

College Completion Coalition Learning Community Convening

Nov. 2-3, 2023 | New York, NY

#CollegeCompletionASAP



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STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

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NY**

ASAP ▶

ACE

**NATIONAL REPLICATION
COLLABORATIVE**

Welcome

- Dr. Alicia Alvero, Associate Vice Chancellor for Academic and Faculty Affairs, The City University of New York (CUNY)
- Nolvía Delgado, BMCC '09, Executive Director, Kaplan Educational Foundation



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Fireside Chat: ASAP Replication as an Equity Imperative

- Dr. Brian Bridges, Secretary of Higher Education, New Jersey Office of the Secretary of Higher Education
- Dr. John B. King, Jr., Chancellor, The State University of New York
- Dr. John Lane, Vice President for Academic Affairs and Equity Initiatives, State Higher Education Executive Officers Association (SHEEO)
- Dr. Félix V. Matos Rodríguez, Chancellor, The City University of New York



See you in the morning at Borough of Manhattan Community College!

- 8 a.m. – Continental Breakfast
- 9 a.m. – Programming Begins



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Agenda Overview

- Session 1
- Break
- Session 2
- Session 3
- Break
- Session 4
- Lunch
- Session 5
- Session 6
- Break (with treats)
- Planning Team Debrief
- Wrap-Up & Next Steps

Wifi:

XXXXXXXXXX

XXXXXXXXXX

Reminder:

A link to Padlet for event resources, including a participant list was sent to you yesterday.

The CUNY ASAP Origin and Scaling Story

- Christine Brongniart, University Executive Director for ASAP|ACE, The City University of New York (CUNY)
- Donna Linderman, Senior Vice Chancellor for Student Success, The State University of New York (SUNY)
- Dr. Deanne Southwell, Executive Director, Borough of Manhattan Community College ASAP, CUNY



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The CUNY ASAP Origin Story

SHEEO | ASAP College Completion Coalition Learning Community Convening

November 3, 2023

Donna Linderman

Senior Vice Chancellor for Student Success, SUNY

Christine Brongniart

ASAP | ACE University Executive Director, CUNY

Dr. Deanne Southwell




ASAP Executive Director, BMCC

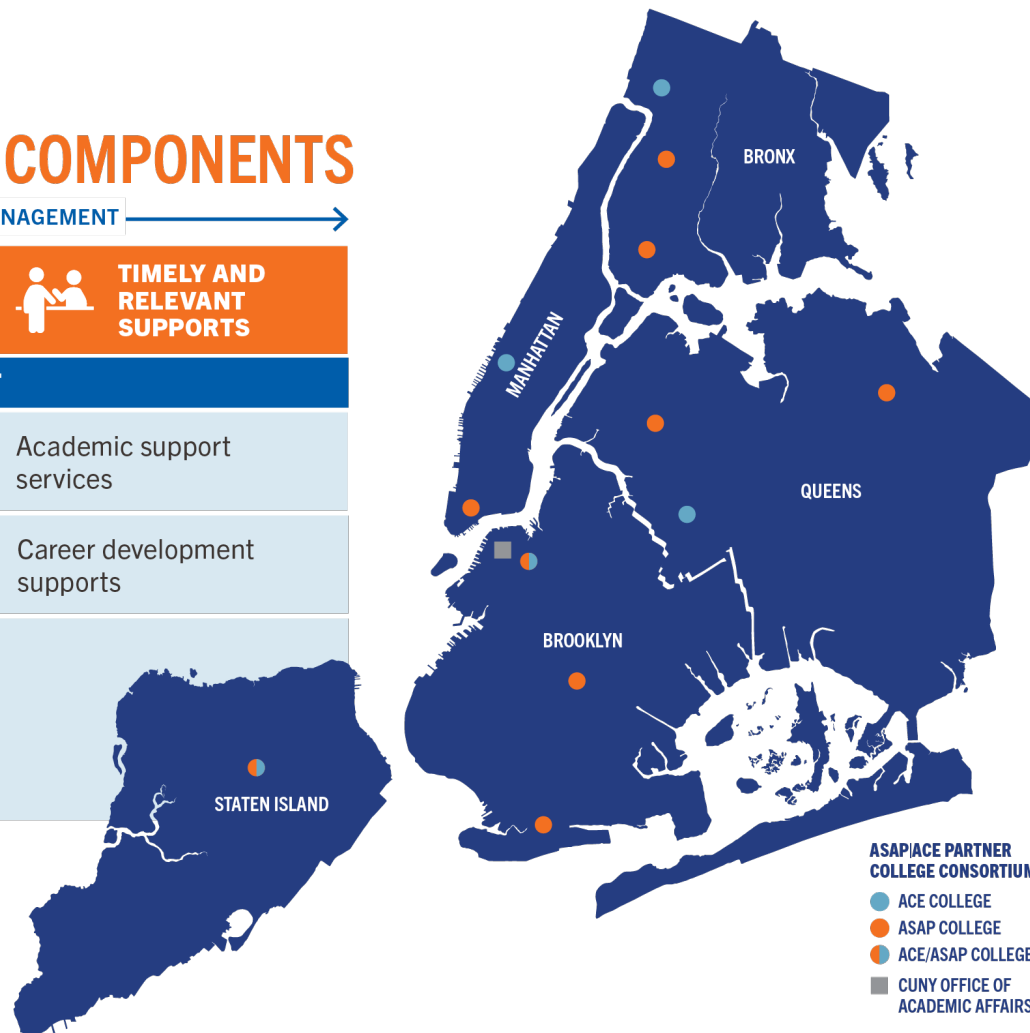


THE ASAP | ACE MODEL: A COMPREHENSIVE APPROACH

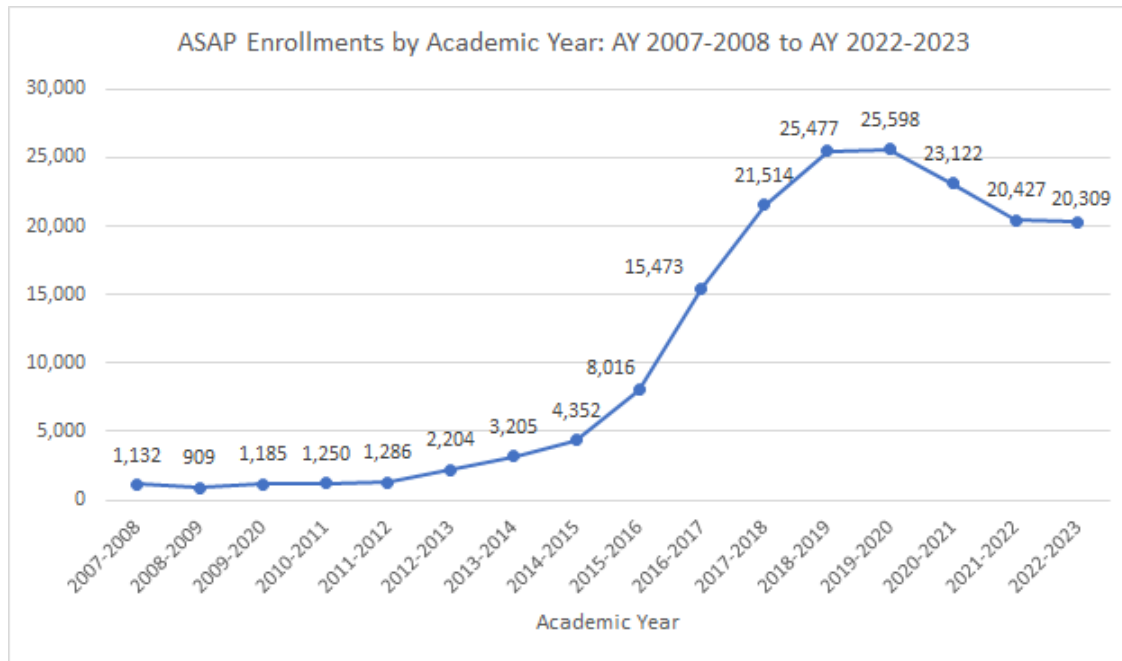
COMPREHENSIVE PROGRAM COMPONENTS

← EVALUATION AND DATA USE FOR PROGRAM MANAGEMENT →

 ACADEMIC MOMENTUM	 INTEGRATION AND BELONGING	 TIMELY AND RELEVANT SUPPORTS
HIGH TOUCH ADVISEMENT		
Full-time consolidated course schedule	Early engagement	Academic support services
Winter and summer course taking	First-year blocked courses	Career development supports
Removal of key financial barriers: <ul style="list-style-type: none"> • Tuition and fee gap scholarship • Textbook assistance • Transportation support 	Community building Leadership opportunities	



CUNY ASAP'S ORIGIN AND SCALING STORY



– **CITY OF NEW YORK INVESTS \$19.5 MILLION IN CUNY ASAP PILOT** 2006

Mayor Bloomberg launches a new division of his office, the Center for Economic Opportunity (now NYC Opportunity), to fund promising programs addressing economic mobility. Then-CUNY Chancellor Matthew Goldstein pitches a comprehensive synthesis of evidence-based best practices to address stubbornly low CUNY community college graduation rates. Mayor Bloomberg regularly cites ASAP as an important component of his economic development agenda.

+ **CUNY ASAP LAUNCHES AT SIX SITES** Fall 2007



+ **RANDOMIZED CONTROL TRIAL BEGINS** Fall 2010

+ **FIRST WAVE OF EXPANSION BEGINS** Fall 2012

+ **ASAP REPLICATES MODEL IN OHIO** 2014

+ **PRESIDENT OBAMA CITES ASAP AS MODEL** January 2015

+ **MDRC PUBLISHES FINDINGS** February 2015

+ **CITY OF NEW YORK INVESTS \$77.4 MILLION IN FURTHER ASAP EXPANSION** October 2015

+ **SECOND WAVE OF EXPANSION BEGINS** 2015



SUNY TRANSFORMATION FUND STRUCTURE

AT LEAST 50% OF THE ALLOCATION MUST BE USED FOR ONE OR MORE OF THE FOLLOWING AREAS:

- 1 Enhancing economic mobility through **preparation for employment in high-demand fields**
- 2 Increasing **retention and completion** of degree-seeking students through replication of the ASAP and ACE evidence-based strategies

UP TO 50% OF THE ALLOCATION MAY BE USED WITHIN ONE OR MORE OF THE FOLLOWING AREAS:

- 3 Expanding or launching **truly seamless transfer pathways including joint/dual admissions** between associate/bachelor's degree programs
- 4 Increasing **operational efficiency** and elimination of redundancy
- 5 Delivering **essential student supports** for targeted under-served populations

- \$60M Campus Transformation Fund
- \$10M Economic Mobility Fund
- \$5M Strategic Enrollment Initiatives Fund

EFFICIENCIES OF THE CONSORTIUM STRUCTURE

THE SCALE OF ASAP | ACE

ASAP (est. 2007):

Nine implementing CUNY colleges

88K students served to date

25K students served per AY

ACE (est. 2015):

Seven implementing CUNY colleges

2,800 students served to date

2,700 students served in AY22|23

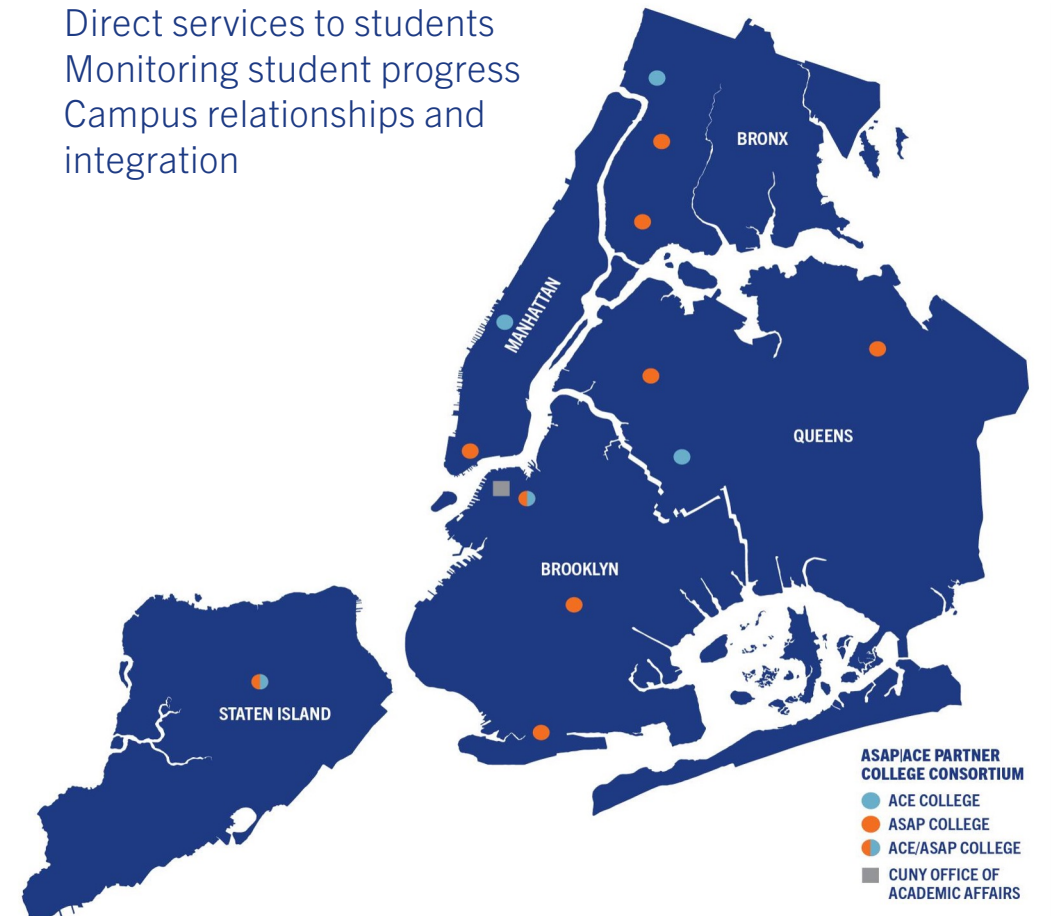
ASAP supports 42% of the total full time associate degree seeking student population across CUNY (28% overall).

CUNY Office of Academic Affairs

- Overall program administration
- Program-wide resources
- Evaluation/data management
- External partnerships
- Citywide outreach

CUNY ASAP Partner Colleges

- Local program management
- Recruitment
- Direct services to students
- Monitoring student progress
- Campus relationships and integration



UNIVERSAL ADAPTATIONS NECESSARY FOR SCALE



Scaling Success Lessons From the ASAP Expansion at Bronx Community College

By Maria Cormier, Jasmine Sanders, Julia Raufman, and Diana Strumbos

In response to persistently low degree completion rates, the City University of New York (CUNY), with funding from the Office of the Mayor's Center for Economic Opportunity, implemented the Accelerated Study in Associate Programs (ASAP) at six community colleges in 2007.¹ At the time, less than 4 percent of CUNY community college students completed an associate degree within two years, and only 13 percent did so within three years (Strumbos, Kolenovic, & Tavares, 2016). ASAP was designed to improve completion rates by providing wraparound services for eligible students, including financial, academic, and personal support.

ASAP students are required to attend college full-time (taking at least 12 credits per semester), meet regularly with an advisor, and enroll immediately and continuously in any required developmental courses.² They are encouraged to take classes in the winter and summer when possible. In turn, they receive advising from an ASAP-dedicated advisor with a relatively small caseload, along with dedicated career and tutoring services. ASAP students take block-scheduled courses in their first year and may register for courses early to secure the ones they need for their majors. They also receive financial supports, such as tuition waivers that cover gaps between financial aid and college tuition, free MetroCards for the New York City public transportation system, and textbook assistance.

Several studies have demonstrated that ASAP can dramatically improve student outcomes. CUNY researchers found that ASAP students earn an associate degree within three years at roughly double the rate of similar non-ASAP CUNY students (52.4 percent versus 26.9 percent) (Strumbos, Linderman, & Hicks, 2018). A random assignment study showed that ASAP students referred to developmental education are more likely to graduate than other CUNY students referred to developmental education (Srivener et al., 2015). ASAP has also been found to be cost-effective for the university: The cost per degree is lower for ASAP students than for those receiving the standard college services (Levin & Garcia, 2013, 2018; Srivener et al., 2015). An experimental study of ASAP implementation at three community colleges in Ohio similarly found positive results (Sommo, Cullinan, & Manno, 2018).

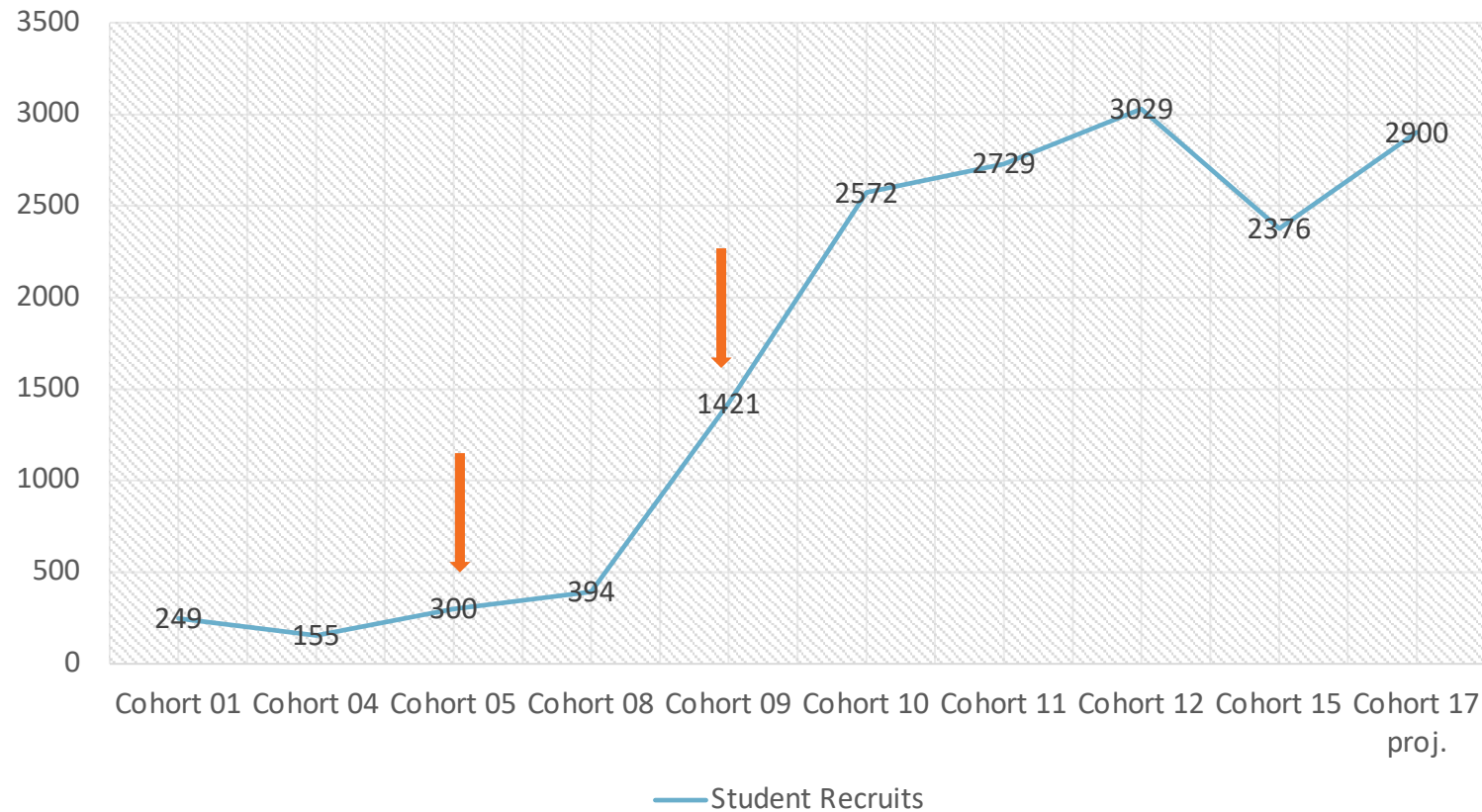
“ASAP was designed to improve completion rates by providing wraparound services for eligible students, including financial, academic, and personal support.”

Changes to ASAP at CUNY During Two Waves of Expansion

First Wave (2012–2014)	Second Wave (2015–2019)
Planning and Goals	
<ul style="list-style-type: none"> • Planning year: 2011 • Increase enrollment from 1,286 to 4,000 by 2014–15 • Increase number of colleges to seven (adding one college in fall 2014) 	<ul style="list-style-type: none"> • Planning year: 2014 • Increase enrollment from 4,325 to 25,000 by 2018–19 • Increase number of colleges to nine (adding two colleges in fall 2015)
Advising	
<ul style="list-style-type: none"> • Introduce needs-based advising model and begin to increase caseloads 	<ul style="list-style-type: none"> • Implement needs-based advising model at scale and reach 150-student caseload for most advisors • Provide centrally run training and professional development and create advisor handbook
Recruitment and Enrollment	
<ul style="list-style-type: none"> • Increase citywide outreach and partnership building 	<ul style="list-style-type: none"> • Continue to increase citywide outreach, including via subway and newspaper ads • Develop algorithm to identify potentially eligible students and incorporate it into ASAP admissions communications and processes
Database	
<ul style="list-style-type: none"> • Move ASAP database to a centralized web-based system 	<ul style="list-style-type: none"> • Integrate ASAP database with CUNY data systems to reduce data entry and provide actionable, real-time data
Staffing	
<ul style="list-style-type: none"> • Add staff roles, such as program coordinators and a recruitment coordinator • Restructure student leader program to focus on recruitment and outreach 	<ul style="list-style-type: none"> • Add additional staff roles, including an associate director • Pilot peer mentor program
Eligibility Criteria	
<ul style="list-style-type: none"> • Accept students from additional majors • Shift from basing program eligibility on a specific income threshold to basing eligibility on any receipt of need-based financial aid 	<ul style="list-style-type: none"> • Accept students from nearly all majors • Eliminate program eligibility requirements based on income and financial aid receipt
Delivery of Program Resources	
<ul style="list-style-type: none"> • Change MetroCard from monthly to semesterly 	

BMCC ASAP Snapshot Profile

ASAP Enrollment Expansion 2007-2023



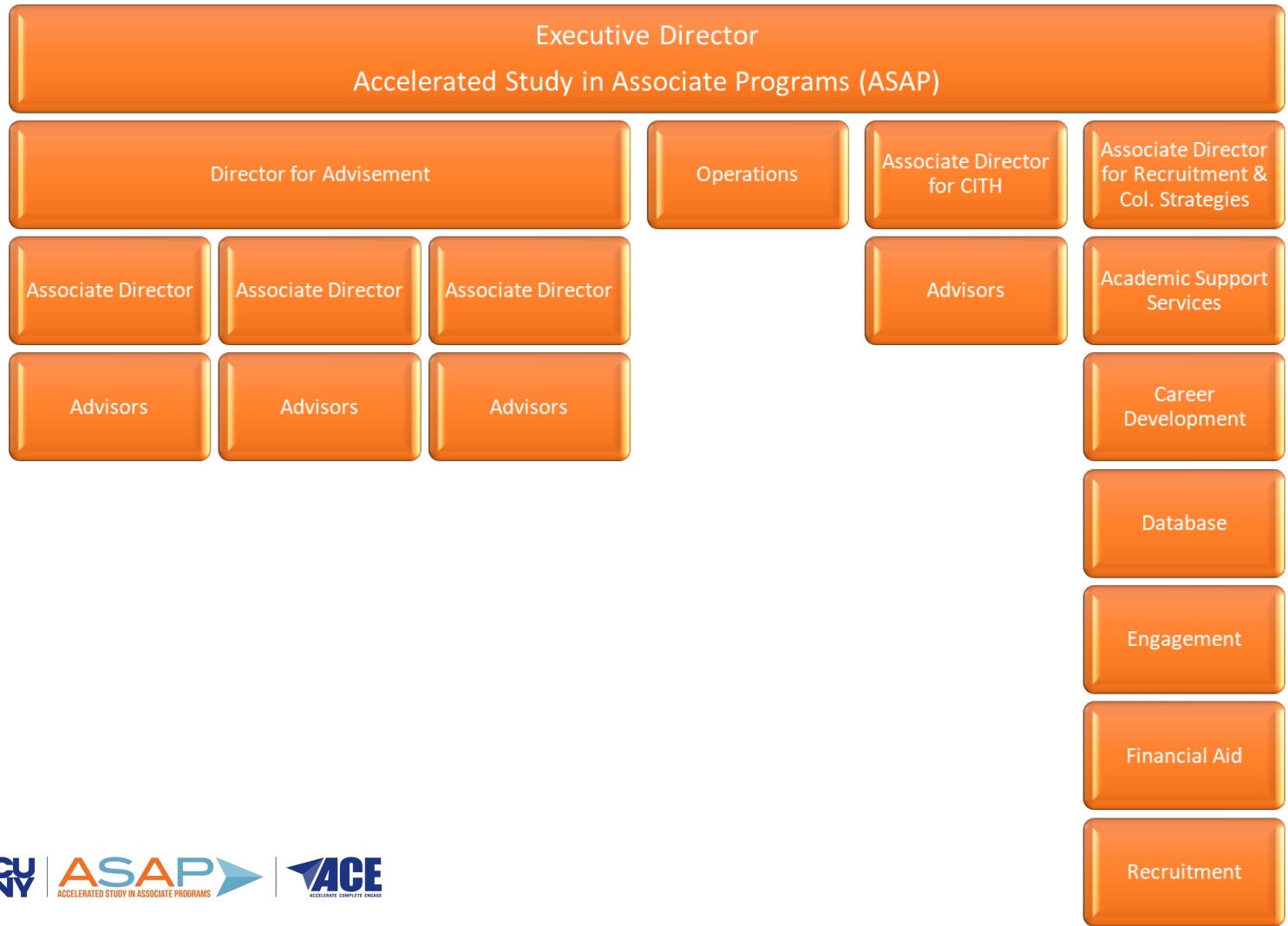
Institutional Impact

- Campus Community
24% of the campus population (Fall22)
- Fa19 Cohort Grad Rate
FTF- 37% (vs.18% at college less ASAP)
All ASAP- 41.3%
- First Term Retention (Fall 21)
ASAP- 86.2%
No Cohort- 69.1%

Impact of Expansion

- Pipelines and Partnerships
- Development of Structural Rubrics
- Staff Restructure
- Formalized Policies/Procedures

BMCC ASAP: DEDICATED STAFFING STRUCTURE



Annual Program Size
5100-5900 Students

Staff
F/T - Up to 59
P/T - Up to 40
*includes student ambassadors,
peer mentors, and tutors*

BMCC ASAP: SUPPORTING CAMPUS REFORM



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ASAP

ACCELERATED STUDY IN ASSOCIATE PROGRAMS



ACE

ACCELERATE COMPLETE ENGAGE

15-Minute Break

Up Next:

- Planning for Equity-Based, Systems-Scaled Replication Projects—
Understanding Multi-Level Data Systems & Management Needs

Planning for Equity-Based, Systems-Scaled Replication Projects

Understanding Multi-Level Data Systems & Management Needs

- Dr. Colin Chellman, Senior University Dean, Office of Applied Research, Evaluation, and Data Analytics, CUNY
- Charles Madsen, Interim Director, Office of Research, Evaluation & Program Support, CUNY
- Mervin Williams, Senior Director, Data Management & Analytics, CUNY



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**NATIONAL REPLICATION
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Creating a Centralized Data Strategy For a Dynamic Ecosystem of Student Success Programs

Colin Chellman, Charles Madsen, and Mervin Williams

CUNY Office of Applied Research, Evaluation & Data Analytics

Goal for today

- How can small programs benefit from data and research services with limited resources and scale?
 - ASAP Replication sites: Most do not have the same embedded data capacity of CUNY's program team
- *Equity-Based, Systems-Scaled Replication - Multi-Level Data Systems & Management*
 - We will provide an example of multi-level data infrastructure at CUNY (shared services model).
 - A framework to think about folding in ASAP work with other user needs in other program spaces at your institutions

Background: CUNY

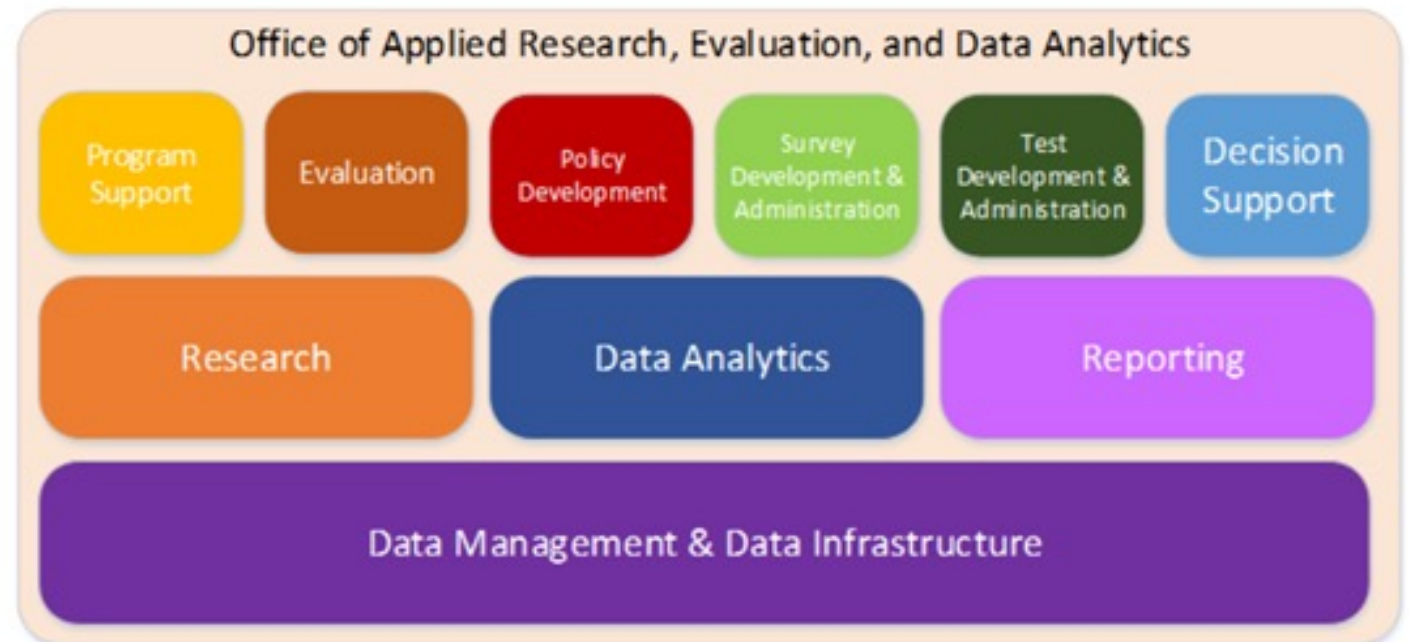
- City University of New York
- 240,000 students; 45,000 faculty and staff
- Comprised of a system office and 25 institutions across the 5 boroughs of NYC
 - 11 senior colleges
 - 7 community colleges
 - 7 Graduate, Honors, and Professional schools
- Role of the system office: Policymaking and maintaining a central data infrastructure; shared services model

Background: CUNY, cont'd.

- "Shared services" model: Consolidated provision of services by one unit in an organization instead of by numerous other units.
 - Appropriate role for a state or system office

CUNY's Office of Applied Research, Evaluation, and Data Analytics (OAREDA)

- Situated within Central's Office of Academic Affairs
- 6 component units
 - Program Research & Evaluation
 - Institutional Research
 - Policy Research
 - Testing
 - Operations
 - Data Infrastructure, Architecture, & Strategy



Shared services model, efficiency, and savings -- OAREDA

Current

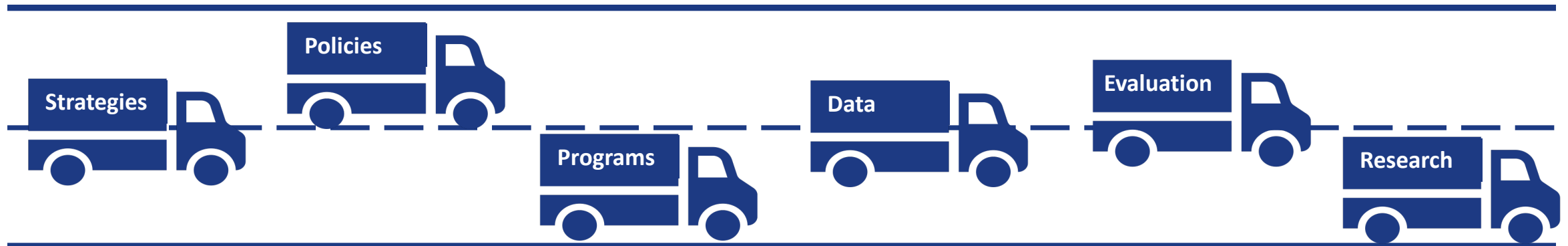
- *Mandatory reporting:* Instead of 25 independent analysts reporting to IPEDS, OAREDA employs 5 who report on behalf of 25 institutions.

Pilot

- *Program support:* OAREDA's proximity to the programs we support is a unique opportunity to standardize a robust approach to program data collection, management, and use

CUNY Context

- Recent university-wide strategic planning process and adoption of the CUNY Strategic Roadmap
- Presents a timely need for closer alignment of...



A Dynamic Program Ecosystem

The CUNY Central Office is home to dozens of student-serving programs, initiatives, and interventions operating across numerous domains and populations

A Dynamic Program Ecosystem

The CUNY Central Office is home to dozens of student-serving programs, initiatives, and interventions operating across numerous domains and populations

College Readiness

College Access

Academic Support

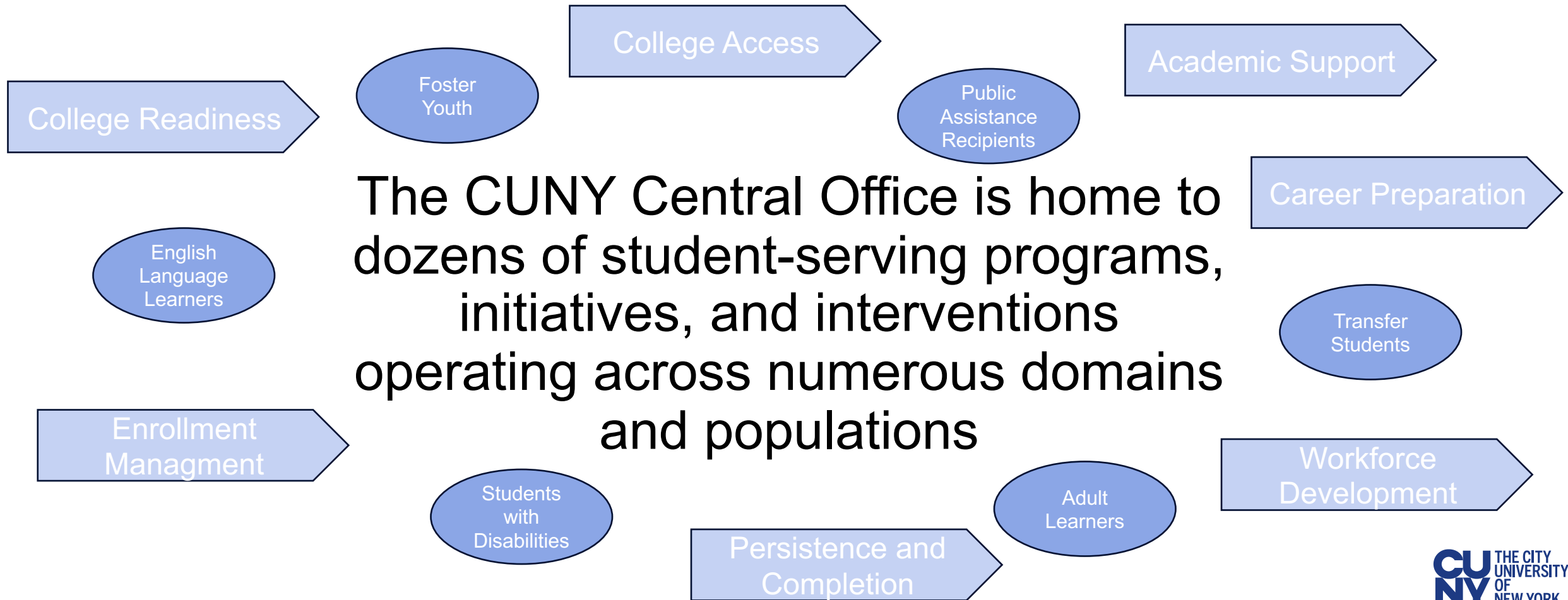
Career Preparation

Enrollment
Management

Workforce
Development

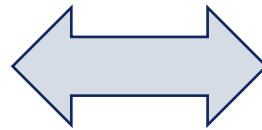
Persistence and
Completion

A Dynamic Program Ecosystem

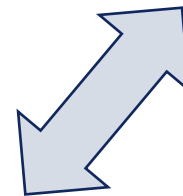
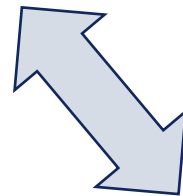


OAREDA's Program Partnerships

We conduct research and evaluation to help advance effective practices



We work collaboratively with practitioners to deliver essential program supports



We develop and maintain agile program data solutions and reports



Data is an essential part of program management.

→ Therefore, can on-going data collection *and* use be *embedded* in programs?

Programs need data on-hand to enable and enhance their operations:

- to deliver student services,
- track progress, and
- communicate with stakeholders.



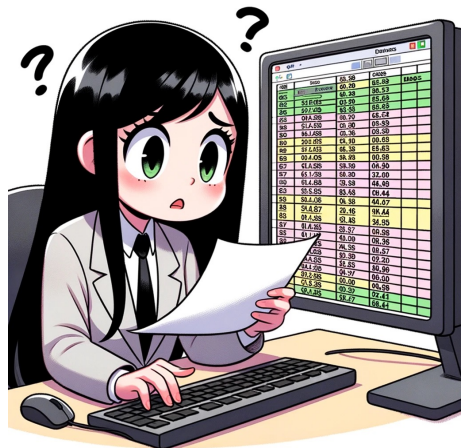
Day-to-day program operations yield valuable data for reporting and evaluation

- Ideally, data collection happens here, too.

Current Challenge: Data are managed in very different ways across units and programs

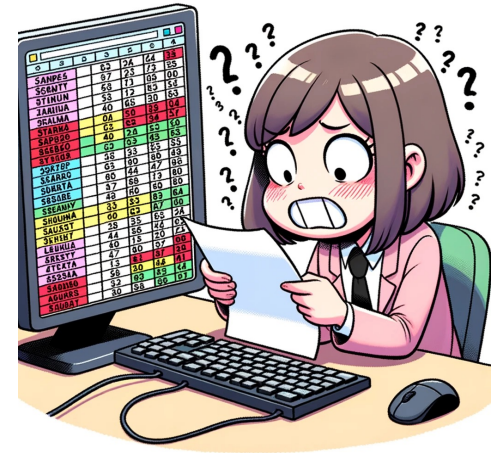


**Disorganized
Data
Collection**



**Bad Data
Structures**

**Disparate
Practices and/or
Duplicative
Systems and
Tools**

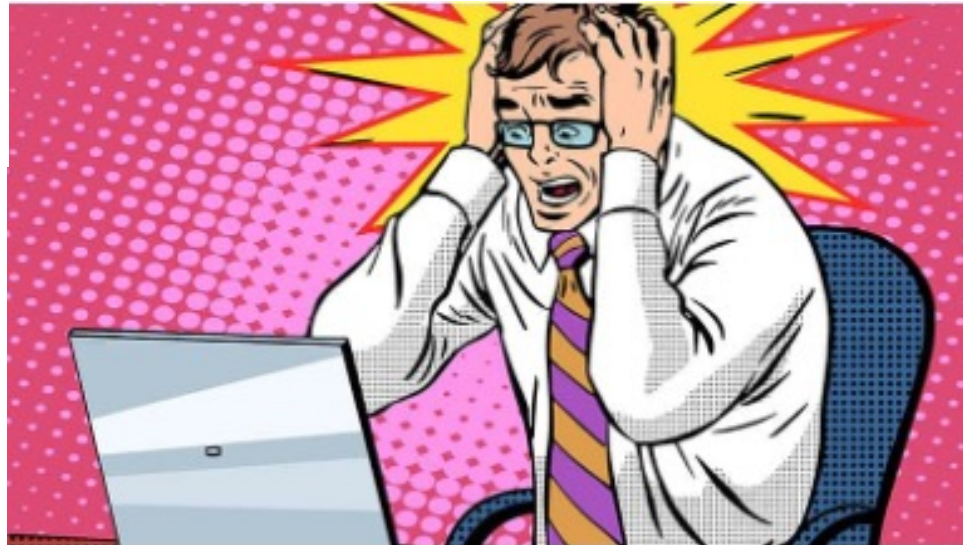


Consequences of Bad Data Structures and Processes

Inefficient processes and poor performance of reporting tools

Reactive, not proactive

Discourages planning



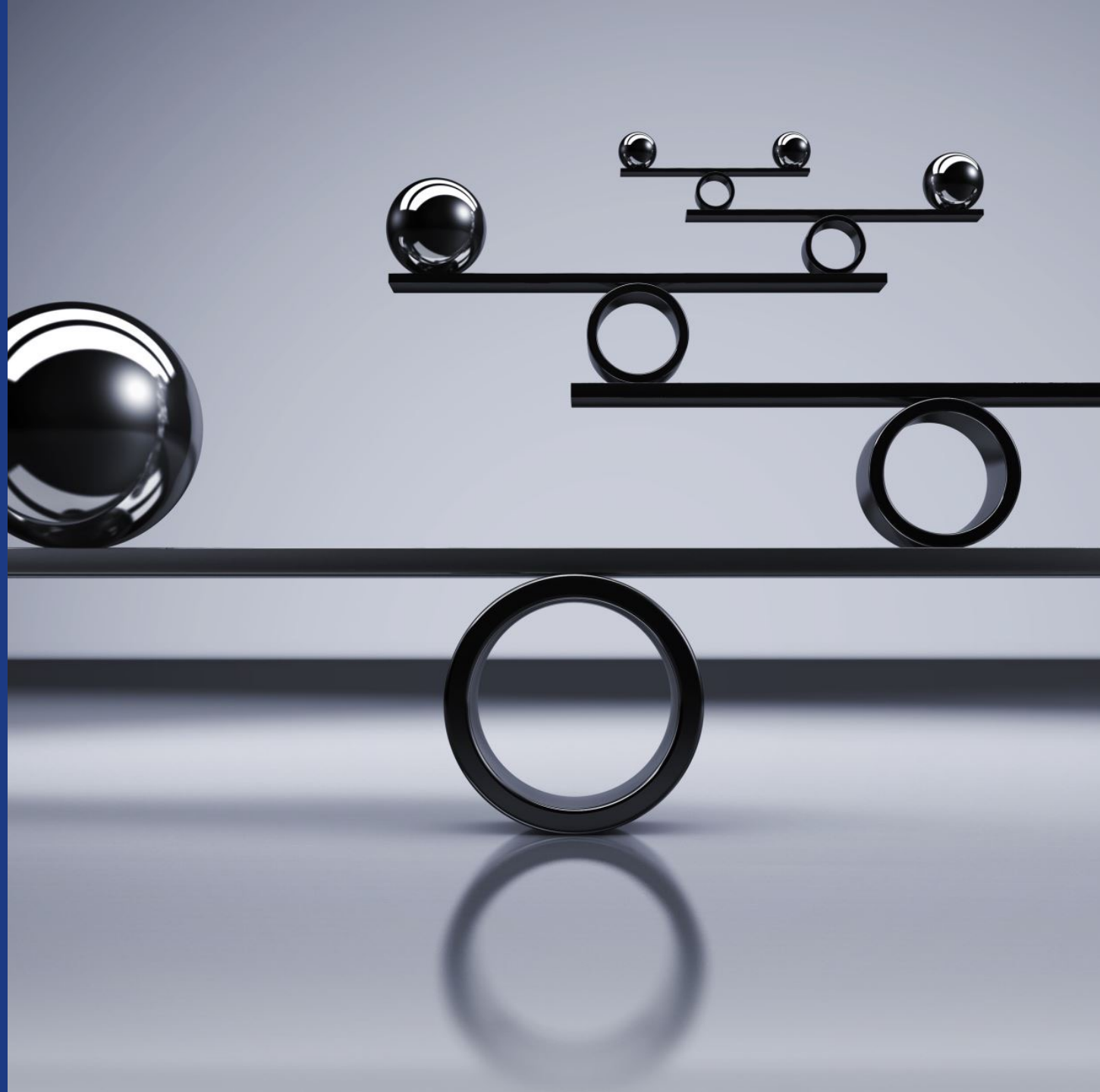
Quick turnaround reporting often starts from scratch, maximizing effort

Maximizes complexity of operations

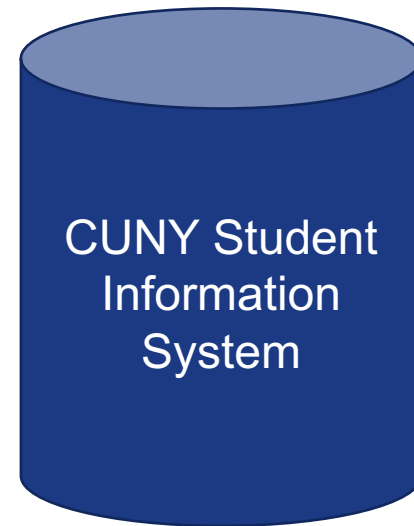
These issues

-- which may be small in scale for an individual program --

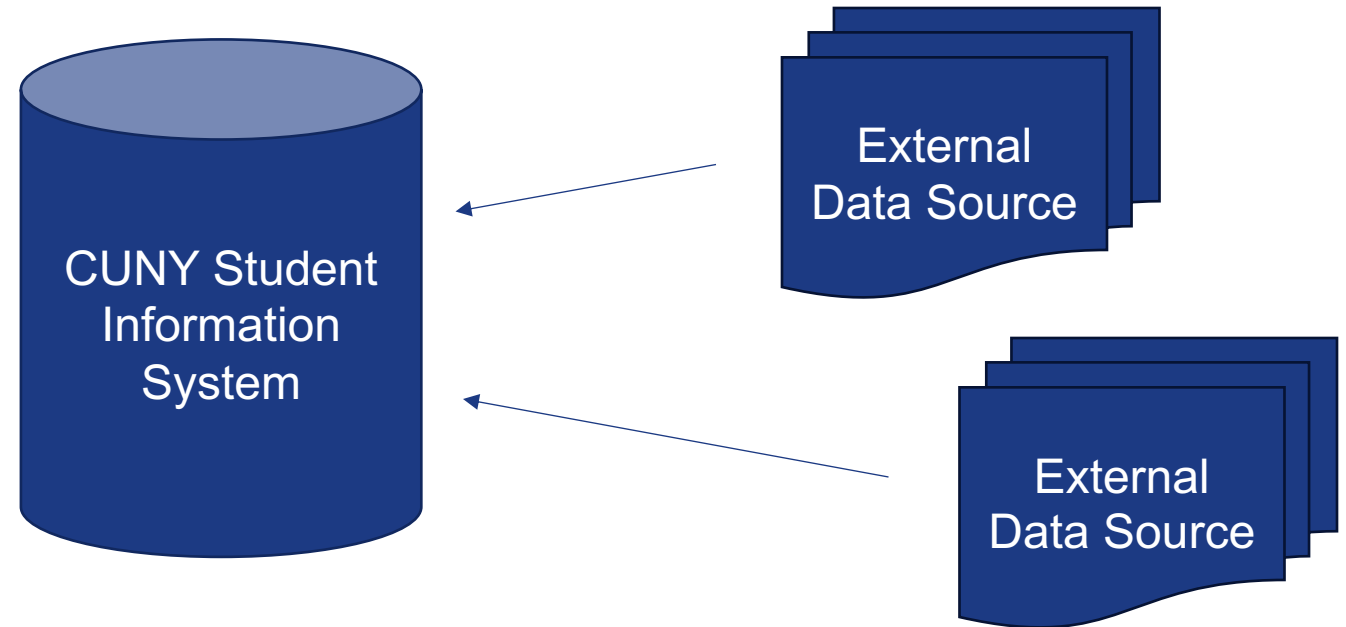
have a compounding effect across the full ecosystem of programs at CUNY.



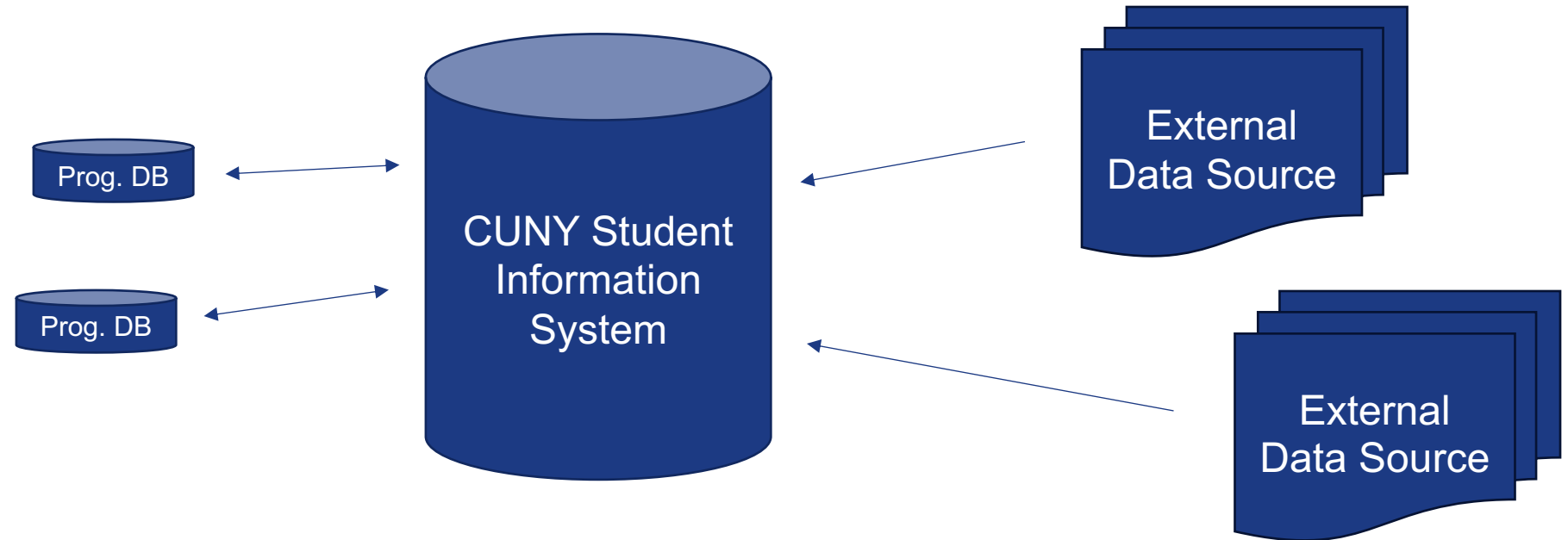
Current Program Data Setup



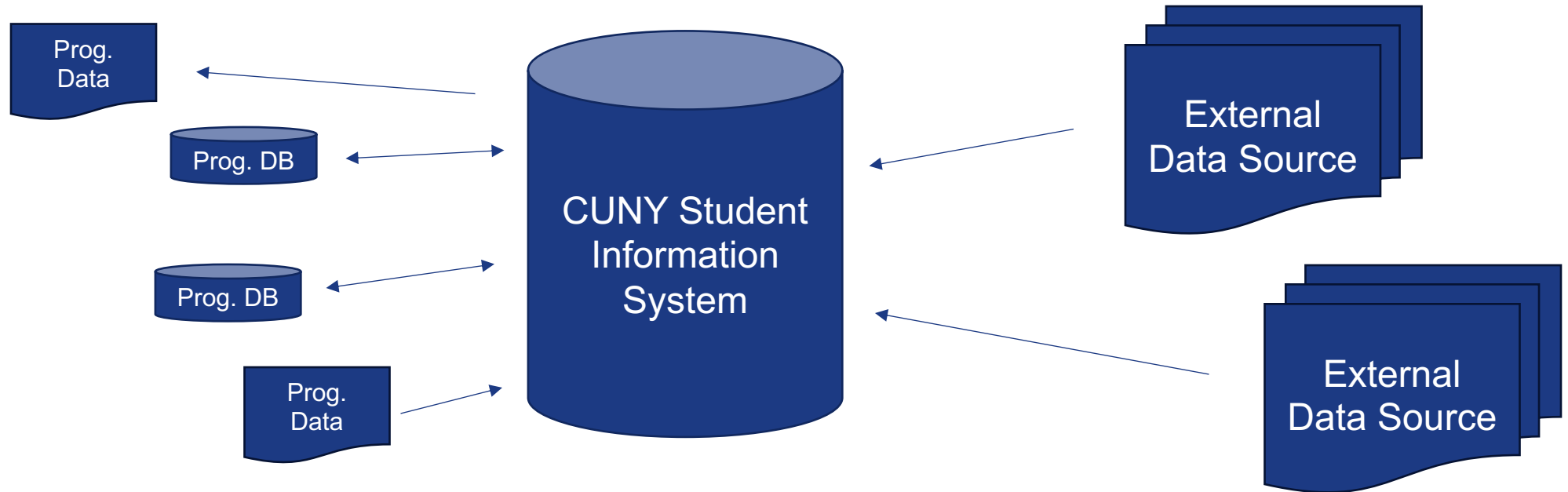
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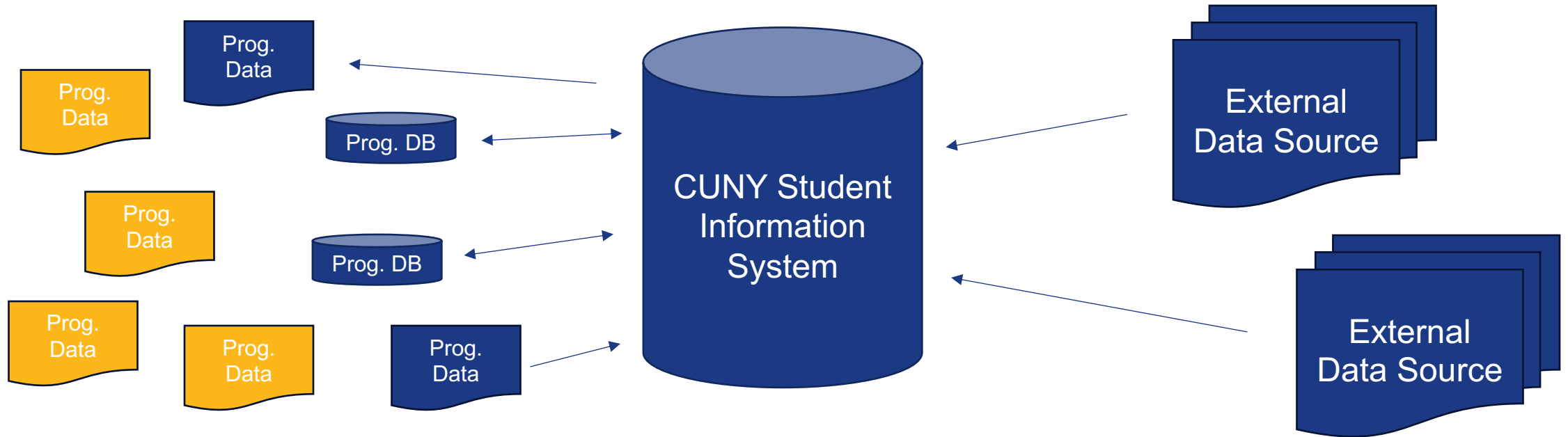
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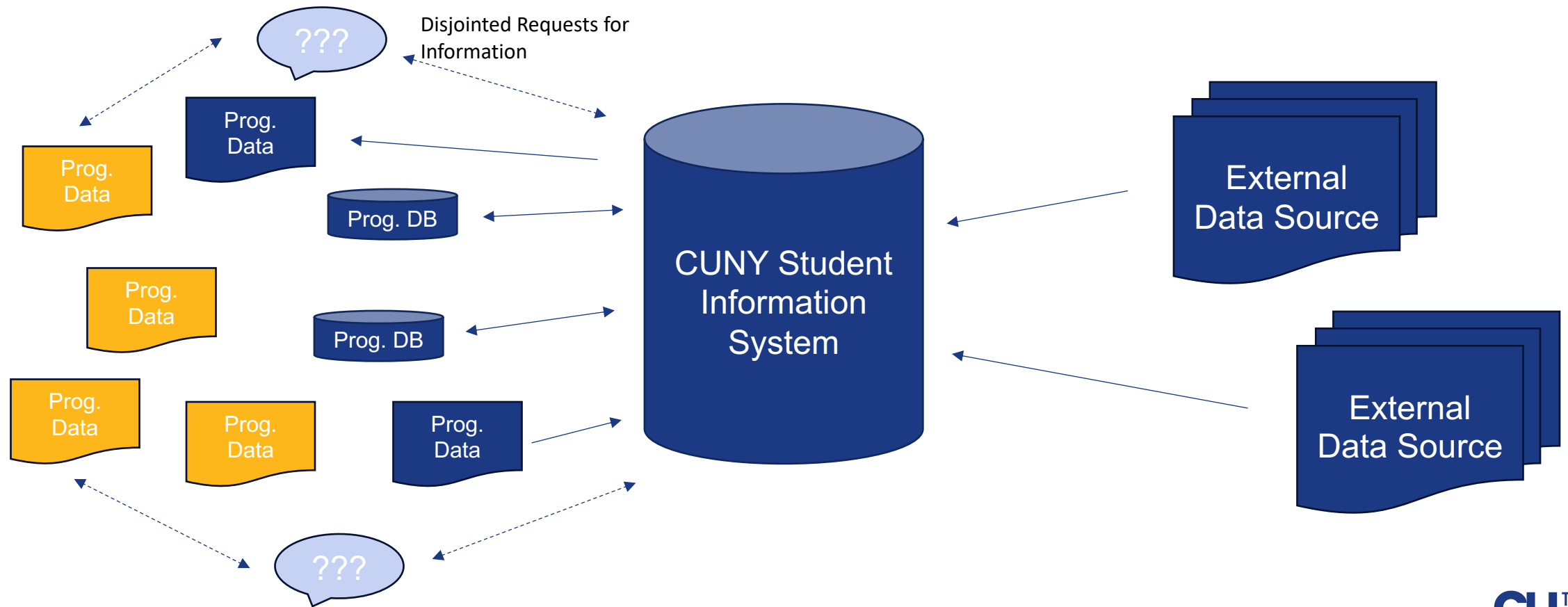
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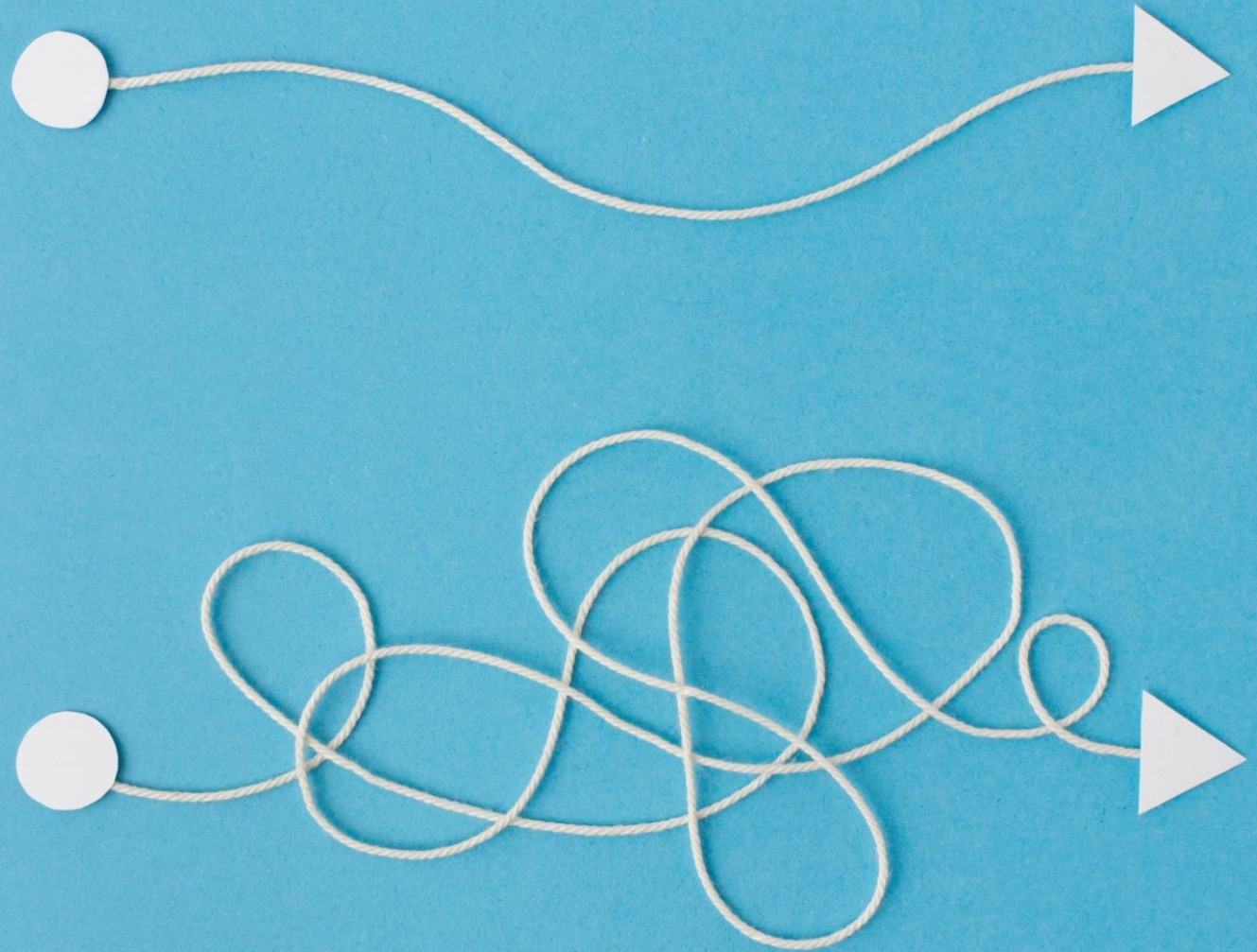
Current Program Data Setup



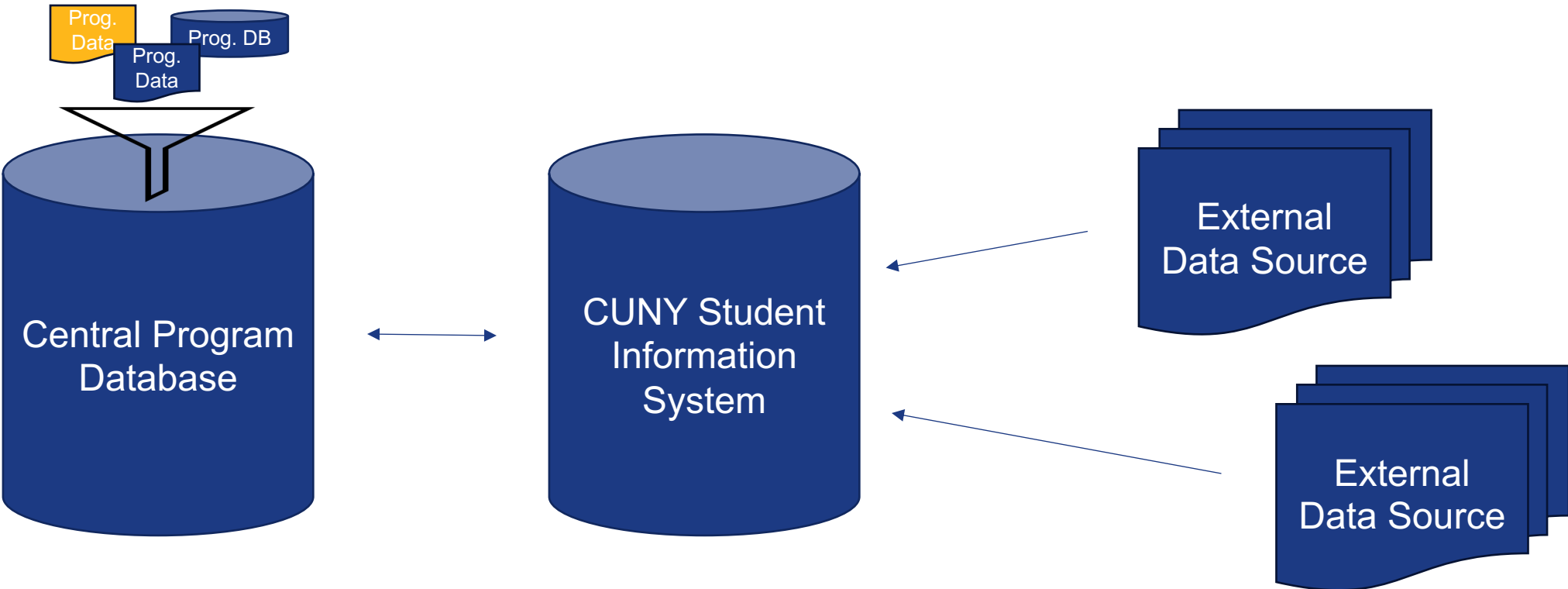
Current Program Data Setup



How can we best leverage our existing infrastructure, resources, and expertise to simplify and streamline the program data management process?



Centralized Program Data Setup



- ❖ CPD does not preclude the possibility of specialized tools with priority use cases – data collection/transaction tools can vary
- ❖ CPD acts as a repository (data warehouse) and system of record for transactional and reporting purposes



Towards a *Centralized Data Strategy*



Prioritizes the usage of existing data infrastructure whenever possible



Minimizes reliance on varied and disparate tools/systems; limits redundancies and high-cost/low-value options



Maximizes compatibility between tools/systems in use



Optimizes the utility of data across a plurality of use cases (including: program operations, monitoring and reporting, research and evaluation)



Key considerations:

Flexibility to accommodate variety of processes and user needs

Standardized data definitions and formatting wherever possible

Ability to scale to meet demands of expanding program landscape

Using CUNY's System of Record to its Full Capabilities

Examples of current OAREDA project priorities:



Piloting the Central Program Database

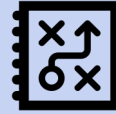
OAREDA has been piloting a project to bring all student-serving programs under the Office of Career and Industry Partnerships (OCIP) onto a shared data collection process and **Central Program Database**

Challenges



- Disparate program data collection practices and operational use cases
- Need for a flexible yet robust system to scale longitudinal student tracking

Strategy



- Open but shared protocol to accommodate variety of program needs
- Leverage existing technology already in use by many programs

Goals



- Enhance data quality and comparability of programs over time
- Greater efficiency through reduction in redundant and/or incompatible processes

At First

Programs managed their own data individually

- Many different systems/tools, often performing duplicative functions

No centralized database

- No standard data definitions
- Inability to link program data to CUNY admin data sources

Reporting across programs was not possible

- Programs reported aggregate data only; no options for validation
- Data could not be combined to give a more complete view of unit activities

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Then

OAREDA requested programs fill in quarterly data templates

- Programs still use their own systems/tools; data entry presents additional burden
- Compliance is inconsistent

Centralized data set

- Data (collected fields) are standardized
- But data are often not clean
- Can link program data (students) to CUNY admin data sources

Reporting across programs was possible (with limitations)

- Program enrollments and completions were reported on a comparable time scale
- Able to use student attributes (college, major, race, gender, age) to further explore program data
- Program-specific activities and outcomes not captured

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Now and in the Future

OAREDA builds standardized data modules, supports/supplies critical data management tools

- Strategic selection/use of systems/tools
- Essential data collection embedded in program operations

Central program database

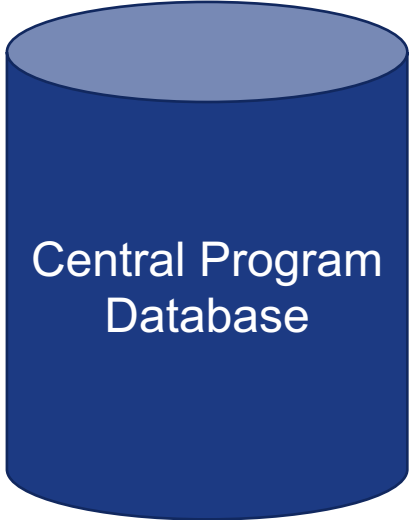
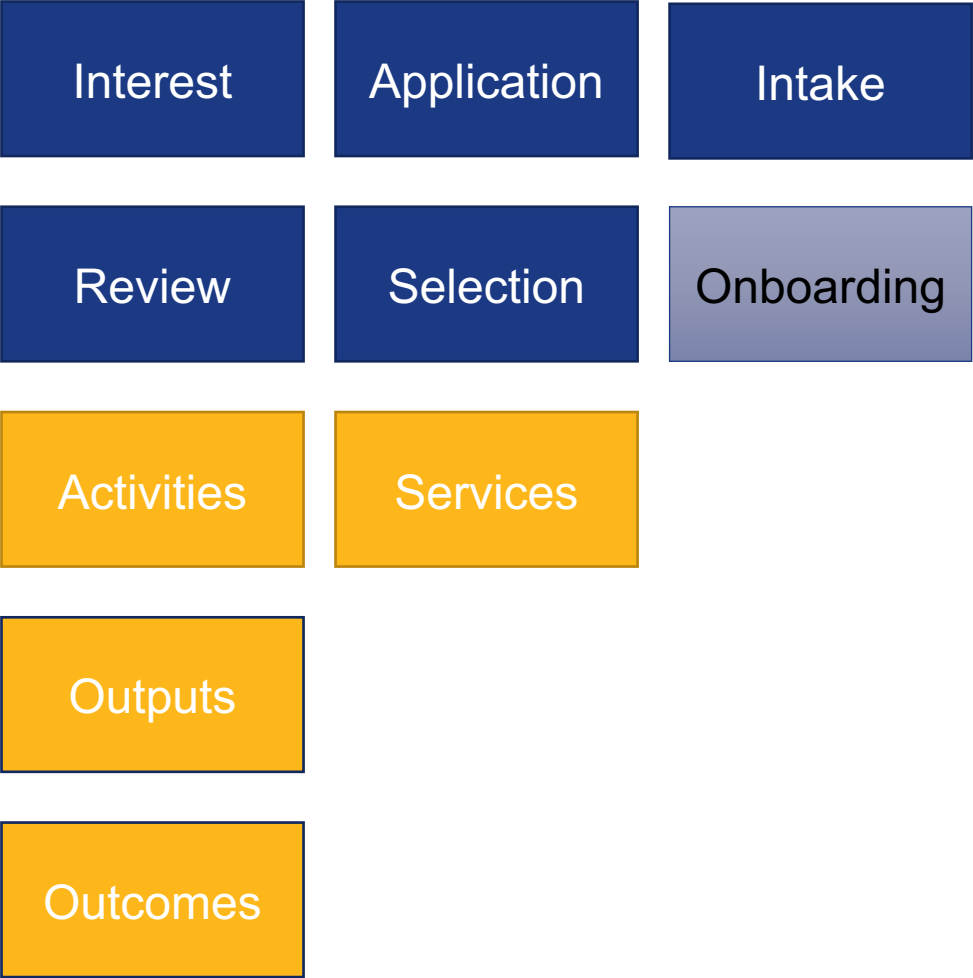
- Data are clean and definitions are standardized from the time of first entry
- Robust options for expansive program-specific data collection (student, activity, outcome, employer data can be linked)

Reporting across programs is systematized

- Reporting can be standardized across a multitude of program dimensions
- Broader opportunities to incorporate CUNY admin data and eventually NYSDOL data in reporting

Program Student Data

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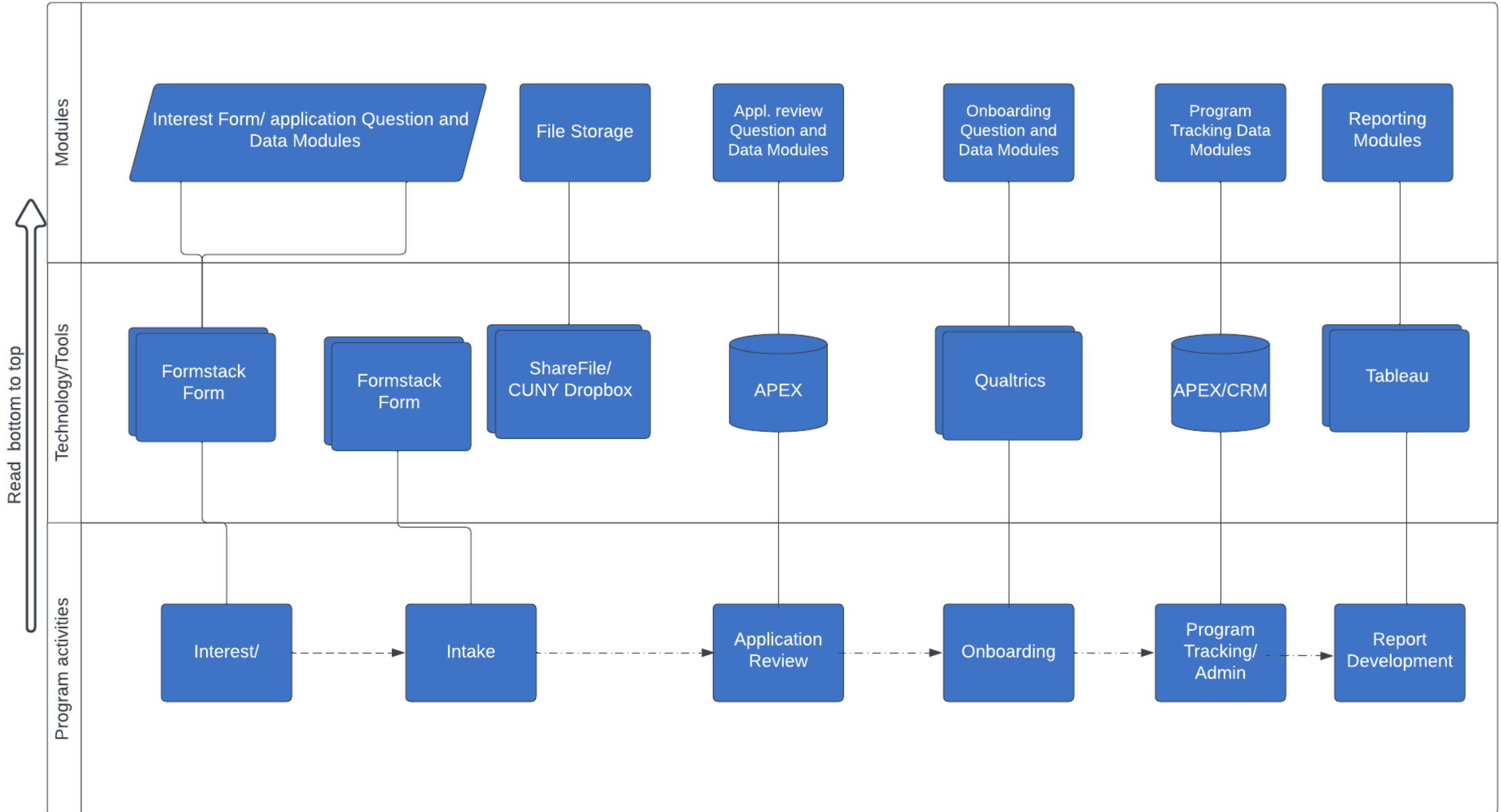
Unit-Wide Dashboard



Under Development

TBD

Data Collection and Storage Process Framework



Data Modules by Program

Proj Abbrv
Multiple values

Module

■ Employer Application data
 ■ Student Application data
 ■ Student Recommendation ..

Category/ Data Object	Data Field	Field Alias	Required	Key	Field Description/ Notes	FIF	SC	CC
						FUTURE IN FINANCE	SERVICECORPS	CULTURECORPS
Employer Application data	Company_Name	Employer/Company name	Y	-		X		
	Employer_email	Employer contact email	Y	-		X		
	Employer_First_Name	Employer contact FN	Y	-		X		
	Employer_Last_Name	Employer contact LN	Y	-		X		
	HR_Contact_Name	HR Contact	Y		Preferred email indicated by employer	X		
	Position_Openings	Position openings	Y		TBD- how data will be captured	X		
	Position_Qualifications	Position qualifications	Y		Major pursuant of degree	X		
	Position_work_locations	Position work location(s)	Y		TBD - by city, site, etc.	X		
	Position_work_schedules	Position work schedules	Y		Metric, may be broken down into day..	X		
Student Application data	Address	Null	Y		Address as on file in CF	X	X	X
	Busn_Email	Null	Y	-		X	X	X
	Camp_Email	Null	Y		Email on file in CF	X	X	X
	Class_Level	Null	Y	-		X	X	X
	College_Code	Null	Y		CUNY College Code	X	X	X
	Consent_info_share	Student Consented	Y		Acknowledgement whether a student ..	X		
	country_of_origin	Null	Y	-				X
	Credits_Earned	Null	Y	-		X	X	
	Cum_GPA	Cummulative GPA	Y	-				X
	Cur_GPA	GPA	Y	-			X	
	Deg_Level_Pursued	Null	Y	-		X		
					Degree llevel as recorded in CF purs..		X	
	Degree_Major	Degree	Y		Degree pursued			X
	Degree_Type	Deg_Level/Type Pursued	Y		Degree llevel as recorded in CF purs..			X
	DOB	Null	Y	-		X	X	X
	Emplid	Null	Y	Y	-		X	X
	Exp_Grad_Date	Null	Y		Expected Graduation as indicated in ..	X	X	
	First_Name	Null	Y	-		X	X	X
	Gender_desc	Gender description	Y		CUNY gender categories and descrip..	X		
	Gpa	Null	Y	-		X		
	Hear_About_Program	Null	Y	-		X		
	Home_Email	Null	Y		Alterante email self-reported by stude..	X	X	X
	Institution	College Name	Y	-		X		

How this Benefits a Dynamic Program Ecosystem

Programs & Students



University Leaders



Partners & Sponsors



Conditions for Central Program Database to be Successful



Critical appraisal of existing practices

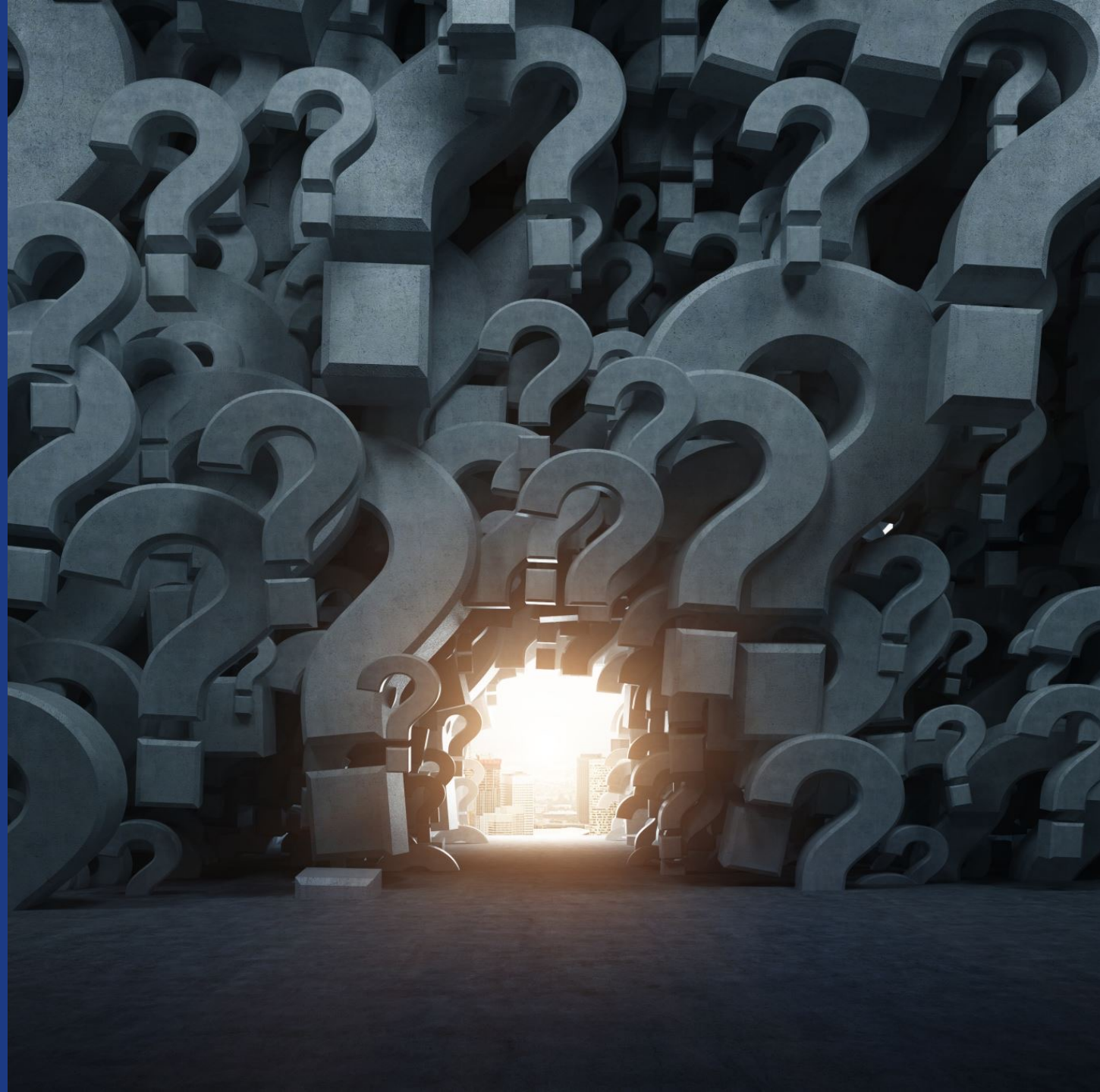


Coordination among data users



Shared investment in the tools, systems, and protocols that will continue to drive improvements over time

**Questions
and
Next Steps**



Sustainable Budgeting and Productive Funding Models

- Constance Barnes-Watson, Director, ASAP|ACE National Replication Collaborative at CUNY
- Ayush Mansingh, Director, Impact Investing, Social Finance



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

CUNY

ASAP

ACE

**NATIONAL REPLICATION
COLLABORATIVE**

Sustainable Budgeting and Productive Funding Models

NOVEMBER 2023



AGENDA

1. Overview of SAIL Feasibility Study
2. Introduction to Cost-Benefit Analysis
3. ASAP Budgeting Exercise

Overview of SAIL Feasibility Study

OVERVIEW: LCCC SAIL FEASIBILITY STUDY (2018)

The feasibility study included a set of partners with aligned interests & complementary expertise

CUNY ASAP

- **ASAP model developer** with track record of program implementation, replication, and oversight on which the SAIL model is based
- Experience informed program design, implementation plans, and broader post-secondary scaling recommendations

MDRC

- **Evaluator of original ASAP and Ohio implementations**
- Expertise informed program costs, outcome selection, cost-benefit analysis, and broader post-secondary scaling recommendations

Lorain County Community College

- Ohio ASAP implementation partner **seeking to increase access to SAIL for students pursuing Associate Degrees**
- Perspectives shaped target population hypotheses, scaling scenarios, and outcome selection

Bill & Melinda Gates Foundation

- Project funder, committed to identifying and **scaling effective programs to produce 11M additional credentials by 2025**, while closing the equity gap
- Expertise informed broader post-secondary scaling recommendations

Social Finance

- Intermediary that helps governments and service providers **assess and structure Pay for Success projects**
- Provided project management and conducted in-depth analysis, with project partners' input, to answer key feasibility study questions

Other thought partners included the Ohio Department of Higher Education and community workforce partners

SPOTLIGHT: OHIO ASAP DEMONSTRATION PILOT

The 2016 MDRC study found that early program impacts were consistent with original CUNY ASAP findings

Ohio ASAP Pilot Implementation

- In 2014, three Ohio community colleges—Cincinnati State Technical and Community College, Cuyahoga Community College, and Lorain County Community College—launched the ASAP demonstration pilot. **Lorain’s program is called Students Accelerating in Learning (SAIL)**
- The Ohio program **was almost identical to original ASAP program**, with small adjustments for local context (i.e., flexible gas/grocery gift cards instead of unlimited-ride Metrocards)
- Eligible students were low-income (Pell eligible), college-ready or in need of developmental education, degree seeking, willing to attend full time, and in a major where a degree can be completed within three years
- MDRC wrote in an early findings report: **“the early impacts in Ohio are among the largest MDRC has found in higher education evaluations.”**¹
- MDRC evaluation remains ongoing, and **will ultimately include longer-term academic outcomes** (including graduation rates)

Early Implementation Findings

Outcome	Program (N=461)	Control (N=460)	Difference
Enrolled full time (% , sem. 1)	84.6	67.0	17.6 ***
Credits earned (sem. 1)	9.2	7.8	1.4 ***
Enrolled full time (% , sem. 2)	72.5	48.4	24.2 ***
Credits earned (sem. 2)	10.5	8.2	2.3 ***

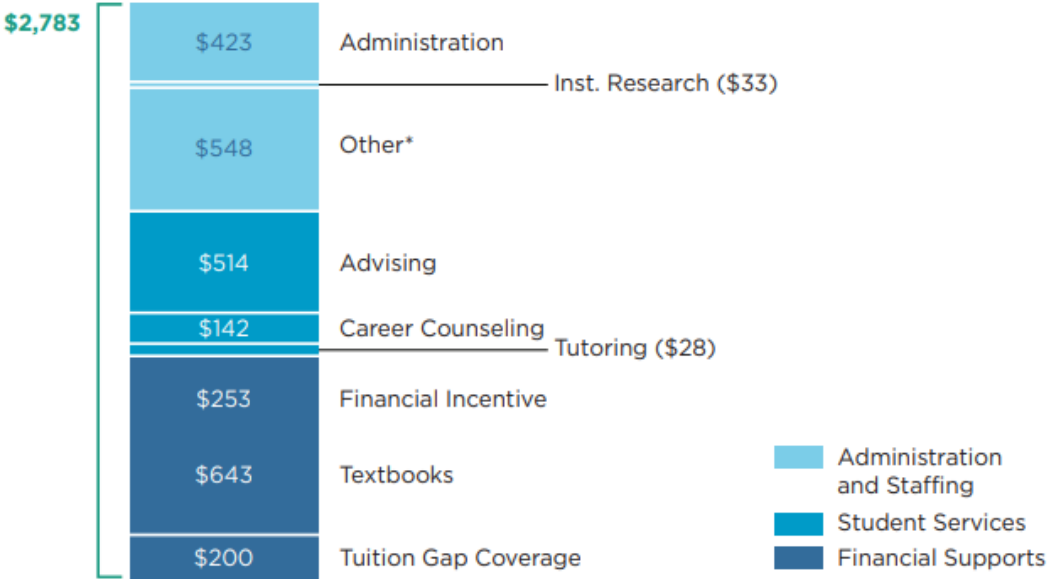
Note: This study was done in 2016, this data has not been updated with new information

Introduction to Cost-Benefit Analysis

COST-BENEFIT ANALYSIS: COSTS OF SAIL PROGRAM

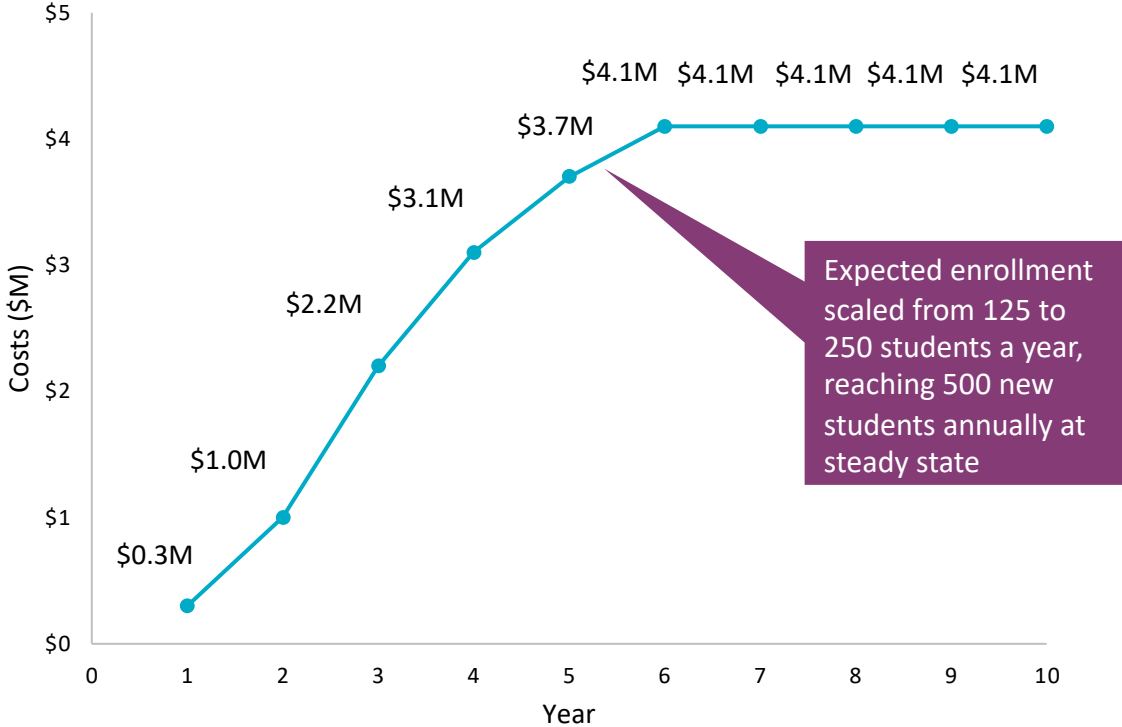
Our study used actual costs calculated by LCCC to forecast costs for the SAIL program over 10 years

SAIL average cost per student (as calculated by LCCC)



* Includes Fringe Benefits (\$370), Other Staff (\$47), Travel (\$2), Indirect Costs (\$125), and Other (\$5)

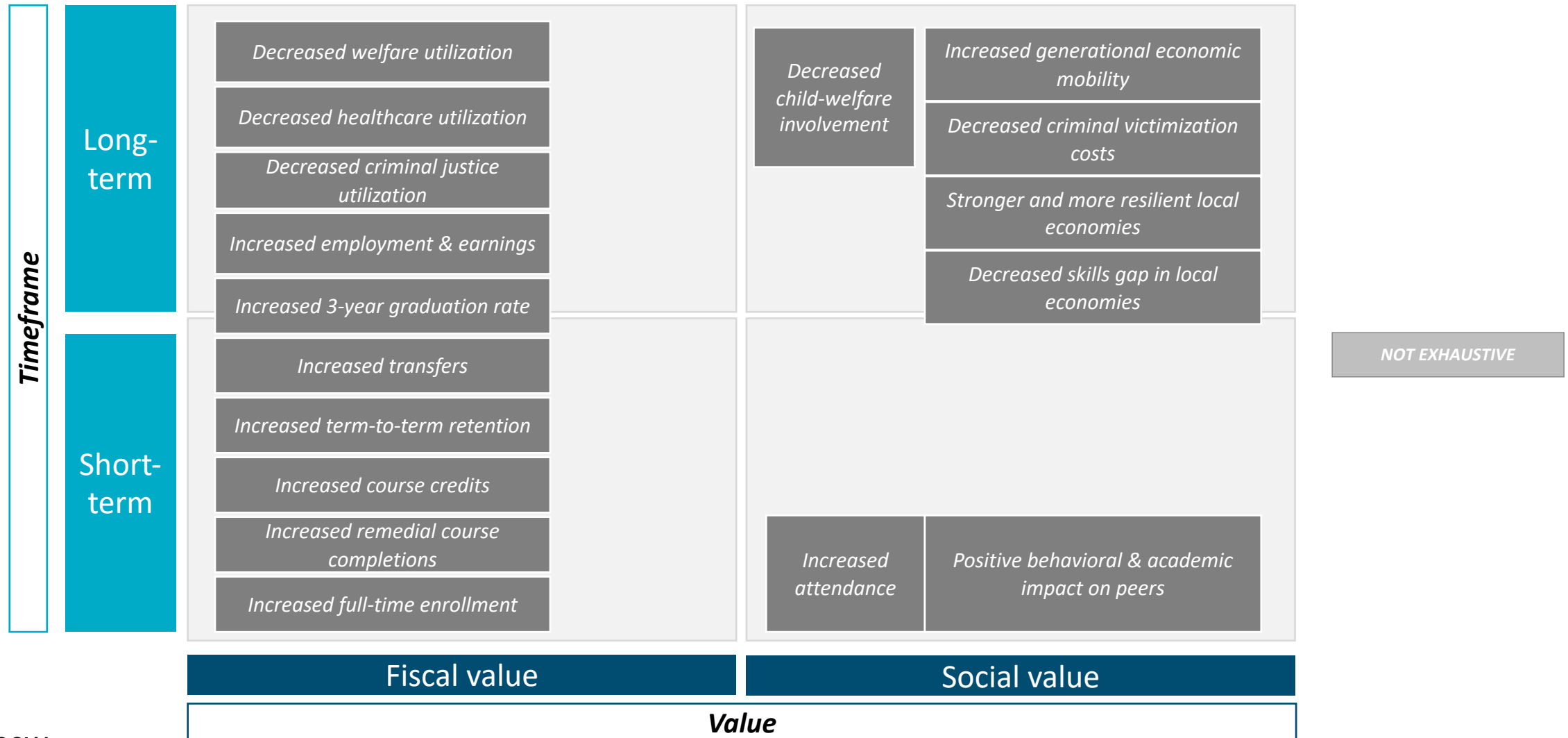
SAIL program costs over ten years



Expected enrollment scaled from 125 to 250 students a year, reaching 500 new students annually at steady state

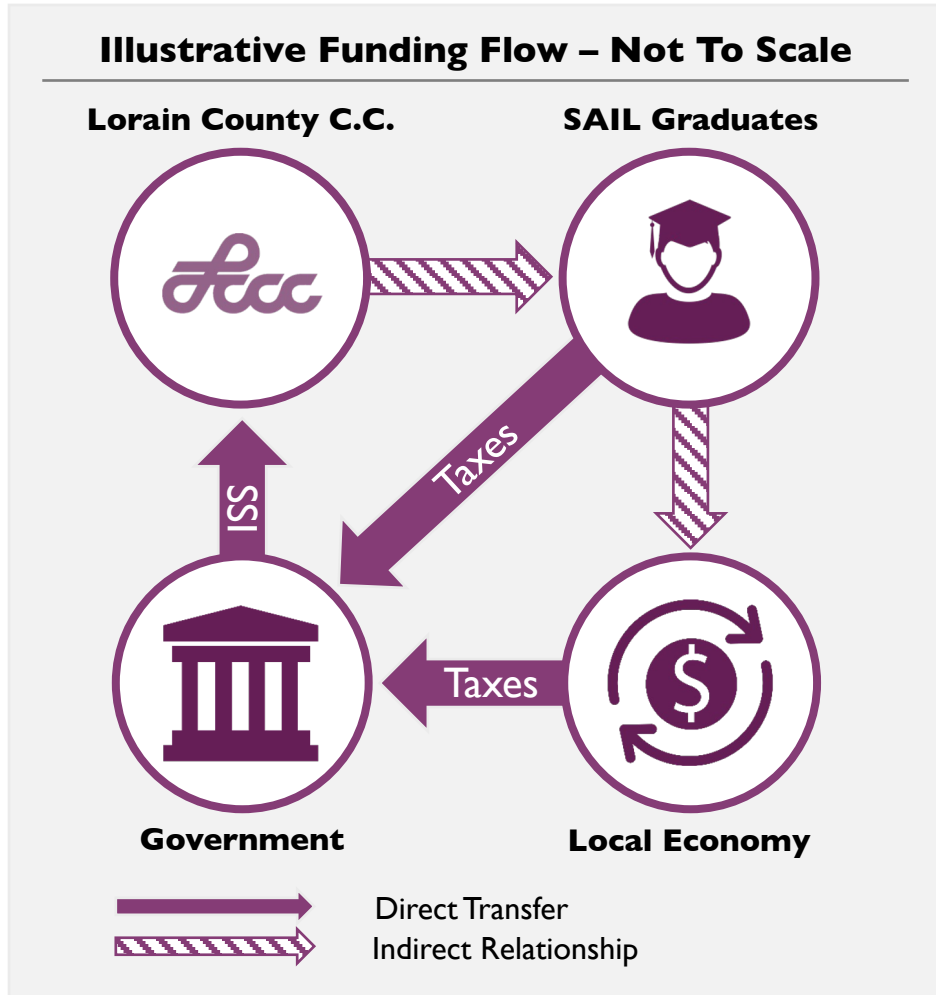
COST-BENEFIT ANALYSIS: FRAMING THE BENEFIT

SAIL and ASAP achieve outcomes that span short- and long-term time horizons, and represent direct fiscal and social value



COST-BENEFIT ANALYSIS: SOCIOECONOMIC VALUE

In addition to the fiscal value that SAIL generates for LCCC and taxpayers, there is additional value that SAIL creates for the local economy.



Economic Impact: Individual¹

Associate degree holders can expect to earn \$2,177/yr more than those with “some college” from ages 25-34

Bachelors degree holders – estimated by SAIL’s transfer impact – earn an average of \$14,500/yr more than those with an A.A.



Economic Impact: Local Economy²

Graduates can be expected to:

- 1) increase capital productivity (30%), and
- 2) recycle their increased earnings in the local economy (multiplier effect, 50%)

SAIL Economic Impact

COST-BENEFIT ANALYSIS: KEY ASSUMPTIONS

Value accrual for the CBA included benefits to LCC, Public Sector, and broader Economic Impact, based on 2016 data

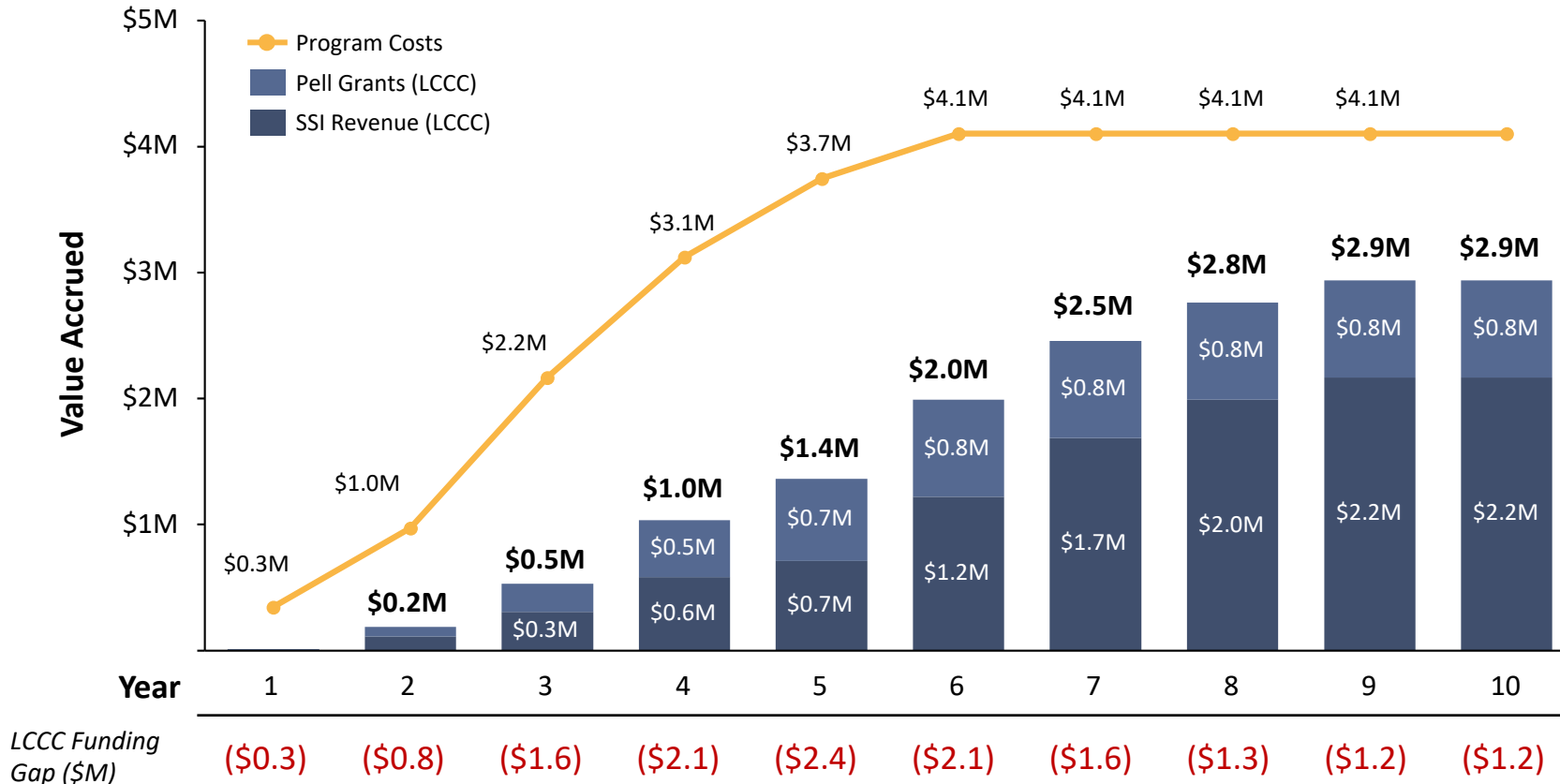
SAIL Program	
Enrollment¹	
Scaling Plan	125 → 250 → 500
Max Enrollment	500
Enrollment as % of Eligible Population	60.2%
Annual Retention Rate	80%
Costs²	
Cost per Student	\$2,780
Annual Efficiency Gains	0%
Impact³	
Δ Credits Earned per Student	1.4
Δ Graduation Rate ⁴	18.3%
Δ Transfer Rate	7.8%
Δ Retention Rate	10%
Decay Rate (used for Public/Economic Impact)	18%

Value Accrual	
LCCC⁵	
Semester Pell Tuition per Student	\$1,840
Marginal SSI Revenue per Student (approx.)	\$1,360
Public Sector – Annual Expenditures Avoided per A.A. Graduate⁶	
Public Benefit	\$275
Public Health (Age 20-39)	\$76
Criminal Justice	\$1,337
Tax Revenue ⁶	\$623
Economic Impact⁷	
Δ Earnings (AA – some college, 25-34)	\$2,177
Δ Earnings (Bachelors – AA, 25-34)	\$14,559
Increased Capital Productivity (ΔK)	30% of Earnings
Economic Multiplier	0.5x (ΔE + ΔK)
Regional Retention Rate	85%

ESTIMATED REVENUE FROM SAIL OUTCOMES

Under cost-benefit assumptions, SAIL would recoup ~70% of its annual costs from Year 9 onwards from increased LCCC revenue gains due to Pell Grants and SSI revenue

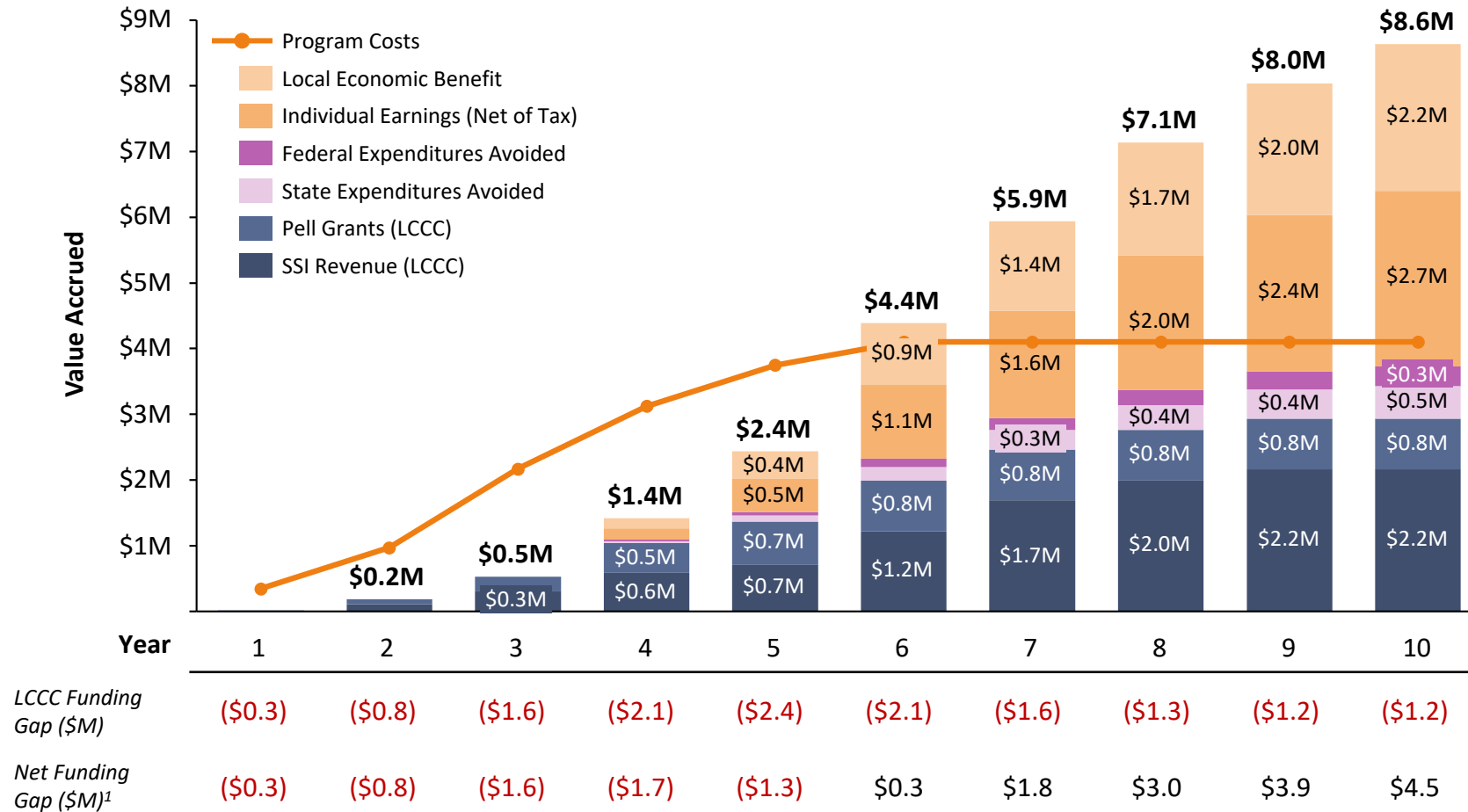
LCCC Costs and Revenue Attributable to SAIL (\$M)



TOTAL VALUE CREATED FROM SAIL OUTCOMES

By year 6, the economic benefits from SAIL graduates are expected to surpass the annual cost of the program. These benefits continue to grow as more SAIL students graduate

LCCC Revenues, Avoided Expenditures, and Economic Value of SAIL (\$M)

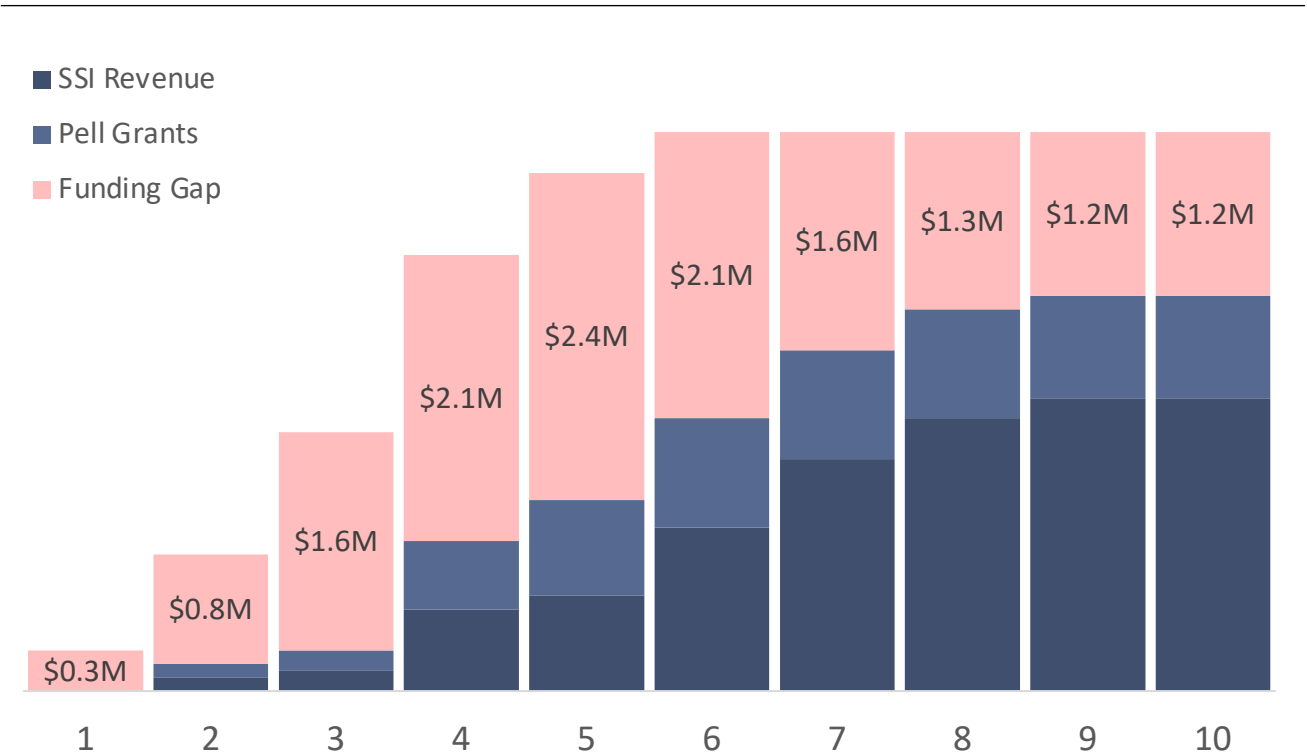


SOURCE: Social Finance SAIL Cost Benefit Analysis
 1. Inclusive of LCCC, state, federal, local and individual benefits

POTENTIAL FUNDING STRATEGIES

To cover the funding gap, LCCC may utilize a few different sources of funding

LCCC Revenue and Costs Attributable to SAIL (\$M)



Funding Scenarios

- **Re-allocate existing budget** from other initiatives to fund the SAIL program.
- **Raise philanthropic capital** to supplement existing budget to support SAIL.
- **Raise additional government funding** to supplement budget and support sustainability.

Cost Levers

- **Reduce SAIL costs**, through realized efficiencies or leveraged third party resources.
- **Increase SAIL impacts**, by identifying those services most correlated with student outcomes.
- **Reduce SAIL enrollment** based on available institutional funds for program investment.

ASAP Budgeting Exercise

ASAP: BUDGETING EXERCISE

The total costs of implementation will depend on student eligibility and institutional capacity to serve students

A. Student Eligibility Criteria (Top-Down)

- Total students enrolled, across all participating colleges
- Total students that are eligible for ASAP¹, such as:
 - Eligible degree requirements
 - Eligible for Pell Grants
 - Minimum GPA or other academic requirements
 - Residency requirements

LCCC Example:

- **First-time** students, enrolled **full-time** that are **Pell-eligible**

B. Institutional Capacity (Bottom-Up)

Institutional capacity:

- Are there constraints that institutions on have that may limit the total number of students?

LCCC Example:

- Scaling up from **125 to 250 to 500** over 5 years

C. Cost Per Student

Estimated cost per student of implementing ASAP, from institutions, including:

- Administration and Staffing
- Student Services
- Financial Support costs

LCCC Example:

- **\$2,783** per student

D. Total Costs of Implementation

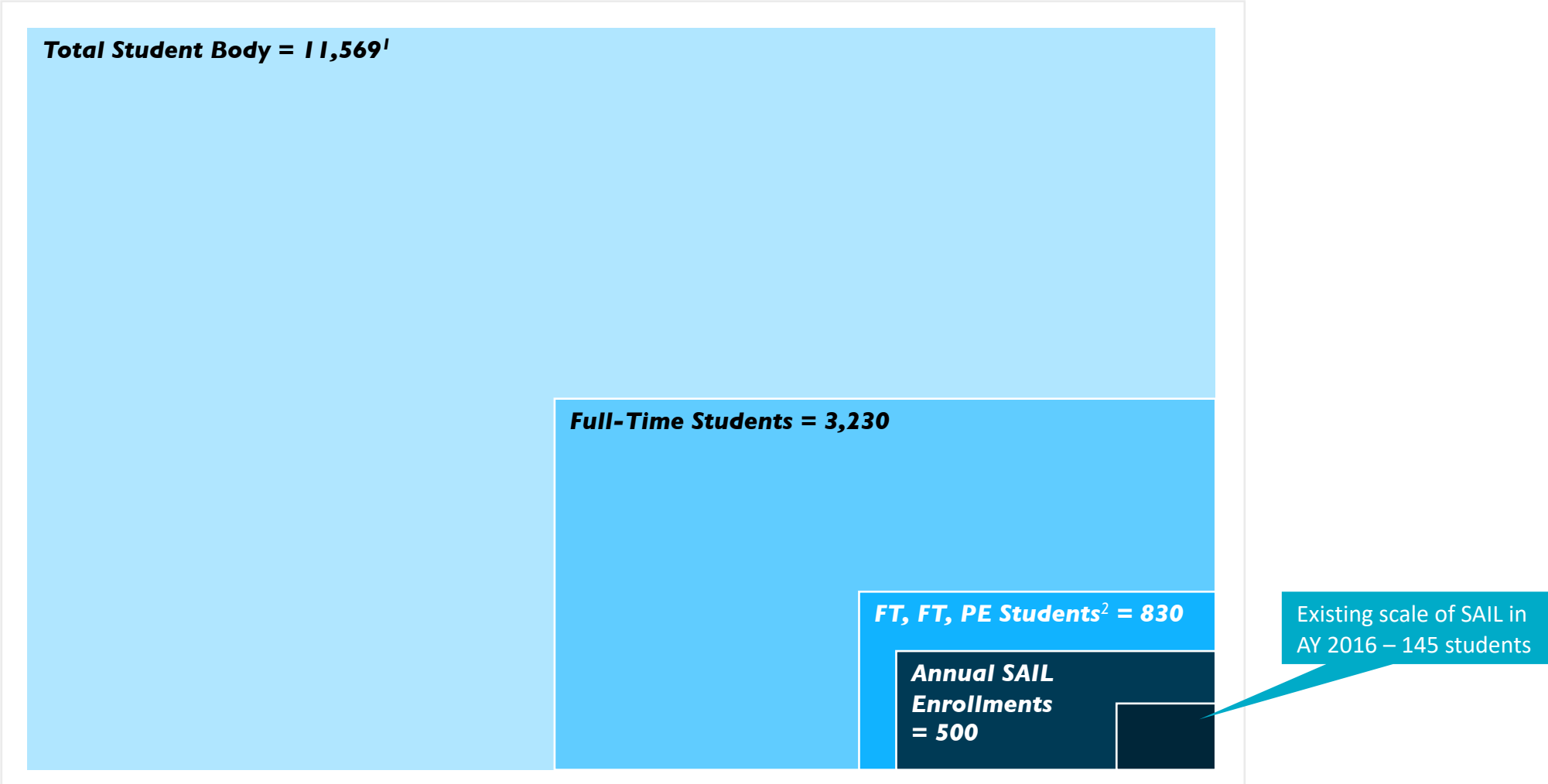
Per student costs multiplied by the total eligible population, with assumptions around enrollment forecasts for future years.

LCCC Example:

- **\$4.1M to serve 500 new students annually²** once fully implemented

DEFINING ELIGIBLE POPULATION: LCCC EXAMPLE

At steady-state, LCCC planned to enroll 500 new students annually



1. LCCC enrollment figures based on Fall 2016 student body
2. Full-time, first-time, Pell-eligible student

THANK YOU



**CU
NY** | **ASAP** ▶ | ▶ **ACE**

**NATIONAL REPLICATION
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CUNY ASAP | ACE NATIONAL REPLICATION

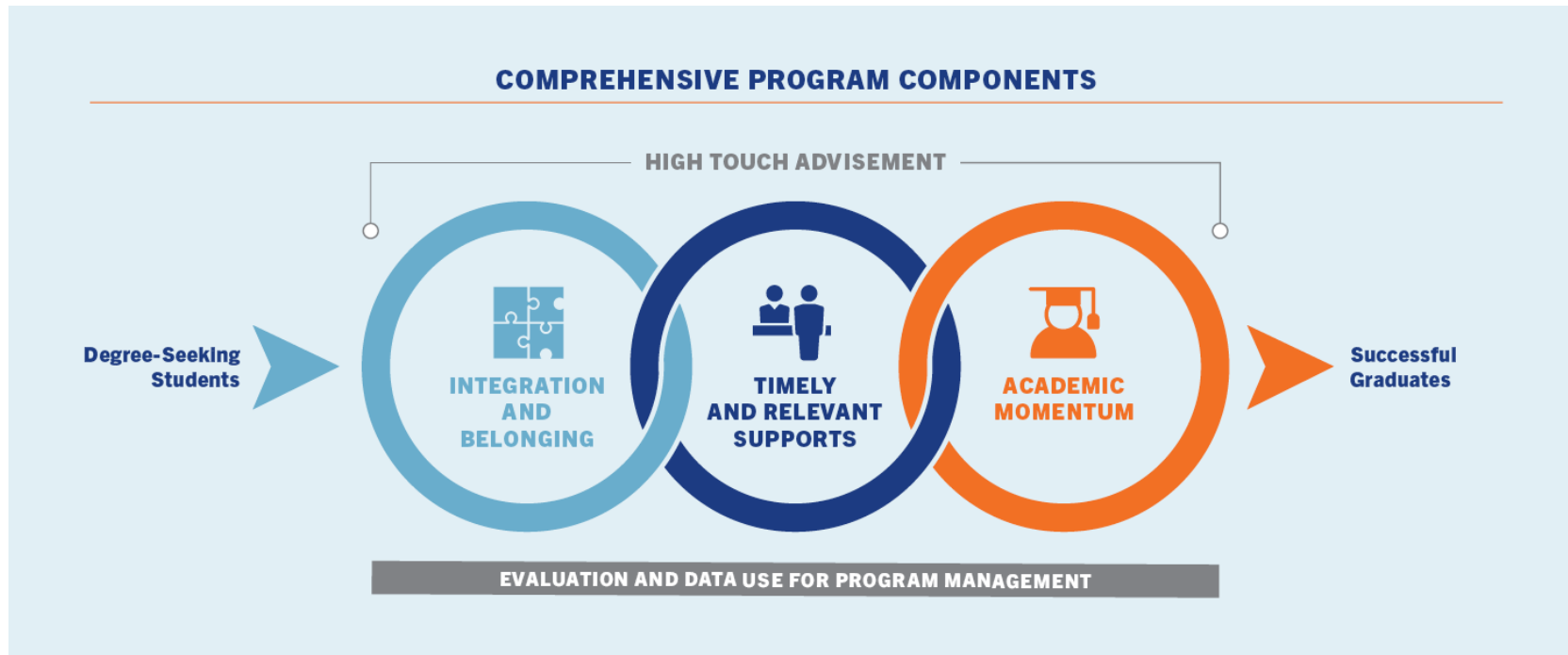
CAMPUS BUDGET IMPLEMENTATION

Constance Barnes; Director ASAP | ACE
National Replication Collaborative

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NATIONAL REPLICATION
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REPLICATING WITH FIDELITY



OHIO SAIL REPLICATION BUDGET SNAPSHOT: YR. 2

HIGHLIGHTS OF THE OHIO BUDGET:

- Beginning in Year 2, all roles were full-time and funded through the replication budget.
- Ohio funded “supplemental” roles that fall outside of the program component requirements.
- The Ohio attrition rates shown reflect the **2018 Cohort 1 students**, after the “pilot” launch.
 - At CUNY we make the following assumptions regarding retention over the 3yr “project” period, therefore campuses recruit to backfill to maintain the 150:1 advisor ratios:
 - Yr. 1= 90% retention
 - Yr. 2= 80% retention
 - Yr. 3= 70% retention
- **Budget allocations ≠ actual costs**
 - *Explanation: students may not meet program engagement criteria to receive funds, over time the “value” of advising outweighs the incentive*

OHIO BUDGET SNAPSHOT YR 2.

A	B	H	I	J	K	L	M	N	O	P	Q	R
SAIL Draft Budget *Please see note at bottom of budget page*												
	Notes (1st yr. not shown)	Q1 (July-Sept 2019)	Q2 (Oct-Dec 2019)	Q3 (Jan-Mar 2020)	Q4 (Apr-Jun 2020)	2nd Year Total	Q1 (July-Sept 2020)	Q2 (Oct-Dec 2020)	Q3 (Jan-Mar 2021)	Q4 (Apr-Jun 2021)	3rd Year Total	New Money Totals
Program Coordinator	Funded under the original program budget through end of 2018	\$ 15,852	\$ 15,852	\$ 15,852	\$ 15,852	\$ 63,408	\$ 16,327	\$ 16,327	\$ 16,327	\$ 16,327	\$ 65,308	\$ 128,716
Academic Advisors	YR 1-2 FT Advisors (Cynthia & Whitney) funded under original program budget through end of 2018/YR 2- 4 FT Advisors/YR 3 - 8 FT Advisors	\$ 62,296	\$ 62,296	\$ 62,296	\$ 62,296	\$ 249,184	\$ 96,246	\$ 96,246	\$ 96,246	\$ 96,246	\$ 384,984	\$ 634,168
Staff Associate	1 FT Staff Associate (partially funded under original program budget through end of 2018)	\$ 9,869	\$ 9,869	\$ 9,869	\$ 9,869	\$ 39,476	\$ 10,165	\$ 10,165	\$ 10,165	\$ 10,165	\$ 40,660	\$ 80,136
Career Developmental Specialist	1 PT Career Specialist (funded under original program budget through end of 2018)/ YR 2 and 3- 1 FT Career Specialist	\$ 15,574	\$ 15,574	\$ 15,574	\$ 15,574	\$ 62,296	\$ 16,041	\$ 16,041	\$ 16,041	\$ 16,041	\$ 64,164	\$ 126,460
Financial Services Staffing	Leverage Existing Staffing	\$ 6,172	\$ 6,172	\$ 6,172	\$ 6,172	\$ 24,688	\$ 12,344	\$ 12,344	\$ 12,344	\$ 12,344	\$ 49,376	\$ 74,064
Tutoring	Leverage Existing Staffing	\$ 7,726	\$ 7,726	\$ 7,726	\$ 7,726	\$ 30,904	\$ 15,452	\$ 15,452	\$ 15,452	\$ 15,452	\$ 61,808	\$ 92,712
Institutional Research	Leverage Existing Staffing	\$ 2,111	\$ 2,111	\$ 2,111	\$ 2,111	\$ 8,444	\$ 2,174	\$ 2,174	\$ 2,174	\$ 2,174	\$ 8,696	\$ 17,140
Personnel	Assumes 3% yearly salary increase	\$ 119,600	\$ 119,600	\$ 119,600	\$ 119,600	\$ 478,400	\$ 168,749	\$ 168,749	\$ 168,749	\$ 168,749	\$ 674,996	\$ 1,153,396
Fringe Benefits	FT= 18% of gross pay + \$13,500; PT= 18%	\$ 45,151	\$ 45,151	\$ 45,151	\$ 45,151	\$ 180,604	\$ 60,756	\$ 60,756	\$ 60,756	\$ 60,756	\$ 243,024	\$ 423,628
Equipment/Supplies												
Supplies	YR 2 - 2 Laptops @ 1200 each/ YR 3- 2 Laptops @ 1200 each. Basic office supplies	\$ 2,900	\$ -	\$ -	\$ -	\$ 2,900	\$ 2,900	\$ -	\$ -	\$ -	\$ 2,900	\$ 5,800
Professional Development/Travel	Conferences, mileage, etc.	\$ 2,250	\$ -	\$ -	\$ -	\$ 2,250	\$ 2,250	\$ -	\$ -	\$ -	\$ 2,250	\$ 4,500
Other: Marketing, food, space rental	Marketing materials, Orientation, Welcome week/Finals/Midterms events for SAIL students	\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 8,000	\$ 10,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 14,500	\$ 22,500
Total Other		\$ 10,150	\$ 1,000	\$ 1,000	\$ 1,000	\$ 13,150	\$ 15,150	\$ 1,500	\$ 1,500	\$ 1,500	\$ 19,650	\$ 32,800
Student Financial Supports	*Based on cohort size outlined in Cohort Size tab											
Book Vouchers	\$750 average annually per student	\$ 209,250	\$ -	\$ 165,600	\$ -	\$ 374,850	\$ 365,400	\$ -	\$ 281,400	\$ -	\$ 646,800	\$ 1,021,650
Gap Scholarships	\$92 average annually per student	\$ 27,462	\$ -	\$ 25,392	\$ -	\$ 52,854	\$ 46,368	\$ -	\$ 43,148	\$ -	\$ 89,516	\$ 142,370
Gas/Food Stipend	\$500 average annually per student	\$ 74,625	\$ 74,625	\$ 69,000	\$ 69,000	\$ 287,250	\$ 126,000	\$ 126,000	\$ 117,250	\$ 117,250	\$ 486,500	\$ 773,750
Total Student Financial Supports		\$ 311,337	\$ 74,625	\$ 259,992	\$ 69,000	\$ 714,954	\$ 537,768	\$ 126,000	\$ 441,798	\$ 117,250	\$ 1,222,816	\$ 1,937,770

SAMPLE “HIGH VALUE” INCENTIVES

Institution	Program Name	What is the monthly amount available to students (in \$)?	What is the form of the support? (i.e. gas/grocery card, transit pass, etc.)	What is the amount available to students each semester for textbooks/course materials (in \$)?	How is the textbook/course materials support distributed to students?
Appalachian State (App State)	TrACE	100	Payment direct to student via check or direct deposit	300	Credit to student accounts
East Carolina University (ECU)	TrACE Success Program	100	checks	300	checks
Nashville State Community College (NSCC)	Nashville GRAD	100	gift card for groceries, bus card	300	Included on students' <u>account</u> .
West Virginia University at Parkersburg (WVUP)	Ascend	50	Gas card	200	Payment on charged books at <u>bookstore</u> or reimbursement with receipt from somewhere else.
Skyline College	Promise Scholars Program	50	gas, grocery, public transit (choice for students)	300	via credit at our bookstore
Lorain County Community College	SAIL	50	gas/grocery card	300	Money placed on the students bookstore account
Cañada College	Promise Scholars Program	50	Tango (e-card)	350	Bookstore partnership.
University of North Carolina-Greensboro (UNCG)	TrACE	100	Direct deposit into student account	300	Direct deposit into student account
Community College of Philadelphia (CCP)	Octavius Catto Scholarship	250	Cash disbursement (can cover any basic needs)	500	Bookstore credit
Blue Ridge Community and Technical College	Ascend	50	gas/grocery card	250	Through the Bookstore
College of San Mateo (CSM)	Promise Scholars Program	50	\$50 Tango Gift Card (redeemable at Walgreens, CVS, Grocery Stores, Target, etc.) or \$50 transportation assistance (gas card, bus card etc.)	300	Available through the college book

SAMPLE BUDGET EXERCISE

	Notes	1st Year (FY 24)	2nd Year (FY 25)	3rd Year (FY 26)	Adjustments	JD's referenced for salary comps
2023 SAMPLE PROPOSAL						
Personnel						
Program Coordinator (FT)	(TRIO Program Administrator JD referenced)	\$75,000	\$76,500	\$78,030		SAMPLE Salary Schedules: https://www.SAMPLE.edu/careers/employment/index.cfm?s=y
Academic Advisor (FT)	1 FT Advisor (up to 150 students), add 1 FTE per 150 students	\$57,500	\$58,650	\$59,823		https://SAMPLEwcc.interviewexchange.com/jobofferdetails.jsp?JOBID=159762&CNTRNO=1&TSTMP=1682373261546
Tutoring (PT)	Sr. Tutor 28hrs/wk, add 1 per 150 students	\$19,712	\$20,106	\$20,508	negotiated with existing tutoring centers on campus to reduce costs	
Data Specialist (PT)	28hrs/wk (PT Registrar JD) *Could be shared role w/existing staff	\$42,647	\$43,500	\$44,370	Consider addl tutor instead of Data Specialist for Year 1	https://SAMPLEwcc.interviewexchange.com/jobofferdetails.jsp?JOBID=121063
COLA (.02)						https://SAMPLEwcc.interviewexchange.com/jobofferdetails.jsp?JOBID=151694&CNTRNO=11&TSTMP=1682372889140
Total Personnel		\$194,859	\$198,756	\$202,732		
Fringe Benefits	0.1807	\$35,211	\$35,915	\$36,634		
Equipment/Supplies						
Supplies	laptops @\$1250, \$500 general office supplies	\$1,250	\$500	\$500		
Professional Development/Travel	Conferences, mileage, etc.	\$2,250	\$2,250	\$2,250		
Other: Marketing, community building	Marketing materials, Orientation, Welcome week/Finals/Midterms events for students	\$3,000	\$2,500	\$2,000		

< > ☰ COHORT SIZE YR 1 FULL IMPLEMENTATION Sample 100 students w attrition Sample 150 students +

SUCCESSFUL SCALABILITY

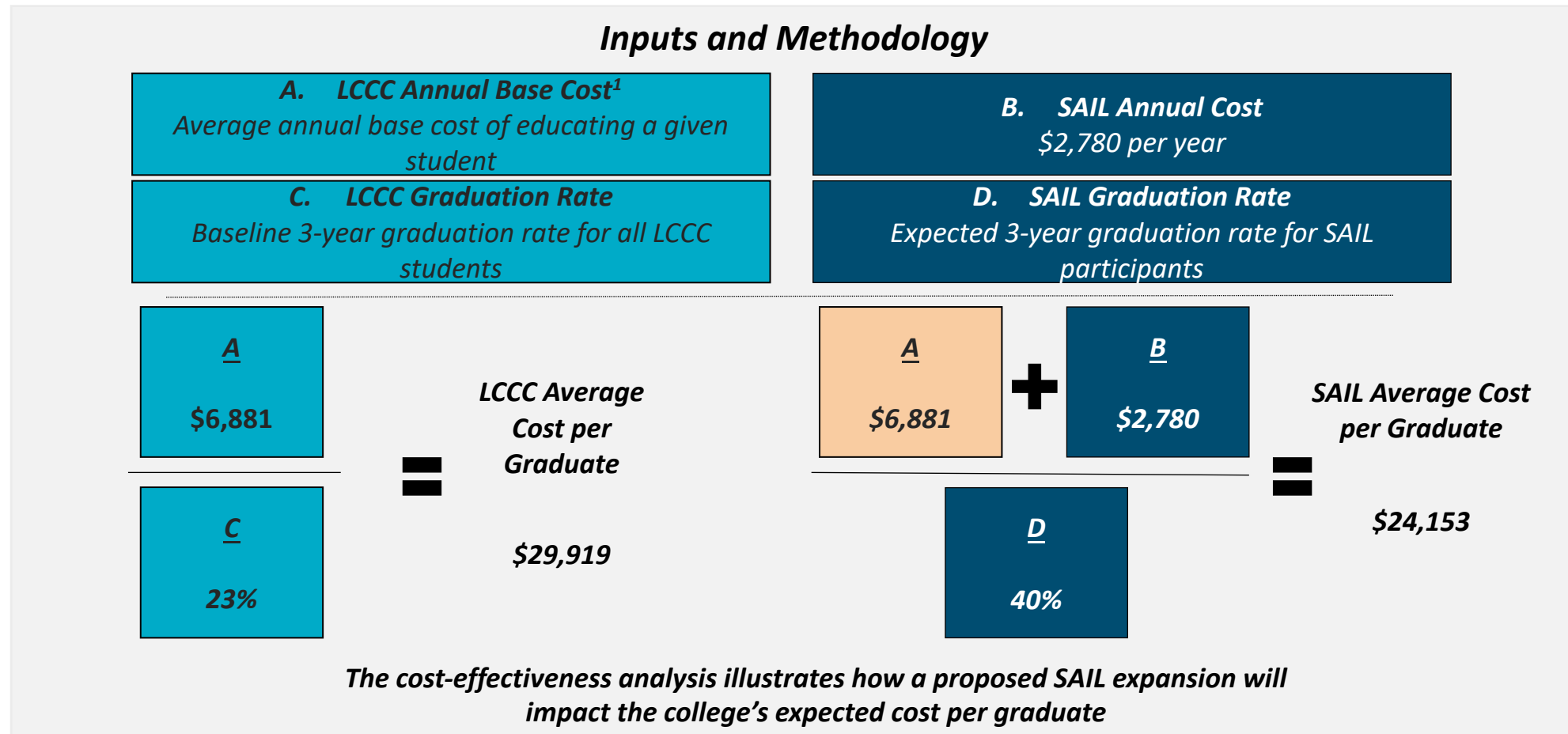
TABLE 2: Revenue per Cohort of 150 with and without ASAP Model Current Revenue Generated Per 150 Students with WCC's 2011-2014 IPEDS Retention Rates Retention Model (Based on \$5885 Tuition, County and State Aid Per Semester) IPEDS FALL 2011 Cohort						
WCC	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
% Retention	100%	82%	60%	53%	40%	32%
# Per 150	150	123	90	80	60	48
% Grads						23
Revenue	\$882,750	\$723,855	\$529,650	\$467,858	\$353,100	\$282,480
Projected Revenue Generated Per 150 Students Replicating CUNY's Results (Based on \$5885 Tuition, County and State Aid Per Semester) CUNY ASAP Average Retention Rates Fall, 2007-2013 Cohorts						
ASAP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
% Retention	100%	93%	81%	71%	39%	20%
# Per 150	150	139	121	107	98	30
% Grads					26%	41%
# Per 150					39	61
Revenue	\$882,750	\$818,015	\$712,085	\$629,695	\$576,730	\$176,550
New Students	0	+11	+29	+43	+52	+120
+ Revenue	0	\$64,735	\$170,665	\$253,055	\$306,020	\$706,200
Total Rev.	\$882,750	\$882,750	\$882,750	\$882,750	\$882,750	\$882,750

Thank you for your participation!

Appendix

ASSESSING SAIL COST-EFFECTIVENESS

SAIL's cost-per-graduate (~\$24,150) is ~20% lower than LCCC's general cost-per-graduate (~\$29,900)



LCCC Data Point	SAIL Data Point
-----------------	-----------------

1. For FY14: Annual base cost is the product of cost per credit (\$514) and the average number of credits attempted per LCCC student (13.4); cost per credit is determined by dividing total annual LCCC expenses and deductions (\$110.6M) by total instructional activity (215,399).

Note: According to Susan Scrivener et al, "Doubling Graduation Rates," MDRC, February 2015: "Even though ASAP spent more money overall, this estimated effect actually lowered the cost per degree earned for ASAP students by 11.4 percent compared with students who receive the usual college services" (72).

OHIO'S STATE SHARE OF INSTRUCTION (SSI) FORMULA (AS OF 2018)

Bolded items represent variables that we think can be impacted by SAIL expansion

	Course Completions	Success Points	Graduations & Transfers
Overview	<ul style="list-style-type: none"> <u>Determines 50% of each community college's SSI</u> Number of credits earned across each course offering in a given academic year, for each community college (3 year average) 	<ul style="list-style-type: none"> <u>Determines 25% of each community college's SSI</u> The number of students that earn: 1) 12 credits; 2) 24 credits; 3) 36 credits; 4) complete DEV Math or English and enroll in a credit-bearing course 	<ul style="list-style-type: none"> <u>Determines 25% of each community college's SSI</u> The number of students that: 1) graduate with an AA²; 2) graduate with a recognized credential²; 3) transfer to a 4-year institution
Key Inputs	<ul style="list-style-type: none"> LCCC credits earned per course offering (including Access students) Other community college credits earned per course offering (including Access students) "Reimbursed" rate per course credit earned Access student weighting 	<ul style="list-style-type: none"> Number of credits earned by LCCC students Number of DEV Math or English courses (and subsequent enrollments) by LCCC students Number of credits and DEV Math or English courses (and subsequent enrollments) earned by non-LCCC students 	<ul style="list-style-type: none"> Number of AA degrees and number of transfers to 4-year institutions by LCCC students (including Access students) Number of credentials earned by LCCC students Number of AA graduations, credentials earned, and transfers by non-LCCC students "Reimbursed" rate for AA, credentials, and transfers
Key Principles	<ul style="list-style-type: none"> The <u>total funding amount in a given year is fixed</u>; increased performance by one school will increase its share of SSI funds at the expense of the remaining community colleges Access weights¹ are used in the Course Completions and Graduations & Transfers formula components to incent enrollment of under-served populations The use of 3-year averages means that revenue growth from increased outcomes compounds with each additional year of SAIL impacts 		

APPLYING SAIL & ASAP HISTORICAL IMPACTS TO SSI FORMULA

With each additional year of SAIL access LCCC earns a greater share of SSI funding

	Course Completions	Success Points	Graduations & Transfers
Impact Estimate	<ul style="list-style-type: none"> 28% impact on courses completed for SAIL students¹ 	<ul style="list-style-type: none"> 1.4 credit increase for students with more than 12 credits 20% credit increase for students with less than 12 credits 	<ul style="list-style-type: none"> 83% increase in 3-year AA completions for SAIL students² 45% increase in transfers to 4-year institutions for SAIL students²
Year 2	<ul style="list-style-type: none"> Course compl.³ = \$72,250 	<ul style="list-style-type: none"> Success Points = \$33,000 	<ul style="list-style-type: none"> AA completion³ = \$0 Transfers³ = \$6,700
Total LCCC SSI Increase = \$112,000			
Year 3	<ul style="list-style-type: none"> Course compl. = \$200,000 	<ul style="list-style-type: none"> Success Points = \$91,000 	<ul style="list-style-type: none"> AA completion = \$0 Transfers = \$18,452
Total LCCC SSI Increase = \$309,000			
Year 4	<ul style="list-style-type: none"> Course compl. = \$331,000 	<ul style="list-style-type: none"> Success Points = \$151,000 	<ul style="list-style-type: none"> AA compl. = \$72,000 Transfers = \$30,500
Total LCCC SSI Increase = \$584,000			
Year 5	<ul style="list-style-type: none"> Course compl. = \$331,000 	<ul style="list-style-type: none"> Success Points = \$151,000 	<ul style="list-style-type: none"> AA compl. = \$198,000 Transfers = \$30,5000
Total LCCC SSI Increase = \$710,500			

15-Minute Break

Up Next:

- Making the ROI Case

Making the ROI Case

- Katie Giardello, Senior Policy Advisor, ASAP|ACE National Replication Collaborative at CUNY
- Colin Hill, Research Analyst, Postsecondary Education, MDRC



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

**CU
NY**

ASAP ▶

ACE

**NATIONAL REPLICATION
COLLABORATIVE**

Making the ROI Case

SHEEO | ASAP College Completion Coalition Learning Community Convening

Agenda and introductions

1. Framing Discussion
2. MDRC's ROI Tool
3. ASAP Evidence Base
4. Q&A





Which audience(s)
are you focused
on in developing
an ROI for student
success work?



GO TO [WWW.MENTI.COM](https://www.menti.com) AND USE CODE **6132 3408** TO SHARE YOUR THOUGHTS!



What are productive ROI arguments and associated communication strategies you've used in the past?

POPCORN DISCUSSION



Which ROI angle is most productive for advancing ASAP replication in your state?



GO TO WWW.MENTI.COM AND USE CODE **6132 3408** TO SHARE YOUR THOUGHTS!

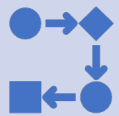
MDRC's Intervention Return on Investment Tool



Free, interactive web application



Estimates costs and revenues associated with implementing an intervention at a community college based on **customized regional prices, college expenditures, tuition prices, and state funding models**



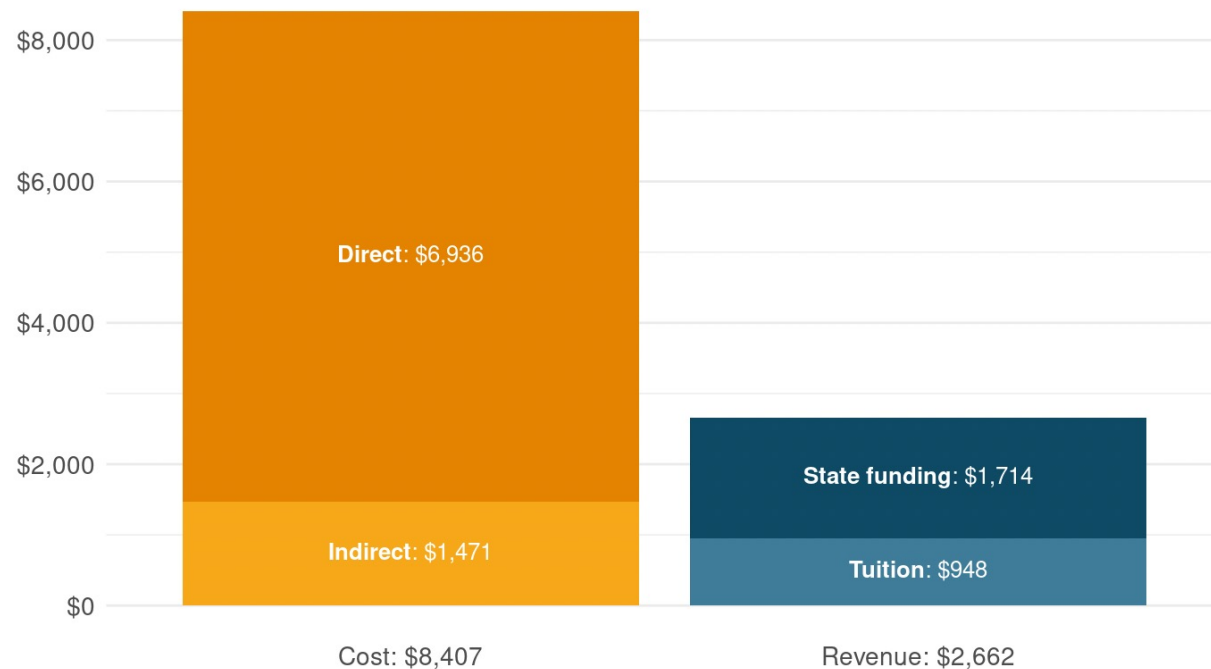
Pre-loaded with 20 interventions studied by MDRC, with option to input your own intervention

Results

If **Accelerated Study in Associate Programs - Ohio Replication** were implemented at **Cape Fear Community College**, the intervention would cost an estimated **\$8,407** and generate an estimated **\$2,662** in revenue per student offered the intervention over the course of **4 years**.

Based on these estimates, this intervention would recoup **32 percent** of its costs if it were implemented at your college. That would leave **\$5,745** per student that would need to be covered by reallocating existing internal resources, securing external funding to support the intervention, or cutting costs in a way that does not make the program less effective and generate less revenue.

And don't forget: this intervention may generate benefits to students and society that are not captured from the college perspective, so just because it does not recoup 100% of its costs does not necessarily mean it should not be implemented. To help you consider the benefits this intervention might provide to your students and society, we provide below a summary of the intervention's effects on student outcomes.



Colleges recoup costs when students succeed, but most interventions do not recoup all their costs.

Understanding one's state funding model and aligning practices with it can make interventions more financially sustainable.

There are also important benefits from effective student success programs realized by the students, their families, the local community and society at large.

The ASAP Ohio Demonstration



Adapting ASAP for Ohio

Three community colleges

Replicated three-year findings from original CUNY evaluation



Long-term findings

Extended follow-up to six years

First experimental labor market findings from any ASAP implementation

The ASAP Ohio Sample

- **1,501 students** across three colleges
- Almost half were **nontraditional** students
- Nearly 60 percent were **employed**, 25 percent of which were employed full-time
- Almost 75 percent had **developmental education requirements**

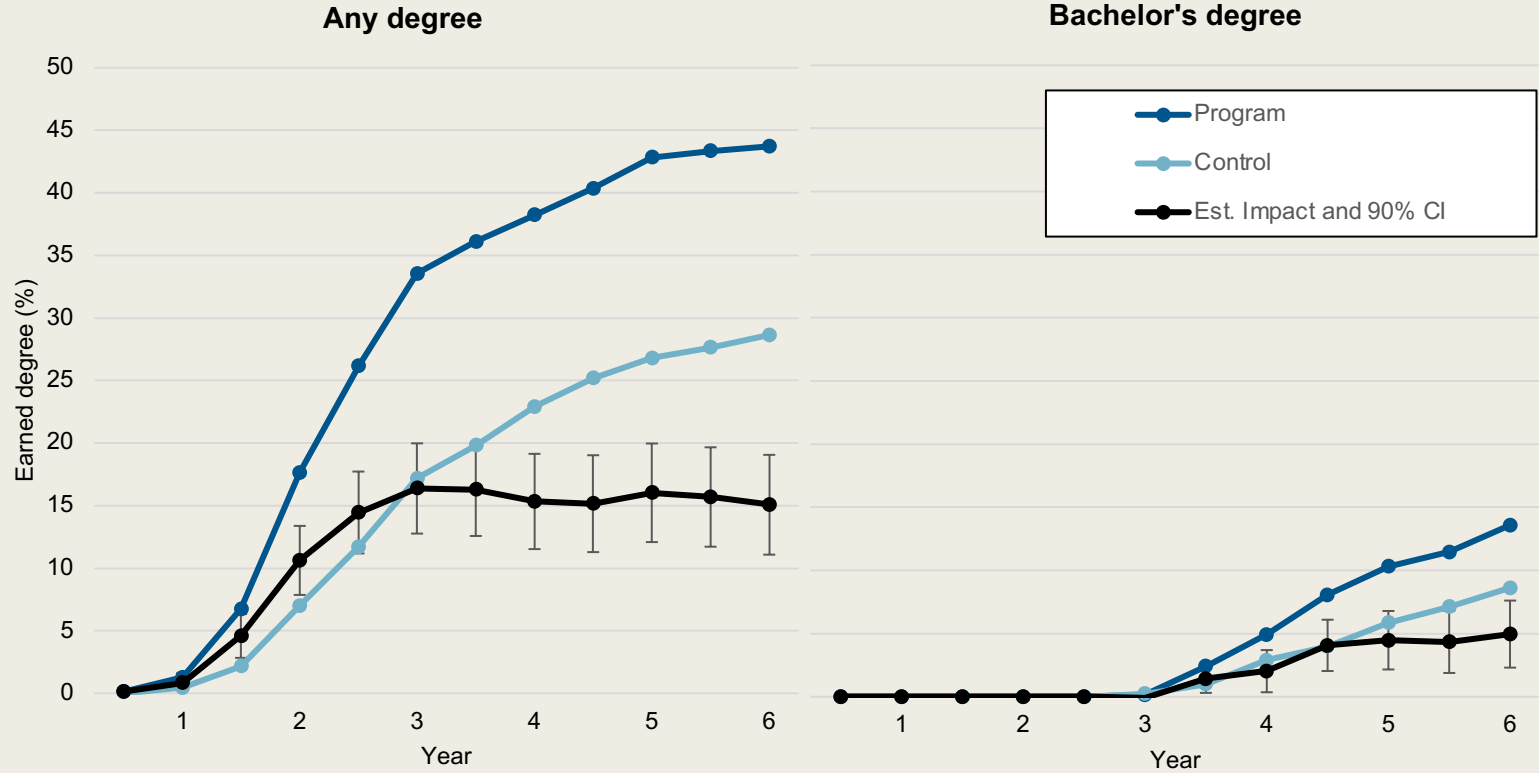
Subgroup analyses found that the Ohio programs were generally effective across these and other examined subgroups.

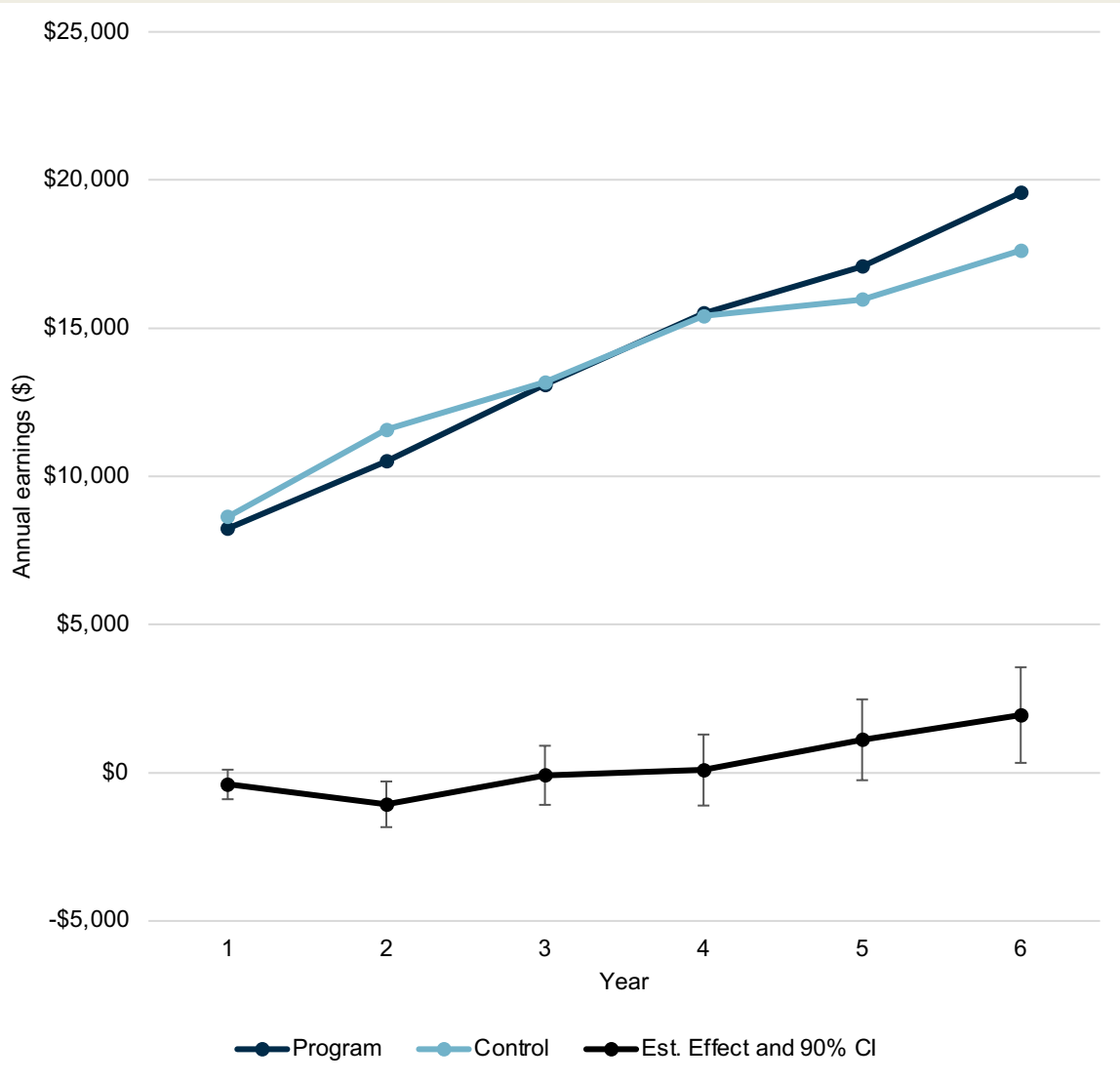
The Ohio programs had significant effects on graduation rates and earnings.

Table 1: Six-Year Impacts Summary Table

Outcome	Sample Size	Program Group	Control Group	Difference	P-Value
<i>Confirmatory outcomes</i>					
Ever earned a degree	1,501	43.7	28.6	15.1 ***	0.000
Annual earnings	1,482	19,573	17,626	1,948 **	0.047
<i>Exploratory outcomes</i>					
Ever earned an associate's degree	1,501	41.8	26.4	15.4 ***	0.000
Ever earned a bachelor's degree	1,501	13.6	8.6	5.0 ***	0.002
Ever employed in Year 6	1,482	70.5	70.8	-0.3	0.902

Graduation effects have remained fairly steady and an effect on bachelor's degrees has emerged.





After six years, the program group is earning about \$1,900 more per year on average.



Thinking broadly about ROI for systems-scaling of the ASAP model.

Cost-effectiveness study of ASAP

Levin, Garcia & Morgan (2012)



Even though the cost per student was higher for ASAP students compared to the comparison group, the **cost per completed degree was \$6,500 lower** since more of these students graduate.

Levin & Garcia (2013)

Table ES2: Generation of Total Fiscal Benefits to the Taxpayer per Degree (Present Value of Lifetime Benefits at Age 23)

	Per Additional Associate Degree
Total Public Benefits	\$205,514
Tax revenues from income ^a	\$145,567
Property and sales taxes	\$19,833
Savings-health expenditures-public ^b	\$5,026
Savings-Welfare and public assistance	\$5,956
Savings-Criminal Justice	\$29,132

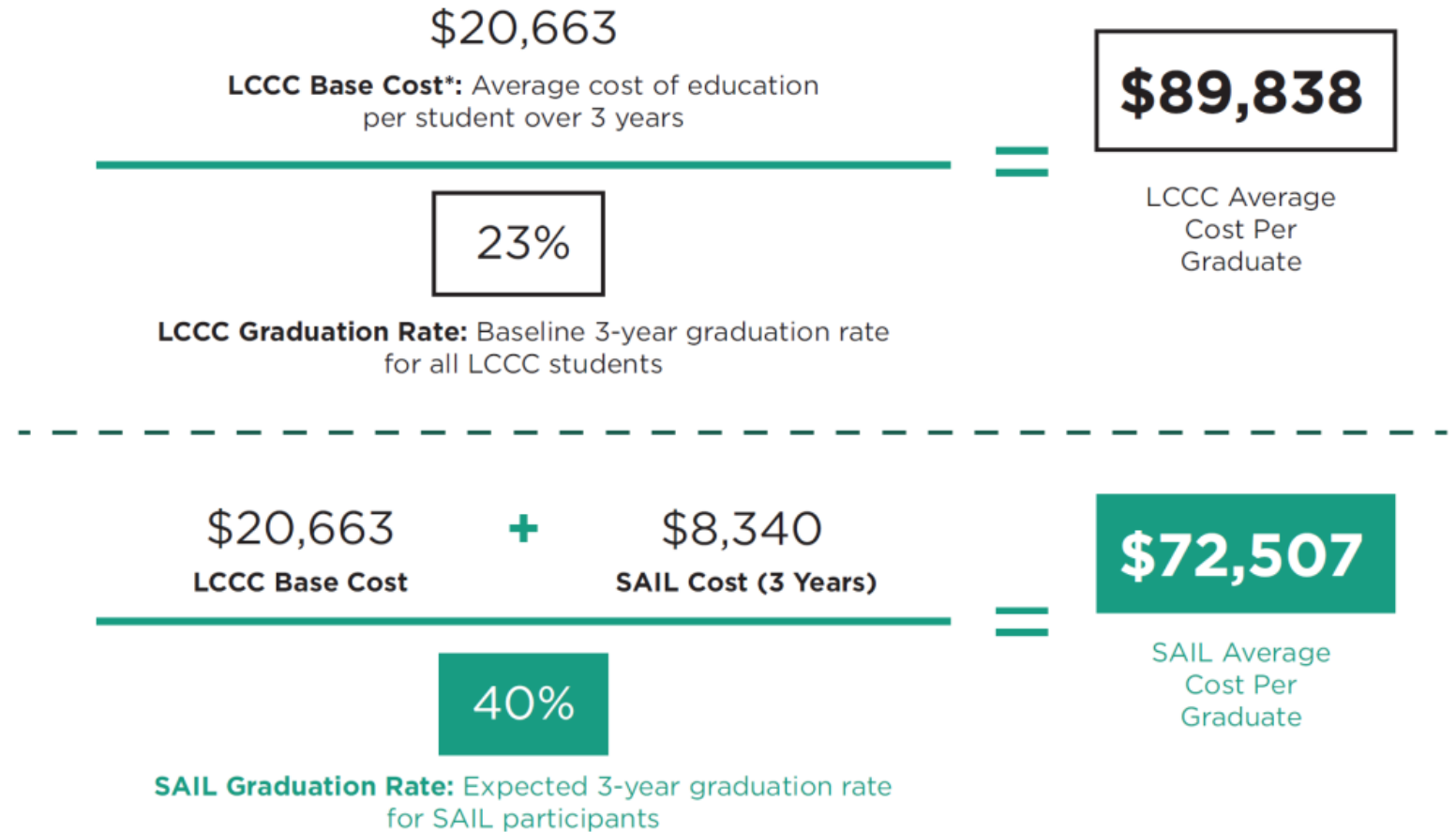
Note: a: Includes Federal, State, FICA, and City Income taxes; b: Includes Medicare, Medicaid, VA, TRICARE, Other Federal, State, and Local Sources, and Other Public. For specific sources of information, see detailed information in the report (Levin & Garcia, 2013). In constant 2010 dollars.

Social Finance (2019) Cost-Benefit Analysis of SAIL



LCCC could expect to cover more than 70% of the program's cost through increased revenue from Pell Grants and SSI alone.

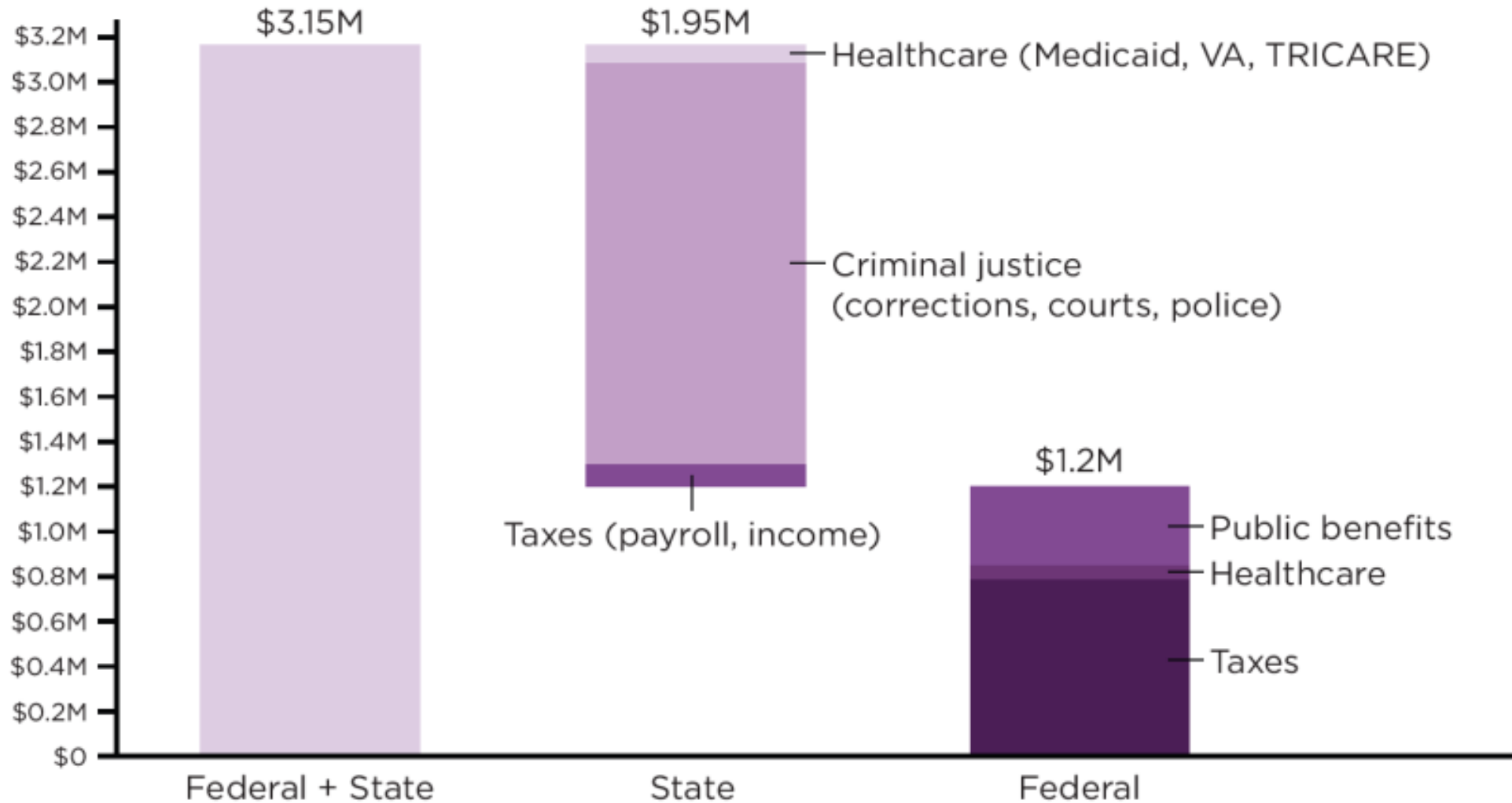
✓ **FIGURE 9** Calculation of cost effectiveness for SAIL graduates



*For FY14: Base cost is the product of cost per credit (\$514) and the average number of credits attempted per LCCC student over three years (40.2); cost per credit is determined by dividing total annual LCCC expenses and deductions (\$110.6M) by total instructional activity (215,399).

Social Finance (2019) Cost-Benefit Analysis of SAIL

▼ **FIGURE 6** Breakdown of value to state and federal government attributable to SAIL over 10 years



Q & A

The image features the text "Q & A" in a large, bold, sans-serif font. The letters are filled with a vibrant, nighttime cityscape photograph. The background within the letters shows a dense urban skyline with numerous illuminated windows, a bridge with glowing lights, and a body of water reflecting the city lights. The sky is a mix of deep blue and purple, suggesting dusk or dawn. The overall composition is centered on a plain white background.

Lunch and Keynote Remarks:

**A discussion with U.S. Department
of Education Under Secretary
James Kvaal**

Productive Coalition Building and Strategic Advocacy Planning

- Sakshee Chawla, Senior Policy Analyst, SHEEO
- Dr. Aaron McVean, Vice Chancellor of Educational Service & Planning, San Mateo County Community College District, California
- Dr. Shun Robertson, Vice President for Access & Success Strategy, The University of North Carolina System





UNC SYSTEM TrACE INITIATIVE

SHEEO | ASAP College Completion Coalition
November 3, 2023

Student Success Innovation Lab

Leverage the System platform to engage in systematic research and development on student success:

- 1. *Fund*** evidence-based, low-cost interventions with proximate, measurable impact;
- 2. *Evaluate*** funded projects via third-party researchers *from within UNC System* to rigorously assess effectiveness/cost-effectiveness;
- 3. *Share*** the results across the System, accumulate knowledge about “what works,” and advocate for resources to take promising ideas to greater scale.

Transfer in North Carolina

- Only 36 percent of North Carolina community college students who arrived at a North Carolina public university after earning an associate degree—which guarantees that they enter with junior status—graduated within two years after transferring.
- This rate is nearly 20 percentage points lower than the four-year completion rate for first-time, full-time students.
- The completion gap persists despite the fact that **community college students have, on average, equivalent GPAs in their first year at a UNC institution as native juniors.**

North Carolina Transfer Task Force: SHEEO Transfer Policy Standards Project

- Student success professionals, faculty members, policymakers and researchers from across all higher education sectors analyzed the current state of transfer and take action to improve the transfer ecosystem in our state.
- Task Force recognized that despite the state's best efforts, including system-to-system Comprehensive Articulation Agreements, students still struggled to understand which courses to take, leading to credit loss.
- This highlighted the need for more transparency and support in the transfer application and admissions process.

TrACE Eligibility

The UNC System's Transfer, Accelerate, Engage (TrACE) initiative focuses on transfer students who are:

- North Carolina residents
- transferring from a North Carolina community college
- have completed an associate's degree or 60 hours prior to transfer
- commit to enrolling full-time

TrACE Benefits

TrACE students also receive:

- a tuition gap scholarship designed to cover any remaining tuition and fee costs after grants and scholarships are applied
- textbook assistance
- tuition support for summer terms (when resources are available)
- a monthly financial incentive for meeting specified program requirements (e.g., advising check-ins, attending career-related activities)
- special access to workshops and events designed to teach them how to navigate campus resources
- access to dedicated TrACE advisors who help students plan their degrees, and most importantly, handle challenges as they arise as they progress towards their degree

TrACE Institution Requirements

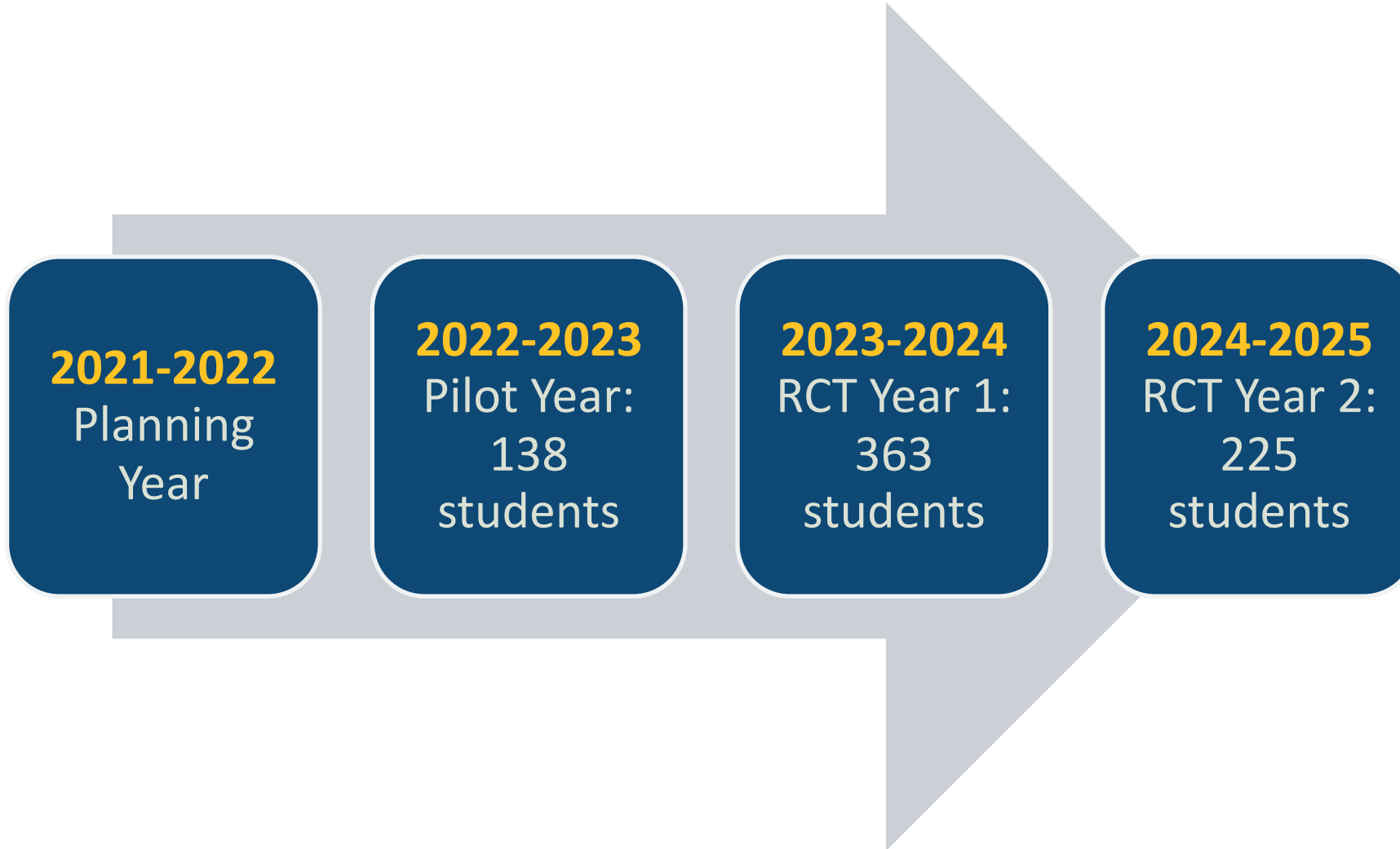
Institutions agree to:

1. Ensure the buy-in of campus leadership, including the provost or chief academic officer, enrollment management, advising center, career center, and financial aid leaders
2. Identify eligible students in partnership with the research team (based on specific criteria), and then track and communicate with students participating in the program
3. Collect data on implementation efforts during the pilot and intervention periods to share with the research team, which will include data on participation in elements of the treatment as well as data on the use of existing campus resources and supports (for students in both treatment and control groups)
4. Share feedback with the research team and System Office as the project unfolds

TrACE Institutions



Timeline



Planning Year

- Technical assistance from CUNY ASAP Replication Team to System Office and TrACE institutions
- Staffing recruitment and orientation
- Development of data infrastructure
- Creation of student recruitment process
- Solidify TrACE activities and events with other institutional offices

Pilot Year Findings

- ***Financial Incentives Got Students in the Door, but Advisement “Wins”***
 - Most TrACE students noted that while financial supports piqued their interest to apply, it was the personalized advising that had greatest impact on their success.
- ***TrACE Helped Students Adjust to Their Institution*** – Students unequivocally believed TrACE helped them transition from their community college to a large university. Many noted regular advising and program requirements helped them keep on track to earning a degree and trying new things on campus.



TRACE EXPANSION

Window of Opportunity



Successful implementation of UNC TrACE



Great relationship with the CUNY ASAP Replication Team



Identification of transfer students as a target population for UNC System and NCCCS, and strong ties across both systems

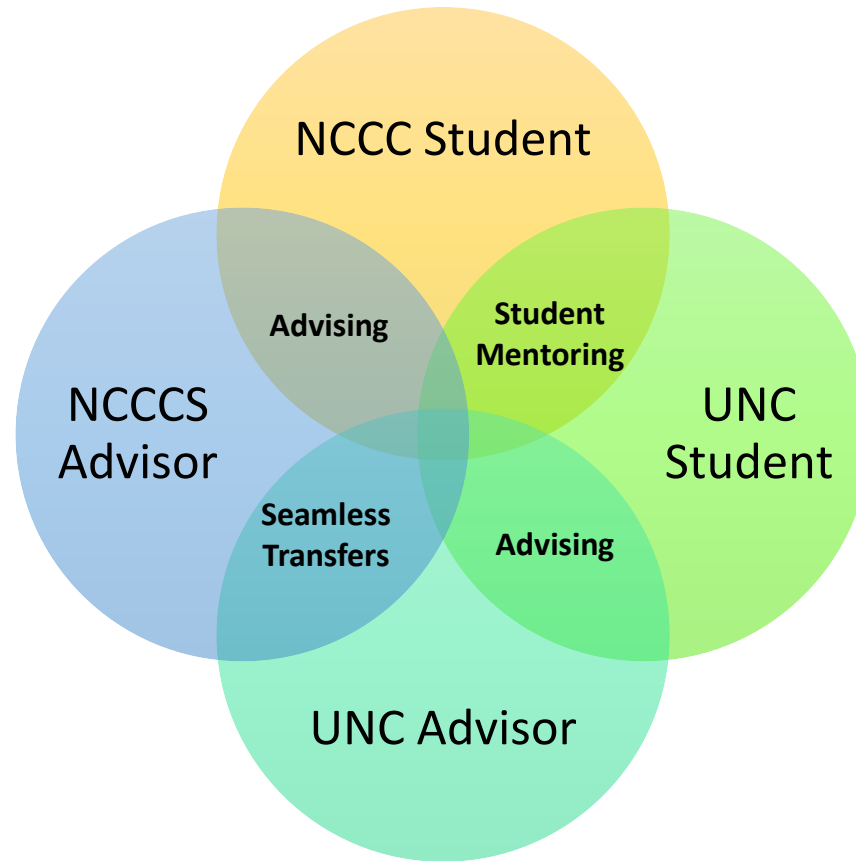


State educational attainment goal

TrACE Expansion Concept

Students will start in the NCCCS-TrACE program at the community college at the beginning of their first year and will receive the same supports as students in the UNC-TrACE program, but with adaptations that target challenges particular to the forward-looking transfer process from a 2-year to a 4-year institution.

TrACE Expansion Concept



THANK YOU

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CUNY-SHEEO Conference, November 2023

Promise Scholars Program

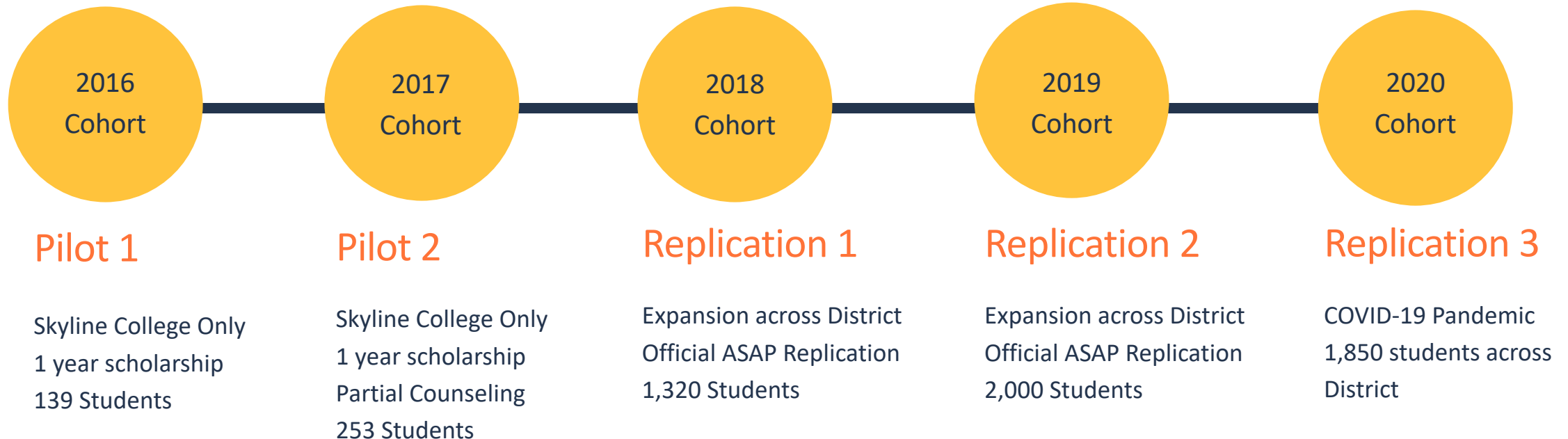
Presentation by:

San Mateo County Community College District
Skyline College • Cañada College • College of San Mateo

Aaron McVean, Ph.D. – Vice Chancellor
Educational Services and Planning

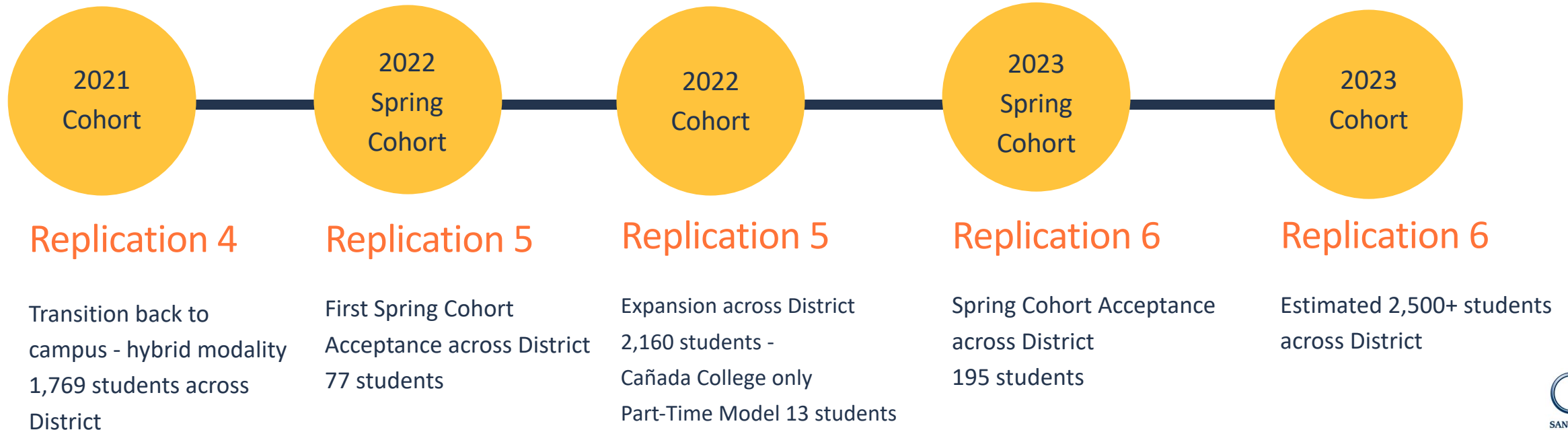
SMCCCD Promise Scholars Expansion

From Pilot to Full Replication



SMCCCD Promise Scholars Expansion

From Pilot to Full Replication



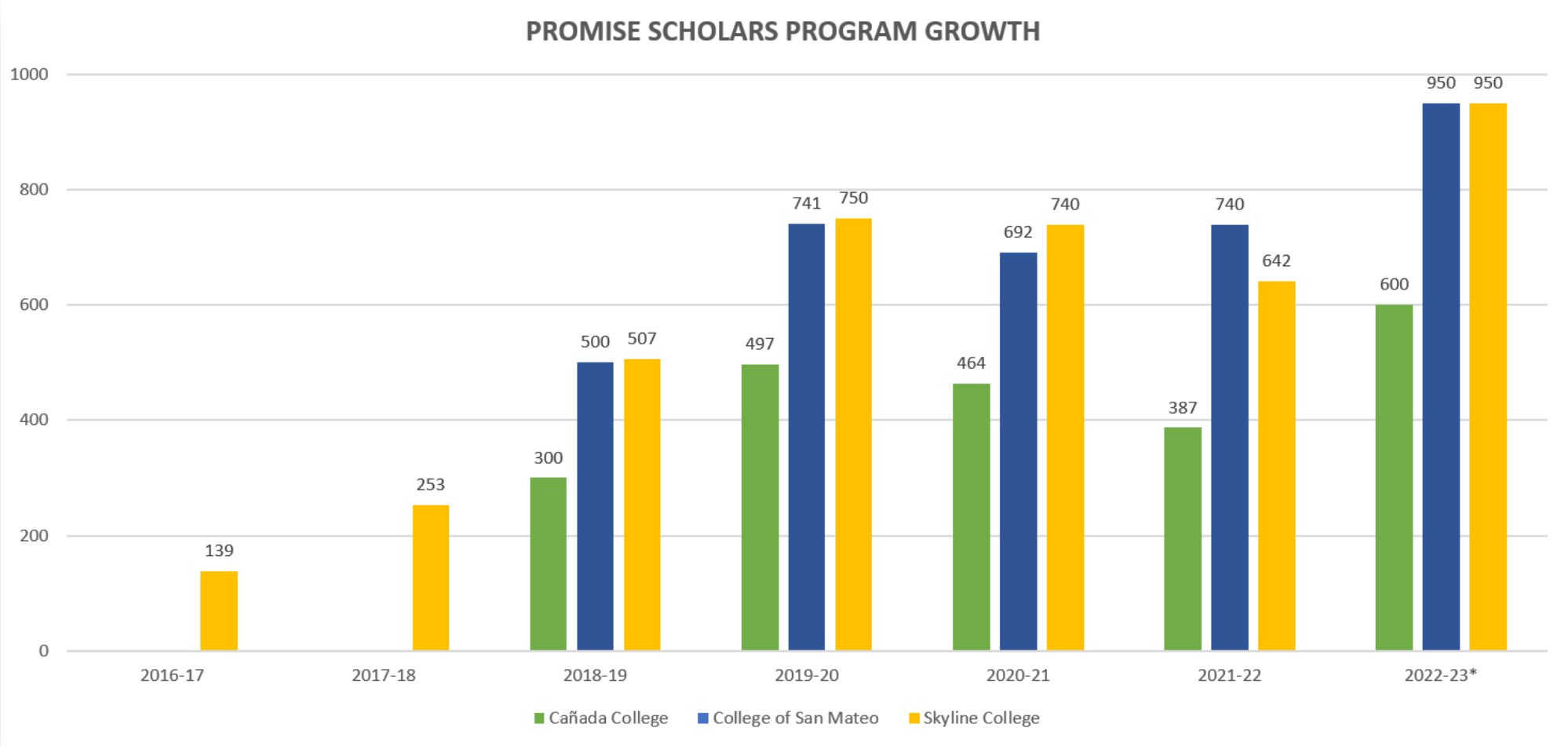
Technical Assistance

Collaboration with
CUNY ASAP



Program Growth

By campus

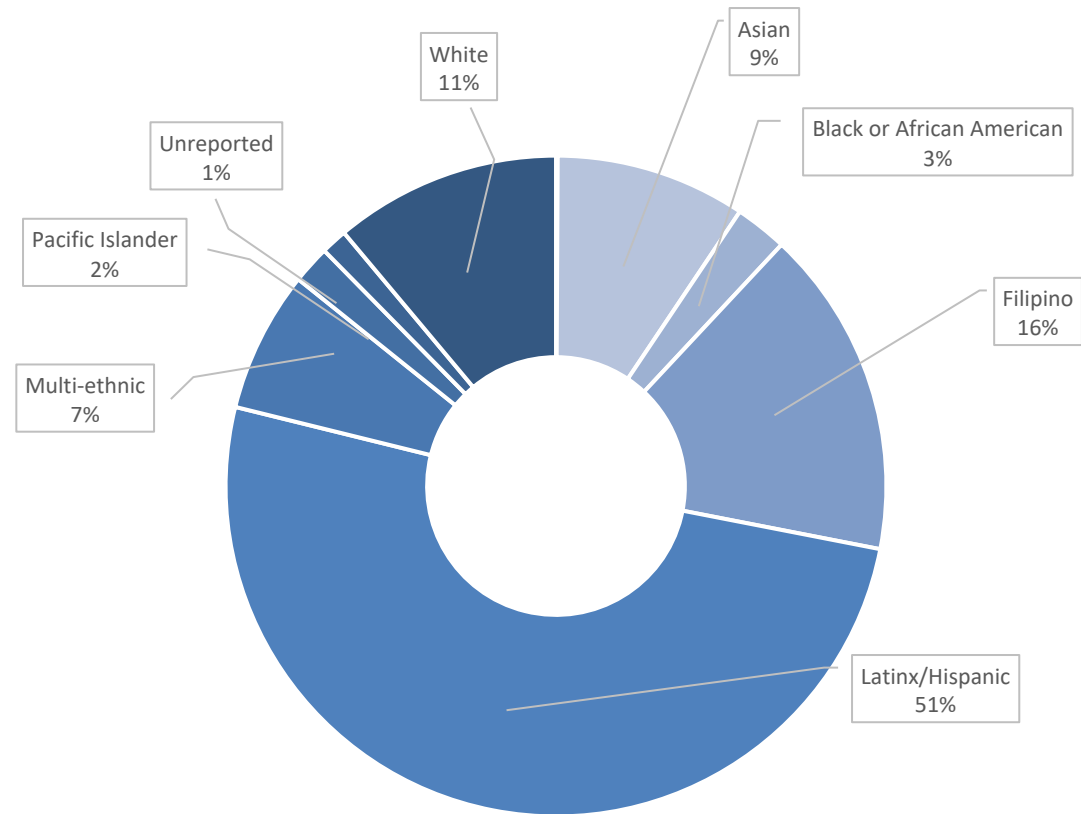


Student Demographics

Districtwide

Fall 2022 - All Cohorts	
2,160	Current Promise Scholars
66%	First Generation College Students
67%	Low Income (CCPG Eligible)

Promise Scholars Program Ethnicity
(All Cohorts)





A Focus on Impact and Outcomes



Program Expectations & Goals

The Promise Scholars Program (PSP) is a completion program and focuses on providing supports that will keep students on track to complete their educational goals within 2-3 years.

Expectations of Students in the Program Include:

- Maintain 12+ units every semester; emphasis on 15 units or more and/or enrolling in summer semesters.
- Complete Financial Aid Applications every year
- Maintain a GPA at or above 2.0
- Participate in all program elements (counseling, workshops, tutoring, etc.) every semester

The program seeks to double (or more) graduation rates for participating students in comparison with other FTFS students at the college. Current benchmarks are:

2-yr Grad Rate: 25%

3-yr Grad Rate: 50%

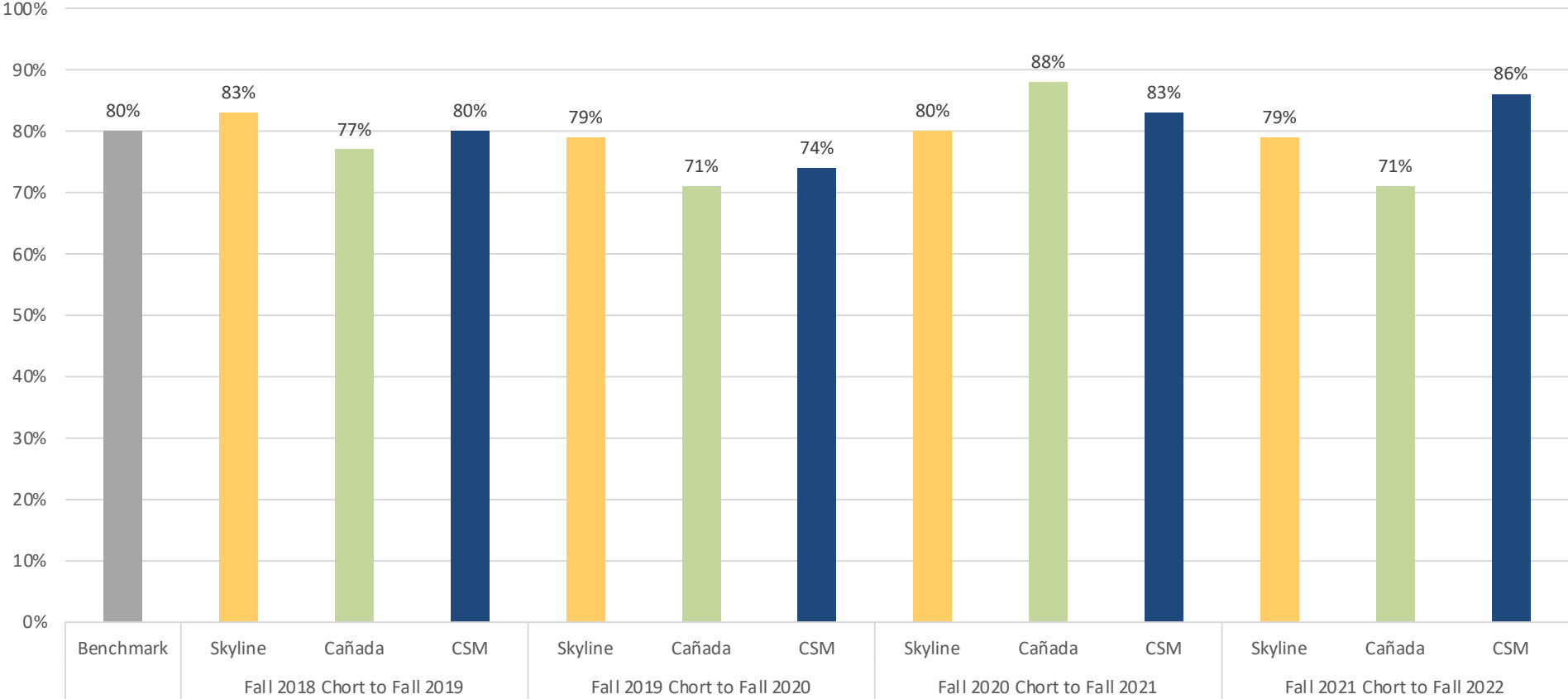


Benchmarks

Fall to Fall

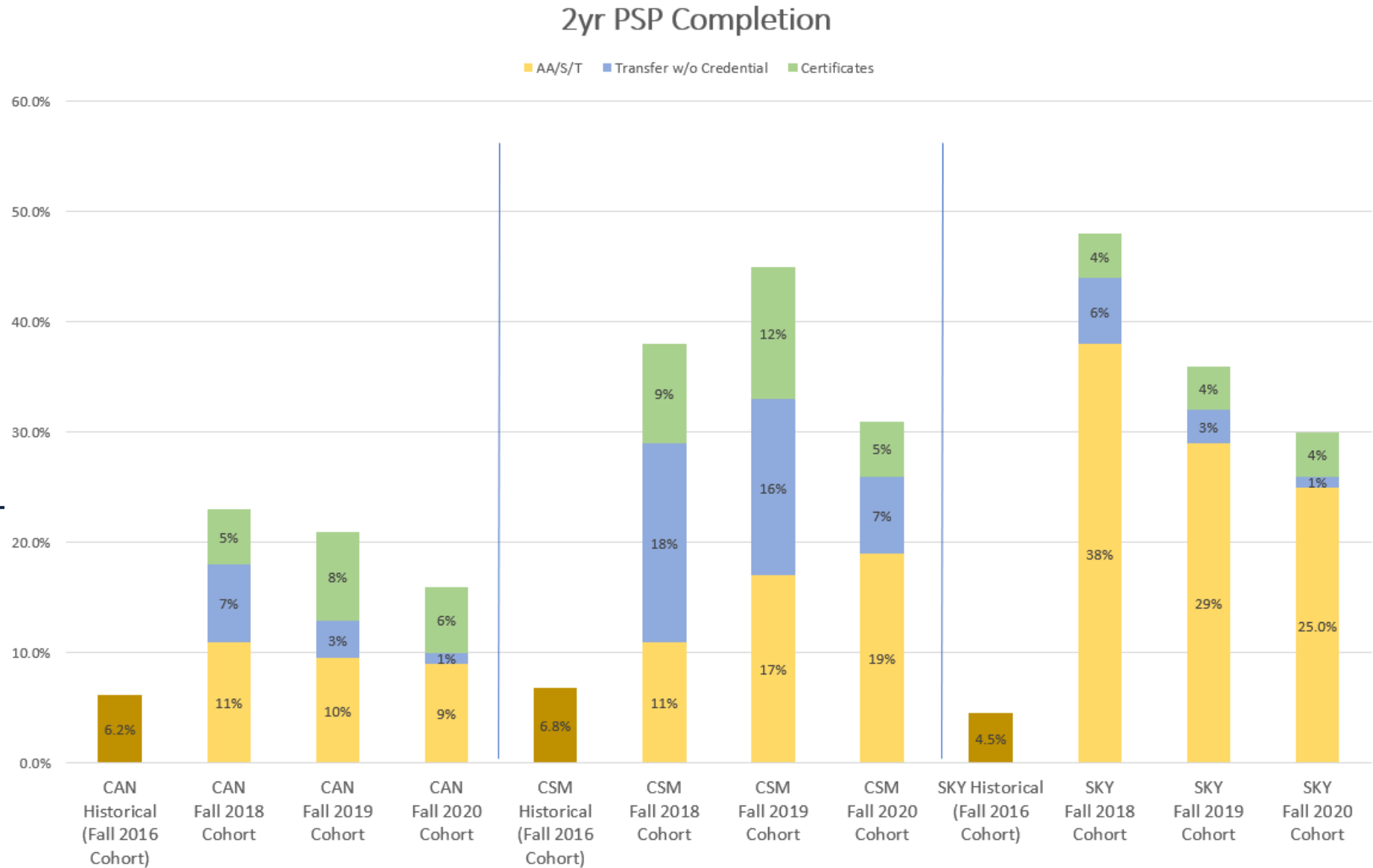
Persistence Rates

Fall to Fall Persistence - Year 1 to Year 2



Early Successes

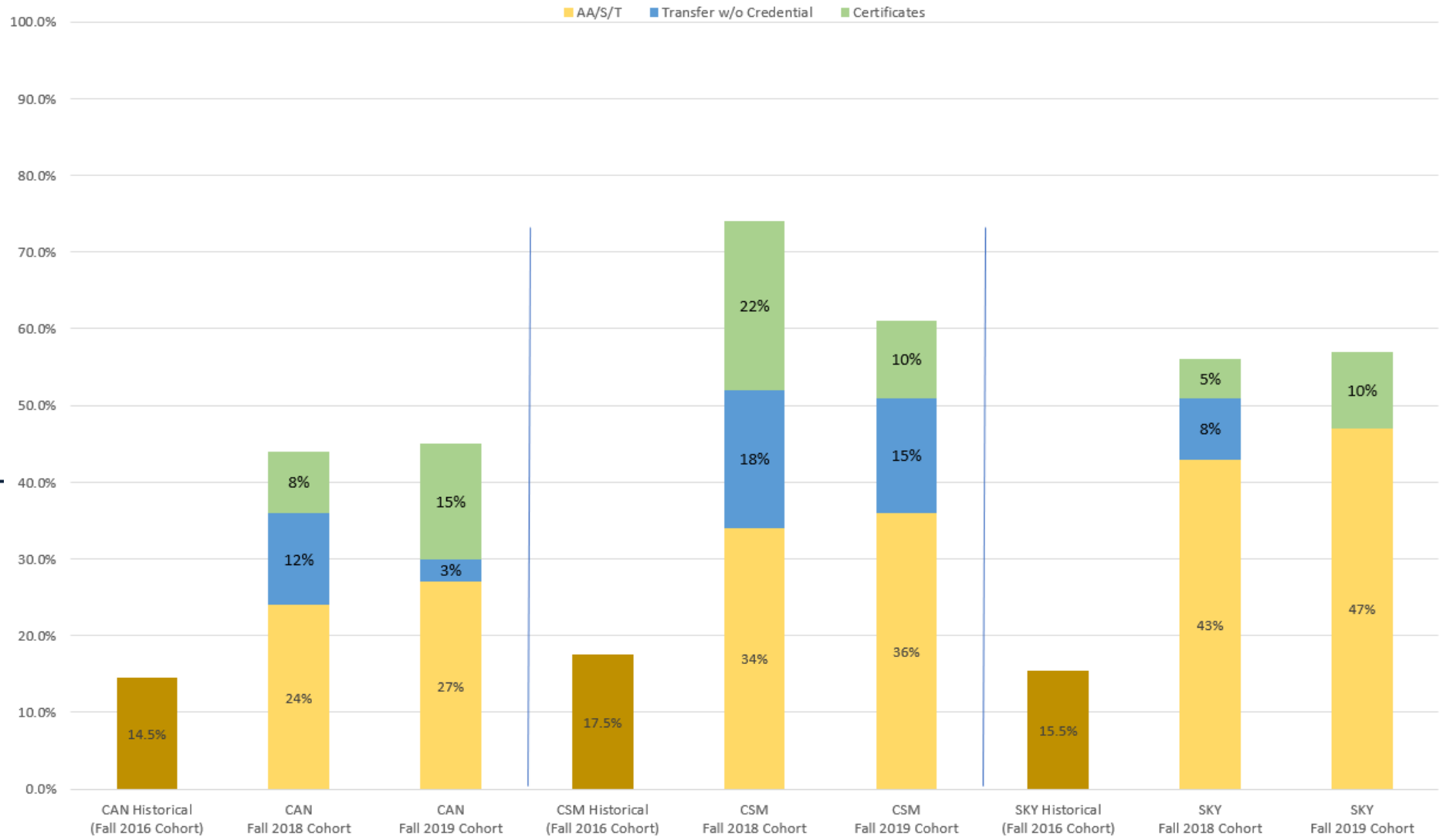
2-yr PSP Completion Rates



Early Successes

3-yr PSP Completion Rates

3yr PSP Completion



Eligibility & Program Benefits

Focus Population: Degree, certificate, transfer-seeking, first-time students who can commit to full-time study.

Priority consideration for low-income, first generation, and homeless/foster youth students.

Program Benefits [Up to Three Years of Support]

Financial Support	<ul style="list-style-type: none">• Fee waivers• Book Vouchers• Monthly Transportation Incentives
Academic Support	<ul style="list-style-type: none">• Promise Scholars Summer Institute• Priority registration• Cohort-specific courses in key GE areas• Required tutoring• Early alert system
Counseling Support	<ul style="list-style-type: none">• Maximum Student-to-Counselor ratio of 150:1• Tiered support counseling model• Career and professional development support• Group counseling sessions and collaborative events



Intentional Program Integration

- Program Cross-Collaboration Support
- Example: Skyline College
 - 110 Promise/TRiO Students
 - 80% of TRiO students are in Promise
 - 80 Promise/EOPS Students
 - 75% of EOPS students are in Promise



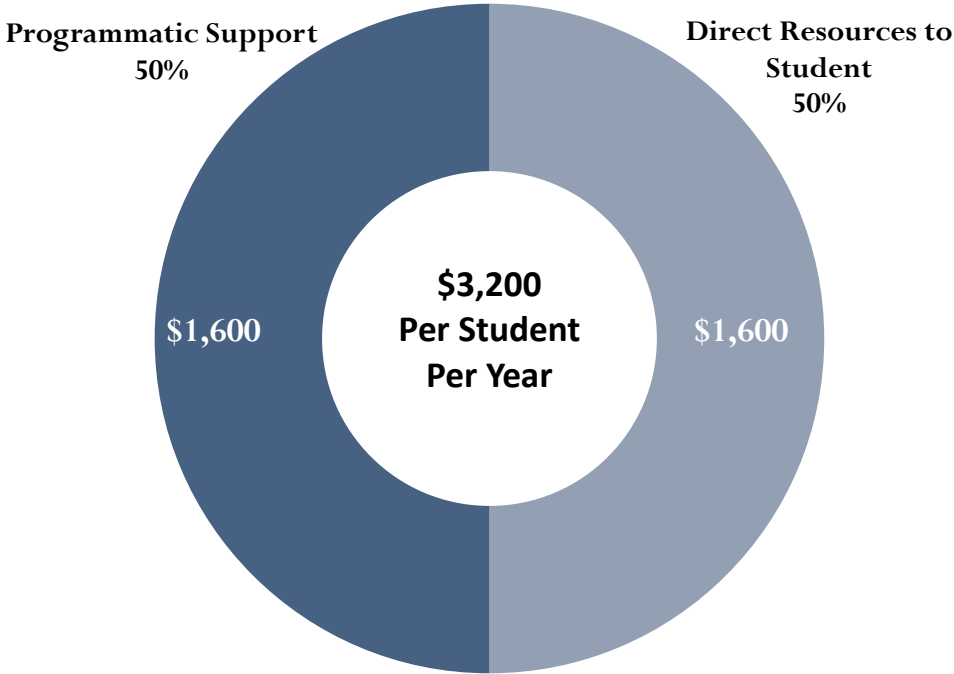
Initial Funding Model

Sustainability

- Funding for Direct Aid to students
- Potential budget cuts from CCCCO
- Program staffing to support 150:1 caseload

Source	Amount
Enterprise Funds	\$400,000
Foundation	\$400,000
Housing Fund	\$300,000
State & One-Time Resources	\$750,000
State AB19 Funds	\$1,450,000
2022-23 Budgeted Total	\$3,200,000

PSP COST PER STUDENT



Funding and Legislation

- LJAF Initial Investment for program development in partnership with CUNY-ASAP
- State Innovation Grant for District Expansion
- District investment in staffing infrastructure
- San Mateo County Board of Supervisors awarded \$2Million to support 500 scholars
- State Legislation for Program Expansion
 - SB893 – Free Community College





Questions



Thank You!

Contact us:

Aaron McVean, Ph.D. – Vice Chancellor Educational Services and Planning

- mcveana@smccd.edu

Aligning ASAP Replication to State Higher Education Goals

- Abby Chien (she/her), Assistant Director of Policy & Planning, Washington Student Achievement Council
- Dr. Tom Harnisch, Vice President for Government Relations, SHEEO
- Dr. Stefani Thachik, Senior Advisor, New Jersey Office of the Secretary of Higher Education



WHERE OPPORTUNITY MEETS INNOVATION

A Student-Centered Vision for New Jersey Higher Education



State of New Jersey
Office of the Secretary of Higher Education
February 2019



NEW JERSEY OFFICE OF THE SECRETARY OF

HIGHER EDUCATION

ALIGNING ASAP REPLICATION TO STATE HIGHER EDUCATION GOALS

OFFICE OF THE SECRETARY OF HIGHER EDUCATION

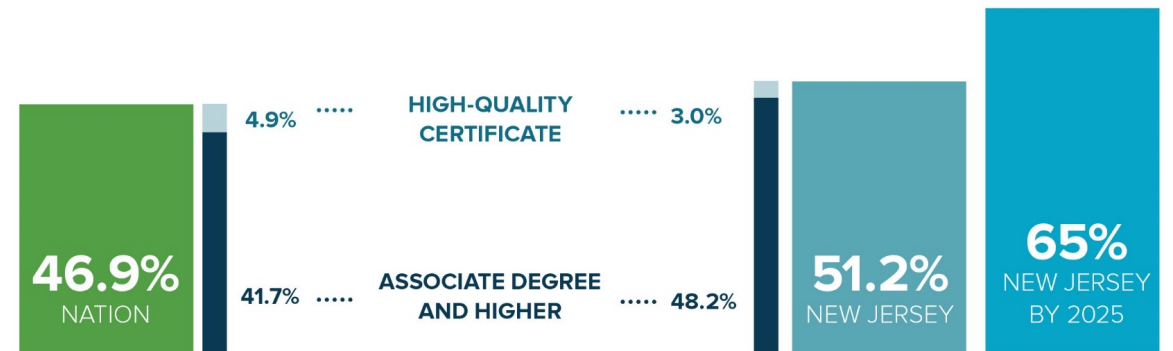
November 3, 2023

STATEWIDE ATTAINMENT GOAL



65% of working-age New Jerseyans will have a high-quality credential or degree by 2025

HOW IT STARTED (2018):



NEW JERSEY STATE PLAN FOR HIGHER EDUCATION



Early College Exposure



College Affordability



Student Success

—→ *Investigating multi-intervention models*



Safe & Inclusive Learning Environments



Research, Innovation, and Talent

WORKING GROUP RECOMMENDATIONS



STUDENT SUCCESS

WORKING GROUP DELIVERABLE

The Student Success Working Group will focus on identifying evidence-based and otherwise promising strategies to boost college completion at New Jersey's colleges. The group will explore opportunities to strengthen student success by scaling and replicating academic, social, and financial interventions that are innovative and effective. Specifically, the group focused on:

- Exploring and recommending alternatives to traditional developmental education.
- Identifying creative strategies that can accelerate student progress to a degree and reduce the impact of student financial challenges.
- Exploring opportunities to expand and standardize college credit for prior learning models.
- Investigating multi-intervention models, such as CUNY ASAP, to see what lessons can be applied in New Jersey, from first year to graduation.

CONTRIBUTING MEMBERS:

Anthony Iacono (Co-Lead)

Vince Marigna (Co-Lead)

Earl Brown

Tieka Harris

David Hood

Chris Reber

March 25, 2020

1

NJ IHEs implement/improve the design of student success interventions

2

Explore the possibility of creating Educational Opportunity Fund-like programming available to all students

INTEGRATING STUDENT SUPPORT PROGRAMS

EDUCATIONAL OPPORTUNITY FUND

Created in 1968 to ensure meaningful access for those from educationally & economically disadvantaged backgrounds. The graduation rates of EOF students are higher than the overall graduation rates of students in public EOF-participating institutions.



NJ COLLEGE PROMISE

Together, the Community College Opportunity Grant and the Garden State Guarantee program provide an affordable pathway to a college degree. CCOG institutions also receive an annual Student Success Incentive Grant.



BASIC NEEDS SUPPORTS

The State has invested in higher education basic needs, including through Hunger-Free campus grants, tele-mental health partnership and community provider grants, and development of comprehensive basic needs website.

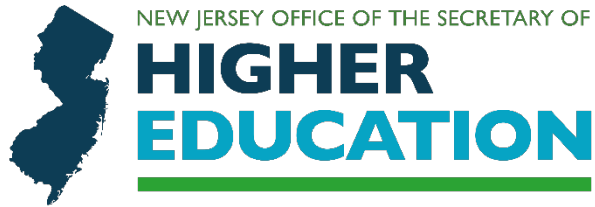


INCREASED INVESTMENT IN HIGHER EDUCATION

“More than \$800 million increase in higher education funding over the last five years”



SHEEO | ASAP COALITION NJ PROPOSAL



- Coalition building to implement and sustain an ASAP replication that works for New Jersey
- Accelerate upward mobility, especially for those from underrepresented backgrounds, through an education-workforce ecosystem
- Funding for convenings & professional development, and a focus on strengthening data use



NEW JERSEY OFFICE OF THE SECRETARY OF

HIGHER EDUCATION

Follow-up? Stefani.Thachik@oshe.nj.gov

nj.gov/highereducation



@NJHigherEd



Statewide Alignment: Washington

CUNY ASAP | ACE Kickoff

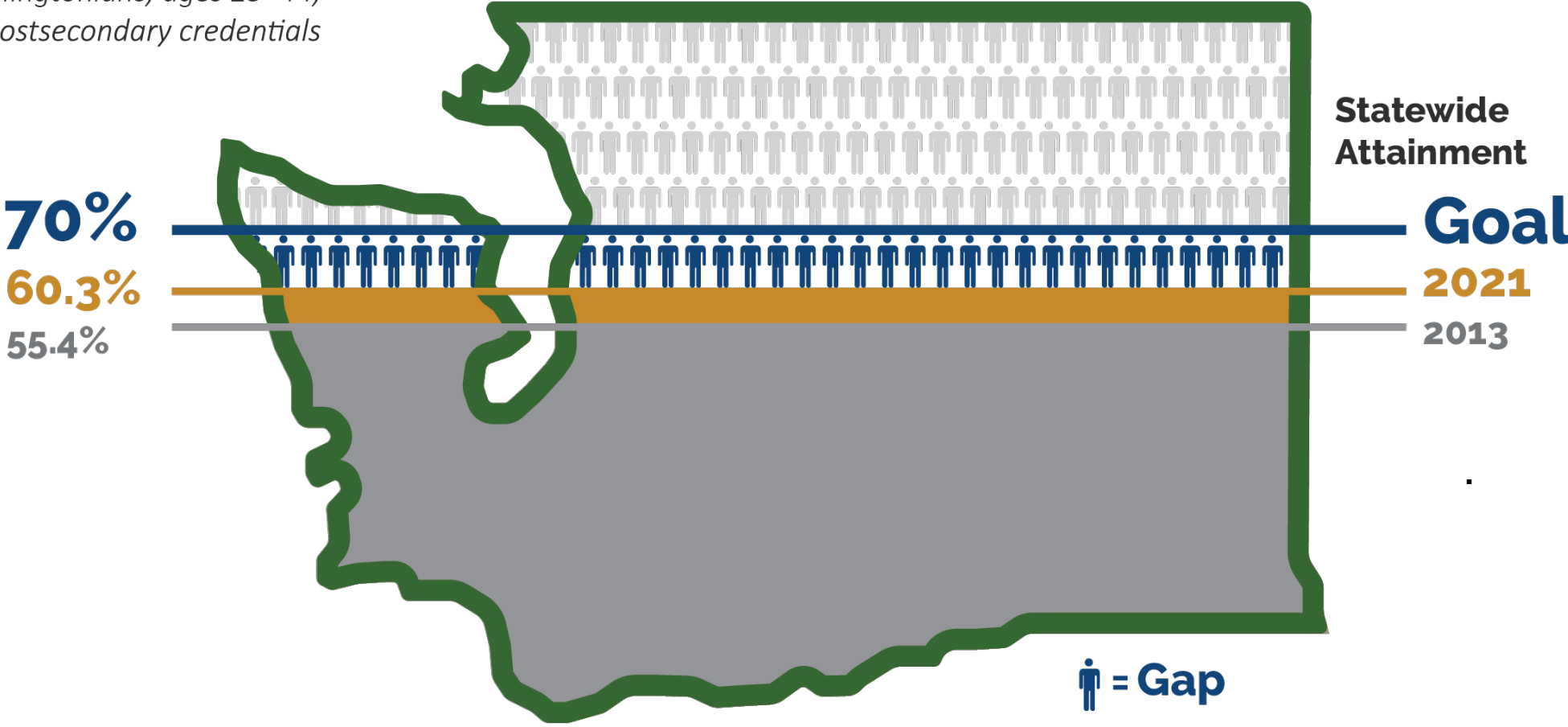
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Abby Chien she/her
Assistant Director, Policy and Planning



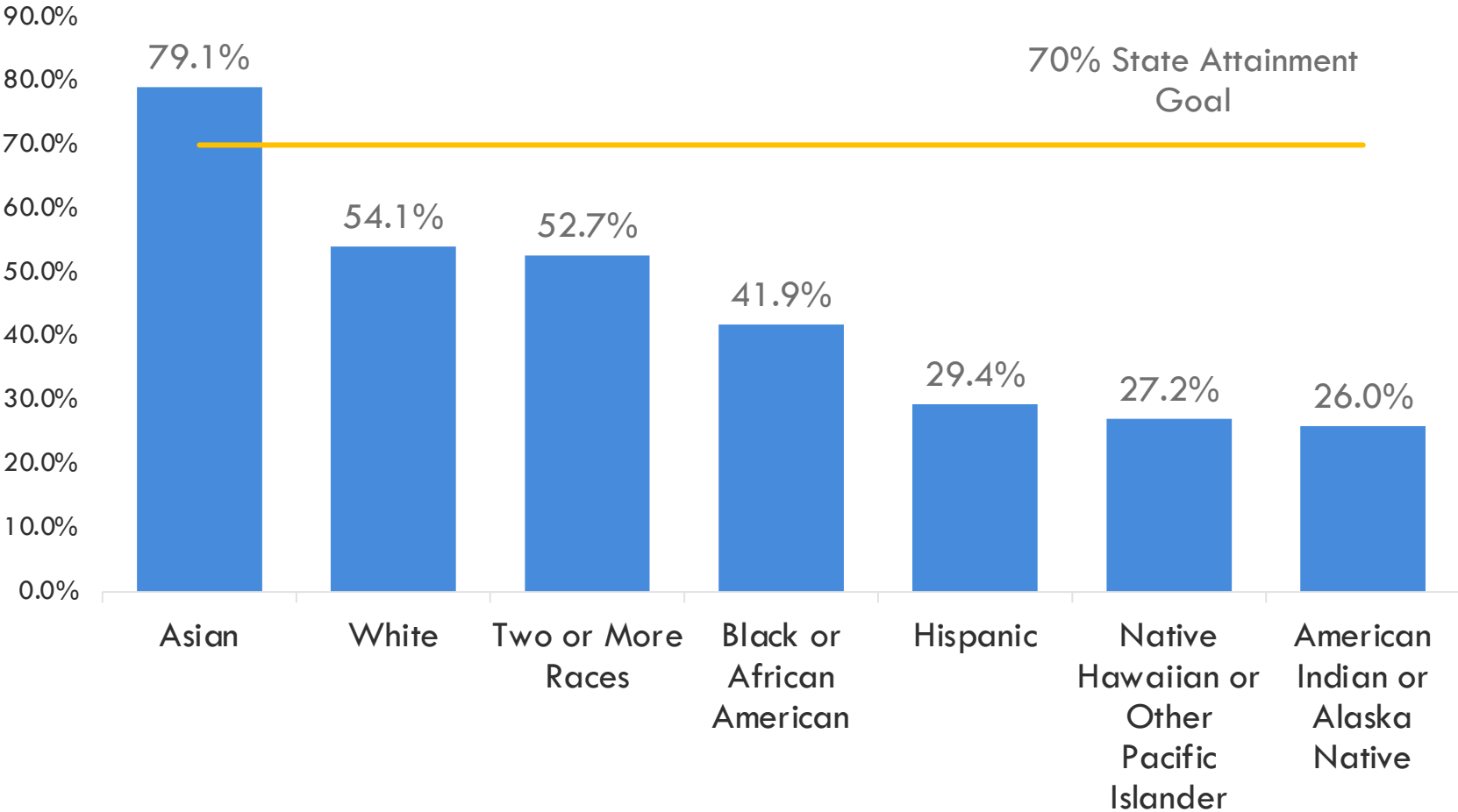
Statewide 70% attainment goal

Washingtonians, ages 25–44,
with postsecondary credentials





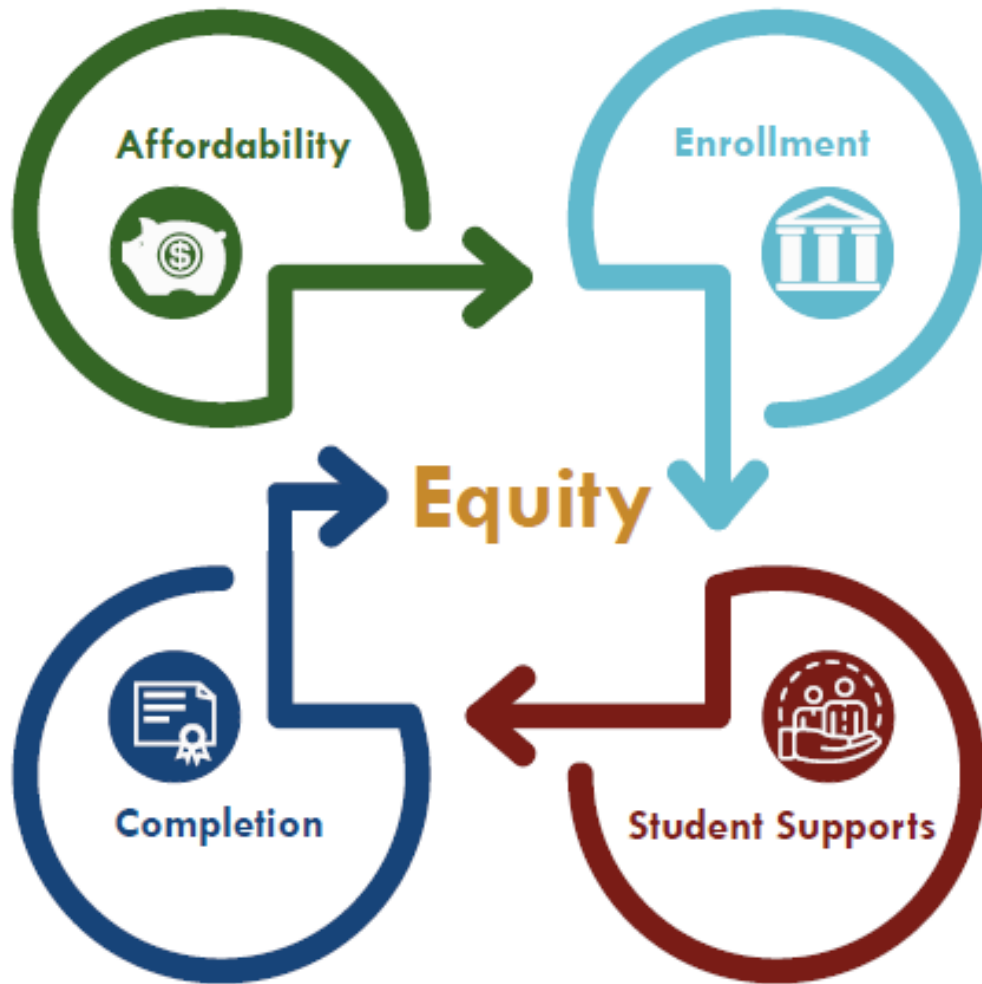
Proportion of adults with postsecondary credential, 2021



Source: 2021 American Community Survey 1 Year Washington



Strategic framework



If we build an **affordable** and **supportive** educational environment, more Washington residents will **enroll** in and **complete** a credential-bearing program.

Intentions:

- Develop practice-based, learning projects
- Invest in partnerships where we can learn and critically think together



Guided Pathways

- Workforce Education Investment Act (HB2158) in 2019
 - Initial \$2M investment in 2019-20
 - Historic \$30.1M investment in 2020-21
- Holistic approach to redesign the student experience, prioritizing 13 promising practices to advance equity and student success

“Guided pathways requires urgent, radical, equity-minded transformational and organizational change.”

Guided Pathways Principle #1



**COMMUNITY AND
TECHNICAL COLLEGES**

Washington State Board



Theory in Action: State approach to ASAP exploration



...But how does it work?

- Leading with racial equity goals
- Practicing open communication and participatory strategy development
- Involving **three institutions** in our planning process that represent rural, urban, and technical colleges
- Centering relationships and existing partnerships across industries, including the workforce, as key components of our higher education ecosystem

Continue the conversation!

Abby Chien abbyc@wsac.wa.gov

Lauren Hibbs lahibbs@sbctc.edu



15-Minute Dessert and Coffee Break

Up Next:

- Planning Team Debriefs

Planning Team Debriefs

- Katie Giardello, Senior Policy Advisor, ASAP|ACE National Replication Collaborative at CUNY



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

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**NATIONAL REPLICATION
COLLABORATIVE**

Debrief Session 1 – Hindsight Lessons from CUNY Experience

Debrief Session 2 – Multi-Level Data Systems & Management

Debrief Session 3 – Sustainable Budgeting & Productive Funding Models

Debrief Session 4 – Making the ROI Case

Debrief Session 5 – Productive Coalition-Building & Strategic Advocacy Setting

Debrief Session 6 – Aligning ASAP Replication to State Higher Education Goals

Report Outs & Next Steps

- 1-word report-out per team!
- Turn in your reimbursement to SHEEO by 11/17/23 (see padlet for instructions).
- Register for 12/7 SUNY Replication Feature Webinar (see padlet for link).
- Early 2024 events - mid-Jan webinar, early Feb webinar, mid-Feb team check-ins.
- Thank you and safe travels!

