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Seattle Promise Scholar Persistence & Advising Support

2022-2023 Process Evaluation Report

Conducted by:

Seattle Department of
Education & Early Learning

Evaluation Team

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Executive Summary

Seattle Promise is a universal access program that provides graduates of Seattle Public Schools (SPS) with up to three years (or 90-free college-level credits) of financial assistance and support services at any Seattle College campuses—North, Central, or South. Funded by the City of Seattle through the Families, Education, Preschool, and Promise (FEPP) Levy, enrollment continues to grow steadily. By Fall 2022, the program expanded eligibility to all 17 SPS high schools and Seattle charter schools. While cohort 2019 Seattle Promise scholars graduated within three years and are on track with the national average for full-time community-college students (30%[1]), equity enhancements were implemented to address racial opportunity gaps in persistence and completion.

During the 2022-23 school year, the Seattle Department of Education and Early Learning (DEEL) conducted a second process evaluation to understand how Seattle Promise can monitor and encourage progress toward equitable postsecondary outcomes. This study used a mixed-methods approach drawing from quantitative program implementation data, and qualitative data from student and staff feedback, to answer the following questions:

1. To what extent did persistence rates and completion rates change for students enrolled in 2021-22? How does this vary among 2018, 2019, 2020, and 2021 cohorts?
2. What do Promise scholars attribute to their persistence and completion? What do Promise staff attribute to student persistence and completion?

Key Findings

Persistence & Completion

- Cohort 2020 experienced an upward trend in Year 1 (first Fall to second Fall) and Year 2 (second Fall to second Spring) retention rates compared to previous cohorts, while cohort 2021 experienced a 4-point percentage decrease in Year 1 retention.
- Re-entry is positively impacting racial opportunity gaps. Over 70% of students who re-entered Fall 2021 identify as Black, Indigenous, and people of color (BIPOC).

Student-Identified Motivators

- Tuition support, personal or career goals, and family, friends or community were cited by students as top student motivators to continue with Seattle Promise.

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[1] Source: National Center for Student Education Statistics, 2021

- About 85% of BIPOC scholars surveyed have supportive adults in their lives to encourage them in their education, and 30% of multilingual scholars felt knowing more than one language helps them understand academic concepts.

Early Program Equity Enhancement Results & Satisfactory Academic Progress (SAP)

- Over 70% of scholars surveyed felt the re-entry process was clear.
- Students who engaged with Path to UW were admitted to and enrolled at UW-Seattle at higher rates than Washington community colleges overall at 86% vs. 71%[2].
- Over half of scholars experienced difficulty maintaining a 2.0 GPA in one or more classes.

Insights & Opportunities

Informed by student and staff feedback, the following were identified for the City of Seattle and Seattle Colleges to consider as opportunities to promote progress toward equitable postsecondary outcomes for students furthest from educational justice.

- **Ensure Quarterly Check-Ins Include Internship, Career Exploration and Goal Setting Discussions.** Suggested recommendations include extending length and/or frequency of quarterly check-ins and encouraging check-ins to cover internship and career exploration.
- **Maintain the Re-Entry Pathway for All Cohorts.** Potential strategies include retaining re-entry staffing roles and wrap around supports for all eligible scholars.
- **Streamline the Equity Scholarship Application & Increase the Equity Scholarship Amount.** Recommendations include automating the equity scholarship application for students who qualify, increase the equity scholarship amount, or create a Promise-specific rapid emergency fund.
- **Identify ways to mitigate or prevent students needing to submit SAP appeals.** Potential policy and program solutions include identifying ways to support students on SAP "warning" or prior to submitting appeals, increase student awareness of SAP, and explore ways to avoid mandatory scholarship repayment.
- **Continue Building Connections to Mental Health Supports & Referral Resources.** Approaches include create formal partnerships with campus or community-based organizations focused on trauma-informed mental wellness and referral supports; create

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[2] Malik, L. (Jun 2023). Path to UW program: 2021-22 [Unpublished report]. Seattle Promise, Seattle Colleges.

staff roles dedicated to building, monitoring, and updating connections to mental health, basic needs, and other referral supports.

Introduction

During the 2020-21 school year, DEEL's Performance & Evaluation (P&E) team partnered with Seattle Colleges to conduct an initial process evaluation of Seattle Promise. This was the first of two planned process evaluations outlined in the FEPP Implementation & Evaluation (I&E) plan.[3] Findings identified structural and personal scholar persistence barriers. Following the first process evaluation, program changes were implemented in the form of equity enhancements to promote retention and persistence for Promise scholars furthest from educational justice.

Over the course of the 2022-23 school year, a second process evaluation Seattle Promise was conducted to uncover preliminary insights into the implementation of equity enhancements and persistence and completion. Findings in this evaluation identified early equity enhancement results, student motivations to persistence and completion, and opportunities to encourage equitable persistence and completion outcomes.

First Process Evaluation (School Year 2020-21)

DEEL's 2020-21 Seattle Promise Process Evaluation set out to understand how DEEL and Seattle Colleges can continue raising Seattle Promise graduation rates and support scholars furthest from educational justice. Key factors affecting persistence were explored such as:

- Program structure
- Personal persistence barriers
- Advising Support

Findings pointed to specific persistence barriers affecting progress toward a postsecondary degree attainment:

- Satisfactory Academic Progress (SAP) and full-time enrollment as challenging program requirements
- The 90-credit limit as a barrier for scholars who required more time to obtain a degree and transfer

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[3] City of Seattle's Families, Education, Preschool & Promise (FEPP) Levy Implementation & Evaluation Plan: https://seattle.gov/Documents/Departments/DEEL/FEPP%20Levy%20Implementation%20and%20Evaluation%20Plan.pdf

- Increased barriers for scholars entering college with developmental course placements
- Other personal persistence challenges (e.g., remote learning, indecision about career goals, and pressures related to family and employment)
- Lack of flexible leave options or a pathway back to Promise after losing eligibility

The barriers identified above highlighted an opportunity to implement program changes that would mitigate scholar persistence barriers and promote equitable postsecondary outcomes. In response, the City invested $10.7 million in CLFR funds to implement equity enhancements informed by the RET and 2020-21 process evaluation recommendations to support persistence and retention for students furthest from educational justice.

Second Process Evaluation (School Year 2022-23)

DEEL conducted a second process evaluation over the course of the 2022-23 school year. Process evaluations are typically implemented in the early stages of a program to inform early successes, identify implementation challenges, and to inform continuous quality improvement or a program's practice, planning and design. This evaluation sought to understand how DEEL and Seattle Colleges can continue to increase postsecondary degree attainment for scholars furthest from educational justice and uncover preliminary insights into the implementation of equity enhancements.

Evaluation Focus & Process Evaluation Questions

As outlined in the FEPP Levy Implementation and Evaluation plan, process evaluations monitor and assess short- and medium-term outcomes by determining how to improve practice, planning and design. Process evaluations utilize descriptive analyses, mixed-methods, and do not seek to draw cause-and-effect claims. This process evaluation aims to conduct a descriptive analysis of Seattle Promise program activities building on the first Seattle Promise process evaluation by assessing the implementation and associative impact of CLFR funded program equity enhancement.

Since Academic Year 2018-19, how does Seattle Promise promote retention and completion for students? To answer this central question, the following questions will guide this evaluation.

1. To what extent did persistence rates (Year 1, First Fall to Second Fall; Year 2, Second Fall to Second Spring) and completion rates (2-and 3-year) change for students enrolled in 2021-22? How does this vary among 2018, 2019, 2020, and 2021 cohorts?

      a. Due to the COVID-19 pandemic, are CLFR-funded equity enhancements associated with increased student outcomes like persistence and completion? How does this vary for students furthest away from educational justice?

2. What do Promise scholars attribute to their persistence and completion? What do Promise staff attribute to student persistence and completion?

         a. How well are CLFR-funded equity enhancements and program changes supporting persistence of scholars furthest away from educational justice? What went well and where are opportunities for improvement?

         b. How do students experience Satisfactory Academic Progress (SAP)? How do students achieve and maintain SAP?

Methods

Data drew on both quantitative student-level data, known as Promise Milestone data, survey data and qualitative focus group data. Promise Milestone data was used to analyze trends in cohort retention and completion outcomes, in addition to inform the development of an asset-based student survey, staff survey, and focus groups.

A mixed-methods and asset-based approach was utilized to highlight student strengths and multiple ways of learning. This approach centers asset-based design and outcomes based on existing literature on cultural capital wealth and multiple ways of knowing theories.[4] Strengths-based theories elevate unique insights, skills, and strengths students furthest from educational justice gain while persisting and completing throughout their postsecondary experience. Using asset-based design, adapted cultural community wealth survey items[5], and multiple ways of knowing theories, this process evaluation piloted a set of asset-based survey questions to center unique insights, skills, and experiences of Promise scholars furthest from educational justice while persisting and completing Seattle Promise. Carried out in two phases, the evaluation included an initial background and evaluation design phase followed by (1) quantitative data collection and (2) qualitative data collection (figure 1).

Figure 1: Process Evaluation Design

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[4] Yosso, T. (2005)

[5] Hiramori, D., & Knaphus-Soran, E., & Litzler, E. (2021)

Background & Evaluation Design *Summer 2022*	Phase I Quantitative Data Collection *Fall 2022*	Phase II Qualitative Data Collection *Winter – Spring 2023*
• Approve Process Evaluation Proposal • Complete IRB for Seattle College Campuses • Create Asset-based Student & Staff Survey	<u>Data</u> 2021-22 Milestone Data Asset-based Student & Staff Survey <u>Analysis</u> 2019, 2020, 2021 Cohort Milestone data Asset-based Student & Staff Survey	<u>Data</u> Staff interviews Student focus groups <u>Analysis</u> Asset-based thematic / content analysis of staff interview & focus group data

Background & Evaluation Design: In this phase, the evaluation team developed a set of evaluation questions in partnership with Seattle Colleges. Questions built on 2020-21 process evaluation findings and aimed to explore early descriptive equity enhancement results.[6]

Phase 1: During this phase, the evaluation team analyzed 2021-22 school year Milestone data to identify retention and completion trends among cohorts 2018, 2019, 2020 and 2021. Analysis further informed a subset of student & staff survey questions such as re-entry, 3rd year completion commitment, and part-time status. A total of two online surveys were developed: a student and staff survey that paralleled asset-based items in the student survey from a staff perspective. Both surveys consisted of scaled and open-ended questions. Surveys covered a range of topics such as program satisfaction, persistence & completion, part-time, deferment, re-entry and 3rd year completion commitment, and experiences related to maintaining Satisfactory Academic Progress. Between November 2022 and January 2023, currently enrolled Promise students were invited to complete the survey. Students received a $25 e-giftcard for completing the survey. Seattle Promise staff with at least 1 year of experience supporting students (3 quarters) were invited to complete the survey between February 2023 to March 2023. Staff were encouraged during work hours to complete the survey.

Phase 2: In this second data collection phase, the evaluation team analyzed scaled student and staff survey questions. A total of 31 staff participated in the staff survey, 39% retention

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[6] During this design phase, DEEL simultaneously began preliminary impact evaluation planning engaging a third-party evaluator to evaluate long-term Seattle Promise outcomes and impact. Process Evaluation design and questions were designed to inform the Seattle Promise impact evaluation planned for Year 5 to 6 of the FEPP Levy.

specialists, 19% outreach and program coordination or leadership, and 16% financial aid specialists. Overall, the student survey slightly overrepresents BIPOC and first-generation students by 5% and 1% (table 1).

Table 1: Process Evaluation Participant Demographics by Data Source

Fall 2022 Promise Enrollment	Student Survey	% Difference
Approx 1,250 enrolled	272 respondents	--
Approx 33% First-generation	38% First-generation	+5%
70% BIPOC	71% BIPOC	+1%

A small qualitative coding team cross coded open-ended items to ensure consistency across application and validation of codes and themes.[7] Qualitative analysis of open-ended questions used inductive and deductive approaches to develop high-level themes and identify student quotes. Survey findings and results were used to identify topics to cover in student and staff focus groups. This phase included development of student and staff focus group protocols and data collection. Students that completed the survey were invited to participate in focus groups. Other recruitment strategies included snowball methods and peer-to-peer referrals.

From May 2023 until June 2023, 90-minute student focus groups were conducted both virtually and in-person across North, Central, and South Seattle Colleges campuses. A total of 26 students participated in focus groups with about 77% identify as BIPOC and 42% first-generation. Students received $50 and up to $75 e-giftcards for participating in listening sessions.[8]

In late May 2023, virtual 90-minute focus groups were held with Seattle Promise staff. A total of 31 staff participated in focus groups, retention staff made up 39% of participants, 19% outreach specialists and program coordination or leadership, and 16% financial aid specialists.

Seattle Promise Descriptives

This section provides contextual demographic data snapshots of Seattle Promise enrollment for all cohorts including recent cohort 2022.

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[7] Qualitative coding team included members of the evaluation team and DEEL Postsecondary program staff.
[8] An increased e-giftcard incentive up to $75 was provided to incentivize recruitment and participation in student focus groups.

Since the expansion of Seattle Promise to all 17 SPS high schools, Seattle Promise enrollment continues to increase. By the 2022-23 school year, the program expanded to include Seattle Charter schools. As of Fall 2021, Promise enrolled 34% of SPS applicants and over 20% of SPS graduates overall (figure 2)

Figure 2: Seattle Promise Fall Enrollment 2018-2022

SPS Graduates, Promise Applications and Enrollment

	Cohort 2018	Cohort 2019	Cohort 2020	Cohort 2021	Cohort 2022
Seattle Public Schools Graduates	1,265	1,454	3,183	3,367	3,490
Promise Applications	47% / 589	50% / 720	55% / 1,739	62% / 2,099	64% / 2,248
First Fall Enrollment	15% / 191	20% / 290	40% / 689	34% / 708	37% / 830
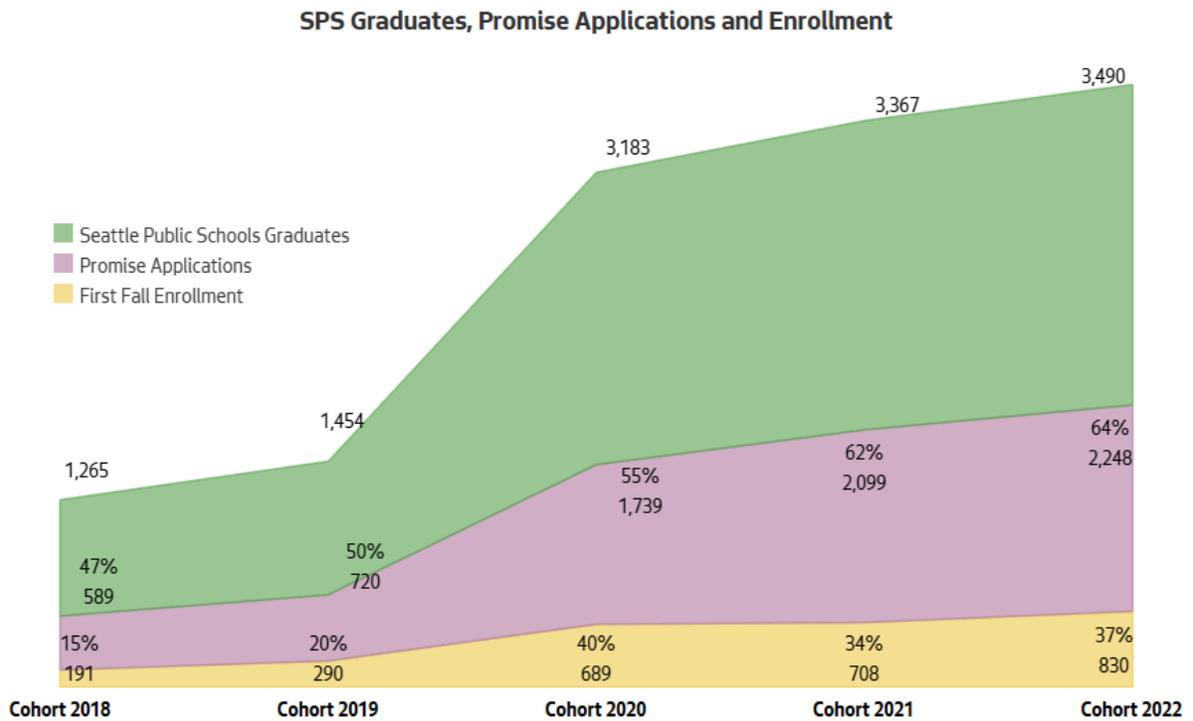
Additionally, over a third of enrolled Fall 2022 scholars identify as first-generation and 70% identify as BIPOC. While BIPOC enrollment over time decreased by Fall 2020, BIPOC students make up a larger portion of students that receive Promise support such as the equity scholarship (figure 3).

Figure 3: Select Fall Enrollment Demographics
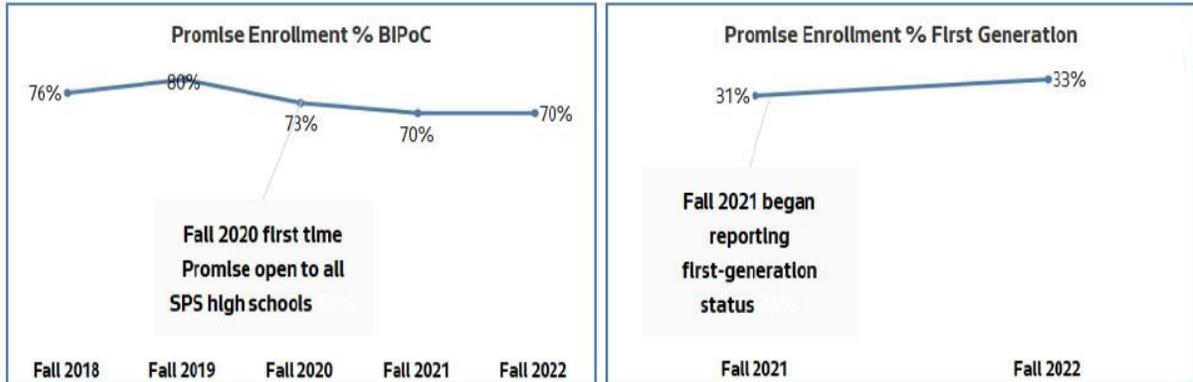
Note: First-generation refers to students whose parent(s) or guardian(s) did not receive a Bachelor's degree or higher form the U.S. First-generation status data unable for students prior to 2021. BIPOC includes all students that self-report their race/ethnicity as: Alaskan Native/American Indian, Asian, Black/African American, Hispanic/Latino of any race/ethnicity, Native Hawaiian or Other Pacific Islander, Other Race, and 2 or More Races.

Evaluation Question #1: To what extent did persistence rates and completion rates change for students enrolled in 2021-22? How does this vary among 2018, 2019, 2020 and 2021 cohorts?

To answer evaluation question one, three key findings were identified. While Cohort 2020 experienced an upward trend in retention rates compared to the previous cohort, year 1 retention rates for cohort 2021 was 4- percentage points lower than the prior cohort. Additionally, 3-year completion rates for cohort 2019 tracked similar to the national average, yet race-based opportunity gaps persist. However, with implementation of equity enhancements, BIPOC scholars re-entered Promise at higher rates, with over half of scholars accessing re-entry identifying as Black or Latinx.

Finding 1: Cohort 2020 experienced an upward trend in Year 1 (First Fall to second Fall) and Year 2 (Second Fall to second Spring) retention rates compared to previous cohorts, while cohort 2021 experienced a 4-point percentage decrease in Year 1 retention.

With the implementation of re-entry Fall 2021, re-entry contributed to higher retention for cohort 2021 compared to cohort 2019. Cohort 2020 experienced a 3-percentage point increase in Year 1 retention compared to prior cohort 2019 and a 3-percentage point decrease compared to cohort 2018 (figure 4). Year 2 retention rates for cohort 2020 experienced a 6-percentage point increase

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compared to cohort 2019 and tracked similarly to cohort 2018. Cohort 2021 experienced an 4-point percentage decrease in Year 1 retention compared to the prior cohort.

However, with a single academic year of data since implementation, this evaluation is limited in understanding the full extent of cohort differences in retention trends. Additional enrollment and completion data is needed to understand potential differences in implementation with the expansion of re-entry to cohort 2021.

Figure 4: Year 1 & 2 Retention (Including Re-Entry) by Cohort
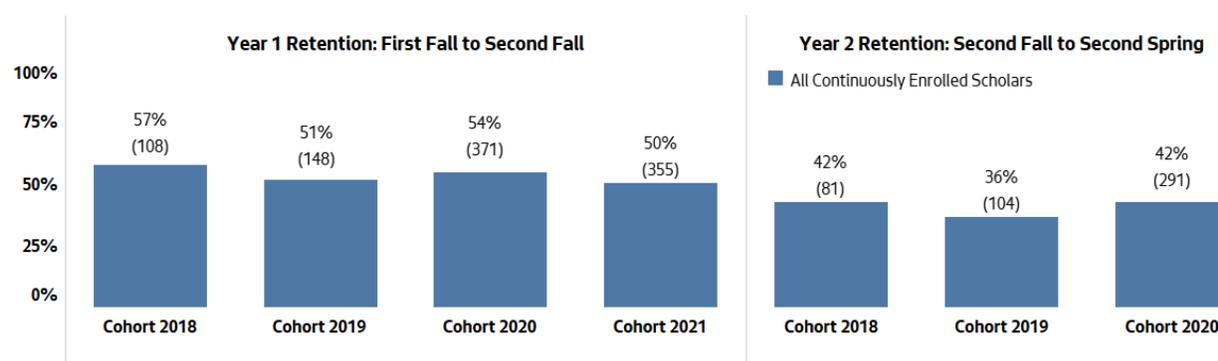
Note: Year 2 (Second Fall to Second Spring) retention data for cohort 2021 available Fall 2023.

Finding 2: Three-year completion rates for cohort 2019 tracked similar to the national average, yet race-based opportunity gaps persist.

Black, Indigenous (American Indian/Alaska Native, Native Hawaiian, and Pacific Islander), Latinx, scholars experienced lower 2-year retention and 3-year completion rates than their white and Asian peers (table 2). In Fall 2021, program equity enhancements were implemented for cohorts 2019 and 2020 with the goal to mitigate educational opportunity gaps. With one year of implementation available, additional time and data are needed to understand the full implementation and holistic impacts of equity enhancements.[9]

Table 2: Cohort 2019 3-Year Completion Rates by Race/Ethnicity

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[9] A multi-year phased third-party evaluation is underway and planned for late 2023 through 2025 led by consultant Westat Insight, in partnership with Washington Student Achievement Council (WSAC) and Seattle Colleges with the goal to rigorously evaluate the program and equity enhancements impact on long-term student retention and completion outcomes.

	Seattle Promise 3-Year Completion Rate	National 3-year Completion Rate	% Difference
Total	30%	30%	*No difference*
Black/African American	19%	19%	*No difference*
Hispanic/Latinx	20%	26%	-6%
White	34%	35%	-1%
Asian	46%	41%	+5%

Notes: Seattle Promise completion rates include summer and Spring completions. Data source: National Center for Education Statistics, students entering public 2-year postsecondary institutions in 2017. Fewer than 10 students who identified as American Indian/Alaska Native, Native Hawaiian or Pacific Islander, or Two or More Races from the 2019 cohort completed their certificate, credential, or degree within the Seattle Promise program. Their results have been suppressed from view due to privacy and reliability concerns. Seattle Colleges and DEEL are committed to monitoring and highlighting the unique barriers to persistence and completion for American Indian/Alaska Native, Native Hawaiian or Pacific Islander Seattle Promise students.

Finding 3: Re-entry is positively impacting racial opportunity gaps at Seattle Promise. Of students eligible to re-enter did so with more than half, or roughly 70%, of students in cohorts 2019, 2020, and 2021 who re-entered identifying as BIPOC.

During the 2021-22 school year, about 134 students from cohorts 2020 and 2021 exited the Seattle Promise program. [10] Within cohorts, over 60% of scholars identifying as BIPOC exited the program, due to failure to meet Satisfactory Academic Progress (table 3). About half of Black/African American, Indigenous and Latinx/Hispanic scholars in cohort 2019 were disproportionately overrepresented in losing program eligibility, 37% for cohort 2020, and over 40% for cohort 20202 (table 3). With known racial opportunity gaps in retention and completion, Black/African American, Indigenous (American Indian/Alaska Native and Native Hawaiian or Pacific Islander) and Latinx/Hispanic scholars are more likely to experience barriers and lose program eligibility compared to their Asian and White peers, critical evidence to support the implementation of program equity enhancements and a pathway for scholars to return to the Seattle Promise program.

Table 3: Promise Scholar Exit Reasons due to Satisfactory Academic Progress (SY 2021-22)

	Cohort 2019	Cohort 2020	Cohort 2021
All Students	<10	46	88

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[10] For cohort 2019, students exiting the program are less than 10, and are suppressed to protect student privacy.

BIPOC	60% (<10)	76% (35)	77% (68)
Black/African American, Indigenous, Native Hawaiian/Pacific Islander, or Latinx	50% (<10)	37% (17)	42% (37)
White	30% (<10)	24% (11)	16% (14)
Asian	10% (<10)	<10	14% (12)
Two or More	10% (<10)	<10	17% (15)

Note: Other (not specified) and Unknown suppressed n<10. Exit reasons reported above include students who had one or a combination of the following exit reasons: Not Meeting Satisfactory Academic Progress and/or part-time status, did not enroll, at or exceeding 90-Promise credits, academic suspension, exceeding 90-Promise credits.

Scholars of cohorts 2019 and 2020 became eligible for re-entry during the 2021-22 school year. In the following 2022-23 school year, re-entry expanded to include cohorts 2021 and all cohorts. Preliminary data supports the implementation of re-entry is positively impacting known opportunity gaps at Seattle Promise. In Fall 2021, students of cohort 2019 eligible for re-entry did so with over 70% of students who re-entered identifying as BIPOC and the highest proportion of recipients identifying as Black, Indigenous, Native Hawaiian/Pacific Islander, or Latinx at 50% (table 4). Over 80% and nearly 70% of cohort 2020 and 2021 students identifying as BIPOC re-entered, with the overall highest proportion of recipients identifying as Black, Indigenous, Native Hawaiian/Pacific Islander, or Latinx (table 4).

Table 4: Re-Entry by Cohort and Race/Ethnicity

	Re-Entry Fall 2021		Re-Entry Fall 2022
	Cohort 2019	Cohort 2020	Cohort 2021
All Students	22	22	52
BIPOC	73% (16)	81% (18)	69% (36)
Black/African American, Indigenous, Native Hawaiian/Pacific Islander, or Latinx	50% (11)	59% (13)	46% (24)

White	<10	<10	19% (10)
Asian	<10	<10	<10
Two or More	<10	<10	<10
Unknown	<10	<10	<10

Note: Originally COVID impacted cohorts eligible for the re-entry pathway included cohorts 2019 and 2020. Re-entry pathway expanded in SY 2022-23 to include cohort 2021 and all cohorts. Data source: Seattle Colleges enrollment data.

As of Winter 2023, cohort 2020 had the largest proportion of scholars that received re-entry or completion at 70%, followed by cohort 2019 at 41% (table 5). Re-entry as an equity enhancement provides scholars a pathway back to Promise, high touch support from a dedicated re-entry Promise staff specialist and added tuition supports.

Table 5: Scholars That Ever Received Re-Entry or Completion by Winter 2023

	# of scholars who enrolled Fall of their first year	Percent of scholars receiving re-entry OR completion commitment (distinct)
2019 Cohort	290	41% (119/290)
2020 Cohort	689	70% (480/689)

Evaluation Question #2: What do Promise scholars attribute to their persistence and completion? What do Promise staff attribute to student persistence and completion?

Student feedback identified personal and structural persistence barriers to persistence and completion in the Seattle Promise program (table 6).

Table 6: First Process Evaluation - Scholar Structural and Personal Persistence Barriers

Structural Persistence Barriers	Personal Persistence Barriers
1. Full-time enrollment	1. Remote Learning
2. SAP	2. Competing Priorities
3. 90-credit funding limit	3. Indecision About Career Interest or Goals

However, little is known about what scholars' attribute to their persistence and completion in the program. Asset-based survey questions were piloted in the student survey and covered a range of cultural community wealth framework measures such as social, familial, linguistic, navigational, and resistant capital.

In general, this study found three key findings.

- **Finding 1**: Scholars identified tuition support, personal or career goals, and their family, friends or community as top motivators to continue with Seattle Promise.
- **Finding 2**: Over 80% of first-generation and BIPOC scholars have supportive adults in their lives to encourage continuing in their education.
- **Finding 3:** Over a third of multilingual scholars felt knowing more than one language has helped them understand academic concepts.

Finding 1: Scholars identified tuition support, personal or career goals, and their family, friends or community as top motivators to continue with Seattle Promise.

Ninety-five percent of students surveyed identified tuition support and their education being tuition free as the top reason that motivates scholars to continue with Seattle Promise. Eighty-five percent of students are motivated by their personal or career goals and 66% by family, friends or their community (figure 5). Among staff surveyed, top student motivators included support to navigate college, tuition support – the student's education is tuition free, and pathway to re-enter or reinstate program eligibility (figure 5).

Figure 5: 2022-23 Student & Staff Identified Motivators to Continue in Promise

Student Survey	Staff Survey
What would you say are the top 3 things that motivate you to continue in college with Seattle Promise?	*In your experience, what would you say are the top 3 things that motivate scholars to apply for or continue in Seattle Promise?*
1. Tuition Support – my education is tuition free (95%) 2. My personal or career goals (85%) 3. My family, friends or community (66%)	1. Support to navigate college (25%) 2. Tuition support (21%) 3. Pathway to re-enter or reinstate eligibility (21%)

Finding 2: Over 80% of first-generation and BIPOC scholars have supportive adults in their lives to encourage continuing in their education.

In addition to cited student motivators to continue with Seattle Promise, 85% of first-generation scholars and 85% of BIPOC scholars strongly agreed or agreed they have supportive adults in their life to continue in my education compared to 89% of continuing-generation and 85% of white scholars (table 7). Despite structural and persistence barriers, over 80% of scholars maintain hopes and dreams for the future, even when confronted with barriers or challenges. Students in the Seattle Promise program continued to leverage social capital, support of adults and their community to persist and complete their education in the Seattle Promise program.

Table 7: Student Social Capital & Supportive Adults

Supportive adults in my life encourage me to continue in my education*				
85%	**85%**	**89%**	**85%**	**85%**
All Scholars Surveyed	First-Generation	Continuing Generation	BIPOC	White
I maintain my hopes and dreams for the future, even when confronted with barriers or challenges*				
81%	**82%**	**81%**	**83%**	**75%**
All Scholars Surveyed	First-Generation	Continuing Generation	BIPOC	White

Note(s): *Strongly Agree and Agree responses. Refer to Appendix C: Student survey analysis for further information.

Finding 3: Over a third of multilingual scholars felt knowing more than one language has helped them understand academic concepts.

Among scholars who speak a language other than English, about 31% agree or strongly agreed knowing more than one language has helped with understanding academic concepts. About 14% of scholars enrolled Fall 2021 identify as English Language Learners (ELL) and most Promise ELL scholars also identify as BIPOC. Additionally, 26% of multilingual scholars agree or strongly agreed with sentiments that they have formed community on campus with other students based on shared language.

How well are Coronavirus Local Fiscal Recovery (CLFR) funded program enhancements (also known as equity enhancements) supporting scholars furthest away from educational justice? What went well and where are opportunities for improvement?

Finding 1: Over 70% of scholars surveyed felt the re-entry process was clear.

Seventy-two percent of scholars surveyed felt the re-entry process was clear and felt supported during their re-entry process. While re-entry scholars surveyed represent a smaller survey sample at roughly 10% of all survey participants, students described their re-entry experience into the program, what worked well, and identified challenges in their re-entry process. While staff in focus groups were more likely to share in detail areas for improvement.

> *"It was a very easy process and I felt supported after a hard time."* – Black/African American, First-Generation Promise Scholar

> *"I think we need to extend the length in which we offer re-entry to students, clearly define what is re-entry to students and what they are allocated."* – Promise Staff

Finding 2: Students who engaged with Path to University of Washington (UW) were admitted to and enrolled at UW-Seattle at higher rates than Washington community colleges overall.

Launched in Winter 2021, Path to UW was implemented as a program enhancement with the goal to equitably bolster transfer supports, create community, and academic preparation for Seattle Promise students transferring to UW Seattle. Features of the Path to UW program available to scholars include a dedicated transfer advisor, workshops, credit-bearing and tuition-free summer seminars. According to preliminary research conducted by Seattle Colleges[11], in the inaugural year of Path to UW, Seattle Promise students were admitted to UW-Seattle at higher rates than those reported for WA community colleges, 79% vs 71%, and those that were engaged with Path to UW had the highest admission rates at 86% (figure 6).

Figure 6: Path to UW 2021-22 School Year Results

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[11] Malik, L. (Jun 2023). Path to UW program: 2021-22 [Unpublished report]. Seattle Promise, Seattle Colleges.

	Washington Community Colleges	Seattle Promise	Path to UW
Percent Admitted of Applicant Pool	**71%**	**79%**	**86%**

Data source: Seattle Colleges

Finding 3: On average, students estimated needing $1,200 more funding per quarter in order to stop working while in school.

Among scholars surveyed, more than half or 59% work for pay off campus with 37% working less than 20 hours and 22% between 21 to 60 hours a week (Appendix C). In particular, BIPOC scholars are more likely to work part-time (less than 20 hours) than white students at 38% and 34% respectively (Appendix C). In focus groups, some students cited needing to work at-least part-time to supplement costs beyond tuition and the equity scholarship such as course fees and book costs, as described by a student below.

> "*[My] highest fees for a quarter was around $200 – art fees. Working helped with saving up*
>
> *for fees." – Promise Scholar*

However, most students mentioned working part-time while in the Seattle Promise program provides relevant personal and career experience. Student focus group participants cited needing an average $1,200 more of additional funding per quarter to stop working while in school.

As several students agreed the equity scholarship covers basic needs and school costs, other students who support their families or live on their own likely have greater unmet need. A few focus group participants sought out part-time work to support their families or gain other benefits to part-time work such as health insurance as described by the two students below.

> "*It is recommended that I get a job and help my family. If it were just me, I feel I would only*
>
> *need less than $200 a quarter. With my family, more like $2,000." – Promise Scholar*

> "*My job gives me insurance, so I need to work. My parents need my help, so I work to*
>
> *support myself and continue to support them. About $1500."*
>
> – Latinx, First-Generation Promise Scholar

How do students experience Satisfactory Academic Progress (SAP)? How do students achieve and maintain SAP?

Finding 1: About 60% of scholars find difficulty maintaining a 2.0 GPA in one or more classes.

About 60% of students surveyed found difficulty maintaining a 2.0 GPA in at least one or more classes (figure 7).

Figure 7: Difficulty Maintaining a 2.0 GPA in Current Courseload

Not at all difficult	37%, n=74
Difficult in one of my classes	39%, n=79
Difficult in two of my classes	15%, n=31
Difficult in three or more of my cl..	6%, n=13
I am not taking classes this quart..	2%, n=*
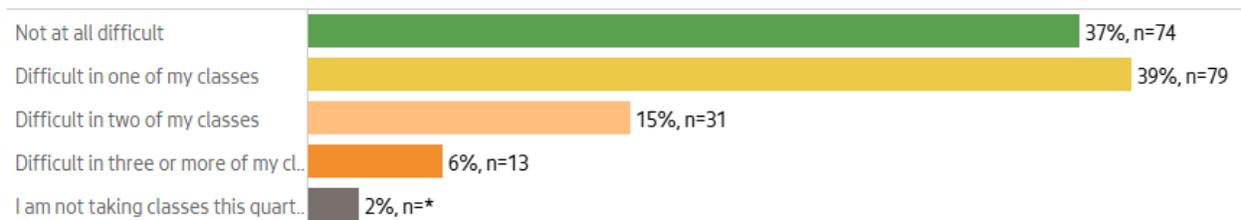
Note: n<10 suppressed to protect student privacy.

Students provided recommendations as to how the Seattle Promise program can support completing their coursework with a 2.0 or better (table 8). Top themes included: frequent outreach, non-Promise instructional support & feedback, and academic supports. Responses under the frequent outreach theme described needing increased touch points with or outreach from staff for support such as planning course studies and maintaining Promise program eligibility. Responses under other supports detailed instructional and non-Promise specific supports such as quality of classroom instruction, flexible assignments, in-person courses, and 1-on-1 learning. Academic supports grouped student responses describing study group opportunities, tutoring, and further resourcing existing campus learning centers.

Table 8: What could the Seattle Promise program do to support you in completing classes with a 2.0 or better?

What could the Seattle Promise program do to support you in completing classes with a 2.0 or better?
1. **Frequent Outreach (18%)**   *"I would say reaching out to me because sometimes it's hard to ask for help so I just let things happen till I'm too far stuck."* –African American/Black, Continuing Generation Promise Scholar   2. **Other Supports (18%)**

> *"I think this just comes down to working with specific professors and is kind of out of Promise's reach. I appreciate the resources offered."* –White, Continuing Generation Promise Scholar
>
> **3. Academic Supports (18%)**
>
> *"SP program maybe set up or build a group studies for students if this would be more helpful."* – Asian, First-Generation Promise Scholar

Finding 2: Some students require multiple quarters to re-establish and/or maintain SAP.

In focus groups, students who experienced the SAP appeal process described how submitting an appeal or working towards establishing SAP placed unrealistic expectations that academic or personal barriers can be addressed in a single quarter.

> *"[When] talking with the retention specialist […] you're tempted to not be realistic in the appeal […] and you're encouraged to fluff up how quickly your progress or how easily you can overcome that"* – Promise Scholar (focus group participant)

Other students described once a student is on academic probation or not meeting satisfactory academic progress, sometimes multiple quarters are needed to re-establish SAP.

> *"I asked my Professor to change my class to credit/no credit and he said no I don't do no credit […] I toughed it out and ended up […] getting higher than a 2.0 but I feel like every quarter my retention specialist knows how difficult it is for me [to maintain SAP]."*
>
> – Promise Scholar (focus group participant)

For others, the notification of failure to meet SAP and appeal approvals were not always clear. Students described SAP notification and appeals received via email do not describe what requirements were not met. Additionally, students that submitted an SAP appeal were unclear of their status. For example, this student described their experience having submitted an SAP appeal

> *" It was hard to know if appeal went through or not. I sent one but unsure about my eligibility status."* –Promise Scholar (focus group participant)

Staff focus groups highlighted other SAP experiences not mentioned in student focus groups. In some cases where SAP is not met and the student received the equity scholarship, repayment of equity scholarship funds was required. One staff below described how this created financial

barriers for students such as academic holds preventing students from enrolling in a subsequent or multiple quarters, or pausing studies to repay equity scholarship funds:

> "*Some students using [equity scholarship] to pay back past balances from fall/winter that came late and had to pay institutional errors and get hold removes so they can register.*"

> – Promise Staff

Insights & Opportunities

The following section provides recommended policies and program solutions based on collected student and staff feedback on how DEEL and Seattle Colleges can strengthen program implementation, continuous quality improvement, and promote equitable postsecondary outcomes for students furthest from educational justice.

Retention & Advising. Ensure Quarterly Check-ins Include Internship, Career Exploration, and Goal Setting Discussions. More than 80% of scholars surveyed identified a plan after Seattle Promise and roughly 79% intend to transfer or obtain a degree or credential at their college currently enrolled at (Appendix C). However, 14% of scholars surveyed were undecided in their plans after Seattle Promise. Staff in focus groups highlighted how undecided students were a key group that requires additional program supports and possibly beyond the 90-college level credit limit. One staff described the balance between exploring academic interests with a 90-credit limit:

> "*If we are encouraging students it is ok to be undecided then we should be supporting students beyond 90 credits. How to balance the exploration phase during Promise if undecided, but also could run out of credits so have to decide some point early on.*"

> – Promise Staff

Another theme surfaced in focus groups with staff was needing dedicated time (via check-ins) to support students with goal setting and career exploration. While 92% of scholars surveyed felt their Retention Specialist had enough time to support all their questions, about 33% of Retention Staff surveyed felt they had enough time to support student (Appendix D), highlighting a need for additional time or meetings to support students.

Despite most students surveyed having had enough time with their Retention Specialist, roughly 45% of scholars felt their Retention Specialist was helpful with transfer planning and 21% connecting to job and internship opportunities (Appendix C). In focus groups, students mentioned

quarterly check-ins can feel like a "check box", and undecided students may need dedicated time to discuss individualized plans for transfer, career exploration, and navigating basic needs supports. One student described needing dedicated time in detail:

> *"Check-ins with retention specialists are always positive, but there are not much time to ask other questions about careers. Maybe it has to be a separate thing/meeting, but needs to be more time there." – Promise Scholar*

Potential strategies to strengthen goal setting toward postsecondary attainment, academic progress, or transfer include extending length of quarterly check-ins and encourage check-ins to cover internship and career exploration topics.

Re-Entry. Maintain the Re-Entry pathway for all cohorts from their first quarter in Seattle Promise. Early re-entry findings highlight promising retention trends and positively addressing known racial opportunity gaps. Additional time for program maturity and collection of enrollment and completion data is needed to understand long-term implementation impacts of the re-entry pathway. A potential strategy to consider is to retain re-entry staffing roles and wrap around supports for all eligible scholars.

Satisfactory Academic Progress. Identify ways to mitigate or prevent students needing to submit SAP appeals. Students in focus groups described several barriers to re-establishing and/or maintaining SAP such as unclear email notifications of failure to meet SAP and appeal approvals, multiple quarters needed to re-establish and/or maintain SAP, and unrealistic expectations for students to quickly address academic and personal barriers. Potential policy and program solutions to reduce financial barriers, interruption in enrollment, and promote satisfactory academic progress include: identifying early on ways to support students on SAP "warning" or prior to having to submit an appeal, increase student awareness of SAP eligibility and disclosing unmet SAP criteria in notification emails along with steps to submit an appeal, and explore whether eligibility notifications precede equity scholarship dispersals to avoid mandatory scholarship repayment.

Equity Scholarship & Financial Aid. Streamline the Equity Scholarship Application and Increase the Equity Scholarship Amount. In focus groups staff cited how opt-in nature of the Equity Scholarship application can be a barrier for students, as one staff describes below.

"One flaw is that students have to apply for equity scholarship and some students miss the date/application. The application they do for equity scholarship is an additional barrier and not sure why they have to apply for it instead of just providing the money to students who we know need the funding." – Promise Staff

Additionally, scholars in focus groups cited needing on average of $1,200 per quarter to meet their individual basic needs and continue their education. For some students, the equity scholarship covers basic needs and school costs. For others, who support their families, live on their own, or experience financial hardship mid-quarter more likely need additional financial support, one student describes growing unmet need.

"I live with my grandma and will need to pay rent, groceries, and my phone soon. My financial aid is not enough". –Black/African American, First-Generation Promise Scholar

Staff recommended developing a policy or program to automate the equity scholarship application for students who qualify. Other potential policy and program solutions to mitigate financial barriers is to increase the equity scholarship amount or create a Promise-specific rapid emergency fund.

Mental Health, Referral Supports. Continue Building Formal Connections to Mental Health Supports and Referral Resources. Among scholars surveyed, 28% of scholars considered stopping their coursework within a 6-month period with emotional stress cited as the top reason followed by coursework difficulty and health reasons not related to COVID-19. Given national and regional research on mental health impacts for children, youth, and young adults throughout the pandemic[12], mental health support remains a critical and growing need. Key themes from student and staff focus groups emerged related to mental health and referral support. Staff felt student needs went beyond their responsibilities, training, and expertise as described by a staff focus group participant:

"Our job description is not saying that we are social workers. So, I'm always taking students with lots of trauma, either from [domestic violence] or anything from Planned Parenthood services, and that's not something that we're certified for. We're supposed to be focused on guiding students into the [trade] fields or transferring. I'm not licensed and I'm not

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[12] Lipson, S.K. et al. (2022)

getting those trainings […] Am I going to have unintentional harm if I provide a resource?"
– Promise Staff

Student recommendations called for additional connections to mental health resources and intentional outreach to students struggling as described by a focus group participant below:

"More connections within Promise and counseling services at SP. I did not have someone who told me about it or connect me. It would be nice to have someone who focuses on [mental health] and offering supports to students. " –Promise Scholar

However, staff sentiments on their training and expertise going so far to support students mental health and other basic needs often required staff to leverage personal networks or seek out referral relationships on behalf of students. BIPOC staff and staff with shared social identities felt strongly to go above and beyond ensuring students received connections to referrals. One staff focus group participant described limitations in training and expertise in detail:

"When students are stressed they go to the retention specialists. There are counselors but they are more academic counselors. Retention specialists are often in a situation to have to provide resources to students, but they do not know where all the resources are or connections/partnerships and students don't often trust outside resources." – Promise Staff

Possible approaches to consider include create formal partnerships with existing campus programs or community-based organizations focused on trauma-informed mental wellness and referral supports; creating staff roles dedicated to building, monitoring, and updating connections to mental health, basic needs, and other referral supports.

Appendix

A: Methods

Sampling and Analysis

Table A1: Sample, Data Collection Timing, and Analytical Method by Data Source

Data Source	Sample	Data Collection Timing	Analysis
Milestone Data	N/A (milestone data is available for all Seattle Promise scholars)	September 2022 – June 2023	Descriptive analyses
Scholar Asset-based Survey	The online survey was distributed to all currently enrolled Seattle Promise scholars. Student IDs were collected to connect demographic information in Milestone data.	November 2022	Descriptive analyses, Inductive qualitative coding
Staff Survey	The online survey was distributed to all currently enrolled Seattle Promise scholars. Student IDs were collected to connect demographic information in Milestone data.	March 2023	Descriptive analyses, Inductive qualitative coding
Scholar Focus Groups	Focus groups were conducted with a convenience sample of current scholars. Using a screener survey of student participants that completed the student survey the evaluation team grouped and invited scholars to participate in virtual and in-person sessions across North, Central, and South Campuses.	May 2022-June 2022	Inductive qualitative coding
Staff Focus Groups	Focus groups were conducted with a convenience sample of Promise staff with at least 1 year of experience (3 quarters total) supporting scholars. Staff were recruited via email and completed	May 2022-June 2022	Inductive qualitative coding

	an RSVP form to confirm a virtual session time.		

B. Milestone Data Tables

Data charts sourced by joint approved Seattle Colleges & DEEL quarterly data memos.

Table B1: Seattle Promise Retention & Completion by Cohort

	Cohort 2018		Cohort 2019		Cohort 2020		Cohort 2021		Cohort 2022	
Seattle Promise Eligible	194	33%	292	42%	702	40%	741	37%	864	38%
Y1 Fall Enrolled	191	100%	290	100%	689	100%	708	100%	830	100%
Y1 Winter Retention	158	83%	244	84%	560	81%	487	69%	687	83%
Y1 Spring Retention	128	67%	208	72%	475	69%	417	59%	TBD	TBD
Y2 Fall Retention	108	57%	148	51%	371	54%	355	50%	TBD	TBD
Y2 Winter Retention	93	49%	124	43%	321	47%	317	45%	TBD	TBD
Y2 Spring Retention	81	42%	104	36%	291	42%	TBD	TBD	TBD	TBD
2-year Completion (excludes summer)	46	24%	56	19%	147	21%	TBD	TBD	TBD	TBD
3-year Completion (excludes summer)	71	37%	86	30%	TBD	TBD	TBD	TBD	TBD	TBD
2-year Completion (includes summer)	55	29%	65	22%	157	23%	TBD	TBD	TBD	TBD
3-year Completion	72	38%	89	31%	TBD	TBD	TBD	TBD	TBD	TBD

(includes summer)										

Table B2: Completion by Race

Cohort size refers to total students entering Year 1 Fall by race/ethnicity.

Cohort	Race/ Ethnicity	Cohort Size	2-year completion - excludes summer	2-year completion - includes Summer	3-year completion - excludes summer	3-year completion - includes Summer
2018	Alaska Native/ American Indian	<10				
	Asian	39	44% (17)	51% (20)	64% (25)	64% (25)
	Black/ African American	56	< 10	18% (11)	25% (15)	27% (16)
	Hispanic/ Latino	36	< 10	< 10	< 10	< 10
	Native Hawaiian/Other Pacific Islander	< 10				
	White	41	27% (12)	34% (16)	39% (18)	39% (18)
	Another Race, Not Specified/Unknown	<10	< 10	< 10	< 10	< 10
	Two or More Races	11	< 10	< 10	< 10	< 10
2019	Alaska Native/ American Indian	<10	< 10	< 10	< 10	< 10
	Asian	57	28%(16)	37%(21)	46%(26)	46%(26)
	Black/ African American	60	< 10	< 10	17%(10)	17%(10)
	Hispanic/ Latino	72	< 10	17%(12)	21%(15)	21%(15)

	Native Hawaiian/Other Pacific Islander	<10	-	-	-	-
	White	56	27% (15)	27% (15)	32% (18)	32% (18)
	Another Race, Not Specified/Unknown Race	13	-	-	< 10	< 10
	Two or More Races	30	40%(12)	40%(12)	40%(12)	40%(12)
2020	Alaska Native/ American Indian	<10	-	-	TBD	TBD
	Asian	136	32%(42)	34%(46)	TBD	TBD
	Black/ African American	119	14%(16)	15%(18)	TBD	TBD
	Hispanic/ Latino	123	8%(10)	11%(14)	TBD	TBD
	Native Hawaiian/Other Pacific Islander	<10	-	-	TBD	TBD
	White	202	30%(61)	32%(65)	TBD	TBD
	Another Race, Not Specified/Unknown Race	32	< 10	< 10	TBD	TBD
	Two or More Races	69	< 10	< 10	TBD	TBD
2021	Alaska Native/ American Indian	<10	TBD	TBD	TBD	TBD
	Asian	132	TBD	TBD	TBD	TBD
	Black/ African American	123	TBD	TBD	TBD	TBD
	Hispanic/ Latino	126	TBD	TBD	TBD	TBD

Cohort	Race/ Ethnicity	Cohort Size				
	Native Hawaiian/Other Pacific Islander	<10	TBD	TBD	TBD	TBD
	White	229	TBD	TBD	TBD	TBD
	Another Race, Not Specified/Unknown Race	47	TBD	TBD	TBD	TBD
	Two or More Races	70	TBD	TBD	TBD	TBD
2022	Alaska Native/ American Indian	<10	TBD	TBD	TBD	TBD
	Asian	164	TBD	TBD	TBD	TBD
	Black/ African American	171	TBD	TBD	TBD	TBD
	Hispanic/ Latino	154	TBD	TBD	TBD	TBD
	Native Hawaiian/Other Pacific Islander	<10	TBD	TBD	TBD	TBD
	White	80	TBD	TBD	TBD	TBD
	Another Race, Not Specified/Unknown Race	230	TBD	TBD	TBD	TBD
	Two or More Races	<10	TBD	TBD	TBD	TBD

Note: Enrollment data reported as of Spring 2023 and completion data reported above as of Winter 2023.

Table B3: Retention by Race

Students selecting Latinx ethnicities regardless of other selections are grouped in "Hispanic/Latino."

Cohort	Race/ Ethnicity	Cohort Size	1st Fall to 2nd Fall	2nd Fall to 2nd Spring

2021	American Indian/Alaska Native	<10	--	TBD
	Asian	132	58% (76)	TBD
	Black/African American	123	38% (47)	TBD
	Hispanic/Latinx of any race	126	48% (60)	TBD
	Native Hawaiian/Pacific Islander	<10	<10%	TBD
	Two or More Races	70	60% (42)	TBD
	Another Race/Not Specified or Other	47	<10%	TBD
	White	229	52% (118)	TBD

Note: Enrollment data reported as of Spring 2023 and completion data reported above as of Winter 2023.

Table B4: Re-Entry and Completion Commitment Opportunities

Scholars receiving re-entry and completion commitment opportunities.

	# of scholars who enrolled Fall of their first year*	# of scholars receiving re-entry	# of re-entry scholars with completion commitment	% of exited scholars receiving re-entry or completion commitment
2019 Cohort	290	39	98	41% (119/290)
2020 Cohort	689	98	467	70% (480/689)

Re-entry and completion commitment opportunities have evolved over time. An in-depth analysis of re-entry and completion commitment outcomes to be conducted in the 2023-25 Seattle Promise Impact Evaluation.

Table B5: Scholars receiving re-entry opportunities by Race/Ethnicity

Race/Ethnicity	# of scholars receiving re-entry
Alaska Native/American Indian	<10
Asian	42
Black/African American	86
LatinX	66
Native Hawaiian/Pacific Islander	<10

Two or More Races	24
White	64
Unknown or Another Race	24
Total	**314**

C. Student Survey Results

Respondent Demographics

C1: College Participation

Campus student currently enrolled at time of completing the survey.

	Percent	**Number**
Central	47%	129
North	28%	77
South	22%	61
Dual enrolled (more than one campus)	2%	<10

C2: First-Generation Status

	Percent	**Number**
Continuing Generation	51%	138
First-Generation	38%	103
Unknown	11%	31

C3: Gender Identity

	Percent	**Number**
Female	52%	142
Male	41%	112
Unknown	6%	17
Nonbinary	<10%	<10

C4: BIPOC

	Percent	**Number**
BIPOC	71%	194
White	26%	71
Not Reported/Missing	3%	<10

C5: Disaggregated Race/Ethnicity

	Percent	**Number**

White	26%	71
Asian	24%	64
Black/African American	20%	54
Two or More Races	19%	52
Hispanic/Latinx	7%	20
Not Reported/Missing	3%	<10
Other Race	1%	<10
Native Hawaiian/Pacific Islander	<10%	<10

C6: Retention Specialist & Advising

	Percent Agree or Strongly Agree	Number of Respondents
My retention specialist has enough time to support me with all of my questions	92%	176
My retention specialist seems knowledgeable about how to support me	91%	172
I trust my retention specialist can support me	91%	174

C7: Plans After Seattle Promise

	Percent of Respondents	Number of Respondents
Transfer to a 4-year college/university after I earn a degree or certificate at the college I am attending now	50%	102
Start my career after I earn a degree or certificate at the college I am attending now	15%	31
Transfer to a 4-year college/university before I earn my degree or certificate at the college I am attending now	14%	29
I haven't decided	14%	28
Transfer to a different 2-year college before I earn my degree or certificate at the college I am attending now	<10	<10
I don't think I will continue attending college for a full two years	<10	<10
Other (please specify)	<10	<10
Total	**100%**	**202**

C8: Asset-based measure – Aspiration & Navigational Capital

	Percent Agree or Strongly Agree	Number of Respondents
Completing my degree or receiving a credential through the support of Seattle Promise will help combat stereotypes about people who share my social identities	54%	98
I can be a role model for other students from similar backgrounds	63%	114
I maintain my hopes and dreams for the future, even when confronted with barriers or challenges	81%	154

C9: Asset-based measure – Linguistic Capital

	Percent Agree or Strongly Agree	Number of Respondents
I have formed community with other students based on our shared language	26%	56
Knowing more than one language has helped me understand academic concepts	29%	56

*Students were asked if they spoke a language other than English, to what extent do they agree with the above sentiments.

C10: Asset-based measure – Social Capital, Supportive Adults

	Agree or Strongly Agree					
	All Respondents	First-Generation	Continuing Generation	Unknown Gen Status	BIPOC	White
Supportive adults in my life encourage me to continue in my education	85% (162)	85% (55)	89% (95)	67% (16)	85% (113)	85% (45)
I maintain my hopes and dreams for the future, even when confronted with barriers or challenges	81% (154)	82% (53)	81% (86)	75% (15)	83% (111)	75% (40)

C11: Student Activities

During this quarter (Fall 2022), how many hours do you spend in a typical week (7 days)…	0 hours	1-20 hours	21-60 hours
Working (for pay) on campus	86% (165)	11% (21)	<10
Working (for pay) off campus	41% (79)	37% (70)	22% (42)
Studying/doing homework or team-based projects outside of class	6% (12)	71% (135)	23% (44)
Volunteering/participating in community service	78% (149)	20% (38)	<10
Being involved in Seattle College club or organization	97% (167)	10% (20)	<10
Taking care of or helping my family, picking up siblings, etc.	20% (39)	59% (112)	21% (40)
Other (please specify)	Political activism, starting a business, housekeeping.		

C12: Student Feedback – Satisfactory Academic Progress

Theme	Description	Scholar Quote Examples
Frequent outreach (18%)	Identified need for additional staff outreach to student, increased touch points with staff for support, and/or specific resources needed	"I would say reaching out to me because sometimes it's hard to ask for help so I just let things happen till I'm too far stuck." –African American/Black, Continuing-Generation Promise Scholar
Other supports (18%)	Non-Promise programming supports such as classroom instruction quality, flexible assignment due dates, in-person courses, 1:1 learning	*"I think this just comes down to working with specific professors and is kind of out of Promise's reach. I appreciate the resources offered.* *–White, Continuing-Generation Promise Scholar*
Academic supports (17%)	Cited concrete need for study groups, tutoring, resourcing campus learning centers	*"SP program maybe set up or build a group studies for students if this would be more helpful."* *–Asian, First-Generation Promise Scholar*

Note: No additional supports requested (32%) was identified as the top code and not included above. Student responses categorized under this theme expressed their needs were met and did not identify needs for additional supports.

D. Staff Survey Results

Respondent participation

D1: Staff Roles

	Percent
Outreach Specialist	19%
Retention Specialist	39%
Financial Aid Specialist	16%
Program Coordination & Leadership	19%
Total	100% (31)

D2: Campus Representation

Campus or location staff primarily worked during time of completing the survey.

	Percent	Number
North Seattle College	23%	7
Seattle Central College	19%	6
South Seattle College	19%	6
High Schools	16%	5
Across Seattle College District	13%	4
Did not specify	10%	3

D3: Caseload

In Fall 2022, how many Promise students were you assigned to support?	Percent	Staff role most likely to report
<400 students	19%	Outreach Specialist
<200 students	36%	Retention Specialist
<100 students	10%	Financial Aid Specialist
I don't have a caseload*	19%	Program Coordination & Leadership
I was newly hired during or after Fall quarter	10%	All staff roles
No response	6%	Unknown staff role

*I don't have a caseload applies to Seattle Promise program coordination and leadership staff

Thinking about your experience meeting with Seattle Promise Applicants & eligible scholars, how much do you agree or disagree with the following statements…	Percent Retention Specialists Strongly Agree or Agree	Number
I have enough time to support students with all their questions	33%	4

D5: Connecting Students to Referrals & Resources

Among Promise applicants or students who you have supported in the last 6 months, have you connected them to any of these resources?	In working with students this year, what additional services or program connections should Seattle Promise provide?
1. Financial Aid Office 2. Tutoring 3. Faculty/instructor office hours 4. General academic advising at your college 5. Scholarship opportunities beyond Seattle Promise	1. Financial planning and/or emergency financial support 2. Career connections/pathways 3. Mental health supports 4. Housing support 5. Seattle Promise alumni program/Seattle promise going culture

E. Student & Staff Focus Groups Findings

E1: Student Focus Group Overview & Recruitment

Student Sessions (90-min virtual & in-person)	Recruitment
• 26 students participated • In-person sessions across all campuses	• Emailed invitation student recruitment/screener survey to list of student survey participants (180 students) • Student word of mouth • Individual email follow-up

E2: Staff Focus Group Overview & Recruitment

Staff Sessions (90-min virtual only)	Recruitment
• 23 total staff participated • 48% retention specialists	• Emailed staff recruitment/screener survey

| | • 30% financial aid specialist |
| | • 22% outreach specialists |

E3: Student Focus Group Findings

Topic	Finding
Transfer, Internship & Career Opportunities	• Several students cited Path to UW program helpful in transfer planning • Students detailed needing more time in check-ins to discuss career and job opportunities • Undecided students may require differentiated supports • While some students work at-least part-time to supplement costs beyond Promise tuition & equity scholarship, most students work part-time for personal and career experience
Equity Scholarship & Financial Aid	• For some students, Equity scholarship covers basic needs and school costs. However, students that support their families or live on their own more likely need additional financial support • On average, students estimated needing $1,200 more funding per quarter in order to stop working while in school
Satisfactory Academic Progress (SAP)	• Notification of failure to meet SAP and appeal approvals less straight forward • SAP eligibility process places expectations that students can quickly address academic and personal barriers • Some students require multiple quarters to re-establish and/or maintain SAP
Mental Health, Referral Supports	• Students more likely to connect with referrals when Promise staff connect them to a familiar face • Some students shared check-ins with their Retention specialists feels like a check-box

E4: Staff Focus Group Findings

Topic	Finding
Retention & Advising	• Retention Staff cited needing more time (via check-ins and other touch points) to support students with goal setting and career exploration
Internship & Career Opportunities	• Room for students to discuss career exploration and connect with people in various careers and industries • Some students require additional Promise support beyond 90 college-level credits (e.g., CTE, trades, undecided)
Equity Scholarship & Financial Aid	• Applying for Equity Scholarship can be a barrier rather than automatically awarding equity scholarship to students who qualify
Satisfactory Academic Progress (SAP)	• For Pell-eligible students at-risk for failing to maintain SAP, administering equity scholarship creates financial barriers where students are required to pay back funds
Mental Health, Referral Supports	• Promise Staff often tap into their personal networks or seek out referral relationships on behalf of students • BIPOC and staff with shared social identities (e.g., first-generation, etc.) felt strongly to go above and beyond ensuring students received connections to referrals • Promise Staff felt student needs went beyond their responsibilities, training, and expertise

F. Equity Enhancements & Program Changes Details

Beginning Fall 2021, a suite of Equity Enhancements and program changes were implemented. Funded by CLFR and FEPP-levy underspend, Equity enhancements were implemented in alignment with both the Racial Equity toolkit (RET) and 2020 Seattle Promise Process Evaluation findings and recommendations. Below is the list of equity enhancements implemented to date.

Strategy	Description	Implementation	Implementation Duration	Target Population
Increasing Access, Retention, & Completion				
3rd year of Promise for	Extend program supports up to 3 quarters (up to 1	SY 21-22	Ongoing through 22-23	Members of the 2019 and

COVID-impacted cohorts also referred to as "Completion Commitment"	additional year) for students who maintain eligibility to complete their program/degree. Waives 2-year time limit for current full time and part-time Promise students. Suspends the first 90 non-college level credit limit.			2020 starting cohorts who lost Promise eligibility
Pathway back to Promise for COVID-impacted cohorts referred to as "Program Re-entry"	Allow re-entry into Promise for COVID-impacted students (cohorts 2019, 2020) who lost eligibility in SY 19-20 or SY 20-21. Provide up to 1 year or 3 quarters of continued Promise support. Expanded eligibility to cohorts 21, 22, 23	SY 21-22 Expanded 22-23	Ongoing through 22-23	2019 and 2020 cohorts
Increased Part-time flexibility	In alignment with RET recommendations Promise has reduced the barrier to part-time enrollment. Students can now request PT status via Starfish and Retention Specialists, who have increased autonomy to evaluate requests, are alerted right away. Students can request PT for: 1. Medical reasons 2. Financial reasons 3. Personal reasons such needing to take care of family 4. Academic Stress	SY 22-23	Ongoing	All cohorts

	5. Classes that you need are not offered this quarter 6. They're graduating that quarter			
Expanded eligibility & amount for Equity Scholarship	Increase equity scholarship benefit from $500/quarter to $1000/quarter for current $0 expected family contribution (EFC) students AND Expand eligibility for Equity Scholarship from 0 EFC to EFC within Pell eligibility range: with increased benefit of $1000/quarter	SY 21-22	Ongoing through 22-23	All Promise Scholars
Increased fees coverage	Cover cost of mandatory and general enrollment fees for all students enrolling in summer quarter 2021 and income eligible students enrolling SY 21-22 (3 quarters); Income eligible up to pell-eligible EFC	SY 21-22	Ongoing through 22-23	All Promise Scholars
Increased Capacity and Tiered Caseloads for Retention Advising	Retention Specialists carry a 1:100 student ratio whereas general advisors carry a 1:300 student ratio Intention to consider and implement a tiered approach where students requiring additional support have access to it.	SY 21-22	Ongoing through 22-23	All Promise Scholars
Expanded Summer Bridge Program	Summer 2021 – Summer 2022		Ongoing through 22-23?	2021 and 2022 starting cohorts

Bolstering Academic Supports				
Offering pre-placement tutoring to high school seniors & covering costs of developmental coursework taken in the summer prior to their initial Fall quarter.	Students can work with math teachers in their high school before the placement test at the Seattle Colleges to get tutoring All tuition and fees were paid for students who required developmental coursework and did so in the summer prior to their first Fall quarter at Promise.	Summer 2021 Summer 2022	Possible reframe for summer 2023	Incoming applicants in these years
Not counting developmental coursework against 90-credit funding limit	Change to no longer count developmental English and Math courses as part of the 90-credit Promise scholar limit.	SY 22-23	Ongoing through contract year 2024	All students
Innovation Incentive to provide tutoring to Promise Scholars	Providing tutoring to Promise Scholars. The incentive is meant to target historically underserved groups, including African American/Black, Hispanic/Latino, Native American, Pacific Islander, underserved Asian populations, other students of color, refugee and immigrant, homeless, English language learners, and LGBTQ students.	Winter 2023	Ongoing through January 2024	All students can access but priority students should be targeted.
Promise-Only Courses	Intended to create a cohort-like experience in Q1 with faculty + Promise	Fall 2022	Next attempt Fall 2023	North campus only

	coordination. North campus only.			
Strengthened Transfer & Career Partnerships				
Pathway to University of Washington (UW) program	Dedicated support for Promise students transferring to University of Washington; includes admissions/advising support via a dedicated staff person at Seattle Colleges, academic coursework, data tracking and progress monitoring to support student transitions	SY 21-22	Ongoing through 22-23	All Promise scholars?
Persistence & transfer support: WSOS scholarship expansion. There are two WSOS scholarship pathways. The Baccalaureate Scholarship (BAS) is specifically for 4-yrs and the Career & Technical Scholarship (CTS) is specifically for associate degrees, certificates or apprenticeship programs. This first year, we plan on investing 75% of funding in BAS and 25% is CTS, although that could shift based	Contribute matching funds to Washington State Opportunity Scholarship (WSOS) to support 10 CTS and 20 BAS scholarships for Promise students.	SY 21-22	Ongoing through 2024	All Promise scholars who meet criteria Eligibility criteria for both CTS and BAS awards include residency, financial need (family income below 125%), academic record, only applies to specific majors, at approved WA state institutions

on scholar interest in the BAS pathway.				
Seattle Youth Employment Program (SYEP)	Priority access for Seattle Promise scholars for internships/youth employment and including informational workshops	SY 21-22	Ongoing through 2024	

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