as.

Q5 How helpful was the Kauffman Scholars program in developing your Scholar's/Scholars' academic skills? *Programs in this area included the Academic Coaches, the Individual Success Plans, the Enrichment Academies (After School, Saturday, and Summer), and the High School Readiness Conference.*

57. Not at all helpful (1)
58. A little helpful (2)
59. Somewhat helpful (3)
60. Very helpful (4)
61. Extremely helpful (5)
62. Don't remember / Didn't do these (6)

Q5 **¿Qué tan útil fue el programa Kauffman Scholars para desarrollar *las habilidades académicas* de su Becario/a o sus Becarios/as?** *Los programas en esta área incluyeron los Entrenadores Académicos, los Planes de Éxito Individual, las Academias de Enriquecimiento (Después de la Escuela, Sábados y Verano) y la Conferencia de Preparación para la Escuela Secundaria.*

63. Nada útil (1)
64. Un poco útil (2)
65. Algo útil (3)
66. Muy útil (4)
67. Extremadamente útil (5)
68. No recuerdo / No hizo estos (6)

Q6 How helpful was the Kauffman Scholars program in developing in developing your Scholar's/Scholars' life skills?

Life skills include, for example, building strong relationships, effective communication, interacting well with others, effectively dealing with emotions, and navigating challenges. *Programs in this area included the Life Coaches, the Community Service projects, and mentoring.*

69. Not at all helpful (1)
70. A little helpful (2)
71. Somewhat helpful (3)
72. Very helpful (4)
73. Extremely helpful (5)
74. Don't remember / Didn't do these (6)

Q6 **¿Qué tan útil fue el programa Kauffman Scholars para desarrollar *las habilidades para la vida* de su Becario/a o sus Becarios/as?** *Las habilidades para la vida incluyen, por ejemplo, construir relaciones sólidas, comunicación efectiva, interactuar bien con los demás, lidiar con las emociones de manera efectiva y superar los desafíos. Los programas en esta área incluyeron Life Coaches, los proyectos de servicio comunitario y la tutoría.*

75. Nada útil (1)
76. Un poco útil (2)
77. Algo útil (3)
78. Muy útil (4)
79. Extremadamente útil (5)
80. No recuerdo / No hizo estos (6)

Q7 How helpful was the Kauffman Scholars program in preparing your Scholar/Scholars to attend college or postsecondary education? *Programs in this area included the Kauffman Scholars college advisors, ACT and SAT courses, college counseling, college visits (one-day and overnight), admissions and financial aid counseling, and the college readiness conference.*

81. Not at all helpful (1)
82. A little helpful (2)
83. Somewhat helpful (3)
84. Very helpful (4)
85. Extremely helpful (5)
86. Don't remember / Didn't do these (6)

Q7 **¿Qué tan útil fue el programa Kauffman Scholars para preparar a su Becario/a o sus Becarios/as para asistir *a la universidad o a la educación postsecundaria*?** *Los programas en esta área incluyeron los asesores universitarios de Kauffman Scholars, cursos de ACT y SAT, asesoramiento universitario, visitas a universidades (de un día y de una noche), asesoramiento sobre admisiones y ayuda financiera, y la conferencia sobre preparación para la universidad*

87. Nada útil (1)
88. Un poco útil (2)
89. Algo útil (3)
90. Muy útil (4)
91. Extremadamente útil (5)
92. No recuerdo / No hizo estos (6)

Q8 How helpful was the Kauffman Scholar program in preparing your Scholar/Scholars for career success? *Programs in this area included career support services (resume writing, interview prep), job and internship postings, alumni panels and participations.*

93. Not at all helpful (1)
94. A little helpful (2)
95. Somewhat helpful (3)
96. Very helpful (4)
97. Extremely helpful (5)
98. Don't remember / Didn't do these (6)

Q8 **¿Qué tan útil fue el programa Kauffman Scholars para preparar a su Becario/a o sus Becarios/as para el *éxito profesional*?** *Los programas en esta área incluyeron servicios de apoyo a la carrera profesional (redacción de currículos, preparación de entrevistas), anuncios de empleo y prácticas, paneles y participaciones de ex alumnos*

99. Nada útil (1)
100. Un poco útil (2)
101. Algo útil (3)
102. Muy útil (4)
103. Extremadamente útil (5)
104. No recuerdo / No hizo estos (6)

Q9 Besides college scholarships, what were the most helpful parts of the Kauffman Scholars program for your Scholar/Scholars?

_____
_____
_____
_____
_____

Q9 **Además de las becas universitarias, ¿qué es lo que más le ha ayudado del programa Kauffman Scholars a su Becario/a o sus Becarios/as?**

_____
_____
_____
_____
_____

End of Block: Block 2

Start of Block: Block 3

Q10 Kauffman Scholars also had programs and services specifically for parents and family members. How helpful were the following parts of the Kauffman Scholars program for you?

	Not at all helpful (1)	A little helpful (2)	Somewhat helpful (3)	Very helpful (4)	Extremely helpful (5)	Didn't do / Don't remember (6)
Individual Success Program (ISP) meetings (Q10_1)	10	10	10	10	10	11
Parent Summits (Q10_2)	11	11	11	11	11	11
Kauffman Scholars Quarterly Newsletter (Q10_3)	11	11	11	12	12	12
Parent Access Portal	12	12	12	12	12	12

(website) (Q10_4)						
College/postsecondary advising (Q10_5)	12	13	13	13	13	13
College financial aid counseling (Q10_6)	13	13	13	13	13	14
College readiness conference (Bridge program?) (Q10_7)	14	14	14	14	14	14
Other (please identity): (Q10_8)	14	14	14	15	15	15

Q10 Kauffman Scholars también contaba con programas y servicios específicos *para padres de familia y tutores*. **¿Qué tan útiles fueron las siguientes partes del programa Kauffman Scholars para usted?**

	Nada útil (1)	Un poco útil (2)	Algo útil (3)	Muy útil (4)	Extremadamente útil (5)	No recuerdo / No hizo estos (6)
Reuniones del Programa Individual de Éxito (ISP por sus siglas en ingles) (Q10_1)	15	15	15	15	157.	15
Cumbres de Padres de Familia (Q10_2)	15	16	16	16	163.	16
Boletín Trimestral Kauffman Scholars (Q10_3)	16	16	16	16	169.	17
Portal de acceso para padres/madres (sitio web) (Q10_4)	17	17	17	17	175.	17
Asesoramiento universitario y postsecundario (Q10_5)	17	17	17	18	181.	18
Asesoramiento sobre ayuda financiera universitaria (Q10_6)	18	18	18	18	187.	18

Conferencia de preparación para la universidad (programa Bridge) (Q10_7)	18	19	19	19	193.	19
Otra (identifique): (Q10_8)	19	19	19	19	199.	20

Q11 Besides college scholarships, what were the most helpful parts of the Kauffman Scholars program for you as a parent/family member?

_____
_____
_____
_____
_____

Q11 **Además de las becas universitarias, ¿cuáles fueron las partes del programa Kauffman Scholars que más le ayudaron a usted como padre/madre/tutor?**

_____
_____
_____
_____
_____

Page Break

Q12 Overall, how satisfied are you with the Kauffman Scholars program?

201. Not at all satisfied (1)
202. A little satisfied (2)
203. Somewhat satisfied (3)
204. Very satisfied (4)
205. Extremely satisfied (5)

Q12 **En general, ¿qué tan satisfecho/a está con el programa Kauffman Scholars?**

206. Nada satisfecho/a (1)

207. Un poco satisfecho/a (2)
208. Algo satisfecho/a (3)
209. Muy satisfecho/a (4)
210. Extremadamente satisfecho/a (5)

Q13 If the Kauffman Scholars program were to continue, how likely would you recommend the program to another family with a background like yours?

211. Definitely would not recommend (1)
212. Probably would not recommend (2)
213. Unsure if I would recommend or not (3)
214. Probably would recommend (4)
215. Definitely would recommend (5)

Q13 **¿Qué probabilidades hay de que recomiende el programa Kauffman Scholars a otra familia con antecedentes como los suyos?**

216. Definitivamente no lo recomendaría (1)
217. Probablemente no lo recomendaría (2)
218. No estoy seguro/a de si lo recomendaría o no (3)
219. Probablemente lo recomendaría (4)
220. Definitivamente lo recomendaría (5)

End of Block: Block 3

Start of Block: Block 4

Q14 For the next sets of questions, please think about the time before your Scholar/Scholars started the Kauffman Scholars program.

Before your Scholar/Scholars started into the Kauffman Scholars program, how likely did you think your Scholar/Scholars would …

	Not at all likely (1)	Slightly likely (2)	Somewhat likely (3)	Very likely (4)	Extremely likely (5)	Don't remember / Not sure (6)
Graduate from high school (Q14_1)	22	22	22	22	22	22
Go to college or a postsecondary education program (Q14_2)	22	22	22	23	23	23
Graduate from college or earn a postsecondary credential	23	23	23	23	23	23

(Q14_3)						
Secure a good job (Q14_4)	23	24	24	24	24	24

Q14 Para las siguientes series de preguntas, piense en el momento antes de que su Becario/a or sus Bevaros/as comenzara/n el programa.

Antes del programa Kauffman Scholars ¿qué probabilidades creía que tenía/n su Becario/a o sus Becarios/as … ?

	Nada probable (1)	Poco probable (2)	Algo probable (3)	Muy probable (4)	Extremadamente probable (5)	No recuerdo / No estoy seguro/a (6)
Graduarse en la escuela secundaria (Q14_1)	24	24	24	24	249.	25
Ir a la universidad o a un programa de educación postsecundaria (Q14_2)	25	25	25	25	255.	25
Graduarse en la universidad u obtener una credencial postsecundaria (Q14_3)	25	25	25	26	261.	26
Conseguir un buen trabajo (Q14_4)	26	26	26	26	267.	26

Q15 Before your Scholar/Scholars was accepted into the Kauffman Scholars program, how likely did you think *your family* would be able to…

	Not at all likely (1)	Slightly likely (2)	Somewhat likely (3)	Very likely (4)	Extremely likely (5)	Don't remember / Not sure (6)
Help your Scholar/Scholars be successful in high school (Q15_1)	26	27	27	27	27	27
Help	27	27	27	27	27	28

your Scholar/Scholars navigate the college application process or the process for enrolling in a postsecondary program (Q15_2)						
Help my Scholar/Scholars choose the best college or postsecondary option for them (Q15_3)	28	28	28	28	28	28
Pay for your Scholar's/Scholars' college or postsecondary program (Q15_4)	28	28	28	29	29	29

Q15 **Antes del programa Kauffman Scholars ¿qué probabilidades creía que su familia podría … ?**

	Nada probable (1)	Poco probable (2)	Algo probable (3)	Muy probable (4)	Extremadamente probable (5)	No recuerdo / No estoy seguro/a (6)
Ayudar a su Becario/a o sus Becarios/as a tener éxito en la escuela secundaria? (Q15_1)	29	29	29	29	297.	29
Ayudar a su Becario/a o sus Becarios/as a orientarse en el proceso de solicitud de ingreso a la universidad o en el proceso de inscripción en otros programas postsecundarios? (Q15_2)	29	30	30	30	303.	30
Ayudar a su Becario/a o sus Becarios/as a elegir la mejor opción universitaria o postsecundaria para	30	30	30	30	309.	31

él/ella/ellos/as? (Q15_3)						
Pagar los estudios universitarios o postsecundarios de su Becario/a o sus Becarios/as? (Q15_4)	31	31	31	31	315.	31

End of Block: Block 4

Start of Block: Block 5

Q16 We'd now like to ask about the reasons your Scholar(s) did not remain in the program throughout high school. In other words, think about the Scholar(s) who withdrew from the program before graduating from high school.

Why did your Scholar(s) not remain in the Kauffman Scholars program throughout high school? *Select all that apply.*

Moved out of the Kansas City area (1)
Required too much of my Scholar's time (2)
Required too much of my time (or my family's time) (3)
Difficulty with academic standards (4)
Difficulty with behavioral standards (5)
Did not seem helpful or useful for my Scholar (6)
Difficulty with staff (7)
Difficulty with other Scholars or their families (8)
Transportation difficulties (9)
Financial difficulties (10)
Another reason (Please describe): (11) _____

Q16 Ahora nos gustaría preguntarle por las razones por las que su Becario/a no permaneció (o sus Becarios/as no permanecieron) en el programa durante toda la escuela secundaria. En otras palabras, piense en su Becario/a que abandonó (o sus Becarios/as que abandonaron) el programa antes de graduarse de la escuela secundaria.

¿Por qué su Becario/a no permaneció (o sus Becarios/as no ecarios/as no permanecieron) en el programa Kauffman Scholars durante toda la secundaria? *Seleccione todas las que correspondan.*

Se trasladó fuera del área de Kansas City (1)
Exigía demasiado tiempo de mi Becario/a (2)
Exigía demasiado de mi tiempo (o el tiempo de mi familia) (3)
Dificultad con las normas académicas (4)
Dificultad con las normas de comportamiento (5)
No parecía útil para mi Becario/a (6)
Dificultad con el personal (7)
Dificultades con otros/as Becarios/as o sus familias (8)
Dificultades de transporte (9)
Dificultades financieras (10)
Otra razón (Describa): (11) _____

Q17 What would you say was the primary reason your Scholar(s) did not remain active with the Kauffman Scholars program throughout high school? *Select one answer.*

317. Moved out of the Kansas City area (1)
318. Required too much of my Scholar's time (2)
319. Required too much of my time (or my family's time) (3)
320. Difficulty with academic standards (4)
321. Difficulty with behavioral standards (5)
322. Did not seem helpful or useful for my Scholar (6)
323. Difficulty with staff (7)
324. Difficulty with other Scholars or their families (8)
325. Transportation difficulties (9)
326. Financial difficulties (10)
327. Another reason (Please describe): (11)

Q17 **¿Qué diría usted que fue la razón principal por la que su Becario/a no se mantuvo activo (o sus Becarios/as no se mantuvieron activos) en el programa Kauffman Scholars durante toda la secundaria?**

328. Se trasladó fuera del área de Kansas City (1)
329. Exigía demasiado tiempo de mi Becario/a (2)
330. Exigía demasiado de mi tiempo (o el tiempo de mi familia) (3)
331. Dificultad con las normas académicas (4)
332. Dificultad con las normas de comportamiento (5)
333. No parecía útil para mi Becario/a (6)
334. Dificultad con el personal (7)
335. Dificultades con otros/as Becarios/as o sus familias (8)
336. Dificultades de transporte (9)
337. Dificultades financieras (10)
338. Otra razón (Describa): (11)

End of Block: Block 5

Start of Block: Block 6

Q18 The next questions ask about the overall impact the Kauffman Scholars program had on your Scholar/Scholars.

How important was the Kauffman Scholars program to your Scholar's/Scholars' ability to …?

	Not at all important (1)	A little important (2)	Somewhat important (3)	Very important (4)	Extremely important (5)	Does not apply / Not sure (6)
Earn good grades in high school (Q18_1)	33	34	34	34	34	34
Graduate from high school (Q18_2)	34	34	34	34	34	35
Be prepared	35	35	35	35	35	35

for college or other postsecondary education (Q18_3)						
Get into college or a postsecondary program (Q18_4)	35	35	35	36	36	36
Choose the best college or postsecondary program for them (Q18_5)	36	36	36	36	36	36
Earn good grades in college or another postsecondary program (Q18_6)	36	37	37	37	37	37
Graduate from college or earn a postsecondary credential (Q18_7)	37	37	37	37	37	38
Find a good job (Q18_8)	38	38	38	38	38	38
Be successful in their long-term career (Q18_9)	38	38	38	39	39	39
Start their own business (Q18_10)	39	39	39	39	39	39

Q18 Las siguientes preguntas se refieren al impacto general que el programa Kauffman Scholars tuvo en su Becario/a o sus Becarios/as.

¿Qué tan importante fue el programa Kauffman Scholars para la capacidad de su Becario/a o sus Becarios/as de… ?

	Nada importante (1)	Un poco importante (2)	Algo importante (3)	Muy importante (4)	Extremadamente importante (5)	No es aplicable / No estoy seguro/a (6)
Sacar buenas	39	40	40	40	403.	40

notas en la secundaria (Q18_1)						
Graduarse en la secundaria (Q18_2)	40	40	40	40	409.	41
Estar preparado/a para la universidad u otros estudios postsecundarios (Q18_3)	41	41	41	41	415.	41
Acceder a la universidad o a un programa postsecundario (Q18_4)	41	41	41	42	421.	42
Elegir la mejor universidad o programa postsecundario para él/ella/ellos/as (Q18_5)	42	42	42	42	427.	42
Sacar buenas notas en la universidad u otro programa postsecundario (Q18_6)	42	43	43	43	433.	43
Graduarse en la universidad u obtener una credencial postsecundaria (Q18_7)	43	43	43	43	439.	44
Encontrar un buen trabajo (Q18_8)	44	44	44	44	445.	44
Tener éxito en su carrera a largo plazo (Q18_9)	44	44	44	45	451.	45
Crear su propia empresa (Q18_10)	45	45	45	45	457.	45

Q19 How much did the Kauffman Scholars program enable your Scholar/Scholars to:

	Not at all (1)	A little (2)	Some (3)	A lot (4)	A very large amount (5)	Does not apply / Not sure (6)
Maintain their hopes and dreams for the future, even when confronted with barriers (Q19_1)	45	46	46	46	46	46
Maintain a connection to their home community and culture (Q19_2)	46	46	46	46	46	47
Develop strategies to navigate difficult people and situations (Q19_3)	47	47	47	47	47	47
Challenge practices that seem inequitable or unjust (Q19_4)	47	47	47	48	48	48
Give back to their community (Q19_5)	48	48	48	48	48	48
Develop a network of close friends (Q19_6)	48	49	49	49	49	49
Connect with mentors who are invested in their success (Q19_7)	49	49	49	49	49	50
Engage with community members and organizations (Q19_8)	50	50	50	50	50	50
Connect them with potential employers and	50	50	50	51	51	51

job opportunities (Q19_9)						
Give back to their community (Q19_10)	51	51	51	51	51	51

Q19 **¿En qué medida el programa Kauffman Scholars le permitió a su Becario/a o sus Becarios/as a ... ?**

	Nada (1)	Un poco (2)	Algo (3)	Mucho (4)	Una gran cantidad (5)	No es aplicable / No estoy seguro/a (6)
Mantener sus esperanzas y sueños para el futuro, incluso cuando se enfrentan a barreras (Q19_1)	51	52	52	52	52	52
Mantener la conexión con su comunidad y cultura de origen (Q19_2)	52	52	52	52	52	53
Desarrollar estrategias para enfrentarse a personas y situaciones difíciles (Q19_3)	53	53	53	53	53	53
Cuestionar las prácticas que les parezcan desiguales o injustas. (Q19_4)	53	53	53	54	54	54
Retribuir a su comunidad (Q19_5)	54	54	54	54	54	54
Desarrollar una red de amigos/as íntimos/as	54	55	55	55	55	55

(Q19_6) Ponerse en contacto con mentores interesados en su éxito (Q19_7)	55	55	55	55	55	56
Colaborar con miembros y organizaciones de la comunidad (Q19_8)	56	56	56	56	56	56
Ponerles en contacto con posibles empleadores y oportunidades de empleo (Q19_9)	56	56	56	57	57	57
Retribuir a su comunidad (Q19_10)	57	57	57	57	57	57

Page Break

Q20 In your own words, what were the biggest impacts the Kauffman Scholars program had on your Scholar/Scholars?

_____
_____
_____
_____
_____

Q20 **En sus propias palabras, ¿cuáles fueron los mayores impactos que el programa Kauffman Scholars tuvo en su Becario/a o sus Becarios/as?**

_____
_____
_____
_____
_____

End of Block: Block 6

Start of Block: Block 7

Q21 Now, please think about the impact the Kauffman Scholars program had on you and your family, not just your Scholar/Scholars.

How much did the Kauffman Scholars program help you or your family … ?

	Not at all (1)	A little (2)	Some (3)	A lot (4)	A very large amount (5)	Don't know / Can't say (6)
Get more involved in your children's education (Q21_1)	57	58	58	58	58	58
Pursue new educational opportunities for you (Q21_2)	58	58	58	58	58	59
Pursue new educational opportunities for other members of your family (Q21_3)	59	59	59	59	59	59
Build a network of people who can support and assist you or your family (Q21_4)	59	59	59	60	60	60
Provide you with tools and resources to help other children or family members (Q21_5)	60	60	60	60	60	60
Provided you with tools and resources to help other people in your community (Q21_6)	60	61	61	61	61	61
Get more involved in your community (Q21_7)	61	61	61	61	61	62

Improve the future trajectory of your family (Q21_8)	62	62	62	62	62	62
Improve conditions in the Kansas City area (Q21_9)	62	62	62	63	63	63
Learn to navigate difficult or unfamiliar processes (Q21_10)	63	63	63	63	63	63
Improve the financial security of your family (Q21_11)	63	64	64	64	64	64
Feel more optimistic about your Scholar's future (Q21_12)	64	64	64	64	64	65
Feel more optimistic about your family's future (Q21_13)	65	65	65	65	65	65

Q21 Ahora, por favor, piense en el impacto que el programa tuvo en usted y en su familia en general, no solo en su Becario/a o sus Becarios/as.

¿Qué tan importante fue el programa Kauffman Scholars para la capacidad de su Becario/a o sus Becarios/as de… ?

	Nada (1)	Un poco (2)	Algo (3)	Mucho (4)	Una gran cantidad (5)	No se / No estoy seguro/a (6)
Implicarse más en la educación de sus hijos/as (Q21_1)	65	65	65	66	66	66
Buscar nuevas oportunidades educativas para usted (Q21_2)	66	66	66	66	66	66
Buscar nuevas oportunidades educativas para otros miembros de su familia (Q21_3)	66	67	67	67	67	67
Crear una red de personas que puedan apoyarle y ayudarle a usted o a su familia (Q21_4)	67	67	67	67	67	68
Proporcionarle herramientas y recursos para ayudar a otros/as niños/as o miembros de su familia (Q21_5)	68	68	68	68	68	68
Proporcionarle herramientas y recursos para ayudar a otras personas de su comunidad (Q21_6)	68	68	68	69	69	69
Involucrarse más en su comunidad	69	69	69	69	69	69

(Q21_7)						
Mejorar la trayectoria futura de su familia (Q21_8)	69	70	70	70	70	70
Mejorar las condiciones en el área de Kansas City (Q21_9)	70	70	70	70	70	71
Aprender a navegar por procesos difíciles o desconocidos (Q21_10)	71	71	71	71	71	71
Mejorar la seguridad financiera de su familia (Q21_11)	71	71	71	72	72	72
Sentirse más optimista sobre el futuro de su becario/a (Q21_12)	72	72	72	72	72	72
Sentirse más optimista sobre el futuro de su familia (Q21_13)	72	73	73	73	73	73

Q22 In your own words, what were the biggest impacts of the Kauffman Scholars program on *you and your broader family*.

_____
_____
_____
_____
_____

Q22 **En sus propias palabras, cuáles han sido los impactos más importantes del programa Kauffman Scholars en usted y en su familia en general.**

_____
_____
_____
_____

Q23 How much information or materials that you received from the Kauffman Scholars program did you share with the following groups or people outside your household?

	None at all (1)	A little (2)	Some (3)	A lot (4)	A very large amount (5)	Don't know / Can't say (6)
Extended family members (cousins, uncles/aunts, nieces/nephews, etc.) (Q23_1)	73	73	73	73	73	74
Friends (Q23_2)	74	74	74	74	74	74
Neighbors (Q23_3)	74	74	74	75	75	75
Co-workers (Q23_4)	75	75	75	75	75	75
Other families at my children's school (Q23_5)	75	76	76	76	76	76
Others (please identify): (Q23_6)	76	76	76	76	76	77

Q23 **¿Cuánta información o materiales que recibió del programa Kauffman Scholars compartió con las siguientes personas fuera de su hogar?**

	Nada (1)	Un poco (2)	Algo (3)	Mucho (4)	Una gran cantidad (5)	No lo sé / No estoy seguro/a (6)
Parientes (primos/as, tíos/as, sobrinos/as, etc.) (Q23_1)	77	77	77	77	77	77
Amigos/as (Q23_2)	77	77	77	78	78	78
Vecinos/as (Q23_3)	78	78	78	78	78	78
Compañeros/as	78	79	79	79	79	79

de trabajo (Q23_4)						
Otras familias del colegio de mis hijos/as (Q23_5)	79	79	79	79	79	80
Otros/as (identifique): (Q23_6)	80	80	80	80	80	80

Q24 What were the most helpful resources or information you shared with other people?

_____
_____
_____
_____
_____

Q24 **¿Cuáles fueron los recursos o la información más útiles que compartió con otras personas?**

_____
_____
_____
_____
_____

End of Block: Block 7

Start of Block: Block 8

Q25 We know that participating in the Kauffman Scholars program required a lot of the Scholars' time – but it may also have taken a lot of your time too.

While your Scholar/Scholars ${e://Field/waswordchoice} in high school, did the Kauffman Scholars program affect the number of hours they could work for pay? *Select all that apply.*

⊗ No, it did not affect their work hours (1)
Yes, they worked fewer hours during the school year (2)
Yes, they did not work during the school year (3)
Yes, they worked fewer hours during the summer (4)
Yes, they did not work during the summer (5)
Other (Please explain): (6) _____

Q25 Sabemos que la participación en el programa Kauffman Scholars requirió mucho tiempo de los/las becarios/as, pero también puede haber requerido mucho de su tiempo.

¿Qué tan importante fue el programa Kauffman Scholars para la capacidad de su Becario/a o sus Becarios/as de…

⊗ No, no afectó a su horario de trabajo (1)
Sí, trabajaron menos horas durante el año escolar (2)
Sí, no trabajaron durante el año escolar (3)
Sí, trabajaron menos horas durante el verano (4)
Sí, no trabajaron durante el verano (5)
Otro (explique): (6) _____

Q26 What is your best guess about how many additional hours per week your Scholar/Scholars would have worked during high school if they had not participated in the Kauffman Scholars program?

_____ Number of additional work hours per week during the school year (1)

_____ Number of additional work hours per week during the summer (2)

Q26 **¿Cuál es su mejor estimación sobre cuántas horas adicionales a la semana habría(n) trabajado su Becario/a o sus Becarios/as durante la secundaria si no hubiera(n) participado en el programa Kauffman Scholars?**

_____ Número de horas de trabajo adicionales por semana durante el año escolar (1)

_____ Número de horas de trabajo adicionales por semana durante el verano (2)

Q27 While your Scholar/Scholars ${e://Field/waswordchoice} in high school, did their involvement with the Kauffman Scholars program affect the number of hours you could work for pay? *Select all that apply.*

⊗ No, it did not affect my work hours (1)
Yes, I worked fewer hours during the school year (2)
Yes, I did not work during the school year (3)
Yes, I worked fewer hours during the summer (4)
Yes, I did not work during the summer (5)
Other (Please explain): (6) _____

Q27 **Mientras su Becario/a estaba (o sus Becarios/as estaban) en la secundaria, ¿afectó su participación en el programa al número de horas que usted podía trabajar a cambio de una remuneración?** *Seleccione todas las que correspondan.*

⊗ No, no afectó a mi horario de trabajo (1)
Sí, trabajé menos horas durante el año escolar (2)
Sí, no trabajé durante el año escolar (3)
Sí, trabajé menos horas durante el verano (4)
Sí, no trabajé durante el verano (5)
Otro (explique): (6) _____

Q28 What is your best guess about how many additional hours per week you would have worked if your Scholar/Scholars had not participated in the Kauffman Scholars program?

_____ Number of additional work hours per week during the school year (1)

_____ Number of additional work hours per week during the summer (2)

Q28 **¿Cuál es su mejor estimación sobre cuántas horas adicionales a la semana habría trabajado usted si su Becario/a o sus Becarios/as no hubiera(n) participado en el programa Kauffman Scholars?**

_____ Número de horas de trabajo adicionales por semana durante el año escolar (1)

_____ Número de horas de trabajo adicionales por semana durante el verano (2)

End of Block: Block 8

Start of Block: Block 9

Q29 We now have several questions about what might have happened if your Scholar/Scholars had *not* earned a college scholarship through the Kauffman Scholars program.

If your Scholar/Scholars had not earned a scholarship through the Kauffman Scholars program, how likely would your Scholar/Scholars have …

	Not at all likely (1)	Slightly likely (2)	Somewhat likely (3)	Very likely (4)	Extremely likely (5)	Don't know / Not sure (6)
Been able to afford college or another postsecondary program? (Q29_1)	80	80	80	81	81	81
Enrolled in college or another postsecondary program? (Q29_2)	81	81	81	81	81	81
Graduated from college or earned a postsecondary credential? (Q29_3)	81	82	82	82	82	82

Q29 Ahora tenemos varias preguntas sobre lo que podría haber ocurrido si su Becario/a o sus Becarios/as *no* hubiera(n) obtenido una

beca universitaria a través del programa Kauffman Scholars.

Si su Becario/a o sus Becarios/as *no* hubiera(n) obtenido una beca universitaria a través del programa Kauffman Scholars, ¿qué probabilidades habría(n) tenido su Becario/a o sus Becarios/as de…

	Nada probable (1)	Poco probable (2)	Algo probable (3)	Muy probable (4)	Extremadamente probable (5)	No lo sé / No estoy seguro/a (6)
Poder pagar la universidad u otro programa postsecundario? (Q29_1)	82	82	82	82	829.	83
Matricularse en la universidad o en otro programa postsecundario? (Q29_2)	83	83	83	83	835.	83
Graduarse en la universidad u obtener otra credencial postsecundaria? (Q29_3)	83	83	83	84	841.	84

Q30 If your Scholar/Scholars had *not* earned a scholarship through the Kauffman Scholars program, how much additional money you would have had to borrow (loans) to pay for your Scholar's/Scholars' college or postsecondary education? *Please enter your best guess in the box below.*

_____

Q30 **Si su Becario/a o sus Becarios/as *no* hubiera(n) obtenido una beca a través del programa Kauffman Scholars, ¿cuánto dinero adicional habría tenido que pedir prestado (préstamos) para pagar los estudios universitarios o postsecundarios de su Becario/a o sus Becarios/as?** *Ingrese su mejor estimación en el cuadro siguiente.*

_____

Q31 If your Scholar/Scholars had *not* earned a scholarship through the Kauffman Scholars program, how likely would you or your family have experienced the following impacts?

	Not at all likely (1)	Slightly likely (2)	Somewhat likely (3)	Very likely (4)	Extremely likely (5)	Don't know / Not sure (6)

Delayed your retirement (or the retirement of your spouse or partner) (Q31_1)	84	84	84	84	84	84
Decreased the amount of money you or your family could save for retirement (Q31_2)	84	85	85	85	85	85
Delayed or scaled back a major family purchase (e.g., care, home repair) (Q31_3)	85	85	85	85	85	86
Impacted your family's ability to live where you wanted (Q31_4)	86	86	86	86	86	86
Impacted your family's ability to purchase a home (Q31_5)	86	86	86	87	87	87
Impacted your family's ability to pay for another child's education (Q31_6)	87	87	87	87	87	87

Q31 **Si su Becario/a o sus Becarios/as *no* hubiera(n) obtenido una beca a través del programa Kauffman Scholars, ¿qué probabilidad hay de que usted o su familia haya(n) sufrido los siguientes impactos?**

	Nada probable (1)	Poco probable (2)	Algo probable (3)	Muy probable (4)	Extremadamente probable (5)	No lo sé / No estoy seguro/a (6)
Retrasar su jubilación (o la de su cónyuge o pareja) (Q31_1)	87	88	88	88	883.	88
Disminuir la cantidad de	88	88	88	88	889.	89

dinero que usted o su familia podían ahorrar para la jubilación (Q31_2)						
Retrasar o reducir una compra familiar importante (por ejemplo, cuidados, reparaciones en el hogar) (Q31_3)	89	89	89	89	895.	89
Afectado a la capacidad de su familia para vivir donde usted quería (Q31_4)	89	89	89	90	901.	90
Afectado a la capacidad de su familia para comprar una vivienda (Q31_5)	90	90	90	90	907.	90
Afectado a la capacidad de su familia para pagar la educación de otro/a hijo/a (Q31_6)	90	91	91	91	913.	91

End of Block: Block 9

Start of Block: Block 10

Q32 We have just a few final questions. All this information will remain confidential and will only be used for research purposes.

What is your race or ethnicity? *Select all that apply.*

American Indian or Alaska Native (1)
Asian or Asian American (2)
Black or African American (3)
Hispanic or Latino/a/e/x (4)
Middle Eastern or Northern African (5)

Native Hawaiian or Pacific Islander (6)
White or Caucasian (7)
Another race or ethnicity (Please identify): (8)

⊗ Prefer not to say (9)

Q32 Solo tenemos unas pocas preguntas finales. Toda esta información será confidencial y solo se utilizará con fines de investigación.

¿Cuál es su raza o etnia? *Seleccione todas las que correspondan.*

India americano/a o nativo/a de Alaska (1)
Asiático/a o asiático/a americano/a (2)
Negro/a o afroamericano/a (3)
Hispano/a o latino/a/e/x (4)
Del Oriente Medio o norte de África (5)
Nativo/a de Hawái o de las islas del Pacífico (6)
Blanco/a o caucásico/a (7)
Otra raza o etnia (identifique): (8)

⊗ Prefiero no decirlo (9)

Q33 What is your gender? *Select all that apply.*

Man (1)
Woman (2)
Non-binary, gender nonconforming, or gender queer (3)
Transgender (4)
Another gender (Please identify): (5) _____

⊗ Prefer not to say (6)

Q33 **¿Cuál es su género?** *Seleccione todas las que correspondan.*

Hombre (1)
Mujer (2)
No binario, género no conforme, o género queer (3)
Transgénero (4)
Otro género (identifique): (5) _____

⊗ Prefiero no decirlo (6)

Q34 What is your current marital status?

915. Married or in a committed relationship (1)
916. Separated, divorced, or widowed (2)

917. Single, never married (3)
918. Another status (Please describe): (4) _____
919. Prefer not to say (5)

Q34 **¿Cuál es su estado civil actual?**

920. Casado/a o en una relación estable (1)
921. Separado/a, divorciado/a o viudo/a (2)
922. Soltero/a, nunca casado/a (3)
923. Otro estado (describa): (4) _____
924. Prefiero no decirlo (5)

Q35 How old are you? *Please enter a number in the box below. You can also select "Prefer not to say" by clicking the appropriate box.*

925. Under 40 (1)
926. 40-49 (2)
927. 50-59 (3)
928. 60-69 (4)
929. 70 or older (5)
930. Prefer not to say (6)

Q35 **¿Cuántos años tiene usted?**

931. Menos de 40 (1)
932. 40-49 (2)
933. 50-59 (3)
934. 60-69 (4)
935. 70 o más (5)
936. Prefiero no decirlo (6)

Q36 What is the highest level of education that you completed?

937. No high school diploma or equivalent (1)
938. High school diploma or equivalent (e.g., diploma, GED, home school diploma) (2)
939. Some college but did not graduate (3)
940. Licensure or Certificate (e.g. Cosmetology, Barber, Real Estate Agent, Insurance Sales Agent, Electrical Contractor, Plumbing Contractor, Nursing Aide, Phlebotomist, Paramedic) (4)
941. Associates Degree (e.g., AA, AS) (5)
942. Bachelor's Degree (e.g. BA, BS) (6)
943. Graduate or professional degree (e.g. MA, MS, MBA, JD, MD, PhD) (7)
944. Prefer not to say (8)

Q36 **¿Cuál es el nivel de estudios más alto que usted ha completado?**

945. Sin título de bachillerato o equivalente (1)

946. Bachillerato o equivalente (p. ej., diplomatura, GED, diploma de estudios en casa) (2)
947. Algunos estudios universitarios, pero no se graduó (3)
948. Licencia o certificado (por ejemplo, cosmetología, peluquería, agente inmobiliario, agente de ventas de seguros, contratista eléctrico, contratista de fontanería, auxiliar de enfermería, flebotomista, paramédico) (4)
949. Título de Asociado (por ejemplo, AA, AS) (5)
950. Licenciatura (por ejemplo, BA, BS) (6)
951. Título de posgrado o profesional (p. ej., MA, MS, MBA, JD, MD, PhD) (7)
952. Prefiero no decirlo (8)

Q37 What is the annual income of your household? *Please enter your best estimate in the box below.*

_____

Q37 **¿Cuál es el ingreso anual de su hogar?** *Ingrese su mejor estimación en la casilla siguiente.*

_____

Page Break

Q38 Is there anything else you would like to add about the Kauffman Scholars program or this survey?

_____

Q38 **¿Desea añadir algo más sobre el programa Kauffman Scholars o esta encuesta?**

_____

End of Block: Block 10

Exhibit 3: KSI Community Partner Survey:

Start of Block: Landing Page

Landing Page

Welcome to the Kauffman Scholars
Community Partner Survey The Ewing Marion Kauffman Foundation (Kauffman Foundation), on behalf of Kauffman Scholars, Inc., has contracted with NORC at the University of Chicago to conduct this survey of community partners who worked with the Kauffman Scholars program and the Scholars. NORC is an independent, non-profit research institution committed to scientific research integrity and confidential and secure data collection. Results from this survey will help the Kauffman Foundation understand the impact of the Kauffman Scholars program on Scholars, their families and their communities. The success of our efforts largely depends on your thoughtful participation, and we hope that you choose to complete the survey. The survey should take about 10-15 minutes to complete.

Thank you for your time!

Intro/Consent Please read the following information and indicate below whether you consent or do not consent to participate in the survey.

Confidentiality: Your participation in this important survey is vital to understand and document the legacy of the Kauffman Scholars program. We want you to feel comfortable in answering questions freely and honestly. To ensure confidentiality, all data collected by NORC will be stored in a secure location. NORC will be enforcing global best practices to ensure that no external parties (including Kauffman Foundation and Kauffman Scholars personnel) will know who responded or be able to match specific responses back to individuals. All findings will be reported in aggregate so that no individually identifiable information generated by this survey will be published.

Selection: Individuals who have been identified by the Kauffman Scholars program as key community partners are being asked to complete the survey.

Length: This survey will take approximately 10-15 minutes to complete.

Voluntary Participation: Your participation in this survey is voluntary, meaning no negative action will be taken against you should you choose not to complete the survey. Your decision to participate will not affect your standing with the Kauffman Foundation, the Kauffman Scholars program, or any benefits to which you are entitled. You can skip any questions you do not wish to answer and can stop taking the survey at any point.

Questions: For more information, please see the project webpage, which contains more about this project and an FAQ (frequently asked questions) section. In addition, you may contact NORC by sending an email to KauffmanScholarsEval@norc.org or calling our Respondent Care Center at 1-866-856-6672.

If you wish to participate in this survey, please indicate that you have read and understand these statements by selecting “Yes, I consent to participate in the survey.” Otherwise, you can select “No” and terminate your participation in this survey. Once you have selected one option, please press the orange button at the bottom of the page.

953. Yes, I consent to participate in the survey (1)
954. No, I do not consent to participate in the survey (2)

End of Block: Landing Page

Start of Block: Block 1

Block 1 Intro This first set of questions is ask about your role in the community and your relationship with the Kauffman Scholars program.

Q1 What best describes your role or relationship with the Kauffman Scholars program? ***Please select all that apply.***

High School Partner (1)
College Partner/Recruiter (2)
Community Partner (3)
Employer of Kauffman Scholars students or alumni (4)
Contractor/Service Provider (5)
Consultant/Program Advisor (6)
Other (please describe): (7) _____

Q2 How long have you engaged or worked with the Kauffman Scholars program or with Kauffman Scholars students or alumni? ***Please provide your best estimate.***

_____ years (1)

Q3 Are you currently engaged or working with the Kauffman Scholars program or with Kauffman Scholars students or alumni?

955. Yes (1)
956. No (2)

Display This Question:
If Are you currently engaged or working with the Kauffman Scholars program or with Kauffman Scholars... = No

Q3a Please enter the last year you worked with the Kauffman Scholars program (e.g., 2019, 2021):

_____

Q4 Approximately how many Kauffman Scholars students or alumni have you personally known or interacted with? Please provide your best estimate. ***If you have not personally known or interacted with any Kauffman Scholars students or alumni, please enter 0.***

_____

End of Block: Block 1

Start of Block: Block 2

Q5 At what stage were the Kauffman Scholars when you knew or interacted with them? *Please select all that apply.*

957. Middle school (1)
958. High school (2)
959. College or postsecondary education (3)
960. Alumni/career (4)
961. Other (Please describe): (5) _____

Q6 Overall, how well have you known the Kauffman Scholars students and alumni you have interacted with?

962. Not well at all (1)
963. A little bit (2)
964. Moderately well (3)
965. Very well (4)
966. Extremely well (5)

Q7 Based on the Kauffman Scholars that you have known or interacted with, how would you rate their *academic skills* compared to their peers?

967. Significantly lower (1)
968. Somewhat lower (2)
969. About the same (3)
970. Somewhat better (4)
971. Significantly better (5)
972. N/A or No basis to judge (6)

Page Break

Q8 Based on the Kauffman Scholars students or alumni that you have known or interacted with, how would you rate their *life skills* compared to their peers?

Life skills include, for example, building strong relationships, effective communication, interacting well with others, effectively dealing with emotions, and navigating challenges.

973. Significantly lower (1)
974. Somewhat lower (2)
975. About the same (3)
976. Somewhat better (4)
977. Significantly better (5)
978. N/A or No basis to judge (6)

Q9 Based on the Kauffman Scholars students or alumni that you have known or interacted with, how would you rate how well they were *prepared for college or postsecondary education* compared to their peers?

979. Significantly lower (1)
980. Somewhat lower (2)
981. About the same (3)
982. Somewhat better (4)
983. Significantly better (5)
984. N/A or No basis to judge (6)

Q10 Based on the Kauffman Scholars students and alumni that you have known or interacted with, how would you rate how well they were *prepared for career success* compared to their peers?

985. Significantly lower (1)
986. Somewhat lower (2)
987. About the same (3)
988. Somewhat better (4)
989. Significantly better (5)
990. N/A or No basis to judge (6)

Page Break

Q11 Based on the Kauffman Scholar students and alumni that you have known and interacted with, how true would you rate the following statements:

Kauffman Scholars are able to…

	Not at all true (1)	A little true (2)	Somewhat true (3)	Very true (4)	Extremely true (5)	Not sure / No basis to judge (6)
Maintain their hopes and dreams for the future, even when confronted with barriers (Q11_1)	99	99	99	99	99	99
Maintain a connection to their home community and culture (Q11_2)	99	99	99	10	10	10
Develop strategies to navigate difficult people and situations (Q11_3)	10	10	10	10	10	10
Challenge practices that seem inequitable or unjust (Q11_4)	10	10	10	10	10	10
Give back to their community (Q11_5)	10	10	10	10	10	10
Develop a network of close friends (Q11_6)	10	10	10	10	10	10
Connect with mentors who are invested in their success (Q11_7)	10	10	10	10	10	10
Engage with community members and organizations (Q11_8)	10	10	10	10	10	10

Connect with potential employers and job opportunities (Q11_9)	10	10	10	10	10	10
Give back to their community (Q11_10)	10	10	10	10	10	10
Start their own business (Q11_11)	10	10	10	10	10	10

Page Break

Q12 Based on your experiences and interactions, what are the strengths of individuals who participated in the Kauffman Scholars program?

_____
_____
_____
_____
_____

Q13 Based on your experiences and interactions, what are the areas that individuals who participated in the Kauffman Scholars program most need to improve?

_____
_____
_____
_____
_____

End of Block: Block 2

Start of Block: Block 3

Q14 Overall, what has been the overall impact of your involvement with the Kauffman Scholars program on you personally?

1057. Very negative impact (1)
1058. Negative impact (2)
1059. Neutral or no real impact at all (3)
1060. Positive impact (4)
1061. Very positive impact (5)

Q15 Please explain how and/or why your involvement with the Kauffman Scholars program had impacted you personally.

_____
_____
_____
_____
_____

Page Break

Q16 Overall, what has been the overall impact of your organization's involvement with the Kauffman Scholars program on <u>your organization</u>?

1062. Very negative impact (1)
1063. Negative impact (2)
1064. Neutral or no real impact at all (3)
1065. Positive impact (4)
1066. Very positive impact (5)

Q17 Please explain how and/or why your organization's involvement with the Kauffman Scholars program impacted your organization.

_____
_____
_____
_____
_____

Page Break

Q18 Overall, what has been the overall impact of the Kauffman Scholars program on <u>the greater Kansas City community</u>?

1067. Very negative impact (1)
1068. Negative impact (2)
1069. Neutral or no real impact at all (3)
1070. Positive impact (4)
1071. Very positive impact (5)

Q19 Please explain how and/or why the Kauffman Scholars program had an impact on the greater Kansas City community.

_____
_____
_____
_____

Page Break

Q20 If the program were to continue, how likely would you recommend the Kauffman Scholars program to eligible students or their families?

1072. Definitely would *not* recommend (1)
1073. Probably would *not* recommend (2)
1074. Unsure if I would recommend or not (3)
1075. Probably would recommend (4)
1076. Definitely would recommend (5)

Q20A Please explain why you would or would not recommend the Kauffman Scholars program to others (if it were to continue).

_____
_____
_____
_____
_____

End of Block: Block 3

Start of Block: Block 4

Block 4 Intro We have just a few final questions. All this information will remain confidential and will only be used for research purposes.

Q21 What is your race or ethnicity? *Select all that apply.*

American Indian or Alaska Native (1)
Asian or Asian American (2)
Black or African American (3)
Hispanic or Latino/a/e/x (4)
Middle Eastern or Northern African (5)
Native Hawaiian or Pacific Islander (6)
White or Caucasian (7)
Another race or ethnicity (Please identify): (8) _____

⊗ Prefer not to say (9)

Q22 What is your gender? *Select all that apply.*

Man (1)
Woman (2)
Non-binary, gender nonconforming, or gender queer (3)
Transgender (4)

Another gender (Please identify): (5) _____

⊗ Prefer not to say (6)

Q23 What is the highest level of education that you completed?

1077. No high school diploma or equivalent (1)
1078. High school diploma or equivalent (e.g., diploma, GED, home school diploma) (2)
1079. Some college but did not graduate (3)
1080. Licensure or Certificate (e.g. Cosmetology, Barber, Real Estate Agent, Insurance Sales Agent, Electrical Contractor, Plumbing Contractor, Nursing Aide, Phlebotomist, Paramedic) (4)
1081. Associate's Degree (e.g., AA, AS) (5)
1082. Bachelor's Degree (e.g. BA, BS, AB) (6)
1083. Graduate or professional degree (e.g. MA, MS, Med, MBA, MSW, PhD, MD, JD) (7)
1084. Prefer not to say (8)

Page Break

Q24 Is there anything else you would like to add about the Kauffman Scholars program, the Scholars themselves, or this survey?

_____
_____
_____
_____
_____

End of Block: Block 4

Scholar and Connections Storytelling Guides and KSI Staff Interview Guide

Exhibit 3: Scholar Discussion Guide

Activating Humanizing and Culturally Responsive Practices During Listening Sessions

Purpose

We are honored to have the opportunity to engage in meaningful discussions with the Kauffman scholars during this series of Listening Sessions. As we engage in these discussions, we want to be intentional about approaching every aspect of the discussion journey using humanizing and culturally responsive practices. The guidance below will inform the ways in which each interviewer will activate these humanizing and culturally responsive practices during each listening session.

Our learning objectives for these conversations are:

- Give each of you agency to share your unique Kauffman Scholars story and experience.
- Understand more deeply your Kauffman Scholars journey, including what worked and what could have been done better to hep document the legacy of the program.
- Capture your unique Kauffman Scholars experience using a series of guided questions to inspire and recall past experiences during your Kauffman Scholars journey.

Instructions for listeners (Review these instructions prior to each session):

Embracing the transformative power of co-creation

- At the heart of these listening sessions is the conceptual framing for cocreation and codesign. Cocreation and codesign are processes of collaborating and developing content; gathering data; and establishing norms, working agreements, and procedures that honor the individual and collective voices of the individuals participating in these humanizing processes. Wesley Williams coined this definition based on the groundbreaking research of Ladson-Billings (2009) and Gay (2018). Both Gay and Ladson-Billings believe that culturally responsive educators are intentional, strategic, and committed to cocreating, colearning, and codesigning with their students. Williams has been able to take a sound interpretative understanding of their research and transfer essential components of it into adult learning practices with partners and clients.
- As the lead active listener for your assigned listening session, the following suggested set of guiding questions will support your ability to co-create an insightful, meaningful, and informative discussion with each Kauffman scholar.
- Listen first. Pause for deep understanding.
- Ask for clarification when needed.
- As you sojourn through the listening and sharing discussion, use the suggested set of questions as a resource to co-construct the conversation between you and the Kauffman scholar.
- Be sure to seek consent from the Kauffman scholar before recording the listening session to capture the collective memory of the conversation.

- The recording of the discussion is simply to ensure accuracy of the analysis and coding process. It will not be shared with anyone except our trained designated research scientist who will conduct the analysis and coding process.
- If you do not want our discussion recorded, no worries at all. Our research assistant will capture the detailed collective memory of our conversation. We will share these detailed notes with you to be sure that we have captured the essence and essential details of your unique Kauffman Scholars story.
- At the end of this project, our research scientists will completely delete all recordings and collective memory notes from our discussions. No identifying information will be saved or archived.
- Also, please do not hesitate to reach out directly to me via email if you have any additional clarifying inquiries.

How to use this discussion guide:

The NORC/BPC team will tailor the discussion guide to each scholar we speak with while being mindful of the key pieces of information described above that we hope to learn from these conversations. We will start by asking the bolded questions. The bullets that follow are follow-up questions we may use to get more information or if the person we are speaking with is not very chatty—***we will not ask every single one***.

Discussion guide
1. Can you tell us a little about your life when you first heard about the Kauffman Scholars program? (20 minutes)
• **How would you describe your life overall when you first heard about this program?**
• **How were things going for you in school at this point in your life? At home? In your community?**
• **How did you "see" yourself in the world?**
• **Would you say that you were in search or in need of something at this point in your life? How would you describe that?**
2. How did you first hear about the Kauffman Scholars program? (10-15 minutes)
• **What was it about the Kauffman Scholars program that drew you to the program?**
• **Was there something that particularly "sold you" on this program? What was that?**
• **Do you recall whether you had any hesitation or reluctance about participating in this program? What do you think was behind that hesitation?**
• **What ultimately made you decide to participate in this program?**

3. Can you tell us the story of your journey through the program? (30 minutes)
• Do you feel that the Kauffman Scholars program lived up to your expectations? Did the program embody its values and principles as you understand them?

• What were some important relationships you cultivated during this program?
  ○ Can you speak about your relationship with your coaches?
  ○ How about other KSI staff (e.g., scholarship coordinator, college advisor)?
  ○ How about other scholars?
• Have you maintained any of these relationships to present day?

• As you progressed through the program, did the way you "see" yourself in the world begin to change? How so?   ○ Did you realize any goals for yourself that may have previously felt out of reach?
• As you progressed through the program, how would you describe your sense of commitment (to your family, to your peers, to your community, to the world, etc.)?
• Did you feel that you had a voice while participating in this program? How did you know? Did you feel your voice was heard?

• Did you feel well supported during this journey?
  ○ What Kauffman supports, if any, did you find the most helpful?
  ○ What Kauffman supports, if any, were lacking?
  ○ What Kauffman supports were offered that felt unnecessary or not particularly useful?
  ○ Outside of Kauffman, was there anything else that either helped or hindered your participation in the program?

• Did you experience anything during your journey through this program that you didn't expect or came as a surprise to you?
4. Tell us about your life after Kauffman Scholars. (30 minutes)
• Did you complete the program? If yes, what would you say accounted for staying with the program through completion? If no, what would you say was the major reason(s) for not completing? Was there anything that prevented you or hindered you from completing the program?

• What did you do after Kauffman Scholars?
  ○ Did you attend college? Did you complete college?
  ○ Did you receive a credential or professional career training?
  ○ Did you serve in the military/armed forces?
  ○ Did you start a business?

• Did your participation in Kauffman Scholars (whether you completed the program or not) influence your pathway after completing/leaving the program?

• **What does "financial security" mean to you? At this point in your life, do you feel that you've met your financial security goals? How has your participation in Kauffman Scholars contributed to this feeling of financial security?** • **On a scale of 1 to 5 where 1 is "not at all secure" and 5 is "completely secure," how financially secure do you feel today? Can you provide some examples of why you put yourself at that number on the scale?**
• **Looking back on your experience in the program, would you say that this experience helped you achieve your goals? In what way?**
• **Having completed this program, in what ways have you "given back" (to the Kansas City community, to the world, etc.)?**
• **If you could have a conversation with a younger version of yourself (i.e., when you first started the program), what would you tell them about this program to encourage them to stay the course and complete it?**
• **Thinking back on your experience in this program, if you could identify one superpower that the experience gave you, what would that be?**
• **What path or trajectory do you think your life would have taken if you *did not* participate in this program?**
• **How has Kauffman Scholars contributed to the Kansas City community? How might the community of Kansas City look if it were not for the existence of this program?**

Closing instructions:

- I am honored that you have shared your experiences and wisdom with us today. Is there anything that you would like to add that we haven't touched on yet?
- **FOR ACTIVE SCHOLARS AND ALUMNI SCHOLARS ONLY:** As we discussed earlier, this interview one component of a larger evaluation study looking at the outcomes and impact of the Kauffman Scholars program. Now that we have visited with you and have learned about the impacts of Kauffman Scholars through your perspective, the next step will be to understand the impact of Kauffman Scholars through the perspective of people in your life. To that end, we would like for you to start thinking about people in your life who can speak to the impact of Kauffman Scholars, as you have with us today. This could be a family member, a colleague, a supervisor, community organizer, a friend, or anyone else who could be said to have benefitted from Kauffman Scholars through their association with you. Later this month/next month, we will be inviting you to a training with other Kauffman Scholars where we develop a process for facilitating these discussions. We will be in touch with you with further details on that soon.

Exhibit 4: Scholar Connections Interview Guide

Activating Humanizing and Culturally Responsive Practices During Listening Sessions

Purpose

We are honored to have the opportunity to engage in meaningful discussions with the Kauffman scholars during this series of Listening Sessions. As we engage in these discussions, we want to be intentional about approaching every aspect of the discussion journey using humanizing and culturally responsive practices. The guidance below will inform the ways in which each interviewer will activate these humanizing and culturally responsive practices during each listening session.

Our learning objectives for these conversations are:

- Give each of you agency to share your unique Kauffman Scholars story and experience.
- Understand more deeply your Kauffman Scholars journey, including what worked and what could have been done better to hep document the legacy of the program.
- Capture your unique Kauffman Scholars experience using a series of guided questions to inspire and recall past experiences during your Kauffman Scholars journey.

Instructions for listeners (Review these instructions prior to each session):

Embracing the transformative power of co-creation

- At the heart of these listening sessions is the conceptual framing for cocreation and codesign. Cocreation and codesign are processes of collaborating and developing content; gathering data; and establishing norms, working agreements, and procedures that honor the individual and collective voices of the individuals participating in these humanizing processes. Wesley Williams coined this definition based on the groundbreaking research of Ladson-Billings (2009) and Gay (2018). Both Gay and Ladson-Billings believe that culturally responsive educators are intentional, strategic, and committed to cocreating, colearning, and codesigning with their students. Williams has been able to take a sound interpretative understanding of their research and transfer essential components of it into adult learning practices with partners and clients.
- As the lead active listener for your assigned listening session, the following suggested set of guiding questions will support your ability to co-create an insightful, meaningful, and informative discussion with each Kauffman scholar.
- Listen first. Pause for deep understanding.
- Ask for clarification when needed.
- As you sojourn through the listening and sharing discussion, use the suggested set of questions as a resource to co-construct the conversation between you and the Kauffman scholar.
- Be sure to seek consent from the Kauffman scholar before recording the listening session to capture the collective memory of the conversation.
- The recording of the discussion is simply to ensure accuracy of the analysis and coding process. It will not be shared with anyone except our trained designated research scientist who will conduct the analysis and coding process.
- If you do not want our discussion recorded, no worries at all. Our research assistant will capture the detailed collective memory of our conversation. We will share these detailed notes with you to be sure that we have captured the essence and essential details of your unique Kauffman Scholars story.
- At the end of this project, our research scientists will completely delete all recordings and collective memory notes from our discussions. No identifying information will be saved or archived.
- Also, please do not hesitate to reach out directly to me via email if you have any additional clarifying inquiries.

How to use this discussion guide:

The NORC/BPC team will tailor the discussion guide to each scholar we speak with while being mindful of the key pieces of information described above that we hope to learn from these conversations. We will start by asking the bolded questions. The bullets that follow are follow-up questions we may use to get more information or if the person we are speaking with is not very chatty—***we will not ask every single one***.

Discussion guide
5. Can you tell us a little about your life when you first heard about the Kauffman Scholars program? (20 minutes)
• **How would you describe your life overall when you first heard about this program?**
• **How were things going for you in school at this point in your life? At home? In your community?**
• **How did you "see" yourself in the world?**
• **Would you say that you were in search or in need of something at this point in your life? How would you describe that?**
6. How did you first hear about the Kauffman Scholars program? (10-15 minutes)
• **What was it about the Kauffman Scholars program that drew you to the program?**
• **Was there something that particularly "sold you" on this program? What was that?**
• **Do you recall whether you had any hesitation or reluctance about participating in this program? What do you think was behind that hesitation?**
• **What ultimately made you decide to participate in this program?**
7. Can you tell us the story of your journey through the program? (30 minutes)
• **Do you feel that the Kauffman Scholars program lived up to your expectations? Did the program embody its values and principles as you understand them?**

• **What were some important relationships you cultivated during this program?**
  ○ **Can you speak about your relationship with your coaches?**
  ○ **How about other KSI staff (e.g., scholarship coordinator, college advisor)?**
  ○ **How about other scholars?**
• **Have you maintained any of these relationships to present day?**

• As you progressed through the program, did the way you "see" yourself in the world begin to change? How so?   ○ Did you realize any goals for yourself that may have previously felt out of reach?
• As you progressed through the program, how would you describe your sense of commitment (to your family, to your peers, to your community, to the world, etc.)?
• Did you feel that you had a voice while participating in this program? How did you know? Did you feel your voice was heard?

• Did you feel well supported during this journey?
  ○ What Kauffman supports, if any, did you find the most helpful?
  ○ What Kauffman supports, if any, were lacking?
  ○ What Kauffman supports were offered that felt unnecessary or not particularly useful?
  ○ Outside of Kauffman, was there anything else that either helped or hindered your participation in the program?

• Did you experience anything during your journey through this program that you didn't expect or came as a surprise to you?
8. Tell us about your life after Kauffman Scholars. (30 minutes)
• Did you complete the program? If yes, what would you say accounted for staying with the program through completion? If no, what would you say was the major reason(s) for not completing? Was there anything that prevented you or hindered you from completing the program?

• What did you do after Kauffman Scholars?
  ○ Did you attend college? Did you complete college?
  ○ Did you receive a credential or professional career training?
  ○ Did you serve in the military/armed forces?
  ○ Did you start a business?

• Did your participation in Kauffman Scholars (whether you completed the program or not) influence your pathway after completing/leaving the program?
• What does "financial security" mean to you? At this point in your life, do you feel that you've met your financial security goals? How has your participation in Kauffman Scholars contributed to this feeling of financial security? • • On a scale of 1 to 5 where 1 is "not at all secure" and 5 is "completely secure," how financially secure do you feel today? Can you provide some examples of why you put yourself at that number on the scale?
• Looking back on your experience in the program, would you say that this experience helped you achieve your goals? In what way?
• Having completed this program, in what ways have you "given back" (to the Kansas City community, to the world, etc.)?

• **If you could have a conversation with a younger version of yourself (i.e., when you first started the program), what would you tell them about this program to encourage them to stay the course and complete it?**
• **Thinking back on your experience in this program, if you could identify one superpower that the experience gave you, what would that be?**
• **What path or trajectory do you think your life would have taken if you *did not* participate in this program?**
• **How has Kauffman Scholars contributed to the Kansas City community? How might the community of Kansas City look if it were not for the existence of this program?**

Closing instructions:

- I am honored that you have shared your experiences and wisdom with us today. Is there anything that you would like to add that we haven't touched on yet?
- **FOR ACTIVE SCHOLARS AND ALUMNI SCHOLARS ONLY:** As we discussed earlier, this interview one component of a larger evaluation study looking at the outcomes and impact of the Kauffman Scholars program. Now that we have visited with you and have learned about the impacts of Kauffman Scholars through your perspective, the next step will be to understand the impact of Kauffman Scholars through the perspective of people in your life. To that end, we would like for you to start thinking about people in your life who can speak to the impact of Kauffman Scholars, as you have with us today. This could be a family member, a colleague, a supervisor, community organizer, a friend, or anyone else who could be said to have benefitted from Kauffman Scholars through their association with you. Later this month/next month, we will be inviting you to a training with other Kauffman Scholars where we develop a process for facilitating these discussions. We will be in touch with you with further details on that soon.

Exhibit 5: KSI Staff Interview Guide

KSI STAFF INTERVIEW GUIDE

We are honored to have the opportunity to engage in meaningful discussions with Kauffman staff during this series of interviews.

Our learning objectives for this conversation, which should take approximately 60-75 minutes, are:

- Give each staff member the opportunity to share their experiences working with Kauffman, the challenges and triumphs they have experienced, lessons learned, and personal experiences with the program.
- Understand more deeply their journey with KSI to inform this evaluation study from the perspective of the staff who worked directly with Kauffman Scholars.
- Capture your unique KSI experience using a series of guided questions to inspire and recall past experiences during your KSI journey.

Please note that all information shared with us is private and confidential. In reporting what we learned from these conversations, we will never personally identify a participant. We would like to record our interview today, in the interest of being able to focus more closely on the conversation and for accuracy in reporting later. If you are uncomfortable at any point in time during the interview, we can stop recording and/or stop the conversation as well. If you have any questions as we are speaking, please feel free to ask. Do you have any questions before we begin?

Introduction (5-10 minutes)

1. Can you tell me a bit about your current position? How long have you been in it? What are your primary job responsibilities?
2. What are (or were) your responsibilities related to KSI? What years have you worked directly with KSI? (Note that the focus of the interview will be on those particular years.)

KSI Program Design Questions (if interviewee was involved in designing the structure of the program) (20-25 minutes)

1. We know that KSI's goals have changed over time. Please describe what the overarching goals of the KSI program were/are during the time you worked directly with the program. What goals are specific to the Kauffman Scholars? People in Scholars' lives? Local community? Kauffman Foundation?
2. In what ways are/were these goals represented in the design of KSI? (For example, if one of the goals was to prepare students for college, one element of the programs' design was to have a college going prep camp every summer.)
3. When going through the decisionmaking process of designing KSI, how did Kauffman staff hone in on the particular components of the KSI program? (Probe for an example of deciding between multiple components, with a focus on what favored one option over the other.)
    a. KSI has experienced some changes in design over the course of its history. Thinking back on a change that you were involved in, can you please tell us about what prompted this change and how Kauffman staff went about deciding the best way to address it?
4. What were the program components when the program was designed?
5. What were the program components over time? Which ones remained, were removed, or were added?

   a. For those changes that were made, what drove those decisions? Can you speak a bit about the impacts of those change decisions and the lessons learned for Kauffman and similar programs?
6. What KSI program components have you felt have been the most helpful for supporting Kauffman Scholars (and Kauffman) in reaching their goals? How do you know? How often did it occur?
7. What KSI program components have you felt have been less helpful for supporting Kauffman Scholars (and Kauffman) in reaching their goals? How do you know? How often did it occur?
8. If you could redo any part of the KSI design now, with the benefit of hindsight and experience, what would it be? Why?
   a. What difference do you think this change would make and why?
   b. Would your answer be different if money were no object? If so, in what way?
9. Do you know of other programs that have been influenced by KSI? In what ways?
10. What evidence have you encountered of the difference KSI has made in Kansas City?
   a. (If positive difference) Can you tell me a bit about the ways the local community values KSI?
11. What can other organizations and comparable programs learn from KSI and its history?

KSI Program Questions (for interviewees not involved in designing the structure of the program) (15-20 minutes)

12. Please describe the overarching goals of the KSI program. What goals are specific to the Kauffman Scholars? People in Scholars' lives? Local community? Kauffman Foundation?
13. In what ways are/were these goals represented in the design of KSI?
14. What KSI program components have you felt have been the most helpful for supporting Kauffman Scholars (and Kauffman) in reaching their goals? How do you know? When and how often did it occur?
15. What KSI program components have you felt have been less helpful for supporting Kauffman Scholars (and Kauffman) in reaching their goals? How do you know? When and how often did it occur?
16. With the benefit of hindsight and experience, if you could change any part of the KSI design now, what would it be? Why?
   a. What difference do you think this change would make and why?
   b. Would your answer be different if money were no object? If so, in what way?
17. Do you know of other programs that have been influenced by KSI? In what ways?
18. What evidence have you encountered of the difference KSI has made in Kansas City?
   a. (If positive difference) Can you tell me a bit about the ways the local community values KSI?
19. What can other organizations and comparable programs learn from KSI and its history?

Personal Reflection Questions (15 minutes)

Let's reflect on your personal experiences with the Kauffman Scholars you've worked and collaborated with.

1. Based on your experiences, what were some of the major triumphs (e.g., Scholars' success, further engagement with the local community, personal growth) you experienced through KSI?
   a. Please think about one Kauffman Scholar who had a particularly positive experience through KSI. Can you please briefly describe their story and what you feel, in particular,

supported that positive experience? (Probe for KSI components, characteristics of the Scholar and/or their context, impactful relationships that may have supported this success.)

2. Based on your experiences, what were some of the major challenges (e.g., mismatch between Scholar and mentor, challenges within the organization) you experienced through KSI?
    a. Please think about one Kauffman Scholar who had a negative experience with KSI. Can you please briefly describe their story and what you feel, in particular, contributed to that experience? (Probe for KSI program design, Scholar's context, the role of relationships that may have contributed to the experience).
3. What skills, qualities, or knowledge do you feel that staff need to do KSI-related work well?
4. Have you maintained relationships with any Scholars or Scholars' families? If so, have you provided them with any additional forms of support?
5. In what ways has your work with KSI impacted you personally?
    a. Has your work with KSI had impacts on other parts of your lives. For example, has it allowed you to help other people in your life go to college?

Implementation/Cost Utility Questions (10 minutes)

These questions are focused on the cost of implementing and administering KSI. Answers to these questions will help us better understand KSI's level of investment.

1. How much time, on average, did you spend on the program? This could be hours per weekly or per month.
2. Did you participate in any trainings or professional development related to the program? If so, when and for about how much time? *(include family contributions)*
3. What materials or equipment did you need to carry-out KSI program activities? (Ex. Laptop, specific books or printed materials, resources for students such as food, back backs, in-kind donations etc.)
    a. Can you describe the items (how many of each, brand, etc.)
4. Who else supported the KSI program including individuals outside of the Kauffman foundation? How much time would you estimate they spent on program activities (hours per week or month)?
5. Where did the KSI program activities take place? What facilities were required to hold KSI program activities?

Barriers & Facilitators (5-10 minutes)

1. Please describe any barriers you experienced for supporting the success of Kauffman Scholars reaching their goals.
    a. Are these barriers similar or different than those experienced for supporting the success of KSI-specific goals? If so, please describe.
2. Please describe any facilitators you experienced for supporting the success of Kauffman Scholars reaching their goals.
    a. Are these facilitators similar or different than those experienced for supporting the success of KSI-specific goals? If so, please describe.

Wrap-up (~5 minutes)

1. Based on what we've been talking about, is there anything I haven't asked you that you would like to talk further about?