



The College Promise GUIDEBOOK

For California and Beyond

Authors

Mary Rauner
Sara Lundquist
Amelia Smith

Contributors

Tangela Blakely Reavis
Josh Dorman
Thomas Torre Gibney



Copyright © 2019 WestEd. All rights reserved.

*The College Promise Guidebook can be found at
<https://californiacollegepromise.wested.org/guidebookresources/>*

*Please visit our California College Promise Project (CCPP) website at
<https://californiacollegepromise.wested.org>*

*Financial support for this project was received from College Futures Foundation.
For more information, contact Mary Rauner at mrauner@WestEd.org*

*The authors wish to thank Bryan Dickason, Shannon Hill, Raquel Lizarraga, and Kate Mahar
for their valuable feedback on earlier versions of the Guidebook.*

CONTENTS

Introduction	1
The Vision of Success and College Promise in California	2
Why This Guidebook	5
Who Should Use This Guidebook (and How to Make the Most of It)	5
Section I: Framing Your College Promise Program	7
Step 1: Build Your College Promise Team	7
Identify Institutional Partners	8
Identify External Partners	13
Contact and Convene Potential Partners	18
Formalize the Team's Structure, Roles, and Responsibilities	18
Establish Partner Roles and Responsibilities	19
Step 2: Develop Your College Promise Program Foundation	20
Start with Needs, Goals, and Assumptions	20
Identify Specific and Measurable Goals	23
Develop a Logic Model	25
Step 3: Establish Program Requirements	28
Determine Eligibility and Participation Requirements	28
Determine Continuation Requirements	41
Establish an Appeals Process to Determine Exceptions to Program Requirements	44
Summary of Section I: Framing Your College Promise Program	44
Section II: Designing Your College Promise Program for Student Success and Financial Sustainability	45
Step 4: Establish Student Financial Support and Overall Program Costs	45
Determine Financial Coverage	45
Estimate Overall Promise Program Costs	49
Review the Final Cost Calculations	59

Step 5: Integrate Student Support Services	60
Support Students in Middle and High School	60
Support Students During the Transition to College	63
Support Students During College	64
Step 6: Ensure Financial Sustainability	73
Leverage Existing Funding Streams	73
Diversify Your Funding Portfolio	73
Summary of Section II: Designing Your College Promise Program	77
Section III: Developing Your College Promise Program’s Communication, Evaluation, and Implementation Plans	78
Step 7: Develop a Communication Plan	78
Develop a Core Program Message	78
Target Messages to Key Audiences	79
Launch Your Program	81
Step 8: Design Your Evaluation and Research Framework	83
Map Your Institution’s Data Landscape	84
Develop Your Evaluation and Research Questions (Guidelines)	84
Identify Program Measures	84
Establish Data-Sharing Agreements	87
Share Data with Stakeholders	87
Step 9: Implement Your College Promise Program	88
Summary of Section III: Developing Your College Promise Program’s Communication, Evaluation, and Implementation Plans	89
References	90
Appendix A. AB19 at a Glance	97
Appendix B	99
B.1. Worksheet 1. Internal Partner Identification Worksheet	100
B.2. Worksheet 2. External Partner Identification Worksheet	103
B.3. Example MOUs	105
B.3.a. Long Beach College Promise	105

B.3.b. Resolution of South Bay Promise Members	106
Appendix C	107
C.1. Worksheet 3. Needs, Goals, and Assumptions Worksheet	108
C.2. Worksheet 4. Measurable Goals Worksheet	109
C.3. Worksheet 5. Logic Model Worksheet	111
Appendix D	112
D.1. College Promise Program Application and Student Agreement Examples	113
D.1.a. College of the Siskiyous Promise Scholarship Application 2018–2019	113
D.1.b. West Sacramento Promise Application	114
D.1.c. Los Rios Promise Commitment Contract	115
D.1.d. Coastline College Combined Promise Program Student Agreement and Application	116
D.2. Worksheet 6. Eligibility and Participation Requirements Worksheet	117
D.3. Worksheet 7. Continuation Requirements Worksheet	119
Appendix E. Worksheet 8. Student Support Services Worksheet	120
Appendix F. Certification Form AB19 Funding Allocation (2018–2019)	123
Appendix G	124
G.1. Examples of Core Messages	125
G.1.a. Mission, Vision, and About Statements	125
G.1.b. Eligibility and Process Requirements	127
G.1.c. FAQs, Brochures, and Other Collateral for Different Audiences	130
G.1.d. Videos, Testimonials, and Other Media	134
Appendix H	137
H.1. Worksheet 9. Goals and Measures Worksheet	138
H.2. Examples of Data-Sharing Agreements	139
H.2.a. Long Beach City College – Long Beach Unified School District Data-Sharing MOU	139
H.2.b. El Camino Community College District and Centinela Valley Union	

High School District MOU	142
H.3. Examples of College Promise Data Dashboards, Data Reports, and Newsletters	146
H.3.a. College of the Desert’s EDGE-pLEDGE Program Data Dashboard	146
H.3.b. College of the Canyons First-Year Promise Data and Outcomes Report (First page)	147
H.3.c. Ventura College Promise Program: Educational Achievements of Fall 2012 Promise Students	148

List of Figures

Figure 1. Aligning the CCCC’s Vision for Success and AB19	3
---	---

List of Tables

Table 1. College Promise Program Disbursement Models	47
Table 2. California College Promise Cost Estimator Tool “Assumptions” Tab: Guiding Questions and Responses for a Fictitious California College Promise Program	50
Table 3. California College Promise Cost Estimator Tool, Part I, “Student Costs” Tab: Prompts and Responses for a Fictitious California College Promise Program	52
Table 4. California College Promise Cost Estimator Tool, Part II, “Institutional Costs” Tab: Prompts and Responses for a Fictitious California College Promise Program	54
Table 5. California College Promise Cost Estimator Tool, Part III, “Summer and Intersession Costs” Tab: Guiding Questions and Responses for a Fictitious California College Promise Program	57
Table 6. California College Promise Cost Estimator Tool “Cost Summary Sheet” Tab: Total Cost Summary Sheet	59

List of Example Worksheets

Worksheet 1. Internal Partner Identification Worksheet (Example)	10
Worksheet 2. External Partner Identification Worksheet (Example)	16
Worksheet 3. Needs, Goals, and Assumptions Worksheet (Example)	21
Worksheet 4. Measurable Goals Worksheet (Example)	24
Worksheet 5. Logic Model Worksheet (Example)	26
Worksheet 6. Eligibility and Participation Requirements Worksheet (Example)	39
Worksheet 7. Continuation Requirements Worksheet (Example)	43
Worksheet 8. Student Support Services Worksheet (Example)	70
Worksheet 9. Goals and Measures Worksheet (Example)	86

INTRODUCTION

If you are a higher education practitioner, K-12 partner, community partner, or civic leader in California, chances are you need no introduction to the student access, success, and completion models known as College Promise programs. You may already be leading one of these programs or contemplating launching one in your community. If so, you know that College Promise is frequently presented as a solution for addressing the financial assistance needs of students and that College Promise models have gained nationwide attention over the last several years. Today, there are more than 300 of these programs based in communities across the country, representing 44 states and supported by colleges, universities, cities, foundations, private corporations, and local and state governments (Kanter, 2019).

Many College Promise programs across the country and much of the media coverage surrounding them emphasize the important program element of financial assistance to students who live or attend school in a particular place. But College Promise programs encompass much more than simply giving money to students. A strong program also provides students and their families with targeted student support services and early messaging about program benefits and requirements. College Promise programs are also collaborative in nature, engaging partners across education institutions and other community sectors such as services offered by nonprofits, local governments, and philanthropic organizations (Rauner, 2018; Rauner, Perna, & Kanter, 2018). Although the majority of College Promise programs target recent high school graduates who attend college on a full-time basis, part-time students, recent GED or high school equivalency completers, and incumbent workers are increasingly eligible for program benefits (Rauner, Perna, & Kanter, 2018).

This expansive view of College Promise acknowledges that multiple stakeholders are involved in the planning, launch, administration, and ongoing improvement of College Promise programs. The California College Promise Guidebook (Guidebook) was designed by the California College Promise Project at WestEd with this framework in mind. Throughout the Guidebook, you will find explanations, examples, and exercises intended to orient you and your team to the challenging, but gratifying work of designing or refining your College Promise program. You will be led to think critically about your goals, the students you serve, and the many features of your program that will support students on their paths to certificate and degree completion or transfer. Tools are also included that will guide you to develop a realistic budget and to identify strategies to establish financial sustainability, design and implement a communication strategy, and develop an evaluation and research plan to inform continuous program improvement. The Guidebook is intended to serve as your facilitator throughout this process, at a time when recent California policy has paved the way for new and existing College Promise programs to thrive.

The Vision of Success and College Promise in California

California currently enjoys a supportive policy environment for College Promise, as evidenced by recent legislative activity and by the stated priorities of the public community college system. In July 2017, the California Community College (CCC) Chancellor's Office released its Vision for Success, a strategic plan that outlines the goals for the system to achieve by 2020 (<https://vision.foundationccc.org/>). The Vision for Success goals include increasing completion and transfer rates; decreasing the average units accumulated for completing an associate of arts (AA) degree; increasing career and technical education (CTE) employment; and reducing equity gaps for students who are underrepresented in higher education and live in regions with low educational attainment. Also in 2017, Assembly Bill 19 (AB19) authorizing the California College Promise was passed in the legislature, and in 2018, Governor Jerry Brown allocated \$46 million for the program in the 2018–2019 state budget. AB19 provides community colleges with additional resources to improve college readiness, increase persistence and completion rates, and close achievement gaps through College Promise programs, including the opportunity for schools to cover one year of tuition fees for first-time, full-time community college students. In December 2018, California lawmakers proposed [Assembly Bill 2 \(AB2\)](#). If passed, AB2 would amend AB19 to lengthen the period of a student's financial coverage from one year to two years.


It is easy to see how the goals for College Promise programs are tightly aligned with those articulated in the Vision for Success; indeed, as Chancellor Eloy Oakley has stated, they both focus on college completion and the equity that the system is striving for. This alignment is especially evident in the AB19 guidelines, as illustrated in figure 1 below. This Guidebook is firmly grounded in the Vision for Success and designed to help your team reach the completion and equity goals of your program and your college.

Figure 1. Aligning the CCCC's Vision for Success and AB19

Our Common Goals

<u>AB 19 Program Goals</u>	<u>Vision for Success Goals</u>
Increase “college ready” high school graduates enrolling directly into CCC.	Increase (20%) students earning in-demand degrees, certificates, or skills.
Increase students earning: <ul style="list-style-type: none">o In-demand degrees and certificateso Employment in the field of study	Increase (35%) transfers to CSU/UC.
Increase transfers to CSU/UC and baccalaureate degree attainment.	Decrease average units accumulated by CCC students earning associate’s degrees, from 87 total units to 79.
Reduce and eliminate regional achievement gaps.	Increase CTE students employed in their field of study (from 60% to 69%).
Reduce and eliminate achievement gaps for underrepresented students.	Reduce and eliminate equity gaps among traditionally underrepresented students.
	Reduce and eliminate regional gaps.

[Education Code Section 76396.1](#)



California
Community
Colleges

Slide from a presentation by Laura Metune and Rhonda Mohr of the California Community College Chancellor’s Office (CCCCO) at the Promises That Count Community of Practice meeting on June 29, 2018, El Camino College.

“[T]hese changes may feel overwhelming in number, scope, and pace. Viewed one way, they can be seen as a series of unconnected initiatives that need to be separately implemented...I urge us all to take a broader view – these reforms are all connected to, and depend on, on another. It is only when taken together that they truly form the fabric of transformational change intended to improve student outcomes as envisioned in the *Vision for Success*.”

—Chancellor Eloy Ortiz Oakley

College Promise is part of a series of reform efforts that are aligned with the Vision for Success goals. Together, these strategies are designed to transform college success for all students and reduce equity gaps for low-income students and students of color. Each reform initiative has features that are designed to address certain barriers to student completion by implementing them at scale and in close coordination with the other initiatives. One of the features of College Promise programs is the clear, simple, and consistent messaging to K–12 students and parents about college affordability, preparation, enrollment, and completion. In this way, College Promise programs help create a college-going culture that makes higher education possible for all students.

Under Guided Pathways, colleges in California are reorganizing programs of study to provide students with a set of clear course-taking patterns and are ensuring that required courses are available to students when they need to take them. Related to Guided Pathways is the mandate of Assembly Bill 705 (AB705), which requires colleges to fundamentally restructure developmental education to increase the chances that students will complete transfer-level English and math coursework during their freshman year. AB705 requires colleges to use multiple measures to determine course placement and provide concurrent support for less-prepared students in lieu of offering developmental education courses that do not count toward degrees or transfer certification. These initiatives are undergirded by the Student Equity and Achievement Program and linked to the progress and completion metrics in the state's new Student Success Funding Formula, which is being phased in over the three years beginning in the 2018–2019 academic year.

These are some of the ways that College Promise, Guided Pathways, AB705, and Student Equity and Achievement are aligned under the Vision for Success:

- The existence of a College Promise program helps to realize the CCCC's goal of expanding access and completion by broadcasting the program's financial and student supports. College Promise programs communicate early and often to students and their families who may not have considered postsecondary education as an option, that college is available to them.
- The early messaging described above is a hallmark of College Promise and can incorporate information about Guided Pathways during secondary school outreach and counseling sessions. Starting college by selecting either a meta-major or a specific field of study minimizes chances that the College Promise students will meander through courses and accumulate units of limited value to a major or to general education requirements.
- Summer institutes for College Promise participants often include academic preparation for transfer-level math and English coursework that aligns directly with the goals of AB705. Additional summer activities and messaging engage students and their parents with pre-freshman year orientation content to minimize summer melt and ensure that students have the strongest possible start to their college careers.
- K–12 partnerships forged by College Promise programs through early messaging, counseling, college preparation programs, and assured pathways to higher education can serve as a bridge for colleges that seek to partner more closely with feeder districts to reach their Guided Pathways and AB705 goals. Administration and faculty from both the K-12 and community college education segments can gain a deeper understanding of each other's curricular content and work toward academic alignment that maximizes student eligibility for transfer-level English and math courses upon entering college. Dual-enrollment programs can be a central part of these efforts as well, especially when coursework counts toward a degree or a certificate and is coupled with academic support.
- College Promise programs are well positioned to complement colleges' Student Equity and Achievement plans to increase course success and overall attainment while closing equity gaps. College Promise programs can help minimize attrition by providing additional funding for students with the greatest need as well as the support services that will help students make progress toward completion.
- As colleges initiate and expand their pathway programs, College Promise participants can be pilot cohorts for pathway-centered advisement, support systems, and work-based and

experiential learning. During a pilot phase, colleges can improve the program structure before scaling it collegewide.

Why This Guidebook

California is home to more College Promise programs than any other state. The continued momentum around the movement, coupled with the disbursement of AB19 funding in fall 2018 (and potential extension of the program under AB2), is leading to a dramatic increase in the number of programs in California. This Guidebook is designed to support the development of these new College Promise programs as well as the strengthening and expansion of existing programs. A summary of requirements for using AB19 funding is found in appendix A. If funded, AB2 will extend the funding of AB19 from one year to two years.

Who Should Use This Guidebook (and How to Make the Most of It)

The primary audience for the California College Promise Guidebook is community college leaders and their program partners in California. The Guidebook can also provide guidance for College Promise teams from programs that are based outside a community college as well as outside California. Although many of the steps included here are treated as foundational for launching College Promise programs, the Guidebook is intended to be useful to practitioners representing all levels of program maturity. Whether you are affiliated with an existing program, are interested in strengthening your program's student support features, or are in the beginning stages of program design, this Guidebook is for you.

The Guidebook is organized into three sections that cover topics ranging from framing your program to evaluating and implementing it. Each section begins with a list of section objectives and includes embedded tools and exercises to help you organize your thinking about core program structure and functionality. Research summaries and examples from the field are embedded throughout the Guidebook to help you learn from other programs and to make evidence-based decisions about your own program design and implementation. With the activation of AB19 in fall 2018, new programs are being developed at a rapid pace, and significant design changes are being considered for preexisting programs. These design changes may include expanding the number and type of students who are eligible to participate, expanding the scope of student support services, increasing student financial support to include books and transportation, and extending the program length from one year to two years. Note that the examples from the field that are included in this Guidebook are based on data from the time of publication and will not fully capture the evolving California College Promise landscape.

To facilitate shared decision-making, we recommend that you work as a College Promise team to complete the Guidebook activities. The sections can be followed sequentially or in the order that is most helpful for your program's immediate priorities. Upon completion of this Guidebook, you and your team will have

- framed your College Promise program team through the
 - establishment of your College Promise program team and governing structure;
 - development of a program logic model, including program goals and outcomes; and
 - determination of your program's eligibility and continuation requirements.

- designed your College Promise program for student success and financial sustainability through the
 - establishment of the direct financial benefits that your program participants will be eligible to receive;
 - development of an estimate of your overall College Promise program costs;
 - identification of the support services that your program participants will receive; and
 - exploration of opportunities for financial sustainability.
- developed your program’s communication, evaluation, and implementation plans through the
 - crafting of your program’s core message;
 - the adaptation of the core message for multiple audiences;
 - design an evaluation and research framework; and
 - finalization of your plans for program implementation.

We hope that this Guidebook will be a useful resource for you and your team as you design, implement, and evaluate a robust College Promise program for your students and communities.

SECTION I: FRAMING YOUR COLLEGE PROMISE PROGRAM

Section I of the California College Promise Guidebook is divided into three steps — Step 1: Build Your College Promise Team; Step 2: Develop Your College Promise Foundation; and Step 3: Establish Eligibility Requirements — that will help you lay the groundwork for your College Promise program. The steps in this section will guide you to identify your team members and governing structure; outline your logic model, goals, and outcomes; and develop your program features.

Step 1: Build Your College Promise Team

In this step, program teams will

- identify or revisit the selection of internal and external partners;
- contact and convene potential partners;
- finalize, confirm, or reconfigure your team;
- establish, confirm, or revise a program governance framework; and
- formalize team roles and responsibilities.

Building a College Promise program with the goal of improving a community's postsecondary outcomes is a complex undertaking, particularly in an environment with limited resources and competing priorities. A College Promise team that includes committed members from across the community college and other local education segments as well as from community sectors can strengthen a program's ability to

- design a program that is relevant to the needs of all students in the community, especially those who are historically underrepresented in higher education;
- increase program visibility and legitimacy;
- engage students and their families in elementary, middle, and high school (and when children are infants if programs include children's college savings accounts) to prepare them for college;
- comprehensively support students during their transition from high school to college, throughout their college years, and during their transition from college to career;
- expand fund-raising opportunities to maximize scale and sustainability; and
- leverage and potentially share infrastructural and staffing costs with existing student support systems.

College Promise programs in California, and increasingly across the country are collaborating with multiple partners (Rauner, Perna & Kanter, 2018). The types of partners included in College Promise teams vary from program to program, but often include representatives from K–12 districts and schools, four-year public and private universities, local government, business, philanthropy, and community-based organizations.

Identify Institutional Partners

The comprehensive nature of a College Promise program requires campuswide participation. Thus, it is vital to your program’s success to develop strong internal partnerships. Internal collaboration will enable you to leverage existing funding and align student support efforts to ensure that all students have the support they need.

College Leadership. An engaged and committed college leadership that champions and promotes a program, both on campus and in the community, can create a campus environment that is conducive to its success and sustainability. College presidents can set the tone and minimize startup barriers by reinforcing alignment with the central college mission and by providing adequate resources. They can also reinforce the expectation that leaders across the college will collaborate to implement the program.

Faculty and Staff. Faculty and staff interact with students on a day-to-day basis and are therefore valuable representatives of the College Promise program within the campus community. Securing faculty and staff awareness and support for the program can lead to curricular alignment across education segments and can provide the program with faces that students can turn to with questions.

Trustees. Trustees are a key connection between colleges and the communities that they serve. As champions and ambassadors for a College Promise program, trustees can build awareness, participate in fund-raising efforts, and bring the voices of the community to discussions on program planning, implementation, and improvement.

College Foundation Leadership. Successful collaboration with a college foundation can help ensure that programs are financially sustainable. College foundation leaders can amplify the value of a College Promise program to a constituency of individual and corporate donors through targeted fundraising. College foundations provide a well-situated repository for financial assets because of their 501©(3) status and can coordinate a College Promise program with other foundation scholarships.

Students. A steadfast focus on students should guide every College Promise program. Students can also play a valuable role in program development, implementation, and improvement. Students can identify the features and services that will yield the greatest benefits, advise on effective communication strategies, and ensure that program processes are easy for students to navigate. Students can also serve as peer mentors to incoming College Promise students and can share their wealth of experiences and opinions to help inform the design and delivery of programs.

From the Field: Institutional Partners

The president of Cerritos College was eager to unite leaders from across the college in support of its College Promise program, **Cerritos Complete**, and to broadcast the important role of the program in the college's overall student success efforts. To accomplish this, he convened a broad group of the college's executive and mid-level managers to discuss the vision of the program; the role that each of them would play in launching, sustaining, and expanding the program; and how the program will be integrated into existing and emerging initiatives on campus. These regularly scheduled stakeholder group meetings resulted in a shared commitment to the success of Cerritos Complete and contributed to the development of a campus culture of collaboration around other programs and initiatives, said Cerritos College's director of Educational Partnership and Programs. "Now when we talk about Cerritos Complete, it is not marginalized. Colleagues are stakeholders, so they are engaged in the conversation, and it is a collaborative process."

Launched in the spring of 2016, Skyline College's **Promise Scholars Program** was developed during a comprehensive college redesign focused on issues of access, student success, persistence, and college completion. A joint committee — composed of executive leadership; deans from Instruction and Student Services; representatives from the General Education Collective, the General Counseling department, the Articulation and Transfer department, learning communities; and faculty — worked together to study College Promise programs and other student success initiatives. The collaborative research and learning process resulted in meaningful institutional changes, including the Promise Scholars program, a clear and unified vision for the Skyline College Promise program, and widespread buy-in and support from partners across the college.

Putting It into Practice: Internal Partner Identification Worksheet

The following worksheet can be used to identify potential internal College Promise partners. As you and your colleagues complete the worksheet, be sure to include key institutional representatives; individuals who have expressed interest in College Promise; and departments, programs, and initiatives with similar goals or that are integral to one or more of your program features. Examples of internal partners and the ways their work relates to and aligns with College Promise are included in this sample worksheet. A blank Internal Partner Identification Worksheet is available in appendix B (B.1).

Worksheet 1. Internal Partner Identification Worksheet (Example)

Directions: Identify and list the initiatives, departments, programs, and individuals in your college that can serve as potential College Promise partners. Describe the ways that their work relates to your program and your ideas for collaboration as well as whom to contact to discuss a potential partnership.

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
College foundation	<ul style="list-style-type: none">– Leverage resources from individuals and organizations to support the college's mission	<ul style="list-style-type: none">– Share program information with potential funders– Provide resources for College Promise program	Executive director of the college foundation
College scholarship office	<ul style="list-style-type: none">– May have donor connections– Scholarship application form might be useful	<ul style="list-style-type: none">– Partner on early outreach to rising high school students	Scholarship director or coordinator
Financial aid department	<ul style="list-style-type: none">– Serves as the college's coordinating and reporting hub for state/federal financial aid paperwork	<ul style="list-style-type: none">– Implement a joint Federal Application for Student Aid (FAFSA)/Dream Act paperwork completion campaign– Maintain consistent messaging and information about College Promise	Financial aid director or dean
Outreach and / or Marketing departments	<ul style="list-style-type: none">– Has relationships with feeder high schools and access to prospective students and their families– Has communication expertise, marketing strategies, and media relationships	<ul style="list-style-type: none">– Communicate College Promise program to future students, families, and community– Help students with follow-up in their process of entering the College Promise program– Provide guidance to build effective messaging	Dean or director of outreach and / or relations with schools Director of marketing and / or Public Information Officer

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Student Equity and Achievement program	<ul style="list-style-type: none"> – Shared goals and aligned core strategies 	<ul style="list-style-type: none"> – May align with and possibly cofund support services 	Supervising manager for Equity and Achievement program
Pathways program	<ul style="list-style-type: none"> – Can provide on-ramps for College Promise students – Often has stackable credentials leading to early certification gains 	<ul style="list-style-type: none"> – Design credential pathways that students can complete during the length of the College Promise funding period – Integrate College Promise and pathways support services 	Supervising dean and coordinator, if assigned
Counseling department	<ul style="list-style-type: none"> – Conducts mandatory orientations and develops education plans for entering students 	<ul style="list-style-type: none"> – Incorporate College Promise into official orientations – Reinforce program benefits and requirements with students – Coordinate student support for students who are struggling academically 	Dean of counseling
Early Enrollment/Dual enrollment	<ul style="list-style-type: none"> – Accelerate time to degree completion and reduce overall cost of college 	<ul style="list-style-type: none"> – Combine credits earned in high school with college credits after each semester – Create education plans with students while they are still in high school 	High school and college leaders
EOPS, DSPS, VRCs, MESA, FYE, Athletic, TRIO, and Peer Mentoring programs^a	<ul style="list-style-type: none"> – Provide customized support services to distinct populations of students to support success completion 	<ul style="list-style-type: none"> – Affiliate each College Promise student with an existing program – Align College Promise and program supports – Coordinate on student follow-up – Collaborate on student tracking, data gathering, and analysis 	Program directors

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Research department	<ul style="list-style-type: none"> – Has access to student and institutional data that can be used for informing program design and improvement, monitoring student progress, and evaluating program success 	<ul style="list-style-type: none"> – Provide data for use in program design and improvement – Assist in designing and conducting an evaluation plan – Code students for tracking – Embed College Promise outcomes in college reports and outreach 	Director of research
Senior leadership	<ul style="list-style-type: none"> – Develop college's strategic plan – Set college's priorities – Make critical decisions about obtaining and deploying AB19 funding 	<ul style="list-style-type: none"> – Prioritize College Promise and highlight the program's alignment with the college's strategic goals – Facilitate collaboration around College Promise by departments and programs across campus – Ensure adequate space is available in key courses for College Promise students 	President and vice presidents
Student leaders	<ul style="list-style-type: none"> – Serve as the official voice for students at the college – Appoint fellow students to campus committees 	<ul style="list-style-type: none"> – Ensure that a student perspective informs College Promise program design and service priorities – Communicate the program's value to potential students, donors, and policymakers 	Student body president and faculty advisor
Accreditation liaison officer	<ul style="list-style-type: none"> – Document college efforts to achieve its mission 	<ul style="list-style-type: none"> – Ensure that College Promise program information and data are included in accreditation documentation and reports 	Accreditation liaison officer

a. Equal Opportunity Programs & Services (EOPS), Disabled Student Programs and Services (DSPS), Veteran's Resource Centers (VRCs), the Math, Engineering, & Science Achievement program (MESA), First Year Experience or other freshman learning community programs (FYE), TRIO includes eight federal programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs (TRIO).

Identify External Partners

Because College Promise programs serve students at all levels of their education and career journeys, ensuring dedicated partnerships across education segments and community sectors will strengthen the ability of your program to meet its goals (Rauner, 2018). Your external partners may evolve over time, especially as you expand your program features.

Cross-Segmental Partners. Partnerships across education segments can leverage their resources and help align academic and financial support structures. Partnerships can take many forms, from joint K–12 and higher education steering committees to data-sharing agreements among the institution where the program is hosted and the local school districts within its service area. Data sharing across education segments can guide more accurate student placement, inform early warning systems, and ensure robust evaluations for program improvement.

Four-year colleges and universities can collaborate to establish transfer agreements and to develop aligned curricula with community colleges. K–12 partners can collaborate to ensure students are academically prepared for college and are empowered with clear and actionable information about their higher education opportunities. Program elements between community colleges and K–12 partners include academic advising, tutoring and mentoring, dual enrollment opportunities, field trips to college campuses, and assistance with FAFSA, California Dream Act, and college applications.

California College Promise legislation AB19 incentivizes cross-segmental collaboration by requiring colleges that receive the funding to partner with at least one local educational agency to distribute information about the program; share college preparatory and access information; and offer student support during the college application process, including financial aid applications. The legislation also states that partnerships should include collaborative efforts to “reduce postsecondary remediation through practices that may include, but shall not be limited to, small learning communities, concurrent enrollment, and other evidence-based practices” (California Legislative Information, 2017).

You may also consider partnering with other College Promise programs in your region. These partnerships will be particularly beneficial in cases where multiple programs serve a group of students or offer unique pathway programs in high-demand occupations. College Promise programs within a broader region can also collaborate to amplify messages about each program and ensure that the program offerings are complementary rather than competitive in nature.

Cross-Sector Partners. Just as cross-segmental partners are integral to building a smooth transition for students to and through College Promise programs, the value of engaging community partners in program design and delivery cannot be overstated. Common cross-sector partners in California College Promise programs include local government, businesses, nonprofit organizations, community groups, and philanthropic organizations.

Each of these partners brings a unique perspective and expertise to College Promise. Local governments can raise awareness and funds for College Promise programs, sometimes through local bond or tax measures. They can also facilitate connections between a community college and the philanthropy and business sectors. Businesses can offer College Promise programs direct financial support or in-kind support through mentoring and internship programs. Business and industry partners

also can identify the current labor market needs of their sectors, including the kinds of knowledge and skills they seek from prospective employees. Local nonprofit organizations can partner with community colleges to formally align their student support efforts with those of the College Promise program. Depending on your context, you may consider collaborating with the local Elks Lodge, Kiwanis, Rotary, and other community-based organizations. Public charities, private foundations, and corporate foundations may also partner with your College Promise program. They can offer student financial support and support for convenings and research, and they can advocate for the work with other funders to support long-term program sustainability.

Cross-sector partners need not be limited to these groups, however. Think creatively when considering which external partners to approach for collaboration. For example, you may want to identify ways to engage current and prospective parents. Given that College Promise is intended to draw upon and enhance the collective strengths of the community, College Promise leaders can tap into the expertise of a broad range of constituents, all of whom have a stake in the continued success and well-being of their youth and community.

From the Field: External Partners

In some cases, external partnerships predated the launch of a College Promise program, providing the framework for a productive collaboration.

- In 2008, the Long Beach Unified School District, Long Beach Community College, and California State University at Long Beach formalized their preexisting partnership by signing a memorandum of understanding (MOU) to create the **Long Beach College Promise** and to “fulfill the academic potential of all youth by offering guidance and continuous support along every step of the student experience, from pre-K through college and on to career and life” (Long Beach College Promise, n.d.). The city of Long Beach formally joined the initiative in 2014, and the port of Long Beach followed suit in September 2018. The Long Beach College Promise leadership team and the Communications and Advocacy group each meet quarterly to support program goals and activities.
- Although the **Cabrillo College Promise** launched in fall 2018, the program’s cross-segmental partnerships (Santa Cruz County K–12 school districts, Cabrillo College, California State University at Monterey Bay, San Jose State University, and the University of California at Santa Cruz) had been collaborating for more than a decade. The program, previously called the Santa Cruz County College Commitment, was designed to prepare local students to be “college ready,” to enroll in college immediately after high school, and to be successful in obtaining a two-year or four-year degree or an appropriate program certificate. In addition to bringing students on field trips to local two- and four-year college campuses, inviting them to college and career nights, and offering collaborative programming such as cross-district summer institutes and teacher professional development opportunities, the students received a \$500 scholarship from Cabrillo College.

- In other cases, colleges and districts collaborated with external partners to develop a College Promise program. In Los Angeles, for example, the Community College District partnered with the Los Angeles Unified School District, the city of Los Angeles and Mayor Eric Garcetti, Unite LA, and the Los Angeles Chamber of Commerce to form the Los Angeles College Promise (LACP). Serving more than 5,000 students through its nine district colleges, the program's three key strategies are to increase coordination and collaboration across systems; increase outreach and engagement activities to improve college graduation rates; and create professional learning to scale the LACP guided pathway. The LACP partner organizations meet monthly and host such events as regional student conferences and Cash for College workshops.
 - Several College Promise programs have business sector partners, including individual corporate sponsorships such as Chevron (Richmond Promise), Bank of America (Ontario-Montclair Promise) and PG&E (Cuesta Promise and the Stockton Scholars program, the latter of which will launch in fall 2019). The South Bay Promise at El Camino College collaborates with the Regional Workforce Investment Board, which informs the program's design and implementation.
 - Other external partners have been cultivated by College Promise program leaders, including the San Manuel Band of Mission Indians (Valley Bound Commitment at San Bernardino Valley College and the Ontario-Montclair Promise Scholarship at Chaffey College); the local career development center (Inyo Promise); the United Way (Ontario College Promise); and the YMCA (Berkeley Promise).
-

Putting It into Practice: External Partner Identification Worksheet

The following worksheet can be used to identify potential external College Promise partners. Examples of external partners and the ways their work relates to and aligns with College Promise are included in this sample worksheet. A blank External Partner Identification Worksheet is available in appendix B (B.2).

Worksheet 2. External Partner Identification Worksheet (Example)

Directions: Identify and list K–12 feeder schools and / or districts, charter and / or private schools, and local four-year institutions that can serve as potential College Promise partners. Also identify and list individuals, local governments, nonprofit organizations, community groups, businesses, and foundations that can partner with your program. Describe the ways that their work relates to your program and your ideas for collaboration as well as whom to contact to discuss a potential partnership.

Potential External Partner	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Local school district(s) and / or particular schools	<ul style="list-style-type: none"> – Are likely the largest source of program participants 	<ul style="list-style-type: none"> – Partner in early program messaging, coordinating campus visits, FAFSA, Dream Act completion workshops, aligning curriculum and pathways – Support early commitment to college – Partner in developing intersegmental advisement and dual enrollment programming 	<ul style="list-style-type: none"> – School district superintendent and executive team members – Principal and vice principal – Head counselor
Four-year colleges and universities	<ul style="list-style-type: none"> – Prepare students to transfer 	<ul style="list-style-type: none"> – Develop a guaranteed transfer program – Determine rejected freshman applicants who could be referred to the College Promise program 	<ul style="list-style-type: none"> – President and executive team members – Dean of admission – Student services director – Community liaison director
Local government	<ul style="list-style-type: none"> – Responds to constituent need for affordable education – Impacts the city's ability to attract and keep residents – Invests in educated workforce to meet local employment demand and to strengthen local economy 	<ul style="list-style-type: none"> – Can raise funds for the program – Can lead student support efforts, such as mentorship and internship programs – Can support and amplify communications and branding 	<ul style="list-style-type: none"> – Mayor – Mayor's chief of staff – Education programming director – City council members

Potential External Partner	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Nonprofit organizations and other community groups	<ul style="list-style-type: none"> – May be engaged in similar student support efforts 	<ul style="list-style-type: none"> – Collaborate on student support efforts, such as FAFSA and Dream Act completion and study skills workshops – Coordinate internships, mentors, and shadow day programs 	<ul style="list-style-type: none"> – Executive directors – Program directors
Businesses	<ul style="list-style-type: none"> – Are stakeholders in degree and certificate production for high-demand jobs 	<ul style="list-style-type: none"> – Provide financial support – Offer internships, mentors, shadow days – Conduct topical and / or general workplace presentations and workshops 	<ul style="list-style-type: none"> – CEO – Community outreach director – Corporate Social Responsibility director – Board members
Foundations and individual donors	<ul style="list-style-type: none"> – Are likely aligned with goals to strengthen local education and economy 	<ul style="list-style-type: none"> – Provide financial support – Provide space for meetings and events – Advocate for support from other funders 	<ul style="list-style-type: none"> – Executive director – Education program officer – Board members

Contact and Convene Potential Partners

Each prospective College Promise program partner should be personally contacted to learn the general goals of the program and to be offered an invitation to participate in a program planning or implementation meeting. A personalized initial discussion will enable potential partners to think about the relevance of the program to their own work and to identify potential areas of collaboration prior to attending a program meeting. Holding regularly scheduled meetings and setting the expectation that all partners be actively engaged can help ensure that planning and implementation moves forward successfully. The inclusion of more than one representative from each institution or stakeholder group mitigates the effects of turnover and increases the likelihood that the partnership will be sustained over time.

Research: Cross-Sector Teams

Literature suggests that leveraging cross-sector partnerships can be a beneficial strategy for strengthening education access and completion programs such as College Promise, especially for students who are underrepresented in higher education (Pace & Edmondson, 2009; Chamberlin & Plucker, 2008; Núñez & Oliva, 2009). Building strong partnerships is hard work. Divergent partner priorities, staff turnover, and resource constraints are common issues faced by cross-sector education partnerships (Karp & Lundy-Wagner, 2016; Lee, McAlister, Mishook, & Santner, 2013). Characteristics of partnerships that manage to overcome these challenges include having shared goals, objectives, and measurement systems; engaging in mutually reinforcing activities; and employing effective communication strategies (Kania & Kramer, 2011; Gross et al., 2015). Models show that when you are assembling a cross-sector team, it's important to engage partners that have deep roots in the local education system, to secure employer buy-in from the outset, and to select partners that are mutually invested in the shared goal of increasing educational attainment (Hooker, 2018).

Formalize the Team's Structure, Roles, and Responsibilities

As part of your initial College Promise planning meeting, interested partners should commit to joining the team and should develop a meeting schedule. Since decisions will be made on an ongoing basis, the group should determine the governance structure they would like to adopt and how members of the group will be kept informed of any critical developments between meetings.

College Promise programs may be led by one or more of the major partners working as a team or by an outside “backbone” organization that is independent of all active partners, as described by Kania and Kramer (2011). The approach you decide to take will be driven by the structure of your program, the goals that you establish, the collaborative culture and history of your community, and the resources you have available to fund coordinating staff or to subcontract with an independent organization. On the

one hand, managing a College Promise program through a community college or its foundation is likely to be less costly than an external organization because institutional leaders often have access to staff and infrastructure. On the other hand, backbone organizations, although usually more expensive, can provide organizational and political neutrality. There are advantages to both approaches, and the team should give careful consideration to the structure they establish while keeping sustainability and impact in mind.

Establish Partner Roles and Responsibilities

After the membership of your College Promise team is finalized, the next step is to create a document that reflects your shared commitment to working together to achieve the program's goals. These documents can take many forms, including a contract, a shared mission statement, a partnership agreement, and / or a memorandum of understanding (MOU). A shared mission or vision statement or a partnership agreement can be signed at an internal team meeting as a way to provide an initial statement of commitment. The document can also be signed during a public announcement, such as a program launch or other celebration. Sample MOUs can be found in appendix B (B.3).

Designing and signing an MOU is a more formal commitment of accountability. An MOU that broadly states each partner's responsibilities can help maintain momentum during periods of staff turnover and be a tool for leaders to use within their organizations to ensure that key functions are addressed and commitments are maintained. The level of detail in the MOU will vary depending on the culture of each partner and their history of collaboration. It is important to include enough detail that the MOU is an effective tool, but not so much detail that minor program changes are difficult to make and the document loses its integrity. Highly specific MOUs may indicate how often partners will meet and which institutional representatives will participate, but all MOUs should include the responsibilities of each institution. To be most effective, MOUs should be established early in the planning process. The highest-ranking person possible from each partner institution or organization should sign the MOU to ensure support and buy-in at the executive level and that staff are expected and empowered to deliver on the outlined commitments.

Step 2: Develop Your College Promise Program Foundation

In this step, program teams will

- identify measurable program goals and outcomes and
- develop a College Promise program logic model.

Now that you have a committed College Promise team, it is time to articulate your vision and goals. This foundational work will drive the program's design, implementation, and evaluation. Engaging in these steps in collaboration with partners requires an up-front investment of time and effort. If done well, partners will emerge with a shared sense of purpose and a commitment to achieving program results.

It is recommended that you complete the worksheets in the order that they are presented; however, there is no single best approach to using them. Teams can decide which worksheets are useful and when to complete them based on the amount of time available and the envisioned scope of work.

Start with Needs, Goals, and Assumptions

A strong starting point in developing your program's foundation is to work as a team to identify the community needs that your program is responding to, the overarching goal of the program, and the assumptions that you are making about the ways in which the activities in your program will lead you to achieve your goal.

Putting It into Practice: Needs, Goals, and Assumptions Worksheet

The following worksheet can be used to craft the overarching goal of your program and the way that it addresses a specific community need. It also offers your team the opportunity to explore your assumptions about the ways the activities of your program will help you reach your goal. Guiding questions and example responses from a fictitious College Promise program are included in the sample worksheet. A blank Needs, Goals, and Assumptions Worksheet is available in appendix C (C.1).

Worksheet 3. Needs, Goals, and Assumptions Worksheet (Example)

Including Guiding Questions

Directions: Work with your College Promise team to identify the needs in your community that will be addressed through your guiding program goal and the assumptions you have about the ways that your program will achieve your goal.

Community Needs:

What is the community challenge or problem you are trying to solve by creating your program? Who specifically is affected by the problem? Why does the problem merit attention, action, or remedy?

More high school students from our community are graduating (75% overall; first generation 68%; 64% low income) and attending college (40% overall; 35% first generation; 33% low income) than have in the past. Of the high school graduates who attend college, 72% attend community college (75% first generation; 76% low income). However, only 24% complete a certificate, an AA degree, or an associate of science (AS) degree or transfer within three years (18% first generation; 15% low income). Further, the demand for skilled workers with a community college certificate or degree is greater than the number of employees who are available for the positions, highlighting the need for more students who are educated at the community college level in order to increase individual earnings and employment rates and to strengthen the local economy.

Guiding Program Goal:

What is the overarching goal that will guide all program efforts, stated in broad terms that all program partners can understand?

The overarching goal of the College Promise program (a collaboration with the community college, the school district, the mayor's office, and community partners) is to provide students, beginning in high school, with the academic and support services they need in order to be prepared for and enroll in college and to successfully complete a certificate or an AA / AS degree or to transfer within three years. The program will especially focus on ensuring that students from groups who are historically underrepresented in college (first-generation and low-income students) are provided with additional support, thereby increasing their college access and success.

Assumptions:**How and why do you believe that your College Promise program will lead to the change or improvement that you articulated in your goal?**

The program will increase college access and success for students, especially for first-generation and low-income students, by providing

- dual enrollment courses and mentoring and tutoring from college students on high school campuses to enable the students to begin college with units and have the confidence that comes with having successfully completed college-level courses;
- presentations to students and their families, especially targeting low-income and first-generation students, that offer a deeper understanding that college is an affordable option and that a college education has an impact on their earning potential;
- a sense of belonging on the college campus through field trips to campus while students are in high school;
- minimized barriers to program participation by offering FAFSA and Dream Act completion workshops and individualized follow-up if necessary;
- a smooth transition to college because of a summer orientation program that teaches them study skills and success strategies and introduces them to support structures on campus;
- summer courses to help them earn more college credits, become comfortable in their new academic environment, and gain confidence in their ability to succeed academically at the college level;
- personalized text messaging as well as follow-up phone calls and face-to-face meetings, beginning in high school and continuing through college, to ensure that they complete all program requirements and meet all deadlines and that they know about optional support opportunities;
- academic planning to assist them in mapping out their courses to help them stay on track for on-time completion of their education goals;
- financial support to minimize the financial barriers and decrease the number of hours they will work during the academic year, with extra support for low-income students;
- an early alert system whereby teachers provide information to the College Promise staff when a student needs extra support;
- required counseling support twice a year to ensure that they are making progress toward their academic goals; and
- academic and student services support through required participation in a near-peer mentoring program; an academic tutoring program and the use of a College Promise cohort study area is optional unless required because of notification through the early alert system.

Some program components especially target first-generation and low-income students. Because these populations are less likely than their peers to receive external support from their families and communities, we assume that these students will benefit more from all components even if they are not directly targeted.

Identify Specific and Measurable Goals

To gain a better understanding of the complexity of the program, the model should be broken down into specific goals. When done thoughtfully and precisely, this exercise will result in a more detailed description of your expected outcomes that can be linked to specific program features. These more nuanced expectations will guide the development of your logic model as well as your program design and the way you measure your program's success.

There is no ideal number of goals to develop for your program. Most College Promise programs we work with find that identifying two to three goals is a manageable number, but what is most important is that your goals should roughly adhere to the “SMART” goal criteria. In general, a goal is considered SMART when it is specific, measurable, achievable, relevant, and time-bound. A well-written goal ensures that the outcomes you observe from your program can be directly linked to that goal. In other words, an outcome is a measure of goal attainment: it describes whether and to what extent an aligned goal has been reached.

Putting It into Practice: Measurable Goals Worksheet

The following worksheet can be used to create detailed measurable goals for your College Promise program. Guiding questions and example responses for two goals are included in the sample worksheet. A blank Measurable Goals Worksheet is available in appendix C (C.2).

Worksheet 4. Measurable Goals Worksheet (Example)

Directions: Work with your team to identify and list up to three detailed College Promise program goals. For each goal, respond to each question in the first column.

Guiding Question	Program Goal 1	Program Goal 2	Program Goal 3
What are your College Promise program goals?	To increase the percentage of high school graduates in our service district, especially low-income and first-generation students, who attend our college and participate in the College Promise program	To increase the percentage of College Promise students who complete their certificate or AA / AS degree or transfer within three years, especially low-income and first-generation students	This program example identifies two program goals.
Whom is the outcome designed to impact?	High school graduates (especially low income and first generation) in our service area	College Promise students (especially low income and first generation) at our college	
What is the change that you expect to see?	An increase in the percentage of students (especially low income and first generation) who decide to attend college	A greater percentage of students will persist and complete, especially low-income and first-generation students	
Which program component or activity will result in the desired change?	Dual enrollment courses with mentoring and tutoring, College Promise presentations, field trips to campus, financial support, FAFSA and Dream Act completion support, summer orientation, personalized text messaging	Continued personalized text messaging and individual follow-ups, early alert system, counseling, near-peer mentoring, academic tutoring, College Promise cohort study area access	
Which changes do you expect to see when (i.e., short term, medium term and long term)?	<p>Short term: Higher percentage of FAFSA and Dream Act completions, higher participation in dual enrollment courses, higher high school graduation rates</p> <p>Medium and long term: Increase in percentage of high school graduates who attend college</p>	<p>Short term: Successful completion of summer courses and first semester courses</p> <p>Medium and long term: Enrollment in second semester courses, successful completion of second semester courses, enrollment in second-year courses, completion of second-year courses, completion of certification, AA / AS degree or transfer</p>	

Develop a Logic Model

A logic model is a simple program map that helps clarify what the program wants to achieve and the steps that are needed to get there (Shakman & Rodriguez, 2015; W. K. Kellogg Foundation, 2006). Logic models can differ greatly in appearance, even down to the structure of their component parts. They are constructed in a graphical form that shows the relationship between program elements and the program's desired impact if implemented as planned. A logic model can guide a team to articulate the reason for the work, identify the core components and activities, clarify the assumptions about the underlying rationale and resources, preview the expected results, and summarize how the expected results support the program goals.

Collaboratively completing a logic model can stimulate rich dialogue among partners and stakeholders, resulting in deeper understanding and consensus; provide clarity about ways to evaluate program effectiveness; and synthesize complex processes for clear communication. Especially as your team discusses the program's expected outcomes, it can be helpful to remember that effective collaboration requires that all partners benefit from the collaborative work in a way that is meaningful to their organizations (Gross et al. 2015). Although each partner's vision may differ, collaboratively completing a logic model can be a fruitful exercise in understanding partners' perspectives, ensuring all voices are heard, and resolving differences.

Your College Promise logic model is not a static document. Rather, it can and should be revisited frequently throughout the course of program design and implementation. Think of it as a guiding document that can be revised as new experiences and data inform program expansion and improvement.

Putting It into Practice: Logic Model Worksheet

The following worksheet can be used to develop your program's logic model. Remember that there is no one-size-fits-all template for a logic model. Feel free to use the model provided or develop your own by experimenting with the model components and the language used. Guiding questions and example responses are included in the sample worksheet. For this fictitious program, the responses are organized by when the students are introduced to the activity: middle school / high school and transition to college and during college. A blank Logic Model Worksheet is available in appendix C (C.3).

Worksheet 5. Logic Model Worksheet (Example)

Including Guiding Questions

Directions: Work with your College Promise team to add your program's inputs, activities, outputs, outcomes, and impact. Use the questions in the first row of each column to guide your responses.

Time Period	Inputs	Activities	Outputs	Short Term Outcomes and Impact (1–2 years)	Medium Term Outcomes and Impact (2–5 years)	Long Term Outcomes and Impact (5+ years)
	<i>What are the main human, financial, and other resources that you and your team bring to address the identified problem?</i>	<i>What are the primary features of your program?</i>	<i>What are the measurable results that will be produced from the program?</i>	<i>What are the changes you expect to see within one to two years if the program goals are met?</i>	<i>What are the changes you expect to see within two to five years if the program goals are met?</i>	<i>What are the changes you expect to see in five or more years if the program goals are met?</i>
Middle School / High School and Transition to College	K–12 counselors and staff Student mentors and tutors College counseling staff College Promise coordinator AB19 funding for staff time, tuition, and books College outreach staff Financial aid staff Orientation staff Collaboration between K–12 and college staff	Dual enrollment courses Mentoring Tutoring College Promise information sessions Field trips to campus FAFSA and Dream Act completion workshops and follow-up Summer orientation program Personalized messaging (text, phone, in-person) Academic planning Summer courses	More students, especially low-income and first-generation students, will attend our college More students, especially low-income and first-generation students, will participate in the College Promise program	Overall college enrollment will increase by 5% within two years The proportion of first-year students who are first generation or low income will increase by 5% within two years The number of College Promise program participants will increase to 550 (from 500) within two years The proportion of first-generation or low-income program participants will increase by 5 percentage points	Overall college enrollment will increase from 5% to 7% within five years The proportion of first-year students who are first generation or low income will increase by 10% within two years The number of College Promise program participants will increase to 700 within five years The proportion of first-generation or low-income program participants will increase by 10 percentage points	Overall college enrollment will remain stable over time The proportion of first-year students who are first generation or low income will remain stable or increase over time The number of College Promise program participants will remain stable or increase over time The proportion of first-generation or low-income program participants will remain stable or increase over time

Time Period	Inputs	Activities	Outputs	Short Term Outcomes and Impact (1–2 years)	Medium Term Outcomes and Impact (2–5 years)	Long Term Outcomes and Impact (5+ years)
	<i>What are the main human, financial, and other resources that you and your team bring to address the identified problem?</i>	<i>What are the primary features of your program?</i>	<i>What are the measurable results that will be produced from the program?</i>	<i>What are the changes you expect to see within one to two years if the program goals are met?</i>	<i>What are the changes you expect to see within two to five years if the program goals are met?</i>	<i>What are the changes you expect to see in five or more years if the program goals are met?</i>
During College	College Promise Program coordinator Orientation staff College counseling staff AB19 funding for tuition and books California College Promise Grant (CCPG) funds for eligible students Private donations Collaboration with key departments and student support programs on campus	Financial support Academic planning Early alert system Counseling sessions Near-peer mentoring Tutoring Study space	Increase in the percent of College Promise students who complete their certificate or AA / AS degree or transfer within three years, especially low-income and first-generation students	Within two years, 80% percent of College Promise program participants will be on track to complete their education goal (certificate or AA / AS degree) within three years (measured by units passed and total units to complete individual goal) Within two years, 70% of low-income and / or first-generation students will be on track to complete their education goals within three years	Within five years, 90% percent of College Promise program participants will be on track to complete their education goal (certificate or AA / AS degree) within three years (measured by units passed and total units to complete individual goal) Within five years, 80% of low-income and / or first-generation students will be on track to complete their education goals within three years	The percent of College Promise program participants will be on track to complete their education goal (certificate or AA / AS degree) will remain stable at 90% or increase over time (measured by units passed and total units to complete individual goal) The percent of low-income and / or first-generation students who will be on track to complete their education goals within three years will remain stable at 80% or increase over time

The work that your team completed in step 1 of this Guidebook will serve as the foundation for the design, implementation, and evaluation of your program. We encourage you to revisit these worksheets during team meetings and revise them as you learn more about your participating students and / or make significant program improvements.

Step 3: Establish Program Requirements

In this step, programs teams will

- determine eligibility and participation requirements;
- define continuation requirements; and
- establish an appeals process to use in deciding possible exceptions to eligibility and continuation requirements.

Determine Eligibility and Participation Requirements

Your program's student eligibility requirements will determine the number of eligible students, the demographic profile and number of program participants, and the type of support systems that they need.

Fewer and less restrictive eligibility requirements lead to College Promise programs that serve more students, but they are also more expensive, possibly placing program sustainability at risk. Fewer eligibility requirements may also disproportionately allocate funding away from students with the greatest need. By contrast, fewer eligibility requirements, especially when articulated clearly, may be easier to communicate to students, their families, and program partners thereby minimizing confusion and frustration. You can find more information on communicating your College Promise program in step 7 of section III.

Research: Eligibility Requirements

Research suggests that financial aid is more effective in drawing students into college when the requirements are easy to understand (Dynarski, 2000, 2004). In particular, low-income students tend to underestimate their eligibility for financial aid and may be dissuaded from applying for aid if the process is too complex and eligibility requirements are too long (Tierney & Venegas, 2009; Long, 2010). In addition, as the number and complexity of program requirements grow, the number of appeals from students and families will rise (Miller-Adams, 2015), adding to the administrative burden and program cost.

A targeted program with more eligibility requirements, such as grade point average (GPA), age, and credit accumulation, can severely limit the number of students it serves. In these cases, programs can potentially exclude students who are underserved in higher education because they are less likely to receive the support they need to meet the requirements. More restrictive eligibility requirements may also make the program more complicated to administer, given the level of tracking needed to verify eligibility.

The following steps will help guide you through the process of deciding which eligibility requirements to include in your College Promise program, given your student population and program resources. Remember that each eligibility decision you make will have implications for students, institutions, and the community.

Location-Based Eligibility Requirements. Two types of location-based eligibility are associated with College Promise programs. The first is based on where students live or attend school — a defining feature of College Promise — and the second is based on where students enroll in college. Both location-based requirements are key factors in determining program cost. Deciding on whether your College Promise program will offer enrollment at one particular institution, neighborhood, district, or state will depend on the program goals, the lead institution, your budget, and funding structures and requirements.

Research: Location-Based Eligibility Requirements

There is some evidence that location-based programs can make a positive difference in college access and persistence outcomes. In a study of Knox Achieves, a Tennessee place-based and last-dollar scholarship program that preceded the Tennessee Promise, researchers found that gains in community college enrollment directly after high school were mostly driven by low-income students who would not have otherwise matriculated, despite receiving little scholarship support on average because of their eligibility for federal grant aid (Carruthers & Fox, 2016). These results could imply that the universal location-based model transformed the community's system and culture, resulting in a positive effect on enrollment even in the absence of significant financial support. Elsewhere, results from the Kalamazoo Promise program in Michigan, which were also allocated based on place only, demonstrated that local postsecondary enrollment increased over time, in addition to increases in completion (Miller-Adams, 2015). Say Yes to Education, also a place-based scholarship program, resulted in increases in college enrollment in Syracuse, New York, and Buffalo, New York, as well (Sohn, Rubenstein, Murchie, & Bifulco, 2016).

The following list of questions can guide your decision-making about location-based requirements:

- What location-based eligibility requirements enable you to serve the students your program is targeting?
 - Do your target students attend a specific school(s) or district(s)?
 - Do your target students live in a specific neighborhood, city, or county?
 - Is there a specific number of years of residency required for eligibility? Must those years of residency be consecutive? Are your target students likely to be ineligible if you require years of residency?

- If eligibility is based on local high school or district attendance,
 - will students be eligible if they start in an eligible high school, but transfer and graduate from a noneligible school?
 - are students required to enroll in an eligible school for a specified number of years to be eligible? Must those years be consecutive? Are your target students likely to be ineligible if you require years of attendance?
 - are students from local charter schools or private schools eligible?
- If eligibility is based on attending a specified district or college,
 - will students be required to attend a single college or any college in a district?
 - can students continue to receive benefits if they take courses at more than one college or district?

From the Field: Location-Based Eligibility Requirements

Of the 42 programs existing in California by fall 2017, 40 define student eligibility by a place smaller than the state, typically a student's home address and / or the high school they attend. For example, any resident of San Francisco is eligible to attend the City College of San Francisco through the **Free City** program. To be eligible for the **Barstow College Promise**, students must graduate from a high school in one of the three partner districts. The **Siskiyou Promise** accepts students who graduate from a high school in Siskiyou County or Modoc County and are residents of Siskiyou County or Modoc County.

Of the 42 California College Promise programs, 38 require that students attend either a specific community college or a college within a specified community college district to participate in the program. The four other programs, none of which are based in a community college, allow students to attend a range of higher education options. Students who participate in the **Ontario Community College Promise** can attend any community college in California. **The San Marcos Promise (PACE)** program requires students to attend California State University at San Marcos. Recent local high school graduates who participate in the other two programs, the **Richmond Promise** and the **Oakland Promise**, may attend any two- or four-year nonprofit higher education institution in the United States.

The location-based eligibility requirements for some programs are designed to carefully target intended students. For example, **Moreno Valley's College Promise** program offers priority to students who graduate from either of its two local feeder districts, but it also includes adult students with a GED from anywhere in the state. The **Lake Tahoe Promise** program includes recent graduates and adult learners from their feeder districts, as well as students from two small rural high schools from the Nevada Tahoe Basin who may not have transportation to the closest school in Nevada. California state funds cover the cost of students from California and the Lake Tahoe Community College (LTCC) Foundation funds the Nevada students.

Merit Requirements. Some College Promise programs require that students meet a minimum academic standard, such as high school GPA, to be eligible. On the one hand, merit-based eligibility

requirements offer program access to students whose past academic performance increases their likelihood of college success. On the other hand, instituting merit-based eligibility requirements can limit program access, particularly for low-income students and in programs without sufficient student support.

To avoid unintentionally excluding students who are the target of your program, consider using student data to determine the potential effects of applying merit-based criteria to your target population. For example, suppose your guiding program goal is to increase the postsecondary attainment of low-income students in your community who historically have not fared well in your institution. Looking at past years' admissions data, you could set a hypothetical cutoff point of 2.5 for a high school GPA, then identify the number of eligible target students who would have qualified for your College Promise program and the income differences between those above and below the GPA level. Using data in this manner can help guide your decision about including merit-based requirements and about which specific requirements make sense given your program goals and student population.

Research: Merit Requirements

Some studies show the positive relationship between the existence of merit requirements and credit accumulation and graduation rates (Dynarski, 2008; Scott-Clayton, 2011), especially when expectations are communicated to students early in their academic career (Dynarski, 2004; Perna, 2010). This suggests that students may be motivated to work harder when programs provide an academic eligibility requirement, potentially resulting in higher persistence and completion rates.

Although the notion of establishing high expectations for students seems intuitive, some research suggests that students, particularly those in areas with high poverty rates and low levels of academic achievement, may not have sufficient access to resources and information in order to take specific and tangible steps to help them meet performance requirements (Fryer, 2010; Harris et al., 2018). Programs that institute performance or merit requirements have also been criticized for serving middle- to upper-class student populations who already were more likely to attend college (Long, 2010).

The following list of questions can guide your decision-making about merit-based requirements:

- Which, if any, merit-based requirements will enable you to set meaningful eligibility benchmarks for your target students?
- How does establishing merit-based requirements (such as a minimum GPA) serve the goals of your program?
- To what extent do merit-based eligibility measures accurately reflect the preparedness of students?
- Will your target students be excluded if these measures are used?
- What are the implications for equity and diversity when using different measures of merit-based eligibility?

From the Field: Merit Requirements

Of the 42 College Promise programs in California in 2017, eight programs have merit requirements, most of which consist of a GPA cutoff between 2.0 and 2.5; a few use coursework or an assessment test to determine eligibility. One program (**West Hills President's Scholars**) requires a GPA of at least 3.5. Two programs require a 90% high school attendance to be eligible, an alternative way of determining merit.

Need-Based Eligibility Requirements. Unlike most financial support programs, some College Promise programs are need-blind, meaning that students are eligible for the program regardless of their financial status. This model can be appealing because students from middle-income families can also receive program benefits. However, need-blind eligibility may disproportionately direct support away from students who need it the most.

If all or some of the benefits associated with your College Promise program target low-income students, verifying need will be part of the administration of your program. Targeting students with the most need is a particularly useful strategy if your program has limited funding. Programs with need-based components require that students provide some evidence of financial need, often through the completion of the FAFSA, through the Dream Act, or through a Cal Grant¹ application.

All California College Promise programs that use AB19 funding are required to have their participants submit an FAFSA, a Dream Act, or a Cal Grant application to ensure that the program is maximizing state and federal aid. Programs can also use this information to identify students who are eligible for need-based program elements, for example, programs that provide book vouchers to only low-income students.

For any program that requires an application to determine financial need, it is important to note that this requirement can be a barrier to program access. To ensure that students get enough support to complete these applications, it is critical to allocate adequate staff time and to collaborate with high school and other community partners.

¹ Cal Grant is a financial aid program administered by the California Student Aid Commission, providing aid to California undergraduates, vocational training students, and those in teacher certification programs. Cal Grants are the largest source of California state funded student financial aid.

Research: Need-Based Eligibility Requirements

Ample research has shown that need-based financial aid eligibility has a significant effect on college enrollment, credit accumulation, and even the likelihood of completing a degree (Dynarski, 2003; Kane, 2003; Castleman & Long, 2016). Moreover, need-based grant aid has a stronger effect on student persistence at the lower end of the income spectrum, whereas the same aid going to more affluent students does not appear to influence their likelihood to persist (Alon, 2011). However, instituting need-based eligibility requirements places an extra burden on the applicant to provide documentation of his or her finances. Studies show that the high “transaction costs” of completing forms and gathering documentation can be especially daunting for parents with limited English proficiency and for parents who have not gone through the college application process themselves (Bartik, Hershbein, & Lachowska, 2015; Cornwell, Mustard, & Sridhar, 2006; Dynarski, 2000).

The following list of questions can guide your decision-making about need-based requirements:

- How do need-based eligibility requirements relate to the goals of your program?
 - Does your program have the resources to offer universal acceptance to students? If so, for what length of time?
 - Are there components of your program that will be offered to a subset of students based on financial need?
 - What is the appropriate level of need-based criteria to enable you to accept the largest number of students from your target population?
 - How will you track documentation of need-based eligibility?
-

From the Field: Need-Based Eligibility Requirements

Only two of California’s 42 programs as of fall 2017 included need-based requirements. However, with the additional funding that colleges have received through AB19, an increasing number of programs are offering financial support beyond tuition for low-income students, including the **Long Beach Promise**, the **Rio Hondo Promise**, **Free City**, and the **Pasadena City College Promise** programs.

Applications and Student Agreements. Applications have many purposes: they can be gatekeepers, communication tools, and data-gathering mechanisms for future analysis and continuous program improvement. The type, length, and complexity of applications vary depending on how they are used.

Requiring students to complete College Promise applications in addition to applications for federal or state grants can increase the administrative burden and can be an added barrier to access for students with limited support systems.

Some programs in California use College Promise program applications as opportunities for messaging that can also establish a compact between students and institutions. These documents may take the form of agreements in which colleges commit to offering College Promise support if students promise to complete the program requirements. Some programs ask graduating seniors to complete the agreement; others offer students an opportunity to sign a nonbinding agreement much earlier in their education career. In addition to serving as a communication tool, agreements can help a college gauge student interest and gather student data.

More traditional applications are as simple as requiring students to check a box on their community college application or complete a simple Google form or paper application that requests basic student information, such as their name and contact information. Some applications are more complex and can require personal statements and letters of recommendation. Examples of College Promise program applications and sample student agreements are found in appendix D (D.1).

College Promise program staff can offer direct support to students as they complete college applications, FAFSA forms, and Dream Act applications. Options include college, high school, and community workshops, one-on-one support, and open-access computer labs. Activities typically take place at high schools, community locations, and college campuses.

The following list of questions can guide your decision-making about application requirements:

- What information do you need from students to determine their program eligibility?
- Can you get the student information you seek from the general community college application?
- If you require completion of the FAFSA or Dream Act applications,
 - will you and / or a program partner offer support to students to complete it?
 - what form will the support take and who will offer the support?
- If you choose to require a supplemental College Promise program application, what form will it take?
 - If it is an early promise commitment,
 - is your program sustainable enough to sign a College Promise agreement with students (and their families) in elementary school, middle school, or early high school?
 - during which grade do you want prospective students to “commit”?
 - will your partner high schools/districts collaborate with you?
 - will you train high school counselors to understand the application process?
 - If it is a more traditional application during senior year,
 - will it require essays and / or recommendations?
 - what support will you and / or your partners offer students who are interested in completing an application?
 - Which format (e.g., paper, Google form) is most accessible to the student population you are trying to reach?
- How will processing and tracking applications impact your staff time and program structures?

Enrollment Requirements. Most College Promise programs require students to enroll in a minimum number of units for program participation.

In considering your program's enrollment requirements, particularly through an equity lens, it is important to remember that the majority of community college students enroll part time and that most part-time students are from groups underrepresented in higher education. Providing financial support to cover tuition, other required fees, and books as well as child care, and other cost-of-living expenses may enable some part-time students to decrease the number of hours they work and increase their course load. However, many have complex lives and other responsibilities that, even with financial support, will preclude their attending school full time.

The limitations imposed by funding streams also impact your decision-making on enrollment requirements. For example, part-time students are eligible for the California College Promise Grant, but College Promise students whose tuition fees are paid through AB19 are required to enroll full time. However, non-tuition expenditures for part-time students can be covered by AB19.

Whatever decisions you make about enrollment status, the most vulnerable students require robust support services to succeed, as discussed in greater detail in step 5.

Research: Enrollment Requirements

Full-time enrollment is a strong predictor of degree completion and transfer and may incentivize students to take a heavier course load so they are able to complete their degree at a faster rate (Park, 2015). However, 60% of community college students enroll part time, and 83% enroll part time and stop attending at least once before they complete their certificate or degree. Further, low-income, first-generation, and underrepresented students are more likely than other students to enroll part time (Hubbard, Rolfes, Hussak, Richards, & Hinnenkamp, 2018; Fisher, 2016).

Requiring full-time enrollment in College Promise programs has been shown to be a barrier to participation, especially for low-income students (Jones & Berger, 2018). For example, high credit requirements were the primary reason that students were rejected from the state of New York's **Excelsior Scholarship** program, which launched in 2018 and only served 3.2% of all undergraduates statewide (Hilliard, 2018). In addition, although there are benefits to full-time enrollment, there is also some evidence of a positive relationship between working part time while in college and degree completion. In a national survey of 1,500 institutions and 35,500 students, a larger share (20%) of first-time enrollees attending two-year public colleges who worked part time had attained an associate degree within three years, compared with students who did not work at all during their first year (10%) and students who worked full time (9%) (Velez, Bentz, & Arbeit, 2018).

The following list of questions can guide your decision-making about enrollment requirements:

- To what extent do you believe that part-time students would benefit from participation in the College Promise program?

- Since you are unable to use AB19 funding to support part-time students, under what funding streams could you support part-time students, for example, the California College Promise Grant?

From the Field: Enrollment Requirements

Thirty of the 42 programs in fall 2017 require full-time enrollment² to participate in the College Promise program. Two programs require a minimum of 15 units (more than full time), and an additional three programs require a minimum of nine units (less than full time). Seven of the 42 programs do not have a minimum unit requirement. AB19 funds can cover tuition only for full-time students, so the number of community colleges that require full-time enrollment as part of the College Promise is likely to increase. Some programs, such as **Cerritos Complete**, plan to continue allowing students who enroll part time to participate in their College Promise program.

Pirates Promise at Orange Coast College has different enrollment requirements, based on the high school district where a student graduates. Students from service-area districts are required to enroll in 12 units (the AB19 mandated minimum requirement), and students from other districts are required to enroll in 15 units.

Age, Enrollment Timing, and Prior College Experience Requirements. The decision to include eligibility requirements around students' age, their enrollment timing, and their previous college experience depends on your program goals, target population, and financial status.

Although AB19 (and pending AB2) legislation stipulates that if the funding is used for tuition, it should be for students who are attending college for the first time. The legislation provides colleges with considerable flexibility in the way the funds are allocated, providing that they further the goals of increasing college enrollment and completion and reducing equity gaps.

Neither the CCPG nor AB19 stipulates how old or how soon after high school graduation students must enroll in college to be eligible for AB19 funding. Depending on your program budget, you may consider including in your program's eligibility criteria students who complete GEDs regardless of their age, students who served in the military after high school, and students who served as a missionary with their church.

² California community college students are considered full time if they enroll in 12 units of study per semester. (<http://www.icanaffordcollege.com/en-us/aboutcommunitycolleges/collegecosts.aspx>)

Research: Age, Enrollment Timing, and Prior College Experience Requirements

Students who enroll in college immediately after graduation are more likely to persist and graduate than those who delay their entry into higher education (Horn, Cataldi, & Sikora, 2005; Niu & Tienda, 2013; Shapiro et al., 2017). Compared with students coming straight from high school, adult learners are half as likely to earn a degree within six years. However, not all students are in a position to enroll immediately after high school, for a variety of reasons, including a lack of academic preparation or an inability to forgo the wages they would earn if not attending college (Horn, Cataldi, & Sikora, 2005). In addition, students who were once enrolled, but subsequently exited the postsecondary system face barriers when attempting to reintegrate into academic life. Some research suggests that this population could benefit from extra support in the areas of improving study habits, technology skills, and time management skills and setting goals (Schatzel, Callahan, & Davis, 2013).

The following list of questions can guide you in determining other requirements:

- Is an age limit cutoff in line with your program's goals/target population? Which types of students would be ineligible if you included an age limit (e.g., those who entered the military out of high school, those who completed a GED)?
- Is one of your program goals to increase the number of students enrolling in college immediately upon graduation from high school?
- How much flexibility do you want to offer students in their enrollment timing, that is, do you want to require them to enroll within a certain time period after their high school graduation? Which types of students would be ineligible if you included an enrollment timing requirement?
- Are you using AB19 funding? If so, note that financial support for students who are not first-time college students (excluding dual enrollment courses) must come from funding other than AB19. Also, consider any additional resources needed to support returning students.

From the Field: Other Requirements

Most programs in California target recent high school graduates. More than half (26 of the 42 programs in fall 2017) require that students enroll immediately after high school graduation. Four programs stipulate that students need to begin within one year of graduation, and one program allows students to enroll within two years of graduating. A few programs outline exceptions for students who serve in the military. Ten of the 42 programs do not require students to enroll in college within a particular period of time in order to receive the financial award.

A number of programs, including **Moreno Valley College Promise**, **Ventura College Promise**, and **Salinas Valley Promise**, allow recent GED completers, as well as recent graduates with traditional high school diplomas, in their programs. Similarly, the **Anaheim Pledge** at North Orange County Community College District includes students who pursue career technical programs at North Orange Continuing Education.

As of fall 2018, **Lake Tahoe Community College Promise** waived the requirement that students enroll directly after high school graduation or GED completion. The program's website announces, "Whether you're 19 or 49, if you are a first-time college student [...], you may qualify for free tuition for your first year at LTCC."

Putting It into Practice: Eligibility and Participation Requirements Worksheet

The following worksheet can be used to outline the student requirements for eligibility for and participation in your College Promise program. Criteria for consideration are included in the worksheet. Please also refer to the descriptions above to further guide your decision-making. A Student Requirements for Eligibility and Participation Worksheet is available in appendix D (D.2).

Worksheet 6. Eligibility and Participation Requirements Worksheet (Example)

Directions: Identify your program's eligibility and participation requirements under each of the following categories and describe the ways in which the requirement helps the program reach its target student population(s) and general program goals.

Requirement Category	Examples	Eligibility and / or Participation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
Location (residency and / or school attended)	<ul style="list-style-type: none">– City or county of residence (with or without length of residence)– Specific high school / district attended– High school / district in your college's service area– Any California resident		
Merit	<ul style="list-style-type: none">– High school GPA– Placement exam scores– None		
Need	<ul style="list-style-type: none">– All funding granted to special populations (e.g., CCPG-eligible students or students below a specified income level)– Priority given to low-income applicants– Some features for all students and some features for students with a specified need– No need-based requirement		
Program applications	<ul style="list-style-type: none">– Early commitment secured in K–12– Parent approval required– 12th grade signing ceremony– Program applications attached to college applications		

Requirement Category	Examples	Eligibility and / or Participation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
FAFSA/Dream applications	<ul style="list-style-type: none"> – FAFSA or Dream Act application required (AB19 requirement) – FAFSA or Dream Act application not required 		
Timing	<ul style="list-style-type: none"> – Enroll within one year of high school graduation – Enroll within one year of completing GED or high school equivalency – No timing requirement 		
Previous college credits	<ul style="list-style-type: none"> – All students without prior college credits, excluding coursework completed during high school (AB19 funding can pay for tuition fees for “first-time” college students) – Students with some college credits are eligible 		
Unit requirements	<ul style="list-style-type: none"> – A minimum of 12 units per semester is required (AB19 can be used to cover tuition fees for full-time students) – Any other minimum unit requirement – No minimum unit requirement 		
College attendance	<ul style="list-style-type: none"> – Must attend a specific college – Must attend a college within a specified district – A specified number of courses can be taken at another college (AB19 funding is granted to specific colleges, but colleges may choose to allow students some flexibility) – Students may attend college of choice within a specified region – Students may attend any college (this is a common model in programs led by cities) 		

Determine Continuation Requirements

In addition to requirements that determine student eligibility and participation for a College Promise program, your team will want to consider including requirements for students to continue in the program from one academic session to another.

Some continuation requirements, such as full-time enrollment status, evidence of financial need, and a minimum GPA, mirror eligibility requirements. Requirements that are unique to continuing students include enrolling in specific courses (usually math and English); completing a minimum number of credits in an academic year; maintaining continuous enrollment; declaring a major; and participating in student support activities, such as meeting with a counselor, developing an education plan, attending academic and career success workshops, participating in a mentoring program, and completing a minimum number of community service hours.

To minimize roadblocks to student success, it is important to be thoughtful about the number and type of continuation requirements included in your program. It is incumbent on the program to support students in their efforts to meet the continuation requirements and, if needed, to revise the requirements over time.

Research: Continuation Requirements

Continuation requirements are a common feature of many financial support programs, but some research suggests that they can be an impediment to students' progress. Research on the **Tennessee HOPE** scholarship, a statewide merit-based aid program, found that 42% of college students who were awarded the scholarship between 2003 and 2006 lost their funding because they failed to meet the continuing GPA requirement of 2.75 (Carruthers & Özek, 2016). Students who lost their scholarships took fewer credits, were less likely to declare a major, and were more likely to leave college without a degree.

By contrast, there is evidence that student outcomes could be positively impacted by academic continuation requirements. One study found a 6.7 percentage-point increase in four-year BA completion rates among recipients of the **West Virginia College Promise**, a program with high GPA and credit-completion requirements, with impacts concentrated at the thresholds for annual renewal requirements (Scott-Clayton, 2011). Other research measuring the impact of performance-based scholarships on student academic outcomes, including credit attempts, GPA, and completions, found similar results for students in New Mexico. The study used a control group to look at outcomes in six states. New Mexico was the only state of the six that required participants to meet different academic benchmarks in subsequent semesters in order to remain scholarship-eligible. When compared with the control group, New Mexico reported a 16.4 percentage-point increase of students meeting academic benchmarks for the second term of the program (Patel & Richburg-Hayes, 2012).

The following list of questions can guide you in determining continuation requirements:

- Will your program require continuing students to meet the same enrollment, need, and merit requirements as they did for initial eligibility and participation requirements?
- Will your program have additional requirements for continuing students?
- Which student groups are least likely to meet the continuation requirements? Are these students your target population?
- Does your program offer the support systems to enable students to meet the continuation requirements?
- What will the process be if a student does not meet the continuation requirements? Will there be a grace period? Will they have an opportunity to rejoin the program once the requirements are met and, if so, do you have adequate funding to support these students?

Putting It into Practice: Continuation Requirements Worksheet

The following worksheet can be used to outline the student requirements for continued eligibility for and participation in your College Promise program. Criteria for consideration are included in the worksheet. Please also refer to the descriptions above to further guide your decision-making. A blank Continuation Requirements Worksheet is available in appendix D (D.3).

Worksheet 7. Continuation Requirements Worksheet (Example)

Directions: Identify your program's continuation requirements under each of the following categories and describe the ways in which the requirement helps the program reach its target student population(s) and general program goals.

Requirement Category	Examples	Continuation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
Enrollment	<ul style="list-style-type: none">– Enroll in a minimum number of units (AB19 requires full-time enrollment)– Enroll in specific courses (usually math and English)		
Completion	<ul style="list-style-type: none">– Pass a minimum number of credits– Complete a minimum number of credits over a one-year period		
Continuous enrollment	<ul style="list-style-type: none">– Enroll in subsequent semester (excluding summer)– Maintain continuous enrollment in college (excluding summer)– No requirement for continuous enrollment		
Student support participation	<ul style="list-style-type: none">– Meet with an academic counselor twice per academic year– Participate in at least one support program or service (e.g., mentoring, tutoring, clubs)		

Establish an Appeals Process to Determine Exceptions to Program Requirements

In implementing a College Promise program, institutional and program leaders work with students who make a great effort to adhere to program eligibility and continuation requirements. Inevitably, regardless of intent, some students will face unique circumstances that preclude their ability to meet these requirements.

When determining your program's eligibility requirements, it is also important to simultaneously design an appeal process so that you will be ready to respond to students who believe they have been unfairly excluded from the program. It is extremely important to do this when your program is being initially established and all stakeholders are learning how it functions. A process for deciding which program criteria can be considered for exceptions, how the appeals process will be structured, and who will administer it is part of ensuring that you have a high-functioning program that is carefully aligned with its goals, but is also mindful of the complex lives of students.

The following list of questions can guide you in determining appeals:

- Which program requirements could be considered in an appeal and which are not negotiable? Do you prefer to allow the criteria to emerge as the program is being implemented?
- Will the appeal entail completion of an official form or will an alternate form of documentation be created?
- Will the total number of appeals be limited as a percentage of the total program population?
- Who will be responsible for managing appeals cases?
- Will appeals guidelines be posted for prospective applicants to see?
- How will appeals decisions be communicated to those who appeal?

Summary of Section I: Framing Your College Promise Program

Upon completion of this section, your College Promise team will have

- established your College Promise program team and governing structure;
- developed a program logic model, including program goals and outcomes; and
- determined your program's eligibility, participation, and continuation requirements and an appeals process.

SECTION II: DESIGNING YOUR COLLEGE PROMISE PROGRAM FOR STUDENT SUCCESS AND FINANCIAL SUSTAINABILITY

The three steps in this section of the Guidebook — Step 4: Establish Student Financial Support and Overall Program Costs; Step 5: Integrate Student Support Services; and Step 6: Ensure Financial Sustainability — will help you design your program with a focus on student success and ensure that you have adequate funding to cover your annual costs. In working through this section, you will be guided to design the financial and student support features of a College Promise program, estimate the annual costs to run your program, and consider strategies to make sure it will be sustained over time. A companion tool, the California College Promise Cost Estimator Tool, is previewed in this section and available online through the following link

<https://californiacollegepromise.wested.org/guidebookresources/>.

Step 4: Establish Student Financial Support and Overall Program Costs

In this step, program teams will

- identify the financial support that program participants will receive;
- determine the disbursement model to employ; and
- estimate program costs.

Financial assistance to minimize or eliminate economic barriers to college is a central feature of all College Promise programs. Decisions about the coverage, disbursement, and duration of financial support are, like all program features, based on community needs, institutional and partner priorities, and available funding.

Determine Financial Coverage

The majority of College Promise programs strive to cover the cost of college tuition and fees for eligible students. But tuition is only a small proportion of the cost of attending college. To make college

more affordable for low-income students, programs are increasingly funding at least a portion of the cost of books, supplies, transportation, child care, and other living expenses.

Research: College Costs

According to the Institute for College Access & Success (2016), tuition accounts for only 20% of community college students' total costs, and the proportion is even smaller in California, where tuition costs are waived for students with the greatest need. With the Pell Grant maximum set at \$6,195 for the 2019–2020 academic year (U.S. Department of Education Office of Federal Student Aid, n.d.), federal aid may cover eligible students' tuition costs, but only make a dent in the substantial costs associated with housing, books, meals, transportation, and other living expenses. A 2016 study found that when students were provided with financial support beyond tuition and fees, they were more likely to enroll full time and work fewer hours (Broton, Goldrick-Rab, & Benson, 2016). Results from another study suggests that when low-income community college students received multiple public benefits (SNAP, TANF, or TANF-funded child care) enrolled in more academic terms, completed more credits overall, and were more likely to earn a college credential than students who received only one benefit (Duke-Benfield & Saunders, 2016).

In some cases, funding sources stipulate the way the money may be spent. For example, AB19 guides colleges to allocate funding to first-time, full-time students during their first year of college. The California College Promise Grant tuition waivers are limited to students from families that are at 150% of the national poverty level. By contrast, private funding sources, such as corporate underwriting, philanthropic gifts, and awards from private foundations, are typically more discretionary, having been granted with specific community needs in mind.

Disbursement. Most College Promise programs award financial support to students *after* factoring in the amount that they receive from other sources, known as a “last dollar” model. The other disbursement methods are “first-dollar” and “middle-dollar.” The disbursement model that you select can have important implications for the students you serve and for the overall cost of the program. Table 1 summarizes the three primary disbursement models.

Table 1. College Promise Program Disbursement Models

Disbursement Model	Disbursement Model Definition and Example
First Dollar	<p>First-dollar programs provide a fixed amount of funding to students regardless of other awards they receive. In first-dollar programs, decisions do not factor in state or federal awards that students receive.</p> <p>Example: William is a student in a first-dollar College Promise program who received full tuition coverage from state and federal sources. The program provides \$1000 for all eligible participants. William will receive \$1,000 for other expenses in addition to the state and federal support.</p>
Last Dollar	<p>Last-dollar programs cover the remaining portion of the costs that are promised after federal, state, and other aid has been applied. In this model, the total amount a student receives from the College Promise program varies depending on funding received from other sources. If a student has already received the promised financial support from other sources, he or she would not be granted additional financial support from the College Promise program.</p> <p>Example: Lupe is a student in a last-dollar College Promise program that promises to cover the full cost of tuition and books for all eligible students. She received a full tuition waiver (through the California College Promise Grant) based on her demonstrated financial need. She will therefore not receive tuition funding through the College Promise program, but will receive financial support for books, since this expense is not covered through other sources.</p>
Middle Dollar	<p>Like last-dollar programs, students in middle-dollar programs first receive the federal, state, and other funding for which they are eligible. Also like last-dollar programs, students receive the difference between funding received from other sources and the amount promised by the program. A middle-dollar program differs from a last-dollar program in that additional financial assistance is granted to a subset of students based on criteria determined by the program, often with equity goals in mind.</p> <p>Example: Miguel is an AB540 student and is eligible for a California College Promise Grant to cover the full cost of his tuition. The College Promise program in which he participates covers tuition for all students, but he will not receive tuition coverage from the program because he will receive a CCPG. The program also provides a bus pass and a \$500 bookstore voucher for low-income students, measured by CCPG eligibility. Because he is a CCPG-eligible student, he will receive the bus pass and bookstore voucher through the College Promise program.</p>

From an equity perspective, first-dollar programs are most beneficial to low-income students because the financial assistance is added to the other awards they receive and does not vary based on the aid from other sources. This model is particularly beneficial to California community college students, who may be eligible for multiple need-based financial assistance programs, including Cal Grant A (for tuition and fees), Cal Grant B (for books and living expenses for first year), and Cal Grant C (for books and supplies for career and technical education programs); the California College Promise Grant (for tuition); the Full-Time Student Success Grant (for general education expenses); and the Community

College Completion Grant (for general education expenses). Students who are eligible for multiple programs may have most, if not all, of their primary education expenses covered. Additional College Promise funding can help them pay for other expenses, such as child care, and potentially may enable them to decrease the number of hours they work while enrolled in college. But it is very difficult to raise the funding needed for a first-dollar program, therefore most California programs have adopted a last-dollar disbursement model.

Duration. The length of time a student receives financial support varies across programs. In California, the majority of programs offer one year of support. The number of programs that offer two years of support may increase because of the new funding allocated through AB19 and the proposal to amend AB19 to two years.

From the Field: Financial Coverage

California College Promise programs vary in how they structure and award direct financial assistance to students. The most common type of financial support is based on a last-dollar model, which determines the amount of financial support to students *after* factoring in the amount they receive from other sources, such as the CCPG. Of the 33 last-dollar programs in California in fall 2017, 17 cover tuition, fees, and books, 9 cover tuition only, and 7 cover tuition and fees.

In the first-dollar model used by some College Promise programs, students receive a financial award regardless of any other financial support they receive. Five of the 42 California programs provide a one-time first-dollar scholarship, and two of the five determine the amount of the scholarship based on the recipient's tuition fees. Another provides a two-year first-dollar scholarship of \$1,000 per year.

Three additional programs provide financial awards over a longer period of time, specifically, for up to four years of college attendance. Of these, two last-dollar programs provide a \$1,000 to \$1,500 grant each year, and one first-dollar program awards up to \$4,000 per year if students attend a four-year institution.

One California program that offers a last-dollar scholarship also awards students a stipend if they qualify for the CCPG; this is commonly referred to as a middle-dollar award. Other programs, including the **Long Beach Promise, Pasadena City College Promise, Rio Hondo Promise, and South Bay Promise** programs, are considering using part of their AB19 funding to shift to a middle-dollar model whereby tuition is provided to all eligible students, and funding for textbooks and / or transportation is provided for a subset of students, generally those with financial need.

Since the allocation of AB19 funding, a number of programs are considering lengthening the duration of their programs to two years. Those that announced two-year programs in fall 2018 include **Cuesta Promise, Long Beach College Promise, Oxnard Promise, Pasadena City College Promise, Rio Hondo College Promise, and San Diego Promise.**

Estimate Overall Promise Program Costs

After your team determines the program's disbursement model, you can begin to estimate your annual program costs. The use of the three-part process outlined here and in the California College Promise Cost Estimator Tool will help you predict the cost of direct student funding, the program's institutional costs, and the costs of the student support services that are affiliated with your College Promise program. The California College Promise Cost Estimator Tool is available online through the following link <https://californiacollegepromise.wested.org/guidebookresources/>.

Cost Estimate Part I: Calculate Student Financial Support Costs. If you have a first-dollar program, estimating costs is straightforward because all participants receive the same level of direct financial assistance. After establishing the award amount, the length of time students will receive support, and the number of participants you aim to serve, you can then determine if you have sufficient funds available to cover the program's costs. Alternatively, if you have a predetermined budget to work with, you may wish to estimate several different scenarios to examine the tradeoffs between award amounts and numbers of students served by the program. The program goals will help guide you in determining which students will be targeted. Under a first-dollar model, setting a more modest award amount would enable you to reach more students, whereas a more generous award would confer greater benefits on a smaller number of students.

Calculating the cost of a last-dollar program is a more complex task. The last-dollar model factors in the other funding that students will receive before determining the amount that they will be awarded through the College Promise program. For example, when tuition fees are promised, the cost of this feature is calculated by subtracting the number of students who receive tuition subsidies from the total number of students in the program.

In estimating the cost of your program, it is important to acknowledge that not all of the College Promise students will continue in the program from fall to spring of the first year or, in a two-year program, from the first to the second year because of dropping out or failing to meet eligibility requirements. For example, if a program requires a minimum GPA of 2.0 and full-time status, students who do not meet those requirements will not be able to continue in the program. It is also important to track the extent to which students are being dropped from the program because they don't participate in other required program features, such as attending student success workshops or participating in a mentorship program. In designing and refining your program requirements, it is important for your team to understand your institution's overall dropout rate and that of vulnerable subpopulations.

The following tables illustrate how a fictitious middle-dollar College Promise program would complete the first two tabs of the California College Promise Cost Estimator Tool. The fictitious program serves first-time, full-time enrollees who were recent high school graduates and promises financial coverage for one year of tuition (12 units per semester), health fees, and student activities fees, along with a \$500 book grant for students who are eligible for the CCPG. The table below mirrors that of the California College Promise Project Cost Estimator Tool's "Assumptions" and "Student Costs" tabs.

**Table 2. California College Promise Cost Estimator Tool “Assumptions” Tab:
Guiding Questions and Responses for a Fictitious California College Promise Program**

Instructions: Please include information for one cohort of College Promise program participants. These data on the scope and length of your program will enable the tool to compute your program cost.

Guiding Questions	Response	Notes
How many terms are covered by your College Promise program? (Do not include coverage for summer or intersession terms — this will be covered in the “Summer and Intersession Costs” tab).	2	Input the number of terms that your College Promise will cover. If you include coverage for summer or intersession terms in your program, you will input that information in a separate tab.
Does your college use the semester or quarter system?	Semester	
What is the average number of units per term that will be covered for your College Promise participants? (Consider your program’s minimum enrollment requirement, if relevant, and previous trend data.)	12	This fictitious program requires students to enroll in a minimum of 12 units each semester. Previous trend data from the college show that a small percentage of students enroll in more than 12 units per semester, so the team predicted that the average units for each College Promise student will be 12.
What are the estimated retention rates for your College Promise participants?		Based on how many terms your program covers, answer the relevant questions below.
Average retention rate from the first to second semester	80%	This question popped up in the Cost Estimator Tool because the program covers two semester terms. Based on previous retention data and considering the program’s continuation requirements, the team estimates that 80% of the College Promise cohort will enroll in the second semester of the program. The default percent is 100%. If you don’t have an estimate, consider temporarily leaving “100%” because it is better to overestimate than to underestimate the cost of your program.

Guiding Questions	Response	Notes
Average retention rate from first to second year	—	This question will pop up in the Cost Estimator Tool if your program covers two years. This fictitious program is a one-year program, so it would not pop up for this program's team. The default percent is 100%. If you don't have an estimate, consider temporarily leaving "100%" because it is better to overestimate than to underestimate the cost of your program.
How many students do you anticipate will be participating in the program? (Consider previous enrollment data and the program's eligibility requirements.)	500	The team worked with institutional research to determine that 600 students would have been eligible during the previous fall semester. The same number of eligible students is anticipated for the upcoming fall. Based on previous enrollment data, the team expects that 500 students will participate in the College Promise cohort.
What percent of the College Promise program participants do you estimate will be eligible for the California College Promise Grant?	50%	The percent of CCPG recipients at the college is 60%. The team estimates that 50% of the participants will be CCPG students because in the team's experience, CCPG students are slightly less likely to complete the steps necessary to participate in a program like this.

**Table 3. California College Promise Cost Estimator Tool, Part I, “Student Costs” Tab:
Prompts and Responses for a Fictitious California College Promise Program**

Instructions: Add the per-student cost associated with each activity or service that is part of your College Promise program and specify the percent of College Promise participants per term who will receive the financial support.

Other Student Financial Support	Cost per Student / Term	Percent of College Promise Students Receiving Support	Notes
Student activities	\$10.00	100	All participants will have their student activity fees covered.
Health fees	\$20.00	100	All participants will have their health fees covered.
Transportation	—	—	The program is not offering financial support for transportation costs.
Book / course materials	\$500.00	50%	All students who are eligible for the CCPG will be given a \$500 book grant. The team estimated that 50% of the program participants will be CCPG students.
Other	-	-	

Part I, Running Yearly Totals (includes student financial support costs for the academic year)

Year	Amount
Year 1	\$ 374,400
Year 2	\$ —
Total	\$ 374,400

Putting It into Practice: Student Costs

To estimate the cost of student financial support, complete the “Assumptions” and “Student Costs” tabs of the California College Promise Cost Estimator Tool. After opening the Excel spreadsheet, if you see an Enable Editing button at the top of the spreadsheet, click the button. Then, to enable you to input your program data, click the Enable Content button at the top of the spreadsheet.

Cost Estimate Part II: Calculate Institutional-Level Program Costs (Program Management and Student Support). To continue estimating the cost of your College Promise program, consider what financial resources will be needed in order to fund staff time, events, professional development activities, and other program costs. These include the costs associated with general program management as well as the required student support elements of your program. Do not include costs that are covered under other funding sources or in-kind resources within and beyond the college.

Due to the centrality of student support services in College Promise programs, this Guidebook devotes a separate step to the process of determining which student services you will include in your program. Before completing the third tab of the Cost Estimator Tool, “Institutional Costs,” please review Step 5: Integrate Student Support Services. You will then be prompted to return here to complete the worksheet and the “Institutional Costs” tab of the Cost Estimator Tool.

The following table mirrors that of the “Institutional Costs” tab in the California College Promise Cost Estimator Tool. The responses below are for the same fictitious middle-dollar College Promise program outlined in Tables 2 and 3 above. The institutional-level program costs for this program include a full-time program coordinator, a half-time counselor, a half-time research specialist, food and beverages for leadership team meetings, staff professional development, and the development and printing of program materials.

**Table 4. California College Promise Cost Estimator Tool, Part II, “Institutional Costs” Tab:
Prompts and Responses for a Fictitious California College Promise Program**

Instructions: Add the estimated annual staffing and program activities costs related to your College Promise program to the following fields. This estimate should include the general program management costs as well as the costs associated with the required student services features of your program.

Staffing	Cost per Year	Notes
One 100% program coordinator (salary and benefits)	\$95,000	The program coordinator position is a new hire and is not funded through an existing budget.
Two 50% Full-Time Equivalent (FTE) counselors (salary and benefits)	\$70,000	The team decided to increase the percentage of FTE of two counselors to ensure that all College Promise students are able to meet with a counselor two times per term, a continuation requirement for the program.
One 50% FTE research specialist (salary and benefits)	\$30,000	The team is planning to increase the coverage of an existing research specialist from 50% to 100% to work on College Promise research and evaluation.

Events, Professional Development, and Other Costs	Cost per Year	Notes
Events and meetings	\$2,000	The team included hospitality costs (food and beverages) for one College Promise leadership team meeting per month per academic year.
Professional development	\$15,000	The College Promise leadership team (five people) will attend regional, state, and national conferences related to College Promise.

Events, Professional Development, and Other Costs	Cost per Year	Notes
Materials and publications	\$10,000	The cost of promotional materials, banners, and postage for letters to students and parents are included here.
Subcontracts	–	The team does not anticipate hiring any subcontractors for the College Promise program.
Other	–	
Other	–	
Other	–	

Part II, Running Yearly Totals (includes student financial support costs for the academic year, plus institutional costs)

Year	Amount
Year 1	\$ 596,400
Year 2	\$ –
Total	\$ 596,400

Putting It into Practice: Institutional Costs

To estimate the institutional-level program costs, complete the “Institutional Costs” tab of the California College Promise Cost Estimator Tool, available online is available online through the following link <https://californiacollegepromise.wested.org/guidebookresources/>.

Cost Estimate Part III: Calculate Summer and Intersession Costs. One strategy for helping students make consistent progress toward their education goals is to complete coursework during the summers or during intersessions. If your College Promise program supports students during these terms, please complete the “Summer and Intersession Costs” tab of the Cost Estimator Tool. The responses in Table 5 below are for the same fictitious middle-dollar College Promise program outlined in Tables 2, 3, and 4 above. The program covers tuition (minimum 6 units and maximum 12 units), student activities, and health fees for the summer session prior to the student’s first year of college. Students who are eligible for the CCPG also receive a \$250 book voucher.

**Table 5. California College Promise Cost Estimator Tool, Part III, “Summer and Intersession Costs” Tab:
Guiding Questions and Responses for a Fictitious California College Promise Program**

Instructions: Include information about summer sessions and / or intersessions that are covered through your College Promise program.

Guiding Questions	Response	Notes
How many summer sessions and / or intersessions will be covered in your College Promise program?	1	The fictitious program includes coverage for the summer session prior to a student’s first year of college.
What is the average number of units per summer or intersession term that will be covered for your College Promise participants?	6	Previous trend data indicate that students take 6 units during the summer session (full-time for summer session). Even though the program will cover up to 12 units, the team estimates that few, if any, students will take more than 6 units.
How many College Promise students do you anticipate will participate in each summer session or intersession?	150	The team estimates that of the expected cohort of 500 students in the fall quarter, approximately 30% will take courses during the summer. The estimated number of students is therefore 150.
What percent of these students are eligible for the CCPG?	40%	The percent of CCPG recipients at the college is 60%. The team estimates that 50% of the participants will be CCPG students because in their experience, CCPG students are slightly less likely to complete the steps necessary to participate in a program like this and that fewer students who receive the CCPG will take summer courses prior to the fall semester of their first year in college. Therefore, the team estimates that 40% of the summer participants will be CCPG eligible.

Other Student Financial Support	Cost per Student / Term	Percent of College Promise Students Who Will Receive Support	Notes
Student activities	\$10	100%	All participants will have their student activity fees covered.
Health fees	\$17	100%	All participants will have their health fees covered.
Transportation	–	–	The program is not offering financial support for transportation costs.
Book / course materials	\$250	40%	All students who are eligible for the CCPG will be given a \$500 book grant. The team estimated that 50% of program participants will be CCPG students.
Other	–	–	

Part III, Running Yearly Totals (includes student financial support costs for the academic year, institutional costs, plus student financial support costs for summer)

Year	Amount
Year 1	\$ 596,400
Year 2	\$ –
Summer Session and Intersession	\$ 24,180
Total	\$ 620,580

Review the Final Cost Calculations

After you have determined the student support services that can be integrated into your program and have estimated their associated costs, it's time to take a step back and review the estimated total cost of your College Promise program. Review the "Cost Summary Sheet" tab in the California College Promise Cost Estimator Tool to view your expected expenses. If the total costs per year do not appear to be correct, please confirm the accuracy of the information that you added to the first four tabs of the tool.

Below is the Total Cost Summary Sheet for the fictitious College Promise program used as an example during this step.

Table 6. California College Promise Cost Estimator Tool "Cost Summary Sheet" Tab:
Total Cost Summary Sheet

Item	Year 1	Year 2	Summer Session / Intersession	Totals
Tuition Fees	\$ 248,400	–	\$ 16,560	\$ 264,960
Health Fees	\$ 9,000	–	\$ 600	\$ 9,600
Student Activities	\$ 4,500	–	\$ 1,020	\$ 5,520
Transportation	–	–		
Book / Course Materials	\$ 112,500	–	\$ 6,000	\$ 118,500
Other	–	–	–	
Staffing	\$ 195,000	–	–	\$ 195,000
Events / Professional Development	\$ 27,000	–	–	\$ 27,000
Totals	\$ 596,400	–	\$ 24,180	\$ 620,580

Share the overall financial information with your team for validation. If available resources exceed the budget estimate, then you can consider expanding the scope of the program, reducing eligibility requirements, and / or adding benefits and services. If funding falls short of what your program design requires, you can revisit other potential sources of funding or in-kind contributions. If other funding prospects fail to emerge, you can make program adjustments that will bring it in line with available resources. Going through this exercise can help your team think critically about the short- and long-term financial viability of your program.

Step 5: Integrate Student Support Services

In this step, program teams will

- identify the student support services that program participants will receive, and
- determine whether participation in student support services are a program requirement.

One of the hallmark characteristics of College Promise programs in California is that they address multiple barriers to college enrollment and completion by also offering academic and student support services (Rauner 2018; Rauner, Perna & Kanter, 2018). Such services encompass a wide range of programs and activities to help students prepare for and enter college and persist to completion (Rauner, Perna & Kanter, 2018). The following outlines some common student services in California's College Promise programs, organized from middle and high school through college.

Research: Student Support Services

To ensure that College Promise programs are effective vehicles for student success, program leaders cannot rely solely on financial assistance as a student support strategy (Rauner, 2018). Financial aid alone is insufficient to promote college enrollment and attainment, especially for low-income students and students of color (Perna & Kurban, 2013). Successful completion of high school does not mean that a student is college ready or likely to succeed in college (Roderick, Nagaoka, & Coca, 2009). This is especially true for students who live in areas with high levels of poverty and low levels of academic achievement because they are less likely to have the information and support to gain access to college (De La Rosa, 2006; Harris et al., 2018). College Promise programs can fill the gap in academic and social support services for students before, during, and after college (Perna, 2016).

Support Students in Middle and High School

College Promise programs can offer middle and high school students a range of support services, primarily in partnership with the middle or high school and anchored either at the school sites or on the college campus. Academic support can include offering students the opportunity to start college early through dual enrollment programs as well as providing academic counseling, tutoring, and mentoring. To make the concept of college more tangible and to ease the future transition to college, College Promise programs can arrange field trips to college campuses and bring faculty, staff, and current students to high schools for presentations to students, parents, and guardians. College Promise programs can also offer support for completing high-stakes documents, such as the FAFSA, CCPG, and Dream Act applications as well as supplementary College Promise applications. In some cases, these programs and services are located within a high school's Higher Education Future Center, which are hubs for postsecondary planning that cluster financial literacy, academic planning, and other resources in one location on campus.

Close coordination between the high school and higher education partners is critical in order to ensure that students and parents receive timely and accurate information on college preparation milestones. The College Promise team should be especially mindful of students who may require additional attention and follow-up, such as those who are first generation and / or low income.

Research: Student Support in Middle and High School

To successfully make the transition from high school to college, students need structured, specific, and ongoing information about how to meet college-related requirements during their high school years (Harris et al., 2018; Radunzel, 2014). “College knowledge” includes the information and skills that help students navigate the complex college admissions and financial aid processes and develop an understanding of college norms, expectations, and culture (Kirst & Venezia, 2004). Research shows that when students receive personalized guidance and information about college application processes, especially when they gain early awareness of college costs and get assistance with completing the FAFSA application, they are more likely to have a smooth transition to a postsecondary institution (Bartik et al., 2015; Cornwell, Mustard, & Sridhar, 2006; Dynarski, 2000; Roderick et al., 2009; Bettinger, Long, Oreopoulos, & Sanbonmatsu, 2012; Hoxby & Turner, 2013; Maynard et al., 2014).

From the Field: Student Support in Middle and High School

Shasta Promise program leaders collaborate with high school counselors throughout the region to ensure that all high school students have access to information about the benefits of the program and are prepared to take advantage of the opportunity. Leveraging existing partnerships between Shasta College, the Shasta County Office of Education, and the high school districts in Shasta County, the Shasta Promise program engaged in a two-year capacity building effort for high school counselors about college / career readiness. The training was paired with the support of a veteran high school counselor who holds a monthly meeting with a counselor representative from each high school to ensure that all counselors are as prepared as possible to support students and their families and visits each high school to work more intensely with each high school representative. As a result of these and related efforts, the FAFSA completion rates, percentages of students who complete all A-G requirements, and postsecondary enrollment rates increased. Monthly counselor lead meetings and mentoring from the lead counselor at each school will continue over time.

1. The Long Beach College Promise program brings all fourth graders from the Long Beach Unified School District to Long Beach City College so they can experience the collegiate environment firsthand and imagine their future lives as college students. During the visit, they learn about careers they can prepare for in college, tour the campus to visit academic programs, see student life spaces and athletic facilities, and make personal connections with faculty and staff. In fifth grade, all

students have a similar visit to Long Beach State University, a Long Beach College Promise partner. The program also offers the “early birds” program to seniors during the spring prior to graduation. At the Saturday sessions, students can complete their orientation, assessments, and student education plan that allows them to receive priority registration.

The Santa Ana Partnership helps manage the Kindercaminata program, which brings more than 1,000 kindergartners and their parents to campus each spring to visit discipline-specific activity booths, tour the campus, and receive “Sí Se Puede” hats that indicate the year they will graduate from college through the **Santa Ana College Promise** program. As students progress, they are supported through One-Stop Higher Education Centers at all feeder high schools. One service offered by these centers is a case-based follow-up system for FAFSA completion, that holds each school and its principal accountable for results as part of the high school graduation checklist. This resulted in a three-year increase in FAFSA completion from 44% to 90% districtwide. For students and their families, the program also works to demystify the process of applying for and attending college through parent-to-parent on-site workshops and home visits. In addition, the program’s parent empowerment arm, Padres Promotores de la Educación supports the transition from K–12 to college by placing phone calls to the parents of every expected College Promise student to answer any last-minute questions and address hurdles in order to ensure that the students start college on time with their peers.

The **Hancock Promise** includes two phases that support students beginning in fifth grade. The first phase, Bulldog Bound, strives to create a college-going culture among fifth through eighth grade students and their families. The Bulldog Bound elementary exploration events, which are held throughout the school year, include more than 25 workshops developed to be engaging, fun, hands-on, and representative of academic programs offered at Hancock College. Additional activities that support Bulldog Bound include campus cruise tours, Family Science night, sporting events, College for Kids classes, career fairs, and parent workshops. The second phase, The Path to Promise, is designed to help students and their families understand that a college education is attainable and affordable and to help students feel prepared for and ready to succeed in college. A variety of workshops and outreach events are offered to students in order to familiarize them with college programs and services. All Hancock Promise students are required to attend Hancock Bow-WOW, an event that connects them with more than 70 student clubs, various community organizations, and college departments and support services on campus. Bridges to Success meetings take place between high school and college counselors to ensure a successful transition to college.



Support Students During the Transition to College

“Summer melt” refers to the phenomenon of recent high school graduates with plans to attend college the following year subsequently failing to matriculate in an institution (Castleman & Page, 2014). This experience is most common for first-generation students, low-income students, and students of color. College Promise programs can provide a variety of summer strategies and programs to minimize the effects of summer melt by strengthening academic skills, fostering a sense of belonging on campus, and ensuring students are able to navigate campus resources. Examples of such programs and services include orientation programs, remedial courses with corequisites, college success courses, career exploration, and educational plan development. Increasingly, College Promise programs are remaining connected to students through personalized text messages, invitations to activities on campus, reminders to complete application and enrollment steps, and introductions to resources on campus. Some programs also offer two-way messaging to enable students to receive answers to their questions in time to take meaningful action.

Research: Student Support During the Transition to College

Sometimes students need an extra nudge to get them across the matriculation finish line. Interventions intended to combat the phenomenon of summer melt have been shown to increase college enrollment among students who have less access to high-quality counseling support (Castleman & Page, 2015). These include “behavioral nudges” such as receiving automated text messages that encourage students to complete matriculation milestones and meeting with near-aged peer mentors during the summer. Castleman, Page, & Schooley (2014) found that individualized summer support for students between high school graduation and college has lasting impacts on persistence several semesters into college.

Given the number of students entering postsecondary education who are deemed not “college ready,” many colleges also institute summer bridge programs to aid in the transition (Sablan, 2014). Participants in summer bridge programs are often those identified as needing additional transition support, such as underrepresented students and those in need of remediation (Kallison & Stader, 2012).

From the Field: Student Support During the Transition to College

Cerritos Complete at Cerritos College provides step-by-step college preparation assistance for high school seniors. Early in the spring semester, Cerritos Complete information nights are held for students and their families. Students are also provided with assistance to complete the college's online application, the FAFSA / Dream Act application, and the placement tool for math and English. When students successfully complete these steps, they participate in an in-person orientation at the college, receive priority enrollment, and attend a half-unit Summer Connections counseling class, which helps students continue their educational planning, reinforces their orientation to the campus, and helps them understand what to expect in college.

Participants in the **Promise Scholars** program who place below transfer-level in English and / or math prior to their first semester at Skyline College are expected to participate in the **Promise Scholars Summer Institute (PSSI)**. Students with extenuating circumstances that prevent participation may still join the Promise Scholars program, but they are required to enroll immediately in math and / or English courses in the fall semester, with supplementary support. The PSSI runs for three weeks (for students who need support in either English or math) and six weeks (for students who need support in both English and math). In addition to the academic focus, students also participate in career and counseling sessions to clarify their goals and prepare them for a smooth transition into college. All expenses associated with the PSSI (lunch, transportation, books, materials, and summer fees) are covered by the program.

Support Students During College

Money alone is not enough to improve student success in college (Rauner, 2018). For this reason, College Promise programs include support services for students after they enroll to help them thrive, persist, and complete their higher education goals. Types of student supports that are common in College Promise programs include advising and counseling services, academic support services, and communication technology.

Research: Student Support During College

There is evidence that combining financial support with academic support and student services can increase college persistence and other student outcomes (Deming and Dynarski, 2009). A study of the Student Achievement and Retention Project program at an anonymous Canadian university found that students who received both financial incentives and student services (for example, study groups and peer advising) achieved better academic outcomes than students who received only financial incentives or student services (Angrist, Lang, & Oreopoulos, 2009). The Detroit Promise program provided incentivized coaching meetings to a sample of their students and found a positive effect on persistence, full-time enrollment, and overall credit accumulation

(Ratledge, O'Donoghue, Cullinan & Camo-Biogradlija, 2019). Positive effects were also found on measures of enrollment and retention in a randomized controlled trial of the Opening Doors program, which combined financial support with learning communities, counseling, and mentoring for low-income community college students (Scrivener & Pih, 2007; Scrivener, Bloom, LeBlanc, Paxson, Rouse, & Sommo, 2008). In another study, students who participated in a program that combined financial support with advising, a first-year seminar, career services, and tutoring at three City University of New York community colleges had higher enrollment, credit completion and accumulation, and degree completion than students who did not participate in the program (Scrivener, Weiss, Ratledge, Rudd & Sommo, 2015).

In addition to considering student needs and program resources when designing the student support features of your College Promise program, it is wise to identify, partner with, and coordinate with existing programs, especially internal ones, that share your program goals. The ideal time to reach out to leaders of these programs is during the program design stage, but it is never too late to explore how you can work together for students. Examples of such programs include Equal Opportunity Programs & Services (EOPS), Disabled Student Programs and Services (DSPS), Veteran's Resource Centers (VRCs), the Math, Engineering, & Science Achievement program (MESA), First Year Experience (FYE) or other freshman learning community programs (FYE), federal TRIO programs, student athlete support programs, early college/dual enrollment programs, and college peer mentoring programs. Any other programs, including those that lead to community college BA degrees, and other initiatives with the same eligibility requirements as College Promise are also potential partners.

Further details are provided below on selected academic and student support features in College Promise programs.

Advising and Counseling Services. Advising and counseling services are often integrated into College Promise programs. The types of support and mode of delivery vary across programs, but often include developing educational plans that map student's courses from entry to completion. Programs sometimes also either encourage or require students to join a learning community (with integrated advisement and other student support services); meet with academic advisors a specified number of times per term; participate in a mentoring program; and attend student success / career planning workshops.

Research: Advising and Counseling Services

One of the most common issues that students face when starting college is adjusting to the higher expectations surrounding academic performance (Lee et al., 2013). First-year college students also experience social and emotional challenges, such as low self-esteem, identity development, and the establishing of relationships, all of which may contribute to how they perform academically (Barr, 2007). Reflecting these realities, counseling services are increasingly becoming more comprehensive in scope, encompassing not just traditional academic planning, but a range of tutoring and social-emotional support services as well. Lee et al.'s (2013) examination of the

relationship between counseling experiences and college students' academic performance and retention in a sample of 10,009 college freshmen and transfer students found that students receiving counseling services were more likely to stay enrolled in school.

With AB19 legislation requiring colleges to implement Guided Pathways, College Promise programs must advise students on the appropriate course sequences and credit requirements associated with the academic pathway of their choosing. Preliminary results from colleges that have implemented Guided Pathways show that students are more likely to persist and graduate if they are able to identify a road map of the courses they need to take, receive advising and support throughout their time of enrollment, and have the opportunity to learn in a rigorous curriculum relevant to their career and education (Bailey, Jaggars, & Jenkins, 2015).

Academic Support Services. For many students, academic support is critical to their persistence and long-term success. These include, but are not limited to, content tutoring, study groups, early alert feedback on academic progress while a course is active, and the chance to study in an academic support center on campus. These support systems enable students to more deeply absorb course material, make meaning of the content with fellow students, prepare for tests, and refine skills to prepare academic deliverables such as reports, research papers, and presentations. Most colleges offer optional academic support services, but College Promise programs can require students to participate, especially in cases when faculty identify students who need extra support.

Research: Academic Support Services

For some students, classroom instruction is not enough to facilitate learning without the assistance of academic supports outside normal course contact hours. More than three decades ago, Abrams & Jernigan (1984) showed that high-risk students exposed to tutoring, small classes, and a reading and study skills program improved their college GPA and their reading skills. More recently, Angrist et al. (2009) evaluated a combined financial aid and academic support intervention that included providing students with access to a peer-advising service, a supplemental instruction service, and study habit sessions. Peer advisors offered academic advice and suggestions for coping with the first year of school and emailed and met with participants regularly. The study found that students who received both financial and academic interventions earned more credits and had a significantly lower rate of academic probation at the end of the academic year. Additional research has shown that student retention is positively impacted when students who enrolled in the same developmental writing and English courses also participated in course-specific learning communities with their peers (Barnes & Piland, 2010). A synthesis of six randomized control trials of learning communities in community colleges found small, positive effects on students attempting and earning credits in the designated subject area and on their overall academic progress (Weiss, Visher, & Weissman, 2012).

From the Field: Counseling Services and Academic Advising and Support

In addition to their academic course load, **First Year Promise** (FYP) students at College of the Canyons take two courses during their first college semester — a student success or career explorations course and a First Year Experience (FYE) seminar designed to build a student’s awareness of the importance of grit and persistence, critical thinking, and the use of effective strategies for student success. Former College Promise students serve as academic and personal mentors for FYE students, including serving as in-class tutors for FYP courses. To further support students academically, the program requires participants to develop an education plan during their first semester, attend their professors’ office hours, and work with their mentors in the FYP study room. Students are also offered tutoring support. Each FYE student receives two progress reports each semester that need to be signed by each professor, ensuring that they have a conversation about their progress. The program also sets up an online “course” whereby FYP students can connect with each other, get questions answered, share information, and schedule appointments with their mentors. Program administrators and mentors also use the online course platform to communicate with students.

All students who participate in the **Palomar Promise** program are required to meet with a Student Success Counselor to establish a student education plan and to actively engage in the college’s FYE program, which is designed to help them transition from high school to college. FYE offers specialized workshops, tutorial services, and financial literacy sessions as well as a support network of peers, faculty, and staff. College Promise students also receive priority registration, counseling, and specialized academic and career planning with related support services.

Students in the **Riverside City College Promise** program are provided with multiple forms of academic support. Counselors guide participants to identify their academic and professional goals and develop aligned educational plans. They also receive guidance and support from educational advisors, faculty advisors, and peer mentors. Every College Promise student receives priority registration and a tablet to access online education resources. Finally, the program’s early-alert system identifies students who need extra academic support and ensures that they receive the support they need to succeed.

Communication with Program Participants.

A critical part of supporting your College Promise students is maintaining strong communication with them once they begin taking classes. Although you and your high school partners were likely communicating with students over the summer months, the content of those messages will shift from encouraging them to complete the matriculation process and participate in summer activities to ensuring that they stay on track to complete their education goals. Typical messages that are conveyed to College Promise students after they begin college include:

- Reminders for critical deadlines, counseling appointments, course add/drop dates, success workshop opportunities, and where to go for other support services ;

- Reminders of the requirements to continue with the program from semester to semester (such as attaining a minimum GPA, attending a specified number of counseling sessions per year, completing a required College Promise success course, and participating in a certain number of student success workshops;
- Interventions for students who are identified as struggling academically or personally;
- Updates for students on their academic progress; and
- Messages that provide academic motivation.

A wide range of modalities can be used to communicate messages to College Promise students. Communication technology such as texting, social media, automated phone calls, email, and multimedia is quickly becoming the standard way colleges interact with students. Texting, in particular, is particularly popular. All technology systems, when linked to student information systems, are able to quickly produce personalized messaging. To avoid message fatigue in your students, consider developing an annual schedule for texting and other communication technology modalities and coordinate the timing and content of your messages with other departments and programs across the institution.

While texting and other communication technology may be a significant part of your communication plan, employing multiple modalities, especially incorporating face-to-face interactions, is likely to increase the chances that your students will receive the messages, read them, and understand what action to take as a result. For example, messages can be incorporated into required and optional student success activities such as College Promise courses, counseling sessions, academic tutoring sessions, student success workshops, and peer mentoring sessions. Personalized letters to students as well as handouts, fliers, banners, and ads in student newspapers can complement the in-person message delivery.

Research: Communication with Program Participants

A variety of communication technologies can be used to support students in the journey to degree completion and / or transfer. Early alert systems provide college administrators with timely data on students whose academic performance and other campus-related behaviors indicate they may be at risk of course failure or dropping out (Tampke, 2013). Flagging at-risk students early in the semester enables faculty and staff to reach out and advise such students before the identified behavior gets worse. The number of institutions witnessing increases in their retention and graduation rates has grown as they've embraced predictive analytics and similar big data approaches to monitoring student success; for example, in Georgia, Kentucky, and Tennessee, the use of big data in higher education has grown at an especially rapid rate (Snelling, 2017).

Communication technology can also be used to share information and feedback with students more quickly than in the past. A recent study of a learning analytics intervention that provided early and frequent feedback to students in first-year gateway courses showed that at-risk students in particular saw gains in achievement and persistence when exposed to the intervention compared with students in control course sections (Espinoza & Genna, 2018). Direct text messaging to students to encourage completion of specified continuation milestones has also

proven to be successful. Castleman & Page (2016) used a randomized control trial to test the impact of personal text messaging to encourage freshmen at community colleges to renew their FAFSA and maintain their financial aid for their sophomore year. Text recipients were 14 percentage points more likely to remain continuously enrolled through the spring of their sophomore year.

From the Field: Communication with Program Participants

The **Santa Ana College Promise** program trains a cadre of peer mentors in college success communication strategies and campus support services before the start of the academic year. Once the fall semester begins, these students personally reach out to all incoming College Promise students to ensure that they connect to resource across campus early in their college careers. At-risk students are the first ones contacted and follow-up messages and meet-ups take place throughout the term. Every effort is made to match students with mentors who attended the same high school to help ensure a comfortable foundation for the relationship.

Pasadena City College's **PCC Pathways** collaborated with an external communications and marketing firm to develop a just-in-time messaging system that reminds students about program requirements; important enrollment, financial aid, and transfer deadlines; and student success resources and services. The system was designed to strengthen help-seeking behaviors and effective use of resources, especially for Latinx and African-American students, the majority of whom are low income and first generation. They created "personas" to enable the system to send personalized messages to groups of students based on their academic and career goals, enrollment status, and life situation. Stakeholders across campus, including students, collaborated to develop brief, clear, accurate, and engaging messaging. Prior to the program's launch, the communications and marketing firm and PCC Pathways ensured that student support resources were prepared to absorb the increase in the number of students who would take advantage of the services. The consultants helped the program team develop the personas and messages, trained program staff to use the system, and designed a data collection plan to measure the program impact.

Putting It into Practice: Student Support Services Worksheet

The worksheet below is designed to help you identify which student services to include in your College Promise program and whether student participation will be optional or required. It will also help you identify ways to collaborate and align your program's support services with those of internal and external partner programs. A blank Student Support Services Worksheet is available in appendix E.

Worksheet 8. Student Support Services Worksheet (Example)

Directions: Work with internal and external partners to complete the following worksheet by including your College Promise program’s student support features, identifying existing programs with the capacity to serve College Promise students, and identifying the student support gaps that need to be filled. Completing the worksheet can help you estimate institutional-level program costs, found in the “Institutional Costs” tab of the California College Promise Cost Estimator Tool, available online at section and available online at <https://wested.box.com/s/dzempchpecdqhvilt9zk6q4o5drh9akv>.

Which Student Support Services Are Included in Your Program? (Examples: learning communities, academic and career counseling, tutoring, mentoring, student success workshops, early alert and response systems, technology-enhanced nudging)	Is It a Program Requirement? (Yes/No)	Timing (During middle school / high school; during transition to college; during college)	Which Support Services Exist at Your College or Are Offered by an External Partner? (Examples: middle or high school future center, summer orientation program, counseling department, EOPS, MESA, TRIO, community organization, middle or high school counseling department)	Estimated Cost (Does not include in-kind costs)
Dual enrollment (mentoring and tutoring)	Yes	Middle school / high school	High school counseling department	Program will increase hours for two counselors (from 75% to 100%) (\$70,000)
Field trips to college campus; bring faculty to campus	No	Middle school / high school	None	Additional counselor capacity Program coordinator time (\$90,000)
Support to complete FAFSA and the Dream Act application	No	Middle school / high school	High school counselors already support completion of the FAFSA and the Dream Act; program counselors will collaborate with them	Additional counselor capacity

Which Student Support Services Are Included in Your Program? (Examples: learning communities, academic and career counseling, tutoring, mentoring, student success workshops, early alert and response systems, technology-enhanced nudging)	Is It a Program Requirement? (Yes/No)	Timing (During middle school / high school; during transition to college; during college)	Which Support Services Exist at Your College or Are Offered by an External Partner? (Examples: middle or high school future center, summer orientation program, counseling department, EOPS, MESA, TRIO, community organization, middle or high school counseling department)	Estimated Cost (Does not include in-kind costs)
Presentations to students and parents about College Promise program	No	Middle school / high school	None	Program Coordinator time Additional counselor capacity
Summer orientation program with college success workshops and education plan development	Yes	Transition to college	None	Program coordinator time Additional counselor capacity
Personalized text messaging to ensure deadlines are met, follow-up phone calls as needed	No	Transition to college	None	Program Coordinator time Additional counselor capacity
Meet with a counselor two times per term	Yes	During college	FYE, EOPS, TRIO	Additional counselor capacity
Near-peer mentoring program	No	During college	College academic counseling center	Program coordinator time
Tutoring program	No	During college	College academic counseling center	NA
Study center	No	During college	NA	NA

Upon completing this worksheet, you may now revisit Step 4: Establish Student Financial Support and Overall Program Costs on Page 45, where you can input your anticipated costs of integrating selected student services and estimate the total costs of your program.

Step 6: Ensure Financial Sustainability

In this step, program teams will

- review existing College Promise funding streams, and
- explore ways to diversify their funding portfolio.

Now that you have identified the financial and student services that you will offer your students and have estimated the overall program costs, you can turn your attention to ensuring that your program is financially sound and can operate within your program budget. This section will guide you to consider ways to acquire additional resources that will enable you to expand the number of program participants or offer additional program features.

Leverage Existing Funding Streams

The two state College Promise funding streams are described below. In addition, as discussed throughout this Guidebook, College Promise programs can also leverage resources from other programs (such as equity and student success) by aligning or co-funding student support services.

The California College Promise Grant. Many California community colleges leverage the California College Promise Grant (previously called the BOG Fee Waiver) as part of a braided funding structure to support their College Promise program. Approximately a million students (nearly half of students who are enrolled in California community colleges) benefit from this resource annually (icanaffordcollege.com, 2018). The CCPG is one of the most generous state-based financial aid programs in the nation and is structured as an entitlement that funds tuition for all low-income state residents (as determined by the FAFSA) and eligible undocumented students (as determined by the Dream Act application).

California College Promise (AB19). The passage of AB19 in 2017 with appropriations for the 2018–2019 academic year is the most recent public resource for California College Promise. Colleges received a formulaic allocation as part of their advance apportionment funding from the California Community College Chancellor's Office and were required to submit a program certification form acknowledging acceptance of the requirements of the statute (Education Code Section 76140) to use the funds. For additional information on AB19 and a blank certification form, see appendix F and the [AB19 resources page](#) on the California College Promise Project website.

Diversify Your Funding Portfolio

Creating a diversified funding portfolio is a solid strategy to ensure your program can be sustained during year-to-year budget fluctuations. Most California College Promise programs combine public and private funding sources, which can add program scope and flexibility. Public funding sources include federal and state grant programs, existing public funding at your college, direct municipal allocations, and tax revenues. Private funding sources include corporate underwriting, philanthropic gifts, awards from private foundations, and communitywide fund-raising events and campaigns.

The following steps can support your team’s work to solidify the financial future of your program.

Develop a Clear Financial Framework. Develop an overview of the program structure, basic costs, and financial need to use in presentations to potential contributors. The framework will enable your funders to understand the difference that their contribution can make to the program overall, the students who will benefit, and the potential impact on the community. Be sure that the scale of your program is compatible with the available resources. Some programs begin with a pilot group to test system capacity and program design before expanding the program.

Collaborate with Your College Foundation. Community college foundations are engaged with student success fund-raising and may have access to donor prospects and industry contacts. They may also have well-honed communication strategies and processes that they can use to help you craft and share messages about your College Promise program. College foundations typically have their own oversight boards and a special federal status under existing tax code that classifies them as a 501©(3) organization. This status allows them to receive donations from individuals and organizations that are tax deductible for the donors.

Establish and Maintain Relationships with Existing and Prospective Donors. Building and maintaining trust with financial supporters is a less tangible, but essential strategy for program sustainability. It requires leaders to continuously reexamine what funders expect to get for their investment and to communicate progress to them at critical intervals. The opportunity to meet personally with the students benefiting from the program is a powerful way to bring its benefits to life. Formal and informal recognition of contributions at public events, in program activities, and in written materials can also be an effective way to amplify the value of supporters and to publicly show appreciation for the difference that their financial support makes. Step 7: Develop a Communication Plan provides additional information on communicating with donors.

Leverage Public Resources. Federal and state financial aid for students is highly stable compared with grant funding, even when grants are renewable. Despite the steady availability of such funding, large sums of federal Pell money, in particular, go unused each year even amidst high levels of student eligibility (Martorell & Friedman (2018). To leverage these funding streams, your College Promise program would have to require students to apply for federal or state aid by completing the FAFSA and CCPG or Dream Act applications. When deciding whether to make FAFSA, CCPG, and / or Dream Act completion a requirement, consider that the application process may become a barrier to program access for low-income students, especially during the FAFSA “verification” process, which requires some students to complete additional paperwork that may not be available to them. Students who receive AB19 funding are required to submit an FAFSA or Dream Act application (see step 3, Determine Eligibility Requirements for more details).

Partner with Local Government to Fund College Promise. In a number of California communities, local governments have joined forces with education partners and business and community leaders to help support College Promise programs through measures or taxes that generate dedicated revenue. Depending on how the local initiative is developed and implemented, it can be a long-term asset to a College Promise program. Program leaders are urged to be cautious in considering such an action if it is temporary because it could lead to program instability when the funding expires.

Explore Innovative and Creative Strategies. The opportunities to garner extended support for College Promise Programs are as varied as the communities that have launched them. Part of the revenue from leased public land can be dedicated to the program, employee contributions through payroll deduction can be solicited from the college and / or from partner organizations, and special fund-raising events headlined by scholars or famous college alumni can attract substantial interest and funding.

Build an Endowment. The establishment of a College Promise program endowment ensures that the program will be funded over time. Endowments can be built by investing funds from direct capital campaigns; a single or small number of committed, high-net-worth individuals; a corporate partner; lottery revenue; and interest income.

From the Field: Ensure Financial Sustainability

Develop a Clear Financial Framework

Leaders in San Diego started the **San Diego Promise** program as a pilot effort in order to work within their limited budget. A small pilot program also enabled leaders to learn which program components lead to student success, informing the design of the expanded program when additional funding became available. For example, in the first years of the program, students reported that their biggest obstacles were completing 12 units per semester and completing their community service requirement. In response, the program began requiring a 3-unit personal growth course with transferable credits, which has the dual purpose of making it easier for students to take a full load and teaching them the study and time management skills needed in order to be academically successful. The program is also changing the general community service requirement to an organized service-learning component of a course.

Collaborate with Your College Foundation

The Cuesta College President developed a structure that has fostered a strong partnership and shared goals with the Cuesta College Foundation. In addition to regularly scheduled meetings between the College President and the Foundation's Executive Director (ED), the President is on the Foundation's board and the Foundation's Executive Director sits on the President's cabinet. When the Foundation received \$8 million estate donation, they collaborated to develop an endowment to establish the **Cuesta Promise**. In response to low fall-to-fall retention rates, they launched a fundraising campaign to endow a second year of the program.

The CEO of the Santa Barbara City College Foundation initiated the development of the **Santa Barbara City College Promise** program. After researching existing College Promise program studies and existing programs, he secured the support of the foundation's board and Santa Barbara City College leadership. Collaboration with these groups and interviews with more than 100 local community leaders in education, youth services, public policy, law enforcement, and philanthropy informed the program design. Although the foundation began the process and raised the necessary private funding, the strong partnership with the college and the community was essential to the program's success.

Establish and Maintain Relationships with Existing and Prospective Donors

Numerous College Promise programs in California receive funding from corporate partners. The **Richmond Promise** program was first developed with funding from Chevron Corporation as part of a community benefits agreement with the city of Richmond. The Bank of America funded the **Ontario-Montclair Promise Scholars** to pilot a Community College Ambassador program aimed at helping local students and their families navigate the college application process and supporting students as they acclimate to college life.

Partner with Local Government

The Rancho Cordova City Council allocated a portion of the proceeds from a Community Enhancement Fund to the **Folsom Lake/Rancho Cordova College Promise** program. The Community Enhancement Fund was seeded by Measure H, a half-cent local sales tax measure that was approved by Rancho Cordova citizens.

Leaders from the City College of San Francisco partnered with the city's Board of Supervisors union to pass a local real estate transfer tax, a portion of which was allocated to the **Free City** program.

Explore Innovative and Creative Strategies

The **West Valley College Community Grant** program is partially funded by rental income for property that is located on the West Valley–Mission Community College District land.

The San Diego Community College District hosted a gala to raise funds for the **San Diego Promise** program, featuring a well-known alumna — actress Annette Benning — and raised more than \$200,000, more than double its initial fund-raising goal.



San Diego Community College District College Promise Gala, 2018

Build an Endowment

In fall 2019, the San Bernardino Community College District voted to invest \$10M in an endowment for the **Free College Promise** program at Crafton Hills College and San Bernardino Valley College. The funds are a portion of the proceeds from the auction of the UHF bandwidth of KVCR, the on-campus station.

Santa Ana municipal leaders seeded the Santa Ana Futures Fund in the late 1980s with an initial gift of \$750,000. The fund has grown into a multimillion-dollar endowment that continues to expand with individual contributions from municipal employees as well as Santa Ana College faculty and staff. This endowment was combined with the proceeds from the inaugural Fund for Innovation Award of \$5 million to create a permanent source of funding for the **Santa Ana College Promise** program.

Administrators at Shasta College set aside \$350,000 from their College Promise Innovation Grant in an endowment for the **Shasta College Promise** program. They are identifying ways to build on their initial investment to ensure long-term program sustainability and potentially expand the program to additional populations, such as adult learners with some college credits.

Summary of Section II: Designing Your College Promise Program

Upon completion of this section, your team will have

- established the direct financial benefits that your program participants will be eligible to receive;
- developed an estimate of your overall College Promise program costs;
- identified the support services that your program participants will receive; and
- explored opportunities for financial sustainability.

SECTION III: DEVELOPING YOUR COLLEGE PROMISE PROGRAM'S COMMUNICATION, EVALUATION, AND IMPLEMENTATION PLANS

Now that your program design and associated costs are finalized, several elements deserve your team's thoughtful attention. The three steps in this section of the Guidebook — Step 7: Develop a Communication Plan; Step 8: Design Your Evaluation and Research Framework; and Step 9: Implement Your College Promise Program — will help you communicate, evaluate, and, ultimately, implement a College Promise program that stays true to your goals.

Step 7: Develop a Communication Plan

In this step, program teams will

- develop a core message that is clear and compelling;
- target messages to key audiences; and
- employ a range of communication modalities.

Develop a Core Program Message

Crafting and broadcasting a simple and understandable core message that describes your College Promise program can capture the attention of your target audiences and shape the public perception of your program. A strong core message concisely communicates the overarching purpose and mission of your program in accessible language. Sharing the right level of detail when developing your message can be a challenging task. On the one hand, a complex overarching message with nuanced details may lead to confusion about the program's benefits and eligibility requirements. On the other hand, a message that is too simple — for example, “free college” — has the potential to be misleading. The optimal level of detail will result in a message that is accurate, captures attention, and leads the audience to seek additional details.

In California, most College Promise programs use funding from multiple sources (CCPG, AB19, private donations). In some cases, this can result in programs that provide different benefits for different groups of students. College Promise teams may be tempted to develop multiple College Promise programs, but that is likely to be confusing to students, parents, the community, and even your

partners within your college. Instead, we recommend that you develop a single program and provide clear messages about the program's benefits for each set of eligibility criteria.

Your program's core message is often the first opportunity to make an impression on your target audience. The language, tone, style, and format of your message and all marketing materials should be clear and easy for all audiences to understand. In many communities, providing bilingual or trilingual materials is essential in order to reach target populations. See examples of core messages in appendix G (G.1).

Research: Messaging

Research shows that the right messaging at the right time can influence students' decision-making related to college attendance. Pairing messaging about promised financial support with intensive outreach to local high school students helped quadruple the number of graduates who matriculated into college in one low-income urban community, with the majority of seniors submitting applications (Pluhta & Penny, 2013). Intentional and coordinated messaging from the community has helped shape perceptions of the Kalamazoo Promise program; researchers observed "significant intrinsic motivation" among recipients to perform well academically and persist in their studies as a result of having been awarded the scholarship (Collier & Parnter, 2018). But getting the message right is not easy, nor does it guarantee that the target audiences will fully understand the critical details. Even when the content is clear and consistent over time, some students and families may lack access to accurate information (Perna & Steele, 2011). The Kalamazoo Promise program, for example, has remained stable in structure and message since it began in 2005. Yet some students and their families, especially among African-American and low-income groups, were found to doubt or misunderstand the eligibility requirements, despite overall positive perceptions that the program had changed the local conversation around college to include all students (Miron, Jones, & Kelaher-Young, 2012).

Target Messages to Key Audiences

Although your core message will remain consistent across program communications, you will want to emphasize different things for different audiences, taking into account their specific interests and concerns and the specific actions they need to take as a result of the message. For example, you will want students to take the necessary steps to become a program participant, parents to understand the program details and encourage their children to attend college, and potential donors to be inspired to contribute.

College Promise programs employ a broad range of communication modalities to ensure that students and their families understand what the program offers and what students need to do in order to be eligible. In California, programs incorporate their messages to students and their families through commitment contracts, K–12 classroom presentations, home page web messages, school banners, and back-to-school night programs. In partnership with secondary school counselors, messages about

College Promise are also integrated into education planning, campus visits, and FAFSA/Dream Act completion workshops. In all cases, when introducing College Promise, messages should be reinforced frequently and offered in environments where students and parents can ask questions and be confident that they understand what the program offers and how they will benefit.

The following paragraphs offer suggestions on which program content to emphasize, the actions to take, and the modalities to use for each potential College Promise audience. Examples from current College Promise programs are found in appendix G, grouped by modalities such as mission statements, FAQs, and videos in recognition that the same modality may be used to target multiple audiences.

Students. Prospective College Promise students need to understand the program benefits and eligibility requirements. If your College Promise program provides different benefits for different groups of students, then you will want to pay close attention to the form that your messaging takes so that you minimize confusion and feelings of being a “second tier” College Promise student. Ensuring that school counselors, teachers, staff, and parents all receive basic program information can validate and reinforce program details for students.

It is essential that students are clear about the financial and support services they can rely on and the out-of-pocket expenses they will be responsible for covering. This is especially important because many students lack an accurate understanding of the full cost of college, including textbooks, supplies, and transportation. Low-income students, in particular, underestimate college costs as a whole, which may have the effect of dampening their college aspirations (Velez & Horn, 2018).

Finally, students need to understand the steps to take and the timeline to apply for the program. In addition, they should receive prompt verification that they successfully completed the application process and a message of program acceptance or rejection as soon as possible thereafter.

A good messaging strategy for students includes early, direct, and frequent contact. Common communication modalities include school assemblies, short videos, in-class presentations, text and email reminders about application steps, personalized letters congratulating students on their eligibility to join the program, and follow-up reminders about the steps to take to participate.

Program participation agreements are another communication tool. Agreements signed in elementary school, middle school, or at the beginning of high school enable students to declare their intention to attend college and can help create a schoolwide college-going culture. In high school, the agreements are often integrated with academic advisement and college / financial aid application processes. (Note that the latter has the potential to exclude students who did not execute such an agreement but were otherwise eligible.) Examples of student agreements are found in appendix D (D.1).

Parents and Guardians. The role of parents and guardians in shaping the college futures of their children cannot be overstated. Engaging parents early in a child’s education planning and maintaining regular communication with them is a central component of a College Promise communication strategy. College Promise information can be incorporated into existing parent activities such as back-to-school nights and PTA meetings. Other parent outreach strategies include direct mail campaigns, automated messaging calls, information tables staffed by parent leaders at major school events, school-based pancake breakfasts, College Promise “donut days,” and communitywide canvassing. College Promise–branded items for the home, such as magnets, placemats, bookmarks, and college-themed picture

frames with photos of their children, provide an opportunity to reach parents as well as students. Featuring student testimonials on program websites is another way to demonstrate the benefits of participation that may help parents, guardians, and many other audiences understand how the program directly impacts students. Examples are included in appendix G (G.1.d).

Local Government, Nonprofit Organizations, Community Groups, and Businesses. When preparing to engage partners, potential partners, and stakeholders outside education, carefully consider the program goals, features, and anticipated outcomes that will be most compelling to each group. In addition, your team should prepare a brief and understandable summary of the student benefits and a list of community partners and affiliated organizations. Identifying the roles that key leaders play in the program is another authentic way to communicate their value.

After content is finalized, consider using a wide range of messaging strategies. Local newspapers are often willing to feature College Promise events and profile participating students as public interest stories. Specialty newspapers, such as neighborhood circulars, Spanish language newspapers, and community blogs, are also viable sources for messaging. The Internet and social media are essential, and written communication integrated into school bulletins and partnership newsletters and displayed on electronic billboards are complementary strategies.

Email messages can be an efficient way to send general program information to a broad group of people. Direct mail campaigns can also be effective, although costly. It is also possible to enclose written materials in existing distribution channels, such as the college's schedule of classes or water bills.

In-person presentations can be a compelling way to share information about your program. It may be particularly powerful to combine program leaders, students, and parents as speakers. Consider developing a College Promise "speakers' bureau" composed of dedicated advocates who can be deployed to speak to a wide range of groups in the community.

The creative options are unlimited and should be developed in collaboration with partners, parents, and students. Your messaging will likely evolve over time as new benefits are added and program outcomes are available.

Foundations and Individual Donors. Communicating with individual and organizational donors is an ongoing part of the College Promise leadership team's responsibilities and will be highly customized. The specific way in which the resources are used and the contribution they have made to the progress of students will shape communications to this group.

Launch Your Program

After a program has established a basic operating framework and before the first cohort of students begins college, many College Promise programs host a communitywide launch that brings together education leaders, students, parents, partnership leaders, elected officials, funders, and business partners to broadcast and celebrate the program. The public launch provides a powerful opportunity to hear from high-profile leaders about the program; to learn from students and parents about the difference it will make; and to describe the impact the program can have on individual students and the

community at large. Integral partners in this effort include public information officers from leadership institutions and media partners, including your college newspaper.

There is no single right way to launch a College Promise program, but the goals of doing so are widely shared across programs. Ideally, a program launch will reach a diverse group of stakeholders with a clear and compelling description of the program and the impact it can have on the individual participants and the larger community over time. Program launch celebrations can include an official partnership agreement–signing ceremony, student testimonies, and presentations by education, local government, and business leaders. Many programs complement their community launch by previewing it to locally elected officials, including boards of education, community college trustees, and city councils. After the launch, program teams can engage in other strategies to keep the community informed about the program’s progress, milestones, and impact.



Community College Presidents, the San Jose Mayor, and several local leaders announced the San José Promise in 2017

Step 8: Design Your Evaluation and Research Framework

In this section, program teams will

- identify existing data that you can access for tracking program administration and success;
- explore potential research and evaluation questions;
- align or realign goals to outcome measures;
- establish data-sharing agreements across educational institutions and community sectors; and
- determine how data will be shared with stakeholders.

In Step 2: Develop Your College Promise Program Foundation, your team defined your detailed program goals and developed a program logic model. Step 8 builds on that foundational work to help you consider potential research questions, align your goals to indicators of success to use in evaluation and research, establish data-sharing agreements, and consider ways to share your findings with your audiences.

Both evaluation and research can help you understand the extent to which your program is achieving its goals, informing your programmatic decisions, and communicating the program needs and successes to your constituents. In general, research answers questions about the characteristics or results of your program, and evaluation tells you whether your program is having the desired effects (or producing unintended consequences). Well-crafted evaluation and research projects can unearth conclusions about the program's efficacy and its correlation with or impact on outcomes while contributing to the broader College Promise knowledge base.

When possible, design your evaluation and research agenda at the time you design your program so that it can be integrated from the start. Developing an evaluation plan after your program has been implemented is also possible if aligned carefully with the program's goals and the specific outcomes that you envision.

Conducting a thorough evaluation or research study, whether qualitative or quantitative in nature, is a complex undertaking. Many College Promise programs partner with their institutional research department, depending on the available expertise and capacity. Other programs choose to partner with external researchers to design and / or conduct their analysis. Early technical assistance can result in a stronger design, minimize the burden on internal staff, and add legitimacy to the study results. Whoever does the work, it is critical that a College Promise program leader serves as a liaison to the research and evaluation team and maintains continuous communication with related internal departments, such as information technology, to help ensure that participants are properly tracked and coded and that you will have the information you need at critical intervals.

Although you will primarily rely on your own evaluation and research efforts to inform your program decision-making, there is a growing body of research from other College Promise evaluation and research efforts from across the nation that can also inform your research and evaluation designs.

The following pages present some of the key considerations involved in designing a robust evaluation and research plan. It is recommended that they be followed in the order in which they are presented. However, program teams may adjust the order if they feel it would be beneficial.

Map Your Institution's Data Landscape

Before developing a full-fledged evaluation and research agenda, you will likely want to take stock of the specific data elements that your team will gather as part of program administration. Data elements can describe both program and student characteristics. Some will already live within your institution, monitored by institutional research or admissions offices and readily linked to individual students. Mapping this “data landscape” will ensure that you know whom and where to turn to when you need to retrieve this data and will also identify the additional data you may need to collect on your own. For example, does your admissions office collect data on the parent education attainment levels of incoming students or otherwise ask students to identify as first generation? If not, you may consider collecting this information on your College Promise program application in order to determine whether first generation college students persist and complete at the same rates as their peers who are not first-generation students. Understanding and making use of the data sources at your disposal not only is good practice, but also is an essential first step to developing a high-quality evaluation or research plan.

Develop Your Evaluation and Research Questions (Guidelines)

As your leadership team and research partners develop the overall evaluation and research plan based on the specific questions that will guide your inquiry, consider the following principles:

- **Alignment.** Are your evaluation and research questions aligned with your program goals?
- **Relevance.** Can the questions be answered given the features and activities of the program? (Your program's logic model will help clarify this.)
- **Utility.** What will you do with the evaluation or research results? Will the results
 - tell you if you are reaching your program goals?
 - inform program improvement?
 - help you share important information with your constituents?
 - contribute to the broader College Promise knowledge base?
- **Feasibility.** Given the program's resources (staff capacity and time, resources to hire external support), are you able to conduct the evaluation as designed?
- **Sustainability.** Do you intend for the evaluation or research to take place over a long period of time? Is your program able to sustain the level of effort required by your evaluation design?

Identify Program Measures

Building from the detailed goals that were developed in Step 2: Develop Your College Promise Program Foundation and the research questions that you are framing, your team can now identify the aligned indicators and measures. These will be used to evaluate the extent to which your program reaches its intended goals and to engage in research that will contribute to your program's improvement and the broader College Promise knowledge base.

Most California College Promise goals are closely aligned with the mission of the institutions in which they are anchored as well as with the Chancellor's Office [Vision for Success](#), which emphasizes

equity and student success. Using measures that are already being systematically gathered for formal reports (e.g., Student Equity, your institution's strategic plan, and Institution Set Standards for Accreditation) as well as extant data available through the systemwide Student Success Scorecard and the MIS Data System enables your program to maximize existing resources during the initial data collection and analysis process.

In planning and conducting research and evaluation, it is important to disaggregate student data to understand variation in program experiences and effects across race, income, gender, and other characteristics. Data disaggregation enables you to ensure that equity remains a priority as you assess the progress and impact of your program.

Putting It into Practice: Goals and Measures Worksheet

The following worksheet can be used to align your program goals, as identified in your Needs, Goals, and Assumptions Worksheet in Section I, with student and institutional outputs that you expect to see if your goals are being met and to determine the specific data that you will track to measure your success. A blank Goals and Measures Worksheet can be found in appendix H (H.1).

Worksheet 9. Goals and Measures Worksheet (Example)

Directions: Work with your College Promise team to align program goals with indicators of success and to determine the associated data needed to measure the outcomes. This worksheet builds on the Measurable Goals Worksheet (appendix C.2) and Logic Model Worksheet (appendix C.3). The example in the worksheet below is developed with information from the same fictitious College Promise program that is used throughout this Guidebook.

Program Goal	What Output Will You See If Your Goal Is Achieved?	Which Data Do You Need in Order to Measure Movement Toward Your Goal?
Increased percentage of high school graduates in our service district, especially low-income and first-generation students, to attend our college and participate in the College Promise program	More students, especially low-income and first-generation students, attending our college More students, especially low-income and first-generation students, participating in the College Promise program	Number of new students who enroll each semester, by first-generation and low-income status Number of new College Promise program participants each fall semester by first-generation and low-income status
Increased percentage of College Promise students who complete their certificate or AA / AS degree or who transfer within three years, especially low-income and first-generation students	Increased percentage of College Promise students who complete their certificate or AA / AS degree or who transfer within three years, especially low-income and first-generation students	College Promise students' academic goals College Promise students' course completion data College Promise student's certificate, degree, or transfer data

Establish Data-Sharing Agreements

Because California College Promise programs address the needs of students at more than one segment of the educational system and often integrate the work of a community sector outside education, data needed to understand the program and its impact are usually required from multiple sources. Developing data-sharing agreements (DSAs) with your partners enables institutions to transmit secure and protected data (including individual student data) among and between them. DSAs can also ensure that common measures and language are shared across institutions, which is vital for the integration and interpretation of the data. A well-constructed DSA defines the data requirements, the data definitions, and why the data are required in order to meet the evaluation and research objectives. Examples of data sharing agreements are found in appendix H (H.2).

Research: Sharing Data

Developing shared systems for data collaboration is key to ensuring that education partnerships — such as those between a K–12 district and a community college Promise program—are built on data-informed decision-making. Regularly using and communicating data can help partnerships maintain progress, make improvements based on evidence, and keep external partners connected to the work (King, 2014; Kania & Kramer, 2011; Pace & Edmondson, 2009). Memoranda of understanding and other formal data-sharing agreements are particularly critical contractual tools for promoting shared goals and future collaboration (Lee et al., 2013). In addition to connecting partnership members, effective data sharing should also be used to communicate with important community stakeholders, like parents, which in turn can promote family engagement in programmatic efforts (Baldwin & Wade, 2012).

Share Data with Stakeholders

Common vehicles for sharing data with your constituents include a program scorecard and an online dashboard. Data-sharing mechanisms can enable stakeholders to understand baseline and progress metrics and are usually relatively easy to construct. They can also be regularly updated to broadcast results at critical success intervals. Communication modalities such as newsletters, newspaper feature stories, and reports are other examples of communication modalities. Examples of College Promise data dashboards, data reports, and newsletters are found in appendix H (H.3).

Step 9: Implement Your College Promise Program

Having successfully completed steps 1 through 8, your team is ready for the final step — implementing your program. After all of the planning you have done, now is an ideal time to step back and reflect on the extent to which your program design aligns with your implementation plans.

Putting It into Practice: Guided Implementation Discussion

Directions: Use the following statements to guide a team discussion about your program. Consider your program’s status in relation to each statement and identify plans to ensure fidelity to each statement as you implement your program.

1. Key communication materials to support student recruitment have been created and disseminated.
2. All financial supports are functioning.
3. Meeting schedules, governance structures, and team communication plans have been established.
4. Strategies for managing leadership transitions (internally and in partner organizations) have been identified, and tools for orienting new partners have been created.
5. A protocol for periodically reviewing partnership agreements has been created and is documented.
6. Multiple modalities for communication and messaging are in place and embrace external stakeholders, key institutional and community leaders, and participants themselves.
7. The ways in which stakeholder feedback — especially from students and parents — will be regularly gathered and used have been determined.
8. Research and evaluation plans are closely tied to goals and aligned within partner institutions as appropriate, including the identification of participants for tracking.
9. A continuous improvement process has been designed to enable incremental program adjustments over time.

A comprehensive College Promise program will have many components and partners within and beyond the college. Challenges associated with the complex nature of this collaborative work include the inherently slow processes of producing systems change, instilling a college-going culture, and ensuring equity-centered student success. But we believe the effort it takes to successfully collaborate can result in a robust program that can positively impact students and the broader community. To complement your work in this Guidebook, we urge your team to access the resource materials that are included in the appendices of this Guidebook and on the California College Promise project website (<https://californiacollegepromise.wested.org/resources/>) and to participate in conferences and workshops that enable you to learn with colleagues from other College Promise programs.

Summary of Section III: Developing Your College Promise Program's Communication, Evaluation, and Implementation Plans

Upon completion of this section, your College Promise team will have

- crafted your program's core message and adapted it for multiple audiences;
- designed a framework for evaluation and research; and
- finalized your plans for program implementation.

REFERENCES

- Abrams, H. G., & Jernigan, L. P. (1984). Academic support services and the success of high-risk college students. *American Educational Research Journal*, 21(2), 261–274.
- Alon, S. (2011). Who benefits most from financial aid? The heterogeneous effect of need-based grants on students' college persistence. *Social Science Quarterly*, 92(3), 807–829.
- Angrist, J., Lang, D., & Oreopoulos, P. (2009). Incentives and services for college achievement: Evidence from a randomized trial. *American Economic Journal: Applied Economics*, 1(1).
- Bailey, T. R., & Alfonso, M. (2005). Paths to persistence: An analysis of research on program effectiveness at community colleges. New York: Community College Research Center, Teachers College, Columbia University. Retrieved from <http://www.luminafoundation.org/publications/PathstoPersistence.pdf>
- Bailey, T., Jaggars, S. S., & Jenkins, D. (2015). What we know about guided pathways. New York, NY: Columbia University, Teachers College, Community College Research Center.
- Baldwin, M., & Wade, S. M. (2012). *Improving family and community engagement through sharing data*. SEDL Southeast Comprehensive Center. Retrieved from <https://files.eric.ed.gov/fulltext/ED573507.pdf>
- Barnes, R., & Piland, W. (2010). Impact of learning communities in developmental English on community college student retention and persistence. *Journal of College Student Retention: Research, Theory & Practice*, 12(1), 7–24.
- Barr, J. (2007). Freshmen dropouts. *Journal of Applied Research in the Community College*, 14, 105–113.
- Bartik, T. J., Hershbein, B., & Lachowska, M. (2015). The effects of the Kalamazoo Promise Scholarship on college enrollment, persistence, and completion. Retrieved from https://research.upjohn.org/cgi/viewcontent.cgi?referer=https://scholar.google.com/&httpsredir=1&article=1246&context=up_workingpapers
- Bettinger, E., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of application assistance and information in college decisions: Results from the H&R Block FAFSA Experiment. *Quarterly Journal of Economics*, 127(3), 1205–1242.
- Bozick, R., & DeLuca, S. (2005). Better late than never? Delayed enrollment in the high school to college transition. *Social Forces*, 84(1), 531–554.
- Broton, K. M., Goldrick-Rab, S., & Benson, J. (2016). Working for college: The causal impacts of financial grants on undergraduate employment. *Educational Evaluation and Policy Analysis*, 38(3), 477–494.

- California Community Colleges Chancellor's Office (2016). The California community colleges board of governors fee waiver: A comparison of state aid programs. Retrieved from <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-CCCCO-BOG-FeeWaiver-Report-final.pdf>
- California Legislative Information (2017). Bill Information AB-19 Community colleges: California College Promise (2017-2018). Retrieved from https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19
- Carruthers, C. K., & Fox, W. F. (2016). Aid for all: College coaching, financial aid, and postsecondary persistence in Tennessee. *Economics of Education Review*, 51, 97–112.
- Carruthers, C. K., & Özek, U. (2016). Losing HOPE: Financial aid and the line between college and work. *Economics of Education Review*, 53, 1–15.
- Castleman, B. L., & Long, B. T. (2016). Looking beyond enrollment: The causal effect of need-based grants on college access, persistence, and graduation. *Journal of Labor Economics*, 34(4), 1023–1073.
- Castleman, B. L., & Page, L. C. (2014). Summer melt: Supporting low-income students through the transition to college. Cambridge, MA: Harvard University Press.
- Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college-going among low-income high school graduates? *Journal of Economic Behavior & Organization*, 115©, 144–160.
- Castleman, B. L., & Page, L. C. (2016). Freshman year financial aid nudges: An experiment to increase financial aid renewal and sophomore year persistence. *Journal of Human Resources*, 51(2), 389–415.
- Castleman, B. L., Page, L. C., & Schooley, K. (2014). The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending, low-income high school graduates? *Journal of Policy Analysis and Management*, 33(2), 320–344.
- Chamberlin, M., & Plucker, J. (2008). P-16 education: Where are we going? Where have we been? *Phi Delta Kappan*, 89(7), 472–479.
- Collier, D., & Parnter, C. (2018). Conversing with Kalamazoo Promise Scholars: An inquiry into the beliefs, motivations, and experiences of tuition-free college students. *Journal of College Student Retention: Research, Theory & Practice*, 1–25.
- Cornwell, C., Mustard, D. B., & Sridhar, D. J. (2006). The enrollment effects of merit-based financial aid: Evidence from Georgia's HOPE program. *Journal of Labor Economics*, 24(4), 761–786.
- De La Rosa, M. L. (2006). Is opportunity knocking? Low-income students' perceptions of college and financial aid. *American Behavioral Scientist*, 49(12), 1670–1686.
- Deming, D., & Dynarski, S. (2009). Into college, out of poverty? Policies to increase the postsecondary attainment of the poor. NBER Working Paper No. 15387. Retrieved from <https://www.nber.org/papers/w15387>
- Duke-Benfield, A. E., & Saunders, K. (2016). *Benefits Access for College Completion: Lessons Learned from a Community College Initiative to Help Low-Income Students*. Center for Postsecondary and

Economic Success at CLASP. Retrieved from <https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Benefits-Access-for-College-Completion-Lessons-Learned.pdf>

Dynarski, S. (2000). Hope for whom? Financial aid for the middle class and its impact on college attendance. *National Tax Journal*, 53, 629–661.

Dynarski, S. (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *American Economic Review*, 93(1), 279–288.

Dynarski, S. (2004). The new merit aid. In C. Hoxby (Ed.), *College choices: The economics of where to go, when to go, and how to pay for it* (pp. 63–100). Chicago, IL: University of Chicago Press.

Dynarski, S. (2008). Building the stock of college-educated labor. *Journal of human resources*, 43(3), 576–610.

Espinoza, P., & Genna, G. (2018). Hi, I want to talk to you about your progress: A large course intervention for at-risk college students. *Journal of College Student Retention: Research, Theory & Practice*, 1–26.

Fisher, S. B. (2016). *The California Community Colleges Board of Governors Fee Waiver: A Comparison of State Aid Programs*. California Community Colleges Chancellor's Office. Retrieved from <http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-CCCCO-BOG-FeeWaiver-Report-final.pdf>

Fryer, R. G., Jr. (2010). Financial incentives and student achievement: Evidence from randomized trials. NBER Working Paper No. 15898. Retrieved from <https://www.nber.org/papers/w15898>

Gross, J. M. S., Haines, S. J., Hill, C., Francis, G. L., Blue-Banning, M., & Turnbull, A. P. (2015). Strong school-community partnerships in inclusive schools are “Part of the fabric of the school ... We count on them.” *School Community Journal*, 25(2), 9–34.

Harris, D. N., Farmer-Hinton, R., Kim, D., Diamond, J., Blakely Reavis, T., Rifelj, K. K., Lustick, H., & Carl, B. (2018). The promise of free college (and its potential pitfalls): Evidence on the design, implementation, and effects of a performance-based college aid program from a randomized control trial. Brown Center on Education Policy at Brookings. Retrieved from <https://www.brookings.edu/research/the-promise-of-free-college-and-its-potential-pitfalls/>

Hilliard, T. (2018, August). Excelsior Scholarship servicing very few New York students. *Center for an Urban Future*. Retrieved from <https://nycfuture.org/research/excelsior-scholarship>

Hooker, S. (2018). Forging regional connections: The role of a community college in high school transformation. The Central Ohio Partnership for College and Career Readiness Expansion, Jobs for the Future. Retrieved from https://jfforg-prod-prime.s3.amazonaws.com/media/documents/Columbus_State_BriefWeb.pdf

Horn, L., Cataldi, E. F., & Sikora, A. (2005). Waiting to attend college: Undergraduates who delay their postsecondary enrollment: Postsecondary education descriptive analysis report (NCES 2005-152). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2005/2005152.pdf>

Hoxby, C., & Turner, S. (2013). Expanding college opportunities for high-achieving, low-income students. Stanford, CA: Stanford Institute for Economic Policy Research. Retrieved from

<https://siepr.stanford.edu/research/publications/expanding-college-opportunities-high-achieving-low-income-students>

Hubbard, C., Rolfes, M., Hussak, L., Richards, R., & Hinnenkamp, K. (2018). *Reframing the question of equity: Understanding the growing importance of success for community colleges' part-time students*. EAB Global, Inc. Retrieved from <https://www.eab.com/-/media/EAB/Technology/Student-Success-Navigate/36143-AACC-Whitepaper.pdf>

Icanaffordcollege.com (2018). California College Promise Grant. Retrieved from <http://www.icanaffordcollege.com/en-us/financialaidinfo/californiacollegepromisegrant.aspx>

Institute for College Access & Success. (2016). *On the verge: Costs and tradeoffs facing community college students*. Retrieved from https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf

Jones, T., & Berger, H. (2018). A promise fulfilled: A framework for equitable free college programs. *The Education Trust*. Retrieved from <https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2018/09/05155636/A-Promise-Fulfilled-A-Framework-for-Equitable-Free-College-Programs-9.6-18.pdf>

Kallison, J. M., & Stader, D. L. (2012). Effectiveness of summer bridge programs in enhancing college readiness. *Community College Journal of Research and Practice*, 36, 340–357.

Kane, T. J. (2003). A quasi-experimental estimate of the impact of financial aid on college-going. National Bureau of Economic Research Working Paper 9703, Cambridge, MA.

Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9(1), 36–41.

Karp, M. M., & Lundy-Wagner, V. (2016, February). Collective impact: Theory versus Reality. Corridors of College Success Series, CCRC Research Brief (61), Teachers College, Columbia University.

Kanter, M. (2018, December 31). There are 300+ College Promise programs in 44 states and more to come in 2019 [blog post]. Retrieved from <https://www.forbes.com/sites/civication/2019/12/31/there-are-300-college-promise-programs-in-44-states-and-more-to-come-in-2019/#47672f9460d5>

King, C.L. (2014). Quality measures™ partnership effectiveness continuum. Waltham, MA: Education Development Center. Inc.

Kirst, M.W., & Venezia, A. (2004). From high school to college: Improving opportunities for success in postsecondary education. Jossey-Bass.

Lee, J., McAlister, S., Mishook, J., & Santner, G. (2013). Partnerships for college readiness. College readiness indicator systems. Annenberg Institute for School Reform at Brown University.

Long Beach College Promise. (n.d.). Long Beach College Promise: 5-year progress report (2008-2013). Retrieved from <http://www.longbeachcollegepromise.org/wp-content/uploads/2013/03/LBCP-5-Year-ProgressReport.pdf>

Long, B. T. (2010). Making college affordable by improving aid policy. *Issues in Science and Technology*, 26(4). Retrieved from <https://issues.org/long-2/>

Martorell, P., & Friedman, E. (2018, April). Money left on the table: An analysis of Pell Grant receipt among financially eligible community college students in California. Wheelhouse, The Center for Community College Leadership and Research, Research Brief (3, 3), University of California at Davis.

Retrieved from

https://education.ucdavis.edu/sites/main/files/ucdavis_wheelhouse_research_brief_vol3no3_online.pdf

Maynard, R. A., Orosz, K., Andreason, S., Castillo, W., Harvill, E., Nguyen, H., Robertson-Kraft, C., & Tognatta, N. (2014, November). *A systematic review of the effects of college access programs on college readiness and enrollment*. Paper presented at the annual meeting of the Association for Public Policy Analysis & Management.

Miller-Adams, M. (2015). *Promise nation: Transforming communities through place-based scholarships*. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

Miron, G., Jones, J. N., & Kelaheer-Young, A. J. (2012). The impact of the Kalamazoo Promise on student attitudes, goals, and aspirations. *American Secondary Education*, 40(2), 5–25.

Niu, S. X., & Tienda, M. (2013). High school economic composition and college persistence. *Research in Higher Education*, 54(1), 30–62.

Núñez, A., & Oliva, M. (2009). Organizational collaboration to promote college access: A P–20 framework. *Journal of Hispanic Higher Education*, 8(4), 322–339.

Pace, L., & Edmondson, J. (2009). *Improving student outcomes through collective impact: A guide for federal policymakers*. Knowledge Works and Strive Together.

Park, T. J. (2015). The impact of full-time enrollment in the first semester on community college transfer rates: New evidence from Texas with pre-college determinants. *Teachers College Record*, 117(12), n12.

Patel, R., & Richburg-Hayes, L. (2012). Performance-based scholarships: Emerging findings from a national demonstration. Policy Brief. Retrieved from <https://files.eric.ed.gov/fulltext/ED531539.pdf>

Perna, L. W. (2010). Toward a more complete understanding of the role of financial aid in promoting college enrollment: The importance of context. In M. B. Paulsen (ed.), *Higher education: Handbook of theory and research* (pp. 129–179). Springer, Dordrecht.

Perna, L. W. (2016). *Delivering on the promise: Structuring College Promise programs to promote higher education attainment for students from underserved groups*. Philadelphia, PA: Alliance for Higher Education and Democracy.

Perna, L. W., & Kurban, E. R. (2013). Improving college access and choice. In L. W. Perna & A. P. Jones (Eds.), *The state of college access and completion: Improving college success for students from underrepresented groups* (pp. 10–33). New York, NY: Routledge.

Perna, L. W., & Leigh, E. (2018). Understanding the promise: A typology of state and local college promise programs. *Educational Researcher*, 47, 155–180.

Perna, L. W., & Steele, P. E. (2011). The role of context in understanding the contributions of financial aid to college opportunity. *Teachers College Record*, 113(5), 895–933.

Pluhta, E. A., & Penny, G. R. (2013). The effect of a community college Promise Scholarship on access and success. *Community College Journal of Research and Practice*, 37(10), 723–734.

Radunzel, J. (2014). Informing educational planning and advising for students from at-risk demographic groups. ACT Policy Research Report. Retrieved from <https://www.act.org/content/dam/act/unsecured/documents/Informing-Ed-Planning-Report.pdf>

Ratlledge, A., O'Donoghue, R., Cullinan, D., & Camo-Biogradlija, J. (2019). A path from access to success: Interim finding from the Detroit Promise path evaluation. Retrieved from MDRC website: https://www.mdrc.org/sites/default/files/Detroit_Promise_Path_Report-Final_0.pdf

Rauner, M. (2018, October 9). College Promise in California: Community-wide efforts to support student success [blog post]. Retrieved from <https://www.forbes.com/sites/civcnation/2018/10/09/college-promise-in-california-community-wide-efforts-to-support-student-success/#419412f13ebc>

Rauner, M., Perna, L.W., & Kanter, M. (2018). California College Promise: Program characteristics and perceptions from the field. WestEd. Retrieved from <https://californiacollegepromise.wested.org/wp-content/uploads/2018/11/College-Promise-Landscape-Scan-2018.pdf>

Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *Future of Children*, 19(1), 185–210.

Rowan-Kenyon, H. T. (2007). Predictors of delayed college enrollment and the impact of socioeconomic status. *The Journal of Higher Education*, 78(2), 188–214.

Sablan, J. R. (2014). The challenge of summer bridge programs. *American Behavioral Scientist*, 58(8), 1035–1050.

Schatzel, K., Callahan, T., & Davis, T. (2013). Hitting the books again: Factors influencing the intentions of young adults to reenroll in college. *Journal of College Student Retention: Research, Theory & Practice*, 15(3), 347–365.

Scott-Clayton, J. (2011). On money and motivation: A quasi-experimental analysis of financial incentives for college achievement. *Journal of Human resources*, 46(3), 614–646.

Scrivener, S., Bloom, D., LeBlanc, A., Paxson, C., Rouse, C. E., & Sommo, C. (2008). A good start: Two-year effects of a freshmen learning community program at Kingsborough Community College. MDRC. Retrieved from <https://eric.ed.gov/?id=ED500477>

Scrivener, S., & Pih, M. (2007). Enhancing student services at Owens Community College: Early results from the Opening Doors Demonstration in Ohio. MDRC. Retrieved from <https://www.mdrc.org/publication/enhancing-student-services-owens-community-college>

Scrivener, S., Weiss, J. M., Ratledge, A., Rudd, T., Sommo, C., & Fresques, H. (2015). Doubling graduation rates: Three-year effects of CUNY's Accelerated Study in Associate Programs (ASAP) for developmental education students. Retrieved from MDRC website: <https://www.mdrc.org/publication/doubling-graduation-rates>

Shakman, K., & Rodriguez, S. M. (2015). Logic models for program design, implementation, and evaluation: Workshop toolkit. *National Center for Education Evaluation and Regional Assistance*. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf

Sohn, H., Rubenstein, R., Murchie, J., & Bifulco, R. (2016). Assessing the effects of place-based scholarships on urban revitalization: The case of Say Yes to Education. *Educational Evaluation and Policy Analysis*, 39(2), 198–222.

- Shapiro, D., Dundar, A., Huie, F., Wakhungu, P. K., Yuan, X., Nathan, A., & Bhimdiwali, A. (2017, December). Completing college: A national view of student completion rates – Fall 2011 cohort (Signature Report No. 14). Herndon, VA: National Student Clearinghouse Research Center.
- Shulock, N., & Moore, C. (2007). Rules of the game: How state policy creates barriers to degree completion and impedes student success in the California community colleges. Sacramento: Institute for Higher Education Leadership and Policy.
- Snelling, J. (2017). How three states boost college student outcomes with analytics. Center for Digital Education at Government Technology. Retrieved from <http://www.govtech.com/education/higher-ed/How-Three-States-Boost-College-Student-Outcomes-with-Analytics.html>
- Tampke, D. R. (2013). Developing, implementing, and assessing an early alert system. *Journal of College Student Retention: Research, Theory & Practice*, 14(4), 523–532.
- Tierney, W. G., & Venegas, K. (2009). Finding money on the table: Information, financial aid, and access to college. *Journal of Higher Education*, 80(4), 363–388.
- U.S. Department of Education (2016). America’s college promise playbook: Expanding the promise of a college education and economic opportunity for all students. Retrieved from <https://www2.ed.gov/documents/press-releases/college-promise-playbook.pdf>
- U.S. Department of Education Office of Federal Student Aid (n.d.). Pell Grant maximum for 2018–19 announced. Retrieved from <https://studentaid.ed.gov/sa/about/announcements/pell-2018-19>
- Velez, E. D., Bentz, A., & Arbeit, C. A. (2018). Working before, during, and after: Beginning at a public 2-year institution: Labor market experiences of community college students (NCES 2018-428). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2018/2018428.pdf>
- Velez, E. D., & Horn, L. (2018). *What high schoolers and their parents know about public 4-year tuition and fees in their state* (NCES 2019-404). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2019/2019404.pdf>
- W. K. Kellogg Foundation (2016). W.K. Kellogg Foundation logic model development guide. Retrieved from <https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>
- Weiss, M. J., Visher, M., & Weissman, E. (2012). Learning communities for developmental education students: A synthesis of findings from randomized experiments at six community colleges. Society for Research on Educational Effectiveness. Retrieved from <https://files.eric.ed.gov/fulltext/ED536319.pdf>

APPENDIX A. AB19 AT A GLANCE

Note: The restrictions and requirements below apply to AB19 funding only. Colleges may apply other funds to offer College Promise program features that use eligibility requirements that are different from the AB19 restrictions listed below.

AB19 Policy Domain	Program Requirements
Institutional Requirements	<ul style="list-style-type: none"> • Be an accredited community college. • Partner with one or more local educational agency to <ul style="list-style-type: none"> – establish an early commitment to college program; – improve college readiness; and – reduce remediation. • Use multiple evidence-based measures for assessment and placement. • Participate in the California Community College Guided Pathways program. • Participate in the Federal Direct Student Loan Program. Inactive colleges will have until January 1, 2019, to ensure that colleges enter the program.
Initial Student Eligibility Requirements	<ul style="list-style-type: none"> • Be actively enrolled as a first-time, full-time California community college student. • Be a California resident or be exempt from nonresident fees under AB540. • Complete and submit either an FAFSA application, a California Dream Act application, or the California College Promise Grant fee waiver application. • Have unmet financial need based on a student's FAFSA (income standards are available at icanaffordcollege.com). • Be an eligible recipient of TANF, SSI / SSP, or General Assistance. • Have an eligible special classification.
Continuation Requirements for Students	<ul style="list-style-type: none"> • Maintain a GPA of 2.0 or higher. • Pass more than 50% of coursework. <p><i>Note:</i> AB19 funds can be used only to cover tuition costs for one year, which includes the summer term prior to the first semester and each semester or quarter of the first academic year.</p>

AB19 Policy Domain	Program Requirements
Policy Goals	<p>Funding should be used to advance the outlined policy goals (EDC §76396.1), which are</p> <ul style="list-style-type: none"> • Reducing and eliminating regional achievement gaps and achievement gaps for students from groups that are underrepresented in California community colleges; • Increasing the number and percentage of high school students who are prepared for and attend college directly from high school and increasing the percentage of high school graduates who are placed directly into transfer-level mathematics and English courses at a community college; • Increasing the percentage of students who earn associate degrees or career technical education certificates that prepare them for in-demand jobs and increasing the percentage of students who report being employed in their field of study; and • Increasing the percentage of students who successfully transfer from a community college to California State University or the University of California and increasing the percentage of students who graduate from college with a baccalaureate degree. <p><i>Note:</i> Funding may (but is not required to) be used to waive some or all tuition and fees for eligible students.</p>

*Information compiled from <http://icanaffordcollege.com/> and [AB19 Resources on California College Promise.wested.org](http://www.ab19resources.org/)

APPENDIX B

B.1. Worksheet 1. Internal Partner Identification Worksheet	100
B.2. Worksheet 2. External Partner Identification Worksheet	103
B.3. Example MOUs	105
B.3.a. Long Beach College Promise	105
B.3.b. Resolution of South Bay Promise Members	106

B.1. Worksheet 1. Internal Partner Identification Worksheet

Directions: Identify and list the initiatives, departments, programs, and individuals in your college that can serve as potential College Promise partners. Describe the ways that their work relates to your program and your ideas for collaboration as well as whom to contact to discuss a potential partnership.

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
College foundation			
College scholarship office			
Financial aid department			

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Outreach and/ or Marketing departments			
Student Equity and Achievement program			
Pathways program			
Counseling department			
Early College / Dual enrollment			

Potential Internal Partners	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
EOPS, DSPS, VRCs, MESA, FYE, Athletic, TRIO, and Peer Mentoring programs a			
Research department			
Senior leadership			
Student leaders			
Accreditation liaison officer			

a. Equal Opportunity Programs & Services (EOPS), Disabled Student Programs and Services (DSPS), Veteran's Resource Centers (VRCs), the Math, Engineering, & Science Achievement program (MESA), First Year Experience or other freshman learning community programs (FYE), TRIO includes eight federal programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs (TRIO).

B.2. Worksheet 2. External Partner Identification Worksheet

Directions: Identify and list K–12 feeder schools and / or districts, charter and / or private schools, and local four-year institutions that can serve as potential College Promise partners. Also identify and list individuals, local governments, nonprofit organizations, community groups, businesses, and foundations that can partner with your program. Describe the ways that their work relates to your program and your ideas for collaboration as well as whom to contact to discuss a potential partnership.

Potential External Partner	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Local school district(s) and / or particular schools			
Four-year colleges and universities			
Local government			
Nonprofit organizations and other community groups			

Potential External Partner	How is this potential partner's work related to College Promise?	How might the potential partner collaborate with College Promise?	Who is the best contact (name and phone/email)?
Businesses			
Foundations and individual donors			

B.3. Example MOUs

B.3.a. Long Beach College Promise



Long Beach College Promise

March 20, 2008 - Founded

Oct. 13, 2014 - Expanded

Nov. 13, 2017 - Revised

THE PROMISE:

We promise the opportunity of quality college education and career preparation to every student in the Long Beach Unified School District.

BACKGROUND:

The Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), California State University Long Beach (CSU LB) and the city of Long Beach (City) have created a partnership called the Long Beach College Promise (The Promise) to make higher education an attainable goal for every student.

The Long Beach education community has a responsibility to prepare its young people for successful careers and productive lives. Today and going forward, our regional economy is tied to the global economy. To prepare our young people for success, we must offer nothing less than a world-class education and the opportunity to pursue a meaningful career. Each student needs and deserves an opportunity to earn a postsecondary credential — and often a college degree. The future of Long Beach depends upon our effectiveness in developing a well-educated and engaged citizenry and innovation force to sustain and advance the economy of the city and surrounding region.

OUR GOALS:

To meet this challenge, The Promise partners commit to these goals over the next 10 years:

- Provide a world-class education from preschool to graduate school that prepares Long Beach students for successful engagement in the global knowledge economy.
- Increase the number of children attending preschool.
- Increase the number of high school students participating in work experience internships.
- Increase the percentage of LBUSD students who are prepared for and attend college directly from high school.
- Increase the percentage of LBCC students who earn degrees and/or career and technical certificates.
- Increase the percentage of LBCC students who successfully transfer to CSULB or another four-year college or university.
- Increase the percentage of CSULB students who graduate with a bachelor's degree and/or advanced degrees.
- Reduce and eliminate the achievement gaps that exist among ethnic and socioeconomic groups at LBUSD, LBCC and CSULB.
- Raise the educational attainment rate of the community.
- Increase community engagement in supporting and participating in The Promise.

Accessible at <http://www.longbeachcollegepromise.org/wp-content/uploads/2017/11/SignedMOU2017-Accessible-Edit-1.pdf>

B.3.b. Resolution of South Bay Promise Members

Steps for Eligibility

1. [Apply for Admission](#)
2. [Apply for Financial Aid](#) (FAFSA or California Dream Act)
3. Complete [ECC Orientation](#)
4. Complete [ECC English and Math Assessments or Equivalent](#)
5. [Meet with an ECC Counselor to Develop an Educational Plan](#)
6. Complete and submit South Bay Promise Application
7. Register for a Minimum of 12 units Fall 2019 and Spring 2020 semesters

How do I qualify?

- Attend El Camino College in the fall semester immediately after graduation from high school
- Commit to full-time status of a minimum of 12 units for Fall and Spring
- Complete the steps for eligibility (above) by April 30, 2019
- Join one of our Student Support & Success Programs listed below

What are the benefits for me?

- Enrollment fees paid for the first year (up to 30 units)
- Priority registration your first semester
- Access to English and math courses in your first year
- Participation in a Student Support & Success Program
- Personalized Support & Success Program orientations

What Student Support & Success Programs are available?

Athletics	Extended Opportunity Programs & Services
First Year Experience	Honors Transfer Program

Questions?

Call the Outreach and School Relations Office at 310-660-3487 or email southbaypromise@elcamino.edu.

Accessible at <https://www.elcamino.edu/student/studentservices/southbaypromise/index.aspx>

APPENDIX C

C.1. Worksheet 3. Needs, Goals, and Assumptions Worksheet	108
C.2. Worksheet 4. Measurable Goals Worksheet	109
C.3. Worksheet 5. Logic Model Worksheet	111

C.1. Worksheet 3. Needs, Goals, and Assumptions Worksheet

Including Guiding Questions

Directions: Work with your College Promise team to identify the needs in your community that will be addressed through your guiding program goal and the assumptions you have about the ways that your program will achieve your goal.

Community Needs:

What is the community challenge or problem you are trying to solve by creating your program? Who specifically is affected by the problem? Why does the problem merit attention, action, or remedy?

Guiding Program Goal:

What is the overarching goal that will guide all program efforts, stated in broad terms that all program partners can understand?

Assumptions:

How and why do you believe that your College Promise program will lead to the change or improvement that you articulated in your goal?

C.2. Worksheet 4. Measurable Goals Worksheet

Directions: Work with your team to identify and list up to three detailed College Promise program goals. For each goal, respond to each question in the first column.

Guiding Question	Program Goal 1	Program Goal 2	Program Goal 3
What are your College Promise program goals?			
Whom is the outcome designed to impact?			
What is the change that you expect to see?			
Which program component or activity will result in the desired change?			

Guiding Question	Program Goal 1	Program Goal 2	Program Goal 3
Which changes do you expect to see when (i.e., short term, medium term and long term)?			

C.3. Worksheet 5. Logic Model Worksheet

Including Guiding Questions

Directions: Work with your College Promise team to add your program’s inputs, activities, outputs, outcomes, and impact. Use the questions in the first row of each column to guide your responses.

Time Period	Inputs <i>What are the main human, financial, and other resources that you and your team bring to address the identified problem?</i>	Activities <i>What are the primary features of your program?</i>	Outputs <i>What are the measurable results that will be produced from the program?</i>	Short Term Outcomes and Impact (1–2 years) <i>What are the changes you expect to see within one to two years if the program goals are met?</i>	Medium Term Outcomes and Impact (2–5 years) <i>What are the changes you expect to see within two to five years if the program goals are met?</i>	Long Term Outcomes and Impact (5+ years) <i>What are the changes you expect to see in five or more years if the program goals are met?</i>
Middle School / High School and Transition to College						
During College						

APPENDIX D

D.1. College Promise Program Application and Student Agreement Examples	113
D.1.a. College of the Siskiyous Promise Scholarship Application 2018–2019	113
D.1.b. West Sacramento Promise Application	114
D.1.c. Los Rios Promise Commitment Contract	115
D.1.d. Coastline College Combined Promise Program Student Agreement and Application	116
D.2. Worksheet 6. Eligibility and Participation Requirements Worksheet	117
D.3. Worksheet 7. Continuation Requirements Worksheet	119

D.1. College Promise Program Application and Student Agreement Examples

D.1.a. College of the Siskiyous Promise Scholarship Application 2018–2019



College of the Siskiyous Promise Scholarship Application 2018/2019

The College of the Siskiyous Promise is designed to remove the economic barriers to education. The "Promise" is graduating seniors from Siskiyou County and Modoc County high schools will have their enrollment fees (\$46/unit cost of classes, Health fee, Student Rep Fee and Student Center fees) fully funded during their first year (consecutive fall and spring semesters) of attendance at College of the Siskiyous, crediting any applicable financial assistance. Promise students will also receive a book voucher for use in the Campus Bookstore during the fall (\$200) and spring (\$200) semesters.

❖ Eligibility Requirements:

To be eligible to apply for the College of the Siskiyous Promise Scholarship you must meet all of the following criteria:

- Be a Siskiyou or Modoc County resident who will graduate from a Siskiyou County or Modoc County high school by June 2018. Students who graduate mid-year (December) will be eligible for next Siskiyou Promise academic year.
- Apply to College of the Siskiyous via CCCApply.
- Complete the 2018/2019 Free Application for Federal Student Aid (FAFSA – www.fafsa.ed.gov or a 2018/2019 Dream Act Application (AB540 students) and add school code – 001187 (College of the Siskiyous).
- Fill out and submit Siskiyou Promise application and copy of FAFSA (Free Application for Federal Student Aid) Expected Family Contribution (EFC) page.
- Complete College of the Siskiyous Orientation, Advising, and Registration Process (SOAR)
- At the SOAR session, enroll at College of the Siskiyous as a full-time student (at least 12 but recommend 15 units) for Fall 2018 and Spring 2019. For students with disability accommodation needs, please call (530) 938-5374.

Biographical Information:

COS Student ID _____ Date of Birth _____ ☐ Male ☐ Female ☐ Decline to Answer
This number begins with S and does not contain any dashes. If no Student ID, state NONE. Do not enter your Social Security Number.

First Name _____ Middle _____ Last _____

Mailing Address _____

City _____ State _____ Zip _____

Personal Email _____ Primary Phone _____

High School Currently Attending: _____ Graduation Date _____

Future college plans - I plan to major in: _____

How did you hear about the Siskiyous Promise? _____

Other Information:

Please list name of Parent/Guardian: _____ Relationship to student: _____

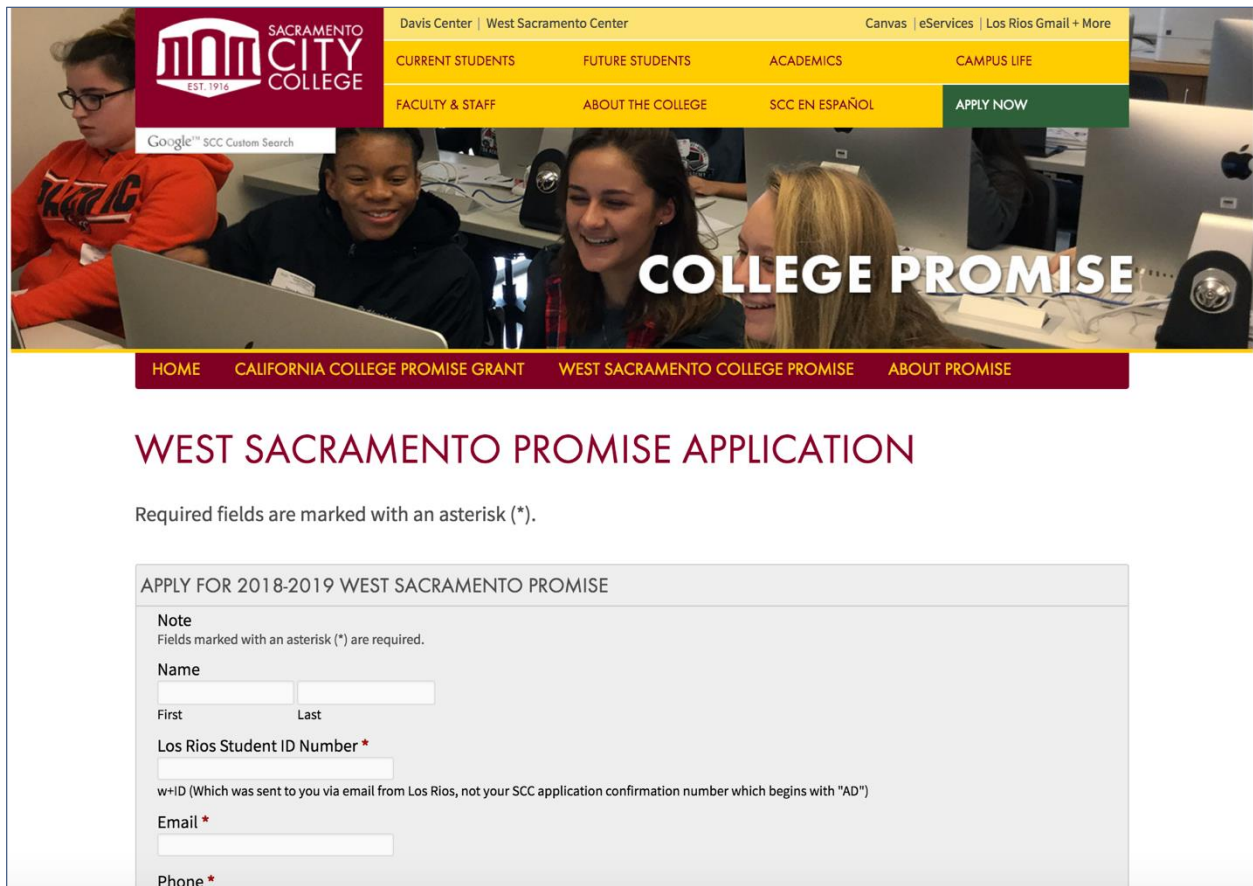
Parent's phone number: _____ Parent's email address: _____

☐ YES ☐ NO Are you currently receiving special education services (IEP or 504 Plan) and/or did you received them in elementary and/or middle school?

☐ YES ☐ NO If it weren't for the Siskiyou Promise, would you have made plans to attend college at all?

Accessible at <https://www.siskiyous.edu/promise/documents/application.pdf>

D.1.b. West Sacramento Promise Application



The screenshot shows the Sacramento City College website with a banner for the College Promise application. The banner features the college logo, navigation links, and a photo of students with the text "COLLEGE PROMISE". Below the banner is a navigation bar with links to Home, California College Promise Grant, West Sacramento College Promise, and About Promise. The main heading is "WEST SACRAMENTO PROMISE APPLICATION". A note states that required fields are marked with an asterisk (*). The application form includes fields for Name (First and Last), Los Rios Student ID Number, Email, and Phone, all marked as required.

SACRAMENTO CITY COLLEGE
EST. 1916

Davis Center | West Sacramento Center

Canvas | eServices | Los Rios Gmail + More

CURRENT STUDENTS FUTURE STUDENTS ACADEMICS CAMPUS LIFE

FACULTY & STAFF ABOUT THE COLLEGE SCC EN ESPAÑOL APPLY NOW

Google™ SCC Custom Search

COLLEGE PROMISE

HOME CALIFORNIA COLLEGE PROMISE GRANT WEST SACRAMENTO COLLEGE PROMISE ABOUT PROMISE

WEST SACRAMENTO PROMISE APPLICATION

Required fields are marked with an asterisk (*).

APPLY FOR 2018-2019 WEST SACRAMENTO PROMISE

Note
Fields marked with an asterisk (*) are required.

Name

First Last

Los Rios Student ID Number *


w+ID (Which was sent to you via email from Los Rios, not your SCC application confirmation number which begins with "AD")

Email *

Phone *

Accessible at <https://www.scc.losrios.edu/promise/west-sacramento-promise-application/>

D.1.c. Los Rios Promise Commitment Contract


FOLSOM LAKE COLLEGE
EL DORADO CENTER | RANCHO CORDOVA CENTER

California College Promise Program
AB 19 Commitment Contract

Folsom Lake College (FLC) is committed to serving our community by providing access to higher education opportunities and supporting student success. We are committed to removing financial barriers that prevent our students from furthering their education. We PROMISE to minimize financial barriers that limit access to college by offering new incoming first-time college students a year of tuition-free education at our student-focused college.

Instructions: If you would like to participate in the California College Promise Program (CCPP), you must initial and sign this required CCPP form and return it to the FLC Financial Aid Office prior to **August 14th**.

I understand that to be eligible for the CCPP, I must:

- Be a California Resident, or AB540 / AB 2000 eligible. _____
Student Initial
- Be a first-time college student to be eligible for the CCPP Tuition Waiver (Advanced Education students from high school are considered first-time). _____
Student Initial
- Enroll in a minimum of 12 units (up to a maximum of 18 units) each semester and remain enrolled in a minimum of 12 units during both Fall 2018 and Spring 2019 semesters to maintain eligibility for the CCPP Tuition Waiver. _____
Student Initial
- Be aware that the CCPP tuition waiver will apply to 12 - 18 units per semester, but anything over 18 units will be my financial responsibility. _____
Student Initial
- Be enrolled in courses at any one, or a combination of, Los Rios Community College (ARC, CRC, FLC, or SCC) to reach the 12-unit minimum. My tuition fees will be waived across the Los Rios Colleges between a minimum of 12 units and maximum of 18 units. _____
Student Initial

NOTE: I also understand that I will be required to repay any tuition fees if I have attended another college prior to coming to any Los Rios Colleges. _____ (Student Initial)

Student Name (Please print)	Email	Phone
Student Signature	Student ID #	Date

Please submit this California College Promise Program Commitment Contract to the Folsom Lake College Financial Aid Office. If you are determined eligible, then the tuition waiver will be posted to your student account within 2 business days. You will then receive an email notification that you are a participant in the CCPP and a tuition waiver has been granted to you. **Please note:** You are responsible for paying tuition fees above 18 units, Universal Transit Pass fees, and any other fees associated with your coursework. You may review your account information in Eservices/My Account/Account Inquiry.

Accessible at <https://www.siskiyous.edu/promise/documents/application.pdf>

D.1.d. Coastline College Combined Promise Program Student Agreement and Application



Coastline Promise Program

Program Information:

The purpose of the Coastline Promise is to ensure that recent high school graduates have the best chance of completing a college degree or career and technical education (CTE) certificate by offering financial and academic support in their first year of college. Recent high school graduates from Newport-Mesa, Huntington Beach, and Garden Grove districts are eligible to apply to the Coastline College Promise.

The Coastline Promise Program provides students with the following benefits:

1. Per unit fees, college service and health services fees covered for the fall and spring semesters of your first year (summer and winter intersession are excluded)
2. Textbook vouchers of up to \$1,000 for the first year *
3. Priority Registration
4. Free Tutoring Services in Key Courses
5. Dedicated Counseling, Academic Success Coaches, and Career Services

To become a part of the Coastline Promise Program, students must:

1. Graduate from Newport-Mesa, Huntington Beach, or Garden Grove high school district during the most recent school year.
2. Complete the Coastline College Promise Student Application. If you are under 18 years old, your parent/guardian signature is also required. Submit the completed forms to the Coastline Community College Outreach Department via mail, email, or in-person.
3. Complete the Coastline Community College online application for Fall 2018 via OpenCCC.
4. Complete the 2018-2019 FAFSA to apply for Financial Aid. Coastline Community College FASFA School Code: 013536
5. Complete online orientation.
6. Complete English and Math Placement Tests.
7. See a counselor to develop a comprehensive Student Education Plan (SEP).

DEADLINE: May 4, 2018**

*Students will receive textbook vouchers up to \$500 for fall and spring semesters if enrolled full-time (12-15 units/semester) and \$250/semester for part-time (9-11 units/semester) enrollment. Winter intersession units will not be counted towards spring units/semester. Textbook vouchers will not be available for summer or winter intersession classes.

**Applications will be accepted through the deadline or until the Coastline Promise Program reaches capacity, whichever occurs first.

Accessible at

<http://documents.coastline.edu/Student%20Services/Students%20%20High%20School/Coastline%20Promise.form.ada.pdf>

D.2. Worksheet 6. Eligibility and Participation Requirements Worksheet

Directions: Identify your program's eligibility and participation requirements under each of the following categories and describe the ways in which the requirement helps the program reach its target student population(s) and general program goals.

Requirement Category	Examples	Eligibility and / or Participation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
Location (<i>residency and / or school attended</i>)			
Merit			
Need			
Program applications			

Requirement Category	Examples	Eligibility and / or Participation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
FAFSA/Dream applications			
Timing			
Previous college credits			
Unit requirements			
College attendance			

D.3. Worksheet 7. Continuation Requirements Worksheet

Directions: Identify your program's continuation requirements under each of the following categories and describe the ways in which the requirement helps the program reach its target student population(s) and general program goals.

Requirement Category	Examples	Continuation Requirement	How does this requirement help the program reach its target population(s) and general program goals?
Enrollment			
Completion			
Continuous enrollment			
Student support participation			

APPENDIX E. WORKSHEET 8. STUDENT SUPPORT SERVICES WORKSHEET

Directions: Work with internal and external partners to complete the following worksheet by including your College Promise program’s student support features, identifying existing programs with the capacity to serve College Promise students, and identifying the student support gaps that need to be filled. Completing the worksheet can help you estimate institutional-level program costs, found in the “Institutional Costs” tab of the California College Promise Cost Estimator Tool, available online at section and available online at <https://wested.box.com/s/dzempchpecdghvilt9zk6q4o5drh9akv>.

Which Student Support Services Are Included in Your Program? <i>(Examples: learning communities, academic and career counseling, tutoring, mentoring, student success workshops, early alert and response systems, technology-enhanced nudging)</i>	Is It a Program Requirement? <i>(Yes/No)</i>	Timing <i>(During middle school / high school; during transition to college; during college)</i>	Which Support Services Exist at Your College or Are Offered by an External Partner? <i>(Examples: middle or high school future center, summer orientation program, counseling department, EOPS, MESA, TRIO, community organization, middle or high school counseling department)</i>	Estimated Cost <i>(Does not include in-kind costs)</i>

Which Student Support Services Are Included in Your Program? (Examples: learning communities, academic and career counseling, tutoring, mentoring, student success workshops, early alert and response systems, technology-enhanced nudging)	Is It a Program Requirement? (Yes/No)	Timing (During middle school / high school; during transition to college; during college)	Which Support Services Exist at Your College or Are Offered by an External Partner? (Examples: middle or high school future center, summer orientation program, counseling department, EOPS, MESA, TRIO, community organization, middle or high school counseling department)	Estimated Cost (Does not include in-kind costs)

Which Student Support Services Are Included in Your Program? <i>(Examples: learning communities, academic and career counseling, tutoring, mentoring, student success workshops, early alert and response systems, technology-enhanced nudging)</i>	Is It a Program Requirement? <i>(Yes/No)</i>	Timing <i>(During middle school / high school; during transition to college; during college)</i>	Which Support Services Exist at Your College or Are Offered by an External Partner? <i>(Examples: middle or high school future center, summer orientation program, counseling department, EOPS, MESA, TRIO, community organization, middle or high school counseling department)</i>	Estimated Cost <i>(Does not include in-kind costs)</i>

APPENDIX F. CERTIFICATION FORM AB19 FUNDING ALLOCATION (2018–2019)



California Community Colleges

California College Promise Certification Form for 2018-19 Funding Allocation

AB 19 (Santiago), Chapter 735, Statutes of 2017, established the California College Promise with the defined policy goals focused on increasing college attendance and graduation rates and reducing and eliminating achievement gaps for students in the California Community Colleges (Education Code §76396.1). The 2018 - 19 Budget Act allocates \$46 million to support the establishment and expansion of programs and practices to meet the aforementioned policy goals; districts are also authorized, but not required, to use funding to waive fees for one academic year for first-time, full-time students (EDC §76396.3). To participate in the California College Promise, districts are required to advance the aforementioned policy goals and comply with outlined practices (EDC §76396.2). Districts wishing to participate in the California College Promise for 2018-19 must complete this certification form to verify compliance with minimum requirements of the program.

1. Early Commitment to College Program

Districts must partner with one or more local educational agencies (LEAs) to establish an Early Commitment to College Program (ECCP) that includes, but is not limited to, learning about college opportunities, visiting campuses, taking and completing college prep courses, and applying for college and financial aid (Early Commitment to College Program established in EDC commencing with § 57410).

Please indicate if the district currently participates in an ECCP: ☐

Yes ☐ No

Please indicate the LEAs currently participating in the ECCP:

Please outline in the space provided below the activities conducted pursuant to the ECCP:

Accessible at

<http://extranet.cccco.edu/Portals/1/SSSP/FA/allocations/ab19/AB19DistrictCertification.pdf>

APPENDIX G

G.1. Examples of Core Messages	125
G.1.a. Mission, Vision, and About Statements	125
G.1.b. Eligibility and Process Requirements	127
G.1.c. FAQs, Brochures, and Other Collateral for Different Audiences	130
G.1.d. Videos, Testimonials, and Other Media	134

G.1. Examples of Core Messages

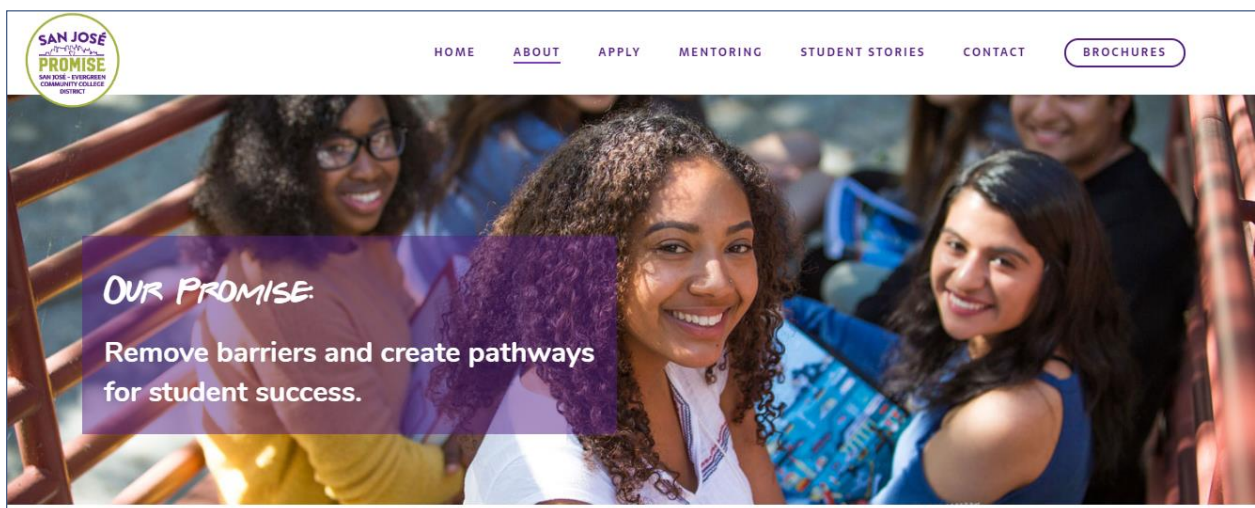
G.1.a. Mission, Vision, and About Statements

San Diego Promise Home Page



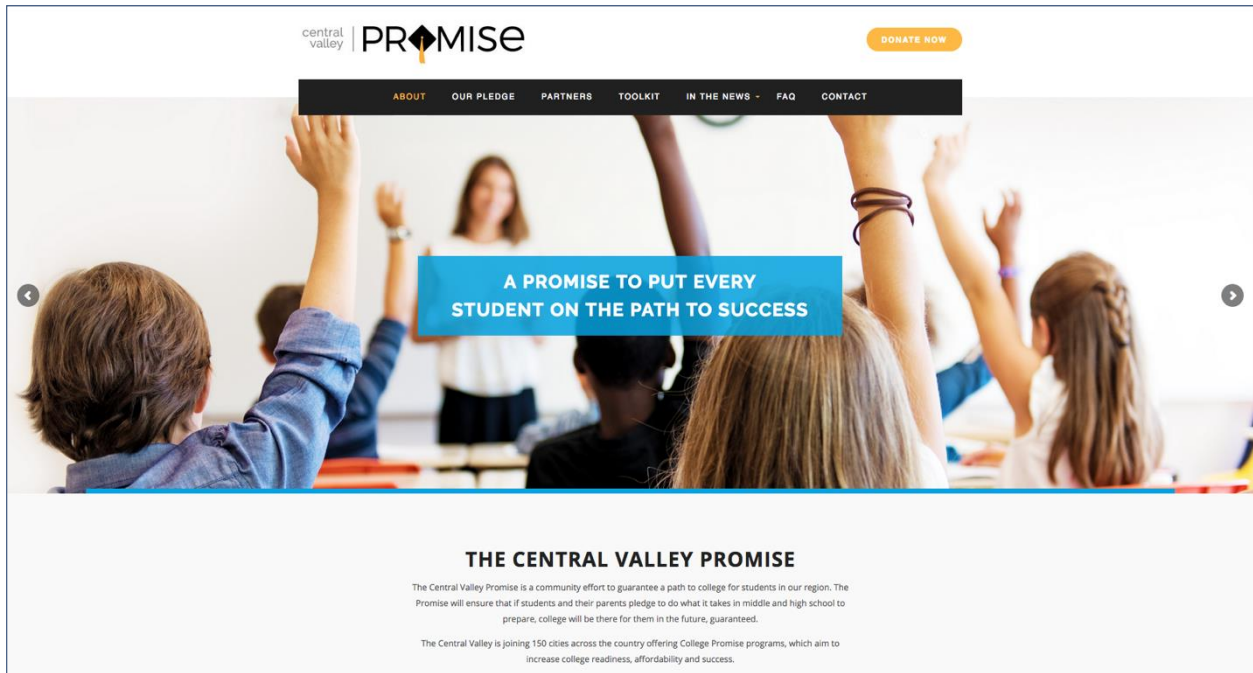
Accessible at <https://www.sdccd.edu/about/departments-and-offices/student-services-department/promise/>

San Jose Promise About Page



Accessible at <http://sanjosepromise.org/about/>

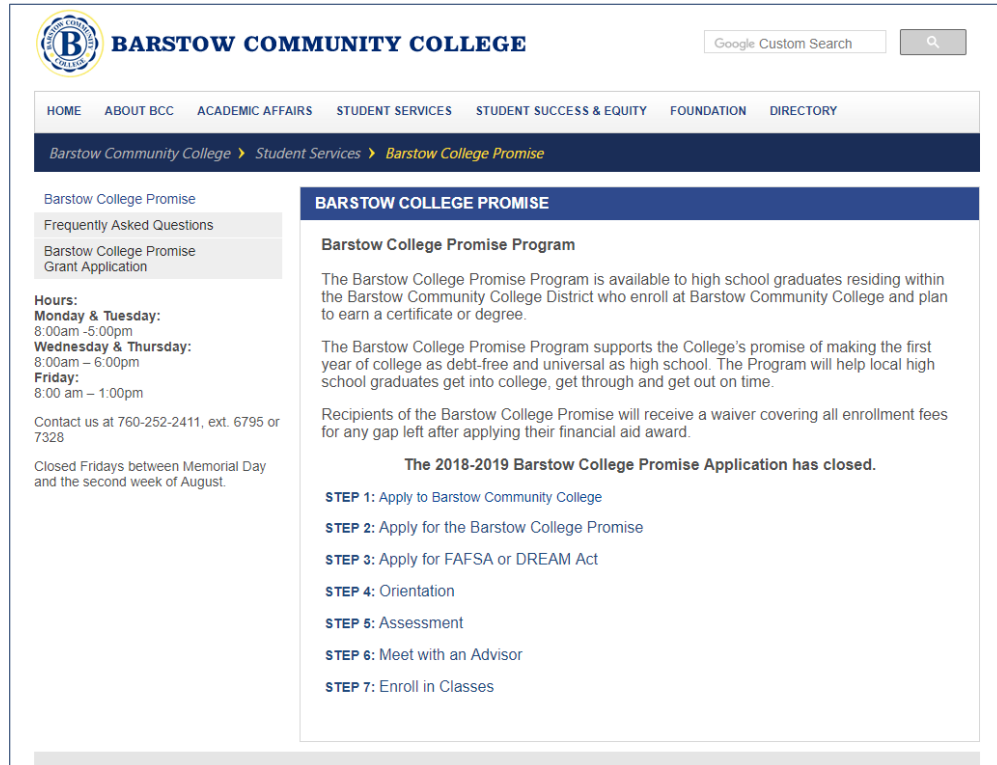
Central Valley Promise Home Page



Accessible at <http://centralvalleypromise.org/>

G.1.b. Eligibility and Process Requirements

Barstow College Promise Application and Enrollment Steps



The screenshot displays the Barstow Community College website. At the top, the college's logo and name are visible, along with a search bar. A navigation menu includes links for HOME, ABOUT BCC, ACADEMIC AFFAIRS, STUDENT SERVICES, STUDENT SUCCESS & EQUITY, FOUNDATION, and DIRECTORY. Below this, a breadcrumb trail reads: Barstow Community College > Student Services > Barstow College Promise. The main content area is titled "BARSTOW COLLEGE PROMISE" and contains the following information:

Barstow College Promise

Hours:
Monday & Tuesday:
8:00am - 5:00pm
Wednesday & Thursday:
8:00am - 6:00pm
Friday:
8:00 am - 1:00pm

Contact us at 760-252-2411, ext. 6795 or 7328

Closed Fridays between Memorial Day and the second week of August.

BARSTOW COLLEGE PROMISE PROGRAM

The Barstow College Promise Program is available to high school graduates residing within the Barstow Community College District who enroll at Barstow Community College and plan to earn a certificate or degree.

The Barstow College Promise Program supports the College's promise of making the first year of college as debt-free and universal as high school. The Program will help local high school graduates get into college, get through and get out on time.

Recipients of the Barstow College Promise will receive a waiver covering all enrollment fees for any gap left after applying their financial aid award.

The 2018-2019 Barstow College Promise Application has closed.

STEP 1: Apply to Barstow Community College
STEP 2: Apply for the Barstow College Promise
STEP 3: Apply for FAFSA or DREAM Act
STEP 4: Orientation
STEP 5: Assessment
STEP 6: Meet with an Advisor
STEP 7: Enroll in Classes

Accessible at <http://www.barstow.edu/promise.html>

Cuesta Promise Application and Enrollment Steps (in Spanish)

THE CUESTA PROMISE

[The Cuesta Promise FAQs](#)

[Cuesta Promesa](#)

[Preguntas Más Frecuentes](#)

[Cambria Promise](#)

FEATURED NEWS

[View All »](#)

Cuesta College Paramedic Program Introduces State-of-the-Art Ambulance Simulator

»

DREAMer Centers Coming to Cuesta

»

Financial Aid, Scholarship Applications Now Open

»

FEATURED EVENTS

[View All »](#)

Studython-SLO

December 6, 2018

»

Jazz Ensembles Concert

December 7, 2018

»

Studython - NCC

December 8, 2018

»



Plan for Spring 2019

Class Finder available now

[LEARN MORE »](#)

The Cuesta Promise



Una beca que paga las cuotas de inscripción por dos años para todos los recién graduados de las escuelas secundarias del Condado de SLO

✓

Completar tu solicitud de admisión de Cuesta College para otoño del 2019

1 de octubre, 2018 - 1 de agosto, 2019

✓

Completar tu solicitud de la beca La Promesa (fecha límite de prioridad - 2 de marzo, 2019)

1 de octubre, 2018 - 1 de agosto, 2019

✓

Completar tu solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA) o tu solicitud del Dream Act de California

1 de octubre, 2018 - 1 de agosto, 2019

✓

Completar la orientación en línea de Cuesta

1 de marzo, 2019 - 1 de agosto, 2019

✓

Inscríbete en las clases

abril 2019 - agosto 2018

✓

Completar todos estos pasos y La Promesa será tuya para el primer año! Revisa tu correo electrónico para mayor información y anuncios adicionales.

✓

Para recibir en segundo año gratis, debes completar más del 50% de las unidades que intentaste en el primer año y obtener un promedio de 2.0 o más de calificaciones durante el primer año de La Promesa.

✓

Cumpliste con estos requisitos académicos? Entonces, simplemente inscríbete en las clases del segundo año consecutivo y las cuotas de inscripción serán pagadas.

Accessible at <https://www.cuesta.edu/admissionsaid/cuestapromise/promiseespanol.html>

128

El Camino College South Bay Promise Eligibility Requirements, Steps, and Program Benefits


South Bay Promise

Information for Future Students

Information for Parents

Information for Fall 2018 South Bay Promise Students

Be a Community Partner



South Bay Promise

College is expensive. We want to help! The South Bay Promise offers an affordable pathway directly from high school to college for students in the El Camino Community College District. Enrollment fees for the first year will be paid for full-time students and additional services and counseling will be offered to students enrolled in the South Bay Promise.

Application

The application for the Fall 2019 South Bay Promise is now available!

New for this year is an online form. Please click the button below to start your application.

Note: you must have completed the El Camino College application for admission before completing this form and include your El Camino College Student ID number.

South Bay Promise Application

Steps for Eligibility

1. Apply for Admission
2. Apply for Financial Aid (FAFSA or California Dream Act)
3. Complete ECC Orientation
4. Complete ECC English and Math Assessments or Equivalent
5. Meet with an ECC Counselor to Develop an Educational Plan
6. Complete and submit South Bay Promise Application
7. Register for a Minimum of 12 units Fall 2019 and Spring 2020 semesters

How do I qualify?

- Attend El Camino College in the fall semester immediately after graduation from high school
- Commit to full-time status of a minimum of 12 units for Fall and Spring
- Complete the steps for eligibility (above) by April 30, 2019
- Join one of our Student Support & Success Programs listed below

What are the benefits for me?

- Enrollment fees paid for the first year (up to 30 units)
- Priority registration your first semester
- Access to English and math courses in your first year
- Participation in a Student Support & Success Program
- Personalized Support & Success Program orientations

What Student Support & Success Programs are available?

Athletics	Extended Opportunity Programs & Services
First Year Experience	Honors Transfer Program

Questions?

Call the Outreach and School Relations Office at 310-660-3487 or email southbaypromise@elcamino.edu.

South Bay Promise

Information for Future Students

Information for Parents

Information for Fall 2018 South Bay Promise Students

Be a Community Partner

South Bay Promise

[View Campus Map](#)

Contact Info

Julietta O. Arámburo
(310) 660-3593 ext. 3430

southbaypromise@elcamino.edu

Accessible at <http://www.elcamino.edu/student/studentservices/southbaypromise/>

Columbia College Promise program FAQs



Columbia College Promise PROJECT SUMMARY

Overview

The Columbia College Foundation is introducing a new scholarship opportunity for local high school seniors enrolling at Columbia College beginning in fall 2018. This new program, the **Columbia College Promise**, will make it possible for every qualified local public high school graduate to attend Columbia College fulltime, tuition free, for the academic year immediately after graduation. The program will be a three year pilot, funded by gifts from individuals and community partners who care deeply about education for local youth.

FREQUENTLY ASKED QUESTIONS

What is the Columbia College Promise?

The Columbia College Promise pays for tuition and enrollment fees for up to 30 units of study during the academic year beginning in the fall immediately following graduation - a value of \$1200 to \$1500 based on the number of units taken per semester. In addition, Promise students will receive specialized guidance and support to help ensure success.

What is the goal?

The Columbia College Promise will remove the tuition barrier that often stops promising young high school graduates from pursuing their education. Once implemented, the program will increase the number of local high school graduates who attend Columbia College, thereby boosting the population of workforce-ready young adults who complete a degree, certificate or training program or successfully transfer to a 4-year college.

Why offer this program?

Only a fraction of students in our community successfully complete college or career training after high school, leaving them unprepared for the future. Some students qualify for merit scholarships, those who do not qualify often find that education is unaffordable and out of reach. Others, with no family history of attending college, may need special support and guidance to succeed.

Who is it for – How will it work?

- Beginning in Fall 2018 and continuing through 2019 and 2020, the Columbia College Promise will be offered to every public high school graduate who lives in Tuolumne County or the Bret Harte High School District in Calaveras County and enrolls fulltime at Columbia College for the fall semester immediately following graduation.
- All students must first apply for federal and state grants by completing the Free Application for Federal Student Aid (FAFSA) form and accept all federal or state money prior to the Promise funding. Some exceptions will apply.
- All students are eligible for the Columbia College Promise whether or not they receive financial aid.
- Promise awards will vary according to the total cost of tuition and fees and the amount of state awards that are granted to student applicants.

Is there a cap on the number of students who can receive the Columbia College Promise?

No. All students who qualify by following the steps outlined for acceptance will receive the Promise.

Columbia College Promise – February 24, 2018

Accessible at https://www.gocolumbia.edu/give_a_gift/PromiseFAQ.Feb24.2018.pdf

Accessible at [http://www.lbschools.net/Asset/Files//Public Information/LB-Promise-trifold-KhmerFINAL.pdf](http://www.lbschools.net/Asset/Files//Public%20Information/LB-Promise-trifold-KhmerFINAL.pdf)

[illegible]

Long Beach College Promise Bookmark



Accessible at
http://www.longbeachcollegepromise.org/wp-content/uploads/2017/05/Final_bookmark.pdf

Palomar Promise Brochure



Accessible at
https://www2.palomar.edu/pages/palomarpromise/files/2018/10/FYE.PalomarPromise-Flyer_2019.pdf

San Jose Promise Brochures

Step 1:
Complete CCC Apply Application
<https://cccapply.org>
(24-48 hours later, you'll receive a 7-digit, College Student ID number)

Step 2:
Complete San José Promise Application using your new College Student ID
<https://sanjosepromise.org>

Step 3:
Complete FAFSA Application. For AB 540 students, complete the CA Dream Act Application.
<http://fafsa.ed.gov/>
<https://dream.csac.ca.gov/>



SAN JOSÉ · EVERGREEN
Community College District

Fall 2018 Promise Programs in Silicon Valley for Graduating High School Students

College Campus	Tuition, Textbooks, Fees and Student Support Services	Minimum Requirements	Transportation	Priority Registration	Estimated Savings to Promise Student
San José City	2 years	2018 Graduating senior from a high school in San José	ECO Pass-free VTA	Yes	\$5,384.00
Evergreen Valley	2 years	2018 Graduating senior from a high school in San José	ECO Pass-free VTA	Yes	\$5,384.00
West Valley	1 year	2018 Graduating senior who lives within City of San José or West Valley District area	No ECO Pass-Free VTA	No	\$2,378.00
DeAnza	1 year	2018 Graduating senior from any high school	ECO Pass-free VTA	Yes	\$1,781.27

“

I earned an Associate Degree in Liberal Arts and transferred to San Francisco State University where I received my Bachelor's Degree in Sociology. I'm currently a graduate student at San José State University where I will earn an MBA this fall. I'm also working as a Talent Acquisition manager where I'm able to give back to my community by helping diverse, first-generation students like those in San José Promise. All of this would not have been possible without San José Promise.

”

— Rebecca Cruz
(Pictured on cover)

Accessible at <http://sanjosepromise.org/wp-content/uploads/2018/05/San-Jose-Promise-Brochures-1.pdf>

G.1.d. Videos, Testimonials, and Other Media

Santa Barbara City College Promise Video



Accessible at <https://www.youtube.com/watch?v=2C3jzkRKMbU>

College of Alameda Promise Program Video

 College of Alameda

Select Language ▼

Home | A-Z Directories | Passport | Staff/Student Email & Canvas

New Students | Current Students | High School | International | Distance Ed

About Us | Apply & Register | Departments & Programs | Student Services | Campus Life | Library

[College of Alameda Sites](#) > COA Promise

[College of Alameda Promise Program](#)

[Alameda Promise Scholarship Application](#)

[Academic Progress Report](#)

College of Alameda Promise Program


College of Alameda Promise Scholarship
Make the Promise.



Accessible at <http://alameda.peralta.edu/COAPromise/>

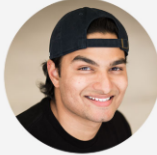
Stories from students in the San Jose Promise Program

STUDENT STORIES



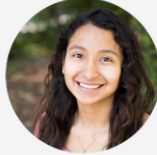
ANA GUADARRAMA

"San José Promise has opened many opportunities to continue my education and pursue a future of success. It has given me academic and social support to guide me to a pathway of success. It also has inspired me to continue to achieve my goals."



HASSAN PATHAN

"Being a part of the San José promise has made my first year of college less stressful than I anticipated. I am the first in my family to pursue a higher education, so with the help from the SJ Promise, I have been hopeful about my future without having to worry about how to pay for books and such."



DANIA HERNANDEZ

"San José Promise has opened a lot of doors for me. It has given me access to transportation, books, priority registration, guidance and more. I am thankful that I could be part of such a great program."

Accessible at <http://sanjosepromise.org/>

APPENDIX H

H.1. Worksheet 9. Goals and Measures Worksheet	138
H.2. Examples of Data-Sharing Agreements	139
H.2.a. Long Beach City College – Long Beach Unified School District Data-Sharing MOU	139
H.2.b. El Camino Community College District and Centinela Valley Union High School District MOU	142
H.3. Examples of College Promise Data Dashboards, Data Reports, and Newsletters	146
H.3.a. College of the Desert’s EDGE-plEDGE Program Data Dashboard	146
H.3.b. College of the Canyons First-Year Promise Data and Outcomes Report (First page)	147
H.3.c. Ventura College Promise Program: Educational Achievements of Fall 2012 Promise Students	148

H.1. Worksheet 9. Goals and Measures Worksheet

Directions: Work with your College Promise team to align program goals with indicators of success and to determine the associated data needed to measure the outcomes. This worksheet builds on the Measurable Goals Worksheet (appendix C.2) and Logic Model Worksheet (appendix C.3). The example in the worksheet below is developed with information from the same fictitious College Promise program that is used throughout this Guidebook.

Program Goal	What Output Will You See If Your Goal Is Achieved?	Which Data Do You Need in Order to Measure Movement Toward Your Goal?

H.2. Examples of Data-Sharing Agreements

H.2.a. Long Beach City College – Long Beach Unified School District Data-Sharing MOU

MEMORANDUM OF UNDERSTANDING LONG BEACH CITY COLLEGE – LONG BEACH UNIFIED SCHOOL DISTRICT

This Memorandum of Understanding, herein referred to as “MOU,” is entered into by and between Long Beach Unified School District and Long Beach Community College District (herein collectively “educational institutions”) who elect to accept its terms pursuant to Section 11 herein.

PREAMBLE

The purpose of the agreement is to facilitate the collection, analysis, and sharing of student data in order to track performance and improve success from elementary school through college. To that end, member educational institutions sharing academic performance data concerning students who have or who are attending their institutions ensuring the confidentiality of records and their consistency with FERPA (Family Education Rights and Privacy Act).

The educational institutions who choose to participate in this MOU desire to evaluate and improve their respective educational programs through the analysis of academic performance data concerning students who have or who are now attending an educational institution. It is necessary, therefore, for the educational institutions to share student data on a reciprocal basis for the purpose of evaluating and analyzing their respective educational programs. THEREFORE, the educational institutions agree to the following terms of this MOU:

1. Data Sharing

The educational institutions shall provide one another with academic data concerning their respective students. The data shall be provided at least twice annually consistent with the dates established by the representatives from the institutions of this MOU. Said data shall be provided in the manner and form as specified by the designated consortium representative from the educational institutions represented in this MOU. The data shall be used only for conducting studies and to assist with the design, evaluation, delivery, and instruction. Any data received pursuant to this Memorandum shall be destroyed when it is no longer needed for the studies and no later than ten years from the date the data is first received.

2. Confidentiality

The educational institutions will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, educational institutions shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
- b. All designated consortium members, staff and faculty at consortium educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be

required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.

- c. Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- e. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the “Family Educational Rights and Privacy Act” and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

3. Indemnification

Each educational institution participating in this MOU agrees to defend, indemnify, and hold each other educational institution participating in this MOU, and its officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys’ fees), or claims of injury or damages arising out of the performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys’ fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

4. Entire Agreement

This document states the entire agreement between the educational institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

5. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

6. Assignment

None of the signatories to this MOU may assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU.

7. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

8. Waiver

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

9. Modification and Amendments

This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. The educational institutions further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

10. Term of this MOU

This MOU shall be in effect for any institution for the period commencing from the effective date established pursuant to Section 11 until July 30, 2015. Any participant (s) listed as a party to this MOU may terminate its participation by delivering written notice of its intent to terminate said participation to the other party(s). However, termination by any participant(s) listed as a party will have no force or effect on the rights and responsibilities as to the remaining participants.

11. Joiner of Parties

The parties agree that any high school district, unified school district, community college district, or WASC accredited public or private four-year college or university located in California may become a party to this MOU by executing a letter addressed to the consortium stating as follows:

Long Beach Community College District hereby agrees to enter into the Memorandum of Understanding dated _____, and be bound by all of its terms and conditions, effective as of _____ (*Date approved by governing board or other authorizing body*). A copy of the Memorandum of Understanding and a completed Data Sharing Educational Institutions form, signed by an authorized officer of the institution, are attached hereto.

Said letter shall be executed by an authorized officer of the institution.

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

Signed: _____ Date: _____

Accessible at <https://www.lbcc.edu/pod/promise-pathways-resources>

H.2.b. El Camino Community College District and Centinela Valley Union High School District MOU

MEMORANDUM OF UNDERSTANDING

EL CAMINO COMMUNITY COLLEGE DISTRICT AND CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT



This Memorandum of Understanding, herein referred to as "MOU," is entered into by and between Centinela Valley Union High School District and El Camino Community College District (herein collectively known as "educational institutions") who elect to accept its terms pursuant to Section 11 herein.

PREAMBLE

The purpose of the agreement is to facilitate the collection, analysis, and sharing of student data in order to track performance and improve success from elementary school through college. To that end, member educational institutions sharing academic performance data concerning students who have or who are attending their institutions ensuring the confidentiality of records and their consistency with FERPA (Family Education Rights and Privacy Act).

The educational institutions who choose to participate in this MOU desire to evaluate and improve their respective educational programs through the analysis of academic performance data concerning students who have or who are now attending an educational institution. It is necessary, therefore, for the educational institutions to share student data on a reciprocal basis for the purpose of evaluating and analyzing their respective educational programs. THEREFORE, the educational institutions agree to the following terms of this MOU:

1. Data Sharing

The educational institutions shall provide one another with academic data concerning their respective students. The data shall be provided at least twice annually consistent with the dates established by the representatives from the institutions of this MOU. Said data shall be provided in the manner and form as specified by the designated consortium representative from the educational institutions represented in this MOU. The data shall be used only for conducting studies and to assist with the design, evaluation, delivery, and instruction. Any data received pursuant to this Memorandum shall be destroyed when it is no longer needed for the studies and no later than ten years from the date the data is first received.

2. Confidentiality

The educational institutions will maintain the confidentiality of any and all student data exchanged by each as a part of this MOU. The confidentiality requirements under this paragraph shall survive the termination or

expiration of this MOU or any subsequent agreement intended to supersede this MOU. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, educational institutions shall establish a system of safeguards that will at minimum include the following:

- a. Procedures and systems that ensure all student records are kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data under this section of the MOU.
- b. All designated consortium members, staff and faculty at consortium educational institutions involved in the handling, transmittal, and/or processing of data provided under this MOU will be required to execute a confidentiality agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.
- c. Procedures and systems that shall require the use of secured passwords to access computer databases used to process, store, or transmit data provided under this MOU.
- d. Procedures and systems, such as good practices for assigning passwords, shall be developed and implemented to maintain the integrity of the systems used to secure computer databases used to process, store, or transmit data provided under this MOU.
- e. Procedures and systems that ensure that all confidential student data processed, stored, and/or transmitted under the provisions of this MOU shall be maintained in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.
- f. The procedures and systems developed and implemented to process, store, or transmit data provided under this MOU shall ensure that any and all disclosures of confidential student data comply with all provisions of the "Family Educational Rights and Privacy Act" and California law relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act insofar as such laws are applicable to the parties to this MOU.

3. Indemnification

Each educational institution participating in this MOU agrees to defend, indemnify, and hold each other educational institution participating in this MOU, and its officers, employees, and agents harmless from and against any liability, loss, expense (including attorneys' fees), or claims of injury or damages arising out of the member's performance of the terms of this MOU but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying educational institution, and/or its officers, employees or agents.

4. Entire Agreement

This document states the entire agreement between the educational institutions with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

5. Execution

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

6. Assignment

None of the signatories to this MOU may assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of the other signatories to this MOU.

7. Severability

If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU such provision shall be fully severable. This MOU shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

8. Waiver

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

9. Modification and Amendments

This MOU may be amended or modified at any time by written mutual agreement of the authorized representatives of the signatories to this MOU. The educational institutions further agree to amend this MOU to the extent amendments are required by an applicable law or policy issued by an appropriate regulatory authority if the amendment does not materially affect the provisions of this MOU. However, if new laws, policies, or regulations applicable to the educational institutions are implemented which materially affect the intent of the provision of this MOU, the authorized representatives of the signatories to this MOU shall meet within a reasonable period of time, e.g. 20 business days from the date of notice of such change of law, policy, or regulations, to confer regarding how and/or if those laws, policies, or regulations will be applied or excepted.

10. Term of this MOU

This MOU shall be in effect for any institution for the period commencing from the effective date established pursuant to Section 11 until July 30, 2015. Any participant (s) listed as a party to this MOU may terminate its participation by delivering written notice of its intent to terminate said participation to the other party(s). However, termination by any participant(s) listed as a party will have no force or effect on the rights and responsibilities as to the remaining participants.

11. Joiner of Parties

The parties agree that any high school district, unified school district, community college district, or WASC accredited public or private four-year college or university located in California may become a party to this MOU by executing a letter addressed to the consortium stating as follows:

El Camino Community College District hereby agrees to enter into the Memorandum of Understanding dated _____, and be bound by all of its terms and conditions, effective as of _____ (Date approved by governing board or other authorizing body). A copy

of the Memorandum of Understanding and a completed Data Sharing Educational Institutions form, signed by an authorized officer of the institution, are attached hereto.

Said letter shall be executed by an authorized officer of the institution.

Each of the persons signing this MOU on behalf of a party or entity other than a natural person represents that he or she has authority to sign on behalf and to bind such party.

Signed: _____ Date: _____

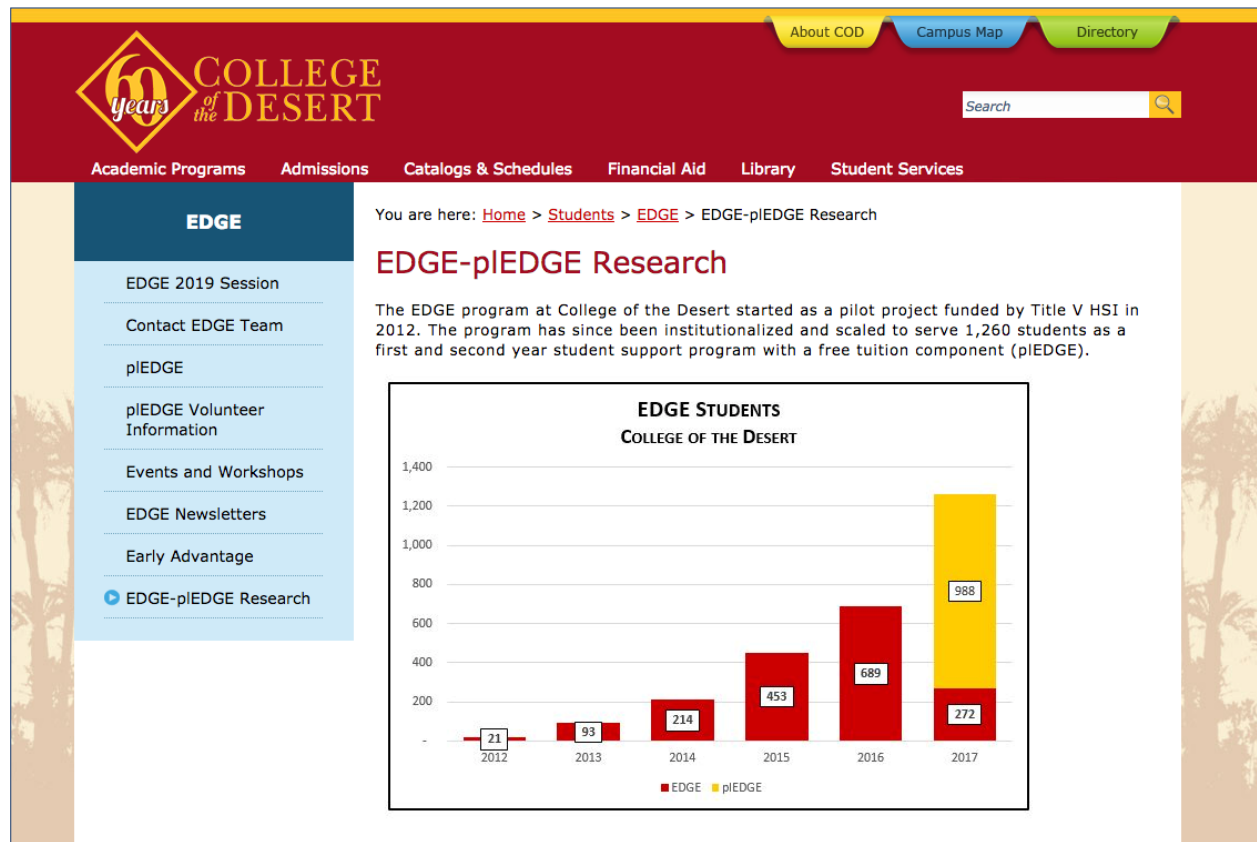
Dr. Dena Maloney, Superintendent/President of El Camino College

Signed: _____ Date: _____

Dr. Gregory O'Brien, Superintendent of Centinela Valley Unified School District

H.3. Examples of College Promise Data Dashboards, Data Reports, and Newsletters

H.3.a. College of the Desert's EDGE-plEDGE Program Data Dashboard



Accessible at <http://www.collegeofthedesert.edu/students/EDGE/Pages/EDGE-plEDGE-Research-.aspx>

H.3.b. College of the Canyons First-Year Promise Data and Outcomes Report
(First page)



Accessible at <https://www.canyons.edu/Offices/PIO/Promise/Documents/2017-18-FYP-Data-Outcomes-Package.pdf>

H.3.c. Ventura College Promise Program: Educational Achievements of Fall 2012 Promise Students

VENTURA COLLEGE FOUNDATION VENTURA COLLEGE PROMISE PROGRAM

♦ EDUCATIONAL ACHIEVEMENTS OF FALL 2012 PROMISE STUDENTS ♦

■ INTRODUCTION

This brief report compares the **educational achievements** of fall 2012 VC Promise Students to those of a similar group of VC students. Educational achievement is defined as the receipt of a VC degree or certificate between **fall 2012** and **spring 2016** (a four-year period).

Individuals in each of the cohorts (VC Promise and Non- Promise) met all of the following criteria:

Enrollment Status: First-Time Student in fall 2012

Age: Between 17 and 19 at the beginning of fall 2012

Attempted Units: Enrolled in one or more units in fall 2012

High School: Had attended a local high school (listed in High School Attended on page 2)

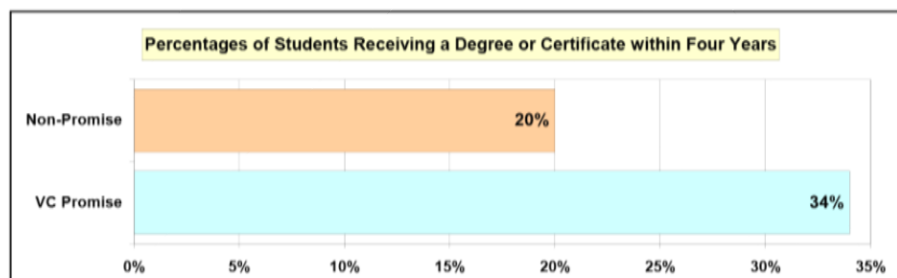
Many students in both cohorts received multiple degrees/certificates. In this report, a student who received one or more degrees/certificates is counted only one time for comparison purposes.

■ SUMMARY

The VC Promise cohort consists of **742** students; there are **1,029** students in the Non-Promise cohort.

Category	VC Promise	Non-Promise
Total Students	742	1,029
Total Degrees and Certificates Awarded	415	340
Students with one or more Degree/Certificate	249	204
Percentage of students with a Degree/Certificate	34%	20%
Females	444	491
Percentage of females	60%	48%
Hispanics	546	679
Percentage of Hispanics	74%	66%

Although the Non-Promise cohort is larger, more Promise students received a degree/certificate than Non-Promise students – **249** versus **204**. The percentage of Promise students who received an award is **34%** compared to **20%** for Non-Promise students.



The difference in degree/certificate rates is **14** points, making the percentage difference quite large at **70%**.
Calculation of the percentage difference: $(.34 - .20 = .14; .14 \div .20 = .70; .70 \times 100 = 70\%)$

VENTURA COLLEGE FOUNDATION
VENTURA COLLEGE PROMISE PROGRAM

♦ EDUCATIONAL ACHIEVEMENTS OF FALL 2012 PROMISE STUDENTS ♦

■ **ACHIEVEMENT BY STUDENT DEMOGRAPHICS**

Ethnicity		Degree or Certificate Received within Four Years				
Ethnic Groups	VC Promise			Non-Promise		
	Students	Deg/Cert	Percent	Students	Deg/Cert	Percent
Asian	25	10	40%	41	11	27%
Black	4	2	50%	28	4	14%
Hispanic	546	179	33%	679	122	18%
Native American	2	1	50%	1	0	0%
Pacific Islander	1	0	0%	0	--	--
Multi- Ethnic	16	8	50%	48	14	29%
White	146	48	33%	230	53	23%
Unknown	2	1	50%	2	0	0%
Totals	742	249	34%	1,029	204	20%

Gender		Degree or Certificate Received within Four Years				
Gender Groups	VC Promise			Non-Promise		
	Students	Deg/Cert	Percent	Students	Deg/Cert	Percent
Female	444	158	36%	491	121	25%
Male	289	90	31%	522	81	16%
Unknown	9	1	11%	16	2	13%
Totals	742	249	34%	1,029	204	20%

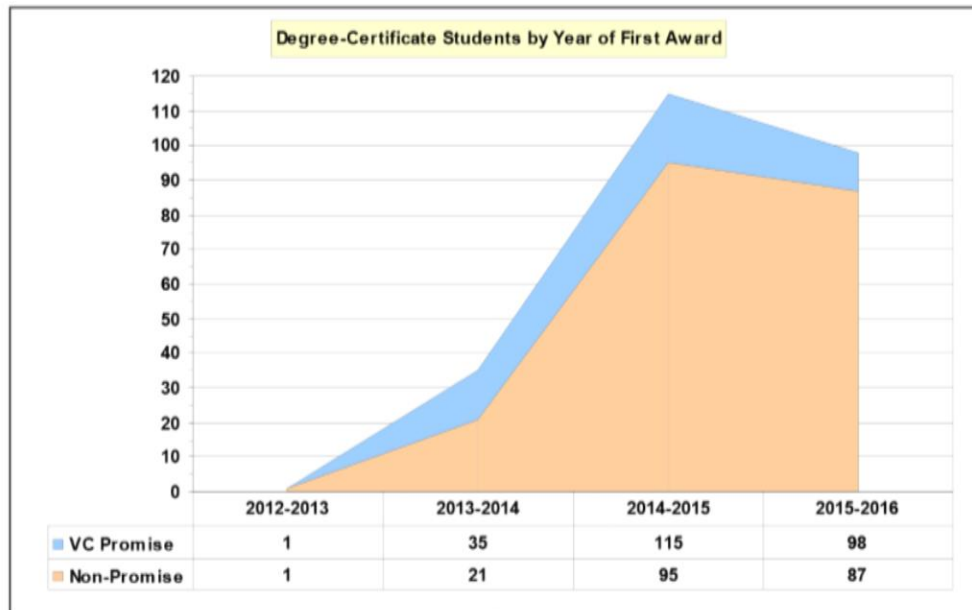
High School Attended		Degree or Certificate Received within Four Years				
High Schools	VC Promise			Non-Promise		
	Students	Deg/Cert	Percent	Students	Deg/Cert	Percent
Buena	129	44	34%	112	28	25%
Camarillo	28	9	32%	68	15	22%
Channel Islands	45	15	33%	48	6	13%
Chaparral	1	0	0%	3	0	0%
El Camino	13	6	46%	33	5	15%
Fillmore	15	2	13%	59	8	14%
Foothill Tech	34	10	29%	35	11	31%
Frontier	3	0	0%	15	1	7%
Hueneme	49	15	31%	45	7	16%
Nordhoff	21	5	24%	37	5	14%
Oxnard	85	31	36%	152	35	23%
Pacifica	61	25	41%	126	21	17%
Renaissance	8	0	0%	5	0	0%
Rio Mesa	65	28	43%	98	21	21%
Santa Clara	13	5	38%	17	1	6%
Santa Paula	95	26	27%	58	11	19%
St. Bonaventure	9	4	44%	29	9	31%
Ventura	67	24	36%	88	20	23%
Villanova Prep	1	0	0%	1	0	0%
Totals	742	249	34%	1,029	204	20%

VENTURA COLLEGE FOUNDATION
VENTURA COLLEGE PROMISE PROGRAM

♦ EDUCATIONAL ACHIEVEMENTS OF FALL 2012 PROMISE STUDENTS ♦

■ **YEAR OF FIRST AWARD**

As previously mentioned, many students in both cohorts received multiple degrees/certificates. The chart below aggregates degree/certificate students by the year in which they received their first, or only, award.



■ **POPULAR DEGREES AND CERTIFICATES**

The most popular award for VC Promise Students was "Transfer Studies: CSU-GE"; **24%** of all degrees/certificates were in that area. This table accounts for all **415** awards received by VC Promise Students.

Degrees/Certificates: Awarded between 2012-2013 and 2015-2016		VC Promise Students	
Type	Title	Number	Percentage
Certificate	Transfer Studies: CSU-GE	101	24%
AA	General Studies: Social/Behavioral Science (Pattern 1)	35	8%
AA-Transfer	Psychology, CSU Transfer	31	7%
AA-Transfer	Sociology	27	7%
Certificate	Transfer Studies: IGETC	24	6%
AA	General Studies: Natural Sciences	23	6%
AS-Transfer	Business Administration, CSU Transfer	19	5%
AA	General Studies: Arts and Humanities (Pattern1)	17	4%
AA	General Studies: Social/Behavioral Science (Pattern 2/3)	15	4%
AS-Transfer	Administration of Justice, CSU Transfer	11	3%
AA	General Studies: Natural Science or Mathematics	10	2%
AA	General Studies: Social/Behavioral Science (Pattern 3)	10	2%
Top Twelve Areas		323	78%
All Other Areas		92	22%
Total Degrees and Certificates		415	100%

The College Promise
GUIDEBOOK
For California and Beyond

