



MOVING FORWARD

Early Findings from the
Performance-Based Scholarship
Demonstration in Arizona

Reshma Patel
Ileri Valenzuela

OCTOBER 2013

THE PERFORMANCE-BASED SCHOLARSHIP DEMONSTRATION

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Scholarship Demonstration in Arizona**

**Reshma Patel
Ileri Valenzuela**

With

Drew McDermott



October 2013

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Overview

While postsecondary completion rates are a concern among many student populations across the country, college graduation rates for Latino students, especially Latino male students, are even lower than the national average. Low-income Latino men face many barriers to postsecondary success, including both financial and personal obstacles. This report presents findings from a study of performance-based scholarships paired with a robust set of student services designed to help low-income Latino men succeed at Pima Community College in Tucson, Arizona. Students who were eligible for the Adelante Performance Award Program could receive up to \$4,500 in total over three semesters. Payments were contingent on their meeting academic benchmarks throughout the semester and participating in student support services such as advising, tutoring, and workshops.

The program in Arizona is one of six being studied as part of the Performance-Based Scholarship Demonstration. Each program employs a random assignment research design to test an alternative incentive structure and is intended to serve a different target population. The program at Pima was designed with three main goals in mind: first, to help make college more affordable to low-income students; second, to structure scholarship payments to provide an incentive for good academic progress; and third, to encourage and directly reward participation in student services. The program was funded by a consortium of private foundations and operated from the fall of 2010 through the fall of 2012. This report provides analysis over two semesters of follow-up and suggests that:

- **Program group students participated at high rates in the support services offered.** Attendance was high at the program orientations, advising sessions, tutoring services, and workshops.
- **The program led to a net increase in financial aid and allowed some students to reduce their dependence on loans.** Over their first two semesters with the program, students in the program group received around \$1,230 more in total financial aid (\$1,500 more in Adelante scholarship awards, \$240 less in loans, and \$80 less in grant dollars apart from Pell Grants and Adelante).
- **The program had a small but positive effect on retention.** Students' second semester in the program saw a small, 4.6 percentage-point increase in registration (a 6 percent increase over a control group registration rate of 74.0 percent).
- **The program increased full-time enrollment in students' second semester.** In their second semester in the program, students in the program group were 13.2 percentage points more likely to enroll full time compared with a control group mean of 48.8 percent (a 27 percent increase).
- **The program increased the number of credits earned.** Students in the program group earned almost two full credits more than those in the control group over the first year of the program.

A final report will be published in 2014 that will include findings from students' third and final semester in the Adelante Program.

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Preface

While overall America has made significant progress in expanding college access to underrepresented students, there are still disparities in the quality of education available to different racial and ethnic groups and the pathways into higher education they take. Academic outcomes for Latino male students are particularly poor compared with other students. That could be the case for many reasons: Latino men might be more likely to forgo college for work. They might enter college underprepared for college-level course work. They might be reluctant to ask for help. Or they might have encountered negative stereotypes earlier in their schooling. If any of these reasons explains the disparity, a scholarship program coupled with support services could help these students stay in college and graduate with a degree or certificate.

In 2010, Pima Community College and MDRC launched the Adelante Performance Award Program, with support from a consortium of private foundations. The program is part of a national study on performance-based scholarships (the Performance-Based Scholarship Demonstration): need-based aid paid in addition to other existing financial aid programs if students meet certain academic benchmarks. The program at Pima specifically targeted low-income Latino men in order to make college more affordable to them, encourage them to succeed academically, and increase their use of college services that could help them meet their goals. Students were offered scholarship awards for maintaining a certain level of academic progress, and for participating in advising, tutoring, academic workshops, and other support services at the college. They had the opportunity to earn up to \$4,500 over three semesters.

Overall, the early findings from the first two of three semesters of the program are promising. The program has been implemented well and students are participating in the services offered at a high rate. Notably, the program has increased full-time enrollment and credit accumulation over the first two semesters. These impacts could play an important role in college completion. Some of the main goals of the program and its design have been achieved, at least in the short term. The findings from Pima offer some important insights into the types of programs and policies that might help colleges better meet the needs of Latino men and improve their chances of success in the future, and add valuable information to the larger body of evidence MDRC is building about performance-based scholarships.

Gordon L. Berlin
President

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We would like to thank the administrators and staff members at Pima who developed and implemented the Adelante Program. While it is impossible to name everyone who supported this project, we particularly want to acknowledge some individuals. We owe special thanks to Leticia Menchaca, Assistant Vice Chancellor for Student Development, and Dr. Lorraine Morales, Vice President of Instruction at East Campus. These two dedicated administrators played a key role in the design and early phases of the Adelante Program, and continue to be strong champions for the program and its mission. We also thank Dr. Louis Albert, President of West Campus, for embracing the program and providing it a home on his campus, and Juan Soto, the former Vice President of Student Development at Desert Vista. A special acknowledgment goes to Frank Velásquez, Jr., who served as the program coordinator for the majority of the project's operations. His continued dedication to the program and its students is inspiring.

We would like to thank a number of individuals who were responsible for program operations and for ongoing support for Adelante students, especially Veronica Shorr, Allison Pyle, Analisa Nunez, Sasha Russon, and Azucena Lord. In addition, the following people served as advisers to the students in Adelante at various times: Abbie Segura, Adelita Duarte, Ana Angulo, Anna Richards, Bobby Burns, Bodel Romero, Bruce Karam, David Arellano, Edie Pearson, Elizabeth Moreno, Erica Martin, Estela Aguilar, Frances Vidal, Francisco Mendoza, Irene Lopez, Juan Pablo Santillan, Kat Manton-Jones, Luis Vega, Melinda Santa Cruz, Michelle Martinez, Preston Hickman, Roxanna Lovio, Susana Armenta, Suzette Campas, and Veronica Shorr. The authors thank Kathy Martinez in Student Accounts and Anna Reese, Terra Benson, and Norma Navarro Castellanos in Financial Aid at Pima. Lastly, a number of staff members from Pima's Planning and Institutional Research group played an important role in providing the data presented in this report to MDRC, including Dr. Nicola Richmond, Robert Teso, Del Dawley, and Steven Felker.

Many MDRC staff members have contributed to the PBS Demonstration and to this report. On the project team, we would like to recognize Lashawn Richburg-Hayes and Robert Ivry for their leadership and guidance, Alissa Gardenhire for implementation and qualitative

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Last, and most important, we would like to thank the hundreds of Latino male students pursuing postsecondary education who participated in the study in Arizona. We hope that the findings from this study and the Demonstration overall can be used to improve college programs and services to them and others in the future.

The Authors

Executive Summary

Among students pursuing postsecondary education, completion rates for students of Latino descent are lower than the national average. Among students starting at a four-year college in the 2003-2004 academic year, the graduation rate for Latino students after six years was 49 percent, compared with 69 percent for white students. At two-year colleges the completion rates were even lower than four-year colleges — 28 percent for Latino students, compared with 39 percent for white students.¹ And among Latino students, completion rates for males lag even further behind their female counterparts.²

There are many possible reasons for these lower completion rates. Latino men are more likely to forgo college for work, and Latino students often enter college underprepared for college-level course work.³ Several studies suggest that Latino men may be reluctant to ask for help because of strong notions of manhood, independence, and self-reliance. In some cases, Latino men report encountering low expectations and stereotypes based on their ethnicity during high school.⁴ Additionally, as is the case for many students grappling with the rising cost of college, low-income Latino men are disadvantaged when financial aid fails to cover their expenses.⁵

One way to potentially overcome some of these barriers is to offer students a performance-based scholarship, coupled with support services aimed at helping them succeed in college. Performance-based scholarships are need-based grants paid if a student meets academic benchmarks throughout the semester. This report presents early findings from a random assignment study of one such scholarship program, called the Adelante Performance Award Program (Adelante, meaning “go forward” in Spanish). Adelante targets low-income Latino men at Pima Community College (Pima), a two-year, Hispanic-serving institution with six

¹U.S. Department of Education, National Center for Education Statistics, “Percentage distribution of first-time postsecondary students starting at 2- and 4-year institutions during the 2003-04 academic year, by highest degree attained, enrollment status, and selected characteristics: Spring 2009,” <http://nces.ed.gov>, 2011.

²Aud, Susan, William Hussar, Grace Kena, Kevin Bianco, Lauren Frohlich, Jana Kemp, and Kim Tahan, *The Condition of Education 2011*, NCES 2011-033, (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2011).

³Saenz, Victor, and Luis Ponjuan, “The Vanishing Latino Male in Higher Education,” *Journal of Hispanic Higher Education* 8, no. 1 (2009): 54-89.

⁴Gardenhire-Crooks, Alissa, Herbert Collado, Kasey Martin, and Alma Castro, *Terms of Engagement: Men of Color Discuss Their Experiences in Community College*, (New York: MDRC, 2010); Reyes, Nicole Alia Salis, and Amaury Nora, *Lost Among the Data: A Review of Latino First Generation College Students*, (San Antonio, TX: Hispanic Association of Colleges and Universities, 2012).

⁵Saenz, Victor, and Luis Ponjuan, *Men of Color: Ensuring the Academic Success of Latino Males in Higher Education*, (Washington, DC: The Pathways to College Network and the Institute for Higher Education Policy, 2011).

campus locations throughout the greater Tucson Metropolitan Area in Pima County in southern Arizona.⁶ The program at Pima was designed with three main goals in mind: first, to make college more affordable to low-income students; second, to structure the scholarship payments to provide incentives for behaviors associated with good academic progress; and third, to encourage and directly reward participation in student services regularly offered by the college, such as advising, tutoring, and academic workshops. The program was funded by a consortium of private foundations and operated from the fall of 2010 through the fall of 2012.

Adelante is one of six programs being tested around the country as part of MDRC's national Performance-Based Scholarship (PBS) Demonstration, which aims to evaluate whether these scholarships are an effective way to improve academic success among low-income populations. All of the programs in the Demonstration are being evaluated using random assignment research designs similar to those used in medical trials to test the efficacy of drug treatments. While the study at Pima started in 2010, the other sites in the Demonstration largely started their studies in 2008, and have found early impacts on credit accumulation.

The PBS Model and Research Sample at Pima

Performance-based scholarships are paid in increments that are contingent on the recipient enrolling in and attaining a "C" or better in a minimum number of credits. They are paid directly to students rather than to institutions, and they are designed to be paid on top of Pell Grants and any other state or institutional aid. An important feature is that performance-based scholarships are paid to students regardless of their academic performance in prior terms, instead concentrating on their current term of enrollment. That is, students do not need a specific grade point average from high school or prior semesters to qualify.

At Pima specifically, the program incorporated a robust set of services designed to help students succeed in college. Eligible students were low-income Latino men enrolled in at least six credits at Pima.⁷ The study sample was recruited over three semesters, at the start of the fall 2010, spring 2011, and fall 2011 semesters. Overall, 1,028 eligible students were randomly

⁶Pima Community College has been designated a Hispanic-serving institution by the U.S. Department of Education. This designation is given to colleges where Latino students make up 25 percent or more of the student body and means the college is eligible for federal grants that aim to expand educational opportunities for Latino students. See the Department of Education's Web site for more information, www.ed.gov.

⁷"Low-income" was defined as having an Expected Family Contribution (EFC) of 5,273 or less, the cutoff to qualify for Pell Grants in the 2010-2011 and 2011-2012 academic years. The EFC is a measure of a student's (and his family's) ability to contribute toward the cost of attending college, and is calculated according to a formula established by federal law. A student's family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college or career school during the year. All else being equal, a lower EFC is associated with higher levels of need-based aid.

assigned to either a program group, whose members were eligible for Adelante, or a control group, whose members were eligible for all other aid programs and services regularly offered at the college. Random assignment results in two groups of students that are similar at the outset of the study, both with respect to their observable characteristics (for example, gender, age, and race) and their unobservable characteristics (for example, tenacity, ability, and motivation). As a result subsequent, substantial differences in outcomes between the two groups can be confidently attributed to the opportunity to participate in Adelante rather than to preexisting differences between the two groups.

All program group students were eligible for awards of up to \$1,500 per semester, for a maximum of three semesters at Pima. The award in each semester was broken into three payments:

- **Initial payment, at the Adelante orientation:** \$150 for registering for six or more credits and attending an Adelante orientation intended to introduce new students to the program and welcome returning students to another semester.
- **Midterm payment, at the second advising session:** \$150 for remaining enrolled in six or more credits as of the census date (five weeks after the start of the semester) and meeting with an assigned Adelante adviser twice during the semester.
- **Final payment, mailed after the end of the semester:** This payment varied. It could include a full-time academic performance award of \$1,000 (for completing 12 or more credits with a “C” or better in each) or a part-time academic performance award of \$200 (for completing 6 to 11 credits with a “C” or better in each). It could also include a full service participation award of \$200 (for attending at least one Plática and completing five or more “contacts” of tutoring and academic workshops) or a partial service participation award of \$100 (for attending at least one Plática and completing three or four “contacts” of tutoring and academic workshops).

“Pláticas” (meaning “conversations” in Spanish) were dynamic, small-group conversations where students could discuss obstacles and issues pertinent to Latino men. A “contact” was defined as at least one hour of tutoring, or attendance at an academic workshop. Any Pláticas attendance in excess of the one required was also counted as a “contact.” Students were required to have at least one Plática, one tutoring contact, and one workshop contact to be

eligible for any service participation award.⁸ For the remaining contacts, students were allowed to choose among tutoring, academic workshops, or extra Pláticas to satisfy the requirements.

A few aspects of the Adelante Program at Pima set it apart from the programs at other sites in the PBS Demonstration. First, the large monetary difference between the final full-time academic performance award of \$1,000 and the part-time academic performance award of \$200 was deliberate. That difference was intended to encourage more program group students to attend full time. Second, support services were built into each payment point, and part of the Adelante award was tied to students' participation in these services and other program activities. Adelante advisers were assigned to students to help them during their time in the program. Adelante not only encouraged students to use existing college resources such as tutoring and academic workshops, it provided financial incentives for them to do so. And unique elements such as the orientation sessions and Pláticas were put in place to help foster a sense of community and positive engagement between Adelante students and the college, staff, and their peers on campus. Finally, the academic performance award was not contingent on students satisfying the service participation requirements or vice versa. Students could earn one or the other, or both. For example, a student could receive \$1,000 for meeting the full-time academic benchmark and \$100 for meeting the partial service participation benchmark.

Program Implementation

While the design of the program at Pima was ambitious, the early findings suggest that the program was implemented with reasonable fidelity to its design. Overall:

- **The college has successfully implemented many components of the program design.**

The Adelante program coordinator worked closely with staff in Financial Aid and Student Accounts to develop the award disbursement processes. Scholarships were paid in multiple installments, and the college designated staff to process the payments. Additionally, the program coordinator worked with Student Services and the campus Learning Centers to coordinate the advising, workshop, and tutoring components of the model effectively.⁹ Lastly, the program coordinator successfully facilitated orientation sessions and Pláticas.

⁸In the first semester of the program, students were required to attend at least two tutoring contacts in order to receive the full service participation award.

⁹Tutoring is offered at each campus's Learning Center.

- **Program group students participated at high rates in the advising and support services that were offered.**

In the first program semester, almost all students attended the program orientation and received the first payment, and a strong majority met with their advisers at least twice and received the second payment.¹⁰ A little over three-quarters of students received a final payment. In the second program semester, three-quarters of program group students attended the program orientation (to receive the first payment), two-thirds met with their adviser at least twice (to receive the second payment), and 60 percent received a final payment.

- **Students in the program group earned more financial aid overall than students in the control group. They also received less in loans, and less in other grants.**

Over the first two semesters of the program students in the program group received around \$1,230 more in total financial aid than those in the control group. This net increase included \$1,500 more in Adelante scholarship payments. (Program group students received an average of \$840 from Adelante in the first semester and \$660 in the second semester.) Students also received \$240 less in subsidized and unsubsidized loans, and \$80 less in grants other than Pell Grants and Adelante, as shown in Figure ES.1.

Overview of the Early Academic Findings

The findings for academic outcomes are presented for the first two of the three program semesters of the study, for all three cohorts. A later report will present longer-term findings on the program, including the third semester of Adelante.

Students offered the opportunity to participate in Adelante made greater academic progress than students offered the college's usual services. Specifically:

- **Students in the program group were more likely to complete 12 or more credits (a full-time course load) with a “C” or better.**

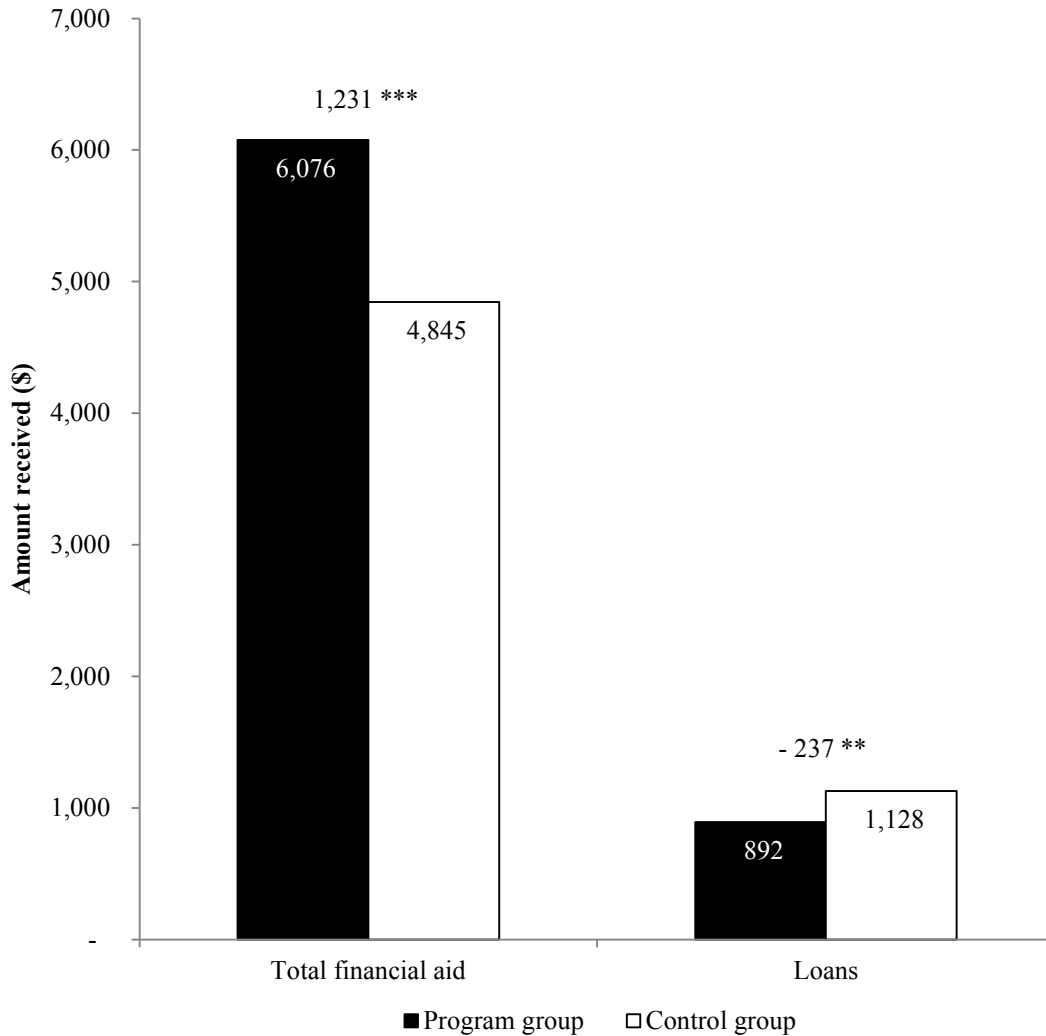
In the first semester, students in the program group were 8.5 percentage points more likely to achieve a “C” or better in 12 or more credits, the requirement to receive the final, full-time academic award. This represents a 29 percent improvement over the 29.4 percent of

¹⁰Throughout this report, the first program semester refers to the first semester of the program relative to each cohort. For the fall 2010 cohort, this represents the fall 2010 semester; for the spring 2011 cohort, the spring 2011 semester; and for the fall 2011 cohort, the fall 2011 semester. Similarly, the second program semester refers to the second semester of the program relative to each cohort.

The Performance-Based Scholarship Demonstration

Figure ES.1

**Total Financial Aid Received: First and Second Program Semesters
Pima Community College**



SOURCE: MDRC calculations from Pima Community College financial aid data.

NOTES: Rounding may cause slight discrepancies in sums and differences.

A two-tailed t-test was applied to differences between research groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Estimates are adjusted by research cohort and campus.

control group students able to meet this benchmark. In the second semester, students in the program group were 11.4 percentage points more likely to achieve a “C” or better in 12 or more credits (a 68 percent increase over the control group mean of 16.9 percent). This is promising, as it suggests that students are responding to the incentive to perform satisfactorily with a full-time course load, or that their participation in services is improving their academic outcomes.

- **The program had a small but positive effect on retention.**

In the second semester, there was a small 4.6 percentage-point increase in registration (a 6 percent increase over the control group mean of 74.0 percent). While this is a small increase overall, it is important to note that registration rates for the control group in the second semester were already fairly high. There was limited room to improve this measure and the program still had a small effect.

- **The program increased full-time enrollment in the second semester.**

Part-time attendance is a well-established “risk factor” for community college students, one negatively associated with persisting in college.¹¹ One of the goals of the program — and one of the guiding impulses behind the design of the benchmarks and support services — was therefore to increase full-time enrollment. In the second program semester, students in the program group were 13.2 percentage points more likely to enroll full time (a 27 percent increase over the control group mean of 48.8 percent), and 7.0 percentage points less likely to enroll part time (a 33 percent decrease compared with the control group mean of 21.4 percent). This indicates that the program did enable a group of students to attend full time rather than part time — or gave them an incentive to do so.

- **The program increased the number of credits earned.**

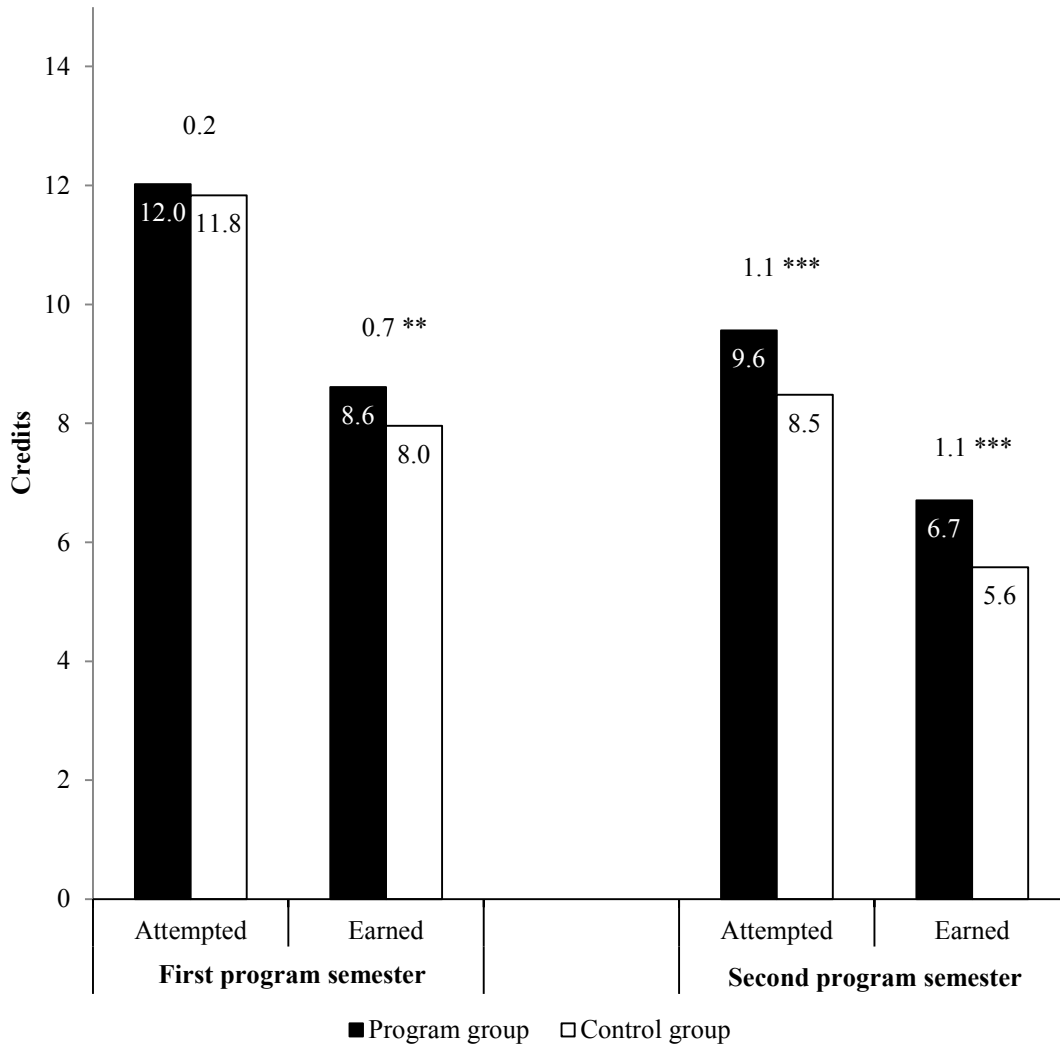
Figure ES.2 shows the credits attempted and earned by program and control group members in the first two program semesters. Students in the program group earned more credits in both their first and second semesters with the program, and earned almost two full credits more than control group members over the first year of the program (a 12 percent increase over the control group average of 14.3 credits). Most courses attempted by students in the study

¹¹Provasnik, Stephen, and Michael Planty, *Community Colleges: Special Supplement to The Condition of Education 2008. Statistical Analysis Report*, NCES 2008-033, (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2008); Horn, Laura, and Rachel Berger, *College Persistence on the Rise? Changes in 5-Year Degree Completion and Postsecondary Persistence Rates Between 1995 and 2000*, NCES 2005-156 (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2005); Hoachlander, Gary, Anna C. Sikora, and Laura Horn, *Community College Students: Goals, Academic Preparation, and Outcomes*, NCES 2003-164, (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2003).

The Performance-Based Scholarship Demonstration

Figure ES.2

**Credits Attempted and Earned: First and Second Program Semesters
Pima Community College**



SOURCE: MDRC calculations from Pima Community College transcript data.

NOTES: Rounding may cause slight discrepancies in sums and differences.

A two-tailed t-test was applied to differences between research groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Estimates are adjusted by research cohort and campus.

sample carried three or four credits.¹² If this pattern were to continue, students in the program group would have a shorter time to degree completion. Importantly, the majority of this impact can be attributed to an increase in the number of college-level credits earned rather than developmental credits.¹³ This is especially encouraging as it indicates that more program group students are taking and completing courses that can be counted towards their degree requirements.

Conclusions and Next Steps

Overall, the early findings are promising. Students eligible for Adelante succeeded in earning payments and completed a considerable number of services. Students received more money over the first two terms and on average took on less debt. By the end of the first academic year, program group students were more likely to meet the academic benchmarks promoted by the program, and had attempted and earned more credits. The increase in credits earned is almost completely attributed to an increase in college-level credits that can be used to meet degree requirements. The program seems to have achieved some of its main goals, including full-time enrollment, at least in the short term.

These findings are consistent with the early results from other sites in the PBS Demonstration, where programs have also increased credit accumulation and the proportion of students able to meet end-of-term academic benchmarks. In two of the other sites, the programs also reduced the amount of debt students took on, as was the case at Pima.¹⁴

It is natural to ask whether these academic impacts should be attributed to the additional scholarship dollars or the service requirements. While this study provides no way of knowing the answer definitively, a future report will include an analysis of qualitative data collected through interviews conducted with students and program staff at Pima, which should provide some insight. A better understanding of students' experiences may suggest which parts of the program made the biggest difference according to them; however, it cannot answer the question of which components mattered most for student outcomes. A final report will also provide a closer look at how the program was implemented, how

¹²The measures of both credits attempted and credits earned are averages; students who were not registered or did not earn credits are counted as zeroes. The average increase on credits earned across the sample means that some students may have earned an additional course while others were not affected at all.

¹³Students earn developmental credits in developmental, or remedial, courses. Students lacking adequate academic preparation must take these courses (which do not confer college-level credit) to bring their reading, writing, and mathematics skills up to college-level standards.

¹⁴Patel, Reshma, Lashawn Richburg-Hayes, Timothy Rudd, and Elijah de la Campa, *Performance-Based Scholarships: What Have We Learned? Interim Findings from the PBS Demonstration*, (New York: MDRC, 2013).

students participated in the program and to what extent, and the various mechanisms that led to the academic impacts seen. It will also provide an additional semester of follow-up on academic outcomes.

MDRC continues to produce reports on other sites in the PBS Demonstration, as well as a forthcoming guide on starting a performance-based scholarship program. Collectively these findings will continue to add to the body of knowledge on the effectiveness of these scholarships.

Chapter 1

Introduction

This report presents early results from a performance-based scholarship program, called the Adelante Performance Award Program (Adelante, meaning “go forward” in Spanish), targeted specifically toward low-income Latino men and structured to help them succeed in college. The program, funded by a consortium of private foundations, operated at Pima Community College (Pima) in Tucson, Arizona from the fall of 2010 through the fall of 2012. Students were eligible for up to \$1,500 per semester for three semesters, and were paid if they enrolled in a minimum number of credits, maintained a certain level of academic progress, and participated in a robust set of student services. The service requirements for each semester of Adelante included an orientation session, at least two sessions with an assigned adviser, a minimum number of tutoring hours, academic workshops, and participation in at least one student discussion forum called Pláticas (meaning “conversations” in Spanish). The scholarships were paid directly to students, and generally were paid in addition to existing financial aid.

The program is one of six being tested around the country as part of the national Performance-Based Scholarship (PBS) Demonstration. The PBS Demonstration was launched in 2008 to evaluate whether performance-based scholarships are an effective way to improve the academic progress and success of low-income student populations. In general, the scholarships were designed to achieve two main goals — first, to make college more affordable for low-income students in postsecondary institutions by increasing the amount of flexible money available to them; and second, to structure the scholarship payments in a way that gives them incentives for good academic progress. The study at Pima had the additional goal of encouraging and directly rewarding participation in advising and other support services.

All of the programs in the PBS Demonstration, including Adelante, are being evaluated using randomized control trials similar to those used to test the efficacy of drug treatments. At Pima, 1,028 eligible students were randomly assigned to either a program group, whose members were eligible for Adelante, or a control group, whose members were eligible for all other aid programs and services regularly offered at the college. Over time, MDRC is tracking the progress of both groups to determine whether the students assigned to Adelante are performing better in college than control group members.

This report is an early look at the program’s design, implementation, and academic effects, covering students’ performance through the first two semesters of the program for all

three cohorts of students that were enrolled in the study.¹ A later report will provide details on longer-term findings and a closer look at the implementation of the program and some of its nonacademic impacts.

The National PBS Demonstration

This program, started in fall of 2010, is one of six being studied as part of MDRC's national PBS Demonstration. The PBS Demonstration is supported by a consortium of funders, partners, and postsecondary institutions.

MDRC evaluated a performance-based scholarship program in 2004 as part of its Opening Doors Demonstration, which tested several interventions to improve student success at community colleges.² Low-income parents at two New Orleans community colleges enrolled in a program that allowed them to earn up to \$1,000 per semester for two semesters (or \$2,000 total) provided that they maintained at least half-time enrollment and a "C" grade point average or better. The program began with the spring semester of 2004 and ended after the summer term of 2005. The evaluation found that the scholarships had positive effects on several outcomes, including students' credit accumulation and semester-to-semester retention. These effects persisted into the third and fourth semesters, when most students were no longer eligible for the scholarship. Just after the program ended, Hurricane Katrina struck the Gulf Coast region, causing severe destruction and temporarily shutting down the two colleges. Many students in the study moved away, and the devastation inflicted made it virtually impossible to determine whether there are long-term effects on graduation and transfer rates.

While the Louisiana study is an important contribution to the literature, it is just one test. The goal of the PBS Demonstration is to build more evidence about whether performance-based scholarships help at-risk students succeed academically and stay in college at higher rates than they normally would in the absence of such an intervention. Eight colleges and one intermediary organization across six states are participating in the Demonstration. While the amount and duration of the scholarships, performance criteria, and target groups for the intervention vary among the programs, all programs offer an incentive-based scholarship designed to address the needs of low-income students.³ Box 1.1 highlights the key principles of performance-based scholarships.

¹In this study, students who were randomly assigned near the start of a semester were considered to be part of that semester's cohort. In other words, a student randomly assigned near the start of the fall 2010 semester would be considered a member of the fall 2010 cohort. The sample was recruited over three semesters (fall 2010, spring 2011, and fall 2011), as described in more detail later in this report.

²Richburg-Hayes et al. (2009).

³See Patel, Richburg-Hayes, Rudd, and de la Campa (2013) for an overview of the early findings across the states in the PBS Demonstration.

Box 1.1

Key Principles of Performance-Based Scholarships

The programs in the PBS Demonstration vary by target population, performance benchmarks, scholarship amounts, and the integration of student services (among other things). But all of the programs incorporate the following key principles:

- Awards are paid if students meet basic conditions regarding enrollment and grades in college courses. They thus act as incentives, rewarding behavior associated with academic success.
- The scholarships are paid to students based on their academic performance in the current term, regardless of their performance in previous terms. This is unlike merit-based aid where students have to first qualify based on high school performance (for example, high school grade point average) or grades from a previous college term.
- To reinforce the incentive nature of these scholarships, they are paid directly to students rather than to institutions. Students can use the money to cover any expenses, including those that could derail continued attendance and success (for example, child care or transportation).*
- Performance-based scholarships are designed as a supplement to Pell Grants and state aid to help meet the needs of low-income students (see Box 1.2 for a description of financial aid in Arizona). In other words, the intervention gives students more money to cover academic and living expenses, and can potentially reduce their dependency on loans.†

NOTES: *Financial aid that covers tuition and fees involves a transfer from the financial aid office to the university rather than a direct payment to the student. While a reduction in the amount owed to the university should theoretically mean the same to a student as a check, economic experimentalists and behaviorists have long appreciated the salience of actual, tangible cash in hand. See Thaler (1999).

†Financial aid regulations prohibit students from receiving financial aid in excess of their need (such excess aid is considered income). In cases where students' full cost of attendance is met by financial aid already awarded, federal work-study or loans may be displaced by the performance-based scholarship.

The early results from other sites in the Demonstration show modest but positive effects on important markers of academic progress, including increases in credits earned and in the proportion of students able to meet the end-of-term academic benchmark. At some sites, the programs also reduced the amount of debt students incurred during the program terms. The short-term results of the Demonstration suggest that performance-based scholarships can make a difference.

The PBS Evaluation at Pima Community College

The program in Arizona is unique within the national PBS Demonstration for three main reasons. First, the target groups for the national Demonstration differ at each location; the program in Arizona was targeted to Latino men, a particularly disadvantaged group with historically low college-completion rates.⁴ The college, funders, and MDRC all identified this population as potentially able to benefit from Adelante.

Second, along with the scholarship the Pima program offers the most robust set of student services of all of the programs in the Demonstration. Some programs have combined the scholarship with advising services (the original Opening Doors study in Louisiana and the PBS study in New Mexico), and others have combined it with tutoring (the PBS study in Florida). But the program at Pima is the only one that separately rewards and encourages participation in a wide range of student support services: orientation sessions, advising sessions, tutoring, academic workshops, and “Pláticas” sessions. (Pláticas are dynamic, small-group conversations, where students can discuss obstacles and issues pertinent to Latino men. They are described in more detail later in this report.) This means that students could receive an award for participating in the services even if they did not meet the academic benchmark, and vice versa. While the orientation sessions and Pláticas were special services designed for the Adelante Program, the tutoring and academic workshops are available to all students at Pima, including the control group students.

Finally, the structure of the performance-based scholarship was specifically designed to provide a sizable incentive for students to attend Pima full time, because it is well established that part-time attendance is a “risk factor” for community college students, one that is negatively associated with persisting in college.⁵ Full-time enrollment may also enable students to complete community college in a more timely fashion. The academic portion of the award was therefore larger for full-time students than for part-time students. Students received \$200 at the end of the semester if they achieved a “C” or better in 6 to 11 credits, and \$1,000 at the end of the semester if they achieved a “C” or better in 12 or more credits. The only other program in the Demonstration to have a differential award similar to Adelante’s is the one in Ohio. The program in Ohio was intended to provide part-time students with some funds to help relieve their financial burdens, however; it was not envisioned to provide a large incentive for students to attend full time. The details of the payment structure will be described in Chapter 2.

These three main distinctions should allow the Adelante study to provide important additions to the body of evidence on performance-based scholarships. This study is part of the second wave of sites in the PBS Demonstration. The first four (California, New Mexico, New

⁴U.S. Department of Education (2012); Aud et al. (2011).

⁵Provasnik and Planty (2008); Horn and Berger (2005); Hoachlander, Sikora, and Horn (2003).

York, and Ohio) started in the fall of 2008. Minority men were found to be underrepresented in the study sample from these earlier sites, so the addition of Pima to the Demonstration can provide some much-needed information on the effectiveness of these scholarships for this population. Additionally, including advising in the scholarship models for both the original Opening Doors study in Louisiana and the PBS study in New Mexico provided insight into how the scholarship could be tied to advising. It remained unknown, however, whether a more comprehensive set of services could be implemented in a college setting in conjunction with the scholarship, and if so what impact that might have. If all the studies in the PBS Demonstration are part of a continuum from scholarship-only interventions to scholarship programs coupled with robust student supports, then the study at Pima falls all the way at the student-supports end of the spectrum.

Why Latino Men?

While significant progress has been made to expand college access to underrepresented students at the national level, data show that disparities persist in the quality of education and the pathways into higher education available to different racial and ethnic groups. As mentioned earlier in this chapter, the Adelante Program was aimed at Latino men, a historically disadvantaged group. Latino men have the lowest college graduation rates of any racial or ethnic group. Data from 2010 show that although the college enrollment rate for Latinos between 18 and 24 years of age is at a high (32 percent), it is still lower than that of African-Americans (38 percent) and whites (43 percent).⁶ Furthermore, Latino students are less likely to complete college than their African-American, white, and Asian-American peers. In 2010, among Latinos 25 to 29 years old 14 percent had earned a bachelor's degree, compared with 19 percent of African-Americans, 39 percent of whites, and 53 percent of Asian Americans. Latino men are even less likely to have completed a degree: only 11 percent between the ages of 25 and 29 have a degree, compared with 17 percent of Latina women.⁷

Researchers have been building a body of evidence that examines how cultural expectations, experiences in the K-12 system, and societal influences may affect the academic achievement of students in both positive and negative ways.⁸ Some research suggests that lower academic achievement among many African-American, Latino, and low-income students begins during their K-12 education, sometimes long before they might be preparing for college.⁹ This can be due to the availability of educational opportunities or other external factors: the

⁶U.S. Department of Education (2012).

⁷Aud et al. (2011).

⁸Auwarter and Aruguete (2008); College Board (2010); Halvorsen, Lee, and Andrade (2009); Kuh et al. (2006); McKown and Weinstein (2008); Reyes and Nora (2012); Terry and Irving (2010).

⁹Kinser and Thomas (2004).

literature cites factors including lower teacher expectations for these students, poor counseling, and a dearth or complete lack of exposure to college preparatory activities.¹⁰ Some evidence suggests that many students, especially first-generation college students, internalize lower expectations, putting them at risk to achieve less academically.¹¹

Once in college, many Latino men continue to face challenges that may hinder their ability to meet their academic goals. Some matriculate without knowing how to navigate the college environment and with little prior knowledge of how to persist in and complete college.¹² Furthermore, once in college Latino male students may perceive the environment negatively and struggle to engage with faculty, staff, and other students, affecting their commitment to finishing school.¹³ Engagement has been found to have an influence on college persistence and academic achievement for low-income students and men of color.¹⁴

Finally, a number of studies have shown that cultural values and family expectations may also influence success in postsecondary education. Notions of manhood, beliefs in independence, and principles of self-reliance can prevent Latino men from seeking financial aid and other support, or from asking for help when they experience challenges in college.¹⁵ For example, some research suggests that places on college campuses offering support, such as tutoring centers, are not typically frequented by Latino men.¹⁶ Other studies point out that Latino students (and Asian students) may be reluctant to take out loans to help them cover the costs of attending college.¹⁷ The literature suggests that Latino men take pride in not owing money and living within their current economic means.¹⁸ Instead, many Latinos opt to enter the workforce full-time or attend college part-time, which can influence their ability to do well in their courses.¹⁹

During the early planning stages of the Adelante Program, the funders of the PBS Demonstration, Pima, and MDRC discussed many of the issues cited above. At the time the study began, Latino students were the largest racial and ethnic minority group at Pima, representing 31.5 percent of the student body.²⁰ Pima examined its own internal data on

¹⁰Kuh et al. (2006); McDonough (1997); Terry and Irving (2010).

¹¹Jalomo and Rendón (2004); Reyes and Nora (2012).

¹²Jalomo and Rendón (2004); Reyes and Nora (2012).

¹³Castillo et al. (2006); Kuh et al. (2006); Gardenhire-Crooks, Collado, Martin, and Castro (2010); Jalomo and Rendón (2004).

¹⁴Anderson (2004); Kuh et al. (2006); Reyes and Nora (2012).

¹⁵Gardenhire-Crooks, Collado, Martin, and Castro (2010); Reyes and Nora (2012).

¹⁶Laden, Hagedorn, and Perrakis (2008).

¹⁷Cunningham and Santiago (2008).

¹⁸Gardenhire-Crooks, Collado, Martin, and Castro (2010).

¹⁹Gardenhire-Crooks, Collado, Martin, and Castro (2010); Fry (2002).

²⁰See Chapter 2, Table 2.3, which outlines some characteristics of the general student population at Pima, including race and ethnicity.

persistence, graduation, and financial aid for various groups of students, and based on those data and the factors discussed above, the college, funders, and MDRC identified Latino males as a group that could potentially benefit from a performance-based scholarship program.²¹ Through preidentified services and the creation of the Pláticas workshops, the Adelante Program’s design attempted to address many of the significant challenges faced by Latino men attending postsecondary institutions. (The Adelante Program’s design will be discussed in more detail in Chapter 2.)

The college’s decision to focus on Latino men was not without some opposition, however. In the planning stages of the Adelante Program, an article in the *Arizona Daily Star* titled “Hispanic men will get paid for school” caused some public controversy.²² The article was factual in its discussion, and emphasized that the program was funded with private foundation dollars, not public taxpayer dollars. Despite this it sparked some debate among readers who felt it was not appropriate to target only this specific ethnic and gender group. A later article by the paper, appearing in May 2011, was received more positively.²³ This article, written after the Adelante Program had been in operation for some time, focused on how the program changed the trajectory of one particular student.

Overall, while MDRC recognizes that many of the support services offered in Adelante are not unique to it, the program’s structure, its performance-based awards, and the incentives it offers to induce students to use support services could all provide valuable and timely lessons. Moreover, because other ethnic and racial minorities face many of the same challenges to completing a college degree, the lessons learned from this study could also be relevant for programs targeting other groups of students.

The Arizona Context

During the launch of the study, the state of Arizona passed bills that captured the attention of the country. While these changes did not have a direct effect on this study or the Adelante Program, they could have had an ancillary effect on the students in the study sample, given the Adelante Program’s target population. This section reports on these changes. Meanwhile Box 1.2 describes the financial aid available to students in the postsecondary education system in Arizona.

²¹The needs of other racial and ethnic minorities at the college were not overlooked. Given that their numbers were small, however, MDRC, the funders, and Pima made the decision to focus on Latino men.

²²Pallack (2009). Pima operated a small pilot program called Goals! Achievement! Incentives! Now! (GAIN) during the spring 2010 semester, prior to the launch of the full random assignment study.

²³Pallack (2011).

Box 1.2

Financial Aid in Arizona

The federal Pell Grant is the primary need-based financial aid program for college students in the United States. The grant program was created as part of the Higher Education Act of 1965, and was enacted to promote access to postsecondary education for low-income populations. In the 2010-2011 academic year, the program provided almost \$35 billion to 9 million low-income students.* In the 2010-2011 academic year, students were eligible for up to \$5,500 in aid depending on the costs of attending their colleges, their levels of need, and how many credits they were attempting each term.

While the Pell Grant has grown in dollar amount, most low-income students require additional funds to help pay for college. In some states, they are able to supplement their grant aid from the federal government with grant aid from the state. Around \$20 million in need-based grant aid is given to undergraduate students in Arizona.† The primary need-based aid program in the state is the Arizona Leveraging Educational Assistance Partnership (AzLEAP), which has a maximum award of \$2,500 and an average award of \$1,000. The program provides need-based grants to low-income, Arizona-resident undergraduates who have demonstrated substantial financial need and who maintain satisfactory academic progress as determined by their institution. For the 2010-2011 academic year, however, there were only 3,800 recipients (compared with around 521,000 Pell Grant recipients in Arizona in the same academic year).‡

Compared with other states, Arizona students in postsecondary institutions have limited state-based financial aid available to them. Arizona ranks 46th in need-based grant dollars awarded per undergraduate full-time equivalent.§ Additionally, in the last two years student financial assistance programs have suffered a 70 percent reduction due to a state revenue shortfall.|| The Arizona Private Postsecondary Education Student Financial Assistance Program (PFAP), Early Graduation Scholarship Grant (EGSG) Program, Special Leveraging Educational Assistance Partnership (SLEAP), and Postsecondary Education Grant (PEG) Program were all suspended for the 2012-2013 academic year. Thus for low-income students like those in the Adelante study, the main source of financial aid remains the federal Pell Grant program.

NOTES: *The College Board (2011).

†National Association of State Student Grant and Aid Programs (2011).

‡National Association of State Student Grant and Aid Programs (2011); U.S. Department of Education, Office of Postsecondary Education (2012).

§National Association of State Student Grant and Aid Programs (2011).

||Arizona Commission for Postsecondary Education (2013).

In April 2010 the Arizona state legislature passed Senate Bill 1070, the “Support Our Law Enforcement and Safe Neighborhoods Act.”²⁴ The bill was controversial: it allowed police to detain anyone suspected of being in the country illegally, and would make failure to carry immigration documents a crime. President Obama publicly criticized the bill, claiming that it could “undermine basic notions of fairness that we cherish as Americans, as well as the trust between police and our communities that is so crucial to keeping us safe.”²⁵ While opponents claimed that it would lead to racial and ethnic profiling, supporters of the bill underscored that the law prohibited using race or nationality as the only motivation for an immigration check.²⁶ Governor Jan Brewer of Arizona who signed the bill into law felt that these concerns could be minimized by providing police with proper training in executing the law,²⁷ and emphasized that law enforcement would be held accountable should the law “be misused in a fashion that violates an individual’s civil rights.”²⁸

The public response to the bill was heated. On May 1, 2010, tens of thousands of protesters rallied in over 70 places across the country in response, with crowds reaching 50,000 in Los Angeles and 25,000 in Dallas.²⁹ Calls to boycott the state erupted across the country, and cost Arizona an estimated \$141 million in lost meeting and convention business in the first four months after the bill’s passage.³⁰ The federal government eventually sued the state, and in June 2012, the U.S. Supreme Court ruled on *Arizona et al. v. United States*, upholding the provision requiring immigration status checks during law enforcement stops, but striking down other provisions in question (mandating that legal immigrants carry registration documents at all times, making it a crime for an illegal immigrant to search for or hold a job, and allowing police to arrest individuals suspected of being illegal immigrants).³¹

It is important to note that the students in the study sample are legal residents. In fact, as will be discussed in Chapter 2, the vast majority of students were born in the United States, and a substantial proportion have a mother or father born in the United States as well. The bill therefore had no direct effect on the program. But the political environment may have influenced students in other ways. It is possible that the bill slowed recruitment into the sample because some students who would have otherwise joined the study were reluctant to participate in a program aimed at Latino students. In addition, some students may not have identified themselves as Latino on college records and thus been excluded from recruitment efforts for the

²⁴Support Our Law Enforcement and Safe Neighborhoods Act of 2010 (2010).

²⁵Archibold (2010).

²⁶Cooper (2010).

²⁷Archibold (2010).

²⁸Rau (2012).

²⁹Preston (2010).

³⁰Gorman and Riccardi (2010); Craig (2010); Christie (2010).

³¹*Arizona et al. v. United States* (2012).

study. While these options are certainly possible, no evidence or data collected during recruitment can shed light on how likely either of these events was.

Another bill, House Bill 2281, was passed shortly after Senate Bill 1070, and went into effect at the end of 2010. This bill prohibits classes that “are designed primarily for pupils of a particular ethnic group” or that “advocate ethnic solidarity instead of the treatment of pupils as individuals,” among other things.³² If a program is found not to comply with the new state standards, school districts can lose 10 percent of their state education funds.³³

The ban applies to classes in kindergarten through twelfth grade (and not postsecondary institutions such as Pima). It was devised in part to eliminate Mexican-American studies in the Tucson Unified School District.³⁴ In an open letter to the citizens of Tucson dated back in June 2007, Tom Horne, then the Superintendent of Public Instruction, called for the elimination of the program.³⁵ In the first week of January 2011, on his final day as Arizona’s top education official prior to becoming the state’s attorney general, Horne declared the Tucson Mexican-American studies program in violation of House Bill 2281.³⁶ An audit later conducted by Cambium Learning Group found no evidence that any classroom violated the law during the period audited.³⁷ Nevertheless the school board voted in January 2012 to dismantle the program: its name was changed and it would no longer teach culturally relevant courses.³⁸ Meanwhile, in October 2010 eleven Mexican-American studies teachers brought a lawsuit against Horne and the State Board of Education, claiming that House Bill 2281 violated their constitutional rights and those of their students.³⁹ In March 2013 a federal court upheld most provisions of the bill, writing that “plaintiffs failed to show that the law was too vague, broad or discriminatory, or that it violated students’ first amendment rights.”⁴⁰

In terms of the Adelante Program, the legislation could have made some Latino men feel that there is no safe space to discuss their ethnic background and history. This makes the *Plática* forum in Adelante all the more important; *Pláticas* will be discussed in more detail in Chapter 3.

One other notable piece of Arizona legislation affected the study. Proposition 103, passed in 2006, made English the official language of Arizona and mandated that all “official

³²Arizona House Bill 2281 (2010).

³³Lacey (2011).

³⁴Santa Cruz (2010).

³⁵Horne (2007).

³⁶Lacey (2011).

³⁷Gersema (2011).

³⁸Planas (2013); Nevarez (2013).

³⁹Acosta et al. v. Horne et al. (2010).

⁴⁰Planas (2013); Nevarez (2013).

actions” be conducted in English.⁴¹ This meant that the students in the Adelante study could not sign a Spanish-language informed consent form. An unofficial translation of the informed consent form was provided to them, but they still had to sign the official copy in English.

While this report does report on some of the qualitative findings from the study, a later report will present a more in-depth look at the students and what it meant to be a Latino man at Pima during this time. The data collected cannot speak to the direct or indirect effect on the study sample of the bills, the controversy, and the atmosphere in Arizona. They can, however, provide some insight into the students in the study sample and the struggles they face in their academic and personal lives.

The Theory of Change for the Adelante Program

Figure 1.1 outlines the theory of change underlying the Adelante Program (note that shaded boxes represent variables not examined in this report). The first column of boxes lists the activities or components of Adelante: first, the scholarship offer — up to \$1,500 per semester for three consecutive semesters; second, the incentive for students to meet with their dedicated Adelante advisers; third, the incentive for students to attend other support services provided by the college, such as orientation, tutoring, and academic workshops; and last, the frequent messages students receive through their interaction with the program, designed to be positive and supportive, and to emphasize participants’ unique opportunity as Adelante students.

The next column of boxes lists the ways Adelante might influence students’ behavior. First, the additional scholarship funds might affect students’ finances. The money could reduce their financial stress and help them cover their expenses, including tuition, fees, books, and other expenses required to attend college and be successful. The benchmarks required to earn the money may have also motivated students to attempt and complete more credits. Second, the program as a whole may have made students more socially and institutionally engaged by creating and strengthening relationships between students and advisers, fellow students, and their campus as a whole. Third, the program may have helped students improve their skills and increase their confidence.

If students respond to the program as theorized above, their academic achievement should improve. They should be more likely to meet academic benchmarks. The scholarship was designed to give them incentives to attend full time, so they should be more likely to enroll full time. Subsequently, they should earn more credits and be more likely to persist in school from one semester to the next. These short-term improvements may then lead to improvements

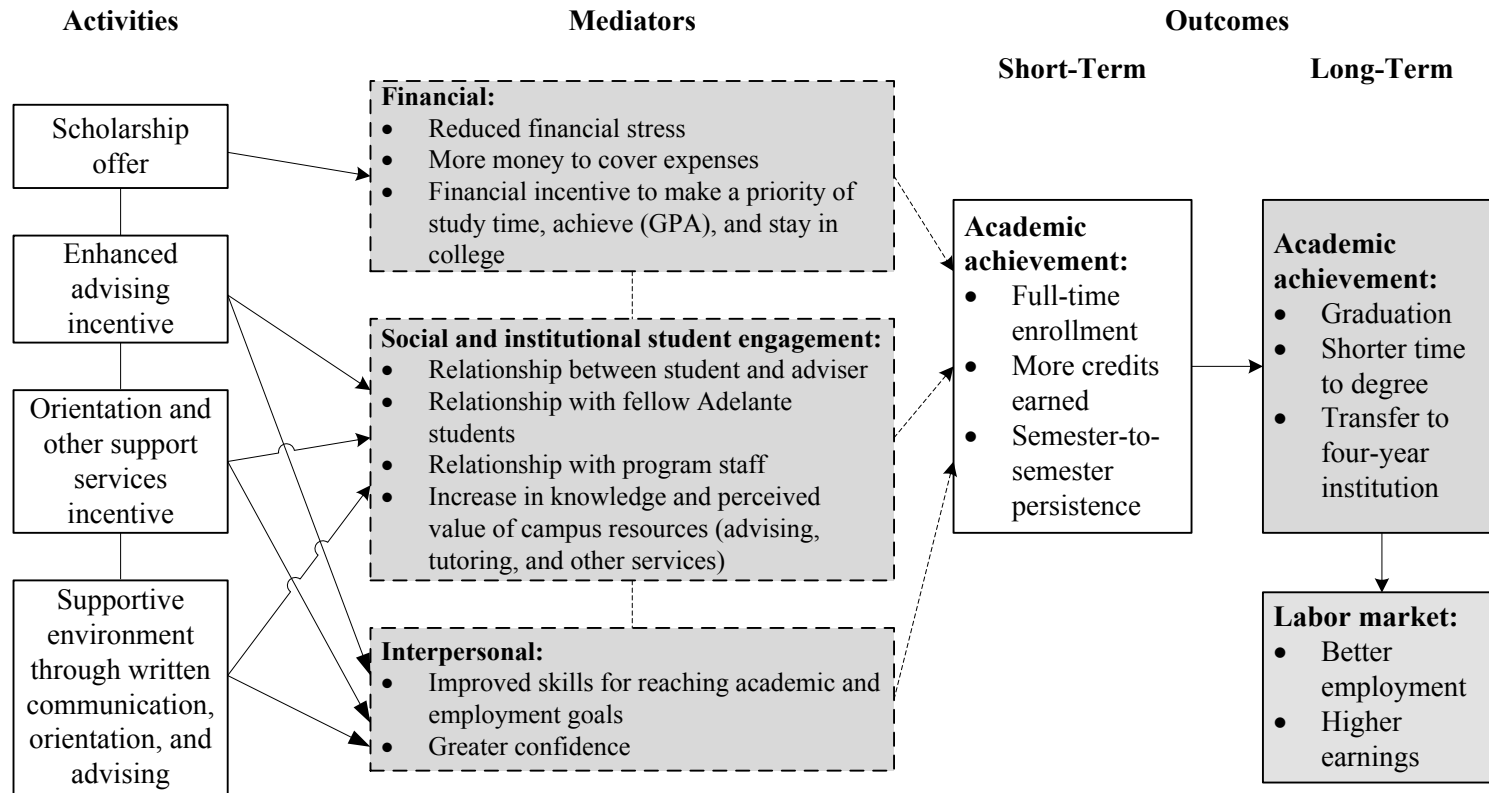
⁴¹English as the Official Language (2006).

The Performance-Based Scholarship Demonstration

Figure 1.1

Theory of Change for the Adelante Program

Pima Community College



NOTES: The shaded boxes represent variables that are not examined in this report.

The outputs (that is, process measures) related to each activity have been excluded to conserve space on the figure. However, MDRC has individual measures for each activity to ensure that each occurred.

in longer-term educational outcomes, including graduation, the time it takes them to attain a degree, and the rate at which they transfer to four-year institutions. These improvements could in turn lead to labor market impacts such as better employment prospects and higher earnings.

This report analyzes the impact of the performance-based scholarship only on short-term academic outcomes: meeting the academic benchmark, full-time enrollment, credit completions, and semester-to-semester persistence. The analysis in this report does not attempt to validate the theories described above about how the Adelante Program might cause change, and it does not follow students for long enough to report on their long-term outcomes.⁴²

A Note on Random Assignment

As mentioned, the evaluation in Arizona and the other studies in the PBS Demonstration used random assignment. Random assignment results in two groups of students that are similar at the outset of the study, both with respect to their observable characteristics (for example, gender, age, and race) and their unobservable characteristics (for example, tenacity, ability, and motivation). As a result, subsequent substantial differences in outcomes between the two groups can confidently be attributed to the opportunity to participate in Adelante, rather than to preexisting differences between the two groups.

A random assignment evaluation is an extremely reliable way to test a program's average overall effectiveness, but there are limitations to the method. Random assignment does not typically allow researchers to separate the effects of one program component from another. This study could only determine whether the entire Adelante Program package was effective. This package included the offer of a performance-based scholarship as well as the incentive to attend advising and other academic support services. The design does not allow researchers to determine which components mattered most for student outcomes, but, it does allow researchers to reliably estimate the impact of the program as a whole.

Contents of the Remainder of This Report

Chapter 2 of this report lays out the college setting and the details of the Adelante Program design and target population. Chapter 3 describes the implementation of the program, take-up rates of the services and scholarship, and impacts on students' financial aid packages. Chapter 4 describes the early educational impacts in students' first and second semesters with the program, and Chapter 5 concludes with implications and next steps.

⁴²There are currently no plans to collect data on labor market outcomes for Arizona.

Chapter 2

Pima Community College and the Adelante Performance Award Program

This chapter provides a description of Pima Community College and its staff, the Adelante Performance Award Program's target population, and the overall program model. It also discusses the main data sources used in this report, and describes how students became part of the research sample. Lastly it presents some general demographic and background characteristics of the sample members.

The College and Community Context

Pima Community College (Pima) is a two-year, Hispanic-serving institution with six campus locations throughout the greater Tucson Metropolitan Area in Southern Arizona.¹ Pima County, which shares a border with Mexico, has a rich and diverse cultural heritage. A number of racial and ethnic groups live in close proximity — Native Americans and white populations, and people of Spanish, Asian, and Mexican descent.² The 2010 Census reported that 42 percent of Tucson's population was Latino, more than 10 percent higher than the proportion of Latinos in Arizona's overall population.³ As the only community college in the area, Pima provides access to higher education and economic opportunity for many low-income, first-generation, and nontraditional students, and for students of color. Given that many jobs already require higher education and even more will do so in the future, the college plays a critical role in the Tucson community.⁴

Pima offers 182 transfer and occupational programs that lead to degrees and certificates across its six campuses (see Box 2.1 for a description of each campus).⁵ In the 2010-2011 academic year, the college served almost 63,000 total students, with a full-time student

¹Pima Community College has been designated a Hispanic-serving institution by the U.S. Department of Education. This designation is given to colleges where Latino students make up 25 percent or more of the student body, meaning the college is eligible for federal grants that aim to expand educational opportunities for Latino students. See U.S. Department of Education (2011).

²For more information on the cultural heritage of the residents of Pima County, see Pima County Development Services (2007); City of Tucson (2001).

³U.S. Census Bureau (2013).

⁴Economic Modeling Specialists, Inc. (2011).

⁵See Pima Community College (2013a, 2013b).

Box 2.1

The Campuses of Pima Community College

While Pima's six campuses offer different degrees and certificates, the college has worked to standardize all of the administrative services and academic and nonacademic supports on each campus. The college's District Office serves to bring the six campuses together as a single institution. Each campus offers similar, core courses, as well as the following specific programs (among others):

Downtown: Translation and Interpretation Studies; Paralegal Studies

West: Nursing and Health-Related Professions programs; Digital, Visual, and Performing Arts; the college's International Student Services

Desert Vista: Nursing; Aviation Technology; Early Childhood Education

Northwest: Recreational and cultural programs and services; Therapeutic Massage; Clinical Research Coordinator; Hotel and Restaurant Management

East: Pharmacy Technology; Emergency Medical Technician; Veterinary Technology

Community: Hub for virtual and distance education, provides credit classes and noncredit personal interest courses at sites throughout Pima County

equivalent enrollment of almost 23,000.⁶ Students typically take classes and use the student services centers, tutoring labs, libraries, and other services at multiple campuses.

The Target Population

As noted in the introduction of this report, the Adelante Program was designed for low-income Latino men; these students could be taking classes at any of Pima's six campuses. To be eligible for the study and Adelante, students had to meet the following criteria:

1. Be a Latino male (self-reported)
2. Be enrolled in six or more credits at Pima⁷

⁶Annual unduplicated reportable head-count enrollment and full-time student equivalents (FTSE) for Pima include students in credit classes and special educational programs. An annual FTSE is equivalent to 30 credit hours or 640 clock hours taken by one full-time student or two or more part-time students. See Reece and Teso (2012).

⁷Students had to be enrolled in at least six credits at the time of random assignment.

3. Have earned 45 or fewer credits at Pima
4. Have completed a Free Application for Federal Student Aid (FAFSA)
5. Be low-income, defined as having an Expected Family Contribution (EFC) of 5,273 or less⁸

The 45-credit limit was designed to make it more likely that students had at least three semesters remaining at Pima. Students who were close to graduation were unlikely to be able to participate in Adelante for all three semesters. The EFC criterion was used to determine low-income status — in the 2010-2011 and 2011-2012 academic years, students with an EFC at or below 5,273 were eligible for federal Pell grants.⁹

The Random Assignment Process

The recruitment and random assignment process used for the Adelante study is illustrated in Figure 2.1. The program recruited both new and returning students. The primary recruitment strategy was to provide outreach materials to students who met all of the program requirements.¹⁰ These students were sent customized letters by standard mail and through their MyPima e-mail accounts.¹¹ The letters and messages informed students that they were potentially eligible to participate in Adelante and invited them to sign up for a study information session if they were interested.

The college and MDRC also decided to target students who met all of the program criteria except having completed the FAFSA. The idea was that if the program actively recruited Latino men who had not applied for regular financial aid, those men would be encouraged to complete the FAFSA and qualify for Adelante. If they did complete the FAFSA and meet the EFC requirements, they were invited to sign up for an information session. Although staff mainly recruited students who were attending Pima or planning to,

⁸The Expected Family Contribution (EFC) is a measure of a student's financial strength and is calculated according to a formula established by law. A student's family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered are family size and the number of family members who will attend college or career school during the year. All other things being equal, a lower EFC is associated with higher levels of need-based aid.

⁹U.S. Department of Education, Federal Pell Grant Program (2010, 2011).

¹⁰Every week program staff received a list of eligible students from the college's Planning and Institutional Research Office.

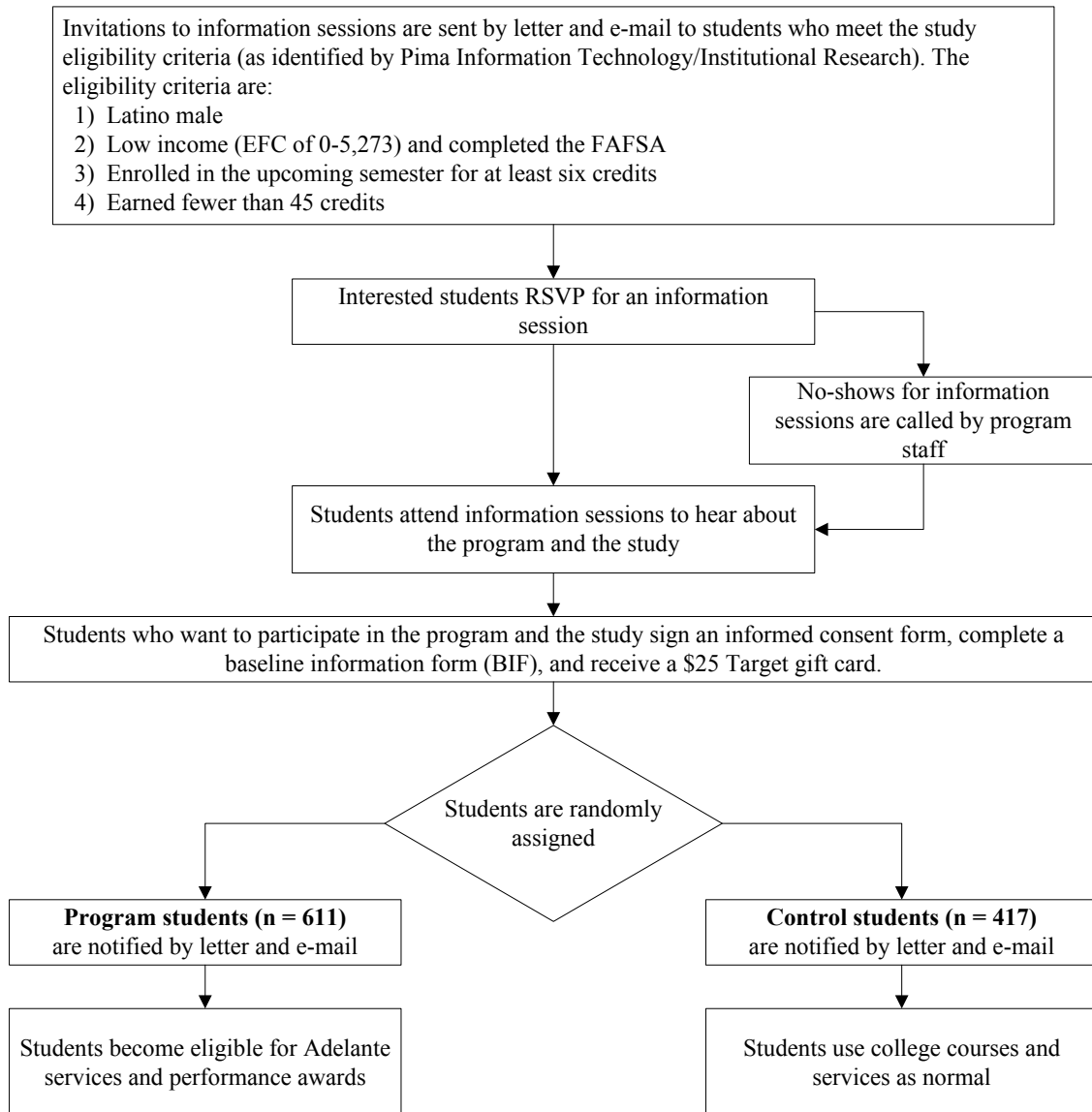
¹¹MyPima is Pima's student portal system through which students register and pay for classes, check financial aid and degree progress, and access e-mail and announcements, among other functionality.

The Performance-Based Scholarship Demonstration

Figure 2.1

Recruitment and Random Assignment

Pima Community College



they also recruited students at local high schools by making presentations to high school counselors and students.

Program staff provided detailed information about the study during information sessions conducted both individually and in small groups. The random assignment process was explained to students using the analogy of a lottery. Students who agreed to be part of the study signed an informed consent form and completed a questionnaire about their demographic and other background information (the Baseline Information Form).¹² The college sent completed forms to MDRC, who assigned students to the program or control group. Shortly thereafter students were informed by regular mail and e-mail of their group assignment. Students assigned to the program group were asked to sign up for an orientation session. Students assigned to the control group were told that they were not eligible to participate in Adelante but would continue to have access to the typical services offered and financial aid available to them at Pima.¹³

The study was launched in fall 2010 and ended in fall 2012, though the program continues to enroll a small number of students each semester. Three cohorts were enrolled over the study period, one each in fall 2010, spring 2011, and fall 2011.

The Program Model

All program group students were eligible for awards of up to \$1,500 per semester, for three semesters at Pima. The award was paid directly to students and was broken into three payments each semester. The first two payments were contingent on students meeting service participation benchmarks and being (or remaining) enrolled in six or more credits. The third payment could vary in amount depending on the combination of benchmarks (for academic performance and service participation) completed by students.

- **Initial payment, at the Adelante orientation:** \$150 for registering for six or more credits and attending an Adelante orientation intended to introduce new students to the program and welcome returning students to another semester.
- **Midterm payment, at the second advising session:** \$150 for remaining enrolled in six or more credits as of the census date (five weeks after the start of the semester) and meeting with an assigned Adelante adviser twice during the semester.

¹²As mentioned in Chapter 1, Proposition 103 in Arizona mandates that all “official action” be conducted in English. All communication with students was therefore conducted in English. An unofficial translation of the informed consent form was provided, but students or parents (for students under 18) had to sign an official copy in English.

¹³Random assignment was conducted in person at the information session for the fall 2010 cohort of students. After the first semester of the program, the process was changed to the one described in the text.

- **Final payment, mailed after the end of the semester.** This payment varied. It could include a full-time academic performance award of \$1,000 (for completing 12 or more credits with a “C” or better in each) or a part-time academic performance award of \$200 (for completing 6 to 11 credits with a “C” or better in each). It could also include a full service participation award of \$200 (for attending at least one Plática and completing five or more “contacts” of tutoring and academic workshops) or a partial service participation award of \$100 (for attending at least one Plática and completing three or four “contacts” of tutoring and academic workshops).

A “contact” was defined as at least one hour of tutoring or attendance at an academic workshop. Students were required to have at least one Plática, one tutoring contact, and one workshop contact to be eligible for any service participation award.¹⁴ After meeting this commitment, students could choose among additional tutoring, academic workshops, or Pláticas to satisfy their remaining contacts. Figure 2.2 illustrates the components of the scholarship and its requirements, while Figure 2.3 illustrates the timing of the different payments over a hypothetical fall semester.

For the final payment, the academic performance award was not contingent on students satisfying the service participation requirements or vice versa. Students could earn one or the other or both. For example, a student could receive \$1,000 for meeting the requirements for the full-time academic performance award, and \$100 for a partial service participation award. In addition, students who began the semester enrolled full time but dropped to part time by the end of the semester were still eligible to receive the part-time academic performance award. The reverse was also possible: students who began the semester enrolled part time and finished the semester with 12 or more credits were eligible to earn the full-time academic performance award.¹⁵

As with all of the programs in the PBS Demonstration, students started with a clean slate each semester, meaning that the next term’s award payments never depended on students’ performance in prior semesters. Each semester a program group student was eligible to earn up to \$1,500, depending on the benchmarks he met.

¹⁴In the first semester of the program, students were required to attend at least two tutoring sessions in order to receive the full service participation award.

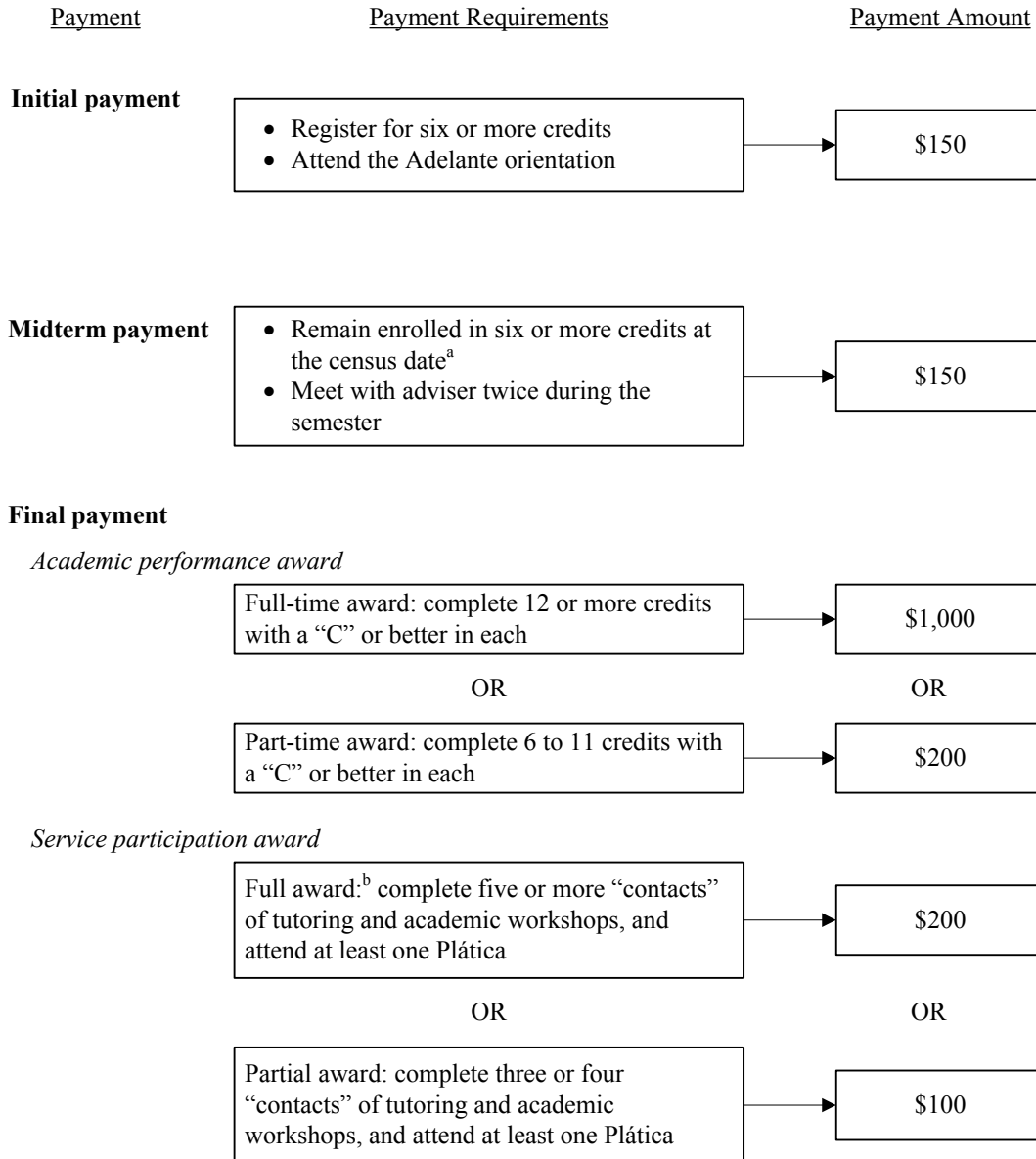
¹⁵At Pima, students can add credits midway through the semester by enrolling in late-start classes.

The Performance-Based Scholarship Demonstration

Figure 2.2

Adelante Program Payments: Requirements and Amounts

Pima Community College



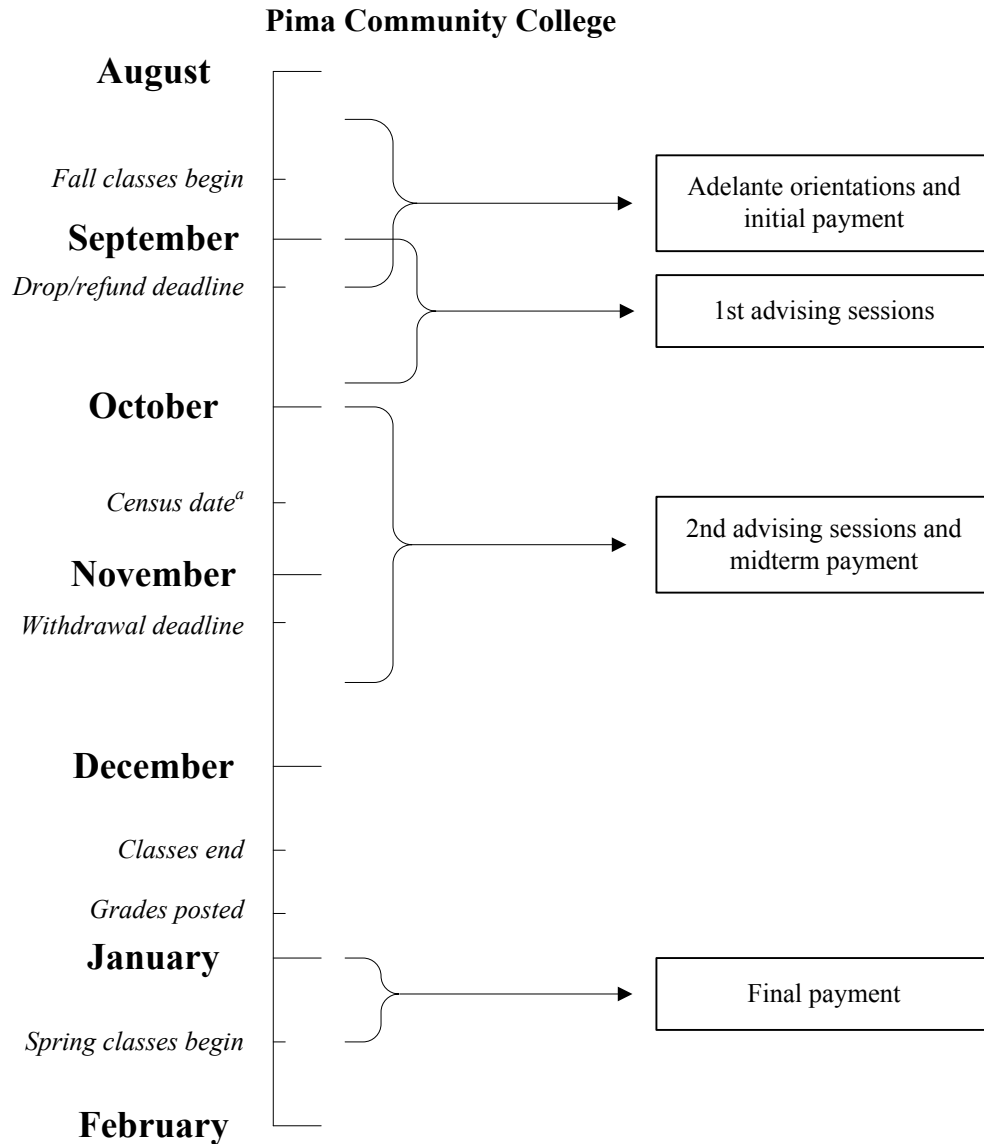
NOTES: ^aThe census date occurs five weeks after the start of the semester.

^bIn the first semester of the program, students were required to attend at least two tutoring contacts in order to receive the full service participation award.

The Performance-Based Scholarship Demonstration

Figure 2.3

Adelante Program Contact Periods and Payment Points, Fall Semester



NOTES: The figure represents the contact and payment points for a hypothetical fall program semester. Contact and payment points for the spring semesters of the program took place over similar periods of time.

The key dates and deadlines listed are for a traditional 16-week semester; 14-week “Late Start” classes and 8-week classes have different key dates and deadlines.

^aThe census date occurs five weeks after the start of the semester.

Support Service Components

A wide range of support services were incorporated into the Adelante Program. Some services were selected to provide students important academic tools, while others were meant to give students more resources and knowledge to help them navigate the college environment and succeed there. Still others were added to foster a sense of community and positive engagement between Adelante students and the college, the staff, and their peers on campus.¹⁶ Some services promoted by the Adelante Program were developed solely for students in that program, while others were among the standard academic services offered to all students at Pima (including control group members). For the students in the control group, use of the existing student services was typically voluntary, while program group students were offered incentives to encourage the use of these resources. Table 2.1 outlines the distinctions between the services available to all Pima students and those available to students in the Adelante Program. The remainder of this section provides an overview of each of the program's service components, while Chapter 3 describes their implementation in more detail.

Program Orientation

All Adelante students were expected to attend one hour-long program orientation at the beginning of each semester of the program. The orientations allowed staff and students to connect and gave staff the chance to reinforce that students were part of a special community. Students also received a thorough overview of the program and the criteria they were expected to meet in order to earn their awards. Attendance at the program orientation was required to receive the first award disbursement.

Advising

At the beginning of his first semester in Adelante, each student was assigned an adviser who would support him for all three program semesters. Designating advisers to program group students was a departure from the academic advising available to the general student body at Pima. Under that "self-efficacy" system, students are directed to different services based on their needs.¹⁷ These services include a self-help area where students complete transactions through the college's online MyPima system; an Express Desk where staff members handle quick transactions for students; and short sessions with an adviser who can assist students with class registration, degree planning, financial aid, or transferring to another institution. These

¹⁶See Anderson (2004); Gardenhire-Crooks, Collado, Martin, and Castro (2010); Jalomo and Rendon (2004); Kuh et al. (2006); and Reyes and Nora (2012) for additional information on the importance of engagement for Latino students.

¹⁷The self-efficacy model is designed to encourage and promote each student's own ability to complete tasks and reach goals through sound decisions and responsible behaviors.

The Performance-Based Scholarship Demonstration

Table 2.1

**Differences in Services Offered to
Adelante Program Group Students and Control Group Students**

Pima Community College

Service / Activity	Adelante Program Group	Control Group (Status Quo)
Adelante program orientation	Overview of program requirements, distribution of services schedules and other materials, and community building	None
Advising	Adelante advising: assigned, dedicated adviser for three program semesters, with scholarship incentive to attend	General advising: based on “self-efficacy” advising model, ^a students triaged to advising services based on needs
Tutoring	Subject-specific tutoring assistance, with scholarship incentive to attend	Same service as program group, but with no scholarship incentive for participation
Academic workshops	Structured sessions that cover student success topics (for example, math anxiety, time management, etc.), with scholarship incentive to attend	Same service as program group, but with no scholarship incentive for participation
Pláticas	Forums to discuss perceptions, beliefs, and experiences (particular focus on ethnicity or other culturally-specific issues related to being a Latino male in college)	None
Messages to students	Thoughtful, positive, specific messages related to academic success, designed to make students feel that they can succeed	Broad range of messages from the college

NOTE: ^aThe self-efficacy model is designed to encourage and promote each student’s own ability to complete tasks and reach goals through sound decisions and responsible behaviors.

short advising sessions last approximately 20 minutes and students see the first adviser available. When advisers are not able to resolve students' issues, they are referred to counselors who can assist them with career planning, college success, or referrals to other providers for personal challenges. (Advisers do not have the credentials to advise students on these issues.)¹⁸

The college chose to assign advisers to Adelante group students for a number of reasons. First, this type of advising has had some success in other programs that serve Latino and other student groups.¹⁹ Second, a dedicated adviser was intended to be a consistent person to help each student navigate various college systems, provide guidance on strategies for academic success, and intervene early if the student was falling behind. Third, in theory this advising model allowed students the opportunity to develop a meaningful relationship with a staff member on campus, with whom they could also discuss nonacademic issues such as health, work, and family life.

Every semester of the program, students were required to attend a minimum of two semistructured advising sessions, one near the beginning of the semester and the second midway through the semester. The first session was intended primarily to review or develop a student's personal education plan, discuss challenges the student might be facing that could influence his ability to be successful, and review the scholarship requirements. The second session allowed the adviser to check on the student's midterm progress, schedule the following semester's courses, and monitor the student's completion of the service participation award requirements. Completion of the second advising session would trigger the student's second award payment.

Tutoring and Academic Workshops

Tutoring and academic workshops are offered at every campus and available to all students. Tutoring is housed at each campus's Learning Center. The centers also have computers that students can use and quiet areas for students to study. Academic workshops, taught by counselors, cover topics such as math anxiety, time management, budgeting, goal setting, and library skills.

The decision to make use of these resources is typically left up to students, meaning attendance is voluntary. These services were included among the Adelante Program's support services because college staff felt they could boost Adelante students' academic success. While program and control students had access to the same tutoring services and academic workshops,

¹⁸Counselors are able to discuss and provide assistance to students concerning personal issues, while advisers can only provide information about college-related issues. Note that two Adelante advisers were also college counselors.

¹⁹College Board (2010); Kuh et al. (2006).

part of the Adelante award was contingent on students attending a prespecified number of tutoring hours and academic workshops. Staff hoped that the incentive to attend these services would expose students to their benefits. As a secondary benefit, taking advantage of services already offered at the college helped reduce the cost of operating Adelante.

Pláticas

Early in the Adelante Program's planning, Pima staff raised an important issue with MDRC: they felt that Latino men had few places on campus to share their feelings openly, and that they might feel constrained by cultural expectations not to do so. Further conversations on the subject brought to light the possibility that these cultural norms could undermine the program's goals of engaging students and building a community among them. The concept of Pláticas was born from this concern. Pima and MDRC hoped Pláticas would provide focused opportunities for Adelante students to talk openly about common issues and challenges unique to them.

Pláticas were facilitated by a Latino man, so that Adelante students could feel safe to have honest discussions about their culturally specific experiences as Latino men in college and in their community. The idea was for the facilitator to introduce a topic — such as the challenges of being a Latino man in college — and to let the conversation progress organically. The facilitator ensured students felt free to disclose their thoughts without feeling judged. Furthermore, Pláticas were designed to validate students' cultural and gender identities, allowing them to connect with one another and reinforcing that they were part of a special community of students.

Communication with Students

On the most basic level, student communication served as a mechanism to provide information on the various award requirements. By reminding students of important dates and encouraging them to complete their requirements throughout the semester, the messages were supposed to influence students' participation in services and increase their chances of earning the full Adelante award.

Another dimension of student communication was focused on helping students feel connected to the program. For example, the name of the program (Adelante) and using the Spanish term for conversations (Pláticas) were intentional choices. Both of these Spanish words bring to mind positive associations within Latino culture. "Adelante" is a Spanish word with several meanings including "onward," "moving forward," and "go for it." In Spanish, the term Plática refers to an intimate chat or conversation.

The way the program communicated with students was also intended to be encouraging. For example, the program sent messages that conveyed that students could be successful in college, that validated their experiences as Latino men, and that reinforced the Adelante program group identity.

Data Sources

Several data sources are used in the analyses presented in this report:

1. **Baseline Information Form:** As mentioned earlier, students completed a questionnaire before being randomly assigned to the program or control group. That questionnaire covered a range of demographic and other background information on students prior to their participation in the program. Baseline data are used to describe the sample and assess the success of random assignment.
2. **Service participation data:** For all three cohorts Pima provided MDRC information on whether each student attended the program orientations, advising sessions, and Pláticas, as well as the number of academic workshops and tutoring hours each student completed in his first two semesters of the program.
3. **Financial aid data:** Pima provided financial aid data for all sample members in their first two semesters of the program for all three cohorts of students. These data include information on the performance-based scholarship, as well as federal Pell Grants, student loans, work-study payments, and any other scholarships and grants administered by the college.
4. **Transcript data:** Pima provided transcript data for the sample members in the study. These data encompass measures such as enrollment status, credits attempted and earned, and grade point averages, and were used to provide a detailed look at sample members' performance in college. Data were provided for their first two semesters of the program for all three cohorts of students.
5. **Qualitative data from focus groups and interviews:** MDRC researchers conducted focus groups with students in the study at various points. In the fall of 2011 and spring of 2012, students in two of the three cohorts, from both the program and control groups, were randomly selected and asked to participate in a focus group. The data presented in this report reflect information collected from program group focus groups only. Over the two-

semester follow-up period covered in this report, 130 program students were invited to focus groups, and 25 program group students attended and participated in them.²⁰

In addition to the sources listed above, MDRC collected implementation and administrative data that will be presented in a later report, alongside final findings from the evaluation.

Study Sample Characteristics

Table 2.2 outlines the sample characteristics for the students in the study at Pima. There are 1,028 students in the full sample; approximately 60 percent were assigned to the program group, eligible for Adelante, and 40 percent served as a control group. The sample represents a population of Latino males, as dictated by the target population.

The average age of the sample is around 24 years. The majority of men in the sample are unmarried, and about a quarter have a child. Over 35 percent of the sample said on the baseline questionnaire that someone in their household received government benefits, such as food stamps, cash assistance, or welfare. Very few students (around 12 percent) depended on their parents for more than half of their financial needs. About 45 percent of the sample were employed at the start of the study, with almost 70 percent of those employed working 20 hours a week or more.

Most students had completed twelfth grade (87 percent), and a majority had received their high school diploma (83 percent). Additionally, many students received their high school diploma or GED within the five years prior to random assignment (64 percent). Most students planned to enroll full time in the semester during which random assignment occurred (83 percent), and many planned to transfer to a four-year institution (61 percent). Over a third of students are the first in their family to attend college. Only a fifth have a father with at least some college experience, and more than a quarter have a mother with at least some college experience. The vast majority of students were born in the United States (87 percent), but almost 60 percent also speak a language other than English at home.

Appendix Table A.1 provides the same demographic information as Table 2.2, and shows it separately for the program group and the control group. There are no meaningful differences between the program and control group students at baseline.²¹

²⁰The program group attendees included one additional focus group that was held in the spring of 2011, with the first cohort. These students were selected by Pima, and there were seven attendees.

²¹In addition, an omnibus test was conducted to assess whether overall systematic differences in baseline characteristics were observed between the two research groups. The model's likelihood ratio test yielded a p-value of 0.99. Convention suggests that this probability of differences occurring by chance is large enough that these differences can be ignored in the analysis.

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Table 2.2

Selected Characteristics of Sample Members at Baseline

Pima Community College

Characteristic	Sample Size	Full Sample
Male ^a (%)	1,028	100.0
Age (%)		
17-26 years old	1,028	75.5
27-30 years old	1,028	7.3
31 and older	1,028	17.2
Average age (years)	1,028	24.3
Marital status (%)		
Married	1,028	10.5
Unmarried	1,028	82.5
Missing	1,028	7.0
Hispanic/Latino (%)	1,027	99.7
Number of children (%)		
0	1,019	75.6
1	1,019	9.6
2	1,019	6.7
3 or more	1,019	8.1
Household receiving any government benefits ^b (%)	1,028	37.5
Missing	1,028	12.4
Financially dependent on parents (%)	1,028	11.6
Missing	1,028	10.3
Currently employed (%)	1,008	44.9
Among those currently employed:		
<i>Number of hours worked per week in current job (%)</i>		
1-10 hours	452	5.5
11-20 hours	452	25.9
21-30 hours	452	25.9
31-40 hours	452	36.9
More than 40 hours	452	5.8
Average hourly wage at current job (\$)	438	9.6

(continued)

Table 2.2 (continued)

Characteristic	Sample Size	Full Sample
Highest grade completed (%)		
10th grade or lower	1,013	6.8
11th grade	1,013	5.8
12th grade	1,013	87.4
Diplomas/degrees earned ^c (%)		
High school diploma	1,023	83.1
GED	1,023	14.7
Occupational/technical certificate	1,023	7.9
Associate's degree or higher	1,023	2.1
None of the above	1,023	2.6
Date of high school graduation/GED receipt (%)		
During the past year	1,028	25.3
Between 1 and 5 years ago	1,028	38.4
Between 5 and 10 years ago	1,028	13.5
More than 10 years ago	1,028	16.2
Missing	1,028	6.5
Expected enrollment in the coming semester (%)		
Full time (12 or more credits)	1,018	83.0
Part time (6 to 11 credits)	1,018	16.6
Less than part time (less than 6 credits)	1,018	0.4
Main reason for enrolling in college ^c (%)		
To complete a certificate program	1,005	8.3
To obtain an associate's degree	1,005	29.1
To transfer to a 4-year college/university	1,005	60.7
To obtain/update job skills	1,005	3.8
Other	1,005	1.7
First person in family to attend college (%)	1,015	36.7
Highest degree/diploma earned by father (%)		
Not a high school graduate	1,028	28.0
High school diploma or GED	1,028	29.0
Some college or associate's degree	1,028	13.4
Bachelor's degree or higher	1,028	8.6
Missing	1,028	21.0
Highest degree/diploma earned by mother (%)		
Not a high school graduate	1,028	27.7
High school diploma or GED	1,028	31.6
Some college or associate's degree	1,028	20.1
Bachelor's degree or higher	1,028	7.1
Missing	1,028	13.4

(continued)

Table 2.2 (continued)

Characteristic	Sample Size	Full Sample
Language other than English spoken regularly at home (%)	1,017	59.2
Sample member born in (%)		
United States ^d	1,020	87.1
Mexico	1,020	10.9
Other	1,020	2.1
Sample member's father born in ^c (%)		
United States ^d	1,028	30.8
Mexico	1,028	32.2
Other	1,028	1.8
Missing	1,028	35.1
Sample member's mother born in (%)		
United States ^d	1,015	49.0
Mexico	1,015	47.6
Other	1,015	3.4

SOURCE: MDRC calculations using Baseline Information Form (BIF) data.

NOTES: Characteristics shown in italics are calculated for a proportion of the full sample.

“Missing” values are only shown for characteristics with more than 5 percent of the sample missing.

Distributions may not add to 100 percent because of rounding.

^aFemale students are not eligible to participate in Adelante, thus gender was imputed and not explicitly asked on the BIF.

^bBenefits include unemployment/dislocated worker benefits, Supplemental Security Income (SSI) or disability, cash assistance or welfare, food stamps, and Section 8 or public housing.

^cDistributions may not add to 100 percent because categories are not mutually exclusive.

^dUnited States includes Puerto Rico and Guam.

^eQuestion was not asked of students in fall 2010 cohort, thus all fall 2010 cohort members are presented as missing.

Table 2.3 outlines some characteristics of the overall student population at Pima and the PBS study sample. This can provide some insight into whether or not the conclusions drawn from this sample might apply to the Pima population as a whole. The overall population at Pima is 45 percent male and around 32 percent Latino, and just over half of the population is under the age of 25. Around 14 percent of the overall population at Pima is Latino and male (not shown in table). The average cost of attendance at Pima for first-time, full-time, in-state undergraduate students living off campus and not with their families is about \$11,100, while for the sample the average cost of attendance is around \$10,300. (Each institution determines a stu-

The Performance-Based Scholarship Demonstration

Table 2.3

Selected Characteristics of College and Research Sample

Pima Community College

Characteristic	Pima Community College	
	All Students ^a	Research Sample
Total students	36,823	1,028
Male ^b (%)	45.0	100.0
Age under 25 years (%)	53.8	69.0
Race/ethnicity (%)		
Hispanic/Latino	31.5	99.7
White	42.5	NA
Black or African-American	3.8	NA
Asian or Pacific Islander	2.5	NA
Other ^c	19.6	NA
<u>Financial aid, 2010-2011^d</u>		
Total cost of attendance ^e (\$)	11,112	10,271
Average amount of aid received (\$)	3,723	5,576
Received any aid (%)	68.3	94.6
Received federal Pell Grant (%)	57.8	88.3
Received student loan aid (%)	20.5	28.3
Estimated unmet need ^f (\$)	7,389	4,694

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); MDRC calculations using Baseline Information Form (BIF) data; MDRC calculations from Pima Community College financial aid data.

NOTES: Missing values are not included in individual variable distributions.

Distributions may not add to 100 percent because of rounding.

^aData on undergraduate students from fall 2010.

^bFemale students are not eligible to participate in Adelante, thus gender was imputed and not explicitly asked on the BIF.

^cIncludes American Indians, Alaskan Natives, nonresident aliens, two or more races, and unknown.

^dFinancial aid data for all students at Pima are based on first-time, full-time, degree/certificate-seeking undergraduates. Financial aid data for the research sample are based on the first two semesters of the program only.

^eData are based on in-district, first-time, full-time undergraduate students living off campus and not with their family for the 2010-2011 academic year.

^fThe estimated unmet need is the cost of attendance minus financial aid received. This estimate does not account for Expected Family Contribution (EFC) or external aid.

dent's cost of attendance within guidelines set out by the U.S. Department of Education.²² It is generally the sum of tuition and fees, an allowance for room and board, and an allowance for books, supplies, transportation, and personal expenses. The cost of attendance also takes into account individual student circumstances, such as whether the student lives at home or is independent of his parents.) Students in the study sample are more likely to receive any financial aid and more likely to receive the federal Pell Grant than the general undergraduate population at Pima, probably because the study focused on low-income students.

While Adelante targeted a particular segment of the student body at Pima, across all of the program sites the PBS Demonstration encompassed a wide variety of student populations. MDRC worked with colleges and funders to select a feasible sample of states that included different settings typical of colleges serving low-income students. The sites and states were chosen intentionally to capture diversity among students. The students in the study at Pima may therefore not represent the entire population attending Pima, or even all Latino men attending Pima, but the PBS Demonstration as a whole does include a range of low-income students from different backgrounds. Since all sites are testing some form of performance-based scholarship, the end result will be a significant body of experimental evidence on the effectiveness of these scholarships in a variety of settings. Indeed, as described in Chapter 1, the findings emerging from the PBS Demonstration overall have been fairly consistent across multiple populations, contexts, and designs.²³

²²U.S. Department of Education (2013).

²³See Patel, Richburg-Hayes, Rudd, and de la Campa (2013) for an overview of the interim findings across the states in the Demonstration.

Chapter 3

The Implementation of the Adelante Performance Award Program

The Adelante Performance Award Program (Adelante) at Pima Community College (Pima) offered a robust set of services combined with a performance-based scholarship. The various payment amounts tied to multiple components could be difficult for any college to implement. Pima needed a system to track whether students had earned an award and to deliver payments at the proper time. While some components of the program already existed at the college, others had to be developed and implemented. In addition, the students needed to take advantage of the award and the services the program promoted in order for it to make a difference in academic outcomes.

This chapter describes how the Adelante model was implemented. In addition, it presents early findings on scholarship receipt and service participation. Overall the early implementation findings suggest:

- **The college has successfully implemented many components of the program design.** Scholarships were paid in multiple installments, and the college designated staff to process the payments. The Adelante Program coordinator worked closely with staff in Financial Aid, Student Accounts, Student Services, and the Learning Centers to implement the program.
- **Program group students participated at high rates in the advising and support services that were offered.** In the first program semester, almost all students attended the program orientation and received the first payment, and a strong majority met with their advisers at least twice and received the second payment. A little over three-quarters of students received a final payment. In the second program semester, three-quarters of program group students attended program orientation (to receive the first payment), two-thirds met with their advisers at least twice (to receive the second payment), and 60 percent received a final payment.
- **Students in the program group earned more financial aid overall than students in the control group. They also received less in loans and less in other grants.** Overall, over the first two semesters of the program students in the program group received around \$1,230 more in total financial aid than those in the control group. This net increase included \$1,500 more in Adelante scholarship payments. (Program group students received an

average of \$840 from Adelante in the first semester and \$660 in the second semester.) Students also received \$240 less in subsidized and unsubsidized loans, and \$80 less in grants other than Pell Grants and Adelante.

MDRC is in the early stages of analyzing follow-up surveys, focus groups, and interviews conducted to gauge how significant the program was from the students' point of view. This report therefore includes only limited illustrations of how students experienced the program. A future report will detail the implementation of the program over the full course of the study and provide a much richer account of students' experiences in Adelante.

Program Operations

Pima operated a small pilot program during the spring 2010 semester, prior to the launch of the full random assignment study. Given the program's complex structure, the pilot provided an opportunity to develop policies and procedures, work out operational issues, and obtain student feedback to refine program components. The findings of this report reflect the operations of the full study, which started during the fall of 2010.

Pima hired three full-time staff members to oversee the day-to-day operations of Adelante: a program coordinator, a full-time adviser who worked only with Adelante students, and a support specialist. The program's advising capacity was augmented by Pima's general advisers, who volunteered to advise students in Adelante.¹ The number of general advisers increased from the fall of 2010 through the fall of 2011 to accommodate the increasing number of students enrolled in Adelante. These advisers shouldered caseloads of up to 35 program group students on top of their regular, full-time advising responsibilities. In addition, the program had oversight from a high-level administrator and strong support from the college's top leaders.

The program coordinator worked with various departments on campus to develop systems and processes that facilitated the implementation of the program. These included systems and processes for disbursing awards, tracking service utilization, and communicating with students. The program also required effective coordination among the Learning Centers, Adelante advisers, and the counselors teaching academic workshops. Finally, Adelante staff created the structure and materials for the program orientations, determined the topics introduced at the Pláticas, and secured the speakers invited to facilitate the discussions.

¹The time these advisers spent with Adelante students was supported as an in-kind contribution to the program by the college. Adelante advisers were based at all of Pima's campuses.

Award Disbursement Procedures

As mentioned earlier, the Adelante award was disbursed in three payments. The program coordinator worked closely with staff in Financial Aid and Student Accounts to develop the award disbursement processes. For the first two award disbursements (at the program orientation and second advising session), the coordinator provided Student Accounts with a list of the students participating in the program that semester and Student Accounts cut checks for all students on the list. This process meant awards were available to disburse to students without a processing delay when they became eligible for a payment. At the end of a program orientation session, program staff handed the first award to each student who attended. At a student's second advising session, his adviser presented him with a voucher for the second payment. The student used the voucher to collect the check waiting for him at the Cashier's Office, located in the same area where students' advising sessions took place. Checks for students who did not attend an orientation or second advising session were voided by Student Accounts.

For the final award payment, the program coordinator waited until grades were posted at the end of the semester to confirm that a student had met the "C" or better academic performance benchmark. The coordinator also verified whether students had completed the service participation requirements using the college's electronic service utilization databases, students' activity books (described in Box 3.1), and academic workshop sign-in sheets. Then the program coordinator provided both the Financial Aid and Student Accounts Offices with a list of students eligible to receive a final payment and the amount of that payment. Based on this list Financial Aid released the award for eligible students and Student Accounts either generated a check and mailed it to a student's home address, or directly deposited the money into the student's bank account.

Implementing Adelante's Support Service Components

The following section includes qualitative data collected during focus groups with program group students conducted at various points in this study. During them MDRC researchers learned the students' views on how well the various components of the Adelante Program were implemented, and their views on some of the benefits of these components. MDRC researchers also heard students' perspectives on the program's communication and general structure. The students who came forward for these interviews represent a small portion of the overall sample, however, and tend to be among the most responsive and motivated. Thus caution should be exercised when interpreting these findings and results. More detail on these focus groups is provided in the Data Sources section of Chapter 2.

Box 3.1

Orientation Materials Provided to Program Group Students in the Study

1. **Welcome letter:** Highlighted important dates students needed to remember to complete the program's requirements successfully. (Appendix Figure B.1)
2. **Requirements and payment schedules:** Provided a visual representation of the award disbursement schedule and the requirements students needed to complete to earn each portion of their award. (Appendix Figure B.2)
3. **Tutoring sign-in and sign-out procedures:** Provided step-by-step instructions on the sign-in and sign-out procedures for the tutoring centers on Pima's campuses. The handout was developed to ensure students received appropriate credit for tutoring hours. (Appendix Figure B.3)
4. **Student success workshop schedule:** Consolidated five separate academic workshop schedules produced by the college. It was developed to make it easier for students and advisers to identify workshops that would be most beneficial for students to attend. (Appendix Figure B.4)
5. **Pláticas schedule:** Gave students the calendar and topics that would be discussed at the Pláticas. The information was designed to help students to incorporate at least one Plática of interest into their schedules each semester. (Appendix Figure B.5)
6. **Side-by-side comparison chart:** Illustrated the amount a student could earn if he completed nine hours of program services versus working the same number of hours at a \$20 per hour job (\$500 as compared to \$180). (Appendix Figure B.6)
7. **Adelante activity booklet:** Allowed students to record the services they completed. Adelante staff used the booklet at the end of the semester to verify completion of services. (Appendix Figure B.7)

Program Orientation

At the beginning of each semester a number of program orientations were scheduled and offered at different times at all of Pima's campuses. The program coordinator sent e-mails to students that included the schedule of orientations and instructed them to call or visit the Adelante office to sign up for one of the available sessions.

During the one-hour orientations, students in Adelante met program staff and received a comprehensive overview of the award requirements. For students in their second or third

semester of the program, the orientation reviewed and reinforced the program requirements. Students were strongly encouraged to connect with other program group members, especially if they were taking classes at the same campus or pursuing similar fields of study. At the end of the orientation, students received a packet of program materials that reiterated the information provided during the session. (Box 3.1 provides a brief description of these materials.) They also received their first award disbursement of \$150, in the form of a check.²

Advising

Each student was assigned an adviser at the beginning of his first semester in Adelante based on the campus where he attended the majority of his classes or the campus most accessible to him. The Adelante Program developed a checklist for advisers (shown in Appendix Figure B.8) to ensure they covered certain topics at each advising session. Although the program had no formal bilingual component, some advisers would occasionally speak Spanish to Adelante students during advising sessions, depending on the adviser and student's Spanish fluencies and the student's preference.

The program coordinator sent reminders to students to schedule their advising sessions, and recommended a specific time frame to do so.³ Students were encouraged to schedule their first session within the first half of the semester and their second within the second half. To encourage students to complete their second advising session early, program staff notified students of the date when their second Adelante award of \$150 would be available. Awards were disbursed by the Cashier's Office at the campus where a student's advising had taken place.

Of the 25 Adelante students who participated in focus groups, 21 said they had positive experiences with their Adelante advisers. Students mentioned the importance of having a consistent person to talk to about academic issues, and even personal matters in some cases. In the words of one student:

The relationship with my adviser has been very meaningful. In the past, I never had an opportunity to go to someone specific.... I feel my adviser really cares. She checks in regularly, keeps an eye on me, and has a personal interest in my success.... I can literally call her whenever and she will always make time for me.

²Before each orientation, program staff verified that students were enrolled in six credits or more. Only students who attended the orientation and met the credit requirement received the first award.

³Students who did not complete advising within the time frames provided in the reminders were still able to complete their second advising session and earn their second Adelante awards. The time frames were established as a way to encourage students to meet with their advisers at the key points in the semester, discussed in Chapter 2.

Only a handful of students cited negative experiences with their Adelante advisers. Those who did commonly pointed to their advisers' lack of knowledge about financial aid and some academic-related issues.

Tutoring and Academic Workshops

As mentioned in Chapter 2, the final service participation award gave program group students an incentive to attend tutoring and academic workshops. Students in the focus groups generally appreciated the "requirement" to attend these services. For example, a student shared that he felt Adelante strengthened his connection to his education and the college:

Before the program I would just come to class and then just go home and do work. I would never have taken advantage of tutoring or going to the library. I would attempt to figure things out on my own.

Overall, students appeared to appreciate the encouragement to use these resources, which otherwise they might not have been aware of.

Pláticas

Pláticas were held across the different campuses and scheduled at various times, including evenings, to accommodate students' school and work schedules. The majority of the Pláticas were facilitated by the program coordinator. Over the course of the program, topics discussed in Pláticas included self-identity, misplaced pride,⁴ cultural awareness, and failure.⁵ In addition, guest speakers from the Tucson community were invited to conduct more formal presentations at a small number of Pláticas. These guest speakers were Latino men who had graduated from a college or university. They shared their career trajectories, which included business, law, and philanthropy. They also described the obstacles to success they faced during their lives.

Some students in focus group discussions suggested that the Pláticas were a place where they felt "safe" discussing highly personal issues. For others, attending a Plática was the first time they had had the opportunity to be in a room with other Latino male students where they felt comfortable sharing their struggles and challenges. As one program group student said about the Pláticas:

The Pláticas give you a place to hear people's experiences. They reestablish the foundation as to why you are there. The stories motivate. Others are doing the

⁴The program coordinator introduced this topic to discuss moments when students might allow pride to prevent them from reaching out to others for needed help.

⁵After students discussed the idea of failure and how it played out in their lives, toward the end of a Plática on this topic the program coordinator shifted the conversation toward strategies that students could use to feel more successful in school and in their personal lives.

same thing — it makes you feel that I can do it. We can support each other because we are all in the same boat.

Some students also expressed that after hearing other students share their stories, they realized that they were not alone, that there were others like them who faced similar personal and academic challenges.

Student Communication

Given the complex award structure, the Adelante Program used a number of strategies to keep the award requirements at the forefront of students' minds. During the program orientation the program coordinator went over the award requirements and payment schedule and gave students a handout detailing this information (see Appendix Figure B.2). Advising sessions served as a second reinforcement point; the award requirements were reviewed at each one. In addition, e-mail reminders were sent to students at various points in the semester to encourage them to fulfill the service participation requirements so that they could earn the full service participation award. Finally, on the day of each scheduled Plática, program staff called students who had signed up for the Plática to remind them to attend. Students who failed to attend their Plática were contacted by program staff to reschedule for an upcoming one.

In addition to the reminders, program staff and advisers also made sure to tell students that they mattered as individuals, that people on campus cared about them, that they could be successful, and that they were part of a special community. They conveyed these positive statements over the phone, in person, and in e-mails. The program coordinator had the unique ability to remember every program group student's name, helping many students feel a connection to him and the program. One student described his experience this way:

I think both the instructors and the Adelante staff has somehow given me a sense of a belonging, a sense that they do care, and they're willing to stretch out for someone that's barely navigating their way around.... They kind of give you a path to follow and that's better than just winging it. I didn't have that support when I went to school before and I think there's some genuine people working here. They're providing all the support for us.

In general, the positive messages and sense of community reinforced by the program seemed to resonate with the students who attended focus groups.

General Program Structure

Finally, the experiences of one student spoke to the overall structure of the program:

The awards help you with short-term and long-term goals. You have to wait for your award — build up for it by meeting the requirements. You have to

be organized and put [the award dates] on your schedule. At first they seem meaningless — far away — but in the end you are reminded of what you are working towards; the money is just a big plus. The program helps keep you in school.

Given the program structure that Pima executed and the early reactions from focus group participants, overall the program was implemented as intended.

Participation in the Program

Scholarship Receipt and Service Participation

Table 3.1 presents the scholarship receipt and service participation rates for the first two program semesters, for all three cohorts of the sample.⁶ The first panel outlines the payments in the first semester of a student's participation, and the second panel outlines the payments in the second semester.⁷

In the first semester of the program, almost all students (96 percent) attended a program orientation, required to receive an initial payment of \$150. A strong majority (84 percent) met with their advisers at least twice in order to receive the midterm payment of \$150, and almost 80 percent attended a Plática over the semester. Over two-thirds of program group students received a final *academic performance* award: 38 percent received the full-time award for completing 12 or more credits with a "C" or better, and 29 percent received the part-time award for completing 6 to 11 credits with a "C" or better. In addition, around 66 percent of students received a final *service participation* award. Most of these received the full service participation award, which required five or more contacts of tutoring and academic workshops. Only a handful (5 percent) received the partial service participation award. In all, students received an average of \$841 over the semester, or about 56 percent of the maximum amount available to them (\$1,500).

In their second semester of the program, around three-quarters of students attended the program orientation and received the initial payment, and two-thirds met with their advisers twice to receive the midterm payment. Around 64 percent attended at least one Plática. Around 53 percent of program group students received an academic performance award, with 29

⁶Throughout this report, the first program semester refers to the first semester of the program, relative to each cohort. For the fall 2010 cohort, this represents the fall 2010 semester; for the spring 2011 cohort, the spring 2011 semester; and for the fall 2011 cohort, the fall 2011 semester. Similarly, the second program semester refers to the second semester of the program, relative to each cohort.

⁷Approximately 5.6 percent of program group students received an incorrect payment amount at one of the three payment points over the first two program semesters.

The Performance-Based Scholarship Demonstration

Table 3.1

**Scholarship Receipt and Service Participation:
First and Second Program Semesters**

Pima Community College

Outcome	Program Group
<u>First program semester</u>	
Attended orientation ^a (%)	96.1
Attended at least 2 advising sessions ^b (%)	83.8
Attended at least 1 Plática (%)	78.9
Received academic performance award (%)	67.9
Received full-time academic performance award	38.5
Received part-time academic performance award	29.5
Received service participation award (%)	65.8
Received full service participation award	61.0
Received partial service participation award	4.7
Average scholarship amount (\$)	841
<i>Average scholarship amount among recipients</i>	867
<u>Second program semester</u>	
Attended orientation ^a (%)	74.5
Attended at least 2 advising sessions ^b (%)	67.6
Attended at least 1 Plática (%)	63.5
Received academic performance award (%)	52.7
Received full-time academic performance award	29.1
Received part-time academic performance award	23.6
Received service participation award (%)	55.0
Received full service participation award	51.7
Received partial service participation award	3.3
Average scholarship amount (\$)	660
<i>Average scholarship amount among recipients</i>	865
Sample size	611

(continued)

Table 3.1 (continued)

SOURCES: MDRC calculations from Pima Community College financial aid and service participation data.

NOTES: Characteristics shown in italics are calculated for a subset of the full sample.

Sample members received an initial award of \$150 for attending the Adelante orientation while enrolled in six or more credits; a midterm payment of \$150 for remaining enrolled in six or more credits and meeting with their adviser twice during the semester; and a final award of varying amounts based on reaching academic performance and service participation benchmarks.

Approximately 5.6 percent of program group students received an incorrect payment amount at one of the three payment points over the first two program semesters.

^aIn the first program semester, 96.7 percent of students received the initial award. In the second program semester, 75.6 percent of students received the initial award. Discrepancies are the result of incorrect disbursements.

^bIn the first program semester, 84.0 percent of students received the midterm award. In the second program semester, 67.6 percent of students received the midterm award. Discrepancies are the result of incorrect disbursements.

percent receiving the full-time award and 24 percent receiving the part-time award. As was the case in the first semester, most students who earned a service participation award (55 percent) earned the full award (52 percent). On average, students received \$660 over the second semester, or about 44 percent of the maximum amount available to them (\$1,500).

Participation rates are higher when enrollment rates are taken into consideration. For example, 94 percent of students who *enrolled* in the second semester attended orientation (not shown in table). Similarly, 86 percent of students who enrolled in the second semester attended at least two advising sessions, and 81 percent of students who enrolled attended at least one Plática (not shown in table). Thus, when enrollment rates are taken into consideration, the service participation rates are similar in the first and second semesters.

The final academic performance and service participation awards are also worth a detailed description. The final service participation award requires a fixed commitment of time from the student (approximately six hours for the full award of \$200 or four hours for the partial award of \$100). This award is not dependent on knowledge or ability — every student is capable of earning it. The final academic performance award, on the other hand, may be more difficult for some students to obtain, especially the full-time award, and may require a more substantial time commitment from students. Furthermore, the *full* service participation award seems easier for students to obtain than the *full-time* academic performance award. Indeed, most students who received the service participation award received the full award. But students who received the academic performance award are split more evenly between the full-time and part-time awards. That said, over one-third of students did not receive a final service participation award at all in the first semester, and almost half of the program group students did not receive it in the second semester. Even among only those students enrolled, around 22.5 percent of

program group students in the first semester and 23.5 percent of students in the second semester of the program did not receive any final payment.

Overall these results do indicate that the scholarship induced students to use services at a high rate. Recall that students were required to attend at least one Plática, one tutoring session, and one academic workshop in order to be eligible for the final service participation award at all. The remainder of their contacts could be made up of tutoring, academic workshops, or supplemental Pláticas. In general, students attended tutoring for these flexible contacts rather than additional workshop sessions. The Learning Centers where tutoring is available are open seven days a week from early morning to early evening, whereas the academic workshops and Pláticas were limited in number and scheduled for predetermined days and times. It is likely that students were able to fit tutoring into their schedules more easily than the workshops. The majority of students who completed the requirements for the final service participation award only attended one academic workshop.

Financial Aid Receipt

While a high rate of participation in the program is a good result, for the program to be successful program group students must also receive more financial aid than students in the control group, and the increase in aid must be sizable enough to influence behavior.

Financial aid data collected from Pima provides information on the amounts and sources of financial aid for students in the sample. Table 3.2 provides a detailed picture of the components of financial aid received. The first panel shows outcomes for the first semester of students' participation in the program, the second panel shows outcomes for the second semester, and the last panel shows outcomes for the first two semesters combined. As described in Box 3.2, the program's impact, or effect, on the financial aid package is estimated by comparing the outcomes of all students who were randomly assigned to the program group with the outcomes of all students who were randomly assigned to the control group.⁸

In their first semester of the program, students in both groups were equally likely to receive Pell Grants (around 87 percent of both groups), loans, and Federal Work-Study awards. Almost all students in the program group received an Adelante award, and no students in the

⁸All analyses reflect the effect of the opportunity to participate in Adelante, which is not necessarily the same as the effect of participation in Adelante. That is, the analyses are intent-to-treat (ITT), as described by Bloom (1984) and Angrist, Imbens, and Rubin (1996). An ordinary least squares regression model is used to obtain estimates. All models include interactions of campus and cohort as covariates, reflecting the fact that random assignment occurred within campus and cohort.

The Performance-Based Scholarship Demonstration

Table 3.2

**Financial Aid Outcomes Among Sample Members:
First and Second Program Semesters**

Pima Community College

Outcome	Program Group	Control Group	Difference (Impact)	Standard Error
<u>First program semester</u>				
Received any financial assistance (%)	98.5	88.1	10.4 ***	1.4
Adelante Performance Award	97.1	0.0	97.1 ***	0.8
Pell Grant	86.7	87.6	-0.9	2.1
Other grants ^a	6.9	14.6	-7.8 ***	1.9
Subsidized loans	23.6	24.9	-1.4	2.7
Unsubsidized loans	10.3	13.0	-2.7	2.0
Federal Work-Study	3.0	3.1	-0.2	1.1
Average financial assistance received (\$)	3,403	2,761	642 ***	105
Adelante Performance Award ^b	840	0	840 ***	26
Pell Grant	1,960	2,024	-64	63
Other grants ^a	54	92	-38 **	16
Subsidized loans	377	436	-59	47
Unsubsidized loans	128	168	-40	31
Federal Work-Study	44	39	5	17
<u>Second program semester</u>				
Received any financial assistance (%)	78.3	65.6	12.7 ***	2.7
Adelante Performance Award	76.2	0.0	76.2 ***	2.1
Pell Grant	66.7	64.4	2.3	2.9
Other grants ^a	5.7	14.0	-8.3 ***	1.8
Subsidized loans	19.5	21.1	-1.7	2.5
Unsubsidized loans	8.2	11.3	-3.1 *	1.8
Federal Work-Study	2.6	1.9	0.7	1.0
Average financial assistance received (\$)	2,672	2,083	589 ***	125
Adelante Performance Award ^b	659	0	659 ***	28
Pell Grant	1,548	1,443	104	76
Other grants ^a	44	83	-39 ***	14
Subsidized loans	288	375	-87 **	43
Unsubsidized loans	98	149	-51 *	28
Federal Work-Study	36	32	5	15

(continued)

Table 3.2 (continued)

Outcome	Program Group	Control Group	Difference (Impact)	Standard Error
First and second program semesters				
Received any financial assistance (%)	99.0	88.0	10.9 ***	1.4
Adelante Performance Award	97.9	0.0	97.9 ***	0.7
Pell Grant	88.8	87.6	1.3	2.0
Other grants ^a	8.2	17.3	-9.2 ***	2.0
Subsidized loans	27.3	27.6	-0.3	2.8
Unsubsidized loans	12.6	14.7	-2.1	2.1
Federal Work-Study	3.8	3.4	0.4	1.2
Average financial assistance received (\$)	6,076	4,845	1,231 ***	206
Adelante Performance Award ^b	1,499	0	1,499 ***	48
Pell Grant	3,508	3,468	40	122
Other grants ^a	97	175	-77 ***	29
Subsidized loans	665	811	-146 *	82
Unsubsidized loans	227	317	-91 *	53
Federal Work-Study	80	71	9	29
Sample size (total = 1,028)	611	417		

SOURCE: MDRC calculations from Pima Community College financial aid data.

NOTES: Rounding may cause slight discrepancies in sums and differences.

A two-tailed t-test was applied to differences between the research groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; and * = 10 percent.

This table shows results for the first and second program semesters for the Adelante Performance Award available to all program group students, and contains data from fall and spring semesters only. Summer semester data are not shown.

Estimates are adjusted by research cohort and campus.

^aThis includes all grants and scholarships except the federal Pell Grant and Adelante Performance Awards.

^bThe regression equation resulted in a small nonzero value for the control group estimate (less than \$5). However, because no students in the control group received PBS awards, the table entry is zero in order to avoid confusion. The difference column reflects this coding.

control group received an Adelante award. Students in the program group were also less likely to receive grants other than a Pell Grant and Adelante award. Overall, students in the program group received around \$640 more in financial aid than students in the control group. Students in both groups received roughly equal amounts in Pell Grants, loans, and Federal Work-Study. Students in the program group received around \$840 in Adelante award money.

Box 3.2

How to Read the Impact Tables in This Report

Some tables in this report use the format illustrated in the abbreviated table below, which displays some hypothetical transcript data for the program and control groups. The first row shows that program group students earned an average of 6.7 credits and control group students earned an average of 5.6 credits.

The “Difference” column in the table shows the observed difference between the two research groups on the outcome — that is, the *estimated* average impact of the opportunity to participate in the program. For example, the estimated average impact on credits earned can be calculated by subtracting 5.6 from 6.7, yielding an impact estimate of 1.1 credits earned.

Differences marked with one asterisk or more are considered *statistically significant*, meaning that there is a high probability that the opportunity to participate in the program had an impact on that outcome measure. Differences that have no asterisk indicate that the opportunity to participate in the program did not have a discernible effect on that outcome. Assuming the true effect is zero, the number of asterisks indicates the probability that an estimate at least as large as the estimated difference could have occurred. One asterisk corresponds to a 10 percent probability; two asterisks, a 5 percent probability; and three asterisks, a 1 percent probability. The more asterisks appear next to a positive difference, the more likely it is that the opportunity to participate in the program had a true positive average impact on the outcome. The impact in the table excerpt below has three asterisks, indicating that the impact is statistically significant at the 1 percent level — meaning that there is only a 1 percent chance of observing an estimated average impact this large (or larger) if the opportunity to participate in the program actually had *no* average effect on credits earned. In other words, there is a 99 percent level of confidence that the opportunity to participate in the program had a positive impact on the average number of credits earned.

Also shown in the table is the standard error of the impact estimate. The standard error is a measure of uncertainty, or variability, around the impact estimate. For those familiar with political polling, the standard error is used to calculate the *margin of error*. As an example, when pollsters state that “presidential candidate A has a 3 percentage point lead over presidential candidate B, with a margin of error of ± 2 percentage points,” they use the standard error to determine the margin of error. Conventionally, such a statement implies that pollsters are 95 percent confident that candidate A’s “true” lead is between 1 and 5 percentage points (3 ± 2), with their best estimate being 3 percentage points. A useful rule of thumb is that the margin of error is usually calculated as $1.96 \times$ standard error (for a 95 percent confidence interval). In the example below, the margin of error is 0.8 ($1.96 \times$ standard error = 1.96×0.4). Thus there is a 95 percent chance that the “true” average impact on credits earned lies between 0.3 and 1.9, calculated as $1.1 \pm (1.96 \times 0.4)$.

Outcome	Program Group	Control Group	Difference	Standard Error
Average number of credits earned	6.7	5.6	1.1 ***	0.4

In their second semester of the program, similar patterns continued. Program group members were more likely to receive financial aid, and received more aid on average. Students in the program group received around \$660 more in Adelante award money, and around \$40 less in other grants. Students in the program group also received less in loans, borrowing around \$140 less than control group students in their second term of the program.

Overall, over their first two semesters of participation students in the program group received around \$1,230 more in total financial aid. This net increase included \$1,500 more in Adelante scholarship money, \$240 less in subsidized and unsubsidized loans, and \$80 less in grant money other than Pell Grants and Adelante.

Why would students in the program group receive less in loans? A student's unmet financial need is calculated as the cost of attendance (including tuition, fees, books, and living expenses), minus the student's financial aid package, minus the student's Expected Family Contribution (EFC). In situations where students had an unmet need amount lower than the amount of the performance-based scholarship, the addition of the scholarship had the potential to reduce other forms of aid. The Financial Aid Office generally would reduce loans in order to fit the Adelante award into students' aid packages. While the intervention was not intended specifically to reduce loans, it did decrease the amount of debt that students took on in order to go to college. This is a positive outcome — a recent Institute for College Access and Success report estimated that two-thirds of students who graduated in 2011 had student loan debt, and the average loan amount for these students was \$26,600. Some students might be able to successfully enter the workforce and repay these debts, but graduating with high debt can limit career options, and make future life events (such as saving for a home or providing for a family) more burdensome.⁹

Why would students in the program group receive less in other grants? In certain instances, Pima's Financial Aid Office added the AzLEAP grant and the Federal Supplemental Educational Opportunity Grant (SEOG) to students' packages after other grants and scholarships. For program group students, this meant that their unmet need was lower than their control group counterparts, and they were thus less likely to be awarded AzLEAP and SEOG.¹⁰ Excluding these two aid types, there are no differences in the distribution of other grants between program and control group members.

⁹Reed and Cochrane (2012).

¹⁰While this was not an intent of the Adelante Program, less than 5 percent of the control group received AzLEAP and SEOG grants, indicating that this was not a concern for the majority of the sample.

Chapter 4

An Early Look at Educational Impacts

This chapter presents impacts on academic performance for the first and second program semesters of the study for all three cohorts of students in the sample. These are examined in order to determine whether the opportunity to participate in the Adelante Performance Award Program (Adelante) improved students' academic progress at Pima Community College (Pima).

Main Findings

Students offered the opportunity to participate in Adelante made greater academic progress than students offered the colleges' usual services. Specifically:

- **Students in the program group were more likely to earn 12 or more credits (a full-time course load) with a “C” or better.** In the first semester, students in the program group were 8.5 percentage points more likely to achieve a “C” or better in 12 or more credits, the requirement to receive the final full-time academic award. This represents a 29 percent improvement over the 29.4 percent of control group students who were able to meet this benchmark. In the second semester, students in the program group were 11.4 percentage points more likely to achieve a “C” or better in 12 or more credits (a 68 percent increase over the control group mean of 16.9 percent).
- **The program had a small, but positive effect on retention.** In the second semester, there was a small, 4.6 percentage-point increase in registration (a 6 percent increase over the control group mean of 74.0 percent).
- **The program increased full-time enrollment.** In the second semester, students in the program group were 13.2 percentage points more likely to enroll full time (a 27 percent increase over the control group mean of 48.8 percent). They were also 7.0 percentage points less likely to enroll part time (a 33 percent decrease compared with the control group mean of 21.4 percent).
- **The program increased the number of credits earned.** Students in the program group earned more credits in both their first and second semesters with the program, and earned almost two full credits more than control group members over their first year (a 12 percent increase over the control group mean of 14.3 credits). The majority of this impact can be attributed to an

increase in the number of college-level credits earned, rather than developmental credits.¹

Taken together, these impacts are modest but promising. They are described in more detail in the section below.

Detailed Findings

Table 4.1 shows the detailed academic outcomes for the first year of the program. The first panel shows the academic results for the first semester of the program (a fall or spring semester, depending on the cohort), and the second panel shows the results for the second semester of the program (a fall or spring semester, depending on the cohort). In these two panels, summer terms and winter intercessions are excluded from the table since these were not times during which program group students were eligible for an award. The final panel in Table 4.1 shows cumulative results for the first two semesters of the program, including any summer terms or winter intercessions in between, for all three cohorts of students in the sample.

The First Semester

Overall, there are no differences in the registration patterns and credits attempted by program and control group members in the first semester. This is not surprising, given that students were already registered at the time of random assignment. Notably though, three-quarters of the sample were enrolled full time at the start of the study, which is reasonably close to the proportion that intended to enroll full time (83 percent, shown in Table 2.2). While students attempted 12 credits on average, around a quarter of these credits were for developmental courses. In fact, around 54 percent of the sample enrolled in one or more developmental course in the first semester, indicating that a fair number of students in both program and control groups were not fully ready for college.

While students in both groups attempted about the same number of credits in the first semester of the program, students in the program group earned 0.7 credits more than students in the control group. This suggests that students in the program group performed better in their course work, and that the impact on credits earned did not just occur because students attempted more credits. That is, program group students passed their courses at a higher rate than control group students (72 percent overall, compared with 67 percent for control group students, not shown in table).

¹Students earn developmental credits in developmental, or remedial, courses. Students lacking adequate academic preparation must take these courses (which do not confer college-level credit) to bring their reading, writing, and mathematics skills up to college-level standards.

The Performance-Based Scholarships Demonstration

Table 4.1

Academic Outcomes: First and Second Program Semesters

Pima Community College

Outcome	Program Group	Control Group	Difference	Standard Error
<u>First program semester</u>				
Registered for any courses (%)	98.2	97.1	1.1	0.9
Full time (12 or more credits)	76.6	73.6	3.1	2.7
Part time (6 to 11 credits)	20.9	22.8	-1.9	2.6
Less than part time (less than 6 credits)	0.7	0.7	0.0	0.5
Average number of credits attempted	12.0	11.8	0.2	0.2
College-level credits	9.3	9.3	0.0	0.3
Developmental credits	2.7	2.6	0.1	0.2
Average number of credits earned	8.6	8.0	0.7 **	0.3
College-level credits	6.9	6.5	0.5	0.3
Developmental credits	1.7	1.5	0.2	0.2
Earned “C” or better in 12 or more credits ^a (%)	37.9	29.4	8.5 ***	3.0
Earned “C” or better in 6 to 11 credits ^a (%)	29.6	36.5	-6.8 **	3.0
Term GPA (%)				
3.0 to 4.0	34.8	35.4	-0.7	3.0
2.0 to 2.9	29.1	28.8	0.3	2.9
Less than 2.0	30.1	29.1	1.0	2.9
No GPA ^b	6.1	6.7	-0.6	1.6
<u>Second program semester</u>				
Registered for any courses (%)	78.6	74.0	4.6 *	2.6
Full time (12 or more credits)	62.0	48.8	13.2 ***	3.1
Part time (6 to 11 credits)	14.4	21.4	-7.0 ***	2.4
Less than part time (less than 6 credits)	2.3	3.9	-1.6	1.1
Average number of credits attempted	9.6	8.5	1.1 ***	0.4
College-level credits	8.3	7.3	1.0 ***	0.4
Developmental credits	1.3	1.2	0.1	0.1
Average number of credits earned	6.7	5.6	1.1 ***	0.4
College-level credits	6.0	4.9	1.1 ***	0.4
Developmental credits	0.7	0.7	0.0	0.1
Earned “C” or better in 12 or more credits ^a (%)	28.3	16.9	11.4 ***	2.7
Earned “C” or better in 6 to 11 credits ^a (%)	24.5	30.6	-6.1 **	2.8

(continued)

Table 4.1 (continued)

Outcome	Program Group	Control Group	Difference	Standard Error
<u>Second program semester</u>				
Term GPA (%)				
3.0 to 4.0	26.1	28.7	-2.7	2.8
2.0 to 2.9	22.6	17.5	5.0 *	2.6
Less than 2.0	24.4	24.2	0.2	2.7
No GPA ^b	27.0	29.5	-2.5	2.8
<u>First through second program semesters</u>				
Number of semesters registered	1.8	1.7	0.0	0.0
Average number of credits attempted	22.8	21.6	1.2 **	0.6
College-level credits	18.6	17.7	0.9	0.7
Developmental credits	4.2	4.0	0.3	0.3
Average number of credits earned	16.1	14.3	1.7 **	0.7
College-level credits	13.7	12.1	1.6 **	0.7
Developmental credits	2.4	2.2	0.2	0.2
Cumulative GPA (%)				
3.0 to 4.0	30.0	31.6	-1.7	2.9
2.0 to 2.9	34.9	32.1	2.8	3.0
Less than 2.0	30.3	31.4	-1.2	2.9
No GPA ^b	4.9	4.8	0.1	1.4
Sample size (n = 1,028)	611	417		

SOURCE: MDRC calculations from Pima Community College transcript data.

NOTES: Rounding may cause slight discrepancies in sums and differences.

A two-tailed t-test was applied to differences between research groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Estimates are adjusted by research cohort and campus.

^aNonletter-graded courses where students received a passing grade are included in this measure.

^bThe “No GPA” category includes students who did not enroll and students who took only nonletter-graded courses, which are not included in GPA calculations.

An increase of 0.7 credits can be difficult to interpret, but to provide some context, most courses that students attempted in this study were worth three or four credits. The measures of both credits attempted and credits earned are averages; students who were not registered or did not earn credits are counted as zeroes in this figure. The average increase of 0.7 credits earned across the sample means that some students may have earned an additional course while others were not affected at all.

Looking at the part-time and full-time academic benchmarks, program group students were 8.5 percentage points more likely to reach the full-time academic benchmark (a “C” or better in 12 or more credits) and 6.8 percentage points less likely to reach the part-time academic benchmark (a “C” or better in 6 to 11 credits). The Adelante Program thus induced some students to complete the requirements for the full-time academic award rather than the part-time academic award. This is encouraging given that the final academic payment was designed in part to provide a large incentive for students to earn the full-time academic award. Part-time attendance is a well-established “risk factor” for community college students, one that is negatively associated with persisting in college.²

The Second Semester

The second semester sees a small increase in registration among program group students as compared with the control group (4.6 percentage points), significant at the 10 percent level. It is important to note that registration rates for the control group in the second semester (74 percent) were already fairly high relative to retention rates at Pima more broadly.³ There was limited room to improve and the program still had a small effect.

More telling than whether students enrolled at all is the shift in *how* they enrolled. Students in the program group were 13.2 percentage points more likely to enroll full time (a 27 percent increase), and 7.0 percentage points less likely to enroll part time (a 33 percent decrease). This indicates that the program allowed a group of students to attend full time rather than part time or gave them incentives to do so, a promising early finding.

Interestingly, students in the program group who were not registered full time in the first semester (that is, who were registered part time, less than part time, or not at all) were also more likely to register full time in the second semester. While 2.6 percent of control group students went from less-than-full-time status in the first semester to full-time status in the second semester, about 6.2 percent of program group students followed this trajectory (not shown in table).

Students in the program group attempted and earned about one additional credit in the second semester of the program. Almost all of this impact comes from students attempting and earning additional college-level credits. This is especially encouraging as it indicates that more program group students are taking and completing courses that can be counted towards their degree requirements (unlike developmental credits, which are not transferable and do not satisfy

²Provasnik and Planty (2008); Horn and Berger (2005); Hoachlander, Sikora, and Horn (2003).

³The retention rate from fall 2010 to spring 2011 for Pima’s student population was 62.9 percent. See Pima Community College (2012) for more information.

degree requirements). As in the first semester, program group students passed their courses at a higher rate than control group students (70 percent versus 66 percent).

Students in the program group were 11.4 percentage points more likely to reach the full-time academic benchmark, more than a 65 percent increase from around 17 percent for control group students to 28 percent for program group students. Program group students were also 6.1 percentage points less likely to reach the part-time academic benchmark. These impacts are consistent with the first semester of the program, and indicate that the program shifted program group students towards completing more credits with a “C” or better. Also, it is notable that the positive impact on the full-time academic benchmark is almost twice the size of the negative impact on the part-time academic benchmark. If the full impact on the full-time academic benchmark had come from students who would have achieved the part-time academic benchmark in the absence of the scholarship, then the results should show a corresponding negative impact on the part-time academic benchmark of 11.4 percentage points. Since it is only 6.1 percentage points less, a group of students must have reached the full-time benchmark who would not have reached either benchmark in the absence of the scholarship.⁴ Interestingly, the impacts also do not appear to be attributable to students who otherwise would have fallen just below the benchmark standards.⁵

The First Year

The third and final panel of Table 4.1 shows the cumulative academic outcomes over the first year of the program.⁶ That is, it shows the two program semesters covered in the first two panels, but also includes any winter intercessions and summer semesters, during which program group students were not eligible for any additional awards.

On average, most students in both program and control groups were registered at least once over the academic year (not shown in table), owing partly to the fact that students were registered at the time of random assignment. Program and control group members enrolled for

⁴In the second semester, fewer students did fail to reach either the part-time or full-time academic benchmark. While 52.6 percent of students in the control group did not earn a “C” or better in six or more credits, only 47.3 percent of students in the program group failed to meet this benchmark, a negative impact of 5.3 percentage points, significant at the 10 percent level.

⁵A lower proportion of students in the program earned a “C” or better in each of the following categories (not shown in table): less than 6 credits, 6 to 8 credits (significant at the 5 percent level), and 9 to 11 credits. Conversely, a higher proportion of students in the program earned a “C” or better in each of the following categories (not shown in table): 12 to 14 credits (significant at the 1 percent level) and 15 or more credits (significant at the 5 percent level). If the impact came only from students who otherwise would have fallen just below the full-time academic benchmark standards, then the results would only show a decline in the proportion who earned a “C” or better in 9 to 11 credits.

⁶For students in the fall 2010 cohort, this includes the fall 2010 through summer 2011 semesters; for students in the spring 2011 cohort, this includes the spring 2011 semester through the winter 2012 intercession; and for students in the fall 2011 cohort, this includes the fall 2011 through spring 2012 semesters.

the same number of semesters, on average, although the difference between these numbers is close to statistical significance (with a p-value of 0.11). While there was a small increase in registration in the second semester, this did not translate into an increase in the number of semesters completed overall.

Students in the program group attempted around 1.2 more credits and earned about 1.7 more credits than students in the control group. These differences are significant at the 5 percent level. If this pattern were to continue in future semesters, students in the program group could complete their degrees in less time. That said, recent research by the Community College Research Center found that many students earn “excess credits” — that is, more credits than are needed for graduation from a specific field of study. The authors examined six cohorts of students in one state’s community college system, and found that excess credits accounted for 12 percent of all college-level credits earned by students who completed a degree.⁷ Thus, an increase in credit accumulation alone does not mean that students will complete their degrees in less time.

Importantly, the increase in credits earned arises from two factors — on average, students in the program group attempt 1.2 more credits, but the program group also has a higher pass rate overall. On average, students in the control group attempted 21.6 credits and earned 14.3 over the two first semesters, a pass rate of about 66.2 percent. If the students in the program group had a similar pass rate, they would have earned around 15 credits (22.8 credits attempted multiplied by a pass rate of 66.2 percent). Yet the students in the program group earned 16 credits on average, indicating that a substantial proportion of additional credits they earned can be attributed to an increase in their overall pass rate. Students in the program group not only took more courses overall, they also did better in their course work.

⁷Zeidenberg (2012).

Chapter 5

Conclusions

Overall, the early findings from this study of a performance-based scholarship program with robust services are promising. Students eligible for the Adelante Performance Award Program (Adelante) succeeded in earning payments and gaining access to a considerable number of services. The rates of participation in these services are high. Students earned more financial aid over the first two terms, and on average took on less debt. By the end of their first academic year in the program, program group students were more likely to meet the academic benchmarks promoted by the scholarship, and had attempted and earned more credits. The increase in credits earned is almost totally attributable to an increase in college-level credits that can be used to meet degree requirements. The program therefore seems to have achieved some of its main goals — including increasing full-time enrollment — at least in the short term. More follow-up is needed to determine whether longer-term goals, such as graduation and degree attainment, will be affected.

These findings are similar in magnitude to those seen in the Performance-Based Scholarship (PBS) Demonstration program in Ohio, where a performance-based scholarship aimed at low-income parents resulted in a two-credit gain over the year, and a reduction in debt in the first term.¹ The impacts are also on the higher end of academic outcomes findings from other sites in the PBS Demonstration overall — perhaps unsurprising given the generosity of the scholarship offer and the breadth of the services attached to the award.² It is an open question whether the early impact of two additional credits earned will translate into a long-term impact on graduation.

To provide some context: an evaluation of learning communities at Kingsborough Community College that had early impacts of around two credits earned in the first year had an estimated impact of around 4.5 percentage points on degree attainment six years later.³ The program at Kingsborough was a one-semester learning community, a different intervention entirely. Nonetheless, the results provide an example of a short-term intervention with impacts similar in size to Pima's in the first year that some evidence suggests influenced graduation rates. In another example, a quasi-experimental analysis of the PROMISE program in West Virginia also found an impact on credit accumulation over one year of about two credits earned.

¹Cha and Patel (2010).

²The Adelante program offered students a total of \$4,500 over three semesters — the largest total dollar amount of all the sites in the PBS Demonstration, and the largest amount per semester as well.

³Sommo, Mayer, Rudd, and Cullinan (2012). It is also noteworthy that of the seven learning community programs studied by MDRC, the program at Kingsborough Community College was the only site to have impacts beyond the second semester.

That program had an estimated impact of 9 percentage points on earning a bachelor's degree within four years, and 4.5 percentage points on earning one within five years.⁴ The PROMISE scholarship provides free tuition and fees at any state institution for qualified students for up to four semesters in an associate's degree program, or eight semesters in a bachelor's degree program. Thus a key difference is that the program is offered to students over a much longer time than Pima's Adelante award, and it is more generous in absolute dollar amounts.

While the programs in both of these examples are quite different from Adelante, they may indicate that an increase of two credits in the first year can improve degree attainment in the long term. A later report will provide additional follow-up on the sample at Pima, including the last semester of the program, to explore whether the effects persist into the second year.

Is It the Scholarship Money, the Services, or Both?

It is natural to ask whether these academic findings should be attributed more to the additional scholarship money or to the service requirements. As mentioned at the outset, this experiment provides no way of knowing the answer definitively. But other studies can provide some indication.

An evaluation of the Student Achievement and Retention Project (Project STAR) randomized students entering college into one of three program groups: one group was offered student support services (including mentoring and supplemental instruction), the second was offered cash awards, and the third was offered a combination of both. One of the main findings from this evaluation was that there seemed to be an interaction between the offer of financial aid and the take-up of the various services. That is, students in the combined group were more likely to use services than students in the group who were offered services but no scholarship. The effects on academic performance were more mixed. Male achievement was unchanged, but the effects for women were strongest among those who were offered the combined scholarship and services. Students offered services but no scholarship did no better than the control group. This study suggests that perhaps the positive findings should be attributed not just to the scholarship money and not just to the services, but to the interaction between the two.⁵

On the other hand, the model of advising in Adelante is similar to models of proactive advising that have been shown to be effective. For example, an evaluation of InsideTrack, a student coaching service, found impacts on persistence in college that continued even once the coaching had ended. InsideTrack focuses on coaching, a form of college mentoring. The program matches coaches with students, and coaches regularly reach out to students in various ways to help students through their first year of college. While InsideTrack is probably more

⁴Scott-Clayton (2011).

⁵Angrist, Lang, and Oreopoulos (2009).

intrusive than the Adelante advising at Pima, the evaluation does provide evidence that proactive advising alone could improve student outcomes.⁶ A student survey of the Pima sample, conducted in the semester after random assignment, collected detailed information on the level and type of advising that students received. The results from that survey will be presented in a follow-up report in 2014.

In the case of Pima, both the scholarship and the services could also potentially affect students academically in ways that this analysis does not detect. They could also affect nonacademic outcomes that are not measured or difficult to evaluate. The 2014 report will present a more detailed look at the qualitative research conducted at Pima and provide some insight into which components of the program packages mattered most to the students and program staff, as well as the implementation of the various components of the study. Examining students' experiences with the multiple aspects of the program may begin to suggest which made the biggest difference to them. It cannot determine which components contributed the most to student outcomes, however. That question can only be reliably answered by a research design similar to the Project STAR design described above.

Looking Ahead

At the end of their first two semesters of the program, students were still eligible for one more semester of Adelante. Results for that semester will indicate whether these promising early impacts are still evident. MDRC will also continue to collect administrative records after the program ends, looking for any long-term impacts the program might have on students. A report on longer-term findings from the PBS Demonstration study at Pima will be released in 2014. This final report will provide a closer look at how the program was implemented, how students participated in it, and academic outcomes over a longer follow-up period. While the study itself is over, the Adelante program continues to enroll a small number of students each semester.

Reports on other sites of the PBS Demonstration continue to be produced. MDRC is also producing a guide to setting up a performance-based scholarship program. Collectively, these findings will add to the growing body of knowledge on the effectiveness of this scholarship model for improving academic success among low-income students.

⁶Bettinger and Baker (2011).

Appendix A

**Selected Characteristics of Sample Members at Baseline,
by Research Group**

The Performance-Based Scholarship Demonstration
Appendix Table A.1
Selected Characteristics of Sample Members at Baseline
Pima Community College

Characteristic	Full Sample	Program Group	Control Group
Male ^a (%)	100.0	100.0	100.0
Age (%)			
17-26 years old	75.5	76.3	74.2
27-30 years old	7.3	7.8	6.6
31 and older	17.2	15.9	19.2
Average age (years)	24.3	24.0	24.7
Marital status (%)			
Married	10.5	9.4	12.2
Unmarried	82.5	83.1	81.6
Missing	7.0	7.5	6.2
Hispanic/Latino (%)	99.7	99.7	99.8
Number of children (%)			
0	75.6	76.1	74.8
1	9.6	9.5	9.8
2	6.7	6.0	7.7
3 or more	8.1	8.4	7.7
Household receiving any government benefits ^b (%)	37.5	36.4	39.2
Missing	12.4	14.2	9.6 **
Financially dependent on parents (%)	11.6	11.0	12.4
Missing	10.3	11.2	8.9
Currently employed (%)	44.9	45.6	44.0
Among those currently employed:			
<i>Number of hours worked per week in current job (%)</i>			
1-10 hours	5.5	5.1	6.1
11-20 hours	25.9	23.3	29.8
21-30 hours	25.9	26.9	24.4
31-40 hours	36.9	39.5	33.1
More than 40 hours	5.8	5.2	6.6
Average hourly wage at current job (\$)	9.6	9.6	9.7

(continued)

Appendix Table A.1 (continued)

Characteristic	Full Sample	Program Group	Control Group
Highest grade completed (%)			
10th grade or lower	6.8	7.0	6.6
11th grade	5.8	5.8	5.8
12th grade	87.4	87.2	87.6
Diplomas/degrees earned ^c (%)			
High school diploma	83.1	82.9	83.3
GED	14.7	14.4	15.0
Occupational/technical certificate	7.9	7.9	8.0
Associate's degree or higher	2.1	2.0	2.2
None of the above	2.6	3.1	1.9
Date of high school graduation/GED receipt (%)			
During the past year	25.3	25.2	25.4
Between 1 and 5 years ago	38.4	39.0	37.6
Between 5 and 10 years ago	13.5	13.9	13.0
More than 10 years ago	16.2	15.4	17.5
Missing	6.5	6.5	6.5
Expected enrollment in the coming semester (%)			
Full time (12 or more credits)	83.0	83.4	82.4
Part time (6 to 11 credits)	16.6	16.1	17.3
Less than part time (less than 6 credits)	0.4	0.5	0.2
Main reason for enrolling in college ^c (%)			
To complete a certificate program	8.3	7.5	9.3
To obtain an associate's degree	29.1	29.0	29.2
To transfer to a 4-year college/university	60.7	62.0	58.8
To obtain/update job skills	3.8	3.7	4.0
Other	1.7	1.8	1.5
First person in family to attend college (%)	36.7	35.4	38.8
Highest degree/diploma earned by father (%)			
Not a high school graduate	28.0	27.4	28.9
High school diploma or GED	29.0	29.6	28.1
Some college or associate's degree	13.4	14.1	12.5
Bachelor's degree or higher	8.6	8.0	9.3
Missing	21.0	20.9	21.1
Highest degree/diploma earned by mother (%)			
Not a high school graduate	27.7	27.7	27.7
High school diploma or GED	31.6	32.4	30.5
Some college or associate's degree	20.1	19.8	20.6
Bachelor's degree or higher	7.1	7.9	6.0
Missing	13.4	12.2	15.2

(continued)

Appendix Table A.1 (continued)

Characteristic	Full Sample	Program Group	Control Group
Language other than English spoken regularly at home (%)	59.2	59.9	58.2
Sample member born in (%)			
United States ^d	87.1	86.7	87.6
Mexico	10.9	11.2	10.4
Other	2.1	2.1	2.0
Sample member's father born in ^e (%)			
United States ^d	30.8	30.2	31.7
Mexico	32.2	32.5	31.8
Other	1.8	2.1	1.5
Missing	35.1	35.2	35.0
Sample member's mother born in (%)			
United States ^d	49.0	48.7	49.4
Mexico	47.6	47.5	47.7
Other	3.4	3.8	2.9
Sample size	1,028	611	417

SOURCE: MDRC calculations using Baseline Information Form (BIF) data.

NOTES: To analyze whether baseline characteristics jointly predicted research group status, a likelihood ratio test was performed. This yielded a p-value of 0.99. Convention suggests that this probability is large enough that these potential differences can be ignored in the analyses.

A two-tailed t-test was applied to differences between research groups. Statistical significance levels are indicated as: *** = 1 percent; ** = 5 percent; * = 10 percent.

Estimates are adjusted by research cohort and campus.

Characteristics shown in italics indicate nonexperimental data. Significance tests are not calculated for nonexperimental data.

“Missing” values are only shown for characteristics with more than 5 percent of the sample missing.

Distributions may not add to 100 percent because of rounding.

^aFemale students are not eligible to participate in Adelante, thus gender was imputed and not explicitly asked on the BIF.

^bBenefits include unemployment/dislocated worker benefits, Supplemental Security Income (SSI) or disability, cash assistance or welfare, food stamps, and Section 8 or public housing.

^cDistributions may not add to 100 percent because categories are not mutually exclusive.

^dUnited States includes Puerto Rico and Guam.

^eQuestion was not asked of students in fall 2010 cohort, thus all fall 2010 cohort members are presented as missing.

Appendix B

Adelante Program Materials

The Performance-Based Scholarship Demonstration

Appendix Figure B.1

Adelante Program Welcome Letter

Pima Community College

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2011 semester for new program students. The final cohort of students (cohort 3) began Adelante this semester. Continuing Adelante students received a similar letter during program orientation at the beginnings of their second and third semesters in the program.



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The Adelante staff would like to take this opportunity to welcome you to the Adelante Program!

The Adelante staff is excited about the opportunities this semester offers you! The most important opportunity is being one step closer to the degree or certificate that you wish to attain.

Yet, as with any achievement, there are smaller steps that have to be taken before reaching the final reward. This is no different with the Adelante Program. In order to have a successful semester, here is a reminder of some very important steps, and dates, along the way.

The first step of your journey this semester is attending orientation. The purpose of orientation is to set you on the right path for the semester. We will review the program expectations to earn the Adelante award, and your reward for attending orientation will be \$150.

In orientation, we will share a critical component of the program that will assist in your academic development: advising. Your Adelante advisor will help you focus on your academic goals and help strengthen self-efficacy. To earn your second award of \$150, you must complete two advising sessions.

- **New Adelante students will be assigned an advisor and campus by September 6th, 2011.**
- **First Advising Session must be completed between September 6th and 30th, 2011.**
- **Second Advising Session must be completed by November 18th, 2011.**

To earn the maximum amount of the final award, you must complete the following services:

- Complete two hours of tutoring
- Complete one 1-hour Student Success Workshop
- Complete one 1-hour Plática student discussion forum
- Complete two more hours of any of the above services

And:

- Complete at least 12 credits, with a grade of C or better in each course, for the full-time award, or
- Complete between 6 and 11 credits, with a grade of C or better in each course, for the part-time award.

You will keep track of your services in the provided Adelante booklet. You do not want to lose this booklet because the loss of it may delay or prevent the disbursement of the “services” portion of your award.

- **The Adelante booklet must be turned in to your Adelante advisor by December 2nd, 2011 if you wish to receive the “services” portion of your award in a timely manner.**

If you wish to earn the maximum award, please keep in mind these important steps and dates.

We sincerely hope you have a successful semester, and should you have any questions about the program, please do not hesitate to contact our office at (520) 206-3021.

With Best Regards,

The Adelante Program Staff

The Performance-Based Scholarship Demonstration

Appendix Figure B.2

**Adelante Program Requirements and Payment Schedule
Pima Community College**

(Exhibit to follow on next page)

How do I earn my Adelante Award? Requirements and Payment Schedules

Student Activity	All Students	
Orientation At the beginning of the semester, review program components, meet students and sign up for advising sessions.	Required	
Enrolled in 6 or more credits at orientation date	Required	
Initial Payment For completing Adelante orientation. Students must be enrolled in 6 or more credits at the time of orientation.	\$150	
First individual advising session Within the first half of the semester to discuss student's academic plans and challenges, and to recommend and sign up for tutoring and workshops.	Required	
Second individual advising session Within the second half of the semester to discuss student's academic progress and challenges, progress in attending tutoring and workshops, and to prepare for Spring registration.	Required	
Enrolled in 6 or more credits at census date (10/5/12)	Required	
Midterm Payment For completing both advising sessions. Students must be enrolled in at least 6 credit hours at the census (10/5/12) in order to receive the midterm payment at the time of the 2nd advising session. If a student does not meet this enrollment requirement, but enrolls in late-start classes after the census, then the \$150 will be mailed to them.	\$150	
Student Activity	Partial Services Award	Full Services Award
Services Participation in a certain number of Pláticas, tutoring sessions and workshops is required; Advisors and students work together to determine breakdown of remaining flexible contacts	4 total required (breakdown below)	6 total required (breakdown below)
Pláticas Facilitated peer discussion group on Latino issues	1 required	1 required
Tutoring Sessions Visit a Learning/Tutor Center; tutoring can be completed in ½ hour or full-hour sessions.	1 hour required	1 hour required
Academic Workshops Facilitated workshops on a variety of student success topics; selected jointly by advisor and student to best meet students' needs.	1 required	1 required
Flexible Contacts Students will work with their advisors to determine the best combination of additional, tutoring, workshops or Pláticas to best meet students' needs. <i>Note: 1 hour of tutoring equals 1 contact</i>	1 required	3 required
Final Service Payment For meeting all service requirements above	\$100*	\$200*
Student Activity	Part-Time Award	Full-Time Award
Academic Performance Award Based on earning a "C" grade or better in a minimum number of credit hours. "P" grades are eligible, but "I" grades are not eligible.	<i>Part-time:</i> Between 6-11 credits with a "C" or better	<i>Full-time:</i> 12 or more credits with a "C" or better
Final Academic Performance Payment	\$200	\$1,000
	Part-Time Student	Full-Time Student
Total Maximum Adelante Award	\$700	\$1,500

*** The Services Award is not dependent on full or part time status. Students can earn either award.**

The Performance-Based Scholarship Demonstration

Appendix Figure B.3

**Adelante Program Tutoring Sign-In and Sign-Out Process
Pima Community College**

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2012 semester of the program.

Tutoring Process

Overview

This is a step-by-step instruction guide on how to properly sign in and out of the Accutrack system at the campus Learning Centers. This will be the official tracking method to determine how many hours of tutoring you complete.

Instructions

Please follow the step-by-step instructions to accurately log into the Accutrack system for the Adelante Program:

1. **Swipe your ID card into the Accutrack system**
2. **Under “Services,” select “Adelante”**
3. **Under “Activity,” select appropriate subject of tutoring**
4. **When tutoring is complete, swipe your ID card again into the Accutrack system. ***

** Please note that the current tutoring session time total will be visible on the computer screen.*

Tips

- If you are having trouble logging into Accutrack, please ask a learning center employee for assistance and inform Frank Velásquez same day.
- Find the tutoring schedule online:
www.pima.edu/tutoring/current_schedule.shtml
- For your reference, you may manually keep track of your tutoring hours in your Adelante booklet. However, only hours that have been logged into the Accutrack system will be counted.

End of Semester

You **DO NOT** need to print a summary of your tutoring hours. The final amount of tutoring hours will be submitted to our office on December 7, 2012. For your convenience, at any time during the semester, you may contact our office directly if you wish to know your running totals.

Adelante

Performance Award

Program

Materials

These are the materials you will want to bring with you to the learning center:

- Your ID card
- Appropriate books, if needed
- A positive attitude

Learning Center Telephone Numbers

Desert Vista Campus (520) 206-5061

Downtown Campus (520) 206-7311

East Campus (520) 206-7863

Northwest Campus (520) 206-2212

West Campus (520) 206-3196

Adelante Program Contact Information

Frank Velásquez Jr. (520) 206-3097

Veronica Shorr (520) 206-3047

Adelante Office (520) 206-3021

The Performance-Based Scholarship Demonstration

Appendix Figure B.4

**Adelante Program Student Success Workshop Schedule
Pima Community College**

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2012 semester of the program.

Student Success Workshops

Fall 2012

Topic	Day	Date	Time	Campus	Room
Time Management					
	Tues	28-Aug	2pm-3pm	Desert Vista	F-119
	Wed	5-Sep	9am-10am	West	CG-06
<i>Staying on top of it all!</i>	Tues	25-Sep	2pm-3pm	Northwest	B121
	Tues	9-Oct	12pm-1pm	West	CG-06
	Wed	31-Oct	10am-11am	Desert Vista	F-120
Library Skills					
	Fri	31-Aug	9am-10am	Desert Vista	F-120
	Wed	19-Sep	12pm-1pm	West	LIBRARY
	Tues	23-Oct	2pm-3pm	West	LIBRARY
	Thurs	1-Nov	3pm-4pm	Desert Vista	F-119
Overcoming Math Anxiety					
	Thurs	30-Aug	1pm-2pm	East	Library Learning Studio
	Wed	5-Sep	12pm-1pm	Desert Vista	F-120
	Thurs	20-Sep	10am-11am	West	CG-06
	Tues	6-Nov	5:30pm-6:30pm	Desert Vista	F-120
	Wed	28-Nov	12pm-1pm	West	AG-19
Note Taking 101					
	Thurs	6-Sep	5:30pm-6:30pm	Desert Vista	F-120
	Wed	12-Sep	2pm-3pm	West	TBA
	Wed	3-Oct	4pm-5pm	West	AG-19
	Wed	14-Nov	9am-10am	Desert Vista	F-120
Goal Setting					
	Mon	10-Sep	11am-12pm	Desert Vista	F-119
	Wed	24-Oct	5pm-6pm	West	CG-06
	Wed	7-Nov	1pm-2pm	West	CG-06
	Thurs	8-Nov	4pm-5pm	Desert Vista	F-120
Career Exploration:					
	Wed	10-Oct	12pm-1pm	Downtown	CC-215
Values, Skills, Interests					
	Tues	11-Sep	4:30pm-5:30pm	Desert Vista	Career Center
	Fri	26-Oct	9am-10am	Community	A-109
	Thurs	15-Nov	11am-12pm	Desert Vista	Career Center
<i>How to research careers</i>	Sat	17-Nov	10am-11am	East	Library Learning Studio
Learning Styles					
	Thurs	20-Sep	10am-11am	Desert Vista	F-120
	Mon	1-Oct	10am-11am	West	AG-19
	Tues	20-Nov	3pm-4pm	Desert Vista	F-120
Resume Writing					
	Fri	21-Sep	11am-12pm	Desert Vista	Career Center
	Wed	21-Nov	5pm-6pm	Desert Vista	Career Center
	Tues	27-Nov	9am-10am	West	CG-06
Effective Communication					
	Mon	24-Sep	5:30pm-6:30pm	Desert Vista	F-119
	Tues	27-Nov	10am-11am	Desert Vista	F-120
Interviewing 101					
	Tues	25-Sep	8:30am-9:30am	Desert Vista	Career Center
	Thurs	29-Nov	4pm-5pm	Desert Vista	Career Center
Networking for Career Success					
	Mon	1-Oct	3pm-4pm	Desert Vista	Career Center
	Wed	5-Dec	10am-11am	Desert Vista	Career Center

Topic	Day	Date	Time	Campus	Room
Test Taking					
	Wed	12-Sep	2pm-3pm	East	Library Learning Studio
<i>About note taking and test taking</i>	Wed	19-Sep	10am-11am	Northwest	B121
<i>Reducing Test Anxiety</i>	Mon	24-Sep	9am-10am	Community	A-109
<i>Test Taking Strategies</i>	Mon	1-Oct	9am-10am	Community	A-109
	Wed	3-Oct	3pm-4pm	Desert Vista	F-119
	Thurs	11-Oct	1pm-2pm	West	AG-19
<i>Managing test anxiety</i>	Tues	23-Oct	1pm-2pm	East	Library Learning Studio
<i>Strategies</i>	Tues	6-Nov	2pm-3pm	East	Library Learning Studio
<i>Reducing test anxiety</i>	Mon	3-Dec	9am-10am	Community	A-109
	Tues	4-Dec	9am-10am	West	CG-06
	Wed	5-Dec	1pm-2pm	West	CG-06
	Thurs	6-Dec	12pm-1pm	Desert Vista	F-120
<i>Understanding and managing test anxiety</i>	Thurs	6-Dec	4pm-5pm	Downtown	CC-215
Stress Management					
<i>Mid Semester Stress</i>	Wed	19-Sep	10am-11am	East	Library Learning Studio
	Thurs	11-Oct	12pm-1pm	Desert Vista	F-120
Personal Finance					
	Fri	12-Oct	3:30pm-4:30pm	Desert Vista	F-120
	Tues	16-Oct	12pm-1pm	West	CG-06
Internet Job Searching					
	Wed	17-Oct	9am-10am	Desert Vista	Career Center
Writing a Cover Letter					
	Fri	19-Oct	8am-9am	Desert Vista	Career Center
	Mon	3-Dec	4pm-5pm	Desert Vista	Career Center
Credit Cards and Credit Reports					
	Tues	23-Oct	12pm-1pm	Desert Vista	F-120
	Thurs	15-Nov	5pm-6pm	West	AG-19
	Fri	30-Nov	8:30am-9:30am	Desert Vista	F-120
Transferring to a University					
<i>From AGECE to U</i>	Wed	26-Sep	5pm-6pm	West	AG-19
<i>From AGECE to U</i>	Thurs	18-Oct	3pm-4pm	West	AG-19
	Thurs	25-Oct	5pm-6pm	Desert Vista	F-120
<i>From AGECE to U</i>	Tues	13-Nov	9am-10am	West	CG-06
	Fri	16-Nov	8am-9am	Desert Vista	F-120
<i>Transfer Strategies</i>	Thurs	29-Nov	3pm-4pm	Northwest	B121
Don't Quit-Strategies to keep you moving toward your plan for success					
	Fri	28-Sep	10am-11am	East	Library Learning Studio
Maximizing Memory Skills					
	Wed	10-Oct	3pm – 4pm	East	Library Learning Studio
Choosing a Major					
<i>Career Exploration</i>	Wed	3-Oct	4pm-5pm	Northwest	B121
	Thurs	25-Oct	2pm-3pm	East	Library Learning Studio
	Thurs	1-Nov	3pm-4pm	West	AG-19
How to Study for Finals					
	Tues	27-Nov	3pm -4pm	East	Library Learning Studio
MyDegree Plan					
	Mon	10-Sep	10am-11am	West	AG-19
	Tues	16-Oct	4pm-5pm	Northwest	B121
	Mon	3-Dec	5pm-6pm	West	AG-19

Topic	Day	Date	Time	Campus	Room
Scholarship Search					
	Tues	18-Sep	9am-10am	West	CG-06
Building your own Schedule					
	Thurs	30-Aug	4pm-5pm	Northwest	B121
	Wed	5-Sep	4pm-5pm	Northwest	B121
	Mon	8-Oct	5pm-6pm	Northwest	B121
	Wed	7-Nov	10am-11am	Northwest	B121
	Tues	13-Nov	2pm-3pm	Northwest	B121
	Wed	5-Dec	4pm-5pm	Northwest	B121
CLEP out of it!					
	Wed	10-Oct	9am-10am	Northwest	B121
How to set up MyAccountManager					
	Tues	23-Oct	2pm-3pm	Northwest	B121
Making the most of Study Groups					
	Thurs	8-Nov	4pm-5pm	Northwest	B121
MyCareerPath					
<i>An Introduction</i>	Tues	16-Oct	3pm-4pm	Downtown	CC-215
<i>Creating a Resume & using MyCareerPath</i>	Tues	6-Nov	3pm-4pm	Downtown	CC-215

Registration for each workshop varies. Please contact the Student Services Center at the respective campus to RSVP your seat. Individual Student Success Workshop schedules for each campus available at respective Student Service Centers.

Student Services Centers:

Community Campus 206-6408

Desert Vista Campus 206-5030

East Campus 206-7624

Northwest Campus 206-2231

West Campus: Walk -ins

Downtown Campus 206-7106

Each Adelante Student is required to attend one academic workshop. You may need to attend additional workshops which can be counted as flexible contacts. Please refer to your payment chart.

If you forget your booklet, please make sure to inform the workshop instructor and Frank Velasquez.

The Performance-Based Scholarship Demonstration
Appendix Figure B.5
Adelante Program Pláticas Schedule
Pima Community College

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2012 semester of the program.

Adelante Fall 2012-Pláticas

1 PLATICA IS REQUIRED FOR ALL ADELANTE STUDENTS. ADDITIONAL PLATICAS MAY BE USED AS FLEXIBLE CONTACTS

Date	Day	Campus	Room	Time	Topics
9-Oct	Tuesday	Downtown	RV 102	4pm-5pm	Your Personal Belief System
11-Oct	Thursday	West	RINCON F208	10am-11am	*Andy Lopez, UA Head Baseball Coach
16-Oct	Tuesday	Desert Vista	C106	6pm-7pm	Self-Identity
23-Oct	Tuesday	East	E1 104	4pm-5pm	Misplaced Pride/Machismo
26-Oct	Friday	West	STRITA A111	4pm-5pm	Self-Doubt
27-Oct	Saturday	Downtown	RV 101	10am-11am	Giving Back
29-Oct	Monday	Downtown	AH 230	6pm-7pm	Cultural Awareness
1-Nov	Thursday	Desert Vista	B139	4pm-6pm	**Dollars & Sense with Daniel Soza
3-Nov	Saturday	West	STRITA A111	10am-11am	Be The Change!
9-Nov	Friday	Desert Vista	B111	6pm-7pm	What Will Your Legacy Be?

Space is Limited—RSVP Today!
Pláticas have limited seating of 15 per forum; RSVP is required for each Plática.

RSVP with Sasha at 206-3021
or by email at crusson@pima.edu.



*Maximum of 40 students for this Plática
** Dollars & Sense is two hours. You are required to attend the full two hours, **and** you will receive credit for two Pláticas.

Don't forget your Adelante Booklet

The Performance-Based Scholarship Demonstration

Appendix Figure B.6

**Adelante Program Side-by-Side Comparison of Work
Versus Adelante**

Pima Community College

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2012 semester of the program.

What the Actual Commitment is and Why it Matters

Adelante Award
(Sessions and Services)*

Your Job
(\$20/Hour)

Student Activity

	<u>Time</u>	<u>Pay</u>
Adelante Orientation	1 hr	\$150
1st Advising Session	1 hr	\$75
2nd Advising Session	1 hr	\$75
Platicas	1 hr	\$33.33
Academic Workshop	1 hr	\$33.33
Tutoring Session	1 hr	\$33.34
Tutoring / Flexible	1 hr	\$33.33
Flexible Contacts	1 hr	\$33.33
Flexible Contacts	1 hr	\$33.34

Total: 9 hrs \$500

Work Activity - \$20/hour

	<u>Time</u>	<u>Pay</u>
Work Activity	9 hrs	\$180

Total: 9 hrs \$180

** Please note that \$150 is awarded for the completion of both advising sessions, and \$200 is awarded for the completion of the full-services award (6 hours). See the Award Payment Chart for actual breakdown of award payments.*

For the same amount of hours at your job, you would earn almost 3 times as much money with Adelante!

The Performance-Based Scholarship Demonstration
Appendix Figure B.7
Adelante Program Activity Booklet
Pima Community College

(Exhibit to follow on next page)

NOTE: Duplicate pages that were included in the booklet for additional workshop contacts have been omitted to conserve space.



Name: _____

Student ID#: _____





Phone: _____

Email: _____



Term: _____

Part of your award will be determined by your participation in workshops, tutoring sessions and meeting with your advisor. This activity booklet is intended for you to confirm your attendance. Please contact your Adelante Program advisor if you have any questions.

Orientation 	Platicas Workshop 
Advising 	Advising 



Workshop Name: _____

Workshop Date: _____

Workshop Facilitator: _____

Signature



Tutoring Sessions

Day	Time	Campus	Subject
-----	------	--------	---------

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



Upon completing the workshops and receiving activity booklet stamps and/or signatures, return your booklet to your Adelante Program advisor or to the Adelante Program Office at West Campus. The Adelante office phone number is 206-3021.

Pima Community College is an equal opportunity, affirmative action employer and educational institution committed to excellence through diversity. Upon request, reasonable accommodations will be made for individuals with disabilities. Every effort will be made to provide reasonable accommodations in a timely manner. For public and employee accommodation requests, contact the College ADA Coordinator, Dianne Franklin, (520) 206-4539. For PCC student accommodation requests, please contact the appropriate campus Disabled Student Resource office (520) 206-4500 (TTY 520-206-4530).



Student Signature



PimaCommunityCollege

The Performance-Based Scholarship Demonstration
Appendix Figure B.8
Adelante Program Advising Worksheet
Pima Community College

(Exhibit to follow on next page)

NOTE: The figure is the document used for the fall 2012 semester of the program.

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MDRC is a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of its findings, MDRC seeks to enhance the effectiveness of social and education policies and programs.

Founded in 1974 and located in New York City and Oakland, California, MDRC is best known for mounting rigorous, large-scale, real-world tests of new and existing policies and programs. Its projects are a mix of demonstrations (field tests of promising new program approaches) and evaluations of ongoing government and community initiatives. MDRC's staff bring an unusual combination of research and organizational experience to their work, providing expertise on the latest in qualitative and quantitative methods and on program design, development, implementation, and management. MDRC seeks to learn not just whether a program is effective but also how and why the program's effects occur. In addition, it tries to place each project's findings in the broader context of related research — in order to build knowledge about what works across the social and education policy fields. MDRC's findings, lessons, and best practices are proactively shared with a broad audience in the policy and practitioner community as well as with the general public and the media.

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- Promoting Family Well-Being and Children's Development
- Improving Public Education
- Raising Academic Achievement and Persistence in College
- Supporting Low-Wage Workers and Communities
- Overcoming Barriers to Employment

Working in almost every state, all of the nation's largest cities, and Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.

