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COLLEGE PROMISE SUCCESS INITIATIVE

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Designing for Success

The Early Implementation of College Promise Programs

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College Promise programs aim to make students believe they can afford college, and to give them the opportunity to go to college and earn degrees without taking on significant debt.¹ At the core of all College Promise programs is a scholarship: All eligible College Promise students receive scholarships that may cover up to 100 percent of tuition and fees at postsecondary institutions. Additionally, many Promise programs are designing, implementing, and refining additions to their models by providing students with support services once they enroll in college. MDRC's **College Promise Success Initiative** (CPSI) provides important lessons for Promise programs interested in including such services.²

Background

College Promise program models can vary greatly in their design, but usually have a place-based component that provides eligibility to students who live in a specific city or county. In some cases, the scholarship can be used at specific institutions (for example, at the local community college), and in other cases, the scholarship can be used at any postsecondary institution in the country. Most College Promise scholarships are “last-dollar” awards, which pay the difference between what a student receives in state and federal aid and the actual cost of tuition (see Box 1). Eligibility criteria for Promise programs vary. Some Promise programs have academic eligibility criteria such as a minimum grade point average, or need-based criteria such as being eligible for Pell

¹ College Promise Campaign (n.d.). “About the College Promise Movement.”

² MDRC (2019b).

Box 1

First-Dollar Versus Last-Dollar Scholarships

There are a few ways of distributing funding for College Promise programs: first-dollar, last-dollar, and middle-dollar. The term “first-dollar program” means that College Promise funds are provided to students first, or before any other financial aid grant or awarded funding. In contrast, the term “last-dollar program” means that students draw on other available public grants before being awarded College Promise funds. Both models administer funds to eligible students that cover the direct costs of being a student, such as tuition and fees, but first-dollar programs also allow some lower-income students to receive Pell Grants or other scholarship funds over and above tuition and fees. These funds can then be used for expenses such as books, rent, food, or transportation. A third method of distributing funding is through a “middle-dollar” scholarship. These scholarships set a minimum award amount that is converted into a grant for students whose tuition and fees are fully covered by federal and state grants. By design, the students who receive these grants are low-income students who can use the funds to cover other college-related expenses such as books and transportation.

SOURCES: Association of Community College Trustees (n.d.); Campaign for Free College Tuition (n.d.).

Grant, or both; others are available to all recent high school graduates who live in a specific city, county, region, or state.

Since the launch of the first College Promise program in Kalamazoo, Michigan, almost 15 years ago, the College Promise movement has gained momentum throughout the nation. To date, there are over 300 Promise programs in 44 states, with many more communities and states considering creating their own. There is also increasing support for the models at the state level. As of December 2017, the College Promise Campaign, a national initiative created to build public support for College Promise programs, identified 42 unique legislative proposals and executive orders in 28 states used to make College Promise a statewide priority. Currently, 23 states are implementing Promise models at a statewide scale, meaning that students across the state are eligible.

This expansive growth in Promise programs has increased access to higher education for low-income students. Recent research suggests that students who are offered College Promise scholarships are more likely to enroll in college and complete more credits.³ Yet it continues to be

³ Billings (2018); Miller-Adams and Smith (2018); Bartik, Hershbein, and Lachowska (2017); Carruthers and Fox (2015).

a challenge to translate that access into degrees earned, so College Promise designers have also begun to focus more on college completion. In fact, there is increased recognition that a College Promise scholarship without a student support component may run counter to the spirit and underlying goal of the College Promise movement: to increase college access *and* degree attainment.⁴

Building on over a decade of work in partnership with colleges across the country, MDRC and the Detroit Chamber of Commerce joined to increase the graduation rates of college students supported by the Chamber’s Promise scholarship. Early results from that effort suggest that well-designed, well-implemented student support services in College Promise programs can enhance students’ experiences, improve their semester-to-semester persistence in college, and potentially increase the percentage of them who graduate.⁵ Based on that experience, MDRC has been working with five institutions across the country to implement similar forms of support once Promise students arrive in college. This brief shares early lessons from CPSI about how different Promise programs are designing, implementing, and refining their models with embedded student services in mind.

MDRC’s College Promise Success Initiative

In 2018, MDRC expanded its College Promise work through the official launch of CPSI, with generous funding from the Ascendium Education Group (formerly the Great Lakes Higher Education Corporation & Affiliates). With a grounding in evidence-based research, this initiative aims to help Promise programs design their student support components and to provide technical assistance during the early phases of implementation. MDRC’s work with College Promise programs began with the **Detroit Promise Path** evaluation in 2016 and has expanded to include five additional College Promise programs: Flint Promise (Flint, Michigan), Richmond Promise (Richmond, California), Los Angeles College Promise (Los Angeles, California), Oregon Promise at Portland Community College (Portland, Oregon), and the Rhode Island Promise (statewide at the Community College of Rhode Island).⁶

⁴ Complete College America (n.d.).

⁵ Ratledge, O’Donoghue, Cullinan, and Camo-Biogradlija (2019).

⁶ For the Detroit Promise Path evaluation, see MDRC (2019d).

college promise success initiative

These six College Promise programs vary in geographic location, size, scholarship type, and model, but have all incorporated student support services into their operations. The College Promise programs in the initiative were chosen because they were committed to improving themselves through evidence-based strategies; served low-income students; had demonstrated support from institutional and community partners; had the means to sustain themselves financially; and were motivated to receive technical assistance from MDRC. Table 1 provides a summary of the different College Promise programs in MDRC's CPSI network. With the exception of the Detroit Promise and Richmond Promise, the programs in the network have only been in operation for one or two years.

Over the last year, MDRC has been providing individual technical assistance to these programs and developing open-source tools that College Promise programs and others working with students can use in the design and implementation of student success programs. At the beginning of the initiative, MDRC staff members met with participating College Promise programs to discuss their goals and strengths, and the areas in which they wanted to grow. Each program created an action plan in collaboration with MDRC that served as a launching point for the work, but there was and continues to be ongoing dialogue through which MDRC can respond to different programs' needs as they emerge. Some programs were looking to refine specific student support components; others were earlier in their processes and were interested in help thinking through program design considerations. Ultimately, much of MDRC's technical assistance work sought to enhance support services provided to students already enrolled in college, and focused on using data and evidence-based research to help programs (1) design and implement student-success coaching and advising and (2) refine their plans for targeted communications with students. These two focus areas were chosen by participating College Promise programs and MDRC together.

A Focus on Coaches and Communications

The term "student support services" in a postsecondary setting refers to a wide range of activities, programs, and services, but all typically share the goal of helping students navigate the college-going process to earn their degrees. Many Promise programs provide student

support services such as success coaching and advising, summer transition programs, and targeted student communications (for example, communication with a subset of students to help them meet a goal or milestone). Some College Promise programs with a goal of encouraging economic advancement also offer a career-development component. Since the two main areas of MDRC's technical assistance work over the past year have been helping College Promise programs refine and implement their success coaching and advising and targeted student communications, many of the lessons shared in this brief feature strategies involving these two types of student support.

Success Coaching and Advising

College Promise success coaching and advising are meant to help students perform well academically and navigate the financial aid, application, and enrollment processes. The individual support is intended to complement the services offered by college advisers and counselors. Success coaches and advisers try to communicate with students frequently, checking in by text, email, or phone. Depending on the design of the College Promise program, success coaches and advisers can be employed by a college, a college partner, a separate nonprofit organization charged with implementing the Promise, or a third party hired to provide services. Each coach or adviser typically has a set caseload of College Promise students. Coaches and advisers from different programs vary in how they make contact with students, what methods they use to reach them, what they discuss with them, and at what stage in a student's education they try to offer support.

For example, some success coaches and advisers focus on providing support during students' senior year of high school and their transition to college. In those cases, the primary goal is to make sure students complete the requirements necessary to receive the Promise scholarship and are able to enroll in college. Other programs offer support throughout the college years; coaches and advisers may work with students to help them resolve enrollment or financial aid issues, direct them to campus resources, and provide advice and encouragement. Some College Promise programs — including several of the programs in MDRC's College Promise Success Initiative — provide support for students at both the high school and college levels.

Table 1
MDRC College Promise Success Initiative Sites

Location	Year Launched	Scholarship	Managing Organization ^a	Funded By	What the College Promise Scholarship Covers
Los Angeles, California	2017	Last-dollar	Los Angeles Community College District	Public/philanthropic: Mayor's Fund for Los Angeles, ^b Los Angeles Community College District Foundation, and state funding	One year of tuition and fees at any of the nine Los Angeles Community Colleges ^c
Richmond, California	2016	First-dollar	The Richmond Promise ^d	Public/philanthropic: Community Benefits Agreement between the City of Richmond and Chevron Richmond Refinery	Applied for two to four years to full cost of attendance at any two- or four-year college in the United States, as defined by the institution
Flint, Michigan	2017	Last-dollar	Flint and Genesee Chamber of Commerce	Philanthropic: Community Foundation of Greater Flint, Consumers Energy, Tom Gores, and FlintNOW	Three years of tuition, books, and fees at Mott Community College, Kettering University, or the University of Michigan-Flint
Portland, Oregon	2016	Last-dollar ^e	Portland Community College	Public: state legislation	Tuition and fees at any Oregon community college for up to 90 attempted credits
Detroit, Michigan	2013	Last-dollar	Detroit Regional Chamber	Philanthropic: Michigan Education Excellence Foundation	Three years of tuition and fees at local community colleges; four years of tuition and fees at local four-year universities
Rhode Island ^f	2017	Last-dollar	Community College of Rhode Island	Public/philanthropic: The Hassenfeld Foundation and state legislation ^g	Two years of tuition and fees at the Community College of Rhode Island, plus up to \$500/year

NOTES: a The “managing organization” is the entity charged with overseeing the implementation of the Promise program.

b The Los Angeles Mayor's Fund receives donations from local philanthropic organizations and Los Angeles-based businesses.

c The nine colleges are Los Angeles City College, East LA College, LA Harbor College, LA Mission College, LA Pierce College, LA Southwest College, LA Trade-Tech College, LA Valley College, and West LA College.

d The Richmond Promise is its own separate nonprofit organization.

e The Oregon Promise is a statewide program available at all Oregon community colleges. CPSI has worked specifically with Portland Community College, the largest community college in the state. In cases where a student's tuition costs are fully covered by a combination of the federal Pell Grant program and the Oregon Opportunity Grant, Oregon Promise provides an additional \$850 per year, or \$283 per term.

f In addition to the Rhode Island Promise described here, the state also offers the Rhode Island Promise Plus, which offers additional funds to Rhode Island Promise students eligible for Pell Grants who complete college success milestones identified by their colleges. Each time a student completes a milestone, he or she receives \$100. There are five milestones during the first year, meaning Rhode Island Promise students can receive up to \$500 in performance-based scholarships. These scholarships are funded by the Hassenfeld Family Foundation.

g Rhode Island Promise is currently in a four-year pilot phase. Its long-term status will be determined by the Rhode Island legislature.

Student Communications

Promise students have several deadlines and requirements to keep in mind in order to obtain College Promise scholarships, remain eligible, and renew the scholarships — in addition to navigating the typical college and financial aid maze. As such, the College Promise programs in MDRC's network have been developing targeted student communication plans to

make high school and college students aware of the scholarships' different requirements and steps, remind students of deadlines, provide encouragement, conduct general check-ins, ensure that students maintain Promise eligibility, help students stay in college from semester to semester, and connect them to resources within the college or beyond. Targeted communications are often sent by success coaches and advisers or by other College Promise staff members.

Lessons and Important Considerations During Planning and Early Implementation

1. Design matters: map out your program from start to finish. MDRC has been working with College Promise programs to develop logic models and process maps that articulate not just the “end goal” but also the “messy middle,” so that programs can be clear-eyed about what kinds of information students should receive and how they will receive it, and how the support they receive through the Promise program is different from the college status quo.

In Richmond, California, the MDRC team is working with the Richmond Promise program to create visual tools that clearly outline program components and the desired long-term and short-term student outcomes related to each component. Analyzing such tools can help identify opportunities for program improvement. Specifically, MDRC drafted a logic model based on the current Richmond Promise program’s components, which was then refined with the program’s help. The program then used that logic model to create a more comprehensive theory-of-change diagram (see Figure 1 at the end of this brief), which will facilitate conversations with program partners and with external stakeholders about how to refine and continue to improve the services the program provides. The program’s goal is to use this document as a blueprint for making decisions (for example, what coaching and advising model to pursue and what kinds of training are needed); as a catalyst for facilitating conversations with program partners and other stakeholders; and potentially as a launching point for designing its own internal evaluations.

In Los Angeles, the Los Angeles College Promise created a “process map” that outlines student interactions with the program. Process maps are visual diagrams that display all of the steps of a program or process from the perspective of the user. In the case of Los Angeles College Promise, the user is the student. This visual tool outlines the components and requirements of the College Promise program from a student’s perspective and identifies points in the process where students are at risk of disengaging or not complying with program requirements. To minimize these risks, solutions such as a comprehensive student communications strategy were designed in response to the drop-off points that

the process map revealed. Because including student support services in College Promise programs involves intensive planning and coordination, creating a “blueprint” of sorts — whether it is a student-centered process map or a theory of change diagram — can be a useful way to ensure there is alignment between the end goal and the design and implementation of support services. The intent of both tools is to create living documents that program staff members can update continuously as the program evolves to meet the needs of students and of the local community (see Box 2).

Box 2 Tool Highlight: Help With Process Maps

A document that describes the steps to creating a useful process map like the one described in this section can be downloaded [here](#), along with the example from Los Angeles College Promise.*

*MDRC (2019d): www.mdrc.org/publication/creating-process-map.

2. Carefully plan how to support consistent implementation of the model. Many educational programs face the challenge of ensuring that students receive a consistent level of support. In the case of many College Promise programs — including all of the programs in MDRC’s network — an important component of their student support takes the form of text messages and email reminders, which can be prone to significant variation in content. One success coach may send a series of personalized text messages or emails with tips, reminders, and notes of encouragement related to the financial aid process, while another success coach may only send generic messages and emails about upcoming deadlines. The variation in communications could cause some students to receive a high level of support and others a much lower level of support, which could reduce the programs’ overall impact on students’ success.

In response to this challenge, one strategy implemented by the College Promise programs was to develop student outreach and communications plans to help ensure that students received the same messages about important financial aid deadlines and other requirements. Figure 2 at the end of this brief is a sample outreach plan created by the Flint Promise program in partnership with MDRC. The plan lays out

what communications to send, when to send them, what they should say, and who will be responsible for sending them. To support their communication plans, MDRC also trained Los Angeles College Promise, Detroit Promise, and Rhode Island Promise success coaches in how to enhance student communications using insights from behavioral science — an interdisciplinary approach to studying human behavior that combines fields such as sociology, economics, and psychology. Evidence about human behavior has greatly improved the design of social service programs, and MDRC's Center for Applied Behavioral Science has combined such evidence with expertise in social programs to increase the impact of human services, employment, and education programs. Slides from the MDRC training session on student communication strategies can be found [online](#).⁷ MDRC also drew on its extensive experience in behavioral science to revamp colleges' communications efforts, encouraging programs to make messages personalized, encouraging, and succinct.

Streamlining and standardizing communications also saves time and effort for coaches and other staff members, allowing them to focus on personalized follow-up messages rather than standard reminders. The Rhode Island Promise team created templates of email reminders to be sent to students when they had not yet met their Promise Plus milestones, which allowed coaches to devote more time to personalized communications. Being able to quickly send reminders about enrolling full time (as required in some programs) at the start of an academic term can help coaches save time to work more closely with students who may be struggling with financial aid issues. Another example comes from the Los Angeles College Promise team, who designed a set of templates to coordinate better their student communication efforts across the nine community colleges in the Los Angeles district. Doing so minimized duplication in student communication efforts and created a more streamlined experience for students.

Another strategy used to promote consistent implementation is providing staff training. As one example, the Detroit Promise team developed a response plan in case of emergencies befalling students. Coaches were trained to handle student emergencies, and were to

refer students to the professional assistance they need in a crisis. Other College Promise programs conduct training related to the software they use to administer text messages, and others have created case-management-support training for their success coaches.

3. Carefully weigh program investment trade-offs.

Being clear about what kinds of student support services need to be in place so that College Promise students will succeed is important, but that clarity must be balanced with real resource constraints. The first year of implementation can be particularly challenging, as College Promise programs are often operating with limited budgets and lean staffs during that time. For many of the College Promise programs in MDRC's network, start-up funding has been limited to covering just a few staff members to launch the program.

The first year is also when partnerships with local colleges and new relationships in the community are being created or solidified. As College Promise programs and their local partners sort out their roles and responsibilities for different components of the student support services, Promise programs should consider the cost of providing the full complement of services to each individual student and make sure that their budgets are realistic. Using a tool like MDRC's College Promise cost calculator can help College Promise teams understand how changes to student benefits and services affect the resources the program must expend (see Box 3).

One way Promise programs are designing their programs to be as effective as possible with lean teams is by making use of technology. For example, the Portland Community College Oregon Promise team only has one adviser. That adviser is responsible for supporting over 2,000 students — a caseload larger than average — and does so by sending automated text messages to some of those students. He also provides a monthly newsletter with embedded short videos that share important information about financial aid and how to navigate college.

Strategies like these are especially important when considering the impact that high-quality coaching and advising can have on students' success. In student focus groups in Rhode Island, students working with coaches with smaller caseloads reported having more positive

⁷ MDRC (2019c).

Box 3

Tool Highlight: Cost Calculator

The College Promise Success Initiative **Cost Calculator** was created by MDRC to help College Promise and free college programs price out various program designs.* This tool allows people to estimate costs for programs based on a number of different constituent components, including tuition, textbook coverage, financial support services/incentives, and success coaching/advising, and other costs such as administrative salaries. Each program can select the types of components it wants to include and omit others. In addition, each program can select the number of students to be served, over how long, and at what estimated retention rates, to calculate total costs for an entering class or a cohort of students over time.

*MDRC (2018): www.mdrc.org/publication/college-promise-success-initiative-cost-calculator.

experiences, receiving more accurate information, and receiving a higher quality of support overall. If reducing caseloads is not an option, using technology thoughtfully and creatively can allow programs to approximate individual support.

Another way Promise programs make the most of their lean teams is by developing relationships with the right people at partner institutions. For example, Flint Promise success coaches identified a financial aid staff member at Mott Community College to whom Promise students could be referred directly. Instead of Promise coaches having to become experts on the ins and outs of financial aid, they can connect students with the right person on campus and have confidence that students are getting the help they need.

Another option that could help a program with a limited first-year budget is running a pilot test of the program during the first year. During the pilot phase, the staff can implement the program, or some components of it, with a small number of students and create ways to track and evaluate the program design. Pilot testing the program or a component of the program could also help program staff members manage their workloads and allow them to learn how well the program design works before expanding it to a broader student population. For example, the Richmond Promise team is running a pilot test of the Promise Plus program, which is helping them gauge the costs, resources, and time it will take to expand the program to a larger scale. The Detroit Promise Path team also ran a pilot test of the

program during its first year and embedded a research component. Encouraging, positive results from MDRC's research helped the Detroit Regional Chamber raise funds to keep the success program running and begin expanding it to all incoming community college students.

4. Create a culture of data use from the beginning.

Programs that build in the collection and use of data from the beginning can be in a better position to assess their progress and adjust their approaches as necessary. In Detroit, success coaches have been tracking all interactions with students from the start of the program and have used the data to monitor students' participation and tailor their communication efforts. By tracking students' participation, Detroit Promise coaches are able to determine which students are more responsive to communications and actively participating in the program. They use this information to target students in their caseload with particular needs — for example, by sending reminders to students who have not yet come in for a meeting. Differentiating their communication strategies according to students' engagement with the program allows coaches to spend less time sending messages to students who are already actively participating — time they can then use to attend to students who actively reach out for additional help. Using data in this way ultimately results in more effective student communications. In Rhode Island, success coaches are using academic data to intervene when students are at risk. For example, first-year students who are not on track to earn 30 credits by the end of the spring receive tailored messages encouraging them to take courses during the summer. As soon as spring midterm grades are available, coaches start using this information to make personalized interventions for students who need to make changes to stay on track to graduate.

In Richmond, California, the College Promise team procured a management information system so that they would have a strong foundation for managing their data, and began tracking all student interactions using that system. With support from MDRC, the Richmond Promise team developed a template in the system that summarized students' progress toward important milestones on a monthly basis. A similar template was created for the Detroit Promise, which helped the program see how well students were responding to communication efforts. Examples of these templates and

other tools related to MDRC’s work to help programs set goals using outcome measures are described in more detail in the “**MDRC College Promise Success Initiative Benchmark Template**.”⁸

5. Get the perspectives of students. As part of its technical assistance work, MDRC conducted focus groups with Promise students to hear their perspectives on the program, their needs, and their suggestions for improving the support they receive. As a result of the focus groups conducted in several locations, the MDRC team gained useful insights that allowed College Promise staff members to make adjustments specific to their programs.

For example, in one focus group, students shared that they worried about losing motivation to return to school during winter break. So College Promise staff members began thinking about engagement strategies for students during winter break such as inviting them to social events, scheduling in-person check-in meetings, or sending motivational text messages. Some students also shared that they worried about passing their math courses, and that while they were receiving tutoring, they needed more individual support. In response, the Promise team began brainstorming other ways to provide supplemental academic support beyond the mainstream college tutoring services.

The focus groups also revealed practices that were going well. For example, students expressed that they really valued the text messages from staff members and appreciated having someone checking on them regularly. At another focus group, students said that they valued the active outreach and support the program provided. College Promise programs do not necessarily need to hire research staff members to incorporate students’ responses: Existing staff members can and should collect students’ opinions as part of their efforts to continuously improve program design and implementation. One prompt that elicited a lot of useful responses during one of the student focus groups was, “What is one thing you are looking forward to next semester, and one thing you are worried about?” Questions like this can be included in success coaches’ check-ins with students, or can be asked during focus

groups initiated by the program. Creating a regular mechanism for obtaining student responses can help Promise programs identify practices that they should continue, places where students need additional support, and areas where small adjustments could make a big difference to students’ success.

Embedding student support services in Promise programs requires careful planning and regular examination of the services being provided — particularly in the early life of a program. To achieve the ultimate goal of helping every Promise student succeed in college, Promise programs must be thoughtful in designing and implementing their student support services, and balance the needs of students with resource constraints, staff limitations, and pressures from various stakeholders.

The infusion of student support services is particularly important in the context of recent criticisms that College Promise programs provide the greatest financial benefit to students from middle- and higher-income families.⁹ Some of this criticism stems from the fact that the majority of College Promise scholarships are last-dollar scholarships (see Box 1). In practice, last-dollar scholarships typically channel more money to students from moderate-income rather than low-income backgrounds.¹⁰ If an underlying goal of Promise programs is to help more students from low-income backgrounds earn degrees, then it would be particularly worthwhile to include support for students who may need more help with their academic performance and navigating financial aid, application, and enrollment processes.

Research evidence also suggests that efforts to provide such support services are worthwhile. In Detroit, extra student services led to increases in full-time enrollment and credit accumulation.¹¹ Resources such as this report or the College Promise Campaign’s **City and County Playbook — How to Build a Promise** should make it easier for College Promise and other free college programs to get students not only into but through college.¹²

⁹ Institute for Higher Education Policy (2018); Education Trust (2018).

¹⁰ Poutré, Rorison, and Voight (2017).

¹¹ Ratledge, O’Donoghue, Cullinan, and Camo-Biogradlija (2019).

¹² College Promise Campaign (n.d.) “Playbook: How to Build a Promise.”

⁸ MDRC (2019a): www.mdrc.org/publication/mdrc-college-promise-success-initiative-benchmark-template.

Figure 1
An Example Theory of Change Created by Richmond Promise

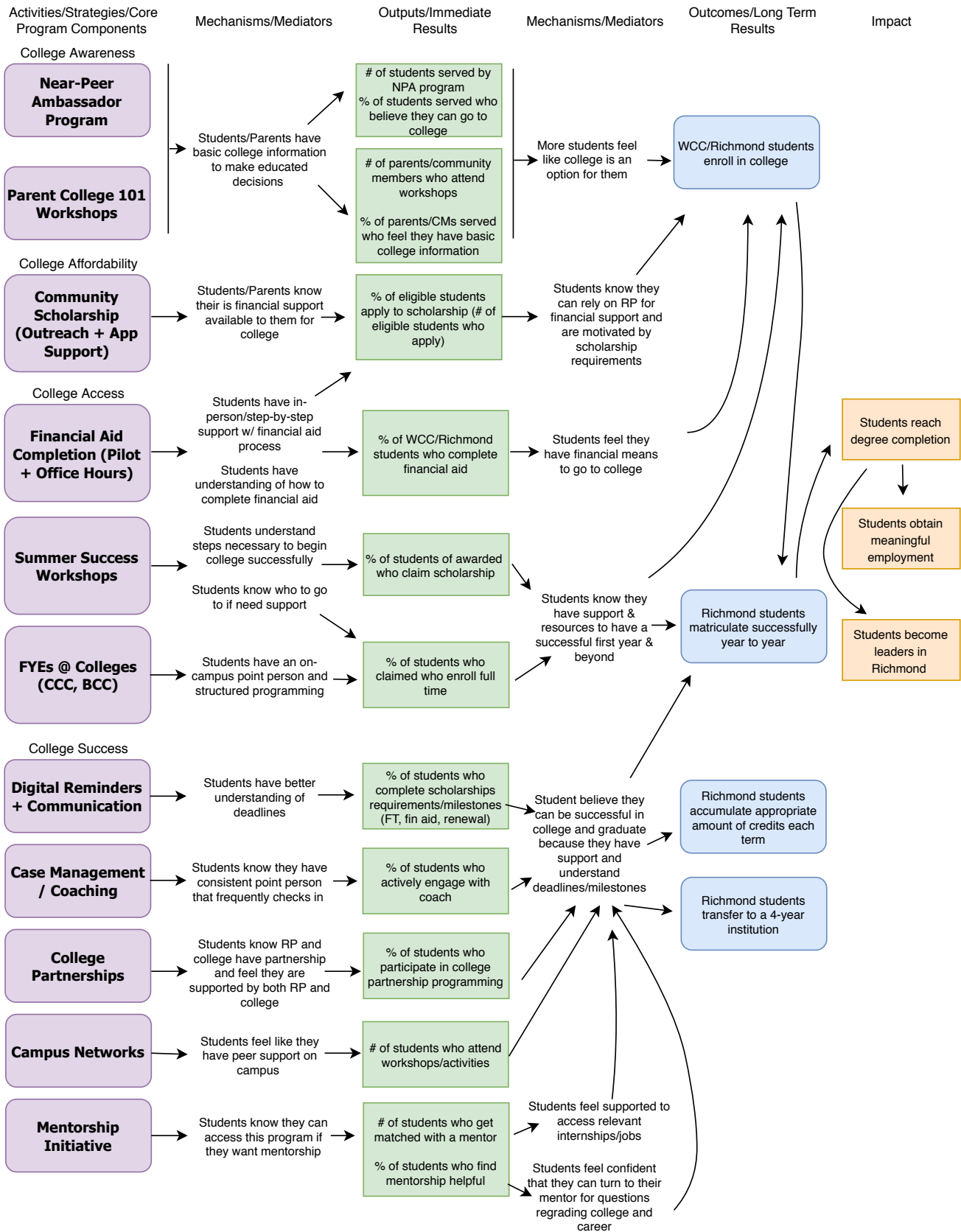


Figure 2
An Example Student Support and Communications Plan Created by Flint Promise

Term: Fall 2018
Cohort: All new Fall 2018 Promise students

Month	Milestone Examples	Sample Discussion Topics	Student Communications	Who?	Timing
July/August: Start Smart	First Success Coach meeting	Introduction to Promise Success Coach	Email 1, Text 1	Success Coach	Ideally before the start of the Fall semester
	FA good to go		Email 3, Text 3	Success Coach	
	Full-time enrollment		Email 2, Text 2	Success Coach	
September: Engaging on Campus	Engaging with on-campus support and resources	Discuss any academic and personal issues hindering or affecting academic success. Refer student to appropriate services (if needed)	Text 4	Success Coach	October
	Referral to specific services on campus that student needs				
	First Success Coach meeting				
October: Midterm Prep	FAFSA opens	Provide guidance for FAFSA renewal	Email 1, Text 1	Success Coach	October
	Second Success Coach Meeting	Referrals to other services on campus as needed to assist with midterm prep	Email 4	Success Coach	Ongoing, prior to midterms
			Email 5	Success Coach	
November: Planning Ahead	Student registers full-time second semester (Winter 2018)	Know student's class registration date	Email 6	Success Coach	Before student registers for Winter term
	Third Success Coach Meeting	Discuss course registration for next term			
		Check-in on student's current grades			
December: Strong Finish		Tips for final exam prep			
		Referrals to other services on campus as needed to assist with midterm prep			
	Student passes all coursework with a 2.0 or above	Tips for final exams preparation	Email 5	Success Coach	Before finals

Term: Winter 2019
Cohort: Returning/NEW Promise Winter students
* = NEW Students only

January: Starting Fresh	Student enrolls full-time in the Winter term	Discuss Fall semester grades, topics for how to improve	Email 7, Text 5	Success Coach	First two weeks at the start of the term
	FA good to go	Planning for success in Winter semester	Email 3, Text 3	Success Coach	
	First Success Coach Meeting *	Introduction to Promise Success Coach	Email 1, Text 1	Success Coach	Ideally within the first two weeks at the start of the term
February: FAFSA push	Full-time enrollment check		Email 2, Text 2	Success Coach	
	Engaging with on-campus support and resources	Discuss any academic and personal issues hindering or affecting academic success. Refer student to appropriate services (if needed)	Text 4	Success Coach	February (Drop-in coaching sessions)
	Referral to specific services on campus that student needs				
March: Midterm Prep	Student renews FAFSA for 2019-2020 by the March 1 deadline	Provide guidance for FAFSA renewal, encourage student to complete the FAFSA by the March deadline			
	First Success Coach Meeting *	Referrals to other services on campus as needed to assist with midterm prep	Email 1, Text 1	Success Coach	February
	Engaging with on-campus support and resources		Email 5	Success Coach	
April: Strong Winter Finish	Student registers full-time in the Summer/Fall 2019 term	Know student's class registration date	Email 6	Success Coach	
	Second Success Coach Meeting	Discuss course registration for next term			
		Check-in on student's current grades			
May: Successful First Year	Third Success Coach Meeting	Referrals to other services on campus as needed to assist with finals prep	Email 5	Success Coach	April (Drop-in sessions)
		Provide guidance for FAFSA renewal and support students through the FA verification process			
	Student passes all coursework with a 2.0 or above		Text 5 *, Text 6 (Returning)	Success Coach	After finals

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