

Evaluation of
UNITE-LA
Cash for College

Final Evaluation Report
2008-2009

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I. Introduction

California Cash for College is a statewide initiative focused on increasing the number of underserved youth eligible for and enrolling in post-secondary education. The CCFC Program consists of financial aid workshops, media strategies, and scholarship awards managed by the CCFC statewide office, in coordination with CCFC regional coordinating organizations (Los Angeles, the far North State, Capitol, East Bay, Bakersfield, and San Diego areas) that are responsible for leading workshop coordination in their local areas. The CCFC Steering Committee, including statewide representatives, conducts monthly meetings to discuss policies, procedures and continuous program quality improvements. In particular, the *California Cash for College* Program seeks to increase the number of students completing the Free Application for Federal Student Aid (FAFSA) by increasing awareness of financial aid options.

Why Cash for College?

Despite the promise of equal education being over 50 years old, there are still major barriers to equal post-secondary access, one of which is financial. Students who grow up in low-income families and who may be the first in their families to attend college have enrollment numbers below the national average. Merely analyzing admissions data for the University of California (UC) system it is clear that students whose parents make less than \$40,000 a year and have less than a college education apply in numbers far below their peers (www.statfinder.ucop.org). With the average UC tuition being around \$9,500 dollars, many students in this already underrepresented category have trouble finding the money for college.

Cost is a major factor in deciding what post-secondary institution to attend; indeed, it is a major factor in deciding whether to attend college at all. A study by the National Post-secondary Education Cooperative (NPEC) found that for students and parents in low-income families, cost and the possibility of financial aid was one of the most important factors in choosing a post-secondary institution. The Advisory Committee on Student Financial Assistance reports that half of all qualified low-and-moderate-income students will be unable to attend a public, four-year post-secondary institution. Further, they report that nearly half again of those students will be unable to attend any kind of post-secondary institution, including two-year institutions (ACSEA, 2002). In the same report, they posit that during the current decade, between 1.4 and 2.4 million bachelor's degrees will be "lost" due to financial barriers (ACSEA, 2002).

On top of this, post-secondary education costs are not helping to close the enrollment gap. The Department of Education estimates that college tuitions have increased by as much as three times the rate of inflation in this past decade (ACSEA, 2006). While the costs can be prohibitive in and of themselves, some research has posited that the perceived cost of college may be more of a factor. In other words, a family's estimate of the cost of college may do more to discourage underserved students' preparation for college, leading directly to a lack of college-qualified students graduating from high schools.

Research has shown that parents and students tend to overestimate tuition costs by a factor of two or more, especially four-year institutions. On average, however, more-educated families (where one or both parents are – at least – high school graduates) have twice as good a chance of estimating college tuition than their less-educated counterparts (where neither parent completed high school). In addition, a thousand-dollar increase in salary increases the odds that a family will predict their costs by around 2%, and homeowners have a higher rate of estimation than renters (Grodsky and Jones, 2006).

Because of this lack of knowledge in some households, guidance counselors play a large role in raising college awareness among low-income students. In a way, guidance counselors hold the access to college in the palm of their hands. Students often rely on counselors to guide them to graduation. Counselors also have information that can help a student advance a particular educational goal, or prepare them for a particular field of study in their post-secondary career. Finally, for students who have a lack of college information at home, counselors fill a necessary gap (Lee and Eckstrom, 1987).

Like any resource, however, counselors cannot be as effective when they are overwhelmed. The American School Counselor Association (ASCA) recommends a student-to-counselor ratio of 250:1 for maximum efficacy. The national average in 2007-2008 was 467:1. California lagged behind even that, at 809:1 (www.nces.ed.gov). In LAUSD, which has a 90% minority population, the student-to-counselor ratio was between 900-1000:1. When actual ratios are almost four times greater than preferred ratios, the effectiveness of guidance counselors is cast into doubt, leaving low-income, underserved students in the lurch.

Unfortunately, one cannot consider the problem of underserved student access without partially framing the problem racially. “Underserved students” tend to overlap with “minority students”, who also have traditionally low rates of college attendance. While the numbers vary, Latino and African-American students lag far behind White students in terms of college enrollment as well as in terms of degree attainment. The state of California is home to almost 1 in 3 young Latinos in the United States, according the 2000 Census, and LAUSD, specifically, is 74% Hispanic/Latino(a) and 11% African-American (www.lausd.net).

Despite the high population of Hispanic and African-American students in California’s public elementary and secondary schools, there is not a high population of Hispanic and African-American students in California’s public post-secondary institutions. In the University of California system, for example, White students, university-wide, outnumber Hispanic and African-American students combined (www.statfinder.ucop.org).

There are a few reasons for this disparity. One has to do with the dispersal of minorities. A few studies of California schools have found that minority students tend to attend schools where the majority is a minority; in other words they attend mostly-non-White schools. African-American students attend schools that are, on average, 78% non-White. The rate for Latinos is higher at 81%. On the other hand, more than half of White students attend schools that have a White majority. However, the

disparity of integration is not nearly as decisive as the disparity of quality in the schools (Oakes, et. al, 1992).

Schools that have a White majority of students tend to have less structural problems than schools with predominantly Hispanic or African-American students. For example, students attending predominantly “minority” schools tended to have less Advanced Placement (AP) classes and fewer experienced teachers, than their predominantly-White school counterparts. One study suggests that a student attending a school with a 90% non-White population would be six times as likely to experience severe opportunity barriers during the course of their education (Oakes, et. al, 1992).

Research has shown that African-American parents and English-speaking Hispanic parents have about half as good a chance at estimating tuitions when compared to White parents, although the numbers are mitigated somewhat when wealth and education are factored (Grodsky and Jones, 2006). However, Spanish-speaking Hispanic parents lag far, far behind White parents only estimating college tuitions at a rate of 8%.

Among Hispanic parents there appears to be a “disconnect from reality” when assessing the importance of college education. While many parents believe that an education is key to advancement in life – what is commonly referred to as “getting ahead” – Hispanic parents often remain unaware that a college education is less about getting ahead; rather, a college education is increasingly integral to merely keeping pace in the modern world economy (Tomás Rivera Policy Institute, 2002).

Further research into this area has speculated that the problem is one of information. Parents play a large role in college preparation, and if they are uninformed, odds are the student will be as well. Parents get their information from a variety of sources, e.g. teachers, counselors, the Internet. Unfortunately, many urban high schools have meager teacher-student ratios, worse counselor-student ratios, and many low-income families do not have Internet access at home. Among Hispanics, there is at times a language barrier that is difficult to breach. In short, the odds are stacked against minority students in terms of college access (Tomás Rivera Policy Institute, 2006).

Further compounding this confluence of race, income and college access is the reality of illegal immigration. According to the U.S. Citizenship & Immigration Services, approximately 2,209,000 aliens unlawfully present in the United States lived in California as of the 2000 census. This means an estimated 6.5% of California’s population in 2000 was made up of aliens unlawfully present (www.uscis.gov). According to the Federation of Americans for Immigration Reform (FAIR), aliens unlawfully present in California constitute nearly 15% of California’s K-12 public-school population (www.fairus.org).

While K-12 public schools are open to all, aliens unlawfully present are not eligible for any type of state or federal student aid. Additionally, until 2001, they had to pay non-resident fees to attend college in California. Then-governor Gray Davis signed Assembly Bill 540 into law, which changed this. AB 540 allows for students who have attended a high school in California for at least three years and graduated or attained

the equivalent of a high school diploma to pay-in state tuition to attend California public colleges or universities. They can register for California state post-secondary institutions (i.e. California Community Colleges, University of California and Cal State institutions), but they must sign and file an affidavit stating that they will file an application to adjust their immigration status as soon as they are eligible to do so. However, they are still not eligible for any type of state or federal aid.

With this in mind, it is imperative that the financial barrier not be straw that breaks the camel's back. The federal government and California state government are committed to funding higher education; the issue is student awareness. Low-income students must be exposed to the knowledge that money exists to go to college; they need only to look for it.

The Cash for College Solution

In order to address this issue, the California Student Aid Commission (CSAC) launched the *California Cash for College Program*. The program sponsors a number of events throughout the state, providing financial aid information, FAFSA assistance, and scholarship opportunities to high school seniors in California.

Now in its eighth annual campaign, *California Cash for College* focuses on the financial aid issue, through its College Financial Aid Workshops. The workshops assist students in filling out and completing the FAFSA, thereby increasing the number of students who are eligible for need-based financial aid. *CCFC* targets low-income, underrepresented families with historically low college enrollment.

In 2002, *California Cash for College* began to operate in Los Angeles, under the leadership of UNITE-LA, a nonprofit education organization which serves as the lead regional organization for the statewide effort as part of its College & Career Access Program. UNITE-LA jointly implements the L.A. CFC Program with the Education & Workforce Development Division of the Los Angeles Area Chamber of Commerce. Both are committed to improving the education and workforce development of youth in the Los Angeles area. In Los Angeles, as is the case statewide, their goal is to help expand access to post-secondary education through raising awareness of the real possibility of financial aid. *L.A. CFC* works with Los Angeles County students in five ways:

1. Providing information to both parents and students through a one and a half day *College & Career* Convention (Fall)
2. Offering specific technical assistance to completing the FAFSA application at the L.A. Cash for College Financial Aid Workshops (Winter)
3. Awarding Cash for College Scholarships as an incentive for Convention and Workshop attendance by conducting a random drawing from among qualified workshop participants who complete the FAFSA, Calgrant forms and enroll in college (Spring)
4. Working with surrounding high school counselors who counsel students for college (on-going)
5. Coordinating a public awareness campaign focused on the importance of financial aid by disseminating information to the public, school community

and students on FAFSA through public relations and media outreach (ongoing)

UNITE-LA works with schools and school districts throughout Los Angeles County. Because Los Angeles Unified School District (LAUSD) is the largest school district in L.A. County, UNITE-LA has primarily served schools in this district and this is the focus of this report. However, numerous other Los Angeles County school districts were represented at L.A. CFC activities and events in 2008-09.

Public Works, Inc. (PW) is an evaluation-consulting firm contracted by UNITE-LA to evaluate the *Los Angeles Cash for College* Program since 2005. This report presents data and key findings tied to the Los Angeles efforts in 2008-09.

Report Organization

Section II provides an overview of student participation in the annual *L.A. College & Career* Convention. Section III examines student responses to two separate surveys – one completed while in high school on college preparation and college application activities and a second survey among graduates that the evaluation was able to contact for a follow-up regarding postsecondary enrollment and receipt of financial aid. Section III also includes analyses of matched samples of survey respondents that control for demographic and prior academic achievement in explaining college access outcomes. Section IV includes a follow-up with student recipients of the *L.A. Cash for College* scholarships. Section V offers some conclusions and recommendations.

II. College & Career Convention

The eighth annual *College & Career Convention* was held at the Los Angeles Convention Center on December 4th and 5th 2008. An estimated 11,000 students and families from southern California were in attendance and had the opportunity to receive information on admission and financial aid from various American colleges and universities and even one from Mexico. A total of 132 schools were represented at the Convention, including 91 schools from LAUSD.

To evaluate the Convention, PW collected information on student satisfaction at the workshops via student Passports. Passports were handed out by Convention staff as participants entered the Convention. Students were instructed to bring the Passports to each workshop they attended at the Convention and then to complete a brief survey in the Passport before exiting the Convention. All students completing a Passport were eligible to receive a *Cash for College* scholarship (see Section IV).

PW received the collected Passports from UNITE-LA. In 2008, 2,728 Passports, which document participation at the Convention, were collected, as compared to 2,296 in 2007. Additionally, PW staff attended a sample of Convention workshops.

As in 2007, the majority of attendees self-reported their ethnicity as Hispanic/Latino (61.6%). However, the number of self-reported African-American attendees more than doubled from 13% in 2007 to 30% in 2008. The number of self-reported Asian/Pacific Islanders, on the other hand, dropped from 12.5% to 5.3%. While a majority of participants were residents of the City of Los Angeles, the percentage dropped from 81% in 2007 to 70% in 2008, with 30% of participants attending from other cities in southern California. The vast majority (90%) of participants qualified for the National School Lunch Program (NSLP), a proxy to determine low household income. Only 1.8% noted that they were Workforce Investment Act (WIA) participants.

In addition, the majority (71%) of students at the Convention reported that they would be the first in their families to attend college, up from 59% in 2007. Only 20% of the attendees reported that they knew how to apply for financial aid before they attended the Convention, a number unchanged from 2007.

College & Career Convention Workshops

In 2008, unlike 2007, *the* Convention Passports did not include a section for noting Convention workshop attendance. Students were, however, asked to rate how well the various workshops, seminars and exhibitors at the Convention helped them learn more about key aspects of college readiness and preparation. The ratings were done on a four-point scale -- Not Helpful, A little Helpful, Helpful, Extremely Helpful. The students rated the following five aspects as the most helpful (see Table 1 below for complete ratings).

- The importance of attending a college or university after high school (98% quantified “Helpful” or “Extremely Helpful”)

- The different kinds of grants, loans, scholarships and other types of financial aid available (98% quantified “Helpful” or “Extremely Helpful”)
- The Free Application for Federal Student Aid (FAFSA), Cal Grant, and other documents needed to receive financial aid (97% “Helpful” or “Extremely Helpful”)
- Things I can do as a high school student to better prepare for college (96% “Helpful” or “Extremely Helpful”)
- Next year’s deadline for turning in the FAFSA and Cal Grant GPA verification form (95% “Helpful” or “Extremely Helpful”)

Table 1: Student Ratings of Aspects of the 2008 College & Career Convention

<i>Item The Convention helped me learn more about...</i>	<i>% Extremely Helpful</i>	<i>% Helpful</i>	<i>% Combined Responses</i>
Importance of attending a college or university after high school (N=2610)	81%	17%	98%
Different kinds of grants, loans, scholarships and other types of financial aid that is available (N=2570).	80%	18%	98%
The FAFSA, Cal Grant, and other documents I need to complete to receive financial aid (N=2553)	77%	20%	97%
Things I can do as a high school student to better prepare for college (N=2538)	63%	33%	96%
Next year’s deadline for turning in the FAFSA and Cal Grant GPA Verification Form (N=2495)	69%	26%	95%
The required A-G courses I need to pass in high school in order to be eligible for a four-year college or university (N=2477)	65%	29%	94%
Different colleges and universities that I might be interested in attending (N=2441)	60%	34%	94%
The college financial aid workshops that will be held in Jan/Feb 2008 (N=2386)	63%	30%	93%
Selecting and academic focus, career goal, or college major (N=2355)	60%	32%	92%
The career or job that I am interested in pursuing after college (N=2334)	62%	27%	89%
How to put together a competitive college applications (N=2309)	55%	33%	88%

Source: College & Career Convention Passports

As shown above, students were most enthusiastic about the information they received regarding concrete facts: the importance of a post-secondary education, information about types of financial aid and how to apply for them, and things which can be done to prepare for college. While still positive, students were less enthusiastic about information on selecting career goals or a college major, or a post-secondary career – choices that seem in the distance. Interestingly, students did not seem to receive as much helpful information on putting together a competitive college application, although over half still ranked the information they received as “Extremely Helpful.”

Post-Convention Impact

Similar to 2007, 98% of students responded that they would apply for college financial aid in 2008, and 92% responded that they would attend a financial aid workshop in January-February, up from 91% in 2007. School counselors were perceived to be the most helpful person to speak to regarding college applications (88%), with classroom teachers following at 6%. School counselors and teachers were seen as the best people to speak to regarding financial aid applications, at 87% and 5%, respectively.

L.A. Cash for College Financial Aid Workshops

Beginning in January 2009, UNITE-LA and the L.A. Area Chamber conducted Cash for College Financial Aid Workshops in the Los Angeles area, focused on assisting students to complete the Free Application for Federal Student Aid, or FAFSA. The workshops were held on Saturdays, usually at high schools or community college campuses. A total of 117 workshops were held (primarily on high school campuses but also occurring at postsecondary institutions and community-based organizations) in 2009, with approximately 7,500 students attending.

At the L.A. CFC Workshops, volunteers assist students and answer questions about the FAFSA. They help students to enter the proper financial and tax information, both through demonstration and one-on-one assistance. Workshops also feature an AB540 advisor, in order to help students with any questions they might have regarding what is necessary to gain an AB 540 waiver.

III. Student Surveys

12th Grade Survey

To collect further student-level data on college access, PW administered a survey to 12th grade students enrolled in a sample of ten LAUSD high schools. These schools were selected based on prior relationships/collaboration with UNITE-LA and/or involvement in another evaluation (school receiving U.S. Department of Education grants for implementation of Smaller Learning Communities) already surveying 12th grade students at these schools.

The 12th grade survey included questions on school experiences tied to post-secondary planning, as well as participation in college preparation activities such as L.A. CFC Workshops and the College & Career Convention. Survey respondents also provided self-reported data on whether they had applied for admission to post-secondary education, along with demographic and contact information. Surveys were delivered and schools were given several weeks to administer and return the surveys between April and June 2009. Overall, PW achieved an average 71% response rate (see Table 2 below).

Table 2: 12th Grade Survey Response Rates

High School	12th Grade Enrollment	Completed Surveys	Response Rate
Bell	950	461	49%
Belmont	212	135	64%
Canoga Park	285	277	97%
Chatsworth	698	523	75%
Franklin	387	258	67%
Los Angeles School of Global Studies	89	66	74%
Marshall	811	489	60%
Reseda	527	345	65%
South Gate	619	432	70%
Sylmar	594	562	95%
Total	5127	3548	71%

Source: Public Works, Inc. based on 12th grade enrollment from the California Department of Education.

Through an analysis of the student survey data, PW sought to discover whether attendance at the L.A. CFC Workshops coordinated by UNITE-LA was correlated statistically with a) participation in college preparation activities while in high school; b) propensity to apply for college. The correlation coefficient in the tables below provides a measure of how likely those who answer positively to the survey items also attended the L.A. CFC Workshop. Correlation coefficients range from -1.0 to 1.0 (i.e., correlation coefficients closer to 1.0 imply a more positive correlation).

Student Involvement in College Preparation Activities while in High School

PW identified questions on the 12th grade survey that highlighted activities that were classified as “College Preparation activities”. Cross-tabulations and correlations were run against a L.A. CFC Workshop Attendance question in order to find a) to what

extent college preparation had an effect on FAFSA attendance, and b) how likely those who answered positively to the college preparation questions also attended the L.A. CFC Workshop (see Table 3 below).

As shown in Table 3, L.A. CFC Workshop attendees were more likely to engage in all college preparation activities compared to those who did not attend a L.A. CFC Workshop. Statistically significant differences were achieved for all but one survey question comparing L.A. CFC Workshop attendees to non-attendees. Nonetheless, the correlation was weak (0.02-0.09) with the highest disparity favoring L.A. CFC Workshop attendees in terms of working with teachers to develop a written educational plan (10% difference favoring L.A. CFC Workshop attendees) and for attending a college fair event or activity (14% difference favoring L.A. CFC Workshop attendees) while in high school.

Table 3: Correlation between High School College Preparation Activities and L.A. CFC Workshop Attendance.

Survey Item	Correlation Coefficient	L.A. CFC Workshop Attendance	
		Yes (21%, N=722)	No (79%, N=2,668)
Agree, I will be prepared to enter college when I am finished with high school* (83%, N=2781)	0.03	86%	82%
Agree, my classes have encouraged me to consider further education after high school (84%, N=2812)	0.02	85%	83%
Agree, I talk to my teachers or a counselor regularly about my high school educational plan* (58%, N=1973)	0.05	62%	57%
Agree, I have worked with a counselor to develop a written educational plan that reflects my needs and interests* (57%, N=1916)	0.05	61%	56%
Agree, I have worked with a teacher to develop a written educational plan that reflects my needs and interests* (46%, N=1535)	0.08	53%	43%
Yes, I participated in a college fair this school year* (24%, N=741)	0.09	35%	21%
Yes, I participated in a college class this school year* (24%, N=733)	0.06	28%	23%

*Statistically significant difference between L.A. CFC Workshop attendees compared to non-attendees at the 0.05 level.

Student Application to College while in High School

PW identified questions on the 12th grade survey that highlighted activities that were classified as “College Application Process” related. Cross-tabulations and correlations were run against a L.A. CFC Workshop Attendance question in order to find to what extent college application correlated with FAFAA workshop attendance.

As shown in Table 4, students who attended a L.A. CFC Workshop were much more likely to also respond affirmatively to College Application Process questions. Correlation coefficients ranged from 0.16-0.28. This means that the differences

between L.A. CFC Workshop attendees and non-attendees was greater, and consistently favored the former. Moreover, all differences were statistically significant.

For example, 82% of students who attended a L.A. CFC Workshop reported that they applied for admission to a college or university, where 62% of non-attendees responded affirmatively. Likewise, 84% of students who attended a L.A. CFC Workshop reported completion of the FAFSA, while less than half – 48% - of non-attendees reported completion of the FAFSA. Lastly, 43% of workshop attendees reported attendance at the *College & Career* Convention, while only 13% of non-attendees reported Convention attendance.

Table 4: Correlation between College Application Involvement and L.A. CFC Workshop Attendance

Survey Item	Correlation Coefficient	L.A. CFC Workshop Attendance	
		Yes (21%, N=722)	No (79%, N=2,668)
Yes, I completed the FAFSA*. (55%, N=1867)	0.26	84%	48%
Yes, I applied for admission to a college or university beginning next year* (66%, N=2220)	0.16	82%	62%
Yes, I attended the College & Career Convention* (19%, N=633)	0.28	43%	13%

*Statistically significant difference between L.A. CFC Workshop attendees compared to non-attendees at the 0.05 level.

12th Grade Follow-Up Survey

In the fall of 2009, PW administered follow-up phone surveys with these 12th grade students from the sample of ten high schools to measure the actual post-secondary outcomes of the respondents. Between September and December of 2009, surveys were administered to respondents who had provided contact information on the 12th grade survey. Overall, PW achieved an average response rate of 67% (see Table 5 below) *of those who provided contact information* on the 12th grade survey. In other words, the number of actual survey respondents to the follow-up was considerably lower (N=1,564) than those who completed the 12th grade survey (N=3,548) summarized in Tables 3 and 4 above.

The follow-up survey gathered information on whether respondents enrolled in a post-secondary institution and asked them to reflect on the extent to which secondary education had prepared them to transition to post-secondary education. Similar to the 12th grade survey, students were asked questions regarding completion of FAFSA and attendance at L.A. CFC Workshops. The follow-up survey also included a section for respondents' to report on actual receipt of financial aid and eligibility for AB540, a law that provides financial aid for undocumented students that attended a California high school for more than 3 years.

Table 5: Follow-Up Survey Response Rates

High School	Surveys Administered*	Surveys Completed	Response Rates
Bell	204	153	75%
Belmont	127	82	65%
Canoga Park	137	95	69%
Chatsworth	307	199	65%
Franklin	211	141	67%
Los Angeles School of Global Studies	64	28	44%
Marshall	407	295	72%
Reseda	287	211	74%
South Gate	181	134	74%
Sylmar	333	228	68%
Total/Average	2258	1564	67%

* Public Works, Inc. only administered follow-up surveys to students who provided contact information in the form of a phone number or an email address.

Through an analysis of the senior follow-up survey data, PW sought to discover whether attendance in the L.A. CFC Workshops sponsored by *L.A. Cash for College* was correlated statistically with a) enrollment in postsecondary education; and b) receipt of financial aid to help pay for postsecondary education. The correlation coefficient in the tables below provides a measure of how likely those who answer positively to the survey items also attended the L.A. CFC Workshop. Correlation coefficients range from -1.0 to 1.0 (i.e., correlation coefficients closer to 1.0 imply a more positive correlation).

Student Enrollment in College after High School Graduation

PW identified questions on the Follow-Up survey that highlighted activities that were classified as “College Enrollment” related. Cross-tabulations and correlations were run against a L.A. CFC Workshop Attendance question in order to find to what extent the L.A. CFC Workshop was correlated with self-reported college enrollment.

Only one of the survey questions achieved statistical significance (eligibility for AB 540). For the other survey items, participation in an L.A. CFC Workshop was not a good predictor of survey responses. Overall correlation coefficients were weak (-0.10-0.07), and negative in a few cases (see Table 6 below).

Workshop attendees and non-attendees were almost equally enrolled in any school, and workshop attendees were only slightly more likely to attend school full-time than non-attendees (85% versus 79%) Similarly, first-generation college students were only slightly more likely to attend a L.A. CFC Workshop (54% versus 47%). AB540 students were actually less likely to attend a L.A. CFC Workshop, with 12% reporting that they attended, while 21% reported that they did not.

Table 6: Correlation between College Enrollment and L.A. CFC Workshop Attendance.

Survey Item	Correlation Coefficient	FAFSA Workshop Attendance	
		Yes (21%, N=279)	No (79%, N=593)
Yes, I am currently enrolled in any school (95%, N=769)	-.05	93%	95%
Yes, I am attending school full-time (81%, N=568)	.07	85%	79%
Yes, I am the first person in my family to attend college (49%, N=424)	.06	54%	47%
Yes, I am eligible for AB540* (18%, N=143)	-.10	12%	21%
Yes, I completed an AB540 waiver. (7%, N=37)	-.01	6%	7%

*Statistically significant difference between L.A. CFC Workshop attendees compared to non-attendees at the 0.05 level.

Student Receipt of Financial Aid for Postsecondary Education

PW identified questions on the Follow-Up survey that highlighted activities that were classified as “Financial Aid Receipt” related. Cross-tabulations and correlations were run against a L.A. CFC Workshop Attendance question in order to find to what extent L.A. CFC Workshop was correlated with receipt of Financial Aid.

As shown in Table 7, all of the survey items in this section were statistically significant comparing L.A. CFC Workshop attendees to non-attendees. Correlation coefficients varied between 0.20-0.49, showing the positive correlation between L.A. CFC Workshop attendance and positive outcomes in terms of applying for and receiving financial aid. For example, respondents who attended a L.A. CFC Workshop were more likely to report that they applied for financial aid using the FAFSA, with 98% of attendees affirming application with a FAFSA, as compared to 78% of non-attendees. Similarly, 93% of L.A. CFC Workshop attendees classified the workshop as “helpful”. Interestingly, 42% of non-attendees reported that the workshops were helpful as well (although they presumably did not attend them). Finally, students who attended a L.A. CFC Workshop were more likely to report receipt of financial aid, with 65% of attendees reporting receipt of aid, versus 44% of non-attendees reporting receipt of some kind of financial aid.

Table 7: Correlation between Financial Aid Receipt and L.A. CFC Workshop Attendance.

Survey Item	Correlation Coefficient	L.A. CFC Workshop Attendance	
		Yes (21%, N=279)	No (79%, N=593)
Yes, I applied for college financial aid using the FAFSA* (80%, N=687)	.31	98%	71%
The L.A. CFC Workshop was helpful* (87%, N=272)	.49	93%	42%
Yes, I received college financial aid* (54%, N=305)	.20	65%	44%

*Statistically significant difference between L.A. CFC Workshop attendees compared to non-attendees at the 0.05 level.

Across all students responding to the follow-up survey, financial assistance most often included the Cal (state) grant (44%), federal (Pell) grants (25%) and a smaller percentage receiving college aid (20%) and/or outside scholarships (20%). Very few students provided actual dollar amounts of financial aid received. Of those who did, there was little difference based on L.A. CFC Workshop attendance (see Table 8).

Table 8: Dollar amount of financial aid by attendance at L.A. CFC Workshop

Survey Item		Did you attend a L.A. CFC Workshop (usually held on a Saturday) to help you complete a FAFSA?	
		Yes	No
In total, how much did you receive in the form of state grants? (N=124)	\$0 to \$5000	62%	63%
	\$5 to \$1000	25%	16%
	More than \$1000	13%	20%
In total, how much did you receive in the form of federal Pell grants? (N=40)	\$0 to \$5000	67%	69%
	\$5 to \$1000	22%	15%
	More than \$1000	11%	15%

Matched Samples

In order to control for demographic and prior achievement as factors that may have influenced the student survey results on likelihood of college enrollment, application for financial aid, and receipt of financial aid, PW employed statistical sampling aimed at matching a group of treatment students (i.e., those who attended a L.A. CFC Workshop) and control students (L.A. CFC Workshop non-participants). Students included in these analyses were required to have completed the 12th grade survey while in high school, to have completed a follow-up survey 3-4 months after graduation, and to have demographic and outcome data (e.g., test scores) in the LAUSD database. In other words, the sample of matched treatment and control students looked at results *across* multiple sources of data. In this way, these analyses were qualitatively different from the earlier analyses which detailed data *within* the different sources.

Sampling Methodology

As described in Table 2, the response rate for the 12th grade survey was high (N=3,548). However, as shown in Table 5, the response rate among 12th grade students who also provided contact information to enable the follow-up survey to be administered was smaller (N=1,564). PW then tracked the respondents between the two surveys using a unique Survey ID on each 12th grade survey. This Survey ID was a required question on the follow-up survey.

In order to match survey respondents to demographics, PW then used the 10-digit LAUSD Student ID to link student survey respondents to data included in LAUSD's student information system (e.g., demographic information and prior achievement data). This component of the match limited PW to 536 respondents of the 1,564 who had answered both the 12th grade survey and the follow-up survey. In other words, of the 1,564 respondents to both surveys, 536 included a Student ID that could be matched to the LAUSD student information system data file.

PW then sorted the students into treatment and control groups based on attendance in a *Cash for College* L.A. CFC Workshop. This sorting process showed that treatment students (i.e., those who attended a L.A. CFC Workshop) were more likely to have complete data across all three data sources (12th grade survey, follow up survey, and link to LAUSD data file). Indeed, there were 79% more treatment students than control group students (i.e., L.A. CFC Workshop non-participants). To adjust for the differential in the sizes between the two groups of students, PW opted to select one-to-one matching on key criteria. Since the size of the control group was comprised of 98 students, the matched sample included 98 treatment students.

The groups were matched one-to-one to measure whether L.A. CFC Workshop attendance had an effect on students with similar demographics. PW matched students on three different categories to measure similar academic performance and cultural or social demographics. Three separate matched samples were drawn:

- 1) Match on both eligibility for National School Lunch Program (NSLP) and English Learner (EL) status to control for demographic characteristics of the two groups of students (i.e., student with similar socio-cultural background)
- 2) Match on 2007¹ California Standards Test in English/Language Arts to control for potential prior achievement (i.e., students with similar academic proficiency)
- 3) Match on 2007 California Standards Test in Mathematics to control for potential prior achievement (i.e., students with similar academic proficiency)

Tables showing the characteristics of each of the matched samples have been included in Appendix C. It is important to note that the prioritization of the factors above in selecting the different matched samples did yield some differences between the treatment and control students. In particular, treatment students were slightly more likely to be male and less likely to be involved in the Gifted and Talented Education (GATE) program compared to control group students.

¹ PW had access to 2008 CST scores but, as those exams took place later than workshops and FAFSA submission, it was deemed to be an inaccurate gauge of respondents' prior academic achievement.

Results of the Matches

As shown in Table 9, treatment students were more likely to report enrollment in college controlling for demographics and prior achievement. Nearly all (92%) of L.A. CFC Workshop participants in the matched sample reported postsecondary enrollment compared to 78%-80% of students who did not attend the L.A. CFC Workshops. By contrast, there were fewer differences in the propensity of students to apply for financial aid. Whereas 61% of treatment students completed the FAFSA, 54%-61% of control students also completed the FAFSA. The difference between treatment and control was greatest in the matched sample controlling for NSLP and EL (i.e., demographic factors mattered more than prior achievement in whether a student did not complete the FAFSA). Nonetheless, treatment students were more likely to report receiving financial aid for college (44% compared to 31%-35% of control group students). In summary, the data from the matches suggests that participation in the L.A. CFC Workshops correlated with college attendance and receipt of financial aid but not with FAFSA completion after controlling for prior academic achievement and socio-cultural background.

Table 9: Matched Sample Comparisons

	Match on NSLP and EL		Match on ELA CST		Match on Math CST	
	Treatment (N=98)	Control (N=98)	Treatment (N=98)	Control (N=98)	Treatment (N=98)	Control (N=98)
Yes, Enrolled in college	92%	79%	92%	78%	92%	80%
Yes, applied for FAFSA	61%	54%	61%	59%	61%	60%
Yes, Received Financial Aid	44%	31%	44%	35%	44%	33%

IV. Cash for College Scholarship

As an incentive for completion of the FAFSA and Cal Grant/GPA verification form, *Cash for College* scholarships were offered to increase:

- Completion of the FAFSA/Cal Grant applications
- Submission of GPA verification
- Attendance at *College & Career* Convention and submission of Passports documenting participation in Convention activities
- Attendance at L.A. CFC Workshops
- Number of participants who receive financial aid technical assistance after the workshop

Eligibility for the different scholarships is summarized below:

Table 10: Cash for College Scholarship Eligibility

<i>Gold Scholarship (\$2,500)</i> <i>6 Awarded*</i>	<i>Silver Scholarship (\$1,000)</i> <i>0 Awarded* †</i>	<i>Bronze Scholarship (\$750)</i> <i>3 Awarded*</i>
Attend <i>College & Career</i> Convention validated by the completed Convention Passport and Convention Survey		Attend <i>College & Career</i> Convention validated by the completed Convention Passport and Convention Survey
Attend a L.A. CFC Workshop validated by the workshop sign-in sheet and completed Exit Survey	Attend a L.A. CFC Workshop validated by the workshop sign-in sheet and completed Exit Survey	
Complete FAFSA/Cal Grant paperwork and GPA verification form validated by a copy of the FAFSA Student Aid Report (SAR) or financial aid award letter	Complete a FAFSA/Cal Grant paperwork and GPA verification form validated by a copy of the FAFSA Student Aid Report (SAR) or financial aid award letter.	
Complete AB540 affidavit (optional)	Completed AB540 affidavit (optional)	
Enrolled in a post-secondary institution	Enrolled in a post-secondary institution	Enrolled in a post-secondary institution

*This information is limited to the same ten schools that took the 12th grade and Follow-Up Surveys.

† This scholarship has been rolled into the MDRC study outline below

Additionally, *Cash for College* collaborated with MDRC, a nonprofit, nonpartisan social policy research organization which focuses on improving the well-being of low-income populations, to conduct a study on whether performance-based scholarships can improve retention and persistence among low-income college students. There are six different scholarship types (see Table 11) awarded via random assignment among students who completed the requirements and signed the necessary consent forms.

Table 11: Cash for College Scholarships by Type

Type 1 (\$1,000) 4 awarded	Type 2 (\$2,000) 4 awarded	Type 3 (\$1,000) 4 awarded	Type 4 (\$1,000) 7 awarded	Type 5 (\$2,000) 4 awarded	Type 6 (\$4,000) 5 awarded
Attend a L.A. CFC Workshop	Attend a L.A. CFC Workshop	Attend a L.A. CFC Workshop	Attend a L.A. CFC Workshop	Attend a L.A. CFC Workshop	Attend a L.A. CFC Workshop
Be a high school senior	Be a high school senior	Be a high school senior	Be a high school senior	Be a high school senior	Be a high school senior
Complete the FAFSA and Cal-Grant GPA verification by the March deadline	Complete the FAFSA and Cal-Grant GPA verification by the March deadline	Complete the FAFSA and Cal-Grant GPA verification by the March deadline	Complete the FAFSA and Cal-Grant GPA verification by the March deadline	Complete the FAFSA and Cal-Grant GPA verification by the March deadline	Complete the FAFSA and Cal-Grant GPA verification by the March deadline
Complete the <i>Cash for College</i> Exit Survey	Complete the <i>Cash for College</i> Exit Survey	Complete the <i>Cash for College</i> Exit Survey	Complete the <i>Cash for College</i> Exit Survey	Complete the <i>Cash for College</i> Exit Survey	Complete the <i>Cash for College</i> Exit Survey
Complete an Informed Consent Form (and a Parental Consent Form if under 18)	Complete an Informed Consent Form (and a Parental Consent Form if under 18)	Complete an Informed Consent Form (and a Parental Consent Form if under 18)	Complete an Informed Consent Form (and a Parental Consent Form if under 18)	Complete an Informed Consent Form (and a Parental Consent Form if under 18)	Complete an Informed Consent Form (and a Parental Consent Form if under 18)
Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *	Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *	Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *	Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *	Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *	Meet income eligibility standards based on the Cal Grant A Income Eligibility Criteria *

*A limited number of scholarships were made available to students who exceeded the Cal Grant income criteria.

Cash for College awarded 37 scholarships (four type 1, four type 2, four type 3/Silver, seven type 4, four type 5, five type six, six Gold, and three Bronze) in 2008-09. Notification of the *Cash for College* Scholarship award was done through a formal letter sent to the participant’s home, while students were informed in various ways if they had won a MRDC scholarship. Students were also expected to maintain a grade point average (GPA) of 2.0. Follow-Up with Scholarship Recipients

PW successfully contacted 25 of these students² and surveyed them about their experiences. Based on surveys of these scholarship recipients, the following data was assembled:

² 16% were Gold winners, 8% type 3/Silver winners, 4% Bronze winners, 12% type 1 winners, 12% type 2 winners, 20% type 4 winners, 8% type 5 winners, and 20% type 6 winners.

- 100% attended schools in California; 88% attended public colleges or universities (16% attended Cal State Universities, 52% attended community colleges, and 16% attended University of California schools)
- 84% were enrolled full time
- 89% found the *College & Career* Convention very helpful or helpful; 55% reported knowing about the *Cash for College* scholarship before attending the Convention.
- 87% said the L.A. CFC Workshop was very helpful or helpful in completing the FAFSA.
- 52% said that the scholarship was a motivator for completing the FAFSA at the workshop

An overwhelming majority reported that the scholarship was a huge factor in their ability to attend college and pay for books. Nearly all (92%) reported that the scholarship was “very important” or “important” in enabling them to attend college; eight percent reported that it was not so important, but the scholarship helped reduce the burden of paying for books. Many of the students reported that they still would have gone to college, but that being awarded a scholarship allowed them to enroll in a college or university immediately, instead of postponing their education in favor of working.

As part of the survey, scholarship recipients were also asked about their suggestions for improving college access for underrepresented students. For the Convention, scholarship recipients requested more time to work on FAFSA completion and look for other scholarships. For the L.A. CFC Workshops, scholarship recipients noted that the workshops might benefit from more staff on-hand to answer questions, having instructions that could be taken home, and having instructors provide more hands-on help in completing the FAFSA. Some recipients suggested disseminating more information on the necessary documents to bring, such as tax documents, and some suggested stressing the importance of the FAFSA earlier, as far back as junior year. One respondent suggested holding a number of small, after-school L.A. CFC Workshops over the course of a week because the Saturday workshop schedule might be a barrier for some students.

V. Summary Findings

The information gathered by Public Works, Inc. through the various surveys has presented some key findings regarding the success of *Cash for College* during the 2008-2009 school year.

Convention

Overall, the *College & Career* Convention was well received by participants. Students regarded the workshops as generally helpful, and Passport information showed that the convention was successful in disseminating financial aid and college application information to the majority of respondents. Students responded positively to the concrete facts presented in workshops: the importance of college, specific information on financial aid and deadlines. The Passport information also showed that students rely most heavily on their school counselors for information on financial aid and college application.

L.A. CFC Workshops

The information gathered by PW demonstrates that the L.A. CFC Workshops have positive effects on attendees when compared to non-attendees. The survey responses show that participation in a L.A. CFC Workshop has a good correlation with participation in college preparation activities, as well as a high correlation with applying for and receiving financial aid. It is also evident that workshop attendance has a very high correlation with college application, as students who participated in a workshop applied to college in much higher numbers than their non-participating peers.

After controlling for socio-cultural factors and prior academic achievement, L.A. CFC Workshop participants were more likely to enroll in college and receive financial aid. However, there was not a high correlation between L.A. CFC Workshop attendance and FAFSA completion after controlling for demographic variables.

Small School/Small Learning Communities Confidential Senior Grade Student Survey

You have been selected to participate in a confidential survey about your high school. This information will help the school better understand student needs.

The survey should take about 10-15 minutes to complete. When you are finished, please return the survey to your teacher. Teachers have been instructed not to look at any completed surveys.

Please circle the response that best reflects your opinion about each statement

Strongly Disagree = 1 Disagree = 2 Agree = 3 Strongly Agree = 4

Section I: Experiences in Your Classes

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Teachers teach academic subject matter at a high level.	1	2	3	4
2. I have the opportunity to do assignments and projects about interesting topics in class.	1	2	3	4
3. The assignments and activities in my classes show me that teachers want to connect learning to students' life experiences and culture.	1	2	3	4
4. My teachers are willing to alter or modify how they teach in order to make sure that all or nearly all students understand what is being taught.	1	2	3	4
5. My teachers know my academic strengths and where I could improve academically.	1	2	3	4
6. My teachers provide me with information on how I can become a higher achieving student.	1	2	3	4
7. I can get tutoring and other help if I'm having trouble in school.	1	2	3	4
8. My teachers demonstrate that they are interested in my academic success.	1	2	3	4
9. My teachers are clear about what they expect from me.	1	2	3	4
10. My teachers are fair about how they grade me.	1	2	3	4
11. My teachers know something about my goals and aspirations for the future.	1	2	3	4
12. My classes show how what I am learning will be useful and beneficial in future education or in a future career.	1	2	3	4
13. My classes have encouraged me to consider further education after high school.	1	2	3	4
14. I have been encouraged to take Advanced Placement (AP) and Honors courses.	1	2	3	4
15. I talk to my teachers or a counselor regularly about my high school educational plan.	1	2	3	4
16. I have worked with a <i>counselor</i> to develop a written educational plan that reflects my needs and interests.	1	2	3	4
17. I have worked with a <i>teacher</i> to develop a written educational plan that reflects my needs and interests.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
18. I will be prepared to enter college when I am finished with high school.	1	2	3	4
19. I will be prepared for employment when I am finished with high school.	1	2	3	4
20. I feel that I belong to a school-wide community.	1	2	3	4
21. I feel safe when I am at school.	1	2	3	4
22. I have an adult at this school that I can go to for help with school and for personal support.	1	2	3	4
23. My parents feel comfortable with my teachers if they have questions or need information.	1	2	3	4
24. I have the support I need at home to complete my homework and do well in school.	1	2	3	4

Section II: High School Learning Experiences

25. This school year, were you enrolled in an Advisory program where you met with a teacher or other school staff member for a non-academic period every day or every week to check on academic progress and plan for life beyond high school?

- a) yes b) no

26. This school year, were you assigned to a teacher, counselor or other staff member to help you plan your education after you graduate?

- a) yes b) no

27. How many times have you met with a counselor this school year?

- a) none b) 1-2 times c) 3-5 times d) more than 5 times

28. If you met with a counselor this school year, please select the reason or reasons you met (select all that apply):

- a) selecting courses b) help with a personal issue c) planning for college

29. This school year, have you participated in any of the following activities (select all that apply)?

- a) After-school program b) College class
 c) Internship d) Work experience
 e) Community service project f) Job shadowing
 g) Career/interest inventory h) Career fair
 i) College fair j) Field trip
 k) Guest speakers in your class

30. What ADULT at this school is MOST helpful to you in planning for high school and life after high school? (check one only)

- a) teacher b) principal c) assistant principal d) office staff member
 e) coach f) counselor g) career center staff h) library staff member
 i) teaching assistant j) someone else at the school (what is their job?) _____

31. Have you applied for admission to a college or university beginning next year?

- a) yes b) no

32. Did you complete the Free Application for Federal Student Aid (FAFSA) to obtain financial aid for college/university?

- a) yes b) no

33. Did you attend a workshop (usually held on a Saturday) to help you complete the FAFSA?

- a) yes b) no

34. Did you attend the annual Cash for College Convention (usually held in Fall) to obtain information on college readiness and applying for financial aid?

- a) yes b) no

Section III: About You

35. Are you currently enrolled in any of the following Smaller Learning Communities? These are programs that group 100-500 students with the same teachers while in high school.

- a) Academy/Pathway: a program made up of a group of students and teachers who share classes typically organized around a theme that ties into future college and career goals.
- d) House: a program where all students in a specific grade level (usually for 9th graders but sometimes for 10th graders) share the same teachers and classes in order to help them adjust to high school and prepare for a transition to an academy/pathway at the next grade level.
- e) Magnet: A specialty program similar to an academy or pathway but often requiring a separate application process in order to be selected for participation.
- g) None
- h) I don't know
- i) Other (please specify): _____

36. What is your ethnicity? (mark one)

- African American
- American Indian or Alaskan Native
- Asian American/Pacific Islander
- Hispanic/Latino
- White/Caucasian
- Other

37. Have you taken or are you currently taking an AP class?

- Yes
- No

38. Are you:

- Male
- Female

39. What is the highest-level math class that you have taken, including any class that you are currently taking. (mark one)

- No math
- Algebra I
- Geometry
- Other _____
- Algebra II
- Trigonometry
- Calculus

40. What are your plans after high school graduation (select all that apply)?

- | | |
|-------------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Attend a trade or vocational school | <input type="checkbox"/> Find a part-time job |
| <input type="checkbox"/> Attend a two-year college | <input type="checkbox"/> Join the military |
| <input type="checkbox"/> Attend a four-year college or university | <input type="checkbox"/> Become an apprentice |
| <input type="checkbox"/> Find a full-time job | <input type="checkbox"/> Other |
| | <input type="checkbox"/> Don't know |

41. School is...

- Easy
- Just right
- Hard

42. I am a student in (answer if your school has tracks):

- Track A
- Track B
- Track C

Section IV: Contact Information (12th graders Only)

Complete the information below about yourself. PLEASE PRINT NEATLY.

Your Student Identification Number: _____

Your Name: _____
First name Middle initial Last name

HOW CAN WE REACH YOU IN THE FALL?

Home Phone Number: _____ Email Address: _____

Cell Phone Number: _____ Other Number: _____

Parent or Guardian: _____
First name Last name

Please provide a **second** and **third** phone number (DIFFERENT FROM ABOVE) of someone who will stay in contact with you, such as a grandparent or friend.

Alternate Contact #1

Name of friend/family member: _____

Phone Number (including area code): _____

Email address: _____

Alternate Contact #2

Name of friend/family member: _____

Phone Number (including area code): _____

Email address: _____

All information provided is kept CONFIDENTIAL by Public Works, Inc. and will only be used to determine how your high school experience affected your life after high school. Thank you completing this survey!



Small School/Small Learning Communities

Confidential Follow-Up and Cash For College Survey

Thank you for taking this confidential survey regarding your high school experience. The survey should take about 10-15 minutes to complete.

1. Did you graduate from high school?
 - A. Yes (Skip to 3)
 - B. No

2. What was the reason you did not graduate from high school?
 - A. Credit Deficient
 - B. Did not pass CAHSEE
 - C. Both
 - D. Other
(Skip to 15)

Section I. Activities Since High School

3. Are you currently enrolled in any school?
 - A. Yes
 - B. No (Skip to 5)

4. In what type of school are you enrolled?
 - A. Four-year college or university
 - B. Public community college
 - C. Less than 2-year private or public vocational or technical school

5. Are you attending school full-time or part-time?
 - A. Full-time
 - B. Part-time

6. Do you plan to continue attending school next year?
 - A. Yes
 - B. No

7. What degree(s) or credential(s) do you plan to earn at your current school or college? (mark all that apply)
 - A. Occupational certificate or license
 - B. Associate's degree (AA/AS)
 - C. Bachelor's degree (BA/BS)
 - D. Master's degree (MA/MS)
 - E. No degree plans, just taking courses to upgrade job skills

8. If you are not currently enrolled in school or college, do you plan to enroll in the next year or two?
 - A. Yes
 - B. No

9. Thinking ahead, what is the highest degree you hope to obtain?
 - A. Occupational certificate or license
 - B. Associate's degree (AA/AS)
 - C. Bachelor's degree (BA/BS)

- D. Master's degree (MA/MS)
- E. Professional Degree (Ph.D., MD, DDS, JD, etc.)

10. Are you currently employed?

- A. Yes
- B. No

11. Are you: (mark one)

- A. Working full time (35 hours per week or more)
- B. Working part-time (less than 35 hours per week)

12. Are you in the military?

- A. Yes
- B. No

C.

13. Are you in an apprenticeship program?

- A. Yes
- B. No

Section II. Value of High School for Later Life

14. How well did your English classes in high school prepare you for your current educational path and/or job? (Mark one)

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

15. How well did your Mathematics classes in high school prepare you for your current educational path and/or job? (Mark one)

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

16. How well did your Science classes in high school prepare you for your current educational path and/or job? (Mark one)

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

17. How well did your History/Social Studies classes in high school prepare you for your current educational path and/or job? (Mark one)

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

18. Overall, how well did your high school education prepare you for college/university/advanced training?

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

19. Overall, how well did your high school education prepare you for college/university/advanced training? (Mark one)

- A. Very well
- B. Well
- C. Not too well
- D. Not at all
- E. Don't know

20. Looking back at your high school experiences, which of the following would have been useful in helping you prepare for life beyond high school? (Mark all that apply)

- A. More academically rigorous (college preparatory) courses
- B. More counseling and guidance related to college preparation
- C. More career-related/technical/vocational (including ROP) courses
- D. More exposure to career related or work based activities (internships, job shadows, guest speakers)
- E. Other (specify)

Section III: Cash for College

21. Are you the first person in your family to attend college?

- A. Yes (Skip to 23)
- B. No

22. If no, who was the first person to attend college in your family?

- A. Grandparent
- B. Parent
- C. Sibling
- D. Other relative

23. Did you apply for college financial aid using the FAFSA?

- A. Yes
- B. No (skip to 27)

24. Did you attend a FAFSA workshop to help you fill out the application for financial aid?

- A. Yes
- B. No (skip to 26)

25. How helpful was the FAFSA workshop in helping you complete the FAFSA?

- A. Very Helpful
 - B. Helpful
 - C. Not Helpful
 - D. Very Unhelpful
- (Skip to 27)

26. Who helped you complete the financial aid form (FAFSA)? (Check all that apply)

- A. Parent

- B. Sibling
- C. Other relative
- D. School counselor
- E. Teacher
- F. Other _____

27. Did you receive any college financial aid?

- A. Yes
- B. No (Skip to 30)

28. If yes, what type of financial aid did you receive? (Check all that apply)

- A. Pell (federal) grant
- B. Cal (state) grant
- C. Grant from college
- D. Outside scholarship
- E. Guaranteed federal load (Stafford)
- F. Private loan
- G. Work Study
- H. Other _____

29. In total, how much aid did you receive in the form of grants (i.e. money that you do not have to repay)?

State: _____
Federal: _____

30. In total, how much aid did you receive in the form of loans (i.e. money that you will have to repay)?

State: _____
Federal: _____

31. AB 540 is a law that allows undocumented students who graduated after attending a California high school for 3 or more years to become eligible for in-state tuition at public colleges and universities in California. Based on this description, were you a student who was eligible for AB540?

- A. Yes
- B. No (Skip to 33)

32. If yes, did you complete an AB 540 waiver?

- A. Yes
- B. No

33. Enter school code (first two digits of survey ID).

34. Please enter the survey ID number (all six digits) assigned by Public Works. This is located at the top of Section IV: Contact Information.

Matched Student Outcomes 1 (Matched on 2007 CST ELA)

	(N=98)		(N=98)	
	N	%	N	%
Gender				
Male	44	45%	39	40%
Female	54	55%	59	60%
Ethnicity				
Hispanic	71	72%	66	67%
African American	4	4%	6	6%
White	9	9%	13	13%
Other	14	14%	13	13%
NSLP				
Yes	70	71%	65	66%
No	28	29%	33	34%
English Learners				
Yes	16	16%	16	16%
No	82	84%	82	84%
GATE				
Yes	12	12%	21	21%
No	86	88%	77	79%
Special Ed.				
Yes	3	3%	7	7%
No	95	97%	91	93%
2008 CST ELA PL				
Proficient or Above	35	38%	32	37%
Below Proficient	58	62%	54	63%
2008 CST Math PL				
Proficient or Above	16	20%	5	7%
Below Proficient	65	80%	71	93%
2007 CST ELA PL				
Proficient or Above	35	41%	35	41%
Below Proficient	51	59%	51	59%
2007 CST Math PL				
Proficient or Above	16	19%	10	12%
Below Proficient	69	81%	75	88%
Q3: Enrolled in College				
Yes	83	92%	66	78%
No	7	8%	19	22%
Q23: Applied for FAFSA				
Yes	47	61%	39	59%
No	30	39%	27	41%
Q27: Received Financial Aid				
Yes	23	44%	12	35%
No	29	56%	22	65%

Matched Student Outcomes 2 (Matched on 2007 CST Math)

	(N=98)		(N=98)	
	N	%	N	%
Gender				
Male	44	45%	39	40%
Female	54	55%	59	60%
Ethnicity				
Hispanic	71	72%	64	65%
African American	4	4%	6	6%
White	9	9%	12	12%
Other	14	14%	16	16%
NSLP				
Yes	70	71%	67	68%
No	28	29%	31	32%
English Learners				
Yes	16	16%	20	20%
No	82	84%	78	80%
GATE				
Yes	12	12%	19	19%
No	86	88%	79	81%
Special Ed.				
Yes	3	3%	7	7%
No	95	97%	91	93%
2008 CST ELA PL				
Proficient or Above	35	38%	30	35%
Below Proficient	58	62%	55	65%
2008 CST Math PL				
Proficient or Above	16	20%	7	8%
Below Proficient	65	80%	78	92%
2007 CST ELA PL				
Proficient or Above	35	41%	31	36%
Below Proficient	51	59%	54	64%
2007 CST Math PL				
Proficient or Above	16	19%	16	19%
Below Proficient	69	81%	69	81%
Q3: Enrolled in College				
Yes	83	92%	66	80%
No	7	8%	17	20%
Q23: Applied for FAFSA				
Yes	47	61%	38	60%
No	30	39%	25	40%
Q27: Received Financial Aid				
Yes	23	44%	11	33%
No	29	56%	22	67%

Matched Student Outcomes 3 (Matched on NSLP & English Learners)

	(N=98)		(N=98)	
	N	%	N	%
Gender				
Male	44	45%	39	40%
Female	54	55%	59	60%
Ethnicity				
Hispanic	71	72%	76	78%
African American	4	4%	3	3%
White	9	9%	11	11%
Other	14	14%	8	8%
NSLP				
Yes	70	71%	70	71%
No	28	29%	28	29%
English Learners				
Yes	16	16%	16	16%
No	82	84%	82	84%
GATE				
Yes	12	12%	14	14%
No	86	88%	84	86%
Special Ed.				
Yes	3	3%	8	8%
No	95	97%	90	92%
2008 CST ELA PL				
Proficient or Above	35	38%	24	27%
Below Proficient	58	62%	66	73%
2008 CST Math PL				
Proficient or Above	16	20%	3	4%
Below Proficient	65	80%	78	96%
2007 CST ELA PL				
Proficient or Above	35	41%	26	28%
Below Proficient	51	59%	67	72%
2007 CST Math PL				
Proficient or Above	16	19%	6	7%
Below Proficient	69	81%	84	93%
Q3: Enrolled in College				
Yes	83	92%	66	79%
No	7	8%	18	21%
Q23: Applied for FAFSA				
Yes	47	61%	36	54%
No	30	39%	31	46%
Q27: Received Financial Aid				
Yes	23	44%	10	31%
No	29	56%	22	69%

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