

# 2016-2017 Final CAC Progress Report

\* Required

## 1. State \*

*Mark only one oval.*

- Washington      *Skip to question 2.*
- Oregon      *Skip to question 38.*

*Stop filling out this form.*

## Washington

**2. Campus \***

*Mark only one oval.*

- WWU Bridges - Martinez
- WWU Bridges - Urness
- WWU Bridges - Bradford
- WWU Lincs - Cory
- WWU Lincs - Zavala
- WWU Lincs - Gruber
- WWU Lincs - Lawley
- WWU Huxley - Dunlap
- WWU Huxley NCI - Ulrich
- Whatcom Community College
- SPU - Osterbaan
- SPU - Swanson
- SPU - Brunner
- UW Bothell - Dumas
- Seattle U - Arguinchona
- Seattle U - Williams
- St. Martins
- Everett CC
- PLU
- Green River CC
- Pierce College - Church
- Pierce College - Thompson
- UPS - Banks
- UPS - Roach
- UPS - Schlatter
- Evergreen State College
- Big Bend CC
- Spokane Falls CC- Jara Soriano
- Spokane Falls CC - Mendoza
- Spokane CC - Ellis
- Eastern Washington University
- Gonzaga University
- WSU Vancouver
- Walla Walla CC - Arndt
- Walla Walla CC - McElroy
- Wenatchee Valley - Mason

**3. Number of applicants who applied for your CAC member position(s): \***

(# only) - CAC Program Supervisors should know how many applied for the position before a selection was made.

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**4. How many ED 4-12 youth started your CAC program throughout the grant year?**

ED 4-12 youth started your CAC program: A youth is considered to have started the CAC program if they have been given a CAC pre-program survey and completed at least 3 hours or 3 sessions, whichever is more, of documented college access activities.

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**5. How many ED 4-12 youth completed at least 15 hours of college access interventions?**

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## **Survey #2 - Post Program Survey Results:**

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**6. How many ED 4-5 youth completed at least 15 hours of college access interventions and completed a post-program survey?**

GRADES 4-5 (# only)

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**7. How many ED 4-5 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 4-5 (# only)

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**8. How many ED 6-10 youth completed at least 15 hours of college access interventions and completed an original post-program survey?**

GRADES 6-10 (# only)

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**9. How many ED 6-10 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 6-10 (# only)

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10. **How many ED 11-12 youth completed at least 15 hours of college access interventions and completed an original post-program survey?**

GRADES 11-12 (# only)

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11. **How many ED 11-12 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 11-12 (# only)

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## **Retrospective Survey Results**

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12. **Number of ED 4-5 youth who completed a retrospective survey?**

GRADES 4-5 (# only)

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13. **How many ED 4-5 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 4-5 (# only)

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14. **Number of ED 6-10 youth who completed a retrospective survey?**

GRADES 6-10 (# only)

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15. **How many ED 6-10 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 6-10 (# only)

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16. **Number of ED 11-12 youth who completed a retrospective survey?**

GRADES 11-12 (# only)

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17. **How many ED 11-12 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 11-12 (# only)

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## Post Program Survey Open Ended Questions

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18. What was the best and/or most useful thing about participating in this program this year?

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## Volunteer Recruitment

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19. How many individuals were recruited, trained, and served as "volunteer" college access coaches?

(# only)

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20. How many volunteers (do not count "volunteer" coaches) did you recruit for National Days of Service or other community service events?

(# only)

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## College Access Intervention Numbers

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How many ED 4-12 youth were provided the following services by your college access coaches or your direct service? (Note: only count youth that your CAC program served - example: if your program has served 100 youth then none of the answers below should be more than 100. Do not count youth who were part of a conference or training that were not part of your CAC programs 15+ hours of college access interventions)

21. Academic support?

(# only)

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22. Academic skills workshops?

(# only)

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23. College application workshops?

(# only)

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24. **Coaching on graduation/higher education benefits?**

(# only)

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25. **Coaching on various post-secondary education opportunities and the value of each?**

(# only)

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26. **Coaching on the application process?**

(# only)

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27. **Coaching on the financial aid process?**

(# only)

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28. **College access coaches talking about their college experience?**

(# only)

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29. **College visit(s)?**

(# only)

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30. **FAFSA workshops?**

(# only)

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31. **College fair visit(s)?**

(# only)

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## **Analysis of Impact on your community served**

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32. **Describe how your CAC member's service is making an impact in the community that would not have been possible through existing staff and/or volunteers?**

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**33. (If applicable) Describe how AmeriCorps has enabled your CAC program to leverage new public-private partnerships, funding, and other resources.**

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**34. Describe any factors or trends that positively or negatively affected your program's performance.**

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**35. Provide one or more examples of a change in ED 4-12 youth's knowledge, attitude, and behavior or condition that your program has been able to measure. Use 2-3 sentences to describe the problem, intervention and quantifiable change in ED 4-12 youth.**

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**36. Provide at least one "Great Story" about the impact your College Access Corps program has had on ED 4-12 youth, at your partnership school/non-profit, or on yourself.**

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**37. Describe any activities and accomplishments relative to your AmeriCorps member's experience serving your CAC program. How has your CAC Program ensured that your AmeriCorps member(s) consistently found satisfaction, meaning and opportunity?**

MEMBER EXPERIENCE

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Stop filling out this form.

## Oregon

### 38. Campus/Organization \*

Mark only one oval.

- Benson High School - Inskeep-Mueller
- Roosevelt High School - Hoffarth
- Friends of Children - Salazar
- Concordia University - Cuellar
- Girls Inc of PNW - Burton
- Mt Hood CC - Massey
- Boys & Girls Club of Salem/Marion/Polk Counties - Martinez
- Boys & Girls Club of Salem/Marion/Polk Counties - Southward
- Boys & Girls Club of Salem/Marion/Polk Counties - Knopf
- Chemeketa - Garcia-Murillo
- OSU Beaver Hangouts - Moreno Ortiz
- OSU Beaver Hangouts - Doten

### 39. Number of applicants who applied for your CAC member position(s): \*

(# only) - CAC Program Supervisors should know how many applied for the position before a selection was made.

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### 40. How many ED 4-12 youth started your CAC program throughout the grant year?

ED 4-12 youth started your CAC program: A youth is considered to have started the CAC program if they have been given a CAC pre-program survey and completed at least 3 hours or 3 sessions, whichever is more, of documented college access activities.

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### 41. How many ED 4-12 youth completed at least 15 hours of college access interventions?

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## Survey #2 - Post Program Survey Results:

### 42. How many ED 4-5 youth completed at least 15 hours of college access interventions and completed an original post-program survey?

GRADES 4-5 (# only)

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43. **How many ED 4-5 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 4-5 (# only)

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44. **How many ED 6-10 youth completed at least 15 hours of college access interventions and completed an original post-program survey?**

GRADES 6-10 (# only)

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45. **How many ED 6-10 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 6-10 (# only)

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46. **How many ED 11-12 youth completed at least 15 hours of college access interventions and completed an original post-program survey?**

GRADES 11-12 (# only)

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47. **How many ED 11-12 youth completed the post-survey and demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 11-12 (# only)

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### **Survey #3 - End of Program \*\* Survey Results:**

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48. **How many ED 4-5 youth completed an end of program survey?**

GRADES 4-5 (# only)

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49. **How many ED 4-5 youth who completed an end of program survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 4-5 (# only)

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50. **How many ED 6-10 youth completed an end of program survey?**

GRADES 6-10 (# only)

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51. **How many ED 6-10 youth who completed an end of program survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 6-10 (# only)

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52. **How many ED 11-12 youth completed an end of program survey?**

GRADES 11-12 (# only)

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53. **How many ED 11-12 youth who completed an end of program survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 11-12 (# only)

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## **End of Program Retrospective Survey Results**

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from Original and Updated surveys:

54. **Number of ED 4-5 youth who completed a retrospective survey?**

GRADES 4-5 (# only)

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55. **How many ED 4-5 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 4-5 (# only)

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56. **Number of ED 6-10 youth who completed a retrospective survey?**

GRADES 6-10 (# only)

---

57. **How many ED 6-10 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 6-10 (# only)

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**58. Number of ED 11-12 youth who completed a retrospective survey?**

GRADES 11-12 (# only)

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**59. How many ED 11-12 youth who completed an end of program retrospective survey demonstrated an increase (of +1 or more on tally sheet) in academic engagement?**

GRADES 11-12 (# only)

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**Post-Program Survey Open Ended Questions:**

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**60. What was the best and/or most useful thing about participating in this program this year?**

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**Volunteer Recruitment**

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**61. How many individuals were recruited, trained, and served as "volunteer" college access coaches?**

(# only)

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**62. How many volunteers (do not count "volunteer" coaches) did you recruit for National Days of Service or other community service events?**

(# only)

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**College Access Intervention Numbers**

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How many ED 4-12 youth were provided the following services by your college access coaches or your direct service? (Note: only count youth that your CAC program served - example: if your program has served 100 youth then none of the answers below should be more than 100. Do not count youth who were part of a conference or training that were not part of your CAC programs 15+ hours of college access interventions)

**63. Academic support?**

(# only)

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**64. Academic skills workshops?**(# only)  

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**65. College application workshops?**(# only)  

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**66. Coaching on graduation/higher education benefits?**(# only)  

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**67. Coaching on various post-secondary education opportunities and the value of each?**(# only)  

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**68. Coaching on the application process?**(# only)  

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**69. Coaching on the financial aid process?**(# only)  

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**70. College access coaches talking about their college experience?**(# only)  

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**71. College visit(s)?**(# only)  

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**72. FAFSA workshops?**(# only)  

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**73. College fair visit(s)?**(# only)  

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**Analysis of Impact on your community served**

**74. Describe how your CAC member's service is making an impact in the community that would not have been possible through existing staff and/or volunteers?**

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**75. (If applicable) Describe how AmeriCorps has enabled your CAC program to leverage new public-private partnerships, funding, and other resources.**

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**76. Describe any factors or trends that positively or negatively affected your program's performance.**

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**77. Provide one or more examples of a change in ED 4-12 youth's knowledge, attitude, and behavior or condition that your program has been able to measure. Use 2-3 sentences to describe the problem, intervention and quantifiable change in ED 4-12 youth.**

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**78. Provide at least one "Great Story" about the impact your College Access Corps program has had on ED 4-12 youth, at your partnership school/non-profit, or on yourself.**

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**79. Describe any activities and accomplishments relative to your AmeriCorps member's experience serving your CAC program. How has your CAC Program ensured that your AmeriCorps member(s) consistently found satisfaction, meaning and opportunity?**

MEMBER EXPERIENCE

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