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Report on the Implementation and Impacts of the V-SOURCE College Access Program

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1 INTRODUCTION

Compared to their high school-educated counterparts, college-educated adults earn more, have better jobs, are healthier, have more stable families, and have children at later ages. A long literature suggests that this association between college-going and later-life advantages is at least partly causal, and the economic returns to a college education have increased in recent decades.¹ Despite these important benefits of a college education, youth from socioeconomically disadvantaged families are far less likely to attend college than their more advantaged peers. In 2012, for example, just over half of recent high school graduates from low income families enrolled in a two- or four-year college, compared to over 80 percent from high income families (Baum, Ma, and Payea 2013). Similarly, in a nationally representative 2002 high school sophomore cohort, just over half of students with less educated parents (high school degree or less) had enrolled in college by 2006, compared to over 80 percent of students with college-educated parents (B.A. or more) (Bozick and Lauff 2007).

The V-SOURCE (Virtual Student Outreach for College Enrollment) program was designed in collaboration with EdBoost Education Corporation to address these gaps by providing information, reminders, and support with the college application and financial aid process. This report describes results about the implementation and impact of two variants of the V-SOURCE program, a relatively low-cost, out-of-school intervention designed to increase college enrollment among students from socioeconomically-disadvantaged backgrounds. The program recruited two cohorts of high school juniors (the high school graduating classes of 2013 and 2014) who were attending predominantly low-income, non-white high schools located in Southern and Central California. We randomly assigned program applicants to V-SOURCE Milestones, V-SOURCE Complete, or a “business as usual” control group, and EdBoost delivered the interventions to students from the spring of their junior year through the summer following their senior year.

1.1 BARRIERS TO COLLEGE ENROLLMENT FOR DISADVANTAGED STUDENTS

Social class disparities in academic preparation are probably the single most important proximate cause of social class disparities in college enrollment and success, and these disparities emerge long before most college access programs begin (Phillips 2011). Yet socioeconomically disadvantaged students who are as well prepared academically as their more advantaged counterparts nonetheless attend college at substantially lower rates (Bailey and Dynarski 2011; Ellwood and Kane 2000; Phillips 2011). Theoretical perspectives from economics, sociology, and psychology provide a number of plausible explanations for these remaining disparities in college access and thus suggest types of interventions that might help ameliorate these disparities (see Perna 2006, for a review).

Becker’s (1993) human capital model suggests that students will attend college if the perceived benefits exceed the perceived costs. This implies that socioeconomic disparities in college going could arise if the actual or perceived costs and benefits of college attendance differ by socioeconomic status. Recent work by Bartik and Hershbein (2018) suggest cross-sectional returns to college are lower for students from low-SES backgrounds, but returns are still substantial. We are not aware of nationally

¹ For reviews of the literatures on the returns to education, including the extent to which returns vary across students, see Barrow and Malumud (2015), Card (2001), Hout (2012), and Oreopoulos and Petronijevic (2013).

representative data on the association between social class and high school students' estimates of the returns to college, economic or otherwise. Convenience samples suggest that students' perceptions of the economic returns to college do not differ by social class (see, e.g., Avery and Kane 2004 and Rouse 2004). Similarly, nationally representative survey data from the late 1990s suggest that lower-income and less-educated parents are as (in)accurate on average at estimating the gross cost of college as their higher-income and more-educated peers, although disadvantaged parents are less likely to provide estimates and their estimates tend to be more variable (Grotsky and Jones 2007).

Students and parents from all backgrounds tend to overestimate the cost of college (Grotsky and Jones 2007; Avery and Kane 2004), which likely matters more for low-income students. Moreover, Dynarski and Scott-Clayton (2013) argue that it may now be more difficult than in the past for low-income families to know how much college is likely to cost them because while colleges' stated tuitions have been rising, financial aid has become more generous. This divergence between the "sticker price" and the "net cost" of college has been especially large for students from the most disadvantaged families. Although student loans are relatively available and the returns to college likely justify their use, credit constraints and debt aversion may also contribute to social class disparities in college-going (Dynarski and Scott-Clayton 2013; Olson and Rosenfeld 1984; Perna 2008).

Sociologists' theoretical perspectives on the sources of social class disparities in students' college attendance build from the status attainment model, which suggests that students from disadvantaged family backgrounds complete less schooling in part because they have lower educational expectations and receive less support for college-going from their parents, peers, and teachers (see, e.g., Sewell and Hauser 1972). Theories about the importance of social and cultural capital (Bourdieu 1984; Coleman 1988) also emphasize the role of families and schools in shaping students' sense of which educational paths are possible, reasonable, or assumed (Bourdieu and Passeron 1977; Horvat 2001; McDonough 1997) as well as in providing personalized and detailed information about college and financial aid options and support with the process (see, e.g. Lareau and Weininger 2008; Plank and Jordan 2001).

According to these perspectives, middle class students are steeped in a college-going culture from an early age and take for granted that they will attend college (Grotsky and Riegle-Crumb 2010). Typically their parents, and often their grandparents, attended college and have the know-how to help them navigate the process. They are more likely to know that their children need to work hard—study for the SAT, rewrite essays, apply to more schools—to submit successful applications. They are also more likely to have the knowledge and social networks to help their children choose a college that is a good match. When middle class families or their close social networks have less knowledge or cannot provide practical assistance, such families are more likely to have the financial resources to seek out professional test preparation assistance and private college counselors. To amplify these inequities, middle class students are also more likely to attend schools in which going to college, and receiving help with the process, are the norm. In contrast, disadvantaged students are more likely to attend schools with a weak college-going culture and high counselor-to-student ratios (McDonough 2004). And, many of their parents, having not attended college, did not navigate the college application process themselves, may have language barriers that make it difficult for them to seek help, and may lack information channels about college in their own social networks.

Finally, research in psychology and behavioral economics suggests that parental or institutional support for the college application process may be particularly useful because applying to college and for

financial aid requires filling out complicated forms by firm deadlines, and improving one's chances of admission can require studying for the SAT or drafting multiple versions of college essays. Considering that adults often avoid unpleasant tasks that are in their best long-term interest, such as planning for retirement (Beshears, Choi, Laibson, and Madrian 2008; Madrian and Shea 2001; Laibson 1997), and that adolescents are likely more myopic and have less self-control than adults (Steinberg et al., 2009), it would not be surprising if adolescents needed considerable encouragement and support in navigating the college application process successfully. Social class disparities may then arise if low-income adolescents face additional bureaucratic hurdles (such as the financial aid process) and have fewer sources of support for the process (Avery and Kane 2004; Bettinger et al. 2012; Dynarski and Scott-Clayton 2006).

1.2 PREVIOUS INTERVENTIONS TO SUPPORT DISADVANTAGED STUDENTS' COLLEGE GOING

Interventions designed to increase disadvantaged students' college enrollment rates aim to eliminate one or more of these presumed barriers. Existing interventions differ in the comprehensiveness of the package of services they provide, the intensity with which they work with students, and when in students' lives they intervene and for how long. Interventions also differ in the types of students (or parents) they target, whether they work with students during the school day or outside regular school hours, and whether they work with students remotely or in person.

1.2.1 Comprehensiveness

Some interventions focus primarily on aspects of applying to college by providing college and financial aid counseling; offering information about college and financial aid; helping students complete applications; providing fee waivers for college entrance exams and college applications; and offering information to families. Others are more comprehensive in that they also attempt to address gaps in students' academic preparation and course-taking and generally intervene in earlier grades.

Upward Bound and Talent Search, the two oldest federal outreach programs, both offer a comprehensive package of services, though they vary considerably in their intensity. Upward Bound students participate in program activities weekly throughout the year and receive a 6-week summer academic program. Upward Bound students also usually receive tutoring for high school classes and test preparation for college entrance exams (U.S. Department of Education 2009). Talent Search is less intensive, with about half of the high school participants spending fewer than 10 hours in program activities over the course of a year (U.S. Department of Education 2004). GEAR UP, a more recent federal program, begins no later than seventh grade and aims to serve the same students through high school.

Other programs are significantly less intensive and intervene later. Hoxby and Turner's (2013) Expanding College Opportunities (ECO) most comprehensive intervention (ECO-C) mailed a packet with information about deadlines and requirements for college applications; tables that compared colleges' graduation rates and provided information about how students could learn more about the colleges; information about colleges' expenditures on instruction, tuition, and net cost for various levels of family income; and fee waivers for 171 selective institutions. College Coaching New Hampshire (Carrell and Sacerdote 2017) began in the spring of students' senior year of high school. Bettinger and colleagues' H&R block FAFSA intervention (2012) used tax professionals to help families complete and submit the federal financial aid

application (FAFSA). “Summer melt” interventions occur even later, in the summer after students have been admitted to college (see, e.g., Castleman, Page, and Schooley 2014).

Not surprisingly, more comprehensive or intense programs cost more per student. Upward Bound cost about \$5,700 per student per year in 2014 dollars, compared to about \$430 for Talent Search (U.S. Department of Education 2004). By comparison, the ECO-C intervention cost only \$6 per student (Hoxby and Turner 2013).

1.2.2 Student Targeting

Different interventions also serve different types of students. Some interventions target students from particular segments of the academic achievement distribution. For example, ECO-C included low-income students who were in the top 10 percent of the SAT or ACT distribution and was designed primarily to increase the selectivity of the colleges students attend. By contrast, the College Possible program (Avery 2013), which provides test preparation and college and financial aid assistance, has a minimum 2.0 GPA cut-off.

Because of their recruitment strategies or participation rules, still other programs may serve students who are particularly motivated or hard-working. For example, the AVID Elective program targets students who are in the academic middle in terms of their grades but express a desire to go to college and a willingness to work hard. Results from national evaluation of Upward Bound also suggest that Upward Bound targets students who may be especially motivated to attend college (U.S. Department of Education 2009).

Other programs intentionally target students who are on the margin of applying to college. For example, College Coaching New Hampshire (Carrell and Sacerdote 2013) asks counselors in December or January to nominate seniors who are on the verge of not applying, following suggested guidelines that include the students having expressed some interest in college and having made little progress in the application process.

Still other programs, such as the summer melt interventions (e.g., Castleman, Page, and Schooley 2014), include only students who have already applied to and been admitted to college.

1.2.3 Mode of Delivery

Interventions also differ in the extent to which they take place during school hours, as well as in the extent to which they rely on students’ voluntary take up, have mandatory participation rules, or are integrated into students’ regular high school course schedule. For example, Talent Search is a largely voluntary, school-based pull-out program. In contrast, Upward Bound requires mandatory attendance during the school year and summer. The AVID Elective program is an elective course built into the school day that supports students’ academic skill development and provides college-related information and support. Other interventions, like ECO-C, take place in students’ homes during out-of-school hours. Still others, such as College Possible, take place at school during the after school hours.

Finally, with students’ increasing use of mobile devices and social networking platforms, an emerging distinction among interventions is the extent to which they provide services through in-person contact or only virtually. For example, College Coaching New Hampshire involved weekly in-person meetings on school grounds, whereas a summer melt intervention by Castleman and Page (2013) sent text messages

over the summer following high school to remind students of the tasks they needed to complete at their intended college.

1.3 THE V-SOURCE PROGRAM

V-SOURCE is a virtual version of the Student Outreach for College Enrollment (SOURCE) intervention, which itself was based conceptually on the Boston College Opportunity and Career Help (COACH) program. EdBoost Education Corporation developed and implemented SOURCE in the Los Angeles Unified School District in 2006-2007. That program recruited students from all LAUSD high schools with 2.5 GPAs or higher who were on track in terms of their course-taking and grades to be eligible for a four-year public university. SOURCE participants received advisors who provided students with information and help with the college application process. Bos et al. (2012) reported that SOURCE had moderate, statistically significant positive effects on SAT taking, college application, and financial aid receipt, and increased enrollment at four-year colleges by 3.5 percentage points, but this was significant at only the 10 percent level. SOURCE's four-year college enrollment effects were largest, and statistically significant, for students who spoke Spanish at home (about 10 percentage points) and for students whose parents did not attend college (about 6 percentage points).

Based on feedback from the SOURCE evaluation, EdBoost revised the full SOURCE program to make it less expensive, more easily scaled, and able to serve outlying communities where students do not have physical access to college student advisors. This new program, V-SOURCE (Virtual SOURCE), differs from SOURCE in three key ways. First, the SOURCE evaluation showed that most advisor-advisee interactions occurred by phone (Bos et al. 2012). EdBoost therefore adapted SOURCE to involve only "virtual" interactions between participants and advisors, via the V-SOURCE website, phone, email, text message, and social networking sites. To our knowledge, this is the first randomized evaluation of an entirely virtual intervention designed to assist students with the college and financial aid application process. Second, many SOURCE students requested SAT help, but appropriate materials were not available. EdBoost designed an on-line SAT curriculum (Ready, SAT, Go!) for students who score below the national average on any of the three sections of the SAT. Third, feedback from the SOURCE study suggested that "nagging" students to meet the key college-application deadlines was important, but that pushing procrastinating students to "pull the trigger" and execute milestones was a struggle for many advisors. In addition, recent research, albeit mostly in other contexts, suggests the potential utility of reminders and near-term rewards in helping people overcome procrastination and complete important tasks (e.g., Dulmen, et al. 2007; Karlan, et al. 2014). V-SOURCE therefore included small financial rewards for students to complete important milestones in the college application process.

For this evaluation, EdBoost implemented two variants of V-SOURCE so that the evaluation could distinguish the impact of having access to a personal (though virtual) advisor from a less expensive, fully-automated variant. The main intervention lasted from March of students' junior year in high school through the end of senior year. A subset of students also received additional college enrollment information and support in the summer following senior year.

Chapter 4 of this report describes the program in detail. V-SOURCE falls in the middle on many of the intervention dimensions described earlier. It is more comprehensive than ECO-C, the FAFSA experiment, and the summer melt interventions, but less comprehensive than Upward Bound because it provides less academic support. V-SOURCE begins earlier than College Coaching New Hampshire and ECO-C but

later than Upward Bound, Gear Up, and Talent Search. V-SOURCE Complete likely resembles the comprehensiveness and moderate to minimal intensity of many Talent Search programs, but without the in-person contact, and with a shorter duration, later start, and the flexibility of being used during out-of-school hours.

1.4 KEY FINDINGS

Using a wide range of administrative and self-reported data, we find that, on average, students who participated in both the Milestones and the Complete variant of V-SOURCE knew they were in the program, used many of the program components, and found the program useful. Not surprisingly, there was significant variation across students in how much they used different components of the program. Students assigned to Complete—who had an advisor who could help them—used the other components of the program (e.g., the website, SAT study materials, and Milestone Rewards) more than students assigned to Milestones, suggesting advisors were complementary to the automated parts of the program (see Chapter 7).

Compared to the control group, students assigned to V-SOURCE reported having better information and more support during the college application and financial aid processes. The effect of V-SOURCE on the extent to which students felt informed was similar for Milestones and Complete students, while the effect on the extent to which they felt supported was larger for students assigned to Complete. V-SOURCE does not appear to have crowded out or crowded in other college application resources: Treatment and control students were equally likely to report seeking out other information about applying to college or for financial aid and did not differ in their participation in other college access programs. Based on students' survey reports, however, some students in the control group received information about V-SOURCE from their peers. Thus, despite efforts to minimize diffusion to the control group during the implementation of the program, diffusion will cause us to underestimate the program's effects (see Chapter 9).

V-SOURCE had small effects on the key intermediate outcomes rewarded by the Milestone Rewards—registering for the SAT or ACT, taking the SAT or ACT, submitting at least one application to two different systems, and completing the FAFSA on time. The treatment induced students to submit more applications and to apply to more selective colleges than they otherwise would have; but the effects on acceptances were much smaller and not statistically significant. The effects on students' application portfolios were larger for students in V-SOURCE Complete, suggesting advisors were particularly effective at getting students to submit more applications (see Chapter 10).

Although students assigned to V-SOURCE felt more informed and supported in the college application process and completed the key milestones in the process at somewhat higher rates, on average, there was no effect of the program on enrollment or persistence in a four-year college or on the selectivity or sector (UC versus CSU) of the colleges students attended in the two years after high school graduation. V-SOURCE did, however, have a small (approximately 3 percentage point) effect on enrollment and persistence among students who identified as Hispanic/Latino and spoke Spanish at home, which was one of the sub-groups for which the SOURCE program also had large effects (see Chapter 11).

2 APPLYING TO COLLEGE IN CALIFORNIA

2.1 INTRODUCTION TO HIGHER EDUCATION IN CALIFORNIA

California's "Master Plan" for higher education, developed in 1960, largely determines college options for college-bound California students today. The Master Plan created three systems:

- The University of California (UC) was meant to be an elite system of research universities providing undergraduate education to the top eighth of high school graduates as well as post-graduate and professional education. At the time of our study, over 180,000 undergraduate students were enrolled across nine UC campuses.²
- The California State University (CSU) system was meant to serve the top third of high school graduates, providing undergraduate education as well as teacher and professional training. At the time of our study, over 390,000 undergraduate students were enrolled across 23 CSU campuses.³
- Finally, the California Community College system was meant to provide both vocational training and a stepping stone by which students not in the top third of the statewide graduating class could transfer into the other two systems. At the time of our study, over 1.4 million undergraduates were enrolled across the 114 campuses that comprise the California Community College system.⁴

Table 2-1 (at the end of this chapter) reports basic statistics from the Integrated Postsecondary Education Data System (IPEDS) and Barron's Profiles of American Colleges for the UC and CSU campuses, ordered from most to least selective (based on the average math and reading SAT score of the 75th percentile of students who submitted test scores to the campus).⁵

At the time of the V-SOURCE program, UC tuition was about twice that for CSU (\$11,200 versus \$5,500⁶), though for many students those differences are offset by financial aid.⁷ Other costs of attendance vary somewhat across campuses within each system. The Cal Grant program is the core financial aid program in the state. The most generous Cal Grant A covers tuition at UC or CSU or up to about \$9,000 at a private college in California; eligibility is based on a combination of merit (high school GPA) and financial need. The less generous Cal Grant programs have less stringent academic eligibility requirements (Cal Grant C) or more stringent income and asset limits (Cal Grant B). We describe the Cal Grant program in more detail below.

² Fall 2013 undergraduate enrollment, from IPEDS.

³ Fall 2013 undergraduate enrollment, from IPEDS.

⁴ Fall 2013 undergraduate enrollment, from IPEDS. Headcount figures are much higher—nearly 2.1 million students.

⁵ We report SAT percentiles in Table 2.1 because, at the time of our study, students were more likely to submit SAT scores than ACT scores to all the UC and CSU campuses (authors' analysis of IPEDs data).

⁶ IPEDS 2013 in-state average tuition for full-time undergraduates.

⁷ CalGrant A explicitly covers tuition at either a CSU or UC, erasing the cost difference for students entirely. Most low-income, UC students are eligible for CalGrant A almost by definition, because both CalGrant A and UC require a 3.0 GPA, although their GPA calculation methods differ slightly.

California's public universities were free for California residents until the 1970s. In-state tuition has risen considerably since then and is now about in the middle relative to other states (Jackson 2014). Figure 2-1 shows tuition and fees ("the list price") for colleges reported to IPEDS in 2013, for public four-year colleges in California and selected other states that are either large like California or have been the location of prominent college access studies. When these states are ordered by average tuition and fees, weighted by fall enrollment, California's average "list price" falls in the middle, but this average masks important differences between the two systems: UC tuition and fees are on the high side and CSU tuition and fees are on the low side, compared to public four-year colleges in other states.

Tuition and fees do not reflect students' actual college-going costs because, on the one hand, students have living expenses and, on the other hand, students may receive financial aid. Figure 2.2a shows the average net price for students with family incomes below \$30,000 per year, as reported in IPEDS in 2013. The IPEDS net price data reflect actual net price for all Title IV students in the specified family income range rather than net price for a "standardized" student. Variation in net prices across colleges therefore reflects differences in the students attending each college as well as differences in net prices for similar students. In particular, colleges where more students live on campus will have higher net prices because living costs are only counted in the IPEDS net price figures if those living costs are paid to the college. Figure 2-2b shows net prices obtained from online net price calculators for a "standardized" low-income student living on campus.⁸ According to the IPEDS data (Figure 2-2a), California had the lowest average net price for students in this family income range, reflecting relatively generous state financial aid programs. According to the online net price calculators, California is not the lowest-cost state, but has similar costs to several other low net-price states (Figure 2-2b). In addition, financial aid substantially offsets the list price differences between the UC and CSU systems.

California's higher education system differs from that of many other states in the extent to which students begin their four-year degree in a community college before transferring to a UC or CSU. Even the highly selective campuses in both systems enroll large numbers of transfer students. For example, about 30 percent of incoming UC Berkeley and UCLA students were transfer students, mostly from the California Community College system (see Table 2-1). Although starting in community college and transferring is a viable and common path to a four-year degree in California, many transfer-intending community college students do not follow through on that intent (Campaign for College Opportunity 2017).

The UC and CSU systems cover the full range of Barron's selectivity ratings, and enroll almost 600,000 students at their 32 four-year campuses. The extensive community college system has mostly open admissions, offers paths to transfer to the four-year system, and enrolls another 1.4 million students at 114 campuses.⁹ California students can apply to a full slate of reach, solid, and back-up schools by submitting just two college applications, one to the CSU system and one to the UC system, with the community college as a back-up plan.

⁸ The scenario reported in Figure 2-2b is for a student in a family of four with one child in school and family income of \$26,000 per year. We assume the student lives on campus. Some calculators require additional information; we assumed students and their families had no additional assets and paid no federal taxes. These calculators provide net costs based on the most recent data available, which was usually 2014 or 2015.

⁹ These numbers are based on IPEDS 2013 fall enrollment; total head count numbers are higher.

2.2 COLLEGE ADMISSIONS IN CALIFORNIA

2.2.1 Application Deadlines

California does not have any four-year public colleges that specifically offer open or rolling admissions, and application deadlines are early. Students who do not submit an application to UC or CSU by the November 30 deadline have no reliable path to on-time enrollment in a four-year institution.¹⁰ Figure 2-3 shows how college application deadlines vary across states. The UC and CSU deadlines are the earliest of any state. Notably, all of the other states have many colleges with later deadlines and at least some colleges with rolling deadlines. In addition, although Figure 2-3 plots the main application deadline, some colleges in other states accept applications later for spring admission. In sum, California's four-year colleges have considerably earlier and stricter deadlines than any other state.

CSU applications become available October 1 and students have two months to complete and submit them. For V-SOURCE students, UC applications opened November 1, giving students one month to complete and submit their UC applications.¹¹ Students receive acceptances between November and April (mostly after February). Students make their final decisions by "Decision Day" on the first of May. Although some UCs admit some deferred enrollment students (accepting a few hundred "almost-admitted" students to start second quarter or semester, after some fall admits have dropped out or transferred) and a handful of CSUs accept winter and spring semester applications when they are not at capacity, no UCs or CSUs have rolling admissions, and the vast majority of students entering as freshman apply by November 30 and begin the next fall.

2.2.2 Admissions Process

The UC and CSU systems have eligibility requirements that students must meet to be admitted to at least one campus. CSU requirements tend to be fairly low, but even in that system, to be competitive for admission to many campuses and majors, students need a substantially stronger record. Proposition 209, passed in 1996, barred California public universities from using race, ethnicity, or gender as a factor in admissions decisions, so neither system uses affirmative action in admissions. Community colleges do not have competitive admissions, are required to admit residents who are high school graduates, and can consider other students for admission (residents and nonresidents, with or without high school diplomas). Although community colleges have ostensibly open admissions, some campuses and courses are in more demand than others, so students may need to register early or attend classes at more than one campus to enroll in the classes required for transfer.

¹⁰ These early deadlines differ considerably from those in New Hampshire, the site of Carrell and Sacerdote's (2017) studies. New Hampshire has several four-year universities with late spring or rolling admissions. These later admissions deadlines made it possible for Carrell and Sacerdote to start their intervention after January of the senior year in high school, targeting services to those who had not already applied to college. It would not be possible to target a college access intervention this late in the senior year in California because no UCs accept students who apply after the November 30 deadline, and although some CSU campuses continue to accept applications after the deadline in order to meet enrollment numbers, they can stop accepting applications at any time and the times vary from year to year.

¹¹ Starting in 2016, the UC application opened August 1 and closed November 30.

2.2.2.1 *The University of California (UC) Admissions*

To be UC eligible, students must have completed 15 “A-G” academic courses¹² and have earned a 3.0 GPA in that coursework during their 10th and 11th grade years. Students must also have taken the SAT or ACT. At the time of our study, the UC application required responses to two essay prompts but UC did not and still does not require or accept teacher recommendations as part of the application.¹³

Students submit a single online application to the UC system and check boxes for individual campuses where they would like to be considered. An application to each campus costs \$80, but low-income students can apply to four campuses for free. Fee waiver eligibility is determined online automatically and immediately based on household income and size reported on the online application.¹⁴

The UC system considers 14 factors¹⁵ in its admissions process. Individual campuses do their own admissions and may weigh the 14 factors differently or apply different standards. The UC campuses use “holistic” or “comprehensive” review, considering not only grades, test scores, and coursework, but also motivation, challenges overcome, and leadership. The academic record is considered in context, taking account of obstacles students faced and opportunities available in students’ schools and communities.¹⁶

¹² The “a through g” requirements are a set of academic courses required for admission to UC and CSU. To get a class on the approved A-G list (to satisfy A-G requirements and/or to provide an “extra point” for being an honors or AP class), schools (and other course providers such as community colleges and online/independent study course providers) must submit their courses and curricula to UC for approval. Approved classes are listed on the UC Doorways website and autofill into UC and CSU applications once students report the school/program they attended. Approval by UC makes classes eligible in both the CSU and UC applications.

¹³ Some campuses may request this information from some students as part of supplemental review processes. Recently, UC Berkeley has started accepting recommendations in some cases, but this was not the case during the time of our study.

¹⁴ Neither UC nor CSU report the exact formula they use to determine fee waiver eligibility (probably to prevent applicants from too-easily gaming the process), but both systems acknowledge that the process is different than the process the College Board uses to provide fee waivers. If a student is denied a fee waiver on the online UC application, that student may ask to pay by check and submit a College Board College Application Fee Waiver (provided with the exam fee waiver) instead of a check. CSU does not offer this method of using a College Board waiver. Many other colleges use waivers from the College Board fee waiver program for their applications. College Board grants fee waivers to any students who qualify for the National Free Lunch Program, participate in other federal programs such as Upward Bound, receive government assistance, or are foster children or wards of the court. For many colleges, students simply need to enter the College Board Fee Waiver number into the college application. Some students prefer this process to the more opaque UC/CSU process, because they know exactly how many colleges they can apply to for free (they receive 4 fee waivers from the College Board). However, because students sometimes misplace their College Board fee waivers, there is also a benefit to the fact that UC and CSU determine their fee waiver eligibility automatically online. It does, however, seem to result in some students who qualified for College Board waivers not qualifying on the UC and CSU application.

¹⁵ The 14 criteria are: grades in a-g coursework; ACT/SAT scores; number of a-g courses beyond the 15-course requirement; AP, IB, and transferable college work; ELC eligibility (students in the top 9 percent of their high school are considered “Eligible in the Local Context” (ELC)); quality of senior year coursework; academic performance relative to offerings at student’s high school; outstanding performance in specific subject areas; special projects in academic subjects; recent improvement in grades or coursework; special talents/achievements/experiences, special projects (not necessarily academic); academic accomplishment in light of obstacles/disadvantages; school and neighborhood location.

¹⁶ Specific review policies and practices vary from campus to campus, from number of readers per application to specific criteria that students are judged on, to the system that readers use to evaluate and rank applicants. However, each campus’s policy includes reference to understanding students’ academic performance in the

At the time V-SOURCE students applied to college, neither of the two required essay topics on the UC application specifically asked about challenges or obstacles that students had faced. Many students wrote about their family backgrounds in response to the first question, “Describe the world you come from – for example, your family, community, or school – and tell us how your world has shaped your dreams and aspirations.” V-SOURCE and UC materials advise low-income students to discuss challenges in their background and communities, their cultural and linguistic backgrounds, and their families in response to this question.¹⁷ Despite Proposition 209’s prohibition on race, ethnicity, and gender-based affirmative action, colleges could still consider hardships, income, and overcoming obstacles when reviewing applicants, and V-SOURCE encouraged students to include that information when applicable.

2.2.2.2 California State University (CSU) Admissions

In theory, CSU applications are uniform and simple, and admissions are predictable based on GPA and test scores. In practice, students may need to understand the complexities in the system to apply successfully to their chosen campus or program.

The CSU application has a single online entry point. But instead of a single form where students simply mark the campuses to which they would like to apply, each CSU campus has its own application embedded within the CSU online application system. After students choose the campuses to which they want to apply, the individual applications appear in a table. Once a student fills out one application, most information pre-populates in every other application so that, in theory, students need only complete one additional page per application. The campus-specific page asks students to choose a major and alternate major from that school’s specific offerings. However, if students have to make corrections in pre-populated information, they have to do it on each application individually.

The CSU application determines fee waiver eligibility automatically after students enter information about family income (see also discussion of UC fee waivers above). The application fee is \$55 per campus, and qualifying low-income students can apply to four campuses for free.

The CSU application asks students only about their demographics, coursework, grades, and major choice; students do not report on extra-curricular activities or write personal statements.¹⁸ Because the CSU application does not require a personal statement, it is widely seen as easier to complete and submit than the UC application.

context of their background, as per the UC policy of evaluating “Academic accomplishments in light of your life experiences and special circumstances, including but not limited to: disabilities, low family income, first generation to attend college, need to work, disadvantaged social or educational environment, difficult personal and family situations or circumstances, refugee status or veteran status.” (University of California 2017b). UC operates a “Top N percent” program, whereby students in the top 9 percent of their high school class (by GPA) or the state (by a weighted average of GPA and test scores) who do not get accepted to the UC campus of their choice will “be offered a spot at another campus if there’s space.” (University of California 2017a); in practice, most campuses do not have space.

¹⁷ In 2016, UC essay questions changed. Students write four shorter essays, choosing from eight prompts. Applicants can choose to answer questions about obstacles and/or educational opportunities or not.

¹⁸ However, many low-income and first-generation-college-going students who apply to CSU also apply to that CSU’s Educational Opportunity Program (EOP) which offers admissions assistance, financial aid, and academic assistance once students arrive on campus. Those applications do require short essays and a letter of recommendation. In contrast, students may also apply to EOP at UC campuses, but they simply check a box on the application and write a 150 character explanation of why they think they would benefit from EOP.

The CSU system admits nearly all students purely on the basis of grades (from A-G courses) and test scores.¹⁹ To be eligible for admission to CSU, students must have a 2.0 GPA in the relevant A-G courses (the CSU A-G eligibility courses and method of calculating the GPA are slightly different from that for UC). Students with a GPA above 3.0 are automatically admitted. For students with GPAs between 2.0 and 3.0, CSU admission depends on a combination of GPA and admissions test scores: Students with higher GPAs meet admission criteria with lower admissions test scores and vice versa.

Many CSU campuses and majors²⁰ at some campuses are “impacted” (they have more eligible applicants than they can accommodate). For those campuses and majors, students who meet the minimum eligibility requirements for the CSU system enter a more competitive process to gain admission. In that competitive process, students with stronger grades and admissions test scores have better odds of admission, and students’ background, “indications of overcoming educational obstacles” (California State University, 2017a) or exceptional talents may also be considered. Some CSU campuses are therefore more selective than others, despite having system-wide admission criteria. In addition, each CSU also has a local admissions area encompassing the geographical area that that campus has historically served.²¹ Students who meet the basic admission criteria are guaranteed admission to their local CSU campus even if the campus is impacted. They are not, however, guaranteed admission to an impacted major at their local CSU.

Savvy applicants to the CSU system choose a mix of impacted and non-impacted campuses, and, when choosing an impacted major, they list a non-impacted major as an “alternate major” on each application. However, transferring into an impacted major can be difficult at some campuses, so students may need to make difficult decisions when choosing between a campus they want and a major they want to study.

2.2.2.3 California Community College System Enrollment and Transfer Options

The California Community College system performs a wide range of functions. Its official mission is to admit any student “capable of benefitting from instruction” (University of California Office of the President 2007). Students can take recreational or enrichment classes for fun, trade classes a la carte or to receive certification, coursework to receive an Associate’s degree, or the Intersegmental General Education Transfer Curriculum (IGETC), a series of classes for students who plan to transfer to the CSU or UC systems. The CSU and UC systems are designed to accommodate transfers from the community college system, but it can be difficult to enroll in the necessary courses for transfer, depending on where a student lives and the intended major. In large cities where students can choose among a number of

¹⁹ CSU considers the math and reading sections of SAT/ACT only and does not consider or require the essay/writing portion of SAT or ACT. A small percentage of low-income students who would not otherwise be eligible for admission are admitted through the Educational Opportunity Program (EOP) (see https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/admission-requirements.aspx).

²⁰ Nursing is the only common major that is always impacted at every campus that offers it. For the 2013-2014 academic year, other specialized majors, such as architecture (2 campuses), International Business (2 campuses), Marine Transportation (1 campus), were also impacted at every campus at which they were offered. Many majors, such as, Psychology, Social Work, Business, and Criminal Justice are impacted at just about half of the campuses at which they are offered (California State University 2013).

²¹ Although the CSU that historically serves a community is often the nearest CSU campus, students’ homes are not always located in the absolute nearest CSU campus’s local admissions area. For a complete breakdown of each impacted campus’s local admissions area, see California State University (2016).

community colleges, those with the best transfer rates often get the best reputation and are a first choice among transfer-intending students.

Community Colleges enroll several types of recent high school graduates. Some did not meet the academic eligibility requirements for admission to UC or CSU. Others choose to begin their college career at a community college because they did not meet the application deadline for UC and CSU or they did not gain admission to the UC or CSU campus or program of their choice and hope to transfer after two years of community college. Finally, the cost of attendance at a community college is lower than at UC or CSU, so some students choose to complete part of their coursework at community college to save money.

2.3 FINANCIAL AID IN CALIFORNIA

The largest state source of financial aid in California is the Cal Grant Program, which offers three types of entitlement grants: A, B, and C.²²

Cal Grant A is the largest program and provides the most assistance. Cal Grant A pays full tuition and fees at a UC or CSU campus or about \$9,000 a year toward tuition at a California private college.²³ This is in addition to any federal aid a student might qualify for. Eligibility is based on both financial need and academic achievement in high school. To qualify for Cal Grant A, students must achieve at least a 3.0 (unweighted) in sophomore and junior year academic courses (not including remedial courses) and have income and assets below certain thresholds. For a family of 4, the income limit is about \$90,000/year, and the asset limit (not including family home, retirement, life insurance, or prepaid tuition) is approximately \$70,000. Students must maintain a 2.4 GPA in college coursework to remain eligible for the Cal Grant A in subsequent years.

Cal Grant B is available to very low income students, and provides a small amount of financial assistance: approximately \$1,600/year to be used toward college expenses. For a family of 4, the income limit for Cal Grant B is about \$48,000/year. Students who qualify can receive both Cal Grant A and Cal Grant B at the same time. Students who receive a Cal Grant B and maintain a 2.4 GPA in college coursework receive a grant to cover tuition and fees after the first year (essentially adding a Cal Grant A to their financial aid packages).

Finally, students who attend community college are eligible for Cal Grant C, which uses the same income and asset ceilings as Cal Grant A, but has no minimum GPA requirement. Cal Grant C covers community college fees for vocational courses and provides approximately \$600 for books and supplies.

²² There are also Cal Grant Competitive Awards, which are for non-traditional students, who don't meet the "graduating senior or recent graduate" requirement for entitlement awards. Competitive awards, unlike entitlement awards, are not guaranteed and not available for AB540 students. Because V-SOURCE students were recruited in high school, they all qualified to apply for entitlement awards.

²³ See California Student Aid Commission (2017). According to California's Master Plan, the notion is that Cal Grants should allow qualified students to choose the university that is the best fit, regardless of differences in tuition between systems (University of California Office of the President 2007).

To qualify for a Cal Grant, students must submit their FAFSA or Dream Act Application²⁴ by March 2 of the year they plan to attend college (community college students may submit all materials, along with proof of community college enrollment, by September 2). Students must also make sure that their schools submit their GPA verification reports by the March 2 deadline. Most comprehensive high schools submit GPA verifications in bulk as a matter of course, but some schools require parental consent to release GPAs, and, at the time of the V-SOURCE program, others required that students request that the form be sent (or provide the paper form to their counselor). Figure 2-4 shows the deadlines by which students must file the FAFSA to have priority consideration for financial aid for several states. While California's college application deadline is the earliest among the states we consider, the priority FAFSA deadline for California students is more typical. However, the importance of filing the FAFSA by the priority deadline varies across states and colleges. In contrast to other states, California has a single priority deadline and students' chances of getting all the financial aid for which they qualify drop considerably if they miss this deadline.

As long as materials are submitted by the deadline and students meet the income/asset and GPA criteria, entitlement Cal Grants are guaranteed and students are notified by email and through their Cal Grant account if they have received funding.²⁵ Funding goes directly to university accounts.

Beyond Cal Grants, the state of California offers several other funding streams for students. Chafee Grants provide funding for unmet need, up to \$5,000, to low-income students who are or who have been in foster care in California. The Middle Class Scholarship, launched in 2014, provides grants of 10-40% of unmet need for fees/tuition at UC or CSU schools to students with family incomes between \$80,000 and \$165,000 annually (largely above the income threshold for Cal Grants). Students attending community college, but not taking vocational classes, can have their fees waived by the California College Promise Grant (formerly the Board of Governors Waiver (BOG) program), which has lower income thresholds than Cal Grant C (California Community Colleges 2017).

California also administers some funding through the public university systems. Students attending CSU can also qualify for a State University Grant (SUG) or an Educational Opportunity Program (EOP) grant. Students attending UC campuses are eligible for the Blue and Gold Opportunity plan, which is designed to work in conjunction with Cal Grant and federal aid to make sure that tuition and fees are fully covered for students whose families earn under \$80,000 and to defray non-tuition costs (such as housing and books) for lower-income families (University of California 2017c).

²⁴ The Dream Act application is a form, very similar to the FAFSA, for students who are California residents but are not U.S. Citizens or legal residents. Under California State law AB540, these students qualify for in-state tuition at a public California university and for state-based financial aid, such as Cal Grants.

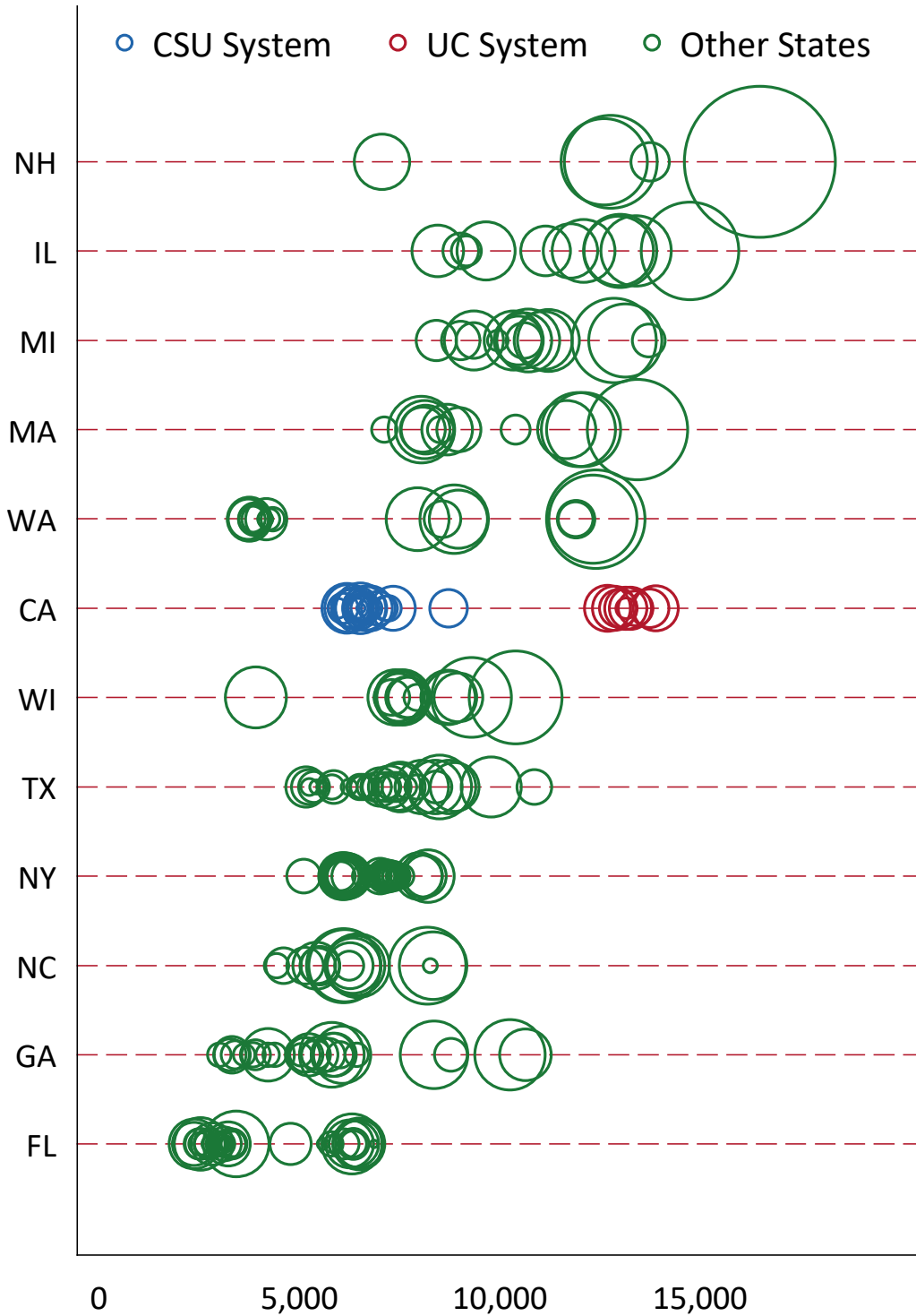
²⁵ There are some competitive Cal Grant awards that are not guaranteed but they are for nontraditional students who are not recent high school graduates, so do not apply to V-SOURCE students.

Table 2-1. Characteristics of Four-Year Colleges in California, 2013

College	Undergrad Enrollment	% Transfers	Tuition and Fees	Net Price Low Income	Net Price Moderate Income	% Adm	SAT 25th pctile	SAT 75th pctile	Barron's Rating
UC-Berkeley	25,951	32	12,864	8,607	9,429	18	1220	1490	Most Comp
UC-Los Angeles	28,674	33	12,697	8,027	9,526	22	1160	1440	Most Comp
UC-San Diego	23,805	34	13,271	8,362	9,832	38	1170	1390	Very Comp
Cal Poly-SLO	18,739	16	8,724	10,611	12,644	31	1140	1340	Highly Comp
UC-Santa Barbara	19,362	24	13,746	10,190	11,353	44	1090	1340	Highly Comp
UC-Davis	26,533	38	13,895	10,492	11,625	45	1070	1320	Highly Comp
UC-Irvine	23,530	27	13,149	8,532	9,925	42	990	1270	Highly Comp
UC-Santa Cruz	15,695	23	13,397	10,862	12,021	60	960	1230	Very Comp
UC-Riverside	18,621	24	12,960	9,678	10,518	62	970	1210	Comp
CSU-San Diego	27,099	42	6,766	6,980	9,349	31	980	1200	Very Comp
CSU-Maritime	1,045	30	6,536	7,704	10,484	75	960	1190	Comp
Cal Poly-Pomona	20,952	43	6,350	6,984	9,386	52	950	1190	Comp
CSU-San Jose	25,862	50	7,343	8,594	10,275	63	910	1150	Comp
UC-Merced	5,837	6	13,160	8,720	9,939	76	900	1140	N/A
CSU-Long Beach	30,593	43	6,240	5,549	7,027	31	900	1140	Comp Plus
CSU-Humboldt	7,767	42	7,144	9,785	11,243	80	890	1140	Comp
CSU-Fullerton	33,116	50	6,186	3,364	5,206	46	920	1130	Comp Plus
CSU-Chico	15,290	41	6,972	8,691	10,221	72	910	1120	Comp
CSU-San Francisco	26,156	51	6,450	7,249	9,111	64	880	1110	Comp
CSU-Sonoma	8,391	32	7,234	10,077	11,877	82	900	1110	Comp
CSU-Monterey Bay	5,306	46	5,963	5,319	7,357	44	860	1080	Less Comp
CSU-San Marcos	10,738	43	6,649	5,509	7,269	63	860	1070	Comp
CSU-Channel Islands	4,963	52	6,471	10,509	12,522	64	850	1060	N/A
CSU-Sacramento	26,094	56	6,628	5,691	7,057	70	840	1060	Comp
CSU-Northridge	33,771	47	6,525	6,192	7,751	46	800	1040	Less Comp
CSU-Fresno	20,295	41	6,287	3,834	5,093	58	810	1040	Less Comp
CSU-Stanislaus	7,754	48	6,491	3,794	4,826	72	810	1030	Comp
CSU-East Bay	12,146	58	6,550	6,961	8,517	69	800	1020	Comp
CSU-Bakersfield	7,350	34	6,775	4,152	4,902	66	790	1020	Less Comp
CSU-San Bernardino	16,191	45	6,550	4,344	5,295	58	790	1000	Comp
CSU-Los Angeles	19,589	52	6,344	1,596	2,819	68	770	990	Comp
CSU-Dominguez	12,481	63	6,100	511	2,002	57	760	940	Less Comp

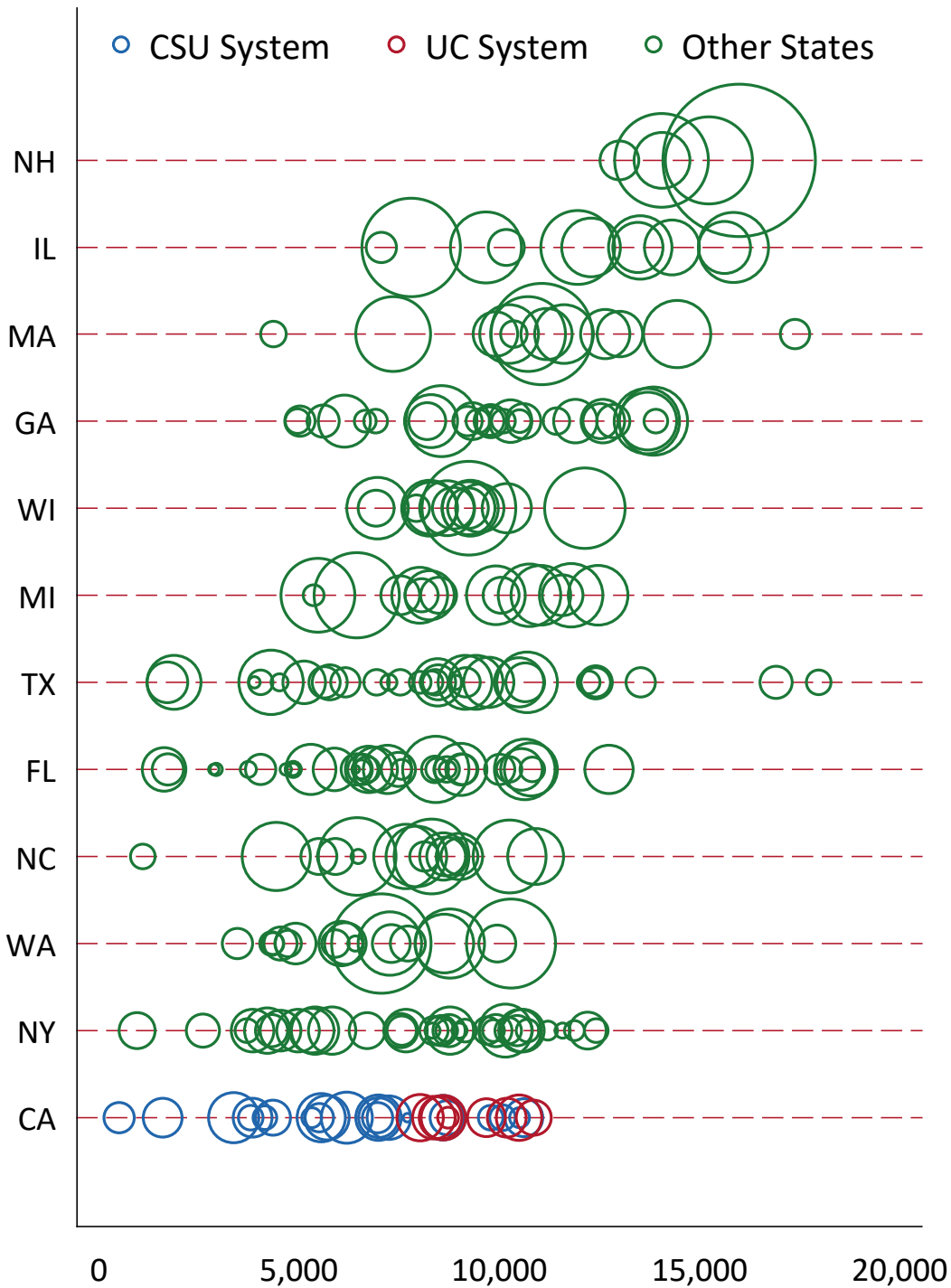
Notes: Sorted by 75th percentile of SAT reading + math score. Data for first eight columns are from IPEDS 2013 data. Data for last column are from Barron's Profiles of American Colleges 2013 (30th Edition). Undergraduate enrollment is total undergraduate enrollment as of fall of 2013; percent transfers is the percentage of transfers among incoming undergraduates; SAT 25th and 75th pctile are the combined SAT math and reading scores of students at the 25th and 75th percentile among students who submitted SAT scores.

Figure 2-1. Listed Tuition & Fees at Four-Year Colleges



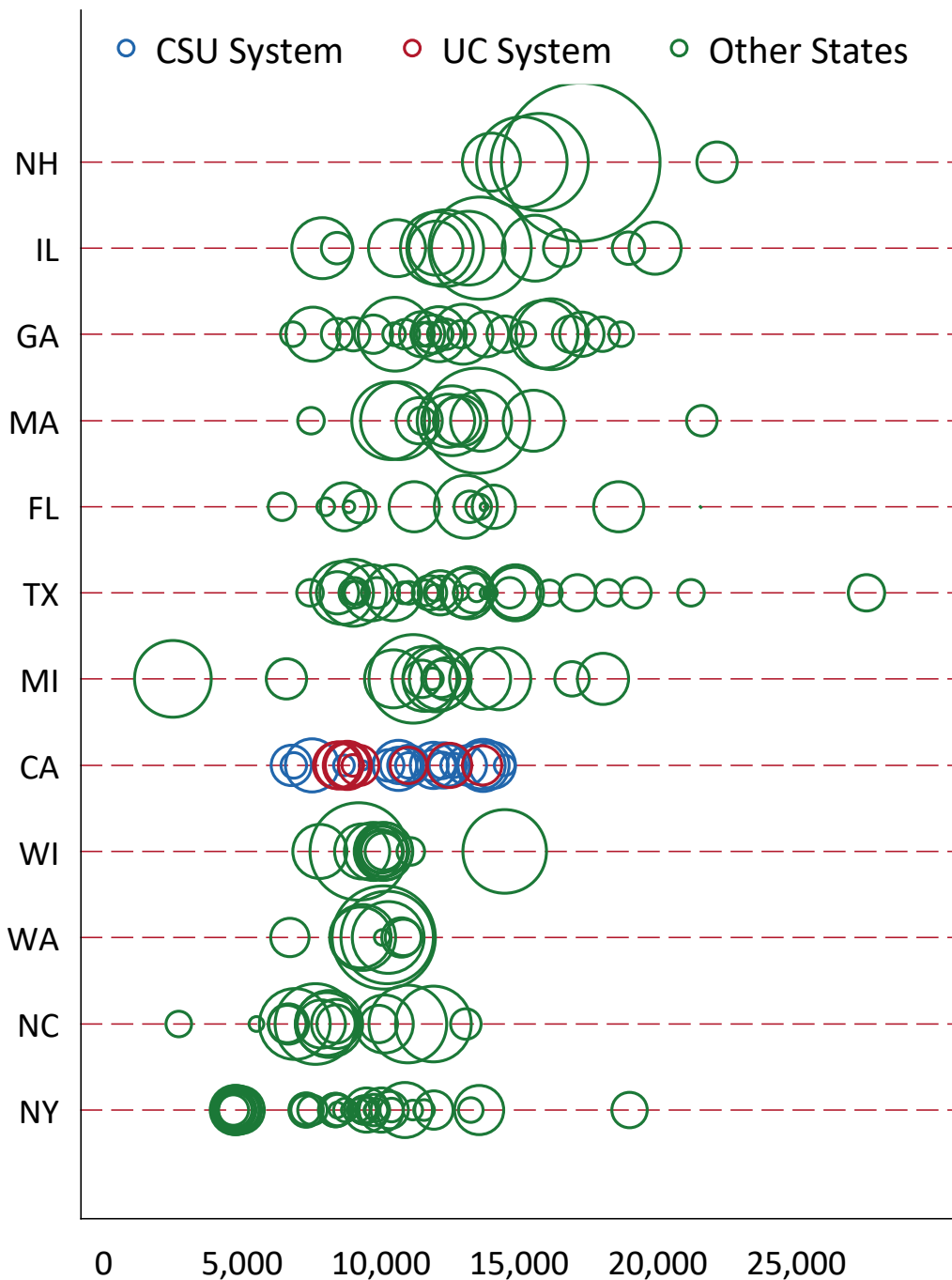
Note: Marker size is proportional to college's share of state's four-year public enrollment. Tuition and fees from IPEDS (2013). States are sorted by the enrollment-weighted state average.

Figure 2-2a. Net Price at Four-Year Colleges for Students with Income <30k



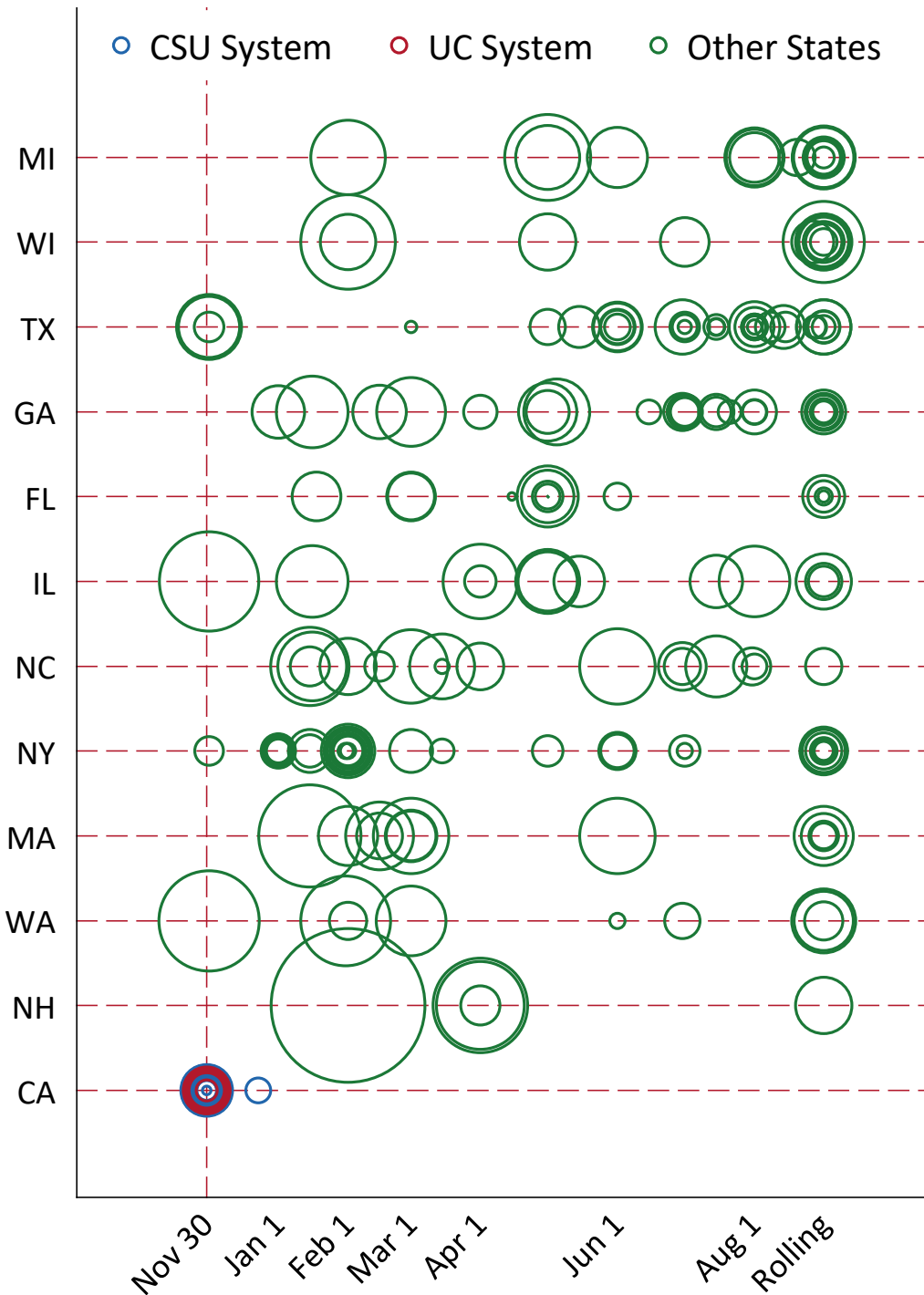
Note: Marker size is proportional to college's share of state's four-year public enrollment. States are sorted by the enrollment-weighted state average. Net price for students with income less than \$30,000 per year, according to IPEDS (2013).

Figure 2-2b. Net Price at Four-Year Colleges from Net Price Calculators



Note: Marker size is proportional to college's share of state's four-year public enrollment. States are sorted by the enrollment-weighted state average. Net price based on data collected by the authors in 2017 from online net price calculators. Estimates are for a student in a family of four with one child in school and \$26,000 of income.

Figure 2-3. College Application Deadlines



Note: Marker size is proportional to college's share of state's four-year public enrollment. States are sorted by the enrollment-weighted state average application deadline. Data collected by the authors in 2017 from college websites and other sources. Colleges with no deadline or rolling admissions are coded as September 1.

Figure 2-4. FAFSA Deadlines for Financial Aid Priority



Note: Marker size is proportional to college's share of state's four-year public enrollment. States are sorted by the enrollment-weighted state average priority FAFSA deadline. Data collected by the authors in 2017 from college and state websites and other sources. Colleges with missing FAFSA priority deadlines are excluded.

3 STUDY TIMELINE AND DATA COLLECTION

Two cohorts, with expected high school graduation years of 2013 and 2014, participated in the V-SOURCE study. This chapter provides an overview and timeline of the research and data collection.

3.1 TIMELINE OVERVIEW

Table 3-1 shows the timing of the key stages of the research for both cohorts. Note that because the main V-SOURCE program lasted 15 months, there was a period when both cohorts were treated at the same time.²⁶ Throughout this chapter, we refer to the timing of each step for Cohort 1, with the Cohort 2 timing in parentheses.

The V-SOURCE program is an out-of-school intervention, but we recruited participants from schools. We identified schools that met our eligibility criteria, obtained permission to recruit in schools, and recruited students in their junior year of high school during the Fall of 2011 (2012). We processed and digitized the applications we received by return mail in the fall, through February 2012 (January 2013); see Chapter 5 for details about the recruitment process.

We invited eligible students to take a Baseline Survey in February and early March of 2012 (February 2013), prior to random assignment. We conducted the random assignment in March of 2012 (2013) and students were informed of their assignment to one of the program variants or the control group that same month. See Chapter 6 for details on the random assignment process.

The V-SOURCE program ran for 15 months, ending in May of students' senior year of high school (2013 and 2014). We administered a Follow-up Survey in May and June, after students planning to attend a four-year college would have informed colleges of their plans.

In addition, to update our contact information for the Control group, so that we would have a better chance of reaching them for the Follow-up Survey, we offered the Control group a short survey during the late summer after junior year, for which they received a \$20 gift card as an incentive. The survey requested updated contact information and asked a short set of questions about students' perceptions of their schools and what they did over the summer.²⁷

After the Follow-up Survey, we added an additional randomized sub-experiment among students who had been assigned to the V-SOURCE Milestones and V-SOURCE Complete treatments to assess the effect

²⁶ Note that the V-SOURCE website, which we describe in later chapters, provided content targeted to each cohort (and their relevant stage in the college application process) by providing access to particular webpages based on students' cohort assignment.

²⁷ When students were assigned to the Control group, they were told that they were assigned to the "Research Group" and would receive a \$20 gift card for taking the Baseline Survey and a \$30 gift card for taking the Follow-up Survey (just as students assigned to the program would). Students assigned to the program also had the opportunity, however, to get up to \$80 in additional gift cards for completing college-application milestones, but Control group students did not. Thus, we hypothesized that offering this additional \$20 gift card for taking a short summer survey would not only improve our contact information for the Control group but might also reduce demoralization Control group members may have felt about not having been assigned to the program.

on “summer melt” of providing additional information and support to students in the summer between high school and college. In this sub-experiment, students randomly assigned to the Summer Melt Control group received no additional information or support after the main program ended in May. Students assigned to the Summer Melt “Reminder” group received additional automated reminders to complete important college-related tasks during the summer, and students assigned to the Summer Melt “Lump” group received a single email covering all of the information contained in the messages received by the “Reminder” group during the summer. See Chapters 4 and 12 for more details.

Finally, we submitted the names and birthdays of study participants to the National Student Clearinghouse (NSC) several times following high school graduation for our cohorts to track their progress into and through college.

Table 3-1. Study Timeline

Activity	Cohort 1	Cohort 2
Identify eligible schools	Aug-Sep 2011	Aug 2012
Recruit research participants and administer Application Survey		
Recruit districts/schools and students into study	Aug 2011-Feb 2012	Aug 2012-Jan 2012
Process applications: determine eligibility for Baseline Survey	Oct 2011-Feb 2012	Sep 2012-Jan 2012
Administer Baseline Survey	Late Feb 2012- early Mar 2012	Early Feb 2013- Late Feb 2013
Determine eligibility for random assignment & conduct random assignment	Mar 2012	Mar 2013
Inform students of assignment to program or control	Mar 21, 2012	Mar 8, 2013
Administer V-SOURCE Main Program	Mar 2012-May 2013	Mar 2013-May 2014
Administer Summer Survey (Control Group Only)	Aug-Sep 2012	Aug-Sep 2013
Administer Follow-up Survey	May 2013-Jun 2013	May 2014-June 2014
Conduct random assignment for Summer Melt sub-treatment	Jul 2013	Jun 2014
End of program messages for Summer Melt control group	Jul 17, 2013	Jun 26, 2014
Administer Summer Melt treatment		
Lump treatment group (including end of program messages)	Jul 17, 2013	June 26, 2014
Reminder treatment group	July 2013-Aug 2013	Jun 2014-Aug 2014
End of program messages to Summer Melt Reminder group	Aug 21, 2013	Aug 18, 2014
Obtain National Student Clearinghouse (NSC) data (data requests are cumulative)		
NSC data pulls, C1 only, non-CB files	Apr, Aug 2014	
NSC data pull C1 and C2, non-CB files		Dec 2014
NSC data pulls C1 and C2, CB files		Apr 2015, Apr 2016, Jul 2017

3.2 DATA COLLECTION

This section summarizes the survey and administrative data we collected about our research participants.²⁸ See chapter 6 for information about response rates and sample sizes.

3.2.1 Application Survey

Students applied to participate in the study by returning a four-page application that asked for three types of information:

1. Identifying and contact information. We used this information to contact students and to match them to other administrative datasets such as the National Student Clearinghouse.
 - Name
 - Birthday
 - Email address
 - Phone number
 - Contact information for parents/relatives/friends
2. Eligibility information. We used this information to determine whether students were eligible to participate in the V-SOURCE Study. See Chapter 5 for more information.
 - Course taking and grades
 - High school attended
3. Information about student demographics, technology access, and attitudes/perceptions. These questions did not affect eligibility for the study.
 - Demographics, including gender, race/ethnicity, home language, and parental education
 - Access to technology (i.e., the internet, text messaging, email) and frequency of use
 - Perceived sources of support (social capital) for college going
 - Questions designed to measure coping skills, effort, organizational skills, and procrastination.

By definition, everyone who applied to the program filled out at least some of the application survey. Item non-response rates were below 5 percent for the key demographic variables (gender, race/ethnicity, home language, parental education,²⁹ and GPA), and about 90 percent of respondents answered all of the survey items about social support, and attitudes and perceptions. Most students also reported enough information about their grades and course-taking to determine their eligibility for the program.

We received these paper applications by mail and digitized them. Some answers, especially to the open-ended questions (i.e., contact information), were ambiguous due to handwriting and had to be cleaned by hand.

²⁸ We describe publicly-available data that we used for specific aspects of the study in the chapters in which we analyze those data.

²⁹ Non-response is somewhat higher (7.5 percent) for father's education.

3.2.2 Baseline Survey

3.2.2.1 *Baseline Survey Administration*

We invited all eligible participants to take an online Baseline Survey prior to random assignment. The survey window was open for about 3 weeks, and students received a \$20 electronic gift card from their choice of retailer³⁰ upon completion of the survey.

We recruited students to the Baseline Survey by sending a personalized email and survey link to the email address(es) they provided on the application. The survey invitation informed students of the electronic gift card reward and told them their responses to the survey would not affect their chances of being selected for the program. The message also recommended taking the survey at a computer rather than on a mobile device, though it was possible to complete the survey on a smartphone or tablet. We also sent text messages to the students who had given us a cell phone number on the application asking them to check their email for the survey and telling them about the \$20 electronic gift card for completing it. We monitored the email and text accounts from which the messages were sent and staff members replied to students who had questions, couldn't find the survey invitation, or wanted the survey invitation resent to a different email address.

We sent email and text reminders during the survey window to students who had not yet completed the survey. The online survey software we used allowed us to identify students who had started but not completed the survey; we sent some reminders specifically to this group letting them know they could continue the survey where they left off.

Research staff called students at both their home and mobile phone numbers (when they had provided both on the Application survey) to remind them to take the survey. When callers reached students, they would confirm the students' email address and resend the survey invitation while on the line. Some students asked the caller to send the survey link to a new email address, in which case the caller would resend the invitation to that address right away and update the students' email address for future email reminders. Later in the survey period, callers also offered to complete the survey with the student on the phone if they preferred, but very few students chose that option. Callers also attempted to contact non-respondents by calling phone numbers for their parents/relatives/friends (when they had provided those numbers on the Application survey). Callers attempted to reach students by phone as many as 6 times.

3.2.2.2 *Baseline Survey Content*

In developing the Baseline Survey, we considered questions from a large number of existing surveys, and intentionally used some of the same questions that NCES used for the High School Longitudinal Survey (HSLs), which was administered to a nationally representative high school cohort around the same time as our study (the HSLs cohort were 9th graders in the fall of 2009 and 11th graders in the spring of 2012).

The Baseline Survey covered a wide range of topics, including:

- Name and birthdate. We asked students to enter their name and birthdate, which we needed to match students to the National Student Clearinghouse (our source of college enrollment information for the study). We prepopulated the survey with hidden fields containing the name

³⁰ Participants could choose among Amazon.com, iTunes, Starbucks, Best Buy, a movie theater, Gap Brands, and CVS.

and birthdate that students had provided on the Application. If students entered a name or birthdate on the Baseline Survey that did not match the information we had from their Application, the Baseline Survey then prompted them to select the most accurate information (choosing among information from the Application, what they had entered on the Baseline, or writing in different information).

- Confirmation of contact information. A series of questions confirmed the student’s phone number, primary email, and other emails they used. We then used this contact information, in conjunction with the contact information they had provided on the Application, to inform students of their selection for the program and to reach them for subsequent surveys.
- Current high school attendance, including any degree and stop-out information.
- Demographics and family background, including:
 - Race/ethnicity and home language
 - Parental education and occupation
 - Immigration status of student
 - Nativity of parents
 - Living arrangements
 - Number and educational attainment of siblings
 - Free and reduced price lunch status
 - Recent major life events
- Attitudes, perceptions, and self-reported behaviors, including:
 - Students’ educational aspirations and expectations
 - Parents’ educational expectations for the student (as reported by the student)
 - Close friends’ educational plans (as reported by the student)
 - Students’ occupational expectations
 - Self-esteem and Self-efficacy/Locus of Control
 - Concerns about attending college
 - Tardiness, absenteeism, organizational skills, procrastination, risk-taking/openness to experience, growth mindset
 - Attitudes towards borrowing for college and other purchases
 - Technology use
 - Time use outside of school
- Measures of risk aversion and time preference (“money over time”)
- Preparation, and social/organizational supports, for college application and attendance, including:
 - Indicators of academic preparation
 - Personal and organizational supports, including participation in college-related programs and perceptions of school college-going climate
 - College application aspirations and expectations and plans for financing college
- Knowledge and expectations about college and the college application process, including:
 - Returns to college
 - Costs of attendance
 - Likelihood of admission

3.2.2.3 Baseline Survey Experiment

We embedded a small “stereotype threat/affirmation” experiment in the Baseline Survey. Students taking the survey were randomly assigned to one of three groups:

- Control: Took the survey as normal

- **Stereotype Threat:** For this group, the questions about family background were asked just before the questions about educational expectations.
- **Affirmation Treatment:** For this group, the questions were asked in the same order as for the Stereotype Threat group, but students were asked to list three values that are important to them and write about why between the questions about family background and the questions about educational expectations.

Due to a programming error in the survey, a subset of students assigned to one of the survey treatment groups skipped the educational aspirations, self-efficacy/locus of control, and self-esteem questions, so those data are missing for some students. Because we randomized students to both this survey experiment and the main treatment, this error simply reduces the sample size available for analyzing those questions. We fixed this error in Cohort 2 and plan to report on the results of the survey experiment elsewhere.

3.2.3 Follow-Up Survey

3.2.3.1 Follow-Up Survey Administration

We invited study participants to take the Follow-up Survey in May and June of students' senior year, shortly after students would have informed colleges where they intended to enroll the following fall. We offered students a \$30 electronic gift card incentive for taking the Follow-up Survey. This incentive was larger than the \$20 incentive we provided for taking the Baseline Survey because the Follow-up Survey took somewhat longer to complete and because we wanted to distinguish it from the \$20 "Milestone" Rewards we had offered as part of the program.

We administered the Follow-up Survey in much the same way at the Baseline Survey, except that the survey window was open somewhat longer, we called non-respondents more times, and we sent a mail reminder to students' home addresses.

As with the Baseline Survey, we sent Follow-up Survey invitations with personalized links to all of the email addresses³¹ we had on file for a student. We also sent text messages to students for whom we had a phone number that could receive text messages; the text messages told them to check their email for the survey link (and get \$30 for taking the survey). Staff were available to respond to text and email replies and to help students find their survey invitation. We sent several email and text reminders to non-respondents. We also sent email reminders to students who started the survey but didn't complete it to remind students that they would not have to start over.

Survey staff began calling non-respondents about a week into the survey window. For the first several calls, they tried the cell phone and then the home number in the same call attempt. After several attempts, callers tried reaching non-respondents using the additional contact information (parent and additional family member/friend) collected on the application. Callers asked students if they received the email invitation and if they planned to take the survey and confirmed the student's email address.

³¹ For the control group, we incorporated updates we received during the administration of the Control Survey. For the treatment groups, we incorporated updates we received during the program. We eliminated email addresses that had always bounced back (because sending a lot of bounce-backs reduces the deliverability of all the messages). Invitations sent to the different email addresses for the same student contained the same personalized link, so the student could only answer the survey once.

The caller re-sent the email invitation with the personalized link while they were on the phone with the student and waited for the student to receive it. Callers also offered to complete the survey over the phone, but rarely did. Some callers used mobile phones, and students occasionally did not pick up but texted back asking who was calling. In those cases, callers let the student know they were calling about the V-SOURCE Survey; they would then speak by phone or the caller would attempt to convey the same information by text message.

We sent a letter by regular U.S. mail to the home address of non-respondents, intended to arrive a couple weeks into the survey window. The letter told students to check their email for the survey invitation (and included the email address to which the invitation was sent). The letter also contained a personalized “short url” students could use to access their survey as well as an email address they could use to ask for more information.

We conducted a response rate sub-experiment with the letter to non-respondents, randomly assigning survey non-respondents to whether the envelope used a visually-appealing stamp or was metered and whether there was a \$5 bill in the envelope or just the letter. We will report the results of this experiment elsewhere.

3.2.3.2 Follow-Up Survey Content

In developing the Follow-up Survey, we considered questions from a large number of existing surveys and piloted the survey content and logic with a small sample of students who were not involved in the study.

The Follow-up Survey covered a wide range of topics, including:

- Name and birthdate. We asked students to enter their name and birthdate. If students entered a name or birthdate on the Follow-up Survey that did not match what we considered to be the most accurate information we had for them, the survey then prompted students to select the most accurate information or write in different information. (We did not, however, use this information in constructing the names for matching to NSC data because it was collected post-treatment.)
- Confirmation of contact information. A series of questions confirmed the student’s phone number, primary email, and other emails they used. A second set of questions asked for parent/guardian contact information and friend/relative contact information.
- Current high school attendance, including any degree and drop-out information
- Information about college-related test taking (SAT/ACT test taking and scores and whether they used an SAT fee waiver)
- Information about use of test preparation materials/services
- College knowledge questions about the SAT, the college application process, financial aid eligibility
- Grade point average, D and F grades in key academic courses and whether made up those grades
- College planning and participation in college-related programs, including V-SOURCE
- How respondents sought out information about college and respondents’ main source of college information
- How well informed respondents felt about various aspects of the college application and financial aid process

- Whether respondents felt they had someone to help them with the various aspects of the college application and financial aid process and who was the most helpful
- Whether and where students applied to college, and whether they applied to all the colleges they wanted to and, if not, why not
- Whether students' submitted the FAFSA and applied for a Cal Grant, what types of aid and scholarships they received, and how they planned to pay for college (if they planned to go)
- Where students were accepted to college and their post-high school plans, including what college they planned to attend, their major of interest, the main reasons they chose the college, their degree of certainty about attending that college, and their perceptions of the college's fit (students who did not plan to attend college the following year responded to a series of questions about why)
- Students' educational expectations and perceptions of the future
- Control group members' reaction to their assignment to the control group, how often they communicated with students in V-SOURCE, what V-SOURCE information was shared with them
- Treatment group members' reaction to their assignment to the program, reports about their use of the program, and perceptions of its helpfulness
- Students assigned to V-SOURCE Complete also reported about how and how often they communicated with their advisor, what topics they discussed, and how helpful and knowledgeable their advisor was

3.2.4 National Student Clearinghouse (NSC) Data

We used administrative records from the National Student Clearinghouse (NSC) as our main measure of college enrollment and persistence. To obtain the NSC data, we submitted all the possible names and birthdates that we had collected for students from the Application and Baseline Surveys. In the vast majority of cases, all records for the same student returned the same match or some of the records returned no match, which we expected because we knew that some of the "possible" name and birthdate combinations were incorrect and thus would not match to an NSC record. For a few students, different "versions" of the same student matched to two different records in the NSC data. In those cases, we chose the record for the name-birthdate combination that seemed most likely to be the correct one based on students' responses to the name/birthdate prompts on the Baseline Survey. We only used data in the NSC match that we had collected prior to random assignment, which ensures that the NSC measures are comparable between the treatment and control groups.

Because we had parental consent to match study participants to the NSC data, we eventually obtained from the NSC a consent-based (CB) match to their database using their proprietary algorithm. This consent-based match ensures that college students who blocked the NSC from releasing their college enrollment information nonetheless appear in our individual-level data as college-goers.³²

During the first year when we could potentially locate Cohort 1 participants in college, we requested the NSC data in the spring and the summer. The following year, we requested data at the end of fall, to describe initial enrollment for Cohort 2. Thereafter, we requested data in the Spring/Summer so that we could be confident it would cover the prior fall's enrollment for both cohorts. Chapter 11 describes how we used the NSC data to measure college enrollment and persistence.

³² For information about the National Student Clearinghouse's matching process and coverage, see Dynarski, Hemelt, and Hyman (2015) and National Student Clearinghouse Research Center (2014).

3.2.5 California Student Aid Commission (CSAC) Data

We also obtained data from the California Student Aid Commission using a matching procedure similar to that used by the NSC, except that we were also able to incorporate data on where a student went to high school. CSAC staff searched for matches in “rounds,” first requiring an exact match on first name, last name, date of birth, and high school.

Eighty-seven percent of students in the sample matched to the CSAC data. Note that this doesn’t necessarily mean that they applied for financial aid. They could have created an account or started an application without completing it; importantly, CSAC receives GPA verification reports in bulk from many high schools, so students who didn’t interact with CSAC directly can still be in their database if their school sent their GPA.

The CSAC data include information on the following:

- Whether and when the student submitted a FAFSA or Dream Act application
- Expected Family Contribution (EFC)
- CalGrant financial aid offered
- Amount of CalGrant aid used
- College where CalGrant aid was used (if any)

We mainly use this as a source of administrative data on on-time FAFSA/Dream Act submission. We also use the variables on where students received aid to augment the NSC enrollment data. The NSC and CSAC data are largely in agreement where they overlap, but we identify 645 students (9.7 percent of the sample) who did not match to a college in the NSC data but received CalGrant aid according to the CSAC data. Our analysis of this “undermatch” in the NSC data did not reveal a clear reason that the NSC missed these enrollments. For example, they are not concentrated in particular colleges. Students who filled out a Dream Act (rather than a FAFSA) were more likely to have missing enrollment in the NSC even though they were enrolled according to CSAC. Among students who submitted a regular FAFSA, less than 10 percent of students have a college listed in CSAC but not NSC, whereas 44 percent of students who submit a Dream Act appear in CSAC but not NSC.³³ We created a CSAC augmented NSC enrollment measure for robustness checks, but we use the NSC only enrollment variables in the main analysis because we can only observe whether someone attends college in the CSAC data if they receive financial aid, which could be affected by the treatment.

4 THE V-SOURCE PROGRAM

We evaluated two nested variants of the V-SOURCE Program, a “virtual” college counseling program that provided information and support to participating students from the spring of their junior year

³³ We could not discern a clear pattern for missing NSC data. For example, we don’t see evidence that certain colleges were simply not submitting data for Dream Act students to NSC. Another possibility is that Dream Act students have more common names so are more likely to not match to the NSC data; this is less of an issue for the CSAC match because we are restricted to CA students, and we can disambiguate with information about the high school attended. Also, the NSC under-reporting differential between FAFSA and Dream Act submitters is still large if we restrict the sample to Hispanic students who have similar names.

through the summer after high school graduation. The V-SOURCE Milestones variant of the program was fully-automated, while the V-SOURCE Complete variant also included access to a V-SOURCE advisor who provided personalized information and support. This section describes the development of the V-SOURCE program and the services available to students who participated in V-SOURCE Milestones or V-SOURCE Complete.

4.1 V-SOURCE PROGRAM DEVELOPMENT BASED ON SOURCE

We collaborated with EdBoost Education Corporation to develop V-SOURCE based on the Student Outreach for College Enrollment (SOURCE) program that EdBoost developed and implemented in the Los Angeles Unified School District in 2006-2007. SOURCE recruited all students from LAUSD high schools who had GPAs of 2.5 or higher and were on track, in terms of their course-taking, to be eligible for admission to a four-year California public university. SOURCE participants were assigned advisors who met with students to provide information, help, and encouragement throughout the college application process. Bos et al. (2012) reported that SOURCE cost approximately \$1,000 per student and had moderate, statistically significant positive effects on SAT taking, college application, FAFSA submission and financial aid receipt; increased enrollment at four-year colleges by 3.5 percentage points (which was statistically significant at the 10 percent level) and at UC and CSU campuses by 4.4 percentage points. SOURCE's four-year college enrollment effects were largest for students who spoke Spanish at home (about 10 percentage points) and for students whose parents did not attend college (about 6 percentage points).

Based on feedback from the SOURCE evaluation, EdBoost revised SOURCE into a "virtual" program, to make it less expensive, more easily scaled, and able to serve outlying communities where students do not have physical access to college student advisors. This new program, V-SOURCE (Virtual SOURCE), differs from SOURCE in three key ways. First, because the SOURCE evaluation showed that most advisor-advisee interactions occurred not in person but by phone (Bos et al. 2012) and to reduce the cost of the program, V-SOURCE involved only "virtual" interactions between participants and advisors, via the V-SOURCE website, phone, email, text message, and social networking sites. Second, because many SOURCE students requested SAT help, EdBoost designed an on-line SAT curriculum (*Ready, SAT, Go!*) targeted to students who score below the national average on any of the three sections of the SAT.³⁴ Third, feedback from the SOURCE study suggested that "nagging" students to meet the key college-application deadlines was important, but that pushing procrastinating students to "pull the trigger" and execute milestones was a struggle for many advisors. In addition, recent research, albeit mostly in other contexts, suggests the potential utility of reminders and near-term rewards in helping people overcome procrastination to complete important tasks (e.g., Dulmen, et al. 2007; Karlan, et al. 2014). V-SOURCE therefore included small financial incentives for students to complete important milestones in the college application process.

³⁴ *Ready, SAT, Go!* was designed to prepare students for the version of the SAT that was then being given but was replaced in spring 2016. That version of the SAT had three sections, Critical Reading, Writing, and Mathematics; each section was scored on a 200-800 point scale. The national median on each section was approximately 500.

4.2 PROGRAM COMPONENTS

This section describes the components of the V-SOURCE program, beginning with the program components that were available to both Milestones and Complete students, and then describing the additional components available only to Complete students. The next sub-section provides more detail on the substantive content of the V-SOURCE curriculum.

4.2.1 V-SOURCE Website

The V-SOURCE website was the clearinghouse for program information, for both students and advisors (students did not have access to all of the advisor areas on the site). Here we discuss how the website was set up and how students could access it; in the next sub-section, we discuss the substantive content of the advising curriculum (embodied in the website).

4.2.1.1 Login Requirements

Students had to log into the website to access content. While the program would not require login if implemented at scale, this was necessary in the context of a randomized-controlled experiment to prevent students in the control group from accessing the materials. V-SOURCE generated usernames and passwords based on students' names and birthdays, and this information was included in the emails and text messages inviting students to participate in the program. Students who could not remember their login information could (and did) request new passwords through the website, or could request their login information from program staff or their advisors (for Complete students).

4.2.1.2 Home Page Content

After logging in, students arrived at the main home page featuring content that changed weekly, based on the phase of the college application process that students were focusing on. The content, headed by a relevant photo or illustration, was followed by a summary of what students should be doing or thinking about "this week in college admissions" and was followed by links to pages, checklists, quizzes, and material most relevant to students that week.

Two sidebar sections on the homepage listed the most recently published or updated articles in the most relevant content category for the season and the most recently updated discussions in the "Forum" section in which staff shared personal stories, such as about how they fell in love with their college or met their first roommates, and all students in both groups could post questions for any site user to respond to.

Finally, students could send messages to their advisors and other site users through the website. V-SOURCE Complete students could also live chat with their advisors (during office hours) and other students who were using the site at the time. Advisors were instructed to be "live" in the chatroom during office hours, so that students could drop in virtually.

4.2.1.3 Content Tabs

Above the home page content, students found a set of tabs. At the start of the program, the first tab read "Ready, SAT, Go!" and was home to the SAT preparation curriculum (discussed in detail below). After the final SAT test passed, the "Going to College" tab, which contained checklists, to-do lists, and content students could use to prepare to go to college, replaced the "Ready, SAT, Go!" tab. The rest of the content tabs were:

- App Prep (content about filling out college applications);
- Essay Prep (content about college essays);

- College Info (lists of colleges, college spotlights, information about specific college systems);
- Financial Aid (content about financial aid and scholarships);
- Forum (discussions among staff and students);
- FAQ (student questions about V-SOURCE and the college application process in general);
- My V-Track (a personalized page that showed each student’s work, including quizzes taken, checklists and worksheets submitted, and to-do lists compiled). All interactive work could be accessed from this page, and students could use this page to track their progress through the program. Whenever a student submitted a quiz or worksheet online, the site emailed them a record of the submission, but they could also track all of those submissions on the “My V-Track” tab.
- Fun Stuff! (links to interesting articles and websites to encourage students to read for fun, especially during the summer and while they were prepping for the SAT).

Every page on the website linked internally to related resources (both on and off the site). Each page also contained a comment section where students could ask questions about the content on the page and V-SOURCE staff would post responses visible to all students. When questions seemed especially relevant, V-SOURCE staff updated the content of the page itself in response.

4.2.2 Milestone Rewards

Students could receive \$20 Milestone Rewards (electronic gift cards from a retailer of their choice³⁵) if they completed each of four key milestones in the college application process:

- Registering for an SAT or ACT exam
- Taking an SAT or ACT exam
- Submitting an application to 2 distinct colleges/college systems³⁶
- Submitting a FAFSA prior to the March Cal Grant Deadline

These milestones are discrete tasks that are important for students to complete on time so that they have a stronger chance of a) being eligible for four-year college admission in California, b) being admitted to a four-year college, and c) having enough financial support to be able to attend.³⁷ Each milestone has specific deadlines which, if missed, can narrow students’ college options. The program emphasized SAT and ACT taking, not only to direct students to the online SAT preparation materials, but also to encourage SAT/ACT taking in the spring of junior year. These exams come early in the college

³⁵ Gift card options included Amazon.com, Starbucks, Best Buy, CVS, a movie theater, iTunes, and Gap Stores. Students could change their gift card preferences at any time by logging into the website and changing the setting on their accounts.

³⁶ The California State University (CSU) and the University of California (UC) each counted as one system (no matter how many individual campuses within each system a student sent his or her application to). Each application to a private or out-of-state four-year college or university counted as a distinct system. For both the CSU and UC systems, it's very simple to apply to multiple schools (for UCs, applying to multiple campuses is as simple as clicking multiple checkboxes), and V-SOURCE encouraged students to broaden their application portfolios by applying to both CSU and UC systems or including at least one private/out-of-state college or university.

³⁷ The Cal Grant program provides substantial tuition assistance in California; see Chapter 2 for more detail. To ensure students get all of the aid to which they are entitled, they must submit their FAFSA (and their schools must submit a GPA verification) by the deadline in early March. For federal aid, students can submit FAFSA during the summer. Students had to submit proof they completed FAFSA by the early March deadline to get the V-SOURCE Milestone reward for FAFSA completion.

application process, and students who miss the spring administrations must wait until fall to take their SAT or ACT. This means they have to apply to colleges without knowing what their scores are, and they have little time to retake an exam for a higher score.

The Milestone Rewards served several potential functions. First, the rewards incentivized students to meet intermediate steps on the way to a longer-term goal, which can help overcome procrastination. Second, the reward payments might have increased the salience and effectiveness of the reminders about these key milestones or signaled the importance of completing these specific tasks.

To receive a Milestone Reward, students had to submit proof, by email, that they had completed the milestone task. V-SOURCE staff reviewed the proof, and once approved, an electronic gift card was sent automatically to the student's registered email address. For SAT/ACT registration, students could send a confirmation email from College Board or ACT or a reminder from College Board or ACT about the exam for which the student had registered. To show they had actually taken the SAT/ACT, students provided their SAT or ACT scores (screenshot or phone camera image). Proof of college application included confirmation emails from colleges and universities and screenshots (or phone camera images) showing computer screens that confirmed application submission. Finally, proof of financial aid form submission included confirmation emails from FAFSA or the Dream Act and SAR and CAR forms confirming application. The website had instructions about how to submit proof for Milestone Rewards (e.g., how to take screenshots or upload images) and examples of acceptable proof for each milestone, and during reward time the program provided brief reminders about how to collect rewards in texts and emails.

V-SOURCE staff monitored the milestones rewards email addresses regularly and students typically received their reward within 1-2 days. If students provided inadequate proof, V-SOURCE staff contacted students and tried to help them demonstrate their milestone completion. Staff had some discretion to be flexible with students in terms of accepting proof and also worked to be transparent about why V-SOURCE accepted certain forms of proof and not others.³⁸

Students could also receive \$20 rewards for completing specific numbers of SAT quizzes on the V-SOURCE website. V-SOURCE staff could see who had completed quizzes and could generate the rewards directly, without the student providing proof.

4.2.3 Automated Emails and Text Messages

V-SOURCE sent automated text messages and emails to all students who did not opt-out of these messages. The default regularity of message was weekly (with an occasional upsurge right before important college application milestone deadlines). Students could adjust their communication preferences to receive more or less frequent text messages and/or emails. Most students stayed with the default message frequency. Students who did not provide a phone number where they could receive text messages did not receive text messages. All but one student had at least one email address to

³⁸ For instance, many students submitted emails from College Board that thanked them for taking the SAT and told them that their scores would be available on the website. However, we learned that College Board sent these emails to all students who registered for the SAT, including those who did not show up on test day. So, while V-SOURCE accepted these letters as proof of registration, V-SOURCE did not accept them as proof of test taking. When students submitted these emails as proof of test taking, V-SOURCE staff advised them as to what would constitute adequate proof (e.g., a screenshot or photo of their SAT scores). V-SOURCE accepted ACT/SAT test scores as proof of both test taking and test registration.

which the program attempted to send emails, though neither text message nor emails receipt can be verified. Self-reported data on message receipt suggest that a large share of emails and text-messages were received (see Chapter 7).

The messages served several purposes:

- Remind students about specific upcoming college application deadlines;
- Give students specific encouragement to accomplish tasks (messages frequently said things like “do it now,” “today,” or “right now”);
- Convey important information relevant to each phase of the college and financial aid application process;
- Link students back to the V-SOURCE website, to encourage them to get more information about the college process; and
- Keep students up-to-date about what resources were available on the website. Whenever V-SOURCE published a new page or section (or hit a date on the calendar when a page or section was newly relevant to students) weekly emails and texts would highlight that page or section.

V-SOURCE sent emails and text messages in pairs that contained similar content. Because text messages are limited to 160 characters, text messages contained less information than emails, were more focused on reminding than providing information, often provided links to the website, and sometimes directed students to the email.

The content of the text messages and emails ranged from breezy reminders about college and links to interesting web content to more specific reminders and notifications about specific college, financial aid, and V-SOURCE deadlines. Most of the automated messages discussed details of the college application process, some related to work that students could do to get rewards through the V-SOURCE program, and some combined the two. Many of the reminders to complete college application tasks for which students could receive a Milestone Reward also mentioned the V-SOURCE reward (for example, “Sign up for the May SAT today and claim your \$20 gift card”).

4.2.4 Advisors

Students assigned to the V-SOURCE Complete group were randomly assigned to an advisor who could provide more personalized support. Advisors reached out to students at the start of the program, letting them know that they were available to provide any assistance that students needed: help choosing classes or colleges, reviewing transcripts, writing essays, filling out applications, filling out FAFSA, or other college-related tasks. Advisors provided students with their phone numbers (for calls and text messages) and email addresses and asked students to add them (and the V-SOURCE program) on Facebook. Advisors were tasked with providing personalized encouragement, assistance, and reminders to a caseload of 26 students over the course of the 15-month program. Advisors interacted with students virtually (via phone, text, email, Skype, instant message, Facebook, the website, etc.) but did not to meet with students in person.

Advisors were hired and supervised by two V-SOURCE Program Coordinators and the Director of the V-SOURCE Program. The Program Coordinators also acted as advisors; in Cohort 1, the Program Coordinators had a smaller caseload than other advisors, and in Cohort 2, their caseloads were the same as other advisors.

4.2.4.1 Hiring

V-SOURCE hired advisors through a several-step process. V-SOURCE advertised for the positions on local universities' online job boards (UCLA, USC, LMU) and on a variety of departmental list-serves within those universities (specifically targeting education, sociology, and ethnic studies departments). The online application asked a variety of closed- and open-ended questions and required applicants to submit a recent transcript and resume. Closed-ended questions asked applicants about their SAT/ACT/GRE scores, their comfort and experience with technology and social media, as well as the timing of their school and work commitments. Open-ended questions asked applicants about their own college application processes and experience working with youth. Open-ended questions also elicited information about why applicants wanted the position, how well applicants might approach students with different backgrounds than their own, and problem-solving, communication, and writing skills. V-SOURCE senior staff ranked applications and the top applicants were invited for interviews in which they were asked additional questions about themselves and their background. Applicants were also asked to provide comments on an example college essay and to "teach" an algebra skill.

V-SOURCE sought advisors with a compelling interest in being a V-SOURCE advisor (typically either because they wanted to be educators and wanted experience in the field or they had been students like those served by V-SOURCE), strong communication skills (especially written communication skills), a willingness to be persistent when faced with reluctant students, and the ability to commit to approximately ten hours a week of work for 15 months. Based on their hiring experience from SOURCE³⁹ and undergraduates' more open schedules, V-SOURCE staff prioritized hiring undergraduates over graduate students and favored advisors who were enthusiastic over those who had strong math skills, so long as the applicant demonstrated at least a basic understanding of the *Ready, SAT, Go* math skills.

Table 4-1 shows the characteristics of V-SOURCE advisors hired at the start of each cohort. They were mostly female, U.S. citizens, and over two-thirds spoke another language in addition to English (most often Spanish, although advisors spoke a wide range of languages). Across both cohorts, about half were enrolled as undergraduates at the time they applied to be an advisor (slightly more in Cohort 1 than in Cohort 2), and about a two thirds were employed.

Advisors were themselves relatively high-achieving high schoolers, with average GPAs just above 4.0 and average combined verbal and quantitative SAT scores of just under 1300 (though these numbers should be interpreted with some caution since they are self-reported and we are missing these data for many advisors). A little more than a quarter of Cohort 2 advisors had also served in Cohort 1.

³⁹ In SOURCE, EdBoost found that graduate students, though typically better at filling out applications and stronger in interviews, did not perform well as advisors and had a higher likelihood of dropping out before the program was completed.

Table 4-1. Characteristics of Advisors, by Cohort

	Cohort 1	Cohort 2	Total
Demographics			
Female	0.893	0.970	0.923
Speaks language other than English	0.643	0.758	0.712
U.S. Citizen	0.893	0.848	0.885
N	28	33	52
Education and Employment Status at time of Application			
Enrolled Undergraduate	0.571	0.452	0.500
Employed	0.679	0.613	0.660
N	28	31	50
High School Academic Achievement			
HS GPA	4.120	4.034	4.080
HS GPA missing	0.179	0.364	0.250
SAT Total	1307	1237	1274
SAT missing	0.250	0.303	0.250
N	28	33	52
Served in Both Cohorts	0.321	0.273	0.173
Total # Advisors	28	33	52
N	28	33	52

Note: Tabulations based on advisor applications and interviews. SAT scores were converted to post-2016 scale. Data for initial advisors only.

4.2.4.2 *Advisor Workload and Compensation*

V-SOURCE initially employed 28 advisors for Cohort 1 and 35 advisors for Cohort 2.⁴⁰ Some advisors left or had to be replaced during the course of the program. Each advisor had a caseload of 26 students, and V-SOURCE Complete students were randomly assigned to advisors.

Advisors received a stipend of \$400 a month and were expected to work an average of 10 hours per week. They were asked to hold several scheduled hours of “online” office hours and were to spend the rest of their time responding to students as necessary and making sure to reach out to all students on a monthly basis. V-SOURCE staff explained to advisors that while some months would be quiet, others, like November, would require far more than 10 hours of work per week. Advisors also received bonuses of \$5 for each student who received each Milestone Reward, an incentive that helped motivate advisors to reach out to less active students and gave advisors a way to reach out to students in a way that would directly benefit the student (even if the student was disinclined to ask for help or not sure about applying to college).

Advisors came to the V-SOURCE office for six required training sessions that lasted four hours each. Each training involved a PowerPoint presentation by program coordinators as well as hands-on work and practice on the most important college application activities of the upcoming time period. The first training (which lasted two sessions), focused on the V-SOURCE program, using the online system, using the *Ready, SAT, Go* curriculum, and learning how to teach the SAT. The second training focused on helping students select schools and write college application essays. The third training focused on

⁴⁰ In cohort 2, the two V-SOURCE supervisors each took on a caseload of students. Those supervisors are excluded from table 4-1.

applications. The fourth training focused on financial aid. The final training focused on choosing schools, scholarships, and how to make sure students actually attended their accepted schools.

Because V-SOURCE was a virtual program, most advisors worked remotely. Coordinators monitored advisors through the website and asked advisors who seemed to be struggling to come in for additional trainings. The most frequent additional training sessions were arranged to help advisors navigate the website and the caseload management system.

EdBoost developed a customized caseload management system (CRM)—called “V-Advised”—for advisors and V-SOURCE staff to access information and report their activities. By logging into V-Advised, advisors could look up information about their students (inputted from the student’s application or baseline survey responses), track students’ progress in the program (e.g., see what milestone rewards the student had received), and track students’ work in the program (e.g., all V-SOURCE website activities that students submitted got recorded in V-Advised).

Perhaps more important, advisors recorded their progress with students in V-Advised. For each student, there was a place to check off activities students completed and a notes section. Emails sent from students to the program or advisors at their V-SOURCE email addresses and emails sent by advisors to students were logged automatically in V-Advised (assuming the advisor used the relevant V-SOURCE email correctly). For other types of interactions, advisors were instructed to record all the interactions in V-Advised. Advisors could record notes about the content or topic of the interaction (for example, in the case of text messages and Facebook interactions, advisors could paste the full content of the interaction directly into V-Advised). In practice, advisors reported that the interaction happened and the mode of communication more consistently than the content of the interaction. A glance at a student’s V-Advised record would reveal not just background information on the student, but also how frequently that student interacted with his or her advisor.

Each advisor was assigned to a senior staff coordinator. Coordinators monitored advisors’ interactions with students by searching the V-Advised system and talked frequently with advisors who did not actively reach out to students, only interacted with a narrow group of students, seemed to need help providing help and advice, or seemed to be doing a very good job talking with students. Each month, coordinators compiled data on how much each advisor interacted with his/her students and posted those data on the website so that advisors could see how their work compared with their colleagues’ work. Coordinators also chose an Advisor of the Month, noting that advisor’s high interaction rates and also giving examples of some of that advisor’s most exemplary interactions. The Advisor of the Month also received a \$20 gift card.

4.2.4.3 Advisor Turnover

Maintaining advisor motivation and dealing with advisor turnover were two key challenges for staff administering the program. Some advisors found the flexibility of the job very appealing but struggled to maintain the schedules that they set; coordinators sometimes reached out to advisors during office hours and received no response. Some advisors also liked working from home, but missed interacting with co-workers. Although almost all the advisors wanted to help students, not all were able to achieve that goal in the context of an unstructured program. Nine of the 28 original advisors in Cohort 1 and

nine of the 35 original advisors in Cohort 2 had to be replaced after the start of the program.⁴¹ They left for a variety of reasons: Some found they did not have enough time, some left after being reprimanded by coordinators, others left due to personal circumstances. Advisors who left shortly after a cohort began the program were replaced from the “back up” hiring list. When advisors left toward the end of a cohort’s program, those students were assigned to a coordinator or another very high performing advisor who had the time to take on additional advisees.

4.3 PROGRAM CONTENT

This section provides details on the substantive content of the V-SOURCE program, including the topics V-SOURCE covered and the type of advice students received. In Chapter 7 of this report, we present administrative and self-reported data on how much students used different parts of the program.

The V-SOURCE program provided all students with information, reminders, concrete assistance, and encouragement in ten core areas:⁴²

1. Understanding UC and CSU Eligibility
2. Registering for College Entrance Exams
3. Preparing for the SAT
4. Choosing Where to Apply
5. Completing College Applications
6. Writing Essays
7. Completing Financial Aid Applications
8. Finding and Applying for Scholarships
9. Understanding Admission and Financial Aid Documents
10. Choosing and Accepting Colleges

In all 10 areas, V-SOURCE provided website content and text and email reminders to help students complete the tasks on time and effectively; V-SOURCE Complete students also had personalized support and assistance with the same tasks. V-SOURCE pushed students to achieve as much as they could, while helping them understand and respect realistic limitations. For example, the program would push a student to apply to a better college if the student stood even a small chance of admission, but would reason with a low-GPA student who insisted on applying only to top tier schools.

4.3.1 Help with UC and CSU Eligibility

Both of California’s four-year college systems—California State University (CSU) and University of California (UC)—have specific criteria that students must meet to be eligible for admission to any college in the system. These are the minimum criteria, and in many cases students just meeting these criteria will not be competitive for more selective campuses and programs. Understanding the eligibility criteria can be confusing, and California students sometimes complete what seems to be a “college prep”

⁴¹ One replacement advisor in each of Cohort 1 and Cohort 2 also failed to make it through the end of the program and was replaced by an advisor from the back up list (Cohort 1) or by an existing advisor who had additional time (Cohort 2).

⁴² Some students received additional support and reminders during the summer between June and September after high school graduation. We discuss this “Summer Melt” extension to the study below.

curriculum but fail to take one of the “A-G classes” required for UC or CSU eligibility. Helping students understand and meet these criteria was, therefore, an important part of the V-SOURCE curriculum.

To be eligible for admission to the California State University (CSU) system, students need to have completed (with a C or above⁴³), enrolled in for senior year, or completed through validation all 15 required A-G classes⁴⁴, and have received at least a 2.0 GPA in those A-G classes. Students who do not have at least a 3.0 in the A-G classes also need to take an SAT or ACT exam (and exceed a minimum score, determined by their GPA) to be considered for admission at a CSU. To be UC eligible, students needed to have completed with a C or above, enrolled in for senior year, or completed through validation all 15 of the UC required A-G classes (a list containing slightly different classes, with slightly different validation rules than the CSU list), and received a GPA of at least 3.0 in A-G classes taken during 10th and 11th grade.⁴⁵ All UC applicants need to take the SAT or ACT.

V-SOURCE was designed for students who, by fall of their junior year, were on track to be eligible for admission to the UC or CSU system, and participation in this study was restricted to students who plausibly met this requirement (see Chapter 6 for details on study inclusion criteria). Spring of junior year, when V-SOURCE began, was too late for substantial academic remediation. However, V-SOURCE helped students figure out where they stood with respect to UC/CSU eligibility and GPA, what to do if they fell just shy of eligibility, and how to improve their applications at the margins. Some students could attain eligibility or could improve their chances of admission by taking strategic summer school, independent study, adult school, or community college.

As soon as the program began, V-SOURCE reminded students to check their transcripts and check in with their counselors so that they could, if necessary, enroll in summer school or alter their senior year schedules to meet A-G and GPA requirements. The V-SOURCE website provided checklists that students

⁴³ During the period of our study, some districts (notably, Los Angeles Unified) allowed students to graduate if they “passed” required courses with a grade of D. V-SOURCE often had to explain to students that they needed to retake required classes in which they received a D for the CSU or UC system to consider that class “passed.”

⁴⁴ The CSU/UC GPA counts only grades from A-G courses (and for UC, only from 10th and 11th grade), does not count pluses or minuses, and only includes an extra GPA point for honors and AP classes that have been approved by UC (lists for each school are available at the UC Doorways website). Most V-SOURCE students, when calculating their own GPAs, did not calculate them accurately. UC only uses grades from 10th and 11th grade (including the summers before 10th, 11th, and 12th grade) in its GPA calculation. Thus, students who want to boost their GPAs have one last chance to do it before 12th grade begins. If a student received a D in an A-G class, then that D will bring down the student’s GPA. The student may not be required to retake the class to be A-G eligible (because the class may be validated or “extra”), but if the student retakes the exact same class, the student can potentially replace that grade with the new higher grade to raise his or her GPA.

⁴⁵ The CSU system has a set list of 15 classes that all applicants must complete with a C or above. Some classes are very specific (a year of US history) and others are more general (one life science class and one physical science class). California high schools submit syllabi to the University of California, which approves A-G courses (and also approves classes that count for an extra point in calculating the GPA). Both the CSU and UC system allow students to “validate” some failed courses. Which courses students can validate differs for UC and CSU, but typically classes with a clear progression, such as foreign language classes and math classes, such as Algebra I and Algebra II, can be validated. A class is “validated” when a student who earned a D in that class earns at least a C in a more difficult class in the same sequence. So, for instance, a student who got a D in Spanish I does not have to retake Spanish I if that student gets a C or better in Spanish II (and the student will receive credit for having taken two years of a foreign language). For the CSU and UC systems, students may also validate Fs, but students with Fs typically cannot graduate, so students who receive Fs typically must retake those classes to fulfill their high school requirements.

could use to compute their CSU and UC eligibility and explained a variety of options for re-taking or making up needed courses. Students sometimes had to make several attempts to meet with a high school college counselor, and summer school classes can fill up quickly. V-SOURCE therefore encouraged students to figure out what classes they needed and act quickly.

V-SOURCE Complete advisors asked their students to send them their transcripts. Advisors had worksheets to help them analyze the transcripts, identify problems or gaps, and calculate students' CSU/UC GPA. Advisors talked with students about their college aspirations and reviewed transcripts individually, providing advice about which classes to take or re-take. When students were just shy of a GPA cut-off, advisors suggested that students retake a validated class or take a class at the junior college for which they could get an extra GPA point.

During the early part of the program, V-SOURCE encouraged students to imagine the best public system they could apply to (e.g., community college, CSU, or UC) and strive to meet the requirements for that system. As very few private or out-of-state colleges and universities have stricter or more extensive requirements than UCs, meeting UC requirements typically helped the strongest students be prepared for most private school applications. The biggest exception to this rule is that, for most majors, UCs do not require students to submit SAT Subject Test results. Some private schools do require Subject Tests. V-SOURCE especially encouraged students with high GPAs, test scores, and aspirations to work on apply-to lists and research schools early, and to take SAT Subject Tests for the classes in which they were performing best during their junior year.⁴⁶

4.3.2 Registering for College Entrance Exams (SAT and ACT)

Most colleges and universities require students to submit either SAT or ACT scores.⁴⁷ V-SOURCE strongly encouraged all students to enroll in a spring (May or June) SAT administration to ensure that they had an SAT or ACT score to submit to colleges that require it and so that they would have a chance to retake the exam in the fall of their senior year, if they needed to improve their scores. Registering for a May or June SAT administration was one of the college application milestones for which students could receive a \$20 Milestone Reward, as described above.⁴⁸ V-SOURCE also reminded students of their test dates (if they submitted their test dates in order to receive a reward) and provided a second \$20 Milestone Reward for showing they actually sat for an SAT or ACT exam.

Although V-SOURCE reminded students about registration dates and provided Milestone Rewards for both the ACT and SAT, V-SOURCE's specially designed test preparation was for the SAT only (the dominant entrance exam in California).

During SOURCE, students complained that they could not sign up for SAT because their high school college counselors would not give them a fee waiver, or had run out of fee waivers. To alleviate this problem, V-SOURCE gained authorization from the College Board to distribute SAT fee waivers. V-

⁴⁶ V-SOURCE also encouraged native Spanish speakers to take the Spanish with Listening Subject Test, which is only offered in November, because native Spanish speakers tend to do well on that test.

⁴⁷ V-SOURCE provided students with an up-to-date list of SAT Optional schools, but encouraged all students to take an SAT or ACT so that they could submit a complete application to any school that required it.

⁴⁸ In the fall, V-SOURCE extended that incentive to students who did not take a spring exam, but registered for a fall exam.

SOURCE sent emails and text messages to encourage students to register for the SAT and let them know that they could get fee waivers from V-SOURCE if they could not get one at school.⁴⁹

4.3.3 Preparing for the SAT

EdBoost developed *Ready, SAT, Go* (now called STAT SAT) in response to feedback from SOURCE advisors who reported that the majority of the SOURCE students did not have sufficient skills to benefit from typical SAT prep materials. At the time, EdBoost's own SAT prep curriculum, materials from College Board, and commercially available materials, such as prep books from The Princeton Review and Kaplan, focused heavily on practice tests, tricks and strategies for solving complex problems more efficiently, and fielding difficult or "tricky" problems. SOURCE advisors who tried to help their students with the SAT (both individually and in advisor-arranged classes) found that the SOURCE students needed skill work before they could begin to think about strategy. Many SOURCE students had very low scores in part because they were losing points by guessing poorly.⁵⁰ The standard "test prep" answer about guessing is: guess if you can eliminate at least one answer. However, that strategy is a poor fit for students with very low scores. These students are unlikely to be able to solve the hardest questions on the test, but tend to be lured by attractive trick answers.

EdBoost studied over ten years' worth of released SAT exams and compiled the skills, types of questions, and vocabulary words that were most frequently tested (especially in "easy" questions⁵¹) by the SAT during that time period and developed an SAT prep curriculum that targeted three main goals:

1. Review, reteach, and introduce basic concepts, for example, long division, solving for a variable in algebra, and common but difficult-for-nonnative-speakers vocabulary. These lessons were relevant not only for the SAT, but also for college (and for college placement exams).
2. Encourage low-scoring students (those scoring below 400 on an 800-point section) to focus on the easy problems in each section, leaving the rest of the problems blank (to avoid losing points for faulty guessing strategies).
3. Help students become familiar with and capable on the "easy" problems on the exam. Teach them to recognize and execute easy problems through practice with similar types of questions and problems.

To achieve those goals, the *Ready, SAT, Go!* curriculum included several substantive components:

1. Question skipping strategies to help students maximize points and minimize guessing penalties. The curriculum suggested specific strategies based on students' prior SAT scores.

⁴⁹ To get a fee waiver, students had to send proof that they qualified for a fee waiver according to College Board's income criteria. V-SOURCE accepted: a photo of their lunch tickets, proof they received public assistance or enrolled in Upward Bound or another federal program for low-income youth, or a copy their parents' IRS 1040 forms showing income below the cut-off-- For a family of 4, the income cut off was \$42,543. Most students sent photos of their lunch tickets. A V-SOURCE coordinator typically processed requests for fee waivers until about 10 pm on the day of the registration deadline for each SAT exam.

⁵⁰ The SAT that was administered before 2016 had a guessing penalty. Students earned one point for correct answers and lost .25 of a point for every incorrect multiple-choice question. The lowest scores (from 200-230 or so on an 800 point scale) typically resulted from negative raw scores.

⁵¹ College Board denotes the difficulty level (as assessed by percentage of test takers who get questions correct) of each question on its answer keys.

2. Specific study plans based on how much time students had to prepare (longer plans were more comprehensive and shorter plans were pared down to the essentials – with the quickest “one-day” plan focusing just on skipping strategies).
3. Specific content-based lessons for each SAT section. Math lessons included pre-algebra, algebra, geometry, and statistics lessons. Reading lessons broke questions into basic types: Main Idea, Detail, Inference, and Emotion/Tone. Vocabulary lessons (for sentence completion questions) focused on the 200 most frequently used SAT words. Grammar lessons focused on the ten most frequently tested grammar rules. Finally, essay lessons taught students a simple formula for the SAT essay and coached students to create lists of examples that worked for a wide variety of topics.
4. Practice. EdBoost created dozens of “modified clone” questions based on real SAT questions so that students could practice their skills on questions that looked and felt like real SAT questions. The goal was to reinforce students’ skills and their ability to recognize different types of SAT questions.

The Ready, SAT, Go! curriculum (which had been previously published in a physical book) was available to V-SOURCE students online. Each lesson, with example problems, was presented on a webpage and paired with a related Kahn Academy video and a V-SOURCE practice quiz. Students were free to take unlimited practice quizzes, and when they submitted quizzes, they received immediate scores (as well as feedback for any problems they had done incorrectly). V-SOURCE encouraged students to retake quizzes that they struggled with for higher scores and more practice. The *Ready, SAT, Go!* portion of the V-SOURCE website offered students review quizzes that they could take to figure out what skills they needed to review and practice, real SAT practice tests (with answer keys showing how to solve each problem), videos showing students how to use their calculators, worksheets students could use to practice grading sample essays and learn how to write their own high-scoring SAT essays, and online vocabulary flashcards (which could also be accessed through Quizlet apps online or on a smartphone). Students could also play SAT MadCabs, in which they answered random questions, and the website would email them silly, personalized stories (like MadLibs) using difficult SAT vocabulary.

During SAT season (from the start of the program through the early June test and then again at the end of the summer before the fall exams) automated text and email reminders highlighted specific pieces of the SAT curriculum, asking students questions and trying to pique their interest in SAT lessons. For students who opted into them, daily emails and texts often provided a common SAT word of the day and linked to flashcards that students could use to practice.

V-SOURCE staff and advisors could see how much students used the *Ready, SAT, Go!* prep (all staff could easily look up what quizzes students had done, when they had done them, how they scored, and how long they spent on the quizzes). Based on this information, advisors were expected to encourage students in the V-SOURCE Complete program to do particular lessons or redo lessons with which they struggled. Some advisors also helped students with lessons and held on-line sessions with them as they worked through lessons or problems together.

To encourage SAT studying, V-SOURCE offered “Medal” rewards for completing SAT quizzes online. Students could receive a \$20 electronic gift card for completing each “Medal”: students had to complete 10, 30, and 60 quizzes with 80 percent correct for the “bronze,” “silver,” and “gold” medal awards, respectively. V-SOURCE also sent a free Princeton Review book, with extra practice tests, to a handful of students who completed the majority of the *Ready, SAT, Go!* Curriculum.

Although V-SOURCE strongly encouraged students to register for and prep for the spring exams, the *Ready, SAT, Go!* curriculum was available to V-SOURCE students until the December exam (the last exam that most colleges will accept).

4.3.4 Choosing Where to Apply

V-SOURCE recruited students who wanted to attend college. The program encouraged students to apply to at least some four-year colleges and to apply to the best schools at which they had some chance of admission and attendance. For some, that meant encouraging qualified students who thought they would attend community college to at least submit applications to four CSU campuses (low-income students can apply to four campuses with a fee waiver). For others, that meant encouraging students to put in multiple UC applications or to ask for and use fee waivers at private colleges and universities.

Advisors' anecdotal reports suggested two trends among the mostly low-income, first-generation college going population served by V-SOURCE. Some were encouraged by family, teachers, and counselors to shoot for the moon regardless of academic credentials (for example, students with 2.5 GPAs who wanted to apply to UCLA, USC, or even Stanford). On the other hand, some students were encouraged to apply only to schools they were certain to get into. Several students who qualified for UCs (although they might be rejected, especially by the more selective campuses) were told by counselors to apply only to CSUs. Some students who clearly met minimum CSU requirements were told just to go to community college.

V-SOURCE encouraged students to approach the construction of their college application list the same way that middle class students are typically counseled to approach it. The "Colleges Info" section of the V-SOURCE website provided links to several websites, ranging from general college information websites to websites designed for colleges for specific demographic groups, where students could search for colleges (by entering different types of criteria). They could also use V-SOURCE worksheets to help them figure out what was important to them about colleges and where they might find a good fit. The "College Priorities" worksheet helped them determine which college characteristics they cared most about, and other worksheets allowed them to enter their own GPA and SAT/ACT scores to see how they measured up against CSU, UC, and popular private college admission statistics. The website also included an on-line apply-to list that they could add to and edit whenever they found a new school that they liked (keeping all of their records in one place).

To help students struggling to come up with an initial list, V-SOURCE published several college lists: schools in the UC system, schools in the CSU system, Ivy League Schools, Women's colleges, HBCU colleges and universities, Hispanic Serving Institutes (HSI), No Loan and Low Loan schools, schools for students with below a 3.0 GPA, all private colleges and universities in California, colleges with late application deadlines, and colleges with rolling admissions. All of these lists included available admissions statistics and links to further information. To assist students who had particular career aspirations but little idea where they could choose a major that would help them prepare for that career, V-SOURCE also published a list of popular careers, potential majors for those careers, and four-

year colleges that offered those majors (with links that took students not to the university's main page, as most links do, but to the home page of that specific major within the university).⁵²

V-SOURCE also published and promoted (through texts and emails) regular "College Spotlight" articles providing more in-depth information and personal stories about four-year colleges of all kinds (all over the country).

Based on all of this information about colleges, V-SOURCE asked students to create an "apply-to" list that, when narrowed down, included:

- 2-3 "Back-up" schools: schools at which they were at the very top of, or above, the GPA and SAT/ACT ranges,
- 3-4 "Solid" schools: schools at which they were at or above the middle of the GPA and SAT/ACT ranges, and
- 3-4 "Reach" schools: schools at which they were at the bottom of, or just below, the GPA and SAT/ACT ranges.

V-SOURCE also encouraged students to apply to one or two dream schools, even if their GPAs and SAT/ACTs seemed too low, as long as they had filled in the rest of the list (and were not taking up all of their fee waiver slots with schools they were unlikely to gain admission to).

All students could fill out "choosing colleges" worksheets on the website, as well as draft multiple "apply to" lists. V-SOURCE advisors had access to all of this material and could follow up with students in the V-SOURCE Complete program, to make sure that students hit all of the categories with their apply-to schools and were evaluating their odds realistically. In some cases, advisors had to work hard to get students to add back-up or even solid schools. In other cases, advisors had to cajole students to apply to a reach school or talk with parents to help get them to support their student's application lists.

V-SOURCE's philosophy, as promoted on the website, in communications with students, and to advisors, was that students should keep their options open during the application period. In the spring of senior year, when students had to make final decisions, students were not pressured to attend a college that did not feel "right." But, for applications, advisors were trained to encourage students to apply broadly, so that they would have as many options as possible in the spring. If a student had any chance of admission, V-SOURCE encouraged students to submit an application and "see what happens."

As mentioned earlier, the Milestone Reward for college application submission required students to show they had applied to at least two four-year colleges in different systems, to encourage students to apply to wider variety of colleges that would hopefully include both "back up" and "reach schools."

4.3.5 Completing College Applications

Pages on the V-SOURCE website walked students through each aspect of the CSU, UC, and Common Application (including noting what information they needed before they began, what preparation work they should do, what aspects of the applications were most important, and what aspects of the

⁵² Those popular careers included: advertising, animation, art, audio engineering/recording, automotive mechanics, criminal justice, culinary arts, dance, drama and theater arts, entertainment management, environmental design, fashion design, film, forensic science, game design, graphic and web design, interior design, journalism, nursing, photography, physical education, sports communication, and tourism/travel/hospitality.

application students tended to struggle with or be unprepared for). V-SOURCE advisors received step-by-step training on the CSU, UC, and Common Application, so they could help V-SOURCE Complete students with every line of the applications.⁵³ Students who qualified for UC and CSU fee waivers could apply to four campuses in each system for free.

CSU applications opened on October 1 and UC applications opened on November 1. Both CSU and UC applications were due November 30. V-SOURCE reminded students to start applications early (the program encouraged students to start entering transcript data for CSUs into the CSU Mentor website even before the application opened) and pushed students to finish well before the deadline (when Internet snafus can be devastating).

CSU applications are very simple and factual, requiring just demographic information and high school course-taking details, a process that is tedious but does not require the same creative energy or editing that essay writing entails. V-SOURCE encouraged students to start early because the applications are a little unwieldy and the instructions sometimes unclear. Moreover, CSU requires submitting a separate online application to each campus (though much of the data transfers from one application to another), making the process tedious and longer than one might anticipate.

UC, Common Applications, and private school applications require essays and details on activities. A number of lessons and exercises on the V-SOURCE website helped students write descriptions for their activities and compile lists that they could work on over time (to avoid forgetting critical community service or extra-curricular activities). V-SOURCE encouraged students to start early on these materials so that they could do them well, get feedback, and revise.

Many V-SOURCE students qualified for the Educational Opportunity Program (EOP), a California program designed to assist under-represented minority and low-income students at CSU and UC. EOP, which runs independently at each campus, helps students gain admission, provides campus-based scholarship funding, and helps students with additional assistance including tutoring and mentoring once they arrive at college. V-SOURCE encouraged all eligible students to apply for EOP. On UC applications, that simply meant writing a short paragraph on the application explaining how and why the student would benefit from EOP. For CSUs, students had to submit a separate EOP application (available online on the CSU website but separate from the main CSU application), that included short answers about their high school activities, their academic background, and their family background. Students also needed to submit two letters of recommendation to complete the EOP application. V-SOURCE provided students with tips for how to construct strong, interesting answers to the questions (with many of the same resources it used to help students compose essays). Students could also download from the V-SOURCE website a “recommender” packet that would help them make writing a letter easy for their recommenders (e.g., prompting students to fill out a form with all relevant information the recommender would want and providing other tips, such as including sample work, with teacher comments, to spark recommenders’ memories about a student). Advisors were told to help V-SOURCE Complete students write and edit their EOP applications.

⁵³ UC, CSU, and the Common Application are all online, and submitting online is either required or very strongly encouraged, so V-SOURCE did not provide paper applications to any students (a significant change from 2005-06, when EdBoost ran the SOURCE program and provided paper applications to everyone).

Some V-SOURCE students were undocumented and applied to CSUs and UCs as AB-540 students (non-U.S. citizens/permanent residents who, nonetheless, were California residents and entitled to in-state tuition). The V-SOURCE website contained specific information to help AB-540 students navigate college and financial aid applications (especially parts that asked for social security numbers) and advisors received explicit training on how to assist AB-540 students.

4.3.6 Writing Essays

Community colleges and CSUs do not require essays, so students applying only to those types of schools did not need to write essays. But essays are important for UC and private college applications, so the V-SOURCE curriculum covered essay writing.

Pages on the V-SOURCE website discussed how to write a college essay (how to develop a story, how to craft a hook, how to tie everything together with a conclusion that leaves a strong impression) and what common mistakes to avoid on a college essay. The website provided examples and critiques of typical “bad” essays: the generic essay, the redundant essay, the boring essay, and the cutesy essay. Other lessons provided writing tips: how to include interesting details, how to show-not-tell, how to choose a compelling personal story, what kinds of traits and accomplishments one should emphasize. One exercise, “YOU be the admissions officer,” had students read a stack of real college essays and rank them on a variety of criteria, asking students, at the end, to choose just two students to admit. The idea behind the exercise was to push students to really understand how essays can blur together and what kinds of stories have the greatest potential to stand out to an admissions officer.

The website also provided a variety of thought exercises and online activities (from lists to essay starts to brainstorming) to help students generate the stories they wanted to use as the basis for their essays. The website explained what makes a good story and the types of stories that students should highlight, and it targeted content specifically toward the types of participants recruited into the V-SOURCE program. For instance, in California, where it’s illegal for public universities to consider a student’s race or ethnic background in college admission, but permissible to consider economic disadvantage, it was especially important to have students work their family/economic backgrounds into their essay. Some students did not want to write about aspects of their lives that had been hard, even when essay prompts specifically asked about obstacles (and when overcoming obstacles is a key criterion in assessing UC applications).

One online worksheet tried to help students step-by-step through the essay process, starting with a story idea and then having the student critique the idea: is it interesting? Is it unique? What qualities about me does it highlight? For the best topics, the worksheet had students move forward, adding details to the story, pulling out a hook, and drawing final conclusions. Essentially, the worksheet attempted to recreate the sort of work that a college counselor would do in a one-on-one essay session: asking questions, drawing out details, and trying to push the essay to its best.

Finally, the website included an online content checklist and proofreading checklist that students could use to make sure they had hit all of their main points and rooted out common errors. V-SOURCE also encouraged students to have other teachers, mentors, and adults read their essays for content and for errors.

Students in the V-SOURCE Complete group could also submit their essays to their advisors as Google Documents. Both advisors and V-SOURCE staff had access to the online drafts and senior staff monitored the quality of the help that students received.

V-SOURCE encouraged students to go through several drafts of essays, perfecting their essays over the summer and fall. Automated messages started pushing students to start essays, and highlighting web pages and lessons about essays, in July and returned to the subject regularly throughout the college application season.

To encourage students to start their essays well before the UC deadline on November 30, V-SOURCE borrowed the concept of “code sprints” and National Novel Writing Month (NaNoWriMo) and held an “Essay Sprint” contest in mid-October. Through text messages, emails, the website, and advisors (for V-SOURCE Complete students), V-SOURCE encouraged students to participate in a “week of essay writing” and held two contests. In one, all students who finished at least three of the four advanced essay writing activities on the website (My College Essay Brainstorm, Essay Topic Development Worksheet, My College Essay Draft Checklist, Time for YOU to be the Admissions Officer!) by the end of “Essay Sprint” week would be entered into a drawing for an iPad mini. In the other, all V-SOURCE Complete students who submitted at least two drafts of an essay (with comments and changes in between) to their advisors during the “Essay Sprint” week would be entered into a second drawing for another iPad Mini. To encourage advisors to push the program, V-SOURCE added a third contest in which the advisor with the most students in the second contest would also receive an iPad Mini.

4.3.7 Completing Financial Aid Applications

To receive financial aid, V-SOURCE students needed to complete one or more financial aid applications: the Free Application for Student Aid (FAFSA), the Dream Act Application (essentially FAFSA for undocumented students, so that they can receive Cal Grants, even though they are ineligible for federal aid), and/or the CSS/Financial Aid Profile (for private colleges and universities).

In the years immediately preceding V-SOURCE, the federal government made concerted efforts to streamline the FAFSA (and the Dream Act Application is very similar). This made V-SOURCE’s role in financial aid application one that focused on encouraging families to apply (even if they were scared or did not think that they would qualify) and pushing students to apply by the Cal Grant deadline.

V-SOURCE provided an array of materials to help students and their families complete financial aid applications, including:

- Step-by-step online “slideshows” showing students and parents how to fill out each section of each application and how to interpret instructions on the applications. The slideshows included a screenshot of each page of the application and tips on how to fill it out. The slideshows also highlighted the portions that families tended to find confusing (for instance, the slideshows emphasized that families did not have to include family homes or the value of small family businesses when they calculated assets);
- Online tips to help families determine if they should fill out a FAFSA and that dispelled common misperceptions about aid eligibility;
- Links, embedded in text messages and emails, to financial aid information on the V-SOURCE website, as well as to videos and other websites that provided in-depth information about the FAFSA, Dream Act, and CSS;

- Text message and email reminders to submit the FAFSA by the March Cal Grant deadline;
- A Milestone Reward for submitting a FAFSA or Dream Act application if families submitted by the March Cal Grant Deadline; and
- Information about where to get help with tax preparation, since tax filing is a prerequisite for final FAFSA completion at the university. V-SOURCE also provided detailed instructions about how families could a) estimate their current taxes using last year's paperwork, b) update their FAFSA after filing taxes, and c) use the IRS Data Retrieval Tool to import 1040 data directly into the FAFSA.

In addition, in V-SOURCE Complete, advisors offered to help students and/or their parents fill out financial aid forms and were available to talk to parents who were reluctant to fill them out.

4.3.8 Finding and Applying for Scholarships

V-SOURCE compiled a wide range of resources for students looking for scholarships. The V-SOURCE website included an extensive list of scholarship search engines as well as two lists of scholarships that V-SOURCE staff updated regularly: Scholarships for Seniors and Scholarships for Undocumented Students. Because undocumented students do not qualify for federal aid (including federal work study programs) and lack documentation, making it difficult for them to work while in college,⁵⁴ scholarships are very important for undocumented students. Many scholarships require that applicants be U.S. citizens or permanent residents, so V-SOURCE specifically informed students about scholarships that did not have citizenship requirements.

The V-SOURCE website also published articles about the common (and mistaken) reasons why students don't apply for scholarships, how to write a good scholarship essay, and how to keep organized when trying to apply for scholarships efficiently.

V-SOURCE's weekly automated text messages and emails included information about specific scholarships that targeted students with specific ethnic backgrounds, interests, talents, activities, religions, or aspirations. By continually sending out notices about scholarships, V-SOURCE not only hoped to get information into the hands of students who could use it, but to remind other students of just how many (and how many different) scholarships are available for the students who search for them.

For V-SOURCE Complete students, advisors were available to help students locate scholarship opportunities, write essays, and complete scholarship applications.

4.3.9 Understanding Admission and Financial Aid Documents

Shortly after students submit the FAFSA, they receive a Student Aid Report (SAR). Relatively soon after the early March Cal Grant deadline, students also get a California Aid report (CAR). Both SARs and CARs are full of acronyms and difficult for a layperson to interpret. The V-SOURCE website showed screenshots of the reports and interpreted each part of the reports for students and their families, getting them to the bottom line: how much aid they would receive (and, if they did not get what they

⁵⁴ The Deferred Action for Childhood Arrivals (DACA) program began accepting applicants in August 2012. Over the course of the program, some undocumented students were able to work through DACA, but were still not eligible for federal financial aid.

had hoped, why). Advisors were also available to walk V-SOURCE Complete students through the paperwork.

As early as December and January, students began receiving acceptance letters, which were typically soon followed with financial aid offers. Almost all acceptance and rejection notifications are done by email, and students typically need to make university accounts to access their Electronic Financial Aid Notifications (E-FAN).

Admissions letters tend to be straightforward (although some admissions letters offer “qualified admission” noting that students must complete or re-take certain required courses to achieve full admission). E-FANs can be more difficult to interpret. A typical E-FAN lists the student’s Cal Grant award, any federal awards such as Pell Grants or Federal Supplemental Education Opportunity Grants (FSEOG), university-specific funding such as EOP, Federal Work Study awards, subsidized loans, and unsubsidized loans.

The V-SOURCE website explained critical differences such as grants vs. loans and subsidized vs. unsubsidized loans and encouraged students to think about their “college cost” as the cost minus their grants, so that they could better compare their aid packages (for low-income students, often all costs are covered by some kind of aid, but a lot of that aid may be in the form of unsubsidized loans). The website also explained the advantages of work study, for example: money earned through work study does not count against financial aid for the next year and having work study can make students attractive for good campus jobs. V-SOURCE also combatted the commonly held misconception that students who work as work study employees don’t get paid.

The V-SOURCE website contained a step-by-step slideshow that walked students through their award notifications, noting which money students should automatically accept and which money they should consider declining. Although most V-SOURCE students applied to and accepted a public California university, some students had competing offers from private schools. V-SOURCE encouraged those students to contact the universities so that they could learn more about their offers and get advice on where to find additional funding.

Although financial aid awards tended to be technical and complicated, the most difficult decisions that students faced were about where to attend college. The “Going to College” section of the website, which became visible to students in the spring of their senior year, provided resources to help them think about college, make decisions about college, prepare for college, and stay excited about college.

V-SOURCE’s philosophy was to encourage students to be methodical and logical as they considered their options, but also to listen to their gut when making final college choices. The website encouraged students to make lists of their accepted schools, compare financial aid offers, visit every school they were considering, revisit the “College Application Priorities” worksheets that they submitted in the fall to think and rethink about what they cared about in a college, talk to their parents, think about incidental costs and travel, talk to their counselors, and talk to counselors at the colleges they were considering attending. The website included “pros and cons” lists about community colleges vs. four-year colleges and in-state vs. out-of-state colleges. In the fall, the program had encouraged students to apply to a range of schools so that they would have options. In the spring, V-SOURCE helped students to think carefully about their decisions so that they could be proud of the way they had made their decision.

For students who were wait-listed, V-SOURCE provided a page of both encouraging and practical advice: whom to call and talk to, what to ask, how long to wait, and how to stay positive in the face of uncertainty.

4.3.10 Maintaining Interest and Eligibility over the Summer

College-related paperwork and deadlines do not end after students inform their preferred colleges of their decisions in May. Students must complete paperwork, make decisions, and submit payments during the summer months to maintain eligibility for fall enrollment. Although each college has its own requirements and deadlines, most students needed to complete most of the following tasks between May and the start of classes:

- Submit Statement of Intent to Register (SIR)
- Submit final high school transcripts
- Pay commitment deposits
- Apply for Board of Governor’s (BOG) waiver (community college only)
- Sign up for summer bridge or other college introduction programs
- Register for and take placement exams
- Sign up for Freshman Orientation
- Accept/Decline financial aid offers
- Submit housing application and deposit
- Register a car and apply for parking permit
- Pay tuition and fees
- Meet immunization and health check-up requirements
- Register for classes

The main V-SOURCE program ended at the end of May when advisors stopped working and the program stopped sending automated text messages and emails. Students continued to have access to the website, which included a section (“Going To College!”) covering a range of topics related to making the transition to college, through August.⁵⁵ Advisors were encouraged to discuss the college transition with their students during the final months of the program, and the automated text messages and emails in the latter months—especially after the last deadline for informing colleges of their commitment to attend had passed—highlighted this material and directed students to the website and their advisors for more information.

The Going to College section of the website included material designed to make sure students knew what they needed to do during the summer (for example, an interactive checklist), to provide concrete information and advice about going to college (for example, pros and cons of living in the dorms versus commuting, tips for scheduling classes), and to keep them excited about going to college (what to pack for college, encouragement to contact future roommates). The website forum also included stories and advice about college from advisors and other staff, and students could ask questions or add their own information.

⁵⁵ Students lost access to the SAT study materials earlier; this was done to limit the potential for control students to use the credentials of treated students in another cohort to access the SAT study guide.

In addition, some students were randomly assigned to one of two “Summer Melt” treatments, which we describe below.

4.4 SUMMER MELT SUB-EXPERIMENT

A growing literature on “summer melt” suggests that some low-income students who plan to enroll in college at the end of senior year fail to do so by fall and that efforts to provide reminders and support during the summer can reduce summer melt (see, e.g., Castleman and Page 2013; Castleman, Page, Schooley 2014). In response to this summer melt research, which became available while this study was in the field, we added a Summer Melt Sub-Experiment to the main study. We randomized students in the two treatment groups into one of three groups for this sub-experiment:

1. Summer Melt Control: At the end of the main program, these students received “goodbye” messages by email and text thanking them for participating in V-SOURCE and wishing them well.
2. Summer Melt Reminder Group: These students received automated reminder emails and text messages during the summer reminding them to complete college-related tasks. The “reminder” messages were the same for students who had been assigned to the Complete and Milestones groups during the school year, except that the messages to the Complete students also included a phone number (staffed by a V-SOURCE program coordinator) that students could call for more help. In August, students in the Reminder group received goodbye messages by email and text thanking them for participating in V-SOURCE and wishing them well.
3. Summer Melt Lump Group: These students received all of the information contained in the Summer Melt Reminder group messages in a single email (which also included the goodbye message) at the same time that the Summer Melt Control group received the goodbye message. For Complete students, the “lump” email included a phone number that they could call for more help any time during the summer.

All three groups continued to have access to the V-SOURCE website throughout the summer, but this was not advertised after the goodbye message.

Some summer tasks—such as verifying information in the FAFSA—are the same regardless of the college the student plans to attend. Other tasks are campus-specific or have different deadlines depending on the campus. V-SOURCE staff researched the required summer tasks at the most commonly-intended campuses and created pages on the V-SOURCE website with some campus-specific information, but the reminders were not personalized based on the college in which the student intended to enroll.⁵⁶

The goal of the Summer Melt sub-treatment was to make sure that students (1) knew that they had to complete more tasks during the summer, (2) knew where to turn for help with those tasks if they needed it, and (3) remembered to follow through on completing those tasks. The main program covered (1) and (2) to some extent (on the website, in automated messages, and through the advisors) during the spring of students’ senior year. The Summer Melt Lump treatment provided an additional, final dose

⁵⁶ The only systematic source of information on enrollment intentions came from the Follow-up Survey, which was part of the research and not part of the Program. As part of the Program, advisors were asked to enter information about where their students planned to attend college, if they knew it. This information was incomplete, and there was no readily available way of knowing where Milestones students planned to attend college. Most colleges send emails to students who have submitted a Statement of Intent to Register (SIR), so many of the V-SOURCE Summer Melt reminders reminded students to check the email that they gave their intended college.

of information about (1) and (2), while the Summer Melt Reminder treatment provided reminders during the summer to encourage (3).

The Summer Melt messages covered the following themes:

- Reminding students that they are not done with the college admission process—that there are additional steps they must take during the summer, depending on where they plan to attend
- Giving some examples of the tasks they may need to complete
- Suggesting students visit the website of their chosen college to find out what is required during the summer
- Reminding students to check the email address they gave on their college application regularly for information about what they need to do
- Suggesting students contact their college and ask to talk to a person if they have any questions or problems
- Directing students to the V-SOURCE website for more information and college-specific information
- Keeping students excited about going to college

Altogether, the Summer Melt portion of the treatment comprised a small share of the total treatment students received, but this could be important if students have fewer alternative sources of information and support during the summer, as Castleman and Page (2013) argue.

We report results from the Summer Melt sub-experiment in Chapter 12 of this Report.

4.5 PROGRAM COSTS

Table 4-2 shows estimates of program costs for Milestones and Complete. There are both conceptual and practical difficulties in estimating the costs of each program separately. For this study, Milestones and Complete were administered jointly. Each would be somewhat more expensive to administer on its own. We allocate the fixed and joint costs of running the program (coordinator, supervisor, administrator wages; website maintenance; space costs; and supplies) based on our estimate of the allocation of time between the two programs, but this allocation is somewhat arbitrary.

In addition, per-student costs would likely be somewhat lower at a larger scale, particularly for Milestones. Our estimates are based on the cost of administering the main 15-month program for the second cohort of about 890 students in Complete and 1550 students in Milestones. These costs exclude the program development costs but include the cost of regularly updating the website and other content.

EdBoost served our second cohort of participants in 2013-2014, and we report costs for that time. We briefly comment on how costs might have changed since then.

Table 4-2. Estimated Program Costs per Student

	Milestones	Complete
Text Messages & Email	\$ 1	\$ 1
Gift Card Rewards	\$ 31	\$ 40
Advisor Wages	\$ 0	\$ 271
Coordinator Wages	\$ 17	\$ 89
Supervisor & Admin Wages	\$ 11	\$ 58
Website Hosting & Maintenance	\$ 12	\$ 12
Space and supplies	\$ 11	\$ 58
Total Costs per Student	\$ 84	\$ 529

Note: Estimated costs. See text for assumptions and discussion.

4.5.1 Text Messages and Automated Emails

Sending text messages and emails is inexpensive but not free. Students received an average of 60 text messages during the course of the program, at a cost of \$0.01 per message. We round this cost up to \$1 per student to account for the cost of automated emails (we used Amazon’s simple mail service).

The technology for delivering automated SMS and email is evolving rapidly. Per-message costs are still low, but complying with anti-spam regulations and ensuring deliverability might require the use of more expensive short codes for a similar program operating today.

4.5.2 Gift Card Rewards

Students could qualify for up to \$80 of electronic gift card rewards for completing four key steps in the college application process, and additional rewards for studying for the SAT using the online materials. Take-up of the rewards, and therefore costs, was lower than expected. Spending on rewards averaged \$31 for Milestones and \$40 for Complete. Data from the Follow-up Survey suggests that many more students completed the milestones than claimed the rewards and that the most typical reason for not claiming rewards was not getting around to it. If more students had claimed the rewards (for example, if they had been more convenient to claim), costs would have been higher.

4.5.3 Advisor Wages

Advisors received a \$400 monthly stipend and qualified for some bonuses based on performance. Including the stipend, taxes and benefits, and the bonuses, the total cost was about \$470 per advisor. Advisors had a caseload of 26 students, so the total cost of advisors per student for the 15 months of the program was \$270. Students in Milestones did not have an advisor so have 0 costs for this category.

4.5.4 Coordinator Wages

The program employed two full-time program coordinators. They managed the advisors, updated and generated content on the website and for automated messages, responded to student inquiries, and reviewed evidence for the Milestones Reward payments. They also had their own caseloads of 26 students and took over the caseload of advisors who left. Their wages, benefits, and taxes totaled about 3,580 each per month for 15 months. We allocate one-quarter of these costs to Milestones and three-quarters to Complete.

4.5.5 Supervisor and other Administrative Wages

We estimate \$4,700 per month for 15 months for the salary and benefit costs of a supervisor's (the Executive Director of EdBoost) and an accountant/human resources specialist's time. They supervised the coordinators and advisors, handled hiring and other HR issues, monitored program finances and payroll, and generally oversaw operation of the program. We allocate one-quarter of these costs to Milestones and three-quarters to Complete.

4.5.6 Website Hosting and Maintenance

The program paid \$6,775 for web hosting services for cohort 2. During the study, the EdBoost Executive Director maintained the website (along with other EdBoost technology). Instead of including these maintenance costs in supervisor costs, we assume 20 hours a month at \$80 per hour for labor costs of website maintenance. Since students in both programs had the same access to the website, we allocate these costs proportional to program participation.

4.5.7 Space and Other Supplies

Finally, we include about \$62,500 in costs for rent and utilities and \$7,500 for other supplies. We allocate one-quarter of the costs to Milestones and three-quarters to Complete.

4.5.8 Total Costs

Altogether, we estimate Milestones cost about \$84 per student, and Complete cost about \$529 per student. As discussed above, this is an approximation and costs would be different at a different scale or if one program were run independently of the other. The per-student cost in Milestones could be significantly lower at a larger scale, since many of the costs are fixed. The cost of the gift card rewards scales directly with enrollment and could be significantly higher if take-up of the rewards increased. In addition to the gift card rewards payments, the most important cost for the Complete program is labor costs for advisors and coordinators. These costs would likely be higher at a larger scale, because it could be difficult to fill more positions, and the costs of coordinating a large number of advisors working remotely would likely be higher.

5 RECRUITING SCHOOLS AND STUDENTS FOR THE STUDY

5.1 RECRUITING TIMELINE

In the fall of the 2011-12 and 2012-13 school years, the UCLA research team selected the schools from which we hoped to recruit student participants. V-SOURCE staff then tried to obtain schools' permission to recruit students and then visited schools that agreed. Interested students sent in applications, which included a short survey, by January of each school year. We then determined students' eligibility, invited eligible students to complete a Baseline Survey, and randomly assigned eligible students to a control group or to one of the two interventions. Students assigned to the interventions began receiving the interventions in March of their junior year. The following sections describe in more depth the process by which we first recruited schools and then recruited students to participate in the research.

5.2 RECRUITING POOL

We selected schools for possible recruitment that were likely to serve large percentages of the types of students V-SOURCE was designed to serve: first-generation college-going, low-income, and/or students whose first language was Spanish. To reach such students, we prioritized recruiting schools that met the following criteria:

- More than 60 percent of the students qualified for free or reduced-price meals (FRPM)⁵⁷
- More than 60 percent of the students were African American and/or Hispanic/Latino (AA/HL)
- The school enrolled at least 200 juniors⁵⁸

We prioritized relatively large high schools because we needed to recruit a large number of participants and also wanted to reduce the likelihood that the participants would share the same classes, which could lead to diffusion of the treatment to the control group.

⁵⁷ We used the National Center for Education Statistics (NCES) Common Core of Data and the Student Poverty FRPM Data file from California Department of Education (CDE) to measure the share of students eligible for FRPM. The two sources of FRPM data usually, but not always, coincided. We investigated these differences but did not find systematic explanations for the differences between the two data sources. Nonetheless, some schools appeared to dramatically under-report FRPM participation in some years. The CDE data were released earlier so we could get more recent data from CDE than from NCES. We used the three most recent years of CDE data (including the previous school year) and the two most recent years of NCES Common Core data on FRPM for a total of five FRPM data points. A school met the FRPM criterion if the reported share of students qualifying for FRPM exceeded 60 percent according to any of the five FRPM measures. (We considered using the average, but because the actual FRPM rate of schools is likely more stable than the reported rate, and high poverty schools sometimes report low FRPM in a single year, we worried this would eliminate some schools that should qualify.)

⁵⁸ For race/ethnicity shares of enrollment and the number of juniors enrolled, we used the Common Core of Data and the School Enrollment file from the California Department of Education. When schools appeared in both datasets, the relevant data on enrollment by race/ethnicity matched, so we used whichever was available. We used up to three years of data to avoid excluding potentially eligible schools due to incomplete or incorrect data. A school met the enrollment criterion if it had at least 200 juniors in either of the two most recent years of data. It met the race/ethnicity criterion if it had more than 60 percent black/African American and/or Hispanic/Latino enrollment in *any* of the most recent three years of data.

Recruiting staff also contacted additional schools that met slightly relaxed criteria if it made logistical sense to recruit at those schools (for example, if a school was near another school where staff would be recruiting). These additional schools met one of the following criteria:

- Smaller schools that met the 60 percent AA/HL and 60 percent FRPM thresholds
- Schools in which at least 50 percent of the students were either FRPM or AA/HL
- Smaller “schools within schools” that shared a campus with an eligible school

In the first year, we recruited schools from Los Angeles and Orange counties. In the second year, we expanded our recruitment pool to include Riverside, San Bernardino, Tulare, and Ventura counties.⁵⁹ Nonetheless, in both years, over three-quarters of our participants were from Los Angeles County and over half were from the Los Angeles Unified School District.

5.3 RECRUITMENT PROCEDURES

The UCLA research team gave V-SOURCE staff lists of eligible schools. They then attempted to obtain district and/or school permission to recruit students from those schools and then contacted college counselors at those schools.

5.3.1 School District Permission

Some school districts required district-level approval to conduct research in their schools, while other districts left this decision to the schools. Before contacting a school that met our eligibility requirements, we checked the school district’s webpage for information about district-level policies related to conducting research at school sites. If there was no posted policy, the program coordinators contacted schools. In some cases, school staff referred coordinators to the district to obtain approval, in which case, we obtained the relevant approval before contacting the school again. For districts with posted research approval processes, we followed those procedures before contacting schools. For example, the Los Angeles Unified School District (LAUSD), by far the largest school district in the area, has its own research approval process, from which we received permission to recruit schools and students.

5.3.2 Recruiting Schools

Program coordinators contacted the college counselors⁶⁰ at schools that satisfied the eligibility criteria described above to ask if V-SOURCE recruiters could present information about the V-SOURCE Program and research and hand out applications to the school’s juniors. V-SOURCE coordinators first sent letters introducing the study and then followed up with phone calls. Coordinators received a range of responses to their initial calls. Some counselors made plans for recruitment almost immediately (handling administrative approval on their own). Others referred coordinators to principals or vice principals who, if they approved the program, typically then referred coordinators back to counselors. Coordinators typically persisted in trying to reach someone at a school until the person they reached specifically declined to participate or put the coordinator off such that they felt certain that it was a

⁵⁹ All of these counties are in Southern California, except Tulare, which is in Central California.

⁶⁰ Some schools have counselors who do both academic and college counseling and other schools have multiple college counselors. Program coordinators attempted to determine who in the school was responsible for college counseling and contacted that person first.

polite decline. Over time, attempts to reach counselors who seemed unreachable declined, and eventually coordinators stopped reaching out to non-responsive schools.

After counselors agreed to allow V-SOURCE to recruit students at their school, V-SOURCE staff proposed a standard recruiting procedure: Recruiters would go to either 11th grade English, U.S. History, or 11th grade advisory classes. Recruiters would give a quick presentation about the V-SOURCE program and the research, hand out applications, and encourage students to apply. Presentations were about 10-15 minutes long. Recruiters typically visited 2-4 classes per class period. Recruiting teams included between 2 and 8 people (larger teams typically recruited during advisory periods).

In the first year, recruiters sometimes presented to an assembly of 11th graders, but we found that those presentations were less effective at getting students to apply. In the second year, coordinators recruited students only through classroom presentations.

Table 5-1 shows how the characteristics of schools that ultimately allowed us to recruit their students compared to the characteristics of schools in the main recruitment pool by cohort. While those who participated are not randomly selected and likely differ from participating schools in ways we cannot observe, the participating schools look broadly similar on observables to the recruitment pool as a whole.

Table 5-1. Characteristics of Recruited Schools and Main Recruitment Pool

	Total	Recruited	Didn't Recruit
Cohort 1			
11th Grade Enrollment	588	543	615
Share Eligible FRPM	0.742	0.757	0.733
Share AfAm and Latino	0.854	0.877	0.841
Number of Schools	158	59	99
Cohort 2			
11th Grade Enrollment	530	498	553
Share Eligible FRPM	0.724	0.716	0.729
Share AfAm and Latino	0.848	0.853	0.845
Number of Schools	199	82	117

Notes: Authors' calculations based on California Department of Education data, National Center for Education Statistics data, and V-SOURCE recruiting records. The Main Recruitment Pool includes schools that were 60 percent or more black and Hispanic, 60 percent or more FRPM eligible, and had at least 200 juniors.

Table 5-2 shows more characteristics of the *schools* at which we recruited students for both cohorts (weighted by enrollment in the program). As expected, these schools are disadvantaged according to a range of measures.

Table 5-2. Characteristics of High Schools from which V-SOURCE Participants were Recruited

	Cohort 1	Cohort 2	Total
Ethnic Composition			
African American/Black	0.099	0.079	0.087
Hispanic	0.747	0.768	0.759
White	0.069	0.084	0.078
Other	0.084	0.069	0.075
Socioeconomic and Language Composition			
Eligible Free/Reduced Lunch	0.709	0.705	0.707
English-Language Learner	0.179	0.173	0.176
Academic Performance and College Readiness			
Academic Performance Index (API)	690	702	697
Cohort Graduation Rate	0.793	0.816	0.807
Share of Grads Completing A-G Courses	0.316	0.316	0.316
Share of 12th Graders Taking SAT	0.481	0.445	0.460
School Size			
Number of Juniors	551	573	564
Number of Graduates	458	473	467
Location Type			
Large City	0.686	0.528	0.592
Small or Mid-size City	0.061	0.053	0.056
Suburb	0.210	0.307	0.267
Town or Rural	0.043	0.113	0.085
District			
Share LAUSD	0.734	0.584	0.645
County			
Los Angeles	0.915	0.790	0.841
Orange	0.085	0.045	0.061
Riverside	0.000	0.094	0.056
San Bernardino	0.000	0.020	0.012
Tulare	0.000	0.028	0.017
Ventura	0.000	0.023	0.013
Number of Schools	59	80	84

Notes: Authors' tabulations of California Department of Education and National Center for Education Statistics data. Averages are weighted by students participating in the study. Data are two-year averages corresponding to the students' sophomore and junior years. Some small schools located on larger campuses were aggregated with the larger campus. The Academic Performance Index (API) summarizes a school's performance on the state standardized tests (on a scale of 200 to 1000). After LAUSD, the school district with the next largest percentage of participants accounted for 10 percent of students.

5.3.3 Recruiting Staff

V-SOURCE drew recruiters from V-SOURCE staff contacts (and their contacts) among undergraduates and recent college graduates who had flexible work schedules. Most of the recruiters had attended high school in Southern California and were demographically similar to the students being recruited. In several cases, recruiting staff recruited at high schools they had attended. V-SOURCE selected recruiters based on their ability to make a concise and compelling presentation to students and trained them by

explaining the program and the research in detail (so that they could answer a variety of questions) and having recruiters run through a number of practice scripts with senior staff and other recruiters.

Recruiters typically visited one school per day (for very large schools, they recruited over two days). When recruiting at outlying areas, recruiters sometimes went as a small group, stayed overnight, and tried to recruit at several schools in an area over a two-day period. During heavy recruiting periods, V-SOURCE recruited at 1-10 schools per week, often with different teams recruiting at separate schools. Most recruiters recruited at more than 30 schools during the recruiting period.

5.3.4 Recruiting Students

Recruiters followed a scripted procedure when they presented in classrooms. They entered the class and waited for a teacher to acknowledge them. About half of the teachers were expecting recruiters when they arrived, another significant proportion remembered hearing about V-SOURCE but needed some quick information about why the recruiters had entered their classroom, and some teachers responded to recruiters as if they were a significant and unexpected distraction. In almost all cases teachers allowed the recruiters to give a short presentation or come back at the end of the class period to present.

Once the teacher agreed to the presentation, students helped the recruiters hand out materials. Every student received a glossy, booklet style application and a V-SOURCE branded ball-point pen. As students distributed materials, recruiters explained the program.

They explained that the program was designed for students who wanted to go to college, or thought they might want to go to college. Recruiters described that they were offering the chance to participate in a free, online college access resource that would provide students with SAT preparation and help with the college application process. Students were also told that they would have the opportunity to receive electronic gift cards for taking surveys and for completing college application tasks. Recruiters explained that the program was part of a UCLA research study, and that only some students would be selected to take part in the online program. Recruiters also quickly reviewed eligibility requirements: have taken Algebra I, be enrolled in either Geometry or Algebra II, and have no more than one D or F in a semester of English 9, English 10, and Algebra I.

Recruiters explained that some students would answer surveys asking them about their college application experiences and others would also get the V-SOURCE program. Decisions would be random – so nothing that they put on the application would affect whether or not they were selected. Recruiters emphasized that students had nothing to lose: fill out an application and either get some gift cards for filling out surveys or get some gift cards for filling out surveys and get a free program to help with the college process. Recruiters were explicitly trained to encourage students to do the low-risk act of submitting the application but not to “hype” the program because we did not want students who were not selected for the program to feel disappointed. V-SOURCE prohibited recruiters from providing college advice to students while recruiting.

To apply, students had to complete the V-SOURCE application, including a parental consent form (provided in English and Spanish), student assent form, and short survey and return it in an included

postage paid envelope.⁶¹ The application also contained a toll-free number that students or parents could call to receive more information.

Recruiters flipped through the application, showing students what to fill in, where their parents needed to sign the consent form, and where the student had to sign the assent form. Recruiters also showed students the pre-paid Business Reply envelope that they could use to return the application and emphasized that students did not need a stamp. Some teachers offered to drop applications in a mailbox if students returned the application directly to them. Some teachers offered extra credit to students who turned an application in to them.

Recruiting teams offered to return to the schools to remind students to return the applications. Often, the counselors offered to make announcements reminding students to turn in the application. Students were given an application deadline in December but encouraged to apply as soon as possible (in a few schools we recruited at later, the deadline was in January). To encourage students to turn in applications quickly, V-SOURCE added an “Early Apply” deadline flyer to each application which informed the students that if they mailed their application within a week of the school visit, they would be entered into a school-based lottery for a \$50 VISA gift card.⁶²

After the recruitment process, V-SOURCE thanked counselors with a thank you note and a \$25 Starbucks gift card.

5.3.5 Processing Applications

The post office does not always postmark business reply mail and processed our incoming mail at irregular intervals, so we could not determine exactly when a student sent his or her application. Typically V-SOURCE picked up a large batch of applications at the post office just a few days after the recruitment date, with more applications trickling in during the following weeks.

V-SOURCE staff opened and stamped applications with a unique identifier as the applications arrived. They checked applications for parent and student signatures and confirmed eligibility for the research based on the school the student attended and the reported grades. When applications arrived without signatures on the assent or consent forms, staff attempted to reach the students and either emailed or mailed them a new copy of the missing forms.

To be eligible to participate in V-SOURCE, students needed to have passed (with a C or higher) or validated all but four semesters of the A-G classes they should have completed by the end of 10th grade, and be enrolled in an on-track number of A-G classes at that point in their junior year. Although the eligibility criteria were clear in principle, students and schools differ in their course enrollment patterns, and some students’ course-taking or grade information was incomplete. V-SOURCE therefore adopted flexible (and generous) criteria for accepting applications, with the effect of including all students who

⁶¹ Recruiters could not collect applications during the visit because most participants were under 18, so we required a signed parent consent form.

⁶² Most business reply mail does not get postmarked, and the post office did not always release the applications in a timely manner. We relied on post-marks (some envelopes were post-marked; others were not), and tried to judge arrival times generously (based on the postmarks that we did find in each tray of applications we picked up from the post office).

appeared to have at least some possibility of being CSU or UC eligible at application time.⁶³ V-SOURCE staff and research staff at UCLA also identified some late applications, duplicate applications, applications from students in ineligible schools, and applications where the contact information provided was poor.

The paper applications were digitized and eligible students were offered the Baseline Survey. For cohort 1, we received 2,870 applications (including 8 duplicates), 2,804 of which were deemed eligible for the Baseline Survey; for cohort 2, we received 4,451 applications (including 5 duplicates), 4,142 of which were deemed eligible for the Baseline Survey. The vast majority of those eligible for the Baseline Survey were also deemed eligible for random assignment (97 and 96 percent in Cohorts 1 and 2, respectively). See Figure 6-1a and 6-1b (Research Participant Diagram) in Chapter 6 of this report for more detail.

See Chapter 6 for information about the characteristics of the *students* participating in the research.

⁶³ Staff looked at applications holistically and if they could not determine that a student could *not* attain the A-G requirements given current enrollments (and with a full schedule senior year), the student was admitted to the V-SOURCE selection pool. Students whose applications suggested they had no chance of passing the A-G courses by the time they graduated were rejected (some of these students had failed both English 9 and 10 and were not enrolled in English 11 at the time of application; others were only taking Algebra I in 11th grade; others had not achieved grades of C or higher in any courses). Some students failed to report all of the information on course-taking requested on the application. We generally gave students the benefit of the doubt and included them in the study as long as they could be on track for CSU eligibility based on the available information. We did not have access to administrative data to confirm students' academic records.

6 RESEARCH PARTICIPANTS AND RANDOM ASSIGNMENT METHODS

In this chapter, we discuss how research participants proceeded through the stages of the research (including how and when participants were excluded from or left the research), our methods for random assignment, and the characteristics of our analysis sample and how participants compare to participants in the SOURCE program.

6.1 STAGES OF THE RESEARCH

We received 2,870 and 4,451 applications for Cohorts 1 and 2, respectively. (See Chapter 5 for more information about how we sampled schools from which to recruit students, recruitment procedures, and how we processed applications.) Figures 6-1a and 6-1b show how these applications moved through the stages of the project. This section describes the eight stages of the research, as shown in the diagram, in more detail. Throughout, we refer to the number of participants in Cohort 1, with the number for Cohort 2 in parentheses.

We received 2,870 (4,451) complete applications with signed parent consent and student assent forms,⁶⁴ of which 8 (5) were determined to be duplicates (the same student submitted more than one application). EdBoost staff screened applications to determine eligibility based on reported grades. To participate in the research, students had to be on track to be eligible for admission to a California State University. EdBoost Staff also excluded late applications and those from students attending ineligible high schools. Altogether, EdBoost deemed 58 (176) applications ineligible, or about 2 (4) percent of non-duplicate applications received. In Cohort 2, the UCLA researchers excluded an additional 122 applications after the application data were entered (essentially applying a slightly less generous standard for both grades and lateness). We also excluded 3 applications that had poor contact information (providing essentially no way to contact them).⁶⁵ Altogether, about 2 percent of non-duplicate applications in Cohort 1 and 7 percent in Cohort 2 were deemed ineligible.

Ultimately 2,804 (4,142) participants were determined eligible to receive the Baseline Survey. When we invited participants to take the Baseline Survey, we informed them that their chances to participate in the program would not be affected by whether and how they answered the survey. Participants also had the option to opt out of participation in the survey (but stay in the research) or to opt out of the research; 6 (27) students opted out of the research during the Baseline Survey. Following the Baseline Survey, we excluded 19 (40) participants who had poor contact information: These were generally participants for whom there was little possibility of contacting them based on the contact information we had.⁶⁶

⁶⁴ EdBoost staff contacted students who submitted applications without parent consent forms to encourage them to return the necessary forms.

⁶⁵ In Cohort 2, we started recruiting earlier, so had more time to enter and process the data before inviting students to the Baseline Survey. This change in how we determined eligibility may create small differences in the composition of the sample across cohorts. In practice, there are a number of differences between cohorts; most important, we recruited from an expanded set of districts and schools in Cohort 2. Nevertheless, students in the two cohorts are broadly similar.

⁶⁶ During the course of the Baseline Survey, we attempted to contact non-respondents multiple times by email, text message, and phone. We excluded participants for “poor contact information” if there was no plausible way of

We excluded some participants from random assignment because they were in the same household as another research participant. Because we did not inform potential applicants that only one member of a household could participate when we invited applications, we non-randomly assigned (some) household-mates to treatment arms rather than exclude them altogether. Non-randomly assigned participants received the same treatment and surveys as other participants in the same treatment arm but are excluded from the analysis. We defined household-mates as those living at the same address; the vast majority were twins applying in the same cohort, though we also observed siblings in adjacent cohorts and some cases of cousins or individuals of unknown relation living in the same household.

For Cohort 1, we were unaware of this issue prior to random assignment and thus did not identify household-mates prior to random assignment. As a result, some household-mates were assigned to different treatment arms from one another. After we learned of this issue, we identified students who shared a household with another study participant based on information reported prior to random assignment (primarily the address reported on the application). In cases where a participant was assigned to V-SOURCE Complete and their household-mate assigned to Control or Milestones, we allowed the adviser to assist both students if the student asked. In the analysis, we exclude all Cohort 1 household mates (52 participants in total). Because we used only information collected prior to random assignment to assess whether participants were household-mates, the results are the same as if we had excluded household-mates prior to random assignment, as we did in Cohort 2.

For Cohort 2, we identified students who shared a household with another participant in either Cohort 1 or Cohort 2. For those with a same-cohort household-mate, we randomly selected one participant to be randomly assigned to treatment. We then assigned other members of the same household to the same treatment arm but excluded them from the analysis.⁶⁷ We assigned participants who shared a household with a Cohort 1 participant to the same treatment arm as their Cohort 1 household-mate and excluded them from the analysis. Participants who were non-randomly assigned received the same treatment and surveys as those randomly assigned to the same treatment arm. Altogether, 90 participants in Cohort 2 were non-randomly assigned and excluded from the analysis because they shared a household with another participant in Cohort 1 or Cohort 2.

We ultimately randomly assigned 2,727 (3,985) students to one of three treatment arms. We discuss the procedure for random assignment in the next section.

Students assigned to one of the treatment groups, Complete or Milestones (5A and 5B in the table), were informed of their assignment and received the treatment as described in Chapter 4. Students assigned to the control group were informed that they were assigned to the “Research Group.” Control students were invited to participate in a short Summer Survey, as described in Chapter 3. Table 6-1 describes students’ reports of how they felt when they were informed of their assignment to either the “Research Group” or the V-SOURCE program. (In this and the remaining chapters, the Figures and Tables appear at the end of the chapter.) Students assigned to either variant of the program were more likely

reaching them; for example, if the email survey invitation bounced and no phone number was provided or we were never able to reach a person or leave a message at the provided phone numbers. We did *not* exclude participants simply because they did not answer the Baseline Survey.

⁶⁷ We could have included all observations and adjusted the standard errors to account for the within-household correlation. Because it is a small number of participants, and for simplicity, we simply drop these non-randomly assigned participants from the analysis.

to report that they were “Very Happy” and less likely to report that they were “Neither Happy nor Disappointed.” Few students reported disappointment about their assignment to the control group: Only 0.7 percent and 0.6 percent of the control group reported they were “Somewhat Disappointed” or “Very Disappointed.”

Students always had the option to leave the research. No student assigned to either treatment chose to do so during the course of the program. A small number of students (4 (19)) left the control group during the Summer Survey, typically because they did not want to be bothered to take the survey. We encouraged students to opt out of the survey only and stay in the research, but some still chose to leave the research. We invited 2,706 (3,966) students to take the Follow-up Survey, and during the course of that survey another 17 (30) students left the research.

Altogether, only 0.8 (1.2) percent of those randomly assigned to treatment left the research. We exclude from the analysis two students (one in each cohort) who did not report their date of birth, so we cannot match them to the NSC data. Our analysis sample includes 2,705 (3,935) students.

Tables 6-2a and 6-2b show the characteristics of those in the analysis sample for both cohorts (N=6,640) and those who left the research after random assignment (N=70). Students who left the research after random assignment were 14 percentage points less likely to have at least clicked on the Baseline Survey and 30 percentage points less likely to have completed at least 80 percent of items on that survey. This is not surprising, since most who left the research did so during survey administrations, presumably because they did not want to be bothered about taking the survey. Those who left the research had lower GPAs and lower educational aspirations and were more likely to be white, US born, and have at least one US born parent.

6.2 RANDOM ASSIGNMENT PROCEDURES

The V-SOURCE Milestones treatment was less expensive compared to V-SOURCE Complete so could have been cost effective with smaller treatment effects. Thus, to improve power to detect small treatment effects in the Milestones treatment and keep within our budget, we chose to assign fewer students to V-SOURCE Complete than to the other two arms. We planned to assign students to Complete, Milestones, and Control in a 2:3:3 ratio. However, we over-recruited slightly in cohort 2 and divided the extra students evenly between Milestones and Control so that about 22 percent, rather than 25 percent, of cohort 2 students were assigned to Complete.

We created block groups by fully interacting gender (2 categories: male and female), Parental Education (2 categories: at least one parent went to college (excluding vocational) and the complement), and a race/ethnicity-home language composite (3 categories: Hispanic/Latino and speaks Spanish at home, Hispanic/Latino and does not speak Spanish at home, and the complement). The interaction of these categorical variables generated 12 block groups; we put students who had missing data on any of these variables in a separate block group.⁶⁸

⁶⁸ We coded the parental some college variable as 0, rather than missing, if the student reported that they didn't know their parent's education or didn't have that parent; this variable is coded as missing if the student didn't answer the question at all.

We used Stata to randomly assign students to treatment arm within block group. We include a series of indicator variables for the 13 block groups interacted with cohort in our estimates of treatment effects to account for blocking at random assignment.

Tables 6-3a and 6-3b show that the three treatment arms remain balanced in the analysis sample (excluding the 70 students who left the research) on characteristics measured prior to random assignment, as expected. We regressed each variable on indicators for being assigned to Milestones or Complete and a Cohort 2 indicator (since the probabilities of being assigned to each treatment arm differ across cohorts). The Control mean is reported in Column (1); the coefficients on the Milestones and Complete indicators, respectively, are reported in Columns (2) and (3). The p-value for the F-test of joint significance for the Milestones and Complete indicators is reported in Column (4). The only significant difference is for the share of students who check their email at least a few times a week, and the differences are substantively small.

6.3 CHARACTERISTICS OF STUDY PARTICIPANTS

Because students were randomly assigned to treatment or control, our estimates of the treatment effects are not affected by selection bias. However, as discussed in Chapter 5, we recruited in particular types of schools, and students had to choose to enroll in the study. This section summarizes the characteristics of our analysis sample.

All of the variables presented here were measured prior to random assignment. Variables collected on the Baseline survey have smaller samples because not all participants answered the Baseline Survey—77 and 94 percent of students completed at least 80 percent of the items on the Baseline survey in Cohorts 1 and 2 respectively; 87 percent overall.

Tables 6-4 and 6-5 show how those who responded to the Baseline Survey compare to non-respondents for the variables collected on the Application Survey, separately by cohort. In both cohorts, Baseline survey respondents were more likely to be female, less likely to speak English at home, and had higher self-reported high school GPAs. These patterns are similar in both cohorts, but the smaller number of non-respondents in cohort two are more selected. (That is, the pattern of differences is largely similar, but the magnitudes tend to be larger in Cohort 2.) Non-respondents in both cohorts check their email and use text messages less frequently and are less likely to have access to the internet on their own computer. This suggests that difficulty reaching students with survey reminders and access to a computer on which to take the survey contributed to non-response on the Baseline Survey.

Overall, Baseline Survey respondents were positively selected on characteristics related to college-going. This means that in the tables below, the student characteristics taken from the Baseline Survey (reflected in smaller sample sizes) represent a somewhat more positively selected sample than the analysis sample as a whole. Fortunately, the Baseline response rate was high.

Table 6-6 describes the demographic characteristics of students in the analysis sample. Students were 68 percent female, likely reflecting the higher college-going rates of females from disadvantaged schools. About half report “using lunch tickets,” our proxy for being Free or Reduced Price Lunch (FRPL) eligible. This is somewhat lower than expected, considering the high FRPL rates in the schools where students were recruited (see Table 5-2). Some schools have school-wide eligibility for FRPL or do not require students to use lunch tickets, so some students may meet the eligibility criteria for FRPL but not

report using lunch tickets. It is also possible that participating students were less-poor on average than the schools they attended or that they did not want to report using lunch tickets.

Overall, we were largely successful in enrolling the types of students—first generation college-going students and students who spoke Spanish with their parents—we were targeting (and for whom the treatment effects in SOURCE were larger). About half of students identified as Hispanic and reported speaking Spanish at home. Another quarter were Hispanic but spoke primarily another language with their parents (usually English). About 60 percent did not have a parent who went to college. Participants were mostly U.S. Born (84 percent), but their parents were not (27 percent had at least one U.S. born parent).

Tables 6-7a and 6-7b show that both students and their parents had high educational aspirations and expectations. Almost 80 percent of students reported that “if there were no barriers,” they would like to complete a graduate degree, and less than 4 percent aspired to less than a BA. Students’ “realistic” expectations were somewhat more modest: 16 percent expected to earn less than a BA, 38 percent expected to earn a BA, and about 45 percent expected to earn a graduate degree. Most students reported that they had been assuming they would go to college for a long time and would be “extremely” or “very” disappointed if they did not earn a BA. Students also reported that their parents had high educational aspirations for them and would be disappointed if they didn’t go to college after high school, never attended a four-year college, or never attained a BA.

Table 6-8 shows that students generally had access to and used the internet, email, and text messaging—that is, they largely had access to the technologies used to deliver the V-SOURCE program. These measures were collected on the Application Survey. About 80 percent of students reported accessing the internet on their own computer at least a few times a week. Students also accessed the internet frequently on their phones, at school, at friends’, or at the library; all but 3 percent of students reported accessing the internet at least a few times a week by some method. About 80 percent of students reported checking their email at least a few times a week, and almost all checked it at least a few times a month. About 15 percent of students reported never using text messaging (mostly because they didn’t have a cell phone); almost all of the remaining students reported text messaging at least a few times a week.

Table 6-9 reports on students’ academic achievement. The first measure is students’ self-reported cumulative GPA as of Junior fall as reported on the Application Survey. We asked students to report the GPA they would use “to apply to college today.” The Application Survey also asked students to report their grades in a number of courses. The “10th Grade Weighted GPA” is the average of the 10th grade grades reported in that section, with an extra point assigned for honors or AP/IP courses. The two GPA measures are highly correlated, though the latter is somewhat more predictive of four-year college-going than the former. Participating students were, on average, relatively high achieving: About 72 and 65 percent had a GPA of 3 or more according to the self-reported cumulative GPA and the 10th grade weighted GPA measures, respectively.

Finally, based on the grades reported on the Application, we constructed a measure of whether the student seemed to be on track to complete the A-G requirements by graduation and therefore was likely to be eligible for admission to a CSU or UC. This measure is imperfect, because we do not have data on whether students took some of the courses required to be A-G eligible or the grades students earned in those courses, students may have mis-reported their course-taking or grades, and any prediction about

what courses students can make up in the remaining time in high school (including the summer following junior year) is necessarily speculative. About half of students were likely on track and another quarter were possibly on track. For just under a quarter of students, it was unlikely they would be able to complete their A-G requirements based on the courses and grades reported on the Application.

Table 6-10 shows that nearly 40 percent of study participants were already participating in other college access programs in their Junior fall (AVID is the most common). That is, a large share of students had access to other sources of information and support before being assigned to the V-SOURCE program or the control group.

6.4 COMPARISON TO SOURCE SAMPLE

As noted, our research participants are not representative of high school juniors nationally or even in their schools. We do not have information about individuals who are not in our study, so we cannot provide a full accounting of the nature of selection of students into the study. In this section, we provide comparisons to students who participated in the predecessor SOURCE study.

V-SOURCE was modeled on a previously-studied college access program, SOURCE, as described in Chapter 4. One possible explanation for any divergent findings in the two studies could be differences in the characteristics of the students served. Table 6-10 shows how students who participated in V-SOURCE compare to those who participated in SOURCE. SOURCE had a short application survey and no baseline survey, so we are only able to analyze the relatively small set of variables that were measured in both the V-SOURCE and SOURCE data (and still they were not asked the same way in some cases).

Students in the two studies were broadly similar. V-SOURCE students were somewhat more likely to report speaking Spanish in the home and somewhat less likely to have a parent who attended college: this is consistent with the V-SOURCE recruitment strategy. V-SOURCE students had higher GPAs, but the V-SOURCE GPA was self-reported, whereas the SOURCE GPA came from administrative data, so the two are not strictly comparable (and we might expect self-reported GPAs to be higher). Similarly, SOURCE students were more likely to report that they expected to attain a BA, but this moderate difference could be explained by different question wording.⁶⁹

⁶⁹ The SOURCE question asked “How much education do you think you will complete by age 25?” The V-SOURCE question first asked about educational aspirations (“If there were not barriers, how far in school would you want to go?”) and then asked “As things stand now, how far in school do you think you will actually get?” The V-SOURCE question wording likely primes students to think more about potential barriers to educational attainment.

Figure 6-1a. Research Participant Diagram Cohort 1

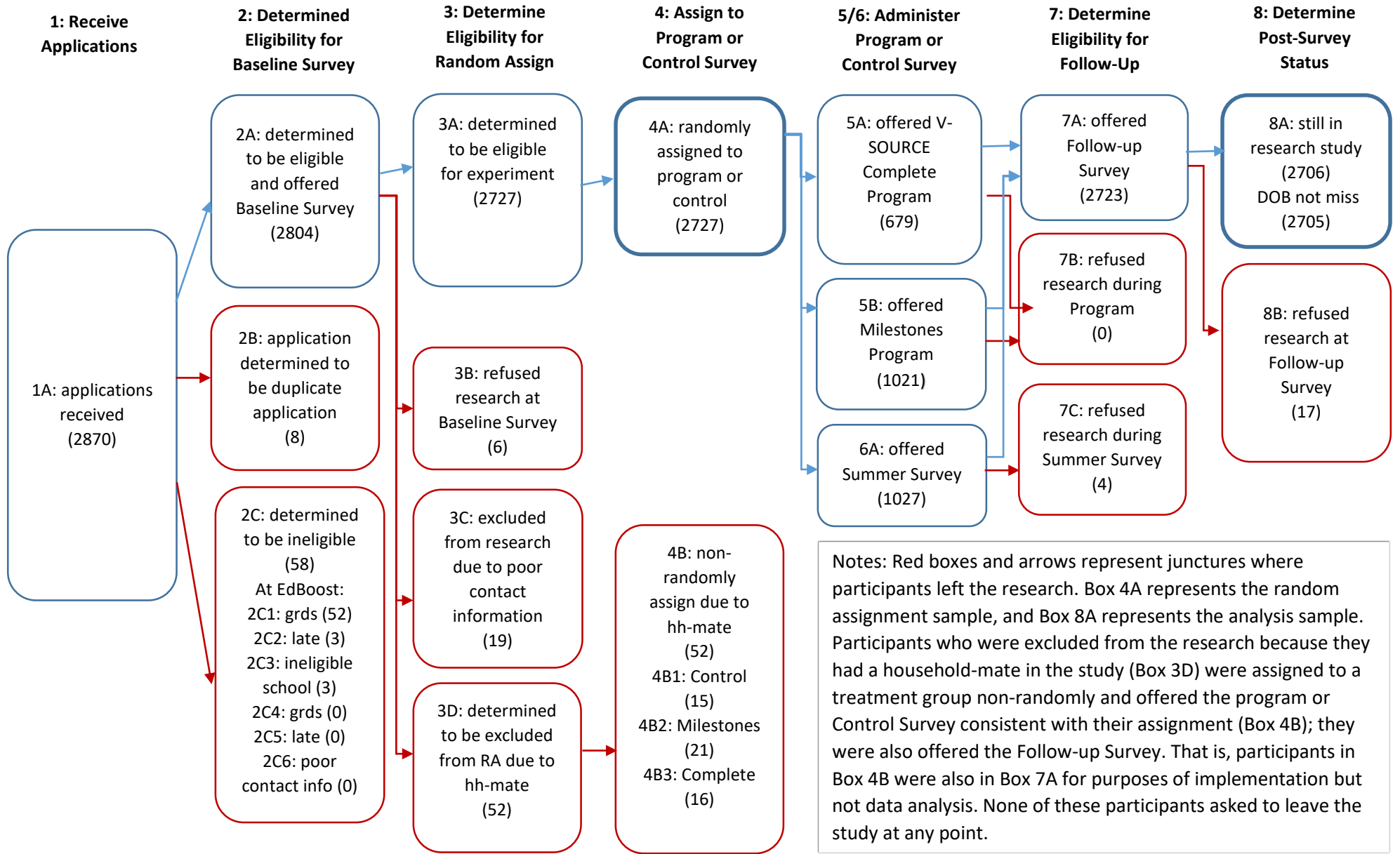
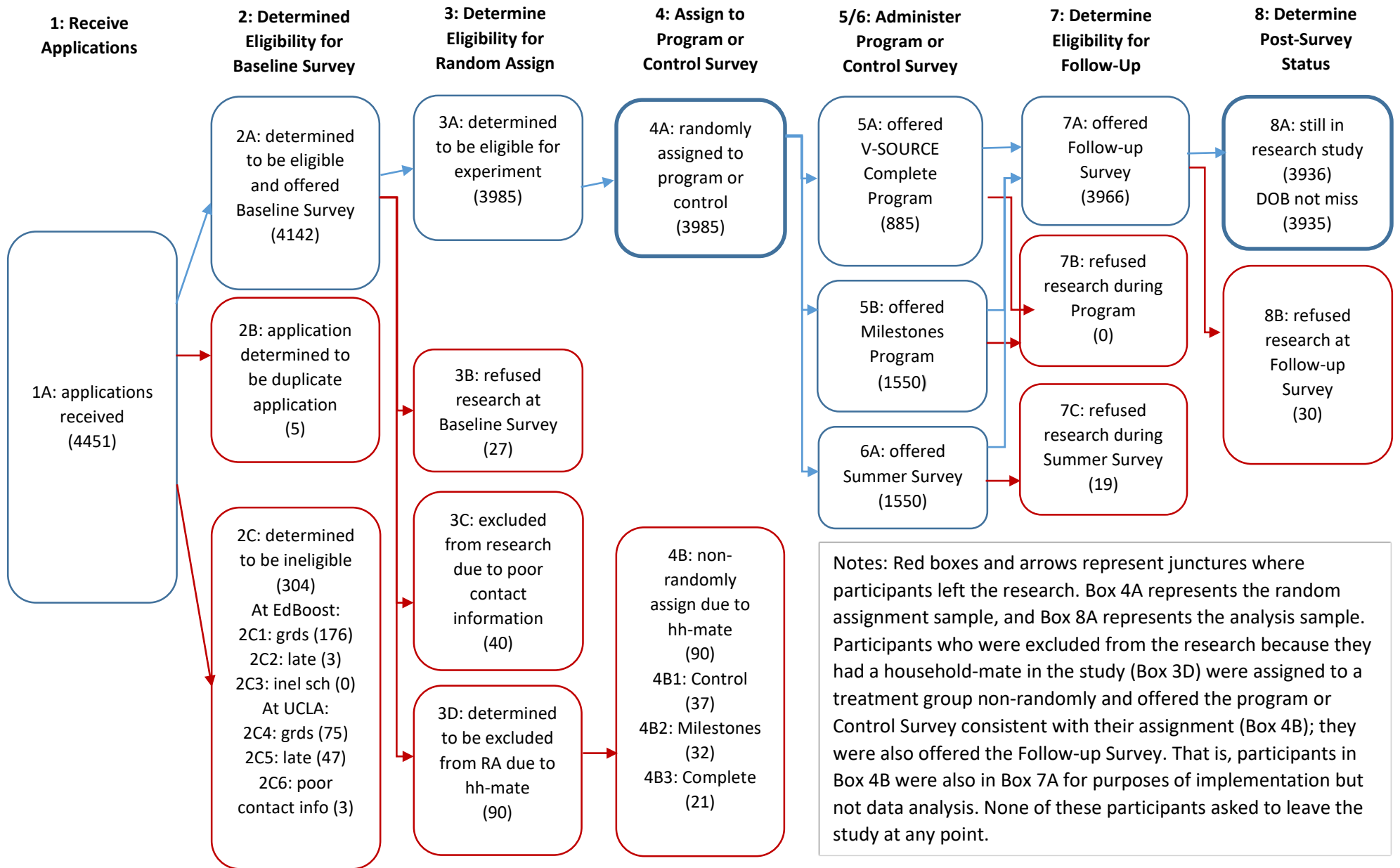


Figure 6-1b. Research Participant Diagram Cohort 2



6.5 CHAPTER 6 TABLES

Table 6-1. Response to Learning Assigned to Treatment or Control

	Control	Milestones	Complete
Response to Learning Treatment Assignment			
Very Happy	0.469	0.606	0.605
Somewhat Happy	0.285	0.262	0.245
Neither Happy/Disappointed	0.233	0.127	0.144
Somewhat Disappointed	0.006	0.002	0.001
Very Disappointed	0.007	0.002	0.004
N	2277	2249	1350

Authors' tabulations from Follow-up Survey. Table reports responses to this question: "Last March, when you were invited to [be in the V-SOURCE research group, in which you would be asked to take several surveys]/[to participate in V-SOURCE and given access to the vsource4college.org website], how did you feel?"

Table 6-2a. Attrition from the Research: Analysis Sample vs. Research Leavers

	Analysis Sample Mean	Left Research Sample Mean	Diff	p-value
Gender				
Female	0.684	0.657	-0.027	0.598
N	6640	70	6854	6854
Subsidized Lunch Status				
Uses Lunch Tickets	0.537	0.500	-0.037	0.640
N	5728	40	6854	6854
Race/Ethnicity and Language				
Hispanic, Sp in Home	0.518	0.486	-0.032	0.593
Hispanic, Oth Lang	0.239	0.214	-0.025	0.567
White, NH	0.046	0.171	0.126	0.027
Black, NH	0.060	0.043	-0.018	0.400
Asian/PI, NH	0.109	0.057	-0.052	0.109
Other NH or Missing	0.028	0.029	0.001	0.965
N	6640	70	6854	6854
Parental Education				
Missing/DK	0.032	0.043	0.011	0.643
Less than HS	0.393	0.314	-0.079	0.194
High School (incl Vocational)	0.198	0.286	0.087	0.093
Some College	0.229	0.171	-0.057	0.251
Four-Year College or More	0.148	0.186	0.038	0.466
N	6640	70	6854	6854
Self-Reported Cumulative GPA				
Less than 2.0	0.010	0.014	0.005	0.747
2 to 2.99	0.234	0.314	0.080	0.127
3 to 3.49	0.312	0.314	0.002	0.970
3.5+	0.417	0.271	-0.146	0.002
Missing GPA	0.027	0.086	0.059	0.079
N	6640	70	6854	6854
Educational Aspirations				
Less than BA	0.040	0.093	0.053	0.236
BA	0.165	0.279	0.114	0.096
Masters	0.255	0.349	0.094	0.188
PhD, MD, JD, etc	0.540	0.279	-0.261	0.000
N	5571	43	6854	6854
Immigration Status				
US Born	0.843	1.000	0.100	0.007
Foreign Born Mom	0.775	0.588	-0.155	0.031
Foreign Born Dad	0.778	0.618	-0.178	0.042
US Born Parent	0.273	0.471	0.170	0.016
N	4872	34	6854	6854

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-2b. Attrition from the Research: Analysis Sample vs. Research Leavers

	Analysis Sample Mean	Left Research Sample Mean	Diff	p-value
Use internet at least a few times a week by...				
Phone	0.627	0.571	-0.056	0.273
Own Computer	0.809	0.757	-0.052	0.339
At School	0.306	0.271	-0.035	0.536
At a Friend's	0.074	0.086	0.012	0.713
At the Library	0.084	0.086	0.001	0.972
Any Method	0.965	0.900	-0.065	0.062
N	6609	70	6854	6854
Check email...				
At least a few times a week	0.805	0.836	0.031	0.475
At least a few times a month	0.957	0.940	-0.017	0.552
N	6580	67	6854	6854
Text Message...				
At least a few times a week	0.830	0.870	0.040	0.278
At least a few times a month	0.849	0.870	0.020	0.577
N	6574	69	6854	6854
Responded to Baseline Survey				
Clicked on Survey	0.896	0.757	-0.139	0.008
Responded to 80% items	0.870	0.571	-0.298	0.000
N	6640	70	6854	6854
Self-Reported Cumulative GPA				
Less than 2.0	0.010	0.014	0.005	0.747
2 to 2.99	0.234	0.314	0.080	0.127
3 to 3.49	0.312	0.314	0.002	0.970
3.5+	0.417	0.271	-0.146	0.002
Missing GPA	0.027	0.086	0.059	0.079
N	6640	70	6854	6854
Educational Aspirations				
Less than BA	0.040	0.093	0.053	0.236
BA	0.165	0.279	0.114	0.096
Masters	0.255	0.349	0.094	0.188
PhD, MD, JD, etc	0.540	0.279	-0.261	0.000
N	5571	43	6854	6854
Immigration Status				
US Born	0.843	1.000	0.100	0.007
Foreign Born Mom	0.775	0.588	-0.155	0.031
Foreign Born Dad	0.778	0.618	-0.178	0.042
US Born Parent	0.273	0.471	0.170	0.016
N	4872	34	6854	6854

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-3a. Balance Test for Analysis Sample

	Control Mean	Milestones coeff	Complete coeff	p-value joint F
Gender				
Female	0.684	-0.000	0.004	0.965
Subsidized Lunch Status				
Uses Lunch Tickets	0.469	-0.015	-0.002	0.575
Uses Lunch Tickets Missing	0.127	0.017	0.013	0.144
Race/Ethnicity and Language				
Hisp, Sp in Home	0.519	-0.003	-0.003	0.970
Hisp, Oth Lang	0.237	0.003	0.005	0.930
White, NH	0.041	0.010	0.004	0.265
Black, NH	0.063	-0.007	0.001	0.376
Asian/PI, NH	0.116	-0.009	-0.013	0.342
Other NH or Missing	0.024	0.007	0.005	0.303
Parental Education				
Less than HS	0.387	0.009	0.012	0.727
High School (incl Vocational)	0.203	-0.010	-0.004	0.532
Some College	0.234	-0.011	-0.005	0.708
Four-Year College or More	0.143	0.010	0.006	0.646
Missing/DK	0.033	0.002	-0.009	0.120
Self-Reported Cumulative GPA				
Less than 2.0	0.007	0.002	0.007	0.258
2 to 2.99	0.236	-0.003	-0.002	0.965
3 to 3.49	0.303	0.014	0.015	0.368
3.5+	0.425	-0.009	-0.017	0.554
Missing GPA	0.029	-0.004	-0.002	0.631
Educational Aspirations				
Less than BA	0.034	-0.000	0.000	0.999
BA	0.134	0.009	0.009	0.567
Masters	0.212	0.004	0.003	0.957
PhD, MD, JD, etc	0.471	-0.028	-0.027	0.148
Missing	0.150	0.016	0.015	0.263
Immigration Status				
US Born	0.759	-0.028	-0.012	0.045
US Born Missing	0.101	0.019	0.017	0.032
US Born Parent	0.243	-0.007	0.003	0.688
US Born Parent Missing	0.121	0.013	0.010	0.310
Observations	2536	2553	1551	6640

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment. For each variable, we regressed the variable on the treatment indicators and a cohort fixed effect: column (1) is the control mean, columns (2) and (3) report the coefficients on the Milestones and Complete treatment indicators, respectively; column (4) reports the p-value for the test of joint significance for the Milestones and Complete coefficients. The sample is limited to the analysis sample (those who remained in the study to the Follow-up Survey).

Table 6-3b. Balance Test for Analysis Sample

	Control Mean	Milestones coeff	Complete coeff	p-value joint F
Use internet at least a few times a week by...				
Phone	0.626	0.001	-0.005	0.907
Own Computer	0.816	-0.016	-0.022	0.143
At School	0.303	0.007	-0.008	0.623
At a Friend's	0.080	-0.010	-0.012	0.170
At the Library	0.086	-0.004	0.000	0.862
Any Method	0.961	-0.001	-0.001	0.991
Internet Access Missing	0.003	0.002	0.003	0.299
Check email...				
At least a few times a week	0.793	0.021	-0.011	0.025
At least a few times a month	0.953	-0.008	-0.007	0.300
Email frequency missing	0.008	0.001	0.001	0.873
Text Message...				
At least a few times a week	0.832	-0.018	-0.015	0.243
At least a few times a month	0.852	-0.019	-0.015	0.190
Text frequency missing	0.007	0.007	-0.001	0.035
Responded to Baseline Survey				
Clicked on Survey	0.907	-0.018	-0.013	0.072
Responded to at least 80% of items	0.879	-0.014	-0.008	0.254
Observations	2536	2553	1551	6640

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment. For each variable, we regressed the variable on the treatment indicators and a cohort fixed effect: column (1) is the control mean, columns (2) and (3) report the coefficients on the Milestones and Complete treatment indicators, respectively; column (4) reports the p-value for the test of joint significance for the Milestones and Complete coefficients. The sample is limited to the analysis sample (those who remained in the study to the Follow-up Survey).

Table 6-4. Characteristics of Baseline Survey Respondents and Non-Respondents: Cohort 1

	Mean for Responder	Mean for Non-Resp	Diff	p-value
Gender				
Female	0.687	0.632	-0.054	0.019
Home Language				
English	0.432	0.475	0.043	0.091
Spanish	0.534	0.514	-0.021	0.446
Race/Ethnicity based on Application only (not mutually exclusive)				
Hispanic	0.730	0.756	0.026	0.278
White	0.077	0.069	-0.007	0.599
Black	0.080	0.115	0.035	0.020
Asian	0.091	0.062	-0.030	0.009
Parental Education based on Application only				
Less than HS	0.386	0.385	-0.001	0.965
High School	0.176	0.189	0.014	0.523
Some College or More	0.405	0.385	-0.020	0.399
Missing/DK)	0.065	0.079	0.014	0.221
Self-Reported Cumulative GPA				
Less than 2.0	0.009	0.021	0.012	0.075
2 to 2.99	0.207	0.345	0.138	0.000
3 to 3.49	0.322	0.309	-0.013	0.504
3.5+	0.436	0.273	-0.163	0.000
Missing GPA	0.026	0.052	0.026	0.009
Use internet at least a few times a week by...				
Phone	0.560	0.563	0.002	0.933
Own Computer	0.856	0.744	-0.113	0.000
At School	0.314	0.356	0.041	0.059
At a Friend's	0.079	0.085	0.006	0.576
At the Library	0.075	0.114	0.039	0.011
Any Method	0.968	0.957	-0.012	0.151
Check email...				
At least a few times a week	0.815	0.688	-0.127	0.000
At least a few times a month	0.961	0.907	-0.054	0.000
Text Message...				
At least a few times a week	0.837	0.762	-0.075	0.000
At least a few times a month	0.860	0.793	-0.067	0.000
Observations	2071	634	2705	2705

Authors' tabulations. All reported data were collected from the Application Survey.

Table 6-5. Characteristics of Baseline Survey Respondents and Non-Respondents: Cohort 2

	Mean for Responder	Mean for Non-Resp	Diff	p-value
Gender				
Female	0.701	0.543	-0.157	0.000
Home Language				
English	0.461	0.622	0.160	0.000
Spanish	0.521	0.396	-0.126	0.000
Race/Ethnicity based on Application only (not mutually exclusive)				
Hispanic	0.772	0.739	-0.033	0.291
White	0.089	0.057	-0.032	0.054
Black	0.070	0.161	0.090	0.001
Asian	0.074	0.057	-0.017	0.293
Parental Education based on Application only				
Less than HS	0.374	0.352	-0.022	0.439
High School	0.196	0.209	0.013	0.659
Some College or More	0.398	0.404	0.006	0.850
Missing/DK)	0.055	0.061	0.006	0.724
Self-Reported Cumulative GPA				
Less than 2.0	0.008	0.009	0.000	0.959
2 to 2.99	0.221	0.387	0.166	0.000
3 to 3.49	0.306	0.326	0.020	0.545
3.5+	0.441	0.252	-0.189	0.000
Missing GPA	0.023	0.026	0.003	0.783
Use internet at least a few times a week by...				
Phone	0.678	0.579	-0.099	0.006
Own Computer	0.799	0.715	-0.084	0.001
At School	0.291	0.342	0.052	0.064
At a Friend's	0.067	0.101	0.034	0.132
At the Library	0.083	0.110	0.027	0.203
Any Method	0.967	0.930	-0.037	0.021
Check email...				
At least a few times a week	0.826	0.697	-0.129	0.000
At least a few times a month	0.966	0.904	-0.063	0.005
Text Message...				
At least a few times a week	0.843	0.730	-0.113	0.000
At least a few times a month	0.859	0.748	-0.111	0.000
Observations	3705	230	3935	3935

Authors' tabulations. All reported data were collected from the Application Survey.

Table 6-6. Characteristics of Study Participants: Demographics

	Cohort 1	Cohort2	Total
Gender			
Female	0.674	0.691	0.684
N	2705	3935	6640
Subsidized Lunch Status			
Uses Lunch Tickets	0.609	0.496	0.537
N	2056	3672	5728
Race/Ethnicity and Language			
Hisp, Sp in Home	0.526	0.512	0.518
Hisp, Oth Lang	0.208	0.260	0.239
White, NH	0.042	0.048	0.046
Black, NH	0.070	0.054	0.060
Asian/PI, NH	0.125	0.099	0.109
Other NH or Missing	0.030	0.026	0.028
N	2705	3935	6640
Parental Education			
Missing/DK	0.041	0.025	0.032
Less than HS	0.400	0.389	0.393
High School (incl Vocational)	0.189	0.205	0.198
Some College	0.220	0.234	0.229
Four-Year College or More	0.150	0.147	0.148
N	2705	3935	6640
Immigration Status			
US Born	0.826	0.853	0.843
Foreign Born Mom	0.806	0.758	0.775
Foreign Born Dad	0.800	0.766	0.778
US Born Parent	0.236	0.293	0.273
N	1766	3106	4872
Responded to Baseline Survey			
Clicked on Survey	0.810	0.956	0.896
Responded to 80% items	0.766	0.942	0.870
N	2705	3935	6640

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-7a. Educational Aspirations and Expectations

	Cohort 1	Cohort2	Total
Educational Aspirations (no barriers)			
Less than BA	0.038	0.042	0.040
BA	0.151	0.173	0.165
Masters	0.261	0.251	0.255
PhD, MD, JD, etc	0.550	0.534	0.540
N	1942	3629	5571
Education Expectations (realistic)			
Less than BA	0.160	0.165	0.164
BA	0.380	0.380	0.380
Masters	0.260	0.271	0.267
PhD, MD, JD, etc	0.200	0.184	0.190
N	1874	3514	5388
How disappointed if no BA			
Extremely	0.681	0.632	0.649
Very	0.225	0.264	0.250
Somewhat/A Little/Not at All	0.094	0.104	0.100
N	1991	3738	5729
How long assumed would go to college			
As long as remember	0.442	0.431	0.435
Elem/Mid School	0.374	0.386	0.381
High School/Never	0.185	0.183	0.184
N	2107	3722	5829
Mother's Ed Aspirations for Student			
Less than BA	0.159	0.166	0.164
BA	0.234	0.252	0.245
Masters	0.188	0.200	0.196
PhD, MD, JD, etc	0.419	0.382	0.396
N	1944	3426	5370
Father's Ed Aspirations for Student			
Less than BA	0.161	0.172	0.168
BA	0.233	0.252	0.245
Masters	0.183	0.198	0.193
PhD, MD, JD, etc	0.422	0.378	0.394
N	1672	2892	4564

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-7b. Educational Aspirations and Expectations

	Cohort 1	Cohort2	Total
How disappointed parents if didn't go to college right after HS			
Extremely	0.489	0.490	0.490
Very	0.253	0.252	0.252
Somewhat/A Little/Not at All	0.257	0.258	0.258
N	2105	3722	5827
How disappointed parents if didn't go to 4 yr college ever			
Extremely	0.548	0.555	0.553
Very	0.226	0.223	0.224
Somewhat/A Little/Not at All	0.226	0.222	0.223
N	2100	3719	5819
How disappointed parents if never graduate 4 yr college			
Extremely	0.536	0.548	0.543
Very	0.240	0.240	0.240
Somewhat/A Little/Not at All	0.224	0.213	0.217
N	2100	3707	5807

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-8. Characteristics of Study Participants: Access to Technology

	Cohort 1	Cohort2	Total
Use internet at least a few times a week by...			
Phone	0.561	0.672	0.627
Own Computer	0.830	0.794	0.809
At School	0.324	0.294	0.306
At a Friend's	0.080	0.069	0.074
At the Library	0.084	0.085	0.084
Any Method	0.966	0.965	0.965
N	2685	3924	6609
Check email...			
At least a few times a week	0.785	0.819	0.805
At least a few times a month	0.948	0.963	0.957
N	2679	3901	6580
Text Message...			
At least a few times a week	0.820	0.837	0.830
At least a few times a month	0.844	0.853	0.849
Never	0.154	0.145	0.149
N	2679	3895	6574

Authors' tabulations from Application Survey. All reported data were collected prior to random assignment.

Table 6-9. Characteristics of Study Participants: Academic Achievement

	Cohort 1	Cohort2	Total
Self-Reported Cumulative GPA			
Less than 2.0	0.011	0.008	0.010
2 to 2.99	0.240	0.230	0.234
3 to 3.49	0.319	0.307	0.312
3.5+	0.398	0.430	0.417
Missing GPA	0.032	0.023	0.027
10th Grade Weighted GPA (Self-Reported Grades in Academic Courses)			
< 2.0	0.065	0.056	0.060
2.0-2.99	0.254	0.294	0.278
3.0-3.49	0.193	0.192	0.192
3.5+	0.472	0.455	0.462
Missing	0.017	0.004	0.009
A-G On-Track			
Not on Track	0.240	0.230	0.234
Possibly on Track	0.267	0.276	0.272
Likely on Track	0.492	0.494	0.494
Observations	2705	3935	6640

Authors' tabulations from Application Survey. The Application Survey asked students to report their semester grades in 10th grade math, English, science, and social studies. It also asked them to report whether each of those courses was an honors, AP, or IP class. We constructed the 10th grade Weighted GPA by giving students an extra grade point for each honors, AP, or IP course and then averaging the grades in those core academic courses. The Application Survey also asked students, 'If you had to apply to college today, what would your GPA be?' We refer to that GPA, which students reported in the fall of 11th grade, as students' Self-Reported Cumulative GPA. All reported data were collected prior to random assignment.

Table 6-10. Characteristics of Study Participants: College Access Programs

	Cohort 1	Cohort2	Total
College Access Program Participation			
AVID	0.190	0.234	0.218
Talent Search	0.098	0.071	0.081
MESA	0.073	0.076	0.074
GEAR-UP	0.037	0.042	0.040
Upward Bound	0.036	0.034	0.035
Any College Access Program	0.360	0.388	0.378
N	2123	3732	5855

Authors' tabulations from Application and Baseline Surveys. All reported data were collected prior to random assignment.

Table 6-11. Comparison of V-SOURCE Students to SOURCE Students

	V-SOURCE	SOURCE	Diff
Demographics			
Female	0.688	0.692	0.004
Spanish in the Home	0.518	0.441	-0.076
High Par Ed: <HS	0.407	0.359	-0.048
High Par Ed: Some Coll	0.389	0.452	0.064
Hispanic/Latino	0.761	0.612	-0.149
White	0.084	0.111	0.027
Asian/Pacific Islander	0.125	0.121	-0.004
Black/African American	0.082	0.132	0.050
N	6404	2253	8657
Grades			
GPA (Jr Year)	3.297	3.096	-0.201
Avg 5 Common Grades	3.154	3.174	0.020
Algebra I Grade	3.211	3.129	-0.082
Geometry Grade	2.910	2.836	-0.074
Eng 9 Grade	3.197	3.308	0.111
Eng 10 Grade	3.213	3.235	0.022
10th Gr Hist/World Hist	3.177	3.200	0.024
10th Gr Sci/Chem/Bio	2.972	2.998	0.027
N	4931	1792	6723
Educational Expectations			
Expects BA or Higher	0.846	0.924	0.077
Expects Grad Degree	0.489	0.483	-0.006
N	5726	2499	8225

Authors' tabulations from V-SOURCE Application and Baseline Surveys and SOURCE data. All reported data were collected prior to random assignment. Some variables are defined differently than in other tables for comparability with SOURCE data.

7 V-SOURCE PROGRAM USE

7.1 OVERVIEW

The section presents data summarizing how students assigned to V-SOURCE Milestones or V-SOURCE Complete used each component of the program described in Chapter 4. Recall the Milestones variant was fully nested in the Complete variant. We therefore begin by describing students' use of the program components that were available in both treatments and then describe students' interactions with V-SOURCE advisors, who were only available to students who were assigned to V-SOURCE Complete.

We present data on each program component separately: Automated email and text messages, reward take-up, website use, and advisor interactions. For each component, we report on the relevant administrative data as well as self-reported measures from the Follow-up Survey. In addition to validating the administrative data, the self-reported data provide a richer picture of program use, including information about how useful students found various aspects of the program, how they responded to the information they received, and why they didn't use some program components more.

The administrative data are quite detailed and could be collapsed and summarized in a variety of ways. We primarily present data on use over the course of the 15 months of the main program (excluding the summer after expected high school graduation), separately by cohort and treatment arm (Milestones or Complete). Because many students' program use varied over the course of the program, we also present some of the administrative data tabulated by the "seasons" of the college application process. The seasons are defined as follows:

- Introductions: March, April of the Junior Year
- SAT and Early Application Preparation: May, June, July, August
- UC/CSU Applications: September, October, November of the Senior Year
- Private Apps and Financial Aid: December, January, February
- Financial Aid and Decisions: March, April, May

Of course, students may have accessed information or communicated with their advisors in ways that did not correspond with these seasons, but the key messaging of the program and suggested activities followed this pattern.

For all tables in this section, we have limited the sample to students who are in the analysis sample, as described in Chapter 6. Administrative data include the universe of students; if we do not observe a student engaging in a particular type of program activity, we assign a 0. For the self-reported data, unless otherwise noted, the sample is restricted to students who answered all the questions reported on in a single table. Typically, item non-response does not vary much across items tabulated in the same table, but this practice ensures a constant sample across items reported in a single table. See Chapter 6 for more information about the Follow-up Survey response rates.

7.2 AUTOMATED EMAIL AND TEXT MESSAGES

7.2.1 Administrative Data on Email and Text Messages

Students in both treatment arms received automated messages by text message and email. The content of the messages was exactly the same for Milestones and Complete students, except that the return email and sending phone numbers differed by program variant.⁷⁰ V-SOURCE almost always sent automated emails and text messages in pairs, with the email often containing additional information or links on the same topic discussed in the text message. Students could control how often they received automated messages by adjusting their communication preferences on the website. By default, communication preferences were set so that students received about one pair of messages (email and text message) each week. Students could change their settings to receive daily messages or to receive only key reminders (which, in practice, were the Milestone deadline reminders). The vast majority of students did not change their communication preferences.

The custom V-SOURCE automated messaging software recorded the date and time that each “message form” was sent to a student. Some students replied to messages or gave other indications that they received them, but in general, we only know whether messages were sent, not whether they were received.^{71,72} Thus, the administrative data describe the number and type of automated messages V-SOURCE *sent* to students. We complement the administrative data with students’ self-reports from the Follow-up Survey about how often they *received* messages and how they responded to those messages.

Table 7-1 reports summary statistics for the monthly average number of emails V-SOURCE sent to Milestones and Complete students, by cohort. V-SOURCE sent students about four emails per month, on average, during the 15 months of the main program (see the last column of the bottom panel for the mean and median emails per month, which were 4.0 and 3.7, respectively). V-SOURCE sent slightly more emails to Cohort 2 than Cohort 1 (4.2 vs. 3.8 per month), but within cohorts, similar numbers of messages were sent across treatment arms.

⁷⁰ The return email addresses were reminder1@ and reminder2@ for Complete and Milestones, respectively. For text messages, we used “long codes,” that is, regular 10-digit phone numbers, with local area codes. To manage the messaging load on the gateway, we used several different phone numbers; students were randomly assigned to the sending phone number. For technical reasons, we changed the sending number once during the course of the program for some students.

⁷¹ Some mass emailing techniques allow for the collection of information about whether emails have been opened. We did not use those techniques, for example embedding linked images in emails, because they can increase the chances that messages are filtered to spam folders or blocked and, in any case, do not provide very reliable data on which messages were opened. While some consumer-to-consumer text messaging services provide users feedback on message receipt, available SMS gateways did not provide information on whether messages were delivered.

⁷² We verified and cleaned email addresses and phone numbers provided on the Application and during the administration of the Baseline Survey (prior to random assignment); we also asked students to confirm their email addresses and phone numbers on the Baseline Survey. Thus, the contact information available at the start of the program was of relatively high quality. Nevertheless, a small number of emails bounced back, in which case, program staff attempted to obtain a working email for the student. Almost all students ultimately had an email that did not bounce back.

Across both cohorts and treatment arms (bottom panel), 96 percent of students were sent between 3 and 5 automated emails per month. The default number of automated emails fell in this range, pointing to the strong tendency of students to stick with the default communication settings. Students who were sent fewer messages either changed their communication preferences or did not have a valid email address for part of the program; less than 3 percent of students fell in this category. The 1.9 percent of students who were sent more than 5 messages per month on average chose to receive more frequent messages for at least part of the program (these were advertised as “daily,” but in fact were less frequent than that, depending on the phase of the program).

Table 7-2 shows the same statistics for automated text messages. About 13 percent of students did not receive any text messages from V-SOURCE because they did not provide a phone number that could receive text messages (last column of bottom panel). Compared with email messages, slightly more students changed their text message communication preferences in both directions: 7.4 percent were sent more than 0 but less than 3 messages per month, and 2.9 percent (compared to 1.9 percent for emails) were sent 5 or more messages per month, indicating they signed up to get more frequent text messages for some part of the program. The summary statistics for text messages resemble those for email, though the means and medians are lower, largely due to the presence of students who were sent zero messages because they never provided a phone number that could receive text messages.

Tables 7-3 and 7-4 show how automated email and text message sending varied across the college application “seasons.” To conserve space, we do not report seasonal patterns separately by cohort. V-SOURCE sent the average student between 3.5 and 5 messages per month throughout the program, with slightly more frequent automated messages during the UC/CSU application preparation season (September, October, and November). Again, the pattern is similar but averages lower for automated text messages, owing to the presence of students who didn’t receive any text messages. While V-SOURCE did not vary the frequency with which it “pushed” automated messages to students much, the results below show that students’ use of other program components did vary across seasons.

7.2.2 Self-Reported Data on Email and Text Messages

Tables 7-5 and 7-6 show how often students *reported* receiving messages from V-SOURCE on the Follow-up Survey. Students were asked, “This school year, about how often did you receive emails from V-SOURCE?” We also separately asked students in Complete how often they emailed and text messaged with their advisors (results reported below), but those students may have considered both automated and personalized messages when answering this question.⁷³ Indeed, students in Complete reported receiving somewhat more messages than students in Milestones: The median self-reported messages received was “a few times a month” in Milestones and “1-2 times per week” in Complete.

Although the self-reported frequency of program use tends to be higher than the administrative data suggest across program components, the results in Table 7-5 and 7-6 are broadly consistent with the administrative data on how often message were sent. Across both cohorts and treatment arms, about 80 percent reported receiving emails from V-SOURCE “a few times a month” or “1-2 times per week,” consistent with the 3-5 emails on average sent to most students (Table 7-1). Although V-SOURCE sent at

⁷³ Students likely also conflated communications they received from the researchers asking them to take the surveys administered as part of the research. However, for most students in Complete or Milestones, the vast majority of communications from “V-SOURCE” would have been from the program as opposed to the research.

least some emails to all but 3 students, about 2 percent (67 students) report “never” receiving emails. This suggests that a small number of students did not receive emails V-SOURCE sent, either because the email went to a wrong address or was caught in a spam filter (or the student didn’t remember receiving the messages).

As with the administrative data, the self-reports of text message receipt are slightly lower than for email, largely due to more students reporting they never received text messages from V-SOURCE. As with email, the percent of students reporting never receiving messages is somewhat higher than the administrative data show, suggesting a small fraction of students did not receive messages V-SOURCE sent.⁷⁴

Tables 7-7 and 7-8 report the results of questions from the Follow-up Survey asking what students did with emails and text messages they received from V-SOURCE. Note that students who reported never receiving emails or text messages were not asked this follow-up question (hence the smaller sample size), and Complete students may have considered both the automated messages and messages from their advisors. Students were asked, “When you received information or reminders by text message/email from V-SOURCE, how often did you...” Answers were on a five-category scale (Always, Most of the time, Sometimes, Rarely, Never); this table reports the percent answering Always or Most of the time for each item.

The results suggest that students often read the messages V-SOURCE sent, learned something new, or clicked a link to get more information.⁷⁵ For example, almost 68 percent of students who received emails reported they “read the email carefully” always or most of the time, and about half reported they “learned something you didn’t already know” always or most of the time. Comparable numbers for text message are slightly higher (Table 7-8).

A little over 10 percent report always or most of the time forwarding emails and text messages to a friend or relative. On the one hand, this suggests they found the information useful enough to share with others. On the other hand, if they sent information to students in the control group, this diffusion of the treatment will lead to a downward bias in our estimates.

Students may get annoyed or stop paying attention to reminders and information if they are sent too frequently, especially for text messages which may feel more intrusive than emails. Just over 10 percent of students reported ignoring text messages always or most of the time, and a similar share reported feeling “annoyed that you were getting too many text messages from V-SOURCE” always or most of the time. The comparable numbers for email were slightly lower, around 8 percent.⁷⁶ On the flip side, about 70 percent of student reported they “rarely” or “never” ignored texts or felt annoyed they were receiving too many (not reported).

⁷⁴ This is likely an underestimate of the share of students that never received messages sent by V-SOURCE since one reason a student might not respond to the survey is that he or she didn’t receive the message telling the student about the survey. Still, overall the evidence suggests a large share of emails and text messages sent were likely received.

⁷⁵ In the administrative data on website usage described below, we can tell which pages a student visited, but we cannot directly determine if they got there by clicking a link in an automated message.

⁷⁶ These students could have changed their communication preferences, but either never did or did so only after feeling annoyed at getting too many messages.

Overall, the self-reported data in Tables 7-5 to 7-8 suggest that, even if students somewhat over-reported their attention to V-SOURCE emails and text messages, they received a substantial share of the messages V-SOURCE sent, paid some attention to them, and found them useful much of the time. A small share of students were annoyed or ignored most of the texts, although most did not exercise the option of changing their communication preferences.

7.3 WEBSITE USAGE

Students in both Milestones and Complete had access to the V-SOURCE website which included information and advice about all aspects of the college application and financial aid process, the V-Track pages where students could keep track of their progress applying to college, and the *Ready, SAT, Go!* SAT curriculum. See Chapter 4 for more information about the V-SOURCE website.

7.3.1 Administrative Data on Website Usage

Students had to log in to access the V-SOURCE website. Requiring a login served the dual purpose of limiting the control group's access to the website and allowing us to track how students used the website. The website recorded the date and time of each page hit. Pages were classified according to their content.

Webpages were categorized as follows. See Chapter 4 for more detail on the content covered in each section of the V-SOURCE website.

- Front Page: The front page content was updated frequently to contain the most relevant information for the current phase of the college application process.
- SAT Pages: SAT pages included information about the SAT as well as the *Ready, SAT, Go!* curriculum.
- College Info: The College Info section included information about specific colleges and types of colleges.
- App Prep: The App Prep section included information about how and when to write successful college applications.
- Financial Aid and Scholarships: The Financial Aid section included information about financial aid, how to fill out FAFSA or the Dream Act Application, and scholarships.
- Going to College: The Going to College section was targeted to the time period after college and financial aid forms had been submitted. It included information about how to choose a college and how to transition to college.
- V-Track: My V-Track was a personalized page that showed a student's work, including quizzes taken, checklists and worksheets submitted, and to-do lists compiled. Students could use this page to track their progress through the program.
- Other Substantive Content: This category includes other substantive pages that don't fall in the above categories, for example, answers to frequently asked questions on a variety of topics and announcements about events and deadlines.
- Administrative: Administrative pages did not contain substantive information about the college application process; for example, pages where students could update their contact information or gift card preferences and pages with information about the program itself (e.g. instructions on how to claim a gift card).

The data on page hits contain over 1 million observations and could be aggregated in a number of ways. We aggregate the page hits to the day-content-area level. That is, we count the number of separate days that a student visited any page of each content type. Although this approach does not distinguish between students who spent a lot of time on multiple pages in a single day and those who simply visited one page briefly, it gives a general sense of how much students used the website and what types of pages they visited.

We begin with tabulations of unique days students visited any page before turning to the more detailed classifications. Table 7-9 reports the distribution of “unique days viewed” for all webpages, including both substantive and administrative pages by cohort and treatment arm. Most students logged in to the website at least once—indicating they knew they were in the program, had their login information, and knew how to find the website—but few students used the website heavily.

While the patterns of website use are broadly similar across cohorts and treatments, there are some differences. Students in Cohort 2 used the website somewhat more than students in Cohort 1; in particular, the share of students who never logged in was smaller (17.7 vs 25.5). Complete students used the website more than Milestones students; in this case, the differences were more concentrated among more intensive users. Complete students were almost twice as likely to visit the website on 20 days or more, and they were half-again as likely to visit 10 to 19 days. This suggests a potential complementarity between advisors and the website: some advisors may have encouraged or helped their advisees to use the website more.

The final column of the bottom panel shows the results for both cohorts and both treatment groups together: Not surprisingly, the distribution of website use is skewed, with the median student visiting the V-SOURCE website on 3 different days and the mean student visiting on 6.6 different days. About 21 percent of students never visited any webpage, and another 15.1 percent only visited one day during the 15 months of the program. Some students used the website more heavily: 15.1 percent visited between 10 and 19 unique days and another 8.2 visited on 20 or more unique days.

Table 7-10 shows the distribution for the number of days students viewed any substantive webpages (not administrative), excluding the Front Page and SAT pages. We exclude the Front page because, although it contained the information most relevant for the current phase of the application process and was therefore “substantive,” students often had to pass through the front page to visit administrative pages. We exclude the SAT pages because students would typically need to spend more time on those pages to get the relevant benefit (that is, they would have to actually use them to study, not just read them for information⁷⁷). We present tabulations for the Front page and SAT pages separately in tables 7-11 and 7-12, respectively.

The distributions in Table 7-10 for the main substantive pages and in Table 7-11 for the Front Page of the website are broadly similar to those for all pages (Table 7-9), though the share who visited any substantive page is about 9 percentage points lower than the share who visited any page, including

⁷⁷ Some SAT pages could have been helpful without spending a lot of time; for example, information about how to register for the SAT or suggestions for what to bring to the SAT. Still, most of the SAT content was designed to help students study for the exam itself, so we tabulate it separately from other content here.

administrative pages. Some students visited only administrative pages, but most visited at least some substantive pages most times they logged in.

Table 7-12 shows the distribution for visiting SAT pages. The distribution is even more skewed, with most students using the SAT pages very little or not at all and a minority of students visiting the SAT materials frequently: Almost 40 percent of students never viewed any SAT study material, and another 18 percent visited SAT pages on only one day (though they could have completed a reasonable “dose” of studying if they spent some time on that day). On the other hand, more than 20 percent visited on more than 5 separate days, plausibly enough to have studied for the test: 12.1 percent visited 5 to 9 days, 6.4 percent visited 10-19 days, and 2 percent visited SAT pages 20 or more separate days.

Table 7-13 through 7-16 present data for more detailed content areas: College Information, College Application Information, Financial Aid and Scholarships, and V-Track.

The College Application Information pages (Table 7-14) containing information about how and when to complete college applications was most visited; about 60 percent of students visited a college application information page at least one day. V-Track pages (Table 7-16), where students could see and keep track of what they were supposed to *do* (as opposed to information to read), were next most-frequently-visited, followed by College Information pages (Table 7-13), and Financial Aid and Scholarship pages (Table 7-15). Not surprisingly, fewer students visited pages covering topics relevant *after* decisions about where to attend college were made (“Going to College” pages, Table 7-17).

Table 7-18 presents data on how often students visited administrative pages. It is similar to the distribution for total pages, suggesting students often visited substantive and administrative pages on the same days.

Tables 7-19 shows the pattern of website use for all webpages over the “seasons” of the program. In each panel, the first column (Evr Visit) is the percent of students who visited any web page during that season, and the second column (Cnd Mean) is the average number of days students visited the website per month, conditional on visiting the V-SOURCE website at least once that season.

For both cohorts and treatment groups together, 71.8 percent of students visited the website during the Introduction period, but website use dropped off significantly after that. Cohort 2 used the website somewhat more than Cohort 1, particularly in the Introduction period. Students in V-SOURCE Complete visited the website at similar rates as Milestones students in the Introduction period, but V-SOURCE Complete students were more likely to visit the website after that. The differences between Milestones and Complete students in rates of any visit range from about 7 percentage points to 16 percentage points and was largest for the SAT/Early Prep season. This is consistent with the results in Table 7-12 showing greater use of SAT Pages among Complete students compared to Milestones students, and suggests advisors effectively directed some students to the website, particularly the SAT pages.

7.3.2 Self-Reported Data on Website Usage

Students were asked how often they used the V-SOURCE website and why they didn’t use the website more on the Follow-up Survey. The Follow-up Survey also asked students how often they “clicked on a link in the email” they received from V-SOURCE; almost half reported doing so always or most of the time (Table 7-7). Again, students appear to have over-reported their use of the website (and other

program components) on the survey, but this suggests that the automated emails were at least sometimes successful in pushing students to the website.

Table 7-20 shows the responses to the question, “This school year, about how often did you visit the V-SOURCE website?” About 11 percent reported never visiting the website. This is lower than the 20.9 percent who never visited the website according to the administrative data (Table 7-9). This discrepancy may reflect over-reporting of program use due to social desirability bias or difficulty recalling web use over a long time period, confusion of the V-SOURCE surveys (which were online) with the V-SOURCE program website, or lower survey response rates among those who did not use the program as much. Students also appear to self-report more web use than the administrative data suggest on the intensive margin as well: More than a quarter of students report using the website once or twice a week or every day, but according to the administrative data, less than 10 percent of students visited the web on more than 20 unique days during the 15 months of the main program (Table 7-9). Although the administrative data show less use than the self-reported data, data from the two sources are highly correlated.

Table 7-21 reports student responses to the question “Why didn’t you use the website more?” The response options were strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree; the table reports the percent of students agreeing or strongly agreeing for each potential barrier to website use. The most-cited reason for not using the website more was “I had other ways to get information” (39.6 percent agree/strongly agree). As expected, most students have access to the internet (only 9.4 percent agreed/strongly agreed with “I don’t have access to the internet”), but easily accessing the information on the website did play a role for a substantial minority of students. For example, almost 17 percent said “I don’t have my own computer,” 26.1 percent said “it was hard to navigate on my phone,” and 14.3 percent said “I don’t want to use up my data plan.”

The requirement that students log in to access the website—a requirement necessary in the context of a random-assignment field experiment that might not be in place at scale—also played a role in limiting access to the website for a substantial minority. About 17 percent of students agreed or strongly agreed that they didn’t use the website more because “I had trouble logging in.”

Overall, over about 70 percent of participants logged into the website at least once, and over half of the participants used the site at least several times. Across the board, website use was highest at the beginning of the program, but during each phase of the college application process between 20 and 40 percent of participants logged in to the site at least once. Website use was uniformly higher in the second cohort and higher for students in V-SOURCE Complete compared to Milestones. In each treatment group, there was a small set of students who used the website intensively.

7.4 MILESTONE AND SAT MEDAL REWARDS

Students could receive rewards for completing key milestones in the college application process (the “Milestone Rewards”) and for completing SAT prep materials on the V-SOURCE website (the “SAT Medals”); see Chapter 4 for details. This section reports administrative data on reward-claiming and self-reported information about barriers to reward claiming, how students used the gift cards they claimed, and their attitudes towards the gift card reward part of the V-SOURCE program.

7.4.1 Administrative Data on Milestone and SAT Medal Rewards

The most-claimed Milestone Reward was for registering for the SAT or ACT (Table 7-22), with 48.6 percent of students across both cohorts claiming that reward (but only 34.2 percent of students claimed a reward for actually taking the SAT/ACT); submitting FAFSA on time was not far behind, with 44.8 percent of students claiming that reward. Only 28 percent claimed the reward for submitting two college applications in different systems.

Students in V-SOURCE Complete were about 5-12 percentage points more likely to claim Rewards, depending on the Milestone. This again points to the complementarity of the advisor with other program components.

These reward-claiming rates are lower than expected across the rewarded milestones, but this does not necessarily mean that students did not complete the milestones, only that they didn't claim the reward. Unfortunately, we do not have administrative data on milestone completion. However, the self-reported data indicate that students completed the milestones at higher rates than they claimed their rewards.

Table 7-23 shows that just under 10 percent of students answered enough quizzes in the SAT curriculum to get a Bronze medal; 4.3 percent received a Silver and 1.9 percent received a Gold Medal. This is consistent with the SAT website use data, suggesting that a small share of students used the SAT study materials somewhat intensively.

Table 7-24 summarizes the data on gift card receipt. About 40 percent of students didn't receive any regular Milestone Rewards, and almost 17 percent received all four. On average, students received 1.6 regular Milestone Rewards and 0.2 SAT Medals, for a total of 1.7 (doesn't add due to rounding). Each reward cost \$20,⁷⁸ so the rewards cost \$34.30 on average, much lower than the \$80 or more students could have received if they claimed all four regular Milestone Rewards and up to three SAT medals.

7.4.2 Self-Reported Data on Milestone and SAT Medal Rewards

Table 7-25 shows students responses to the question "How did you use the gift cards V-SOURCE gave you for meeting important college deadlines?" Answers were not mutually exclusive (other than "I didn't get any gift cards from V-SOURCE for meeting important college deadlines"). Only 12.3 percent of students indicated that they didn't receive any cards, compared to 40 percent according to the administrative data. Students may have confused the gift cards they received for taking V-SOURCE surveys (they received \$20 for the Baseline Survey and knew they would receive \$30 for the survey in progress). Although gift-card non-receipt was underreported in the survey, most of those who reported receiving no gift cards on the survey in fact did not according to administrative data. Most (55.3 percent) students said they used give cards for "things I wanted," followed by "things I needed" (43.4 percent); 17.3 percent reported giving their gift cards as gifts to others.

The Follow-up Survey also asked about potential barriers to gift card claiming; Table 7-26 reports student responses to the question "Thinking about the times when you completed a college application

⁷⁸ Gift card merchants anticipate that some gift cards will not be fully redeemed and offer them at some discount. The program received such discounts for some vendors, but the discounts were less than 5 cents on the dollar. At scale, it is possible a program could get access to better discounts or gift cards that only had to be paid if actually redeemed, in which case the costs of the reward payments would be even lower.

step and could have gotten a gift card from V-SOURCE but did NOT, why didn't you get your gift card? I didn't get as many gift cards as I could have because..." Answers were not mutually exclusive.

Almost 45 percent of students reported they "didn't have any problems with this." The most common reasons for not claiming more Milestone Rewards when they could have were related to lack of time and organization to claim the Reward: "I forgot to ask for one" (21.4 percent), "I never asked for one" (16.9 percent), and "I didn't have time to ask for one" (10.7 percent). Although V-SOURCE staff made great efforts to help students provide the appropriate evidence to claim their rewards, 7.9 percent of student report that "I sent in proof, but V-SOURCE didn't accept it," and 11.9 percent reported that "I sent in proof, but I didn't get the gift card."⁷⁹ Although V-SOURCE Complete students claimed Rewards at a higher rate than the Milestones students, they reported similar reasons for not claiming rewards when they could have.

Finally, students were asked about their attitudes toward the gift cards: "Thinking about the gift cards V-SOURCE provided for meeting college deadlines, how strongly to you agree or disagree with the following statements?" Response options were Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree, and the share answering Strongly agree or Agree is reported in Table 7-27.

Attitudes towards the Milestone Reward gift cards were overall positive; 81 percent agreed that the gift cards "made me feel like V-SOURCE wanted to help me." And respondents thought they were helpful: 67.9 percent agreed "the gift cards made me pay attention to V-SOURCE" and 44.5 percent said "I probably would have missed more deadlines without the V-SOURCE gift card rewards." These results are somewhat surprising in light of the relatively low take-up of the Milestone Rewards, though those who claimed the rewards reported more positive attitudes towards them, and it is possible the Rewards mattered even for students who didn't claim them. Many of the reminders to complete important steps in the college application process also reminded students that they could claim a Milestone Reward gift card if they completed that task; even more students (57.7 percent) agreed that they "probably would have missed more deadlines without the reminder emails and text messages from V-SOURCE." Perhaps students took the mention of Rewards as a signal that the task was important, they are conflating the rewards and reminders in answering these questions, or they are simply overstating the extent to which the rewards mattered.

On the other hand, some students had negative feelings about the gift cards: just under a third (29.6) of students agreed that "it seemed weird to be offered gift cards for something I would do anyway," and 14.9 percent agreed that "the gift cards made me feel like V-SOURCE was bribing me."

7.5 STUDENT-ADVISOR INTERACTIONS

This section presents analysis of administrative and self-reported data on interactions between students assigned to V-SOURCE Complete and their assigned advisor. The administrative data are coded according to the mode of communication (because that is how the data were entered by advisors): email, phone calls, messages (including text, online chats, and social media interactions), and online

⁷⁹ Students who had trouble with their Milestones proof may have reported both of those problems; 3.6 percent reported both problems.

collaborative writing sessions (mostly with Google Docs). The self-reported data provide more information about what students worked on with their advisors.

Emails between advisors and students were logged automatically by the V-Advised CRM software when advisors used their registered email accounts. For other modes of communication, advisors recorded their interactions with students in the web-based V-SOURCE CRM software by entering “activities” and associating them with a student.

The self-reported data allow us to learn more about *what* students and their advisors communicated about and how useful students found those interactions.

7.5.1 Administrative Data on Student-Advisor Interactions

As noted above, the administrative data on advisor-student interactions were collected by mode of communication. We therefore present the administrative data on student-advisor interactions separately for each mode of interaction in turn. Both V-SOURCE Complete and V-SOURCE Milestones students sometimes interacted with program staff (other than their advisors); we present administrative data on these interactions separately for V-SOURCE Complete and Milestones students.

7.5.1.1 Messages

“Messages” between advisors and students include (non-phone) interactions that would typically take place in “real time”: text messages (SMS), instant messaging, online chats, and social media messages or interactions (Facebook, Google+, and Twitter). Advisors recorded these interactions manually in the V-SOURCE CRM system. We distinguish message interactions that were one-way (the advisor sent a message but the student did not respond) and two-way (where the student responded). The length and content of the two-way text message interactions varied across messages. For example, an advisor might have sent several text messages back and forth as part of one conversation and logged that as a single two-way message interaction. An interaction where an advisor texted a student asking how SAT studying was going and the student replied “great,” for example, would also be logged as a single two-way message interaction. We simply count the numbers of each type of message.

Table 7-28 shows the distribution of messages between V-SOURCE Complete students to and from their advisors. The first column in each panel shows the distribution of students by the number of two-way message conversations they participated in. Note that a student could have more one-way messages either because her advisor sent more messages, to which the student did not respond; or it could be that the student and advisor often communicated by message but sometimes the student didn’t reply. Therefore, the number of one-way messages by itself is not very informative. Instead, in the second column we report the mean number of 1-way messages among students for each range of two-way messages. For example, pooling both Cohorts, 6.7 percent of V-SOURCE Complete students had no two-way message exchange with their advisors. Among those that had no two-way messages, the average number of one-way messages (unreturned by the student) was 6.8.

In both cohorts, the vast majority of V-SOURCE Complete students were involved in at least one two-way message with their advisors. In Cohort 1, the number of one-way messages increased as students responded to more two-way messages. In Cohort 2, the distribution of one-way messages was not as strongly tied to the number of two-way message exchanges, with those participating in at least one two-way message exchange all receiving between 16.0 and 16.7 one-way messages. This suggests that in Cohort 2, advisors were more persistent in reaching out to students who did not respond. In both

cohorts, however, students who never messaged their advisors received the fewest one-way messages, suggesting that advisors who did not hear back from students messaged those students less overall.

Tables 7-29 and 7-30 show the same thing for messages between students and non-advisor V-SOURCE staff, for V-SOURCE Complete and Milestones students, respectively. Students in both treatment groups talked to V-SOURCE staff infrequently—for Milestones students these interactions were often about how to log into the website or how to claim a Reward—but most students did not interact with program staff and those who did had few interactions.

7.5.1.2 Phone Calls

As with messages, advisors manually logged phone calls in the CRM system, indicating whether they actually talked to the student (two-way) or only left a message (either on a voicemail or with another human at the other end of the line) (one-way). Table 7-31 is analogous to Table 7-28 for messages: the first column of each panel shows the distribution of students by the number of two-way phone conversations they had with their advisors; the second column reports the conditional mean of one-way phone calls (phone messages).

In both cohorts, a large share (38.9 percent) of students never spoke with their advisors on the phone. About one quarter of students spoke on the phone with their advisors once. Another 26.8 percent spoke to their advisors between five and nine times, and about 9 percent spoke to their advisors by phone ten or more times. The largest difference between the two cohorts is that the number of one-way phone calls was generally higher in Cohort 2, particularly for students who participated in one or fewer two-way phone conversations. This suggests advisors in Cohort 2 tried to contact their unresponsive students more via phone, compared to Cohort 1 advisors. In general, similar to the pattern observed for messages, one-way phone calls increased with two-way phone calls. That is, some students used the phone and had more of both conversations and messages.

Tables 7-32 and 7-33 show that phone contact between students and V-SOURCE staff other than their advisors was negligible for both V-SOURCE Complete and V-SOURCE Milestones students.

7.5.1.3 Email

Each individual email sent to or from an advisor was recorded automatically and associated with one source (sender) and one or more targets (recipients). We analyze three types of emails: group emails from advisors to students,⁸⁰ individual emails from advisors to students, and emails from students to advisors. We do not attempt to group individual emails into a “conversation”; rather, if a student and an advisor emailed back and forth, each email is counted separately. Emails also likely varied in length, content, and substance; here we simply count each message. Note that these emails were in addition to the automated emails students in Milestones and Complete received. For ease of exposition, we refer to messages sent from advisors to students as “received” by the student, even though we cannot confirm that any particular email was received (much less read) by the student.

⁸⁰ Group emails are those that have a single source (advisor) and multiple student targets. Sometimes advisors sent the same email separately to multiple students (by cutting and pasting, for example); in the database, these appear as individual emails. When we observe an advisor sending multiple emails with the same subject to different students within a short time frame, we recode those to group messages.

Table 7-34 reports the distribution of students by the number of emails of each type—Group Emails Received, Individual Emails Received, and Emails Sent to the Advisor—for the entire 15 month program. The bottom panel shows the results for both cohorts together: The first column shows that only 0.1 percent of students didn't receive any group message from their advisors; 1.7 percent received between 1 and 4 group message, etc. Most students received between 20 and 79 group emails (68.5 percent) from their advisors over the 15 months of the program, and a substantial minority (17.4 percent) received 80 or more group messages.

The second column of each panel shows the number of individual emails students received from advisors. Just over 15 percent didn't receive any individual emails, and about three-quarters of students received between 1 and 19 individual emails. Finally, students sent slightly fewer emails than they received, and 30 percent of students never emailed their advisors.

Advisors and students sent more emails in all three categories during Cohort 2. The cohort differences, particularly in sending and receiving no or very few messages, likely reflect improvements in advisor training and oversight, although there could also be some reporting differences.⁸¹

In sum, Cohort 1 students both received and sent fewer emails than Cohort 2 students. Across both cohorts, students received more group emails than individual emails, and generally sent fewer than 20 emails to advisors. All students except one, who did not have an email address registered with V-SOURCE, received email from the program.

For completeness, Tables 7-35 and 7-36 show the same statistics for emails between V-SOURCE Complete and V-SOURCE Milestones students and V-SOURCE Staff (other than advisors), excluding messages sent to claim Milestones rewards. About 20 percent of both groups received between one and four individual emails from V-SOURCE staff.

7.5.1.4 Summary of Student-Advisor Messages, Phone Calls, and Email

To give a sense of how frequently advisors communicated with their students by any method, Table 7-37 reports data on the number of communications by any method, regardless of whether the student responded. Not surprisingly, the distribution of interactions is skewed; the mean is substantially higher than the median in all three tables. On average, students heard from or communicated with their advisors about 96 times during the 15 months of the program, but this varied considerably across students: for example, 20 percent had between 40 and 59 interactions, 40 percent had 60-99 interactions, and 27 percent had between 100 and 199.

Tables 7-38 and 7-39 report distributions separately for two-way (where the student responded) and one-way (advisor to student) interactions. Not surprisingly considering advisors often sent students information and updates to which they wouldn't necessarily respond, the majority of interactions were one-way. The average student interacted with his/her advisor by emailing, messaging, or talking on the phone with his/her advisor about 20 times during the 15 months of the program (Table 7-38).

⁸¹ If an advisor used an email address that was not registered with the system, the activity would not have been recorded, so there may be some underreporting of emails, particularly in Cohort 1, when advisors were getting used to a new system.

7.5.1.5 *Interactive Document Editing Sessions*

Advisors were encouraged to help their students brainstorm and edit college application and scholarship essays online interactively using Google Docs or similar technologies. Some students may have emailed their essays back and forth with their advisors, in which case we will understate the extent to which advisors helped with essays.⁸² Table 7-40 reports on the number of Google Doc sessions students had with their advisors. These interactions were relatively infrequent but more common in Cohort 2: only 5 percent of students in Cohort 1 participated in a Google Doc session, compared to about 13 percent in Cohort 2. A small number of students had more than one Google Doc session.

7.5.1.6 *Advisor Interactions by Season*

Tables 7-41 to 7-43 show the pattern of student-advisor interactions by season for messages, phone calls, and emails. (We do not report on Google Doc sessions by season since they were relatively rare.) The first panel of each table reports results for total interactions (from advisor to student and vice-versa), and the second panel reports results for two-way interactions (where the student responded). The first column (Percent Active) of each panel reports the percent of students who had any of that type of communication during that season, and the second column reports the average monthly interactions of that type, conditional on having any interaction that season.

Communications in both directions took place throughout the program, but the rate at which students contacted their advisors dropped off after the UC/CSU Applications season: Students were more likely to communicate with their advisors—by participating in a message exchange, talking on the phone, or emailing—during the first three seasons. Total communications declined but by less, indicating advisors continued to send information to their students, while students were somewhat less likely to respond later in the program.

7.5.2 Self-Reported Data on Student-Advisor Interactions

In this section, we report the findings from questions on the Follow-up Survey asking about how often, and by what modes, students communicated with their advisors.

Table 7-44 shows responses to the question “How did you and your V-SOURCE advisor communicate with each other?” Answers were not mutually exclusive, and most students indicated they used multiple modes. Email was the most common (81 percent), followed by text message (64 percent), phone (46 percent), and Facebook (45 percent; this could have included both Facebook chat and interactions on Facebook pages). The remaining modes of communication were used relatively infrequently. Text messaging was somewhat more common and Facebook less common in Cohort 2, but the results are broadly similar across cohorts.

Tables 7-45 to 7-50 reports students’ answers to the question “While you were in V-SOURCE, about how often did you... [interact with your advisor by some method]?” Table 7-51 provides information about *what* students worked on with their advisors, and Table 7-52 reports information on why students didn’t

⁸² Consistent with this idea, 55 percent of student reported that they worked on “writing college essays” with their advisors (Table 7-50), although that “work” could have been less intensive than actually editing the essay together, and overall students do appear to have over-reported how much they use various aspects of the program on the Follow-up Survey compared to what the administrative data show.

work with their advisors more. Finally, Table 7-53 shows students reports of how helpful advisors were overall.

The results are broadly consistent with the administrative data, except that the extent to which students “worked on text via a Google Doc” appears to be significantly over-reported in the survey relative to the administrative data.⁸³ Students were most likely to read something their advisor wrote. They wrote back to their advisor or texted with their advisor somewhat less, and reported talking on the phone, chatting or using Facebook, and working on a Google Doc least often.

Students reported working on a broad range of activities with their advisors (Table 7-51). They were most likely to report getting help signing up for the SAT (71 percent) or getting an SAT fee waiver (63 percent). Students reported working on the key activities related to deciding where to apply to college, filling out college applications, filling out financial aid forms, and finding scholarships between 55 and 60 percent of the time. About a quarter of students reported their advisors talked to their parents, to help convince them to let them attend college, about college options, or about financial aid.

Table 7-52 reports the share of students answering True or Very true to the question “If you didn't work with your V-SOURCE Advisor as much as you could have, how true are the following statements?” Although small shares of students report that they didn’t like their advisor or didn’t find them knowledgeable or helpful, the results suggest that students mostly had other people to help (49 percent). Substantial minorities also report that they didn’t take advantage of their advisor because they didn’t have time or weren’t good about returning their advisor’s messages.

Finally, Table 7-53 reports students’ responses to the question “Overall, how much help did you receive from your V-SOURCE advisor?” Only 14 percent reported receiving little help: “none” (3.3 percent) or “a little” (10.7 percent). The remaining students split about evenly between “a fair amount” (42.2 percent) and “a lot” (43.8 percent).

7.6 OTHER PROGRAM COMPONENTS

7.6.1 Subscribed to FB page

Students were encouraged to “friend” the Facebook page for the program, in addition to their advisor’s Facebook page if they were in Complete. The program had separate pages for Complete and Milestones and both the Milestones program and individual advisors sent students messages encouraging them to friend the program. Across both cohorts, about 38 percent of Complete students and 7 percent of Milestones students friended the V-SOURCE page for their program. The data do not allow us to disaggregate by cohort.

7.6.2 SAT fee waivers

As described in Chapter 4, EdBoost was authorized by the College Board to provide SAT fee waivers to students participating in the program who could show they qualify. Just under 5 percent of Milestones

⁸³ Only 38 percent of students report never doing this, while the administrative data suggest more than 85 percent never had a Google Doc session. More than 15 percent report doing this 1-2 times per week or every day, which essentially never happened according to the administrative data. It seems likely that students misunderstood this question on the survey (perhaps focusing on the “text” part and thinking of text messages).

students and almost 10 percent of students in Complete received an SAT fee waiver through the Program. The fee waiver take-up rates were similar across cohorts.

7.7 PROGRAM TAKE-UP MEASURES

Students were automatically signed up to the program if they were randomly assigned to the V-SOURCE Milestones or V-SOURCE Complete treatment arms, so there is no explicit take-up decision. We therefore construct different measures of “take-up” based on if and how students interacted with the program; these are reported in Table 7-54. “Any Confirmed Contact” is our broadest definition of take-up and is equal to 1 if the student had contact with the program by any of the means listed in the table:

- Any Web Login: The student logged into the website at least once.
- Ever Claimed a Reward: The student claimed at least one Milestone Reward or SAT Medal.
- Sent Email to the Program: The student sent an email to an advisor or supervisor from an email address associated with their account.
- Sent Message to the Program: The student sent an SMS or other message to their advisor or responded to an automated text message.
- Talked to Program by Phone: The students talked with their advisor or a supervisor by phone.
- Participated in a Google Doc Session: The student participated in a Google Doc session with their advisor.
- Program Outreach ONLY: About six weeks after students were told they were selected to participate in the program, program staff reached out to students who had not interacted with the program in any way by that point. Staff made sure the student knew they were in the program and how to access the program resources. A student is coded 1 if this was the only confirmed contact with the program.

Note that the program sent a lot of information by email and text message, so students could get a reasonable “dose” without explicitly interacting with the program. Averaging across both cohorts, 91.6 and 99.0 percent of participants had at least one confirmed contact with the program for Milestones and Complete, respectively.

7.8 SUMMARY

The extent to which students used the resources available through the V-SOURCE program varied considerably across components, across students, over the course of the program, and between the two program variants. Taken together, the administrative data suggest that, on average, students got a reasonable dose of what the program intended to provide. Some students used the program only a little, and a small share used it quite intensively.

Based on administrative data, we only know how many automated emails and text messages the program sent to students, not whether they received or read them. However, self-reported data suggest that students did know about, receive, and pay at least some attention to the messages the program sent.

The administrative and self-reported data are broadly consistent with each other, but the self-reports tend to overstate how much students used the program. This could be due to social desirability bias or

recall bias. In addition, those who did not respond to the survey used the program less, on average (though not enough to explain the full difference between the administrative and self-reported data).

Students in V-SOURCE Complete used the non-advisor components of the program more than students in Milestones, even though they had the same access to everything other than the advisor. This suggests that advisors encouraged their students, directly or indirectly, to use the other components of the program.

7.9 CHAPTER 7 TABLES

Table 7-1. Number of Automated Emails Sent to Students per Month

Monthly Average # Emails	Cohort and Treatment					
	Cohort 1		Total	Cohort 2		Total
	Milestones	Complete		Milestones	Complete	
None	0.1	0.0	0.1	0.0	0.1	0.0
0.01-2.99	4.6	5.1	4.8	0.7	0.9	0.7
3.0-4.99	93.3	92.0	92.8	98.0	97.0	97.7
5 or more	2.0	3.0	2.4	1.3	1.9	1.5
Mean	3.7	3.8	3.8	4.1	4.2	4.2
Median	3.7	3.7	3.7	4.1	4.0	4.1
N	1018	673	1691	1535	878	2413

Monthly Average # Emails	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
None	0.0	0.1	0.0
0.01-2.99	2.2	2.7	2.4
3.0-4.99	96.2	94.8	95.7
5 or more	1.6	2.4	1.9
Mean	4.0	4.1	4.0
Median	3.7	3.7	3.7
N	2553	1551	4104

Table 7-2. Number of Automated Text Messages Sent to Students per Month

Monthly Average # SMS	Cohort and Treatment					
	Cohort 1		Total	Cohort 2		Total
	Milestones	Complete		Milestones	Complete	
None	13.7	13.2	13.5	13.7	10.3	12.4
0.01-2.99	9.9	6.8	8.7	6.1	7.1	6.5
3.0-4.99	73.0	77.3	74.7	77.0	80.6	78.3
5 or more	3.4	2.7	3.1	3.2	2.1	2.8
Mean	3.4	3.3	3.3	3.7	3.6	3.7
Median	3.7	3.7	3.7	4.0	3.9	3.9
N	1018	673	1691	1535	878	2413

Monthly Average # SMS	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
None	13.7	11.5	12.9
0.01-2.99	7.6	7.0	7.4
3.0-4.99	75.4	79.2	76.8
5 or more	3.3	2.3	2.9
Mean	3.6	3.5	3.5
Median	3.9	3.8	3.8
N	2553	1551	4104

Table 7-3. Number of Automated Emails Sent to Students per Month, by Application Season

Monthly Average, by Season	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
Introductions	3.5	3.6	3.5
SAT/Early Prep	4.1	4.2	4.1
UC/CSU Apps	4.9	4.9	4.9
Private Apps/Fin Aid	3.7	3.7	3.7
Fin Aid/Decisions	3.5	3.6	3.6
N	2553	1551	4104

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May).

Table 7-4. Number of Automated Text Messages Sent to Students per Month, by Application Season

Monthly Average, by Season	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
Introductions	3.5	3.5	3.5
SAT/Early Prep	3.6	3.6	3.6
UC/CSU Apps	4.4	4.4	4.4
Private Apps/Fin Aid	3.2	3.0	3.1
Fin Aid/Decisions	3.1	3.0	3.0
N	2553	1551	4104

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May).

Table 7-5. Self-Reported Frequency of Emails Received from V-SOURCE

	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
Never (0)	2.4	2.5	2.4	1.8	1.0	1.5
Rarely (1)	3.5	1.8	2.8	3.0	1.0	2.3
Evry Few Mo (2)	8.6	4.4	6.9	5.9	2.6	4.7
Few Time/Mo (3)	44.4	32.4	39.7	41.9	31.2	38.0
1-2 X Week (4)	32.6	47.8	38.6	37.2	50.3	42.0
Evry Day (5)	8.4	11.2	9.5	10.2	13.8	11.5
Mean	3.3	3.5	3.4	3.4	3.7	3.5
Median	3.0	4.0	3.0	3.0	4.0	4.0
N	864	565	1429	1330	762	2092

	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
Never (0)	2.1	1.7	1.9
Rarely (1)	3.2	1.4	2.5
Evry Few Mo (2)	7.0	3.4	5.6
Few Time/Mo (3)	42.9	31.7	38.7
1-2 X Week (4)	35.4	49.2	40.6
Evry Day (5)	9.5	12.7	10.7
Mean	3.3	3.6	3.5
Median	3.0	4.0	4.0
N	2194	1327	3521

Note: Responses to question 'This school year, about how often did you receive emails from V-SOURCE?' For students in the V-SOURCE Complete treatment, this likely includes messages from the advisor as well as automated messages.

Table 7-6. Self-Reported Frequency of Text Messages Received from V-SOURCE

	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
Never (0)	21.3	17.7	19.9	16.9	10.6	14.6
Rarely (1)	5.8	4.0	5.1	5.6	3.7	4.9
Evry Few Mo (2)	8.8	4.5	7.1	6.4	4.6	5.7
Few Time/Mo (3)	37.1	33.6	35.7	38.9	37.4	38.4
1-2 X Week (4)	22.6	34.7	27.4	24.4	35.7	28.6
Evry Day (5)	4.4	5.5	4.9	7.9	7.9	7.9
Mean	2.5	2.8	2.6	2.7	3.1	2.9
Median	3.0	3.0	3.0	3.0	3.0	3.0
N	878	577	1455	1347	775	2122

	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
Never (0)	18.6	13.6	16.7
Rarely (1)	5.7	3.8	5.0
Evry Few Mo (2)	7.3	4.6	6.3
Few Time/Mo (3)	38.2	35.8	37.3
1-2 X Week (4)	23.7	35.3	28.1
Evry Day (5)	6.5	6.9	6.7
Mean	2.6	3.0	2.7
Median	3.0	3.0	3.0
N	2225	1352	3577

Note: Responses to question 'This school year, about how often did you receive text messages from V-SOURCE?' For students in the V-SOURCE Complete treatment, this likely includes messages from the advisor as well as automated messages.

Table 7-7. Self-Reported Use of/Response to V-SOURCE Emails

When I got emails from V-SOURCE, I... (% answering Always/Most of the Time)	Cohort and Treatment		
	Cohort 1		
	Milestones	Complete	Total
...read the email carefully	63.7	67.2	65.1
...skipped the email	50.5	52.3	51.2
...learned something new	40.4	46.1	42.7
...ignored the email	7.2	8.2	7.6
...felt annoyed I was getting too many	6.6	7.7	7.0
...clicked a link in the email	44.4	48.1	45.9
...forwarded the email to frnd/rel	9.3	7.5	8.6
N	831	549	1380

When I got emails from V-SOURCE, I... (% answering Always/Most of the Time)	Cohort and Treatment		
	Cohort 2		
	Milestones	Complete	Total
...read the email carefully	68.4	71.5	69.6
...skipped the email	51.6	52.1	51.8
...learned something new	50.0	50.9	50.4
...ignored the email	9.3	7.5	8.7
...felt annoyed I was getting too many	8.8	7.7	8.4
...clicked a link in the email	52.4	50.9	51.9
...forwarded the email to frnd/rel	13.4	9.8	12.1
N	1245	731	1976

When I got emails from V-SOURCE, I... (% answering Always/Most of the Time)	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
...read the email carefully	66.5	69.7	67.7
...skipped the email	51.2	52.2	51.5
...learned something new	46.2	48.8	47.2
...ignored the email	8.5	7.8	8.2
...felt annoyed I was getting too many	7.9	7.7	7.8
...clicked a link in the email	49.2	49.7	49.4
...forwarded the email to frnd/rel	11.8	8.8	10.6
N	2076	1280	3356

Note: Response options were: Always, Most of the Time, Sometimes, Rarely, or Never. Sample limited to students who responded to all questions in this set.

Table 7-8. Self-Reported Use of/Response to Text Messages from V-SOURCE

When I got text messages from V-SOURCE, I... (% answering Always/Most of the Tim	Cohort and Treatment		
	Cohort 1		
	Milestones	Complete	Total
...read the text msg carefully	70.8	74.7	72.4
...learned something new	49.2	52.5	50.5
...ignored the text msg	8.9	7.6	8.4
...felt annoyed I was getting too many	10.2	8.9	9.7
...forwarded the text msg to frnd/rel	9.2	8.4	8.9
N	685	463	1148

When I got text messages from V-SOURCE, I... (% answering Always/Most of the Tim	Cohort and Treatment		
	Cohort 2		
	Milestones	Complete	Total
...read the text msg carefully	74.9	76.2	75.4
...learned something new	53.8	56.9	55.0
...ignored the text msg	11.7	8.9	10.7
...felt annoyed I was getting too many	13.3	7.7	11.2
...forwarded the text msg to frnd/rel	13.9	10.4	12.6
N	1092	673	1765

When I got text messages from V-SOURCE, I... (% answering Always/Most of the Tim	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
...read the text msg carefully	73.3	75.6	74.2
...learned something new	52.1	55.1	53.2
...ignored the text msg	10.6	8.4	9.7
...felt annoyed I was getting too many	12.1	8.2	10.6
...forwarded the text msg to frnd/rel	12.1	9.6	11.1
N	1777	1136	2913

Note: Response options were: Always, Most of the Time, Sometimes, Rarely, or Never. Sample limited to students who responded to all questions in this set.

Table 7-9. Website Use: Unique Days Viewed Any Page

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	27.7	22.3	25.5	18.9	15.5	17.7
1	17.8	16.5	17.3	15.9	9.7	13.6
2-4	22.0	16.6	19.9	27.2	22.9	25.6
5-9	15.2	16.0	15.5	18.1	19.9	18.8
10-19	11.2	17.5	13.7	13.7	20.0	16.0
20+	6.1	11.1	8.1	6.2	12.0	8.3
Mean	5.0	7.7	6.1	5.9	8.8	7.0
Median	2.0	3.0	2.0	3.0	5.0	3.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	22.4	18.4	20.9
1	16.6	12.6	15.1
2-4	25.1	20.2	23.3
5-9	17.0	18.2	17.4
10-19	12.7	18.9	15.1
20+	6.1	11.6	8.2
Mean	5.6	8.3	6.6
Median	3.0	4.0	3.0
N	2554	1552	4106

Note: This table counts all pages, including both administrative pages and pages with substantive information about the college application process.

Table 7-10. Website Use: Unique Days Viewed Any Substantive Page, Excluding SAT Study and Information Pages and the Front Page

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	37.5	31.8	35.2	27.1	22.8	25.5
1	17.1	15.1	16.3	17.3	12.3	15.5
2-4	21.7	16.3	19.6	26.2	23.1	25.1
5-9	11.9	16.3	13.7	16.1	20.7	17.8
10-19	8.3	13.8	10.5	8.7	13.9	10.6
20+	3.4	6.7	4.7	4.5	7.2	5.5
Mean	3.7	5.8	4.5	4.4	6.4	5.1
Median	1.0	2.0	1.0	2.0	3.0	2.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	31.2	26.7	29.5
1	17.2	13.5	15.8
2-4	24.4	20.2	22.8
5-9	14.4	18.8	16.1
10-19	8.6	13.9	10.6
20+	4.1	7.0	5.2
Mean	4.1	6.1	4.9
Median	2.0	3.0	2.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am.

Table 7-11. Website Use: Unique Days Viewed Front Page

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	37.9	32.6	35.8	30.1	24.0	27.9
1	22.0	21.4	21.7	24.1	20.6	22.8
2-4	25.0	23.3	24.3	28.8	30.4	29.4
5-9	9.7	13.2	11.1	10.6	15.7	12.5
10-19	4.0	6.5	5.0	4.4	5.7	4.8
20+	1.4	3.0	2.0	2.1	3.5	2.6
Mean	2.5	3.6	2.9	2.9	3.9	3.3
Median	1.0	1.0	1.0	1.0	2.0	1.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	33.2	27.8	31.1
1	23.3	20.9	22.4
2-4	27.3	27.3	27.3
5-9	10.3	14.6	11.9
10-19	4.2	6.1	4.9
20+	1.8	3.3	2.4
Mean	2.7	3.8	3.1
Median	1.0	2.0	1.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts only the front page of the V-SOURCE website. The content on the front page was updated frequently to reflect the stage of the college application process; students would also pass through the front page if they went to the main V-SOURCE website page to login.

Table 7-12. Website Use: Unique Days Viewed SAT Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	46.4	42.1	44.7	36.5	33.6	35.5
1	18.2	15.1	17.0	20.3	16.2	18.8
2-4	18.8	17.4	18.2	24.7	25.7	25.1
5-9	10.0	13.9	11.6	10.8	15.1	12.4
10-19	5.2	8.6	6.6	5.9	6.8	6.2
20+	1.5	2.8	2.0	1.8	2.5	2.0
Mean	2.5	3.5	2.9	2.8	3.5	3.1
Median	1.0	1.0	1.0	1.0	2.0	1.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
0	40.4	37.3	39.3
1	19.5	15.7	18.0
2-4	22.4	22.1	22.3
5-9	10.5	14.6	12.1
10-19	5.6	7.6	6.4
20+	1.6	2.6	2.0
Mean	2.7	3.5	3.0
Median	1.0	1.0	1.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts SAT study and information pages on the V-SOURCE website.

Table 7-13. Website Use: Unique Days Viewed College Information Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	67.3	59.1	64.0	67.6	57.5	64.0
1	16.5	17.2	16.8	16.8	19.2	17.7
2-4	12.6	16.6	14.2	12.4	17.1	14.1
5-9	3.1	6.1	4.3	2.7	4.9	3.5
10-19	0.4	0.9	0.6	0.5	0.9	0.6
20+	0.1	0.1	0.1	0.0	0.3	0.1
Mean	0.8	1.1	0.9	0.7	1.2	0.9
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	67.5	58.2	64.0
1	16.7	18.4	17.3
2-4	12.5	16.9	14.2
5-9	2.9	5.4	3.8
10-19	0.4	0.9	0.6
20+	0.0	0.3	0.1
Mean	0.7	1.1	0.9
Median	0.0	0.0	0.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts pages on the V-SOURCE website containing information about specific colleges or types of colleges.

Table 7-14. Website Use: Unique Days Viewed College Application Information Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	46.2	42.9	44.9	39.2	33.3	37.0
1	17.8	12.8	15.8	20.6	15.1	18.6
2-4	20.5	19.4	20.1	24.3	26.1	24.9
5-9	11.0	16.5	13.2	11.1	15.6	12.8
10-19	3.8	6.7	5.0	4.3	8.0	5.6
20+	0.7	1.8	1.1	0.5	1.9	1.0
Mean	2.1	3.2	2.5	2.3	3.4	2.7
Median	1.0	1.0	1.0	1.0	2.0	1.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
0	42.0	37.4	40.3
1	19.5	14.1	17.5
2-4	22.8	23.2	22.9
5-9	11.1	16.0	12.9
10-19	4.1	7.4	5.4
20+	0.5	1.9	1.0
Mean	2.2	3.3	2.6
Median	1.0	1.0	1.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts SAT study and information pages on the V-SOURCE website.

Table 7-15. Website Use: Unique Days Viewed Financial Aid and Scholarship Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	64.1	61.0	62.9	68.1	60.1	65.2
1	18.6	16.5	17.7	19.2	20.3	19.6
2-4	13.9	15.7	14.6	10.3	14.5	11.8
5-9	2.8	5.3	3.8	2.1	3.9	2.8
10-19	0.6	1.2	0.8	0.3	1.0	0.5
20+	0.0	0.3	0.1	0.0	0.2	0.1
Mean	0.8	1.1	0.9	0.6	1.0	0.8
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	66.5	60.5	64.2
1	19.0	18.6	18.8
2-4	11.7	15.0	13.0
5-9	2.4	4.5	3.2
10-19	0.4	1.1	0.7
20+	0.0	0.3	0.1
Mean	0.7	1.1	0.8
Median	0.0	0.0	0.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts SAT study and information pages on the V-SOURCE website.

Table 7-16. Website Use: Unique Days Viewed V-Track Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	68.5	61.4	65.7	44.5	44.3	44.4
1	13.1	13.8	13.4	20.8	17.9	19.7
2-4	11.4	11.7	11.5	22.1	23.7	22.7
5-9	3.9	7.1	5.2	7.4	9.2	8.1
10-19	2.3	5.0	3.4	3.9	3.8	3.9
20+	0.9	0.9	0.9	1.4	1.1	1.3
Mean	1.2	1.8	1.4	2.1	2.2	2.2
Median	0.0	0.0	0.0	1.0	1.0	1.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	54.0	51.7	53.2
1	17.7	16.1	17.1
2-4	17.8	18.5	18.1
5-9	6.0	8.3	6.9
10-19	3.2	4.3	3.7
20+	1.2	1.0	1.1
Mean	1.8	2.0	1.9
Median	0.0	0.0	0.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts V-Track pages on the V-SOURCE website; V-Track was a personalized page that showed each student's work, including quizzes taken, checklists and worksheets submitted, and to-do lists compiled. All interactive work could be accessed from this page, and students could use this page to track their progress through the program.

Table 7-17. Website Use: Unique Days Viewed 'Going to College' Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	87.3	84.3	86.1	85.2	81.1	83.7
1	8.4	8.9	8.6	10.4	12.3	11.1
2-4	4.0	5.9	4.8	4.0	5.4	4.5
5-9	0.2	0.6	0.4	0.3	1.1	0.6
10-19	0.0	0.3	0.1	0.0	0.1	0.0
Mean	0.2	0.3	0.2	0.2	0.3	0.3
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	86.1	82.5	84.7
1	9.6	10.8	10.1
2-4	4.0	5.6	4.6
5-9	0.3	0.9	0.5
10-19	0.0	0.2	0.1
Mean	0.2	0.3	0.3
Median	0.0	0.0	0.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts pages on the V-SOURCE website containing information about making the transition to college intended mostly for use after the application and financial aid process were complete.

Table 7-18. Website Use: Unique Days Viewed Administrative Pages

# Unique Days Viewed	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
0	27.7	22.3	25.5	18.9	15.5	17.7
1	19.2	17.4	18.4	16.9	10.4	14.5
2-4	21.5	16.9	19.7	27.5	23.7	26.1
5-9	15.8	16.5	16.1	18.6	21.8	19.8
10-19	10.6	18.1	13.6	13.0	18.8	15.1
20+	5.2	8.9	6.7	4.9	9.9	6.8
Mean	4.7	7.0	5.6	5.4	7.9	6.3
Median	2.0	3.0	2.0	3.0	5.0	3.0
N	1018	674	1692	1536	878	2414

# Unique Days Viewed	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
0	22.4	18.4	20.9
1	17.8	13.4	16.1
2-4	25.1	20.7	23.5
5-9	17.5	19.5	18.2
10-19	12.1	18.5	14.5
20+	5.1	9.5	6.7
Mean	5.1	7.5	6.0
Median	2.0	4.0	3.0
N	2554	1552	4106

Note: Unique days viewed refers to the number of unique days that a student visited at least one page of the specified content type, regardless of how many pages were visited that day. Days were reckoned from 5 am to 5 am. This table counts only administrative pages, for example, gift card or contact information preference pages.

Table 7-19. Website Use by Season: Unique Days Viewed Any Page

Season	Milestones		Both Cohorts Complete		Total	
	Evr Visit	Cnd Mean	Evr Visit	Cnd Mean	Evr Visit	Cnd Mean
Introduction	71.3	1.0	72.6	1.3	71.8	1.1
SAT/Early Prep	27.6	1.4	43.2	1.8	33.5	1.6
UC/CSU Apps	33.7	1.0	42.3	1.2	36.9	1.1
Fin Aid/Private App	23.0	0.6	33.4	0.8	26.9	0.7
Fin Aid/Decision	20.1	0.6	27.6	0.8	22.9	0.6
Total	77.6	0.5	81.6	0.7	79.1	0.6

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May). This table counts all pages, including both administrative pages and pages with substantive information about the college application process.

Table 7-20. Self-Reported Frequency of V-SOURCE Website Use

	Cohort and Treatment					
	Cohort 1		Total	Cohort 2		Total
	Milestones	Complete		Milestones	Complete	
Never (0)	12.0	10.9	11.6	11.4	9.9	10.9
Rarely (1)	15.5	14.1	14.9	12.0	13.0	12.4
Evry Few Mo (2)	16.8	16.4	16.6	17.0	15.7	16.6
Few Time/Mo (3)	35.3	30.2	33.3	32.9	33.2	33.0
1-2 X Week (4)	15.7	23.5	18.8	19.1	21.4	19.9
Evry Day (5)	4.6	5.0	4.8	7.6	6.7	7.2
Mean	2.4	2.6	2.5	2.6	2.6	2.6
Median	3.0	3.0	3.0	3.0	3.0	3.0
N	864	562	1426	1298	744	2042

	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
Never (0)	11.7	10.3	11.2
Rarely (1)	13.4	13.5	13.4
Evry Few Mo (2)	16.9	16.0	16.6
Few Time/Mo (3)	33.9	31.9	33.1
1-2 X Week (4)	17.8	22.3	19.5
Evry Day (5)	6.4	6.0	6.2
Mean	2.5	2.6	2.5
Median	3.0	3.0	3.0
N	2162	1306	3468

Note: Responses to question 'This school year, about how often did you visit the V-SOURCE website?'

Table 7-21. Self-Reported Reasons for Not Using the V-SOURCE Website More

I didn't use the website more because... (% answering Strongly Agree or Agree)	Cohort and Treatment		
	Milestones	Cohort 1 Complete	Total
...the material was not helpful	6.9	4.4	5.9
...I preferred to use other websites	11.0	12.1	11.5
...I had other ways to get information	39.8	41.2	40.4
...the website was not well organized	8.0	6.8	7.5
...I had trouble logging in	15.1	15.3	15.2
...I don't like using the internet	11.5	9.0	10.5
...I don't have access to the internet	8.4	7.2	7.9
...my internet is too slow	17.4	19.7	18.3
...I don't have my own computer	16.6	15.4	16.1
...it was hard to navigate on my phone	23.0	24.1	23.4
...I don't want to use up my data plan	10.9	12.3	11.5
N	809	544	1353

I didn't use the website more because... (% answering Strongly Agree or Agree)	Cohort and Treatment		
	Milestones	Cohort 2 Complete	Total
...the material was not helpful	7.5	5.1	6.6
...I preferred to use other websites	12.1	11.9	12.0
...I had other ways to get information	37.1	42.5	39.1
...the website was not well organized	9.5	6.0	8.2
...I had trouble logging in	19.1	17.8	18.6
...I don't like using the internet	12.5	11.2	12.0
...I don't have access to the internet	11.0	9.4	10.4
...my internet is too slow	21.8	20.5	21.3
...I don't have my own computer	17.7	15.9	17.0
...it was hard to navigate on my phone	27.7	28.3	27.9
...I don't want to use up my data plan	16.7	15.8	16.4
N	1227	703	1930

I didn't use the website more because... (% answering Strongly Agree or Agree)	Cohort and Treatment		
	Milestones	Both Cohorts Complete	Total
...the material was not helpful	7.3	4.8	6.3
...I preferred to use other websites	11.6	12.0	11.8
...I had other ways to get information	38.2	41.9	39.6
...the website was not well organized	8.9	6.3	7.9
...I had trouble logging in	17.5	16.7	17.2
...I don't like using the internet	12.1	10.3	11.4
...I don't have access to the internet	10.0	8.4	9.4
...my internet is too slow	20.1	20.1	20.1
...I don't have my own computer	17.2	15.7	16.7
...it was hard to navigate on my phone	25.8	26.5	26.1
...I don't want to use up my data plan	14.4	14.3	14.3
N	2036	1247	3283

Note: Response to question 'Why didn't you use the V-SOURCE Website more?' Response options were: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.

Table 7-22. Milestone Reward Claiming

Percent of students receiving reward for...	Cohort and Treatment		
	Cohort 1		Total
	Milestones	Complete	
...registering for the SAT/ACT	40.8	49.0	44.1
...taking the SAT/ACT	21.9	34.5	26.9
...submitting coll apps in 2 systems	25.1	30.8	27.4
...submitting FAFSA on time	40.7	46.1	42.8
N	1018	673	1691

Percent of students receiving reward for...	Cohort and Treatment		
	Cohort 2		Total
	Milestones	Complete	
...registering for the SAT/ACT	47.6	59.1	51.8
...taking the SAT/ACT	34.3	48.2	39.3
...submitting coll apps in 2 systems	25.1	34.3	28.4
...submitting FAFSA on time	42.6	52.6	46.2
N	1535	878	2413

Percent of students receiving reward for...	Cohort and Treatment		
	Both Cohorts		
	Milestones	Complete	Total
...registering for the SAT/ACT	44.8	54.7	48.6
...taking the SAT/ACT	29.3	42.2	34.2
...submitting coll apps in 2 systems	25.1	32.8	28.0
...submitting FAFSA on time	41.8	49.8	44.8
N	2553	1551	4104

Note: Table reports percent of students receiving each type of Milestone Reward. To qualify for submitting college applications in two systems, students had to show they applied to colleges in at least two of these three categories: UCs, CSUs, other four-year colleges.

Table 7-23. SAT Study Medal Claiming

% receiving SAT medal...	Cohort and Treatment					
	Milestones	Cohort 1 Complete	Total	Milestones	Cohort 2 Complete	Total
Bronze	6.9	10.4	8.3	9.6	12.1	10.5
Silver	3.6	4.3	3.9	4.4	5.0	4.6
Gold	1.7	1.8	1.7	2.1	2.2	2.1
N	1018	673	1691	1535	878	2413

% receiving SAT medal...	Cohort and Treatment Both Cohorts		
	Milestones	Complete	Total
Bronze	8.5	11.3	9.6
Silver	4.1	4.7	4.3
Gold	1.9	2.0	1.9
N	2553	1551	4104

Note: Students had to complete 10, 30, and 60 quizzes with 80 percent correct to receive bronze, silver, and gold medals, respectively.

Table 7-24. Gift Card Reward Summary

	Cohort and Treatment		
	Cohort 1		Total
	Milestones	Complete	
% receiving 0 Milestone rewards	47.2	40.0	44.4
% receiving 1 Milestone rewards	14.2	12.5	13.5
% receiving 2 Milestone rewards	11.9	12.8	12.2
% receiving 3 Milestone rewards	16.0	16.8	16.3
% receiving 4 Milestone rewards	10.6	18.0	13.5
Average # regular Milestones rewards	1.3	1.6	1.4
Average # SAT medals	0.1	0.2	0.1
Average total # rewards	1.4	1.8	1.6
Average total cost of all rewards (\$)	28.1	35.4	31.0
N	1018	673	1691

	Cohort and Treatment		
	Cohort 2		Total
	Milestones	Complete	
% receiving 0 Milestone rewards	41.2	30.3	37.3
% receiving 1 Milestone rewards	14.1	14.2	14.1
% receiving 2 Milestone rewards	14.0	12.1	13.3
% receiving 3 Milestone rewards	15.3	17.8	16.2
% receiving 4 Milestone rewards	15.4	25.6	19.1
Average # regular Milestones rewards	1.5	1.9	1.7
Average # SAT medals	0.2	0.2	0.2
Average total # rewards	1.7	2.1	1.8
Average total cost of all rewards (\$)	33.1	42.7	36.6
N	1535	878	2413

	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
% receiving 0 Milestone rewards	43.6	34.5	40.2
% receiving 1 Milestone rewards	14.1	13.5	13.9
% receiving 2 Milestone rewards	13.2	12.4	12.9
% receiving 3 Milestone rewards	15.6	17.3	16.3
% receiving 4 Milestone rewards	13.5	22.3	16.8
Average # regular Milestones rewards	1.4	1.8	1.6
Average # SAT medals	0.1	0.2	0.2
Average total # rewards	1.6	2.0	1.7
Average total cost of all rewards (\$)	31.1	39.5	34.3
N	2553	1551	4104

Table 7-25. Self-Reported Receipt and Use of Gift Cards

I used my gift cards... (% answering yes)	Cohort and Treatment		
	Cohort 1		Total
	Milestones	Complete	
...didn't get gift any cards	16.4	16.6	16.5
...for things I needed	43.1	40.1	41.9
...for things I wanted	49.9	52.3	50.9
...to give as gifts to others	15.1	16.6	15.7
...for something else	1.3	0.9	1.1
N	878	583	1461

I used my gift cards... (% answering yes)	Cohort and Treatment		
	Cohort 2		Total
	Milestones	Complete	
...didn't get gift any cards	9.7	9.2	9.5
...for things I needed	45.9	41.8	44.4
...for things I wanted	56.6	61.3	58.3
...to give as gifts to others	17.6	19.7	18.4
...for something else	0.6	0.6	0.6
N	1363	773	2136

I used my gift cards... (% answering yes)	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
...didn't get gift any cards	12.3	12.4	12.3
...for things I needed	44.8	41.1	43.4
...for things I wanted	53.9	57.4	55.3
...to give as gifts to others	16.6	18.4	17.3
...for something else	0.8	0.7	0.8
N	2241	1356	3597

Note: Students could have received more than one gift card. Answers to question 'How did you use the gift cards V-SOURCE gave you for meeting important college deadlines?' Conditional on receiving any gift cards, answers are not mutually exclusive. Students may have interpreted this question to include gift cards they received for taking V-SOURCE Surveys.

Table 7-26. Self-Reported Barriers to Gift Card Reward Claiming

I didn't get as many gift cards as I could have because... (% answering yes)	Cohort and Treatment		
	Milestones	Complete	Total
...I didn't want one	2.5	4.0	3.1
...I never asked for one	19.0	16.4	18.0
...I forgot to ask for one	19.9	20.6	20.2
...I didn't have time to ask for one	10.5	10.4	10.5
...it seemed complicated to get it	4.7	6.9	5.5
...my proof was rejected	6.7	8.6	7.4
...I sent my proof but didn't get card	11.3	11.8	11.5
...another reason	2.7	2.5	2.6
...I didn't have any problems with this	46.1	43.3	45.0
N	856	568	1424

I didn't get as many gift cards as I could have because... (% answering yes)	Cohort and Treatment		
	Milestones	Complete	Total
...I didn't want one	3.0	3.4	3.2
...I never asked for one	17.6	13.8	16.2
...I forgot to ask for one	21.6	23.7	22.3
...I didn't have time to ask for one	11.6	9.4	10.8
...it seemed complicated to get it	5.7	4.8	5.4
...my proof was rejected	9.0	7.0	8.3
...I sent my proof but didn't get card	12.6	11.5	12.2
...another reason	3.0	1.7	2.5
...I didn't have any problems with this	41.9	49.1	44.5
N	1331	756	2087

I didn't get as many gift cards as I could have because... (% answering yes)	Cohort and Treatment		
	Milestones	Complete	Total
...I didn't want one	2.8	3.7	3.1
...I never asked for one	18.2	14.9	16.9
...I forgot to ask for one	20.9	22.4	21.4
...I didn't have time to ask for one	11.2	9.8	10.7
...it seemed complicated to get it	5.3	5.7	5.4
...my proof was rejected	8.1	7.7	7.9
...I sent my proof but didn't get card	12.1	11.6	11.9
...another reason	2.9	2.0	2.6
...I didn't have any problems with this	43.6	46.6	44.7
N	2187	1324	3511

Note: Answers to question 'Thinking about the times when you complete a college application step and could have gotten a gift card from V-SOURCE by did NOT, why didn't you get your gift card?' Answers were not mutually exclusive.

Table 7-27. Self-Reported Attitudes towards Gift Card Rewards

Thinking about the gift cards V-SOURCE provided... (% Strongly Agree or Agree)	Cohort and Treatment		
	Cohort 1		Total
	Milestones	Complete	
Made me feel VSOURCE wanted to help	79.0	77.5	78.4
Seemed weird to be offered gcard	28.8	26.0	27.7
Made me pay attn to VSOURCE	67.8	59.4	64.4
Made me feel VSOURCE was bribing me	13.7	13.4	13.6
Wld have missed more deadlines w/o gcard	42.1	39.7	41.1
Wld have missed more deadlines w/o rmndr	52.6	52.9	52.7
N	853	569	1422

Thinking about the gift cards V-SOURCE provided... (% Strongly Agree or Agree)	Cohort and Treatment		
	Cohort 2		Total
	Milestones	Complete	
Made me feel VSOURCE wanted to help	84.4	80.1	82.8
Seemed weird to be offered gcard	33.3	26.6	30.8
Made me pay attn to VSOURCE	71.7	67.7	70.2
Made me feel VSOURCE was bribing me	17.0	13.9	15.9
Wld have missed more deadlines w/o gcard	48.9	43.3	46.8
Wld have missed more deadlines w/o rmndr	62.3	58.9	61.1
N	1301	749	2050

Thinking about the gift cards V-SOURCE provided... (% Strongly Agree or Agree)	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
Made me feel VSOURCE wanted to help	82.3	79.0	81.0
Seemed weird to be offered gcard	31.5	26.3	29.6
Made me pay attn to VSOURCE	70.1	64.1	67.9
Made me feel VSOURCE was bribing me	15.7	13.7	14.9
Wld have missed more deadlines w/o gcard	46.2	41.7	44.5
Wld have missed more deadlines w/o rmndr	58.5	56.3	57.7
N	2154	1318	3472

Note: Responses to 'Thinking about the gift cards V-SOURCE provided for meeting college deadlines, how strongly do you agree or disagree with the following statements?' Response options were: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.

Table 7-28. Number of Messages between V-SOURCE Complete Students and Their Advisors

# of 2-Way Messages	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	4.2	3.5	8.7	8.0	6.7	6.8
1-4	24.0	6.8	27.8	16.6	26.2	12.7
5-9	26.0	14.1	24.8	16.0	25.3	15.1
10-19	25.7	17.5	25.2	16.7	25.4	17.0
20+	20.2	22.0	13.6	16.1	16.4	19.3
Mean	14.4	12.1	15.6	9.7	15.1	10.8
Median	7.0	9.0	12.0	7.0	10.0	8.0
N	674	674	878	878	1552	1552

Note: Messages include text messages, Facebook interactions, and other online chats. Messages are considered 2-way if the student responded; messages to which the student did not respond are considered 1-way. The first column of each panel shows the distribution of students by the number of 2-way messages with advisors; the second column shows the mean number of 1-way (unreturned) messages among students in each 2-way message category. Note that 1-way messages can be higher either because the advisor messaged the student more or because the student responded less.

Table 7-29. Number of Messages between V-SOURCE Complete Students and V-SOURCE Staff other Than Their Own Advisor

# of 2-Way Messages	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	97.9	0.0	89.7	0.0	93.3	0.0
1-4	2.1	0.1	10.1	0.0	6.6	0.0
5+	0.0	0.0	0.1	0.0	0.1	0.0
Mean	0.0	1.0	0.0	1.1	0.0	1.1
Median	0.0	1.0	0.0	1.0	0.0	1.0
N	674	674	878	878	1552	1552

Note: Messages includes text messages, Facebook interactions, and other online chats. Messages are considered 2-way if the student responded; 1-way messages were sent by staff, but the student didn't respond. The first column of each panel shows the distribution of students by the number of 2-way messages with advisors; the second column shows the mean number of 1-way (unreturned) messages among students in each 2-way message category. Note that 1-way messages can be higher either because staff messaged the student more or because the student responded less.

Table 7-30. Number of Messages between V-SOURCE Milestones Students and V-SOURCE Staff

# of 2-Way Messages	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	98.4	0.0	78.4	0.0	86.4	0.0
1-4	1.6	0.0	21.2	0.0	13.4	0.0
5+	0.0	0.0	0.4	0.0	0.2	0.0
Mean	0.0	0.0	0.0	0.3	0.0	0.2
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	1018	1536	1536	2554	2554

Note: Messages includes text messages, Facebook interactions, and other online chats. Messages are considered 2-way if the student responded; 1-way messages were sent by staff, but the student didn't respond. The first column of each panel shows the distribution of students by the number of 2-way messages with advisors; the second column shows the mean number of 1-way (unreturned) messages among students in each 2-way message category. Note that 1-way messages can be higher either because staff messaged the student more or because the student responded less.

Table 7-31. Number of Phone Calls between V-SOURCE Complete Students and Their Advisors

# of 2-Way Phone Calls	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	43.3	0.7	35.5	1.8	38.9	1.3
1-4	24.5	1.1	25.6	2.6	25.1	2.0
5-9	23.6	2.1	29.3	3.2	26.8	2.8
10-19	4.0	3.4	9.2	4.7	7.0	4.4
20+	4.6	2.6	0.3	2.3	2.2	2.6
Mean	1.3	1.7	2.7	1.7	2.1	1.7
Median	1.0	1.0	2.0	1.0	1.0	1.0
N	674	674	878	878	1552	1552

Note: add note explaining as above once we settle on language
p-value for equality of means across cohorts is .881;
p-value for test of equality of distributions across cohorts is <.001.

Table 7-32. Number of Phone Calls between V-SOURCE Complete Students and V-SOURCE Staff other Than Their Own Advisor

# of 2-Way Phone Calls	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	99.6	0.0	100.0	0.0	99.8	0.0
1-4	0.4	0.3	0.0	0.0	0.2	0.3
Mean	0.0	0.0	0.0	0.0	0.0	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	674	674	878	878	1552	1552

Note: add note explaining as above once we settle on language
p-value for equality of means across cohorts is .083;
p-value for test of equality of distributions across cohorts is .048.

Table 7-33. Number of Phone Calls between V-SOURCE Milestones Students and V-SOURCE Staff

# of 2-Way Phone Calls	Cohort 1		Cohort 2		Both Cohorts	
	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way	2-way (%)	Mean 1-way
0	99.9	0.0	99.7	0.0	99.8	0.0
1-4	0.1	0.0	0.3	0.0	0.2	0.0
Mean	0.0	0.0	0.0	0.0	0.0	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	1018	1536	1536	2554	2554

Note: add note explaining as above once we settle on language

Table 7-34. Number of Emails between V-SOURCE Complete Students and Their Advisors

# of Emails	Cohort and Email Type					
	Group	Cohort 1 Individual	Stdnt Sent	Group	Cohort 2 Individual	Stdnt Sent
0	0.0	26.0	42.1	0.1	7.1	19.4
1-4	3.9	37.2	27.2	0.0	34.2	30.1
5-19	14.7	27.7	23.0	10.7	47.8	37.4
20-39	39.8	5.6	4.9	33.6	8.2	10.1
40-79	24.9	2.8	1.9	37.7	2.5	2.7
80+	16.8	0.6	0.9	17.9	0.2	0.3
Mean	49.4	7.1	5.9	51.2	8.9	8.9
Median	36.0	2.0	1.0	43.0	6.0	5.0
N	674	674	674	878	878	878

# of Emails	Cohort and Email Type		
	Group	Both Cohorts Individual	Stdnt Sent
0	0.1	15.3	29.3
1-4	1.7	35.5	28.8
5-19	12.4	39.1	31.1
20-39	36.3	7.1	7.9
40-79	32.2	2.6	2.4
80+	17.4	0.4	0.6
Mean	50.4	8.1	7.6
Median	39.0	4.0	3.0
N	1552	1552	1552

Note: Column 1 of each panel shows the distribution for the number of group emails sent to students by advisors; column 2 shows the distribution for the number of individual emails sent to students by advisors; column 3 shows the distribution for the number of emails sent by students to advisors.

Table 7-35. Number of Emails between V-SOURCE Complete Students and V-SOURCE Staff other Than Their Own Advisor

# of Emails	Cohort and Email Type					
	Group	Cohort 1 Individual	Cohort 1 Stdnt Sent	Group	Cohort 2 Individual	Cohort 2 Stdnt Sent
0	3.6	88.0	88.9	5.1	66.9	91.1
1-4	96.0	11.4	10.8	93.2	31.7	8.8
5-19	0.4	0.6	0.3	1.7	1.5	0.1
Mean	1.5	0.2	0.1	1.6	0.6	0.1
Median	1.0	0.0	0.0	1.0	0.0	0.0
N	674	674	674	878	878	878

# of Emails	Cohort and Email Type		
	Group	Both Cohorts Individual	Both Cohorts Stdnt Sent
0	4.4	76.0	90.1
1-4	94.4	22.9	9.7
5-19	1.2	1.1	0.2
Mean	1.6	0.4	0.1
Median	1.0	0.0	0.0
N	1552	1552	1552

Note: Column 1 of each panel shows the distribution for the number of group emails sent to students by V-SOURCE staff; column 2 shows the distribution for the number of individual emails sent to students by V-SOURCE staff; column 3 shows the distribution for the number of emails sent by students to V-SOURCE staff.

Table 7-36. Number of Emails between V-SOURCE Milestone Students and V-SOURCE Staff

# of Emails	Cohort and Email Type					
	Group	Cohort 1 Individual	Cohort 1 Stdnt Sent	Group	Cohort 2 Individual	Cohort 2 Stdnt Sent
0	81.6	91.6	99.5	75.5	73.0	99.9
1-4	18.3	8.4	0.5	24.5	26.5	0.1
5-19	0.1	0.0	0.0	0.0	0.5	0.0
Mean	0.3	0.1	0.0	0.3	0.4	0.0
Median	0.0	0.0	0.0	0.0	0.0	0.0
N	1018	1018	1018	1536	1536	1536

# of Emails	Cohort and Email Type		
	Group	Both Cohorts Individual	Both Cohorts Stdnt Sent
0	77.9	80.4	99.7
1-4	22.0	19.3	0.3
5-19	0.0	0.3	0.0
Mean	0.3	0.3	0.0
Median	0.0	0.0	0.0
N	2554	2554	2554

Note: Column 1 of each panel shows the distribution for the number of group emails sent to students by V-SOURCE staff; column 2 shows the distribution for the number of individual emails sent to students by V-SOURCE staff; column 3 shows the distribution for the number of emails sent by students to V-SOURCE staff.

Table 7-37. Total Communications between V-SOURCE Advisors and Students

# of Communications	Cohort 1	Cohort 2	Both Cohorts
1-4	0.1	0.0	0.1
5-19	1.9	0.1	0.9
20-39	9.5	4.2	6.5
40-59	27.0	14.7	20.0
60-99	36.5	42.8	40.1
100-199	17.5	34.1	26.9
200+	7.4	4.1	5.5
Mean	91.9	98.7	95.8
Median	72.0	87.0	80.0
N	674	878	1552

Note: Communications includes messages (text messages, Facebook interactions, and other online chats), phone calls, and emails (group and individual). Each email in either direction (advisor to student or vice-versa) counts as 1; for messages, a 'conversation' between an advisor and student or an unreturned message from an advisor to a student each count as 1; for phone calls, unanswered and completed phone calls each count as 1.

Table 7-38. Total Two-Way Communications between V-SOURCE Advisors and Students

# of 2-way Communications	Cohort 1	Cohort 2	Both Cohorts
0	1.8	1.8	1.8
1-4	14.7	11.2	12.7
5-19	46.4	45.1	45.7
20-39	25.7	31.8	29.1
40-59	7.0	6.7	6.8
60-99	3.3	3.2	3.2
100-199	1.2	0.2	0.6
Mean	19.8	20.3	20.1
Median	14.0	16.5	15.0
N	674	878	1552

Note: Communications includes messages (text messages, Facebook interactions, and other online chats), phone calls, and emails (group and individual). Two-way communications include emails from students to advisors, completed phone calls, and message 'conversations' (where the student responded).

Table 7-39. Total One-Way Communications between V-SOURCE Advisers and Students

# of 1-way Communications	Cohort 1	Cohort 2	Both Cohorts
1-4	0.1	0.0	0.1
5-19	5.2	0.6	2.6
20-39	20.3	12.3	15.8
40-59	33.8	26.5	29.7
60-99	22.4	37.9	31.2
100-199	13.4	19.2	16.7
200+	4.7	3.4	4.0
Mean	72.2	78.4	75.7
Median	51.0	64.0	61.0
N	674	878	1552

Note: Communications includes messages (text messages, Facebook interactions, and other online chats), phone calls, and emails (group and individual). One-way communications include emails from advisors to students, unanswered phone calls, and one-way messages (sent by advisors, student didn't respond).

Table 7-40. V-SOURCE Complete Student Google Docs Interactions with Advisors

# of Google Doc sessions	Cohort 1	Cohort 2	Both Cohorts
No Sessions	95.3	87.1	90.7
1 Session	2.4	8.4	5.8
2 or More Sessions	2.4	4.4	3.5

Note: Includes sessions where advisors collaborated with a student on an essay or other text using Google Docs or similar technology.

Table 7-41. V-SOURCE Complete Student Messages per Month by Season

Season	Both Cohorts			
	Total % Active	Mean	2-way % Active	Mean
Introduction	74.2	1.3	64.0	0.9
SAT/Early Prep	92.5	1.8	73.5	0.8
UC/CSU Apps	90.8	2.2	64.6	0.9
Fin Aid/Private Apps	90.5	1.8	58.3	0.6
Fin Aid/Decision	81.7	1.3	52.1	0.4
Total	98.9	1.7	93.5	0.7

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May).

Table 7-42. V-SOURCE Complete Student Phone Calls per Month by Season

Season	Both Cohorts			
	Total % Active	Mean	2-way % Active	Mean
Introduction	36.0	0.3	24.0	0.1
SAT/Early Prep	48.4	0.2	29.0	0.1
UC/CSU Apps	51.4	0.4	30.8	0.2
Fin Aid/Private Apps	40.2	0.2	17.4	0.1
Fin Aid/Decision	31.1	0.2	14.2	0.1
Total	80.3	0.3	61.1	0.1

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May).

Table 7-43. V-SOURCE Complete Student Email by Season

Season	Both Cohorts			
	Received % Active	Mean	Sent % Active	Mean
Introduction	99.8	4.4	39.2	0.7
SAT/Early Prep	99.9	4.3	46.0	0.5
UC/CSU Apps	99.7	4.5	41.9	0.7
Private App/Fin Aid	96.6	3.9	25.2	0.3
Fin Aid/Decision	93.4	3.5	26.7	0.3
Total	99.9	4.1	71.1	0.5

Note: The applications 'seasons' correspond to the main activities and messaging of V-SOURCE: Introductions (Junior March, April, and May), SAT Study/Early Prep (June, July, August, and September), UC/CSU Application Prep (October and November), Private Applications and Financial Aid (December, January, and February), and Decisions and Financial Aid (March, April, and May).

Table 7-44. Self-Reported Modes of Communication with Advisors

I communicated with my advisor via... (% answering yes)	Cohort 1	Cohort 2	Both Cohorts
...email	78.4	83.5	81.3
...text message	59.4	67.4	64.0
...phone	46.1	45.2	45.6
...Facebook	51.1	41.0	45.3
...Google Plus	5.2	4.0	4.5
...Google Docs	4.8	8.5	6.9
...V-SOURCE Website	5.0	4.6	4.8
...chat	5.5	6.2	5.9
...Skype	0.5	0.3	0.4
...Twitter	1.2	0.4	0.7
...other	0.2	0.1	0.1
...none of the above	3.6	2.2	2.8
N	579	776	1355

Note: Responses to 'How did you and your V-SOURCE advisor communicate with each other?' Answers are not mutually exclusive.

Table 7-45. Self-Reported Frequency of Communication with Advisor: Read Something Advisor Wrote

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	4.5	2.3	3.3
Rarely (1)	5.1	2.5	3.6
Evry Few Mo (2)	4.4	3.8	4.0
Few Time/Mo (3)	29.1	24.5	26.5
1-2 X Week (4)	38.7	44.7	42.1
Evry Day (5)	18.3	22.2	20.5
Mean	3.5	3.7	3.6
Median	4.0	4.0	4.0
N	574	770	1344

Note: Responses to 'While you were in V-SOURCE, about how often did you: Read something your advisor wrote in an email, text message, or on a social networking site?'

Table 7-46. Self-Reported Frequency of Communication with Advisor: Wrote Something to Advisor

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	9.9	8.5	9.1
Rarely (1)	16.7	12.9	14.5
Evry Few Mo (2)	10.3	12.2	11.4
Few Time/Mo (3)	32.8	31.0	31.7
1-2 X Week (4)	21.6	25.4	23.8
Evry Day (5)	8.7	10.0	9.5
Mean	2.7	2.8	2.7
Median	3.0	3.0	3.0
N	574	768	1342

Note: Responses to 'While you were in V-SOURCE, about how often did you: Write something to your advisor in an email, text message, or on a social networking site?'

Table 7-47. Self-Reported Frequency of Communication with Advisor: Talk on Phone

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	38.7	33.8	35.9
Rarely (1)	20.6	22.9	21.9
Evry Few Mo (2)	12.6	12.6	12.6
Few Time/Mo (3)	19.2	19.4	19.3
1-2 X Week (4)	6.5	7.4	7.0
Evry Day (5)	2.4	3.9	3.3
Mean	1.4	1.6	1.5
Median	1.0	1.0	1.0
N	573	761	1334

Note: Responses to 'While you were in V-SOURCE, about how often did you: Talk on the phone with your advisor?'

Table 7-48. Frequency of Communication with Advisor: Text with Advisor

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	30.4	25.1	27.4
Rarely (1)	17.3	13.6	15.2
Evry Few Mo (2)	9.0	9.8	9.4
Few Time/Mo (3)	26.3	27.2	26.8
1-2 X Week (4)	12.5	16.8	15.0
Evry Day (5)	4.4	7.5	6.2
Mean	1.9	2.2	2.1
Median	2.0	3.0	2.0
N	566	757	1323

Note: Responses to 'While you were in V-SOURCE, about how often did you: Text back and forth with your advisor?'

Table 7-49. Self-Reported Frequency of Communication with Advisor: Facebook or Chat

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	37.5	42.9	40.6
Rarely (1)	14.4	13.9	14.1
Evry Few Mo (2)	10.0	7.6	8.6
Few Time/Mo (3)	21.0	17.3	18.9
1-2 X Week (4)	13.0	12.5	12.7
Evry Day (5)	4.2	5.8	5.1
Mean	1.7	1.6	1.6
Median	1.0	1.0	1.0
N	571	762	1333

Note: Responses to 'While you were in V-SOURCE, about how often did you: Facebook or chat with your advisor online?'

Table 7-50. Self-Reported Frequency of Communication with Advisor: Work on Text via Google Doc

	Cohort 1	Cohort 2	Both Cohorts
Never (0)	38.0	39.2	38.7
Rarely (1)	17.5	18.3	17.9
Evry Few Mo (2)	12.3	8.7	10.2
Few Time/Mo (3)	19.8	16.3	17.8
1-2 X Week (4)	8.6	11.7	10.4
Evry Day (5)	3.9	5.9	5.0
Mean	1.5	1.6	1.6
Median	1.0	1.0	1.0
N	571	761	1332

Note: Responses to 'While you were in V-SOURCE, about how often did you: Share text, a document, or Google doc (such as an essay) back and forth with your advisor?'

Table 7-51. Self-Reported Activities Students Worked On with Their Advisors

I worked on...with my advisor (% answering yes)	Cohort 1	Cohort 2	Both Cohorts
...figuring out classes to take	45.8	46.9	46.5
...figuring out grades to make up	44.2	48.3	46.6
...figuring out how to make up classes	40.9	42.2	41.6
...signing up for the SAT	67.7	73.5	71.0
...getting a fee waiver for the SAT	61.0	64.2	62.8
...doing SAT prep and practice	53.2	60.3	57.3
...choosing colleges to apply to	57.3	61.1	59.5
...writing college essays	56.6	53.9	55.0
...filling out college apps	58.4	56.7	57.4
...applying for scholarships	49.0	50.3	49.7
...filling out FAFSA/fin aid forms	55.6	56.4	56.1
...finding scholarships	55.8	62.6	59.7
...understanding my fin aid award	42.3	43.2	42.8
...convincing parents to let me go to co	26.2	22.8	24.3
...talking to parents re coll/fin aid	28.3	25.4	26.6
...convincing parents best coll for me	27.2	23.6	25.1
...choosing which college to attend	47.1	52.9	50.4
N	541	720	1261

Note: Responses to 'Thinking about both the summer before your senior year and during your senior year, did you work with your advisor on any of the following things?'

Table 7-52. Self-Reported Reasons Students Didn't Work More with Advisers

Reasons didn't work with advisor more: (% answering Very true/Mostly true)	Cohort 1	Cohort 2	Both Cohorts
Had other ppl to help	50.3	47.4	48.7
Didn't want help	8.8	7.9	8.3
Didn't need help	9.9	9.5	9.7
Didn't have enough time	19.2	16.6	17.7
Didn't like my adv	2.4	1.7	2.0
Adv didn't seem knowledgeable	2.4	2.4	2.4
Adv didn't seem helpful	3.2	3.6	3.4
Didn't want 4yr coll	4.7	6.2	5.5
Wasn't good @ returning adv msgs	17.9	21.9	20.1
Didn't feel comfortable with adv	4.1	4.5	4.3
Adv pushed to wrk I didn't want to do	2.8	3.5	3.2
N	537	694	1231

Note: Responses to 'If you didn't work with your V-SOURCE Advisor as much as you could have, how true are the following statements?'

Table 7-53. Self-Reported Help Received from Advisor Overall

	Cohort 1	Cohort 2	Both Cohorts
None (1)	4.6	2.4	3.3
A little (2)	12.1	9.7	10.7
A fair amount (3)	42.4	42.0	42.2
A lot (4)	40.8	46.0	43.8
Mean	3.2	3.3	3.3
Median	3.0	3.0	3.0
N	568	755	1323

Note: Response to 'Overall, how much help did you receive from your V-SOURCE advisor?'
Response categories shown in table.

Table 7-54. Percent of Students Ever Contacted, with Components

Percent	Cohort and Treatment		
	Cohort 1		Total
	Milestones	Complete	
Any Confirmed Contact	89.6	99.0	93.3
Any Web Login	72.3	77.9	74.5
Ever Claimed a Reward	52.9	60.2	55.8
Sent Email to Program	54.7	70.4	61.0
Sent Message to Program	1.7	95.8	39.1
Talked to Program on Phone	0.1	56.8	22.6
Participated in Google Doc Session	0.0	4.8	1.9
Program Outreach ONLY	13.7	0.3	8.3
N	1018	673	1691

Percent	Cohort and Treatment		
	Cohort 2		Total
	Milestones	Complete	
Any Confirmed Contact	92.9	99.1	95.2
Any Web Login	81.1	84.5	82.3
Ever Claimed a Reward	59.2	70.0	63.1
Sent Email to Program	65.2	87.6	73.4
Sent Message to Program	21.6	91.7	47.1
Talked to Program on Phone	0.3	64.5	23.7
Participated in Google Doc Session	0.0	12.9	4.7
Program Outreach ONLY	2.8	0.1	1.8
N	1535	878	2413

Percent	Cohort and Treatment		
	Both Cohorts		Total
	Milestones	Complete	
Any Confirmed Contact	91.6	99.0	94.4
Any Web Login	77.6	81.6	79.1
Ever Claimed a Reward	56.7	65.8	60.1
Sent Email to Program	61.0	80.1	68.3
Sent Message to Program	13.7	93.5	43.8
Talked to Program on Phone	0.2	61.1	23.2
Participated in Google Doc Session	0.0	9.3	3.5
Program Outreach ONLY	7.1	0.2	4.5
N	2553	1551	4104

Note: Categories are not mutually exclusive, except for 'Program Outreach Only,' which means that the student was only ever confirmed to know they were in the program during specific outreach.

8 METHODS FOR ESTIMATING TREATMENT-CONTROL COMPARISONS

In the remainder of this report, we discuss the estimates of causal effects of assignment to either V-SOURCE Milestones or V-SOURCE Complete, compared to the control group. This chapter outlines the methods we used to estimate those treatment effects.

8.1 ESTIMATING EQUATION

In subsequent chapters, we estimate reduced-form treatment effects of assignment to V-SOURCE Complete or V-SOURCE Milestones, relative to the control group. Recall from Chapter 6 that we randomly assigned students to one of two treatments or to a control group; we blocked on (the interaction of) three variables: race/ethnicity/home language (three categories), parental education (two categories), and gender (two categories); we created a 13th block for students who had missing data for any of the three blocking variables. We therefore include block-by-cohort indicators in all specifications.

The most parsimonious specification for the treatment effect estimates is:

$$Y_{isb} = \beta_0 + \beta_1 MILESTONES_{isb} + \beta_2 COMPLETE_{isb} + \eta_b + \varepsilon_{isb}$$

where Y_{isb} is an outcome measure for student i in school s in block b and $MILESTONES$ and $COMPLETE$ are treatment group indicators; the omitted category is the control group. η_b is a vector of block dummy variables (excluding 1 group) to account for blocking during random assignment; these blocking group fixed effects implicitly control for cohort since we blocked within cohort. ε_i is an individual-specific error term. The parameters of interest are β_1 , and β_2 , indicating the effects of each treatment relative to the control group.

The college-enrollment outcomes reported in Chapter 11 come from administrative data, so do not suffer from attrition. The self-reported outcomes reported in Chapters 9 and 10 come from the Follow-up Survey, so there is a possibility that the treatment and control groups are not balanced among those who answered the survey (see Chapter 6 for more information on survey non-response). In addition, controlling for baseline characteristics that predict the outcomes can improve statistical power. Recall also that the blocking variables include the key demographic predictors of college-going outcomes, so by including indicators for the blocking variables in our main specification we are implicitly controlling flexibly for those variables. We report the results from this parsimonious specification in Chapters 9 to 12.

We report results from two additional specifications for the key tables in the Appendix. First, we add controls for a flexible function (cubic) of each of two measures of GPA collected on the application;⁸⁴

⁸⁴ The two GPA measures are self-reported cumulative GPA as reported on the Application Survey and a weighted GPA measure based on students' self-reported grades in 10th grade academic courses. The two measures are highly correlated, noisy measures of academic achievement. Functions of each GPA measure are significant predictors of four-year college enrollment, conditional on the other; so we include both as controls in the main specification. We collected many additional variables on the Baseline Survey, but not all students responded to that survey, and we have more missing data for those variables compared to information we collected on the Application Survey, so we do not include variables from the Baseline Survey in the main specification.

GPA is the most important predictor of college enrollment that is not already captured in the blocking variables, and coverage is relatively complete in our data. Finally, we estimate a “kitchen sink” version of the equation above, including the following controls in addition to the GPA measures: locus of control index, hard worker index, procrastinator index, index of student commitment to attending college, measures of teacher/counselor and parent expectations about college-going, family support for applying to college, school support for applying to college, participation in a college access program, and index of parental financial worries about paying for college. All variables were measured prior to random assignment, and the survey questions on which they are based are described in the Appendix. In practice, the point estimates are largely unaffected by the inclusion of these controls, and the standard errors are slightly smaller in some cases.

8.2 SUB-GROUP ANALYSIS

We present estimates of heterogeneous treatment effects for several key demographic groups corresponding to the blocking groups:

- Gender: Female and Male
- Highest level of Parental Education: Some college or more and Less than some college or more
- Race/ethnicity and Home Language: Hispanic and Spanish is Home Language, Hispanic and English is Home Language, and Other

To estimate heterogeneous effects, we interact the treatment indicators with an exhaustive set of indicators for each category; we also include the indicators for each category separately. For example, the estimating equation for the analysis of treatment effects by gender is:

$$Y_{isb} = \gamma_0 + \gamma_1 MILESTONES_{isb} \times FEMALE_{isb} + \gamma_2 MILESTONES_{isb} \times MALE_{isb} + \gamma_3 COMPLETE_{isb} \times FEMALE_{isb} + \gamma_4 COMPLETE_{isb} \times MALE_{isb} + \eta_b + \varepsilon_{isb}$$

where γ_1 is the treatment effect of Milestones for females, γ_2 is the treatment effect of Milestones for males, γ_3 is the treatment effect of Complete for females, and γ_4 is the treatment effect of Complete for males.⁸⁵ (The *FEMALE* indicator is actually subsumed in the blocking variable indicators, but we include it here for completeness and because that is not the case for all of the sub-groups we analyze.)

8.3 INFERENCE

Random assignment was at the individual level within the thirteen blocks described above. In the tables below, we cluster the standard errors at the high school level to account for the clustering of students within schools.⁸⁶ We use stars to indicate statistical significance at conventional levels for individual coefficients. We are, however, testing many comparisons, so considering each test separately will lead us to reject the null hypothesis too frequently, conditional on the chosen significance threshold.

⁸⁵ For the sub-group analyses by parental education and self-reported cumulative GPA, we drop observations for which the sub-group variable is missing (210 observations for parental education and 179 observations for GPA); for the analysis by race/ethnicity and Home Language, we include those who have missing data on this variable in the “other” category. We do not have missing data for the female indicator, so we do not drop any observations from that analysis.

⁸⁶ Abadie et al. (2017) argue that this clustering on high school may not be required in this case because random assignment was at the individual level. In practice, this makes little difference.

Following Kling, Liebman, and Katz (2007), we construct indexes of related outcomes where possible to reduce the number of outcomes we are examining; we do not do this in all cases because we want to maintain interpretability of the magnitudes of the effects. We differentiate between confirmatory and exploratory analyses (see, e.g., Bloom and Michalopoulos (2010) and Schochet (2008)) and use the Benjamini-Hochberg method (Benjamini and Hochberg 1995) to control the false discovery rate within each domain, consistent with *What Works Clearinghouse* (2014) guidelines. We apply the adjustment separately for the average treatment effects in the full sample and for the confirmatory sub-group analysis within each “domain.”

The domains, and corresponding outcomes, are as follows:

- Supported and Informed
 - Sought Information Index
 - Had Information Index
 - Had Support Index
- Application Milestones
 - Registered for ACT/SAT
 - Took ACT/SAT
 - Applied to Two Systems
 - Submitted FAFSA On Time
- Application Portfolio, Applied to at least one
 - Four-Year College
 - Selective College
 - CSU Campus
 - UC Campus
- Acceptances, Accepted to at least one
 - Four-Year College
 - Selective College
 - CSU Campus
 - UC Campus
- College Enrollment, Enrolled in
 - Any College
 - Four-Year College
 - Selective College
 - CSU Campus
 - UC Campus

This means that for the full sample results, the adjustment is applied per table. For example, in the Supported and Informed domain, there are three outcomes and two treatment effects per outcome (for Milestones and Complete), so we apply the adjustment across 6 tests. For the confirmatory sub-group analysis, there are 7 subgroups (Gender X 2, Parental Education X 2, Race/ethnicity and Language X 3); so for the Supported and Informed Domain, we apply the adjustment to the group of 42 tests (3 outcomes, 2 treatment effects per outcome, 7 sub-groups considered).

We do not apply an adjustment for supplementary outcomes; this is noted in table notes where relevant.

9 EFFECTS OF V-SOURCE ON INFORMATION AND SUPPORT DURING COLLEGE AND FINANCIAL AID APPLICATION PROCESS

Chapter 7 shows that most students assigned to both the Milestones and Complete variants of the V-SOURCE program knew they were in the program and used at least some of the program components. Together, the administrative and self-report data suggest that, on average, students in both treatment arms received a moderate dose of the information, reminders, and encouragement the program intended to deliver. Students assigned to Complete used their advisors to help them through the college application and financial aid process. Not surprisingly, there was significant variation in how much students in both treatment arms used the different components of the program.

However, the fact that students used the program and found it helpful does not necessarily imply that the program changed the extent to which students were informed or supported in the process of applying to college and for financial aid. Students may have substituted V-SOURCE for other sources of information and support; that is, V-SOURCE might have crowded out other college access programs or services. In addition, the V-SOURCE program may have diffused to students in the control group. Diffusion to the control group is more likely for the information components of the program—the automated text messages and emails (and the information contained therein)—than the Milestone Rewards and help from an advisor, which were only available to those who were assigned to the program.

In this chapter, we first report results related to take-up of the program, crowd-out, and diffusion before turning to the analysis of the net effects of being assigned to V-SOURCE Milestones or Complete on measures designed to operationalize three constructs: (1) the extent to which students sought out information about the college application process, (2) the extent to which students felt informed about various aspects of the process, and (3) the extent to which students felt supported during the process.

We discuss the survey questions and the methods we used to create these measures in more detail below.

9.1 TAKE-UP AND CROWD-OUT

We randomly assigned some students to be eligible to participate in V-SOURCE Complete or Milestones, but not all of those students ended up participating. At the same time, some students who were not assigned to the program may have used certain program components, for example, by logging into the website with a friend's credentials or receiving forwarded messages. We cannot estimate a traditional "first stage" effect of assignment to treatment on using the treatment for two reasons: first, students did not have to actively enroll in the program, and they could receive some treatment components (the automated emails and text messages) without interacting directly with the program. Second, we cannot measure program use by control students because, for example, if they log into the website using a V-SOURCE participant's credentials, we will attribute that use to the owner of the credentials.

Nevertheless, we present results for three (imperfect) measures of program take-up in Table 9-1. By construction, all of the measures are equal to 0 for control students.

- “Any Confirmed Contact” is equal to 1 if the student ever interacted with the program, including replying to an email or text message, claiming a Milestone Reward gift card, interacting with their advisor or a program coordinator, or logging into the website (even if only to visit an administrative page). Several weeks after we informed students that they were in the program, we did an “outreach” campaign to confirm that students assigned to V-SOURCE Complete or Milestones knew that they had access to the program. We first sent automated emails and text messages asking for a confirmation reply; advisors and program staff then reached out by phone to students who did not respond to the email and text messages. “Any Confirmed Contact” is equal to 1 for students who confirmed they knew they had access to the program during this outreach.
- “Active (After Intro)” is equal to 1 if the student visited the website (excluding administrative pages), claimed a Milestone Reward, or interacted with their advisor any time after the introductory period (the first three months of the program). This measure may substantially understate program participation, particularly for Milestones, since students received a significant amount of information and reminders via email and text messages.
- “Interacted with Advisor (After Intro)” is equal to 1 for students who ever interacted with their advisor after the introductory period. It is always 0 for Milestones students, who did not have an advisor.

Table 9-1 presents the estimates of the effect of assignment to V-SOURCE on these three “take-up” measures. Column (1) shows that almost all students assigned to treatment had contact with the program, 92 and 99 percent for Milestones and Complete, respectively. In other words, as measured by having at least one interaction with the program or their advisor after the introductory period, take-up was nearly complete among V-SOURCE Complete students. For students assigned to Milestones, take-up was 72 percent by the “Active after Intro” measure and 0 percent by the “Interacted with Advisor” measure (because those students did not have an advisor). For students assigned to Complete, 97 percent met the “Active after Intro” criterion and 96 percent met the “Interacted with Advisor” criterion.

Tables 9-2 and 9-3 provide additional evidence on take-up and crowd-out based on data from the Follow-up Survey. We asked all students (treatment and control) whether they had participated in a number of common college access programs during their senior year, including V-SOURCE. Column (1) of Table 9-2 shows that students were 34 and 45 percentage points more likely to report that they participated in the V-SOURCE program if they were assigned to Milestones and Complete, respectively. The final row of the table reports the mean of the dependent variables in the control group. Nearly 35 percent of the control group reported participating in the V-SOURCE program. We attempted to distinguish the V-SOURCE Research (surveys) from the V-SOURCE Program, but it is not surprising that this distinction was lost on some control students.⁸⁷ The effects on participation in at least one college access program (including V-SOURCE), are somewhat smaller, suggesting that some students participated in multiple programs. Column (3) shows that students who were assigned to Milestones or

⁸⁷ After random assignment, at the same time the treatment groups were offered the program, the control group was told that they were in the “Research Group” and would have an opportunity to be compensated for taking surveys about their experiences in high school and applying to college. We also administered a short survey to the control group only (for which they could receive a \$20 gift card) during the summer before Senior Year, and they were invited to the Follow-up Survey at the same time as the treatment groups.

Complete were *not* more or less likely to participate in a non-V-SOURCE college access program. The control mean indicates that about 43 percent of students participated in at least one college access program other than V-SOURCE.

Table 9-3 reports the results from a question asking students what their “main source” of information was during the college application process. We asked this question of both treatment and control participants and did not want it to be too tailored to the program, so “V-SOURCE” was not among the options. However, one of the options, “Internet, Emails, or Text Messages,” was intended to include the automated components of the Milestones variant, and “Advisor from a Program” was intended to include the V-SOURCE advisor. Students assigned to Milestones were 2.5 percentage points more likely to report “Internet, Emails, or Text Messages” as their main source of information, though the coefficient is only marginally statistically significant. Students assigned to V-SOURCE Complete were 4.6 percentage points more likely to report “Advisor from a Program” as their main source of information and they were 3.3 percentage points less likely to report “Teacher or Counselor” as their main source of information. Because this question asked only about the “main” source of information, the findings do not necessarily indicate crowd-out (because a student could have, for example, used their school counselor as much as they would have in the absence of the program but used their V-SOURCE advisor more than that). Nonetheless, these results are consistent with the design of the program.

9.2 DIFFUSION

Because V-SOURCE was implemented as part of a random-assignment study, EdBoost took steps to prevent diffusion of the treatment to the control group, whereas at scale the program would have promoted diffusion through social networks to reach more students. For example, key design features meant to reduce diffusion of the program components to the control group included requiring participants to log into the website and keeping Facebook groups closed. Thus, the program itself was probably somewhat less effective for treated students than it would have been in the absence of a randomized design, because of the restrictions designed to prevent diffusion, though it is difficult to assess how much this mattered.

We asked some questions about diffusion on the Follow-up Survey. Those questions were necessarily different for treatment and control, so we do not make treatment-control comparisons. Instead, we report a few key findings from those questions.

The evidence suggests that, despite efforts to minimize diffusion, a substantial fraction of students in the control group probably received at least some V-SOURCE treatment. About a third of control group students reported that they knew someone who was participating in the V-SOURCE program. About a quarter of the control group reported that a treatment student told them what they were learning from V-SOURCE and 22 percent reported receiving forwarded emails from a V-SOURCE participant. Almost 13 percent of the control group said a program student provided a username and password for the V-SOURCE website. The survey also asked control group students how much they learned overall from the V-SOURCE website, emails and text messages, and other students in the program. Depending on the source of information, between 60 and 70 percent of the control students reported learning “nothing” or “very little,” and only 4 to 7 percent reporting learning “a lot of things.” The rest reported learning “a

few things” or “some things” from V-SOURCE.⁸⁸ Note, too, that although control group students could not claim the Milestone Rewards gift cards (though some tried to), treatment students could have forwarded them the reminder messages associated with these rewards.

The fact that substantial minorities of control group students sought out information from program students suggests that students found the information useful. Implemented outside the context of a randomized evaluation, the program would make most materials easily accessible, which would encourage the diffusion of information through social networks at school and online. In the context of this randomized evaluation, however, this diffusion of information from the treatment groups to the control group will cause us to *underestimate* the program’s effects.

9.3 MEASURES OF INFORMATION AND SUPPORT

The Follow-up Survey asked students a large number of questions about the extent to which they sought out information about the college application process, felt informed about various aspects of the process, and felt supported during the process.⁸⁹ For analysis purposes, we combined these items into three indices (which we labeled “Sought Information,” “Had Information,” and “Had Support”) intended to operationalize each of these constructs. We constructed these indices by standardizing the items and averaging them. To ease interpretation, we then standardized each index to have a mean of zero and standard deviation of one in the control group.

Before constructing these indices, we conducted exploratory factor analyses of the items, and those analyses provided support for a two factor solution (in which “Had Information” and “Had Support” items could be combined) and a three factor solution in which they remained distinct. We opted for the three factor solution based on the content of the questions (face validity) and hypotheses about different effects for V-SOURCE Milestones and Complete. We suspected, for example, that differences between Milestones and Complete might be larger on the “Had Support” construct than on the “Had Information” construct because V-SOURCE Complete students had an advisor who could provide personalized support, and investigating that hypothesis required keeping those indices separate. Note, however that the “Had Information” and “Had Support” indices are highly correlated (.68). The “Sought Information” index is less highly correlated with the other two indices (.30 with each).

In the remainder of this chapter, we describe the items that constitute the three indices and then describe the results.

9.3.1 Sought Information

Participation in V-SOURCE could have encouraged students to seek out more or less information from other sources. The “Sought Information” construct is based on responses to the following series of 14

⁸⁸ It is possible that control students confuse V-SOURCE with other college access programs, causing them to over-report the extent to which they benefited from the program. For example, they may not know where their participating friends got the information they shared.

⁸⁹ The Follow-up Survey asked both the treatment and control group about their access to information, use of information, and the level of support they felt in the application and financial aid process. We wrote the questions in a general way, so that they would not be specifically aligned with V-SOURCE content. Later in the survey, treated students were asked about their experiences with the V-SOURCE program in particular; we report on those questions in Chapter 7.

questions. The answer options were categorical, and we assigned numerical values to them (in parentheses): Never (0), Once or twice (1.5), Three or four times (3.5), and Five or more times (5).

“Including the summer before your senior year and your senior year, about how often did you do the following things?”

1. Visited a college campus
2. Attended a college fair
3. Talked with the counselor at my school about financial aid or applying to college
4. Talked to my teacher(s) about financial aid or applying to college
5. Talked with someone from a college access program or organization about financial aid or applying to college
6. Visited websites to learn about financial aid or applying to college
7. Read books or other printed information about financial aid or applying to college
8. Visited specific colleges' websites
9. Read brochures or booklets about specific colleges
10. Talked about a specific college with someone who attends (or attended) that college
11. Read printed, emailed, or text messaged information about college or financial aid provided by a college access program or organization
12. Talked with someone my family paid to help me with the college application process
13. Talked with someone in my family about whether or where I should go to college
14. Talked with someone in my family about how much college costs or how I would pay for college

To make the “Sought Information” construct, we averaged the z-score of each item and then re-standardized the variables to have a mean of 0 and a standard deviation of 1 in the control group. This index has a Cronbach’s alpha reliability of .86.

9.3.2 Had information

Informing students about deadlines and other aspects of the college and financial aid process was a key goal of the V-SOURCE program. The “Had Information” construct is based on responses to the following 21 questions. The response options were ordered categories; for simplicity, we assigned each category a numeric value (in parentheses).

1. In general, how well-informed did you feel throughout the college application process and as you made your decisions about college? Very well-informed (5), Well-informed (4), Somewhat well-informed (3), A little well-informed (2), Not well-informed at all (1)
2. Thinking about both the summer before your senior year and your senior year, how true were the following things about you? Very true (5), Mostly true (4), Somewhat true (3), A little true (2), Not at all true (1)
 - a. I knew when SAT deadlines were coming up
 - b. I knew when ACT deadlines were coming up
 - c. I knew when college application deadlines were coming up
 - d. I knew how to find and fill out college applications
 - e. I knew when financial aid application deadlines were coming up
 - f. I knew how to find and fill out financial aid applications

3. Thinking about both the summer before your senior year and your senior year, how true were the following things about you? It was easy for me to get information about: Very true (5), Mostly true (4), Somewhat true (3), A little true (2), Not at all true (1)
 - a. How to improve my SAT score
 - b. How to use a calculator for the SAT
 - c. How to write a better SAT essay
 - d. Which questions to skip on the SAT
 - e. How to improve my GPA for college applications
 - f. Non-academic ways to increase my chances of getting into a good college
 - g. The colleges I would probably be able to get into
 - h. Which colleges I should apply to
 - i. How to find and fill out college applications
 - j. How to write a good application essay
 - k. How to find and fill out financial aid forms
 - l. The scholarships I should apply for
 - m. What my financial aid offers meant
 - n. How to choose which college to attend

To make the “Had Information” construct, we averaged the z-score of each item and then re-standardized the variables to have a mean of 0 and a standard deviation of 1 in the control group. This index has a Cronbach’s alpha reliability of .95.

9.3.3 Had Support

The V-SOURCE program intended to provide students with not just information about, but also support for, applying to college and for financial aid. The support that could be provided by the automated V-SOURCE Milestones program was necessarily limited compared to what was available to students in V-SOURCE Complete, who had an advisor who could work with them personally, albeit virtually. The “Had Support” construct is based on responses to the following 16 questions (numeric values assigned to categorical responses in parentheses):

1. Thinking about both the summer before your senior year and your senior year, how true were the following things about you? I had someone who: Very true (5), Mostly true (4), Somewhat true (3), A little true (2), Not at all true (1). On this set of questions, students had the option of answering “I did not need help with this,” in which case, we excluded that item from the index for that student.
 - a. Kept me motivated to do the work needed to apply to college
 - b. Helped me sign up for the SAT
 - c. Helped me study for the SAT
 - d. Helped me decide which high school courses to take to meet college requirements
 - e. Helped me choose colleges to apply to
 - f. Encouraged me to apply to better colleges than I initially thought I would apply to
 - g. Helped me write/rewrite college application essays
 - h. Helped me fill out college applications
 - i. Helped me fill out financial aid forms
 - j. Helped me find and apply for scholarships

- k. Reminded me to turn in college applications
- l. Reminded me to turn in financial aid applications
- m. Made sure I turned in college applications
- n. Made sure I turned in financial aid applications
- o. Helped me choose which college to enroll in
- p. Helped me convince my parents to let me go to the college I wanted to go to

To make the “Had Support” construct, we averaged the z-score of each item and then re-standardized the variables to have a mean of 0 and a standard deviation of 1 in the control group.

9.4 EFFECTS OF V-SOURCE ON SOUGHT INFORMATION, HAD INFORMATION, AND HAD SUPPORT

Table 9-4 reports the effects of being assigned to V-SOURCE Milestones or Complete on the “Sought Information,” “Had Information,” and “Had Support” indices. V-SOURCE did not affect—in either direction—the extent to which students sought information about applying for college or financial aid. The estimates are reasonably precise: the 95 percent confidence interval rules out effects as large as 0.08 standard deviations. Being assigned to V-SOURCE increased the extent to which students felt informed by 0.091 standard deviations for Milestones and 0.109 standard deviations for Complete. The effects on feeling supported were almost twice as large for Complete students (0.151 standard deviations) as for Milestones (.082 standard deviations).

These results suggest that the Milestones components—the website and automated messages—made students in both groups feel more informed. It makes sense that the effects on “Had Support” would be larger for Complete than Milestones since the former had an advisor who could help them complete various tasks in the college application process. It is perhaps surprising that there was any effect on “Had Support” for Milestones, since the questions underlying that measure asked whether the student *had someone* who would help them with various tasks, and the Milestones program was automated; students did not have a person they could go to for help, but perhaps they perceived the automated messages to have been created by a person who was trying to be supportive.

9.5 HETEROGENEOUS TREATMENT EFFECTS

Tables 9-5 through 9-16 report the estimates of heterogeneous treatment effects for the same outcomes by the three demographic variables used to create the blocking groups for random assignment. Note that the estimates are *not* additive; rather each coefficient indicates the treatment effect, relative to control, for that sub-group and treatment variant.

9.5.1 Gender

The results by gender (tables 9-5 through 9-8) suggest that females used the program somewhat more than males, and the point estimates suggest effects of Complete on feeling informed and supported may have been larger for females. Female Milestones participants were about 5 percentage points more likely to have any confirmed contact with the program (Table 9-5, column 1), compared to their male counterparts and were about 12 percentage points more likely to have interacted with the program at least once after the introductory period (column 2). For Complete, the differences between males and females are less than 1 percentage point for all three measures. Consistent with these findings, the effect of being assigned to the V-SOURCE program on reporting participation in the V-SOURCE program

on the Follow-up Survey is also slightly larger for females than males, but the effects on any program participation and any non-V-SOURCE program participation were similar by gender (Table 9-6). Table 9-7 is also consistent with the idea that females used the Complete program more than males: the positive effect on reporting an “Advisor from a Program” and negative effect on “Teacher or Counselor” as the main source of information during the application process were larger for females than males.

Table 9-8 shows that the effects of Milestones on the Experience and Support constructs was similar for males and females. The point estimates indicate that the effects of Complete on “Had Information” and “Had Support” were larger for females but the gender difference is not statistically significant. The control means show that males had lower averages for all three measures, but the gender differences in the control group for the “Had Information” and “Had Support” indices are quite small (about .02 standard deviations) compared to the gender difference for “Sought Information” (.25 standard deviations).

9.5.2 Race/Ethnicity and Home Language

Tables 9-9 to 9-12 show the estimates by the three categories of race/ethnicity and home language used in blocking at random assignment: Hispanic and speak Spanish with parents, Hispanic and speak another language (usually English) with parents, and all others. Across the tables, there is not a consistent pattern of findings that differ by race/ethnicity and home language, although there is some evidence of larger effects for Hispanic/Spanish students, particularly for Complete. For example, the point estimates indicate a bigger shift to “Advisor from a Program” from “Teacher or Counselor” for Hispanic/Spanish students assigned to Complete (Table 9-11), and the effects of Complete on “Had Information” and “Had Support” also tend to be larger for Hispanic/Spanish students (Table 9-12).

9.5.3 Parental Education

Tables 9-13 to 9-16 show the results by parental education (based on the highest education of either parent). There is little difference in take up (Table 9-14) or reporting participation in V-SOURCE (Table 9-15). Interestingly, the control means in Table 9-15 show little gradient in participation in other college access programs by parental education. The point estimates suggest a larger shift in the main source of information to “Advisor from a Program” from “Teacher or Counselor” for students whose parents did not go to college (Table 9-15). The point estimates indicate slightly larger effects of Milestones on “Had Information” and “Had Support” for students with more educated parents; the effects of Complete on these measures are similar regardless of parental education.

9.6 CHAPTER 9 TABLES

Table 9-1. Take-Up: Effects of Assignment to V-SOURCE on Use of V-SOURCE Program

	(1) Any Confirmed Contact	(2) Active after Intro	(3) Interacted w/ Advisor after Intro
Milestones	0.916*** (0.007)	0.718*** (0.013)	0.000 (0.000)
Complete	0.991*** (0.003)	0.966*** (0.005)	0.955*** (0.005)
Observations	6,640	6,640	6,640
Control Mean	0.000	0.000	0.000

By construction, all outcomes are zero for control students; outcomes for treated students are constructed based on administrative data collected by the program. 'Any Confirmed Contact' is equal to 1 if the student interacted with the program in any way indicating they knew they were in the program (e.g. responded to an email or text message, claimed a Milestone Reward, logged into the website, interacted with their advisor); 'Active' is equal to 1 if the student visited a substantive webpage or interacted with their advisor after the introductory period; 'Interacted with Advisor' is equal to 1 if the student interacted with their advisor after the introductory period. Note that we cannot determine whether students received or read automated emails or text messages, so we cannot incorporate that part of the treatment into these take-up indicators. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses. We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-2. Effects of Assignment to V-SOURCE on Enrollment in College Access Programs

	(1) V-SOURCE	(2) Any Program	(3) Any Non V- SOURCE Program
Milestones	0.342*** (0.014)	0.199*** (0.018)	0.003 (0.017)
Complete	0.447*** (0.015)	0.263*** (0.018)	0.015 (0.016)
Observations	5,913	5,913	5,913
Control Mean	0.347	0.613	0.427

Data are self-reported on Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-3. Effects of Assignment to V-SOURCE on Main Source of Information during College Application Process

	(1) Internet, Emails, or Text Messages	(2) Advisor from a Program	(3) Teacher or Counselor
Milestones	0.025 (0.014)	-0.014 (0.012)	-0.005 (0.014)
Complete	-0.007 (0.015)	0.046*** (0.013)	-0.033* (0.016)
Observations	5,972	5,972	5,972
Control Mean	0.353	0.125	0.364

Data are self-reported responses to question 'What was your MAIN source of information during the college application process? (please choose one)' on the Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-4. Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones	-0.028 (0.028)	0.091*** (0.028)	0.082*** (0.027)
Complete	0.018 (0.031)	0.109*** (0.032)	0.151*** (0.028)
Observations	5,986	5,993	5,931
Control Mean	-0.000	0.000	0.000

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-5. Take-Up: Effects of Assignment to V-SOURCE on Use of V-SOURCE Program, by Gender

	(1) Any Confirmed Contact	(2) Active after Intro	(3) Interacted w/ Advisor after Intro
Milestones			
Male	0.880*** (0.012)	0.636*** (0.021)	0.000 (0.000)
Female	0.932*** (0.006)	0.756*** (0.014)	-0.000 (0.000)
Complete			
Male	0.986*** (0.005)	0.958*** (0.009)	0.951*** (0.009)
Female	0.993*** (0.003)	0.970*** (0.006)	0.957*** (0.006)
Observations	6,640	6,640	6,640
Control Mean			
Overall	0.000	0.000	0.000
Male	0.000	0.000	0.000
Female	0.000	0.000	0.000

By construction, all outcomes are zero for control students; outcomes for treated students are constructed based on administrative data collected by the program. 'Any Confirmed Contact' is equal to 1 if the student interacted with the program in any way indicating they knew they were in the program (e.g. responded to an email or text message, claimed a Milestone Reward, logged into the website, interacted with their advisor); 'Active' is equal to 1 if the student visited a substantive webpage or interacted with their advisor after the introductory period; 'Interacted with Advisor' is equal to 1 if the student interacted with their advisor after the introductory period. Note that we cannot determine whether students received or read automated emails or text messages, so we cannot incorporate that part of the treatment into these take-up indicators. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses. We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-6. Effects of Assignment to V-SOURCE on Enrollment in College Access Programs, by Gender

	(1) V-SOURCE	(2) Any Program	(3) Any Non V- SOURCE Program
Milestones			
Male	0.321*** (0.024)	0.208*** (0.025)	-0.020 (0.026)
Female	0.351*** (0.017)	0.195*** (0.019)	0.013 (0.020)
Complete			
Male	0.415*** (0.027)	0.276*** (0.029)	0.004 (0.036)
Female	0.461*** (0.017)	0.257*** (0.019)	0.020 (0.020)
Observations	5,913	5,913	5,913
Control Mean			
Overall	0.347	0.613	0.427
Male	0.337	0.582	0.395
Female	0.352	0.627	0.442

Data are self-reported on Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-7. Effects of Assignment to V-SOURCE on Main Source of Information during College Application Process, by Gender

	(1) Internet, Emails, or Text Messages	(2) Advisor from a Program	(3) Teacher or Counselor
Milestones			
Male	-0.007 (0.025)	-0.021 (0.018)	0.046 (0.028)
Female	0.040* (0.016)	-0.012 (0.014)	-0.028 (0.016)
Complete			
Male	-0.030 (0.027)	0.012 (0.020)	0.047 (0.025)
Female	0.004 (0.018)	0.062*** (0.016)	-0.069** (0.022)
Observations	5,972	5,972	5,972
Control Mean			
Overall	0.353	0.125	0.364
Male	0.393	0.112	0.315
Female	0.336	0.130	0.386

Data are self-reported responses to question 'What was your MAIN source of information during the college application process? (please choose one)' on the Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-8. Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs, by Gender

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones			
Male	0.028 (0.048)	0.090 (0.047)	0.064 (0.049)
Female	-0.053 (0.035)	0.091 ^{***} (0.032)	0.090 ^{***} (0.031)
Complete			
Male	-0.001 (0.062)	0.079 (0.056)	0.103* (0.051)
Female	0.027 (0.040)	0.122 ^{***} (0.040)	0.172 ^{****} (0.034)
Observations	5,986	5,993	5,931
Control Mean			
Overall	0.000	0.000	0.000
Male	-0.172	-0.016	-0.013
Female	0.077	0.007	0.006

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-9. Take-Up: Effects of Assignment to V-SOURCE on Use of V-SOURCE Program, by Race/Ethnicity and Home Language

	(1) Any Confirmed Contact	(2) Active after Intro	(3) Interacted w/ Advisor after Intro
Milestones			
Hisp/Span	0.922*** (0.008)	0.719*** (0.016)	0.000 (0.000)
Hisp/Oth	0.904*** (0.015)	0.685*** (0.022)	0.000 (0.001)
Other	0.913*** (0.011)	0.748*** (0.022)	-0.000 (0.000)
Complete			
Hisp/Span	0.993*** (0.004)	0.971*** (0.006)	0.959*** (0.007)
Hisp/Oth	0.993*** (0.005)	0.956*** (0.010)	0.949*** (0.010)
Other	0.984*** (0.006)	0.967*** (0.011)	0.952*** (0.011)
Observations	6,640	6,640	6,640
Control Mean			
Overall	0.000	0.000	0.000
Hisp/Span	0.000	0.000	0.000
Hisp/Oth	0.000	0.000	0.000
Other	0.000	0.000	0.000

By construction, all outcomes are zero for control students; outcomes for treated students are constructed based on administrative data collected by the program. 'Any Confirmed Contact' is equal to 1 if the student interacted with the program in any way indicating they knew they were in the program (e.g. responded to an email or text message, claimed a Milestone Reward, logged into the website, interacted with their advisor); 'Active' is equal to 1 if the student visited a substantive webpage or interacted with their advisor after the introductory period; 'Interacted with Advisor' is equal to 1 if the student interacted with their advisor after the introductory period. Note that we cannot determine whether students received or read automated emails or text messages, so we cannot incorporate that part of the treatment into these take-up indicators. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses. We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-10. Effects of Assignment to V-SOURCE on Enrollment in College Access Programs, by Race/Ethnicity and Home Language

	(1) V-SOURCE	(2) Any Program	(3) Any Non V- SOURCE Program
Milestones			
Hisp/Span	0.340*** (0.020)	0.211*** (0.023)	0.021 (0.023)
Hisp/Oth	0.292*** (0.030)	0.160*** (0.030)	-0.030 (0.033)
Other	0.395*** (0.028)	0.213*** (0.029)	-0.004 (0.038)
Complete			
Hisp/Span	0.444*** (0.018)	0.262*** (0.022)	0.039 (0.023)
Hisp/Oth	0.443*** (0.028)	0.288*** (0.029)	0.032 (0.034)
Other	0.460*** (0.033)	0.245*** (0.031)	-0.050 (0.035)
Observations	5,913	5,913	5,913
Control Mean			
Overall	0.347	0.613	0.427
Hisp/Span	0.358	0.624	0.439
Hisp/Oth	0.369	0.609	0.393
Other	0.301	0.593	0.436

Data are self-reported on Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-11. Effects of Assignment to V-SOURCE on Main Source of Information during College Application Process, by Race/Ethnicity and Home Language

	(1) Internet, Emails, or Text Messages	(2) Advisor from a Program	(3) Teacher or Counselor
Milestones			
Hisp/Span	0.027 (0.021)	-0.008 (0.017)	-0.007 (0.021)
Hisp/Oth	0.040 (0.026)	-0.015 (0.021)	-0.016 (0.029)
Other	0.007 (0.028)	-0.027 (0.017)	0.009 (0.028)
Complete			
Hisp/Span	-0.014 (0.023)	0.065*** (0.017)	-0.065** (0.024)
Hisp/Oth	-0.004 (0.029)	0.031 (0.026)	-0.000 (0.032)
Other	0.005 (0.032)	0.019 (0.025)	0.007 (0.028)
Observations	5,972	5,972	5,972
Control Mean			
Overall	0.353	0.125	0.364
Hisp/Span	0.325	0.138	0.396
Hisp/Oth	0.351	0.124	0.360
Other	0.418	0.095	0.298

Data are self-reported responses to question 'What was your MAIN source of information during the college application process? (please choose one)' on the Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-12. Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs, by Race/Ethnicity and Home Language

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones			
Hisp/Span	-0.032 (0.037)	0.067 (0.037)	0.066 (0.034)
Hisp/Oth	-0.072 (0.061)	0.109 (0.056)	0.080 (0.056)
Other	0.023 (0.063)	0.126* (0.060)	0.121 (0.063)
Complete			
Hisp/Span	0.073 (0.044)	0.158*** (0.038)	0.174*** (0.047)
Hisp/Oth	-0.029 (0.060)	0.014 (0.075)	0.092 (0.061)
Other	-0.052 (0.064)	0.094 (0.064)	0.159* (0.062)
Observations	5,986	5,993	5,931
Control Mean			
Overall	-0.000	-0.000	0.000
Hisp/Span	-0.040	0.006	0.021
Hisp/Oth	-0.057	-0.030	-0.028
Other	0.143	0.016	-0.019

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-13. Take-Up: Effects of Assignment to V-SOURCE on Use of V-SOURCE Program, by Parental Education

	(1) Any Confirmed Contact	(2) Active after Intro	(3) Interacted w/ Advisor after Intro
Milestones			
< Some Coll	0.924*** (0.007)	0.709*** (0.016)	-0.000 (0.000)
Some Coll+	0.904*** (0.010)	0.735*** (0.015)	0.000 (0.000)
Complete			
< Some Coll	0.991*** (0.003)	0.964*** (0.006)	0.951*** (0.007)
Some Coll+	0.990*** (0.005)	0.969*** (0.008)	0.960*** (0.008)
Observations	6,459	6,459	6,459
Control Mean			
Overall	0.000	0.000	0.000
< Some Coll	0.000	0.000	0.000
Some Coll+	0.000	0.000	0.000

By construction, all outcomes are zero for control students; outcomes for treated students are constructed based on administrative data collected by the program. 'Any Confirmed Contact' is equal to 1 if the student interacted with the program in any way indicating they knew they were in the program (e.g. responded to an email or text message, claimed a Milestone Reward, logged into the website, interacted with their advisor); 'Active' is equal to 1 if the student visited a substantive webpage or interacted with their advisor after the introductory period; 'Interacted with Advisor' is equal to 1 if the student interacted with their advisor after the introductory period. Note that we cannot determine whether students received or read automated emails or text messages, so we cannot incorporate that part of the treatment into these take-up indicators. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses. We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-14. Effects of Assignment to V-SOURCE on Enrollment in College Access Programs, by Parental Education

	(1) V-SOURCE	(2) Any Program	(3) Any Non V- SOURCE Program
Milestones			
< Some Coll	0.335*** (0.018)	0.201*** (0.021)	0.012 (0.020)
Some Coll+	0.358*** (0.023)	0.195*** (0.025)	-0.016 (0.030)
Complete			
< Some Coll	0.453*** (0.018)	0.269*** (0.022)	0.030 (0.021)
Some Coll+	0.433*** (0.026)	0.249*** (0.024)	-0.015 (0.031)
Observations	5,749	5,749	5,749
Control Mean			
Overall	0.347	0.613	0.427
< Some Coll	0.344	0.613	0.424
Some Coll+	0.353	0.616	0.435

Data are self-reported on Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-15. Effects of Assignment to V-SOURCE on Main Source of Information during College Application Process, by Parental Education

	(1) Internet, Emails, or Text Messages	(2) Advisor from a Program	(3) Teacher or Counselor
Milestones			
< Some Coll	0.016 (0.019)	-0.003 (0.015)	-0.001 (0.021)
Some Coll+	0.035 (0.021)	-0.028 (0.017)	-0.003 (0.022)
Complete			
< Some Coll	0.007 (0.019)	0.053** (0.018)	-0.057* (0.022)
Some Coll+	-0.035 (0.024)	0.031 (0.021)	0.018 (0.024)
Observations	5,807	5,807	5,807
Control Mean			
Overall	0.353	0.125	0.364
< Some Coll	0.327	0.134	0.390
Some Coll+	0.396	0.107	0.321

Data are self-reported responses to question 'What was your MAIN source of information during the college application process? (please choose one)' on the Follow-up Survey. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 9-16. Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs, by Parental Education

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones			
< Some Coll	-0.049 (0.036)	0.049 (0.040)	0.056 (0.037)
Some Coll+	-0.022 (0.051)	0.145**** (0.040)	0.099** (0.041)
Complete			
< Some Coll	0.010 (0.040)	0.102* (0.047)	0.134** (0.045)
Some Coll+	0.020 (0.059)	0.099 (0.059)	0.157** (0.051)
Observations	5,821	5,826	5,767
Control Mean			
Overall	-0.000	-0.000	-0.000
< Some Coll	-0.019	0.005	0.002
Some Coll+	0.048	0.011	0.015

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

10 EFFECTS ON INTERMEDIATE OUTCOMES

10.1 VARIABLE SOURCES AND DEFINITIONS

This chapter reports the effects of V-SOURCE on a set of intermediate outcomes that include registering for the SAT/ACT, taking the SAT/ACT, submitting the FAFSA or Dream Act Application (for simplicity, we refer to both as FAFSA in this chapter), and applying to, and being accepted at, a four-year college, selective college, CSU or UC. We constructed these variables from students' self-reports on the Follow-up Survey. For the FAFSA/Dream Act submission variable, we also have administrative data from CSAC.

The "Registered for the SAT/ACT" variable is equal to 1 for students who reported that they registered for the SAT or took the ACT. Since most students in California take the SAT rather than the ACT, the Follow-up Survey did not ask about ACT registration but, for purposes of this variable, we assume they registered for the ACT if they reported taking the ACT.⁹⁰

The "Took SAT/ACT" variable is equal to 1 for students who reported taking the SAT, ACT or both.

The "On-Time FAFSA" variable is equal to 1 for students who submitted a FAFSA by the Cal Grant deadline according to the CSAC data. In supplementary results, we report on alternative measures of FAFSA completion from the Follow-up Survey.

The Follow-up Survey asked students if they applied to any four-year colleges. If they answered "yes," they were presented with several tables of colleges where they could check off which ones they applied to and which ones accepted them (the survey displayed separate tables of CSUs, UCs, and a set of private colleges commonly attended by students in Southern California); the survey also included a write-in section where students could indicate additional colleges they applied to and whether they were accepted.⁹¹ We linked these data to the 2013 IPEDS and Barron's selectivity ratings.

We constructed the "Applied to 2 Systems" variable based on the college application variables described above. For the purposes of this variable (and the related Milestone Reward), there are three "systems": the University of California (UC), the California State University System (CSU), and all others (including in-state privates and out-of-state publics or privates).

We coded the variables based on self-reports as missing (not 0) for students who did not answer the relevant questions on the survey. The most common source of missing data is students who did not take the survey at all, but there was some item non-response as well, which explains the differing sample sizes across columns in Table 10-1. For the administrative measures of FAFSA completion, we code students who did not match to the CSAC data as 0 since this most likely means they did not submit a

⁹⁰ This may lead to some underreporting of ACT registration if some students registered for the ACT but did not take it; for the SAT, only 2 percent of students who reported registering for the SAT did not report also taking the SAT.

⁹¹ Sometimes the write-in responses could have referred to more than one college (for example, "Ohio" could be University of Ohio or Ohio State). We constructed multiple versions of the key outcome variables based on different assumptions about the identity of the write-in schools. The results are not sensitive to these coding issues (which is not surprising considering most students applied primarily to colleges listed in the closed-ended questions).

FAFSA (though it is also possible there was a problem with the name or birthday that prevented a match); the samples are therefore larger for the FAFSA outcomes.

10.2 AVERAGE TREATMENT EFFECTS

Table 10-1 shows the estimated effects of assignment to V-SOURCE Milestones or Complete on the probability of completing each of the four key milestones in the college application process (these were also the steps for which students participating in the program could receive Milestones Rewards).

The point estimates show generally small and positive effects of assignment to V-SOURCE on the intermediate outcomes. All of the estimates except those for on-time FAFSA submission are statistically significant. The estimated effects for Milestones are also positive but somewhat smaller and only statistically significant for Submitted FAFSA. The difference between Milestones and Complete is most evident for Applied to Two Systems; this may be because the messaging about how to choose where to apply to college is more complicated and necessarily requires some personalization that the advisors were more able to provide.

The control means in Table 10-1 show relatively high levels of completion of most of these college application milestones, even in the absence of the program: Almost 85 percent of students reported registering for the SAT or ACT, and nearly all of them followed through to take the exam. Considering the concern about the FAFSA as a barrier to college enrollment (Dynarski and Scott-Clayton 2013), the fact that 79 percent of the control group completed the FAFSA on time (according to administrative data) is surprising. Students may have over-reported completing the key self-reported milestones, and students who completed the Follow-up Survey were positively selected relative to the whole sample. The self-reports for all the outcomes may also suffer from social desirability bias if students want to give the “correct” answer. If students are more prone to this *because they participated in the program*—for example, because they received messages telling them these are things they should have done or they didn’t want to disappoint V-SOURCE⁹²—this could bias the treatment effects in a positive direction. The control mean is lower for Applied to Two Systems; less than half of the control group did that.

Table 10-2 reports results comparing the estimates for the self-reports and administrative data on FAFSA submission. Column (1) shows the estimates using self-reported FAFSA submission as the dependent variable; column (2) shows the administrative version of the same outcomes, with the sample restricted to those for whom we have self-reported data. The estimates are quite similar and the control means are just 1.5 percentage points higher in the self-reported data, suggesting the self-reports of FAFSA completion were fairly accurate. Column (3) shows the same results for the full sample; the estimated effects are somewhat smaller and the control mean a little lower. Column (4) shows the key outcome of interest, Submitted the FAFSA on Time, from the administrative data (this is the same as column (4) of Table 10-1); finally, column (5) is the same as column (4) but restricted to those with non-missing data on self-reported FAFSA submission. Altogether, Table 10-2 suggests that the self-reports of FAFSA completion were reasonably accurate, that there was positive selection into survey completion, and that there may have been a small amount of differential negative selection into survey completion

⁹² Ideally, students would have been blinded to who was conducting the survey so that they did not associate the survey with the V-SOURCE program. This was not possible for both informed consent (we had to tell them who was conducting the research and why) and practical (it would be difficult to get responses to a survey without telling them who is conducting it) reasons.

for the control group relative to the two treatment groups. Note that these specifications include only blocking group controls; when we control for other baseline covariates, the differences are smaller (see the Appendix).

Table 10-3 shows more detail on the effects of V-SOURCE on students' college application portfolios. Again, we see that the effects on the application portfolio were larger for Complete than for Milestones, and the control means are relatively high. About 78 percent of students in the control group reported applying to at least one four-year college; assignment to Milestones and Complete increased this by 3.4 and 3.7 percentage points, respectively. For Milestones, the effect on applying to a CSU is similar, suggesting the automated program pushed a small share of additional students to apply to at least one CSU. Only about 45 percent of the control group applied to a UC, which is not surprising because many students wouldn't have met UC's higher eligibility requirements. V-SOURCE Complete encouraged more applications to both CSU and UC.

Table 10-4 reports treatment effects for *acceptances*. Unfortunately, the additional applications induced by V-SOURCE did not always translate into more acceptances. The point estimates are small and positive and not statistically significant. In many cases, the estimates are not precise enough to rule out reasonable acceptance rates among program-induced applications. For example, the effect of Complete on applying to at least one CSU was 4.5 percentage points, and the estimated effect on being accepted to at least one CSU is 2.9 percentage points, suggesting a "conversion rate" of 64 percent; but the latter estimate is not statistically significant. The point estimates suggest lower conversion rates for the other categories. In any case, we can rule out moderate effects of the program on the types of colleges to which students were accepted for admission for the sample as a whole.

10.3 HETEROGENEOUS TREATMENT EFFECTS

Tables 10-5 through 10-16 report the results for the sub-groups described in Chapter 8. The estimates are in many cases too noisy to draw strong conclusions. Tables 10-11 and 10-15 suggest that V-SOURCE Complete had larger effects on the application portfolio, particularly applications to UC, for those who were Hispanic and spoke Spanish at home and those whose parents did not attend any college (these groups largely include the same students, so the two tables mostly reflect the same phenomenon). For students who were Hispanic and spoke Spanish at home, the program increased applications to UC by 3.1 percentage points and 8.5 percentage points for Milestones and Complete, respectively, and increased acceptances to UC by 2.8 and 5.0 percentage points (though the estimates for Milestones are not significant).

10.4 CHAPTER 10 TABLES

Table 10-1. Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) Submitted FAFSA on Time
Milestones	0.023 (0.012)	0.024 (0.013)	0.014 (0.017)	0.029 ^{***†} (0.011)
Complete	0.025 [*] (0.012)	0.025 [*] (0.011)	0.055 ^{***†} (0.017)	0.014 (0.012)
Observations	6,045	6,043	5,986	6,640
Control Mean	0.842	0.829	0.489	0.789

Data are from Follow-up Survey. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-2. Effects of Assignment to V-SOURCE on Alternative Financial Aid Outcomes

	(1) Submitted FAFSA (Self- Reported)	(2) Submitted FAFSA (Admin)	(3) Submitted FAFSA (Admin)	(4) Submitted FAFSA on Time (Admin)	(5) Submitted FAFSA on Time (Admin)
Milestones	0.022 [*] (0.009)	0.023 [*] (0.009)	0.017 (0.010)	0.029 ^{**} (0.011)	0.037 ^{***} (0.011)
Complete	0.023 (0.012)	0.010 (0.012)	-0.001 (0.012)	0.014 (0.012)	0.024 (0.012)
Observations	5,954	5,954	6,640	6,640	5,954
Self-Rep Data Not Missing	X	X			X
Full Sample			X	X	
Control Mean	0.864	0.850	0.831	0.789	0.811

Self-reported outcomes come from the Follow-up Survey; administrative outcomes come from CSAC. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-3. Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.034**† (0.013)	0.007 (0.017)	0.033**† (0.013)	0.015 (0.016)
Complete	0.037*** (0.012)	0.036** (0.016)	0.045*** (0.014)	0.044*** (0.015)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.779	0.476	0.727	0.445

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-4. Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.010 (0.014)	0.003 (0.015)	0.015 (0.015)	0.011 (0.015)
Complete	0.020 (0.016)	0.002 (0.014)	0.029 (0.016)	0.009 (0.015)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.673	0.234	0.616	0.295

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-5. Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion, by Gender

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) Submitted FAFSA on Time
Milestones				
Male	0.023 (0.024)	0.025 (0.025)	0.003 (0.029)	0.035 (0.024)
Female	0.024 (0.012)	0.023 (0.012)	0.019 (0.019)	0.027* (0.012)
Complete				
Male	0.041* (0.019)	0.042 (0.022)	0.029 (0.030)	-0.001 (0.024)
Female	0.018 (0.014)	0.018 (0.013)	0.066*** (0.020)	0.020 (0.013)
Observations	6,045	6,043	5,986	6,640
Control Mean				
Overall	0.842	0.829	0.489	0.789
Male	0.825	0.808	0.469	0.768
Female	0.850	0.838	0.498	0.798

Data are from Follow-up Survey. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-6. Effects of Assignment to V-SOURCE on Alternative Financial Aid Outcomes, by Gender

	(1) Self-Reported Submitted FAFSA	(2) Admin Submitted FAFSA	(3) Admin Submitted FAFSA	(4) Admin Submitted FAFSA on Time	(5) Admin Submitted FAFSA on Time
Milestones					
Male	0.025 (0.020)	0.038 (0.020)	0.019 (0.020)	0.035 (0.024)	0.051* (0.022)
Female	0.020 (0.012)	0.016 (0.011)	0.015 (0.011)	0.027* (0.012)	0.031* (0.012)
Complete					
Male	0.003 (0.023)	-0.017 (0.022)	-0.022 (0.023)	-0.001 (0.024)	0.003 (0.025)
Female	0.032* (0.014)	0.022 (0.013)	0.009 (0.013)	0.020 (0.013)	0.033* (0.013)
Observations	5,954	5,954	6,640	6,640	5,954
Control Mean					
Overall	0.864	0.850	0.831	0.789	0.811
Male	0.845	0.830	0.813	0.768	0.789
Female	0.872	0.859	0.840	0.798	0.821

Self-reported outcomes come from the Follow-up Survey; administrative outcomes come from CSAC. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-7. Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes, by Gender

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
Male	0.045 (0.024)	0.009 (0.030)	0.052* (0.024)	0.002 (0.029)
Female	0.028* (0.014)	0.006 (0.019)	0.025 (0.014)	0.021 (0.018)
Complete				
Male	0.057* (0.023)	0.008 (0.032)	0.058* (0.023)	0.004 (0.030)
Female	0.027 (0.016)	0.049* (0.019)	0.039* (0.018)	0.062**† (0.018)
Observations	5,986	5,986	5,986	5,986
Control Mean				
Overall	0.779	0.476	0.727	0.445
Male	0.749	0.476	0.681	0.447
Female	0.793	0.475	0.748	0.445

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-8. Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes, by Gender

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
Male	0.014 (0.026)	-0.002 (0.024)	0.029 (0.025)	-0.007 (0.024)
Female	0.008 (0.014)	0.005 (0.016)	0.008 (0.016)	0.018 (0.017)
Complete				
Male	0.032 (0.026)	0.014 (0.022)	0.032 (0.024)	0.019 (0.025)
Female	0.014 (0.019)	-0.004 (0.016)	0.028 (0.020)	0.004 (0.018)
Observations	5,986	5,986	5,986	5,986
Control Mean				
Overall	0.673	0.234	0.616	0.295
Male	0.639	0.246	0.568	0.303
Female	0.688	0.229	0.637	0.291

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-9. Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion, by Race/Ethnicity and Home Language

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) Submitted FAFSA on Time
Milestones				
Hisp/Span	0.026 (0.015)	0.031* (0.014)	0.019 (0.021)	0.038* (0.016)
Hisp/Oth	0.024 (0.026)	0.016 (0.028)	0.009 (0.030)	0.015 (0.023)
Other	0.017 (0.022)	0.014 (0.024)	0.009 (0.032)	0.027 (0.023)
Complete				
Hisp/Span	0.036* (0.015)	0.043** (0.014)	0.091**** (0.022)	0.038* (0.017)
Hisp/Oth	0.049 (0.026)	0.048 (0.027)	0.037 (0.039)	0.004 (0.032)
Other	-0.018 (0.020)	-0.031 (0.022)	-0.004 (0.036)	-0.025 (0.024)
Observations	6,045	6,043	5,986	6,640
Control Mean				
Overall	0.842	0.829	0.489	0.789
Hisp/Span	0.841	0.823	0.458	0.813
Hisp/Oth	0.807	0.798	0.449	0.757
Other	0.879	0.871	0.595	0.767

Data are from Follow-up Survey. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-10. Effects of Assignment to V-SOURCE on Alternative Financial Aid Outcomes, by Race/Ethnicity and Home Language

	(1) Self-Reported Submitted FAFSA	(2) Admin Submitted FAFSA	(3) Admin Submitted FAFSA	(4) Admin Submitted FAFSA on Time	(5) Admin Submitted FAFSA on Time
Milestones					
Hisp/Span	0.012 (0.015)	0.032* (0.014)	0.027 (0.015)	0.038* (0.016)	0.044** (0.017)
Hisp/Oth	0.027 (0.020)	0.004 (0.019)	-0.002 (0.021)	0.015 (0.023)	0.017 (0.022)
Other	0.040* (0.018)	0.021 (0.019)	0.015 (0.020)	0.027 (0.023)	0.042 (0.021)
Complete					
Hisp/Span	0.026 (0.018)	0.034* (0.016)	0.023 (0.016)	0.038* (0.017)	0.048** (0.017)
Hisp/Oth	0.014 (0.023)	0.018 (0.027)	-0.012 (0.030)	0.004 (0.032)	0.033 (0.030)
Other	0.026 (0.025)	-0.046 (0.026)	-0.036 (0.025)	-0.025 (0.024)	-0.033 (0.027)
Observations	5,954	5,954	6,640	6,640	5,954
Control Mean					
Overall	0.864	0.850	0.831	0.789	0.811
Hisp/Span	0.857	0.861	0.846	0.813	0.833
Hisp/Oth	0.881	0.821	0.806	0.757	0.774
Other	0.862	0.853	0.825	0.767	0.799

Self-reported outcomes come from the Follow-up Survey; administrative outcomes come from CSAC. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-11. Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes, by Race/Ethnicity and Home Language

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
Hisp/Span	0.039* (0.015)	0.021 (0.022)	0.040* (0.018)	0.031 (0.020)
Hisp/Oth	0.037 (0.025)	-0.004 (0.031)	0.045 (0.024)	0.008 (0.031)
Other	0.019 (0.022)	-0.013 (0.028)	0.008 (0.021)	-0.012 (0.032)
Complete				
Hisp/Span	0.063***† (0.016)	0.075***† (0.021)	0.077***† (0.018)	0.085***† (0.021)
Hisp/Oth	0.050 (0.028)	0.024 (0.042)	0.056 (0.030)	0.034 (0.040)
Other	-0.031 (0.025)	-0.032 (0.032)	-0.032 (0.034)	-0.030 (0.033)
Observations	5,986	5,986	5,986	5,986
Control Mean				
Overall	0.779	0.476	0.727	0.445
Hisp/Span	0.777	0.448	0.741	0.418
Hisp/Oth	0.739	0.425	0.685	0.393
Other	0.823	0.586	0.736	0.555

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-12. Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes, by Race/Ethnicity and Home Language

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
Hisp/Span	0.023 (0.020)	0.010 (0.021)	0.022 (0.022)	0.028 (0.021)
Hisp/Oth	-0.035 (0.029)	-0.037 (0.024)	0.001 (0.031)	-0.015 (0.022)
Other	0.028 (0.024)	0.023 (0.029)	0.012 (0.025)	-0.003 (0.033)
Complete				
Hisp/Span	0.042 (0.022)	0.021 (0.021)	0.045* (0.023)	0.050* (0.020)
Hisp/Oth	0.028 (0.035)	-0.021 (0.033)	0.041 (0.037)	-0.006 (0.031)
Other	-0.031 (0.028)	-0.016 (0.032)	-0.012 (0.034)	-0.062 (0.037)
Observations	5,986	5,986	5,986	5,986
Control Mean				
Overall	0.673	0.234	0.616	0.295
Hisp/Span	0.662	0.210	0.627	0.266
Hisp/Oth	0.644	0.207	0.574	0.253
Other	0.725	0.314	0.630	0.398

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-13. Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion, by Parental Education

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) Submitted FAFSA on Time
Milestones				
< Some Coll	0.023 (0.015)	0.023 (0.015)	0.017 (0.020)	0.035** (0.013)
Some Coll+	0.031 (0.017)	0.031 (0.018)	0.017 (0.027)	0.026 (0.018)
Complete				
< Some Coll	0.031* (0.013)	0.033* (0.013)	0.085**** (0.022)	0.018 (0.016)
Some Coll+	0.017 (0.019)	0.017 (0.019)	0.004 (0.030)	0.008 (0.021)
Observations	5,879	5,877	5,820	6,459
Control Mean				
Overall	0.842	0.829	0.489	0.789
< Some Coll	0.832	0.817	0.457	0.796
Some Coll+	0.860	0.849	0.543	0.779

Data are from Follow-up Survey. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-14. Effects of Assignment to V-SOURCE on Alternative Financial Aid Outcomes, by Parental Education

	(1) Self-Reported Submitted FAFSA	(2) Admin Submitted FAFSA	(3) Admin Submitted FAFSA	(4) Admin Submitted FAFSA on Time	(5) Admin Submitted FAFSA on Time
Milestones					
< Some Coll	0.016 (0.011)	0.026* (0.011)	0.024 (0.013)	0.035** (0.013)	0.042*** (0.012)
Some Coll+	0.034* (0.016)	0.020 (0.015)	0.006 (0.014)	0.026 (0.018)	0.037* (0.018)
Complete					
< Some Coll	0.020 (0.016)	0.011 (0.016)	0.006 (0.016)	0.018 (0.016)	0.024 (0.016)
Some Coll+	0.032 (0.018)	0.003 (0.021)	-0.015 (0.019)	0.008 (0.021)	0.025 (0.022)
Observations	5,789	5,789	6,459	6,459	5,789
Control Mean					
Overall	0.864	0.850	0.831	0.789	0.811
< Some Coll	0.861	0.853	0.834	0.796	0.819
Some Coll+	0.867	0.847	0.832	0.779	0.799

Self-reported outcomes come from the Follow-up Survey; administrative outcomes come from CSAC. These are the college-related tasks for which V-SOURCE students could receive Milestones Rewards. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-15. Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes, by Parental Education

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
< Some Coll	0.031 (0.017)	0.023 (0.021)	0.036* (0.018)	0.020 (0.020)
Some Coll+	0.038* (0.018)	-0.014 (0.025)	0.027 (0.018)	0.010 (0.025)
Complete				
< Some Coll	0.040* (0.016)	0.061*** (0.021)	0.054*** (0.018)	0.066*** (0.020)
Some Coll+	0.031 (0.024)	-0.007 (0.029)	0.028 (0.026)	0.006 (0.027)
Observations	5,820	5,820	5,820	5,820
Control Mean				
Overall	0.779	0.476	0.727	0.445
< Some Coll	0.766	0.439	0.728	0.421
Some Coll+	0.809	0.537	0.735	0.489

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 10-16. Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes, by Parental Education

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones				
< Some Coll	0.017 (0.018)	0.004 (0.019)	0.022 (0.019)	0.001 (0.019)
Some Coll+	-0.001 (0.023)	-0.009 (0.021)	0.003 (0.025)	0.018 (0.022)
Complete				
< Some Coll	0.032 (0.020)	-0.005 (0.020)	0.037 (0.020)	0.006 (0.018)
Some Coll+	-0.001 (0.027)	0.007 (0.022)	0.014 (0.026)	0.008 (0.025)
Observations	5,820	5,820	5,820	5,820
Control Mean				
Overall	0.673	0.234	0.616	0.295
< Some Coll	0.658	0.215	0.619	0.286
Some Coll+	0.710	0.275	0.622	0.317

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

11 EFFECTS OF V-SOURCE ON COLLEGE ENROLLMENT OUTCOMES

11.1 COLLEGE ENROLLMENT DATA

As discussed in Chapter 3, we used data from the National Student Clearinghouse (NSC) as our primary measure of college enrollment and persistence. Most colleges submit information about their students' enrollment and graduation status to NSC for enrollment verification purposes. NSC also makes these data available to high schools, college access service providers, and researchers so that they can track students into and through college. NSC conducts a fuzzy match based on name and date of birth. NSC's matching algorithm is conservative: it does not return a match if it finds more than one likely match. In addition, some students will not match to the NSC data even if they are enrolled in college if there is an error in their name or birthday. Our analysis comparing NSC to CSAC data suggests NSC also has a lower match rate for undocumented students (though many of them still do match). For these reasons, NSC data will understate college enrollment, especially for students with more common names.⁹³ Our study's parental consent form contained language allowing us to match students participating in the study to NSC data, so NSC conducted a "consent-based" match and returned records even for students with FERPA blocks on their records.⁹⁴

We collected students' names and birthdates twice prior to random assignment, once on the Application and again on the Baseline Survey. If the name or birthday entered on the Baseline Survey did not match what we had from the Application, the survey asked them to verify the information again. In addition, the Application was hand-written, and the handwriting was not always clear, so we sometimes had more than one possible name or birthday from the Application Survey. For most students, the names reported on the Application and Baseline Survey matched, so we had only one possible combination of first name, last name, and birthday. For some students, we had up to several possible first names, last names, and dates of birth from the various sources. Based on these data, we constructed all possible name and birthday combinations and submitted multiple records for each student to NSC to maximize the chance of including the correct name-DOB combination. When we had a middle name, we also submitted versions with and without the middle initial (this affected the match in very few cases).

We are missing birthday information for two observations so have no way to match them to NSC, so we exclude those two observations from the analysis sample.⁹⁵

Because the data used to create the name-DOB combinations were all collected prior to random assignment, errors related to transcription or other problems leading to matching errors (usually the failure to match when the student is enrolled) should be balanced in treatment and control.

⁹³ For information about the National Student Clearinghouse's matching process and coverage, see Dynarski, Hemelt, and Hyman (2015) and National Student Clearinghouse Research Center (2014).

⁹⁴ We initially received a non-consent based match; comparing the two versions of the match suggests that the FERPA block would have affected about 10 percent of matches.

⁹⁵ We also did not request NSC matches for students who asked to leave the research after random assignment, so those students are also excluded from the analysis. See Table 6-1 for their characteristics.

If any name-DOB combination associated with a student matched to NSC, we used that match.⁹⁶ NSC returns a college code and dates of enrollment for matches. We use those data to construct several enrollment measures based on where students attended college each “Fall,” which we define as September 1 to December 31. If a student was enrolled in more than one college during that time frame, we assign them the college they attended longest.⁹⁷ We merge to 2013 Barron’s selectivity ratings and create the following enrollment outcome variables based on the college where a student enrolled in the fall following on-time high school graduation:

- **Any College** is equal to 1 if the student attended any college, including two-year colleges
- **Any Four-Year** is equal to 1 if the student attended any four-year college
- **Any Selective** is equal to 1 if the student attended a college that Barron’s classified as “very competitive plus” to “most competitive,” following Hoxby and Turner (2013)
- **Any CSU** is equal to 1 if the student attended any college in the CSU system
- **Any UC** is equal to 1 if the student attended any college in the UC system

We define college persistence for each of the categories above as being enrolled in a college in that category in both the first and second fall after on-time high school graduation. We do not check whether it is the *same college*, just if it is in the same category. If, for example, a student transfers from a UC to a CSU, they will be coded as 0 for persistence on the UC and CSU measures but coded as 1 for four-year college persistence.

We also use the California Student Aid Commission (CSAC) data described in Chapter 10 to augment the NSC college enrollment outcomes. In the CSAC data, we observe where a student attended college in the first year after expected high school graduation if they received CalGrant aid at that college. We use this information to “augment” the NSC outcomes: If a student did not match to a record in the NSC data but is listed as receiving CalGrant aid in the CSAC data, we code them as attending the college reported by CSAC. Where both datasets report a college, they are almost always in agreement; where they disagree, we use the NSC college, so we are only updating non-matches in the NSC based on CSAC data; we do not replace data from the NSC with data from CSAC. We use the NSC only data as our primary data source because *measurement* of college enrollment in the CSAC data could be affected by the treatment since students had to complete the FAFSA to receive financial aid. In practice, the estimated treatment effects are similar in the two datasets, but the CSAC augmented outcomes provide a better estimate of the control means. We do not report CSAC augmented persistence outcomes because we only have one year of CSAC data.

11.2 AVERAGE TREATMENT EFFECTS

Table 11-1a reports the average treatment effects for college enrollment in the first fall after on-time high school graduation using NSC data; Table 11-1b shows the same using CSAC augmented outcomes. We consider the former our main specification for the reasons described above (measurement could depend on treatment), but the latter provides a more accurate measure of the control means. In

⁹⁶ In a handful of cases, two records for the same student (with different name-DOB combinations) matched to different records in the NSC. In these cases, we prioritized the matches depending on the source of the name and birthdate.

⁹⁷ We considered alternative measures of the time period and methods for choosing among multiple records, and these affected very few observations and do not affect the results.

practice, the estimates from both versions are similar. The estimated effects in Table 11-1a are mostly positive but quite small and statistically insignificant. The estimates are fairly precise; the 95 percent confidence intervals rule out effects on four-year college-going as small as 3.0 percentage points for Milestones and 2.9 percentage points for Complete.

The control means reported in Table 11-1b show that about 81 percent of students in the study enrolled in college in the fall after on-time high school graduation, and 52 percent enrolled in a four-year college (mostly public California Universities). Although these enrollment rates for the control group are fairly high, they suggest that there was room for the program to increase overall college-going and especially four-year college-going.

In theory, the program could have increased persistence without increasing first-fall enrollment if, for example, the program helped students enroll in a college that was of higher quality or a better match for them, gave them information that helped them persist, or empowered them to ask for help once in college. Table 11-2 shows estimates for our measure of two-year persistence. For complete, the estimates of effects on persistence are larger than the effects on enrollment, but still too small to be statistically significant. Again, the estimates are reasonably precise. At the upper bound of the 95 percent confidence interval, Complete had an estimated 4.6 percentage point effect on two-year persistence in any college and a 4.0 percentage point effect on persistence in a four-year college. We only have one year of outcomes from CSAC, so we cannot analyze CSAC-augmented two-year persistence measures. Considering the relatively low per-student cost of the program (about \$529 per student, see Table 4-2), an effect of that size could be considered cost-effective (still, that is the top of the 95 percent confidence interval).

These are intent-to-treat effects, and effects may be larger for students who used more components of the program or used the program more intensively. The estimates are probably also at least somewhat biased downward due to diffusion. Further, the per-student program costs, especially for Milestones, are low, so the program could be considered cost-effective relative to other programs, even for moderate effect sizes. Nonetheless, the estimated effects are generally fairly close to zero, so ultimately there is little evidence that the program had the intended effects on college-going for the study population as a whole.

11.3 HETEROGENEOUS TREATMENT EFFECTS

Tables 11-3 to 11-8 show the same estimates for the subgroups described in Chapter 8. For brevity, we only report the main NSC-only outcomes for these sub-group analyses. As for the average treatment effects described above, the estimates for two-year persistence are similar to those for fall enrollment, so we mostly discuss the fall enrollment results in this section.

The estimated treatment effects for sub-groups are not precise enough to draw strong conclusions about differences among sub-groups, but we describe a few suggestive findings here. Table 11-3 suggests positive effects on college-going for females; the estimated effect on enrolling at a UC is statistically significant, and fairly large relative to the control mean: Milestones increased enrollment at UCs by 2.5 percentage points, an increase of 21 percent over the control mean of 11.8 percent, though this is not significant after adjusting for multiple hypotheses. Although the estimates are not statistically significant for Complete, the pattern of coefficients by gender are similar to those for Milestones. The control means are fairly similar for males and females, though males enroll in UC at higher rates.

Tables 11-5 and 11-6 show the results by race/ethnicity and home language and suggest that both Milestones and Complete had positive effects for Hispanics who spoke Spanish at home. The point estimates for attending UC suggest that the program increased UC enrollment by 2.9 and 2.1 percentage points for Milestones and Complete, respectively. Again, the control mean is low—only 10.5 percent of the control group attended a UC (though this is somewhat understated due to undermatching in the NSC data). The effects on two-year persistence are somewhat larger than the estimates for enrollment in the first fall (and statistically significant at conventional levels but not after adjusting for multiple hypotheses), suggesting that V-SOURCE did not simply induce marginal students who could not succeed into UC; instead, those students persisted, and the estimates for overall four-year persistence are also positive (though not statistically significant). The 3.2 percentage point effect of Complete on UC two-year persistence reflects an increase of almost 36 percent over the control mean of 9 percent for this group.

Recall that the effects on SAT-taking, and college applications and acceptances, especially for UC—also tended to be larger for this sub-group (see Tables 10-7 to 10-9).

Notably, Hispanics who spoke Spanish at home were the subgroup that experienced the largest treatment effects in V-SOURCE's predecessor program, SOURCE, and a group we were targeting for this intervention with our recruitment strategies (see Chapters 4 and 5). The effects of SOURCE on four-year college-going were, however, much larger (almost 4 percentage points on average and nearly 10 percentage points for students with Spanish as the home language) than for V-SOURCE.

The estimates by parental education in Tables 11-7 and 11-8 are too noisy to discern a pattern.

11.4 CHAPTER 11 TABLES

Table 11-1a. Effects of Assignment to V-SOURCE on College Enrollment Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.006 (0.013)	0.004 (0.013)	0.010 (0.010)	-0.008 (0.011)	0.012 (0.010)
Complete	0.004 (0.013)	0.001 (0.014)	-0.005 (0.011)	0.004 (0.012)	-0.001 (0.010)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.705	0.433	0.117	0.249	0.127

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-1b. Effects of Assignment to V-SOURCE on College Enrollment Outcomes, CSAC-Augmented NSC Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	-0.003 (0.011)	-0.001 (0.012)	0.002 (0.011)	-0.004 (0.013)	0.006 (0.011)
Complete	-0.006 (0.011)	-0.006 (0.014)	-0.012 (0.012)	0.004 (0.012)	-0.007 (0.013)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.808	0.518	0.147	0.295	0.161

Outcomes come from the National Student Clearinghouse (NSC) and California Student Aid Commission (CSAC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

We do not apply adjustments for multiple comparisons in this table because these are supplementary outcomes.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-2. Effects of Assignment to V-SOURCE on College Persistence Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.009 (0.014)	0.005 (0.013)	0.007 (0.010)	-0.006 (0.011)	0.012 (0.010)
Complete	0.016 (0.015)	0.012 (0.014)	-0.002 (0.011)	0.008 (0.011)	0.005 (0.011)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.633	0.367	0.108	0.203	0.115

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

Table 11-3. Effects of Assignment to V-SOURCE on College Enrollment Outcomes, by Gender

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
Male	-0.009 (0.024)	-0.016 (0.026)	-0.002 (0.019)	-0.009 (0.020)	-0.016 (0.019)
Female	0.013 (0.014)	0.013 (0.014)	0.016 (0.011)	-0.008 (0.013)	0.025* (0.011)
Complete					
Male	-0.026 (0.028)	-0.014 (0.024)	-0.027 (0.018)	0.003 (0.021)	-0.023 (0.018)
Female	0.018 (0.016)	0.008 (0.019)	0.005 (0.013)	0.004 (0.015)	0.009 (0.013)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean					
Overall	0.705	0.433	0.117	0.249	0.127
Male	0.702	0.419	0.132	0.227	0.147
Female	0.706	0.439	0.110	0.259	0.118

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-4. Effects of Assignment to V-SOURCE on College Persistence Outcomes, by Gender

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
Male	-0.001 (0.026)	-0.012 (0.026)	-0.003 (0.019)	-0.007 (0.018)	-0.012 (0.019)
Female	0.014 (0.016)	0.012 (0.015)	0.012 (0.010)	-0.005 (0.014)	0.023* (0.010)
Complete					
Male	-0.004 (0.029)	0.008 (0.025)	-0.023 (0.018)	0.018 (0.021)	-0.012 (0.017)
Female	0.025 (0.018)	0.014 (0.018)	0.007 (0.013)	0.003 (0.013)	0.013 (0.013)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean					
Overall	0.633	0.367	0.108	0.203	0.115
Male	0.615	0.352	0.122	0.181	0.132
Female	0.641	0.374	0.102	0.214	0.107

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-5. Effects of Assignment to V-SOURCE on College Enrollment Outcomes, by Race/Ethnicity and Home Language

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
Hisp/Span	0.027 (0.018)	0.026 (0.021)	0.016 (0.014)	-0.015 (0.016)	0.029 (0.015)
Hisp/Oth	-0.003 (0.023)	-0.027 (0.027)	-0.011 (0.018)	0.014 (0.028)	-0.018 (0.016)
Other	-0.028 (0.023)	-0.014 (0.030)	0.017 (0.027)	-0.016 (0.026)	0.007 (0.024)
Complete					
Hisp/Span	0.026 (0.021)	0.014 (0.021)	0.011 (0.014)	-0.008 (0.021)	0.021 (0.013)
Hisp/Oth	-0.023 (0.027)	-0.048 (0.033)	-0.024 (0.021)	0.001 (0.030)	-0.028 (0.019)
Other	-0.014 (0.027)	0.027 (0.034)	-0.022 (0.025)	0.035 (0.029)	-0.019 (0.029)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean					
Overall	0.705	0.433	0.117	0.249	0.127
Hisp/Span	0.658	0.393	0.094	0.260	0.104
Hisp/Oth	0.746	0.447	0.101	0.249	0.115
Other	0.763	0.504	0.182	0.224	0.190

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-6. Effects of Assignment to V-SOURCE on College Persistence Outcomes, by Race/Ethnicity and Home Language

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
Hisp/Span	0.021 (0.021)	0.026 (0.020)	0.020 (0.013)	-0.015 (0.015)	0.030* (0.013)
Hisp/Oth	0.020 (0.024)	0.001 (0.027)	-0.013 (0.018)	0.030 (0.025)	-0.016 (0.017)
Other	-0.027 (0.023)	-0.039 (0.028)	-0.001 (0.026)	-0.021 (0.023)	0.000 (0.024)
Complete					
Hisp/Span	0.034 (0.023)	0.036 (0.022)	0.021 (0.013)	-0.003 (0.018)	0.032* (0.013)
Hisp/Oth	-0.001 (0.031)	-0.026 (0.029)	-0.024 (0.020)	0.018 (0.025)	-0.024 (0.018)
Other	-0.005 (0.030)	0.004 (0.035)	-0.029 (0.026)	0.022 (0.026)	-0.022 (0.029)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean					
Overall	0.633	0.367	0.108	0.203	0.115
Hisp/Span	0.595	0.333	0.083	0.219	0.089
Hisp/Oth	0.643	0.349	0.093	0.183	0.103
Other	0.703	0.457	0.178	0.190	0.182

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-7. Effects of Assignment to V-SOURCE on College Enrollment Outcomes, by Parental Education

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
< Some Coll	0.015 (0.015)	0.022 (0.017)	0.007 (0.013)	0.005 (0.016)	0.014 (0.013)
Some Coll+	-0.007 (0.023)	-0.029 (0.025)	0.012 (0.017)	-0.029 (0.017)	0.007 (0.016)
Complete					
< Some Coll	0.017 (0.017)	0.013 (0.021)	-0.010 (0.013)	0.010 (0.019)	0.001 (0.013)
Some Coll+	-0.016 (0.021)	-0.014 (0.024)	-0.002 (0.021)	-0.002 (0.021)	-0.008 (0.020)
Observations	6,459	6,459	6,459	6,459	6,459
Control Mean					
Overall	0.705	0.433	0.117	0.249	0.127
< Some Coll	0.666	0.401	0.104	0.243	0.115
Some Coll+	0.766	0.490	0.140	0.262	0.149

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 11-8. Effects of Assignment to V-SOURCE on College Persistence Outcomes, by Parental Education

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones					
< Some Coll	0.002 (0.017)	0.016 (0.018)	0.005 (0.013)	0.005 (0.015)	0.011 (0.013)
Some Coll+	0.022 (0.026)	-0.014 (0.026)	0.009 (0.017)	-0.020 (0.016)	0.012 (0.016)
Complete					
< Some Coll	0.021 (0.019)	0.029 (0.020)	-0.005 (0.013)	0.018 (0.017)	0.011 (0.013)
Some Coll+	0.012 (0.025)	-0.007 (0.022)	-0.002 (0.020)	-0.002 (0.019)	-0.007 (0.019)
Observations	6,459	6,459	6,459	6,459	6,459
Control Mean					
Overall	0.633	0.367	0.108	0.203	0.115
< Some Coll	0.596	0.333	0.095	0.196	0.102
Some Coll+	0.690	0.423	0.131	0.216	0.137

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

12 SUMMER MELT SUB-EXPERIMENT RESULTS

As described in Chapter 4, EdBoost continued a scaled-back version of the program into the summer after graduation for some students assigned to the original treatment groups to address the possibility that students who intended to enroll in a four-year college would fail to do so. Castleman and Page (2014) identify trouble completing the final paperwork—including financial aid follow-up—as one source of this “summer melt.” They have shown that interventions that remind students to complete these summer tasks and provide assistance, particularly with financial aid, can reduce summer melt. In this section, we report the findings from the evaluation of the V-SOURCE Summer Melt intervention sub-experiment. We do not find evidence that additional reminders during the summer increased college enrollment.

12.1 PREVALENCE OF SUMMER MELT IN OUR SAMPLE

Table 12-1 reports summary statistics related to summer melt for our sample by treatment arm. In general, the outcomes look similar across treatment arms, so we focus on the totals reported in column 4. We use the more complete CSAC-augmented measure of college enrollment (described in Chapter 11) for this table to capture as much enrollment as possible. The first panel shows student plans for college in May/June of senior year for those who answered the Follow-up Survey. About 65 percent planned to enroll in a four-year college, 33 percent planned to enroll in a two-year college, and the remaining 2 percent did not have plans to enroll in college the next fall.⁹⁸ The next two panels show the actual college enrollment outcomes for students who intended a four-year and two-year college, respectively.

Most four-year intending students—82 percent—do successfully enroll in a four-year college; 10 percent enroll in a two-year college, and 8 percent do not enroll in any college according to our data (it is likely some of these students did enroll but didn’t match to the NSC or CSAC data). A larger share of two-year intending students—23 percent—fail to enroll in any college, while about 5 percent actually enroll in a four-year college. The vast majority of students who enroll in the same sector they intended actually enroll in the intended college, especially among four-year intending students (not reported). Students who ultimately “melted” expressed more uncertainty about their plans for college on the Follow-up Survey: They were less sure they would go to college the next year, and they were more likely to be uncertain what their living arrangements in college would be. This suggests that some students were weakly attached to their college plans for whatever reason. Still, it is likely that some students in our study did experience “summer melt” due to the summertime barriers identified by Castleman and Page (2014) and perhaps could have benefited from the summer melt portion of the program.

The extent of summer melt was somewhat less in our sample compared to, for example, the sample in the Castleman, Page, and Schooley (2014) study; about 66 percent of students in their pooled control group enrolled in any college, compared to about 71 percent in our sample. It is difficult, however, to

⁹⁸ Students were first asked if they planned to attend college and if so, whether they planned to attend a two-year or four-year college. We later asked which specific college they planned to attend. A small number of students answered inconsistently, didn’t list a college or listed more than one college. We code them as four-year intending if they indicated they planned to attend a four-year college or listed a four-year college, even if they also listed a two-year college. We code the enrollment outcomes similarly; if a student attended both a four-year and a two-year, we code them as four-year attending.

directly compare the magnitudes of summer melt across studies, since they use different measures of college-going intentions. In addition, the NSC data has better coverage over time, and our CSAC-augmented measure of enrollment captures more enrollment than the NSC data alone. In sum, although direct comparisons are difficult, the extent of summer melt in our study was in the ballpark of what is found in the summer melt literature.

12.2 THE SUMMER MELT INTERVENTIONS

Drawing on the summer melt research, we designed two interventions to address concerns that students might not complete the summertime tasks necessary to successfully enroll in college in the fall. For example, they might not realize there is more paperwork to fill out, fees that need to be paid, placements tests to take, etc.—or that they might not remember to do those tasks. The main V-SOURCE curriculum included general information about steps students should take during the summer, emphasizing the need to check their email for messages from their college. But for students not assigned to the Summer Melt treatment, the program stopped in early June.

The “Summer Reminder” extension to the main V-SOURCE program sent an additional 6-7 automated text message and email reminders during the summer, ending in mid-August. These messages reminded students about specific tasks they might need to do and to check their official email (that they used for their college applications) to make sure nothing is overlooked. The messages also encouraged students to contact their intended college—and to ask to talk to a person—if they had questions or problems during the summer. The messages were not tailored to the specific college the student planned to attend, but were designed with the summertime tasks of the most commonly intended four-year colleges in mind.

The “Summer Lump” extension provided all the same information as the Summer Reminder intervention, but in a single email (with a text message nudging students to check their email) at the start of summer. The idea was to distinguish between providing the information and providing information together with reminders.

12.3 RANDOM ASSIGNMENT

We randomized students in the two main treatments (Milestones and Complete) into the three groups in equal numbers: Summer Control, Summer Reminder, and Summer Lump. Students in the Summer Control group received a goodbye message in June; they continued to have access to the V-SOURCE website, but they were not encouraged to visit it. The summer treatments were identical for Milestones and Complete students, except that the messages sent to students who had been in the Complete arm told them they could call V-SOURCE if they had a question; the supervisors were available to answer these calls, but in practice they received very few calls. (The V-SOURCE advisors did not continue work in the summer.)

We used the same blocking groups for the Summer Melt random assignment as for the main study. So while we actually conducted the random assignment at the start of summer, we used only information collected prior to the original random assignment for the main study.

12.4 ESTIMATION

We estimate a modified version of the first equation in Chapter 8. We simply add indicators for being assigned to the Lump or Reminder intervention:

$$Y_{isb} = \beta_0 + \beta_1 MILESTONES_{isb} + \beta_2 COMPLETE_{isb} + \theta_1 LUMP_{isb} + \theta_2 REMIND_{isb} + \eta_b + \varepsilon_{isb}$$

Where β_1 and β_2 are the treatment effects for Milestones and Complete students who did not receive any continuing treatment in the summer; θ_1 and θ_2 are the additional treatment effect for students assigned to the Summer Lump and Summer Reminder treatments respectively. We include blocking group fixed effects and cluster the standard errors on high school.

12.5 RESULTS

Tables 12-2 and 12-3 show the results for first fall enrollment and persistence outcomes. The estimated effects of assignment to one of the Summer Melt treatments are small and statistically insignificant. The standard errors are reasonably small, and we can generally rule out effects in the range of what Castleman, Page, and Schooley (2014) find (4 to 5 percentage points). The interventions they study were arguably more intensive, though still inexpensive, however.

12.6 TABLES

Table 12-1. Senior Spring College Plans versus Fall Enrollment, by Treatment Status

	Control	Milestones	Complete	Total
College Plans at Senior Spring				
No College Plans	0.021	0.020	0.025	0.022
2 yr	0.339	0.331	0.319	0.331
4 yr	0.640	0.649	0.657	0.647
N	2316	2282	1375	5973
Fall Enrollment among 4 yr Intending				
4 yr	0.827	0.826	0.814	0.824
2 yr	0.097	0.097	0.103	0.098
None	0.076	0.078	0.083	0.078
N	1483	1481	903	3867
Fall Enrollment among 2 yr Intending				
2 yr	0.713	0.732	0.731	0.724
4 yr	0.065	0.040	0.034	0.049
None	0.222	0.228	0.235	0.227
N	784	755	438	1977

Authors' tabulations from Follow-up Survey, National Student Clearinghouse (NSC), and California Student Aid Commission (CSAC) data. Analysis is limited to students who reported plans for college on the Follow-up Survey.

Table 12-2. Effects of Summer Melt Interventions on College Enrollment Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Main Treatment					
Milestones	-0.002 (0.018)	0.001 (0.018)	0.017 (0.015)	-0.014 (0.014)	0.020 (0.013)
Complete	-0.004 (0.016)	-0.001 (0.019)	0.002 (0.015)	-0.002 (0.015)	0.007 (0.015)
Summer Melt Treatment					
Lump	0.020 (0.022)	-0.009 (0.023)	-0.005 (0.015)	-0.001 (0.016)	-0.009 (0.015)
Remind	0.004 (0.020)	0.015 (0.022)	-0.016 (0.013)	0.019 (0.018)	-0.014 (0.015)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.705	0.433	0.117	0.249	0.127

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 12-3. Effects of Summer Melt Interventions on College Persistence Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Main Treatment					
Milestones	0.005 (0.019)	-0.000 (0.018)	0.010 (0.014)	-0.012 (0.012)	0.017 (0.013)
Complete	0.011 (0.019)	0.007 (0.018)	0.001 (0.014)	0.002 (0.012)	0.010 (0.014)
Summer Melt Treatment					
Lump	0.011 (0.021)	-0.000 (0.022)	0.002 (0.014)	0.002 (0.014)	-0.003 (0.014)
Remind	0.003 (0.022)	0.015 (0.021)	-0.011 (0.013)	0.017 (0.016)	-0.012 (0.014)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.633	0.367	0.108	0.203	0.115

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

13 ALTERNATIVE SPECIFICATIONS

We randomly assigned students to treatment arms, so we expect that students in the three treatment arms to be balanced on covariates. However, some of our outcomes were measured in the Follow-up Survey and although the response rates were high, we do not have data for all study participants, so differential response in treatment and control could bias our estimated treatment effects for those outcomes. In addition, even for the college enrollment outcomes, for which we have administrative data, including controls could improve power and account for imbalances arising due to chance. The main specifications presented in Chapters 8 through 11 of this report include only controls for blocking group used in the random assignment. In this Chapter, we report additional specifications for the tables from Chapters 8 through 11 with and without controls for baseline characteristics.

We report results for two additional specifications here. The first table in each set (a) repeats the results shown above in the relevant part of the report, including controls for blocking group only. The second set (b) includes controls for linear, squared, and cubic terms of two measures of GPA, and the third set (c) includes all of the controls described below. The following table summarizes the control variables, including the survey on which the relevant questions were asked, the items used in each construct, the response options available, notes on how we constructed the measure, and the functional form used in the regression. See the surveys in the appendices to this report for more detail on the context for each question.

As expected, the controls do not change the estimated treatment effects very much, and in some cases, the standard errors are slightly smaller.

Construct	Survey	Description/Questions	Responses	Functional Form/Notes
Self-Reported GPA	App	If you had to apply to college today, what would your GPA be? Make your best guess if you're not sure.	Write-in	Linear, cubic, quartic terms plus missing value indicator
Junior Year Academic GPA	App	Average of self-reported grades in the 10 th grade math, English, history, and science classes. We assign an additional point to honors, AP, and IB classes, following the rules used to calculate GPA for admission to the UC or CSU system.	Write-in	Linear, squared, and cubic terms plus missing value indicator
Internal Locus of Control/ Pearlin Mastery Scale (NLSY79)	Base	Average of the following items: <ul style="list-style-type: none"> • I have little control over the things that happen to me. • There is really no way I can solve some of the problems I have. • What happens to me in the future mostly depends on me. • There is little I can do to change many of the important things in my life. • I often feel helpless in dealing with the problems of life. • I can do just about anything I really set my mind to do. • Sometimes I feel that I'm being pushed around in life. • Becoming a success is a matter of hard work; luck has little or nothing to do with it. 	Strongly Agree Agree Neither Disagree Strongly Disagree	Reverse coded as relevant so that higher values indicate respondents consider themselves more in control of forces that affect their lives. Quintiles with missing value indicator
Hard Worker	App & Base	How true are the following statements about you? <ul style="list-style-type: none"> • I make sure to get my work done before I have fun. • I use my time wisely. • I have a good system for remembering deadlines and important dates. • My teachers describe me as a "hard worker." • I always do "extra credit" when my teachers offer it. • I always try as hard as I can to do school assignments well. 	Very true Mostly true Somewhat true A little true Not at all true	Average 3 items within each survey separately, then average across surveys Quintiles with missing value indicator

Construct	Survey	Description/Questions	Responses	Functional Form/Notes
Procrastinator/ Disorganized	App & Base	How true are the following statements about you? <ul style="list-style-type: none"> • I wait until the last minute to do things. • I miss out on things I want to do because I forget to sign up. • I put off starting things that I don't like to do. • I often miss important deadlines if no one reminds me about them. • When I have something important to do, I waste time on things that are more fun. • Sometimes when my life is really busy, I don't get all of my homework done. 	Very true Mostly true Somewhat true A little true Not at all true	Average 6 items within each survey separately, then average across surveys Quintiles with missing value indicator
Four-Year College Confidence	App	How true are the following statements about you? <ul style="list-style-type: none"> • I'm really looking forward to going to college. • I am sure I will go to a four-year college. • A four-year college might be too hard for me. 	Very true Mostly true Somewhat true A little true Not at all true	Average 3 items Quintiles with missing value indicator
Close Family Support for Applying to College	App & Base	These items appeared on both the Application and Baseline Surveys Thinking of the people in your life, which of the following people... <ul style="list-style-type: none"> • Have you talked to about where you might go to college? • Will help you with college applications if you ask? • Will remind you to turn in college applications? • Will <i>make sure</i> that you turn in college applications? <p>In addition to the items above, the Baseline also included</p> <ul style="list-style-type: none"> • Have you talked to about preparing for the PSAT or SAT? 	Check boxes Parent Sibling	Average items within each survey, standardize, average across surveys Quintiles with missing value indicator
School Support for Applying to College	App & Base	Same questions as for "Close Family Support for Applying to College"	Check boxes Teacher Counselor Mentor from a Program	Average items within each survey, standardize, average across surveys Quintiles with missing value indicator

Construct	Survey	Description/Questions	Responses	Functional Form/Notes
College Access Program Participation	Base	Have you ever participated in any of the following programs? (Check all that apply.) <ul style="list-style-type: none"> • Talent Search • Upward Bound • GEAR UP • AVID • MESA 	Check boxes	Create indicator for participated in any program Include missing value indicator
Parents' Educational Expectations (1)	Base	How much schooling do your parents or guardians want you to complete? (separate columns for two parents)	Recode to 1 for BA or higher	Create indicator variable for both (non-missing) parents want BA or more Include missing value indicator
Parents' Educational Expectations (2)	Base	How disappointed would your parent(s) or guardian(s) be if you... <ul style="list-style-type: none"> • Did not go to college right after high school • Never attended a four-year college • Never graduated from a four-year college 	Extremely Very Somewhat A little Not at all	Average 3 items Quintiles with missing value indicator
Financial Worries about College	Base	How true are the following statements? <ul style="list-style-type: none"> • I would rather wait to go to college than have to take out student loans • I am worried that college costs and debt will be a burden on my family • I am worried that I won't qualify for financial aid because my parents don't file taxes • If I go away to college, I won't be able to help my family enough • I don't want to take out student loans because I'm scared I won't be able to pay them back 	Very true Mostly true Somewhat true A little true Not at all true	Average 5 items Quintiles with missing value indicator

13.1 TABLES

Table 13-1.a Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones	-0.028 (0.028)	0.091 ^{***†} (0.028)	0.082 ^{***†} (0.027)
Complete	0.018 (0.031)	0.109 ^{***†} (0.032)	0.151 ^{***†} (0.028)
Observations	5,986	5,993	5,931
Control Mean	0.000	0.000	-0.000

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-1.b Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones	-0.033 (0.027)	0.086 ^{***†} (0.026)	0.080 ^{***†} (0.026)
Complete	0.017 (0.031)	0.109 ^{***†} (0.030)	0.152 ^{***†} (0.027)
Observations	5,986	5,993	5,931
Control Mean	0.000	0.000	-0.000

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-1.c Effects of Assignment to V-SOURCE on Self-Reported Experiences Applying to College and for Financial Aid: Main Experience and Support Constructs

	(1) Sought Information	(2) Had Information	(3) Had Support
Milestones	-0.039 (0.026)	0.078 ^{***} (0.025)	0.068 ^{**} (0.027)
Complete	0.002 (0.030)	0.096 ^{***} (0.031)	0.134 ^{***†} (0.027)
Observations	5,986	5,993	5,931
Control Mean	-0.000	0.000	-0.000

Data are self-reported on Follow-up Survey. We standardized each outcome to have mean of 0 and standard deviation of 1 in the control group. Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-2.a Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) On-Time FAFSA
Milestones	0.023 (0.012)	0.024 (0.013)	0.014 (0.017)	0.029 ^{**†} (0.011)
Complete	0.025 [*] (0.012)	0.025 [*] (0.011)	0.055 ^{***†} (0.017)	0.014 (0.012)
Observations	6,045	6,043	5,986	6,640
Control Mean	0.842	0.829	0.489	0.789

Data are from Follow-up Survey and California Student Aid Commission (CSAC). Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-2.b Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) On-Time FAFSA
Milestones	0.018 (0.011)	0.017 (0.011)	0.006 (0.013)	0.028* (0.011)
Complete	0.024* (0.011)	0.024* (0.010)	0.054**** (0.013)	0.017 (0.012)
Observations	6,045	6,043	5,986	6,640
Control Mean	0.842	0.829	0.489	0.789

Data are from Follow-up Survey and California Student Aid Commission (CSAC). Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-2.c Effects of Assignment to V-SOURCE on Self-Reported Milestone Completion

	(1) Registered SAT/ACT	(2) Took SAT/ACT	(3) Applied 2 systems	(4) On-Time FAFSA
Milestones	0.018 (0.010)	0.018 (0.011)	0.003 (0.012)	0.029* (0.012)
Complete	0.021* (0.010)	0.021* (0.010)	0.048**** (0.013)	0.015 (0.012)
Observations	6,045	6,043	5,986	6,640
Control Mean	0.842	0.829	0.489	0.789

Data are from Follow-up Survey and California Student Aid Commission (CSAC). Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-3.a Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.034**† (0.013)	0.007 (0.017)	0.033**† (0.013)	0.015 (0.016)
Complete	0.037*** (0.012)	0.036** (0.016)	0.045*** (0.014)	0.044*** (0.015)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.779	0.476	0.727	0.445

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-3.b Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.025**† (0.010)	-0.000 (0.012)	0.024**† (0.011)	0.009 (0.011)
Complete	0.034*** (0.011)	0.036*** (0.013)	0.041*** (0.013)	0.044*** (0.012)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.779	0.476	0.727	0.445

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-3.c Effects of Assignment to V-SOURCE on Self-Reported College Application Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.023**† (0.010)	-0.001 (0.011)	0.022**† (0.010)	0.005 (0.010)
Complete	0.028*** (0.010)	0.032** (0.013)	0.034*** (0.012)	0.039*** (0.012)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.779	0.476	0.727	0.445

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-4.a Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.010 (0.014)	0.003 (0.015)	0.015 (0.015)	0.011 (0.015)
Complete	0.020 (0.016)	0.002 (0.014)	0.029 (0.016)	0.009 (0.015)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.673	0.234	0.616	0.295

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-4.b Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.000 (0.011)	0.005 (0.011)	0.004 (0.013)	0.010 (0.010)
Complete	0.017 (0.013)	0.008 (0.011)	0.026 (0.014)	0.013 (0.010)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.673	0.234	0.616	0.295

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-4.c Effects of Assignment to V-SOURCE on Self-Reported College Acceptance Outcomes

	(1) Any 4-Year	(2) Any Selective	(3) Any CSU	(4) Any UC
Milestones	0.002 (0.011)	0.005 (0.011)	0.005 (0.012)	0.009 (0.009)
Complete	0.013 (0.013)	0.006 (0.010)	0.021 (0.014)	0.011 (0.010)
Observations	5,986	5,986	5,986	5,986
Control Mean	0.673	0.234	0.616	0.295

Data are from Follow-up Survey. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-5.a Effects of Assignment to V-SOURCE on College Enrollment Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.006 (0.013)	0.004 (0.013)	0.010 (0.010)	-0.008 (0.011)	0.012 (0.010)
Complete	0.004 (0.013)	0.001 (0.014)	-0.005 (0.011)	0.004 (0.012)	-0.001 (0.010)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.705	0.433	0.117	0.249	0.127

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-5.b Effects of Assignment to V-SOURCE on College Enrollment Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.005 (0.013)	0.003 (0.012)	0.016 (0.008)	-0.013 (0.011)	0.016* (0.008)
Complete	0.006 (0.013)	0.007 (0.013)	0.001 (0.009)	0.003 (0.012)	0.005 (0.009)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.705	0.433	0.117	0.249	0.127

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-5.c Effects of Assignment to V-SOURCE on College Enrollment Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.008 (0.013)	0.004 (0.012)	0.015 (0.008)	-0.012 (0.011)	0.016 (0.008)
Complete	0.003 (0.013)	0.003 (0.013)	0.000 (0.009)	0.000 (0.012)	0.004 (0.009)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.705	0.433	0.117	0.249	0.127

Data are from the National Student Clearinghouse (NSC). College enrollment reflects any enrollment in the fall (September 1 to December 31) following on-time high school graduation. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-6.a Effects of Assignment to V-SOURCE on College Persistence Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.009 (0.014)	0.005 (0.013)	0.007 (0.010)	-0.006 (0.011)	0.012 (0.010)
Complete	0.016 (0.015)	0.012 (0.014)	-0.002 (0.011)	0.008 (0.011)	0.005 (0.011)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.633	0.367	0.108	0.203	0.115

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-7.b Effects of Assignment to V-SOURCE on College Persistence Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.008 (0.014)	0.004 (0.012)	0.013 (0.008)	-0.010 (0.011)	0.016* (0.008)
Complete	0.018 (0.014)	0.018 (0.013)	0.004 (0.009)	0.007 (0.011)	0.011 (0.009)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.633	0.367	0.108	0.203	0.115

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators, as well as linear, squared, and cubed terms for two GPA measures; for missing values, we impute the mean and include a missing value indicator. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

Table 13-8.c Effects of Assignment to V-SOURCE on College Persistence Outcomes

	(1) Any College	(2) Any 4-Year	(3) Any Selective	(4) Any CSU	(5) Any UC
Milestones	0.011 (0.014)	0.006 (0.012)	0.012 (0.008)	-0.008 (0.011)	0.016 (0.008)
Complete	0.016 (0.014)	0.014 (0.012)	0.002 (0.009)	0.005 (0.011)	0.009 (0.009)
Observations	6,640	6,640	6,640	6,640	6,640
Control Mean	0.633	0.367	0.108	0.203	0.115

Data are from the National Student Clearinghouse (NSC). College persistence reflects enrollment in the specified college type in the first fall (September 1 to December 31) after on-time high school graduation AND in the same college type in the second fall. Selective colleges are those with Barron's ratings of very competitive plus to most competitive. Regression includes controls for blocking group indicators; linear, squared, and cubed terms for two GPA measures; flexible functions of indices capturing the following constructs: locus of control, hard worker, procrastinator, financial worries about college, college-going expectations, parental disappointment if no college, family support for college application, and school support for college application; we include indicators for missing values. Standard errors, clustered on school, are reported in parentheses.

† Statistically significant at the 5% level after adjustment for multiple comparisons.

* $p < .05$, ** $p < .01$, *** $p < .001$

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APPENDIX A. SURVEY INSTRUMENTS

A.1 APPLICATION SURVEY

Fill out this application and remember to sign and have a parent sign. The included envelope is already addressed and stamped. Mail it by December 20th (or sooner!). Space is limited. **Apply early!**

V-SOURCE APPLICATION SURVEY

Name: _____
 First Middle Last

School: _____ District: _____

1. Are you in the 11th grade now?

Yes No

***If you answered No, you are not eligible for V-SOURCE at this time. Please do not continue with the application.**

2. What is your gender? Male Female

3. What is your date of birth?

				1	9		
Month		Day		Year of Birth			

4. Have you taken Algebra I (in high school or middle school)?

Yes. What grade did you receive? First semester _____ Second Semester _____
 No. Are you taking it now? Yes No

5. Have you taken Geometry?

Yes. What grade did you receive? First semester _____ Second Semester _____
 No. Are you taking it now? Yes No

6. Have you taken Algebra II?

Yes. What grade did you receive? First semester _____ Second Semester _____
 No. Are you taking it now? Yes No

7. What grade did you receive in 9th Grade English? First semester _____ Second Semester _____

8. What math class did you take in 10th grade?

Geometry Algebra II Trigonometry/Math Analysis/Pre-Calculus Other: _____

What grade did you receive? First semester _____ Second Semester _____

Was it Honors? Yes No What is AP or IB? Yes No

9. What science class did you take in 10th grade?

Biology Chemistry Physics Other: _____

What grade did you receive? First semester _____ Second Semester _____

Was it Honors? Yes No What is AP or IB? Yes No

10. What grade did you receive in 10th Grade English? First semester _____ Second Semester _____

Was it Honors? Yes No What is AP or IB? Yes No

11. What history class did you take in 10th grade?

World History European History Other: _____

What grade did you receive? First semester _____ Second Semester _____

Was it Honors? Yes No What is AP or IB? Yes No

12. If you had to apply to college today, what would your GPA be? Make your best guess if you're not sure.

Example: 3.5 or 2.6

		.	
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13. What language do you speak most often with your parents and/or guardians? Check one.

- English Spanish Russian Armenian Korean Japanese
 Chinese Arabic Vietnamese Farsi Tagalog Other: _____

14. Which of the following best describes your race/ethnicity? Check all that apply.

- American Indian/Alaskan Asian/Asian American Pacific Islander Filipino
 Hispanic/Latino African American/Black Caucasian/White
 Other _____

15. How far in school did your parents go? Check one box for each parent.

	Mother	Father
Elementary/middle school (grades 1-8)	<input type="checkbox"/>	<input type="checkbox"/>
Some high school (grades 9-12), but did not graduate	<input type="checkbox"/>	<input type="checkbox"/>
Graduated from high school or received GED	<input type="checkbox"/>	<input type="checkbox"/>
Attended some college (no degree)	<input type="checkbox"/>	<input type="checkbox"/>
Attended vocational or trade school (such as cosmetology, computer repair, auto repair)	<input type="checkbox"/>	<input type="checkbox"/>
Completed 2-year college (Associate's degree)	<input type="checkbox"/>	<input type="checkbox"/>
Completed 4-year college (Bachelor's degree)	<input type="checkbox"/>	<input type="checkbox"/>
Completed graduate school (J.D., M.D., Master's degree, Ph.D.)	<input type="checkbox"/>	<input type="checkbox"/>
Don't know and/or do not have that parent	<input type="checkbox"/>	<input type="checkbox"/>

16. What is your cell phone number? () — I do not have a cell phone

17. How often do you use your cell phone to:

	Every day	A few times a week	A few times a month	A few times a year	Never
Talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Facebook/MySpace/Google+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Who is your cell phone carrier?

- AT&T T-Mobile Metro PCS Tracfone
 Verizon Sprint/Nextel Boost Other: _____

19. What is your home phone number? () — I do not have a home phone

20. How often do you use the Internet?

	Every day	A few times a week	A few times a month	A few times a year	Never
On your phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On your own/your family's computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On a school computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On a friend's computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At the library or other public place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> I do not have access to the Internet at all					

21. What is your email address?

Best:

Alternate:

22. How often do you check your email?

- Every day A few times a week A few times a month A few times a year Never

23. What are the BEST ways for us to tell you if you have been selected to participate in V-SOURCE?

Check all that apply.

- Call my cell phone Call my home phone Text me Email me

24. Thinking of the people in your life, which of the following people... *Check all that apply.*

	Parent	Sister/ Brother	Other Relative	Family Friend	Friend	Teacher	School Counselor	Mentor (from a program)
...attended a four-year college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...did you talk to about which classes to take this school year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...have you talked to about where you might go to college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...will remind you to turn in college applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...will help you with college applications if you ask?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...will make sure that you turn in college applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. When you get a lower grade than you wanted on an important test or assignment, how often do you... ?

Check one for each question.

	Always	Most of the time	Some of the time	Once in a while	Never
...Ask your teachers how you can do better next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Feel upset for a long time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Try to improve your study strategies so that you do better in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Decide to stop trying in that class or subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Try to find someone who can help you do better in that subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Try to figure out what you can do differently next time to get a better grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Ask your friends or classmates what they did to get a better grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Feel so bad about it that you have trouble studying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Start planning for how to do better next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...Feel very discouraged about succeeding in that class or subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. How true are the following statements about you?

	Very true	Mostly true	Somewhat true	A little true	Not at all true
I'm really looking forward to going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure I get my work done before I have fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teachers would describe me as a "hard worker."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a good system for remembering deadlines and important dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use my time wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sure I will go to a four-year college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wait until the last minute to do things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miss out on things I want to do because I forget to sign up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always do "extra credit" when my teachers offer it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I have something important to do, I waste time on things that are more fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I put off starting things that I don't like to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A four-year college might be too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always try as hard as I can to do school assignments well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I often miss important deadlines if no one reminds me about them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes when my life is really busy, I don't get all of my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. We want to follow-up on all V-SOURCE applicants to see what they decide to do after high school. We know that students move around and change phone numbers a lot. To help us reach you after high school, please give us contact information for a parent/guardian and one other relative or close friend who is usually easy to reach and **will know where to find you if you move or change your contact information:**

Parent or Guardian Contact Information

Name: _____ Relation to You: _____

Address: _____ Apt. _____

City and State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____

Email address: _____@_____

Other Relative's/Friend's Contact Information

Name: _____ Relation to You: _____

Address: _____ Apt. _____

City and State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____

Email address: _____@_____

Thank you for completing the V-SOURCE Application Survey. Please be sure that you and your parent or guardian sign the forms before mailing.

A.2 BASELINE SURVEY

V-SOURCE Survey

Welcome

Thank you for participating in this survey.

After you complete the survey, you will receive a \$20 electronic gift card to a store of your choice (we have cards for stores such as Amazon, iTunes, Starbucks, and Regal Theaters).

Your answers are very important for helping us understand high school students' school experiences and future plans. We appreciate your help.

Contact Information

If you need to go back, please use the “back” button on the bottom of each page of the survey.

Please DO NOT use your browser’s back button.

If you need to re-start the survey, you can click on the link in the email we sent you. When you click on the link, you will be taken to the page where you left off and will NOT have to start over.

First, we would like some information that will help us contact you in the future so that we can tell you about the next survey. You will get an additional \$20 gift card for taking that survey. This information will be kept in secure and protected data files that are separate from the responses you will provide on the survey, so all of your responses will remain confidential.

1) What is your name? Please tell us your OFFICIAL name that you will use on your college applications, not a nickname.

1a) First*: _____

1b) Middle: _____

1c) Last*: _____

2) What is your cell phone number?

2a) _____

2b) _____

2c) _____

2d) I don't have a cell phone.

3a) What is your cell phone company?

AT&T = ATT

- T-Mobile = T-Mobile
- Metro PCS = Metro PCS
- Tracfone = Tracfone
- Verizon = Verizon
- Sprint/Nextel = Sprint/Nextel
- Boost = Boost
- Virgin Mobile = Virgin Mobile
- Other = Other
- I don't have a cell phone = I don't have a cell phone

Show 3b if 3a = "Other" (hidden by default)

3b) Please enter the name of your cell phone company below:

Show 4a if (pre-populated) email2 is not missing. (Student listed 2 emails on the application)

4a) On your application for the VSOURCE program, you listed the following email addresses. Which one do you use most often?

- [question("value"), id="97"] (email1 pre-populated) = email1
- [question("value"), id="98"] (email2 pre-populated) = email2

Show 4b if 4a = email1 (hidden by default)

4b) Do you sometimes still use [question("value"), id="98"] (pre-populated email2)?

- Yes = Yes
- No = No

Show 4c if 4a = email2 (hidden by default)

4c) Do you still sometimes use [question("value"), id="97"] (pre-populated email1)?

- Yes = Yes
- No = No

Show 5 if email2 is not missing

5) In addition to [question("value"), id="97"] (prepopulated email1) and [question("value"), id="98"] (pre-populated email2), are there any other email addresses you check regularly?

- Yes = Yes
- No = No

Show 6 if email2 is missing (student only listed 1 email address on the application)

6a) In addition to [question("value"), id="97"] (pre-populated email1), is there any other email address you check regularly?

- Yes = Yes
- No = No

Show if 5 = Yes OR 6a = Yes (hidden by default)

6) Please list any additional email addresses you use regularly.

6b).: _____

6c): _____

7a) Are you currently attending high school, not attending high school, or being homeschooled?

(If you are currently out for school break, injury, or vacation, please consider yourself as attending school.)

- Attending high school = Attending high school
- Not attending high school = Not attending high school
- Being homeschooled = Being homeschooled

Show 7b if 7a = "Attending high school" (hidden by default)

7b) Are you currently attending [question("value"), id="42"] (high school pre-populated) or another high school?

- [question("value"), id="42"] (high school pre-populated) = HS from application
- Another high school = Another high school

Show 7c and 7d if 7b = "Another high school" (hidden by default)

What is the full name and city of the high school you are currently attending? (Please type the full name. Do not use abbreviations.)

7c) School Name: _____

7d) City: _____

Show 7e if 7b = "Another high school" (hidden by default)

7e) Our records indicate that you were attending [question("value"), id="42"] (high school pre-populated) when you applied for VSOURCE. Is that correct?

- Yes, I was attending [question("value"), id="42"] (high school pre-populated), but I changed schools = changed schools
- Yes, I was attending [question("value"), id="42"] (high school pre-populated), and I still go there = still attend HS from application
- No, I never attended [question("value"), id="42"] (high school pre-populated) = never attended HS from application

Show 7f if 7a = "Not attending high school" (hidden by default)

7f) Have you earned a regular high school diploma, GED, or alternative high school credential?

- Yes, a regular diploma = Yes, a regular diploma
- Yes, a GED or alternative high school credential = Yes, a GED or alternative high school credential
- No = No

Show 7g if 7f = "No" (hidden by default)

7g) Has it been 4 or more weeks since you last attended high school?

- Yes
- No

Show this page if pre-populated name does not match name entered in 1a and 1c (first and last name only, no middle name check)

Name Check

Oops! The name you entered is not the same as what we have from your VSOURCE application.

8a) What is your correct first and last name? Please tell us your official name that you will use on your college applications.*

[question("value"), id="5"] [question("value"), id="7"] (firstname entered in Q 1a) (last name entered in Q 1b) = name from app

[question("value"), id="31"] [question("value"), id="32"] (first name pre-populated) (last name pre-populated) = entered name

Something else; = Different name

8b) please enter your correct first and last name here:: _____

Show this page if either the pre-populated cell phone number or carrier does not match what was entered in 2 and 3a, respectively, AND the non-matches are not due to either the pre-population or baseline field being blank AND the non-match for carrier is not due to the respondent selecting "Other" for q3a the baseline.

Cellphone Check

Show if pre-populated cell phone number does not match the entered cell phone number and neither were left blank.

9a) Oops! The cell phone number you entered doesn't match what we have from your VSOURCE application.

What is your correct cell phone number?

[question("value"), id="9"]-[question("value"), id="10"]-[question("value"), id="11"] (pre-populated cell number 2a) (pre-populated cell number 2b) (pre-populated cell number 2c) = cell phone from app

[question("value"), id="33"] (work phone pre-populated) = entered cell phone

9b) Something else; = different cell phone number = Different cell phone

please enter your correct cell phone number here:: _____

Show if pre-populated cell carrier does not match the entered carrier AND neither were left blank AND the entered carrier for q3a was not "Other"

10a) The cell phone company you entered doesn't match what we have from your VSOURCE application. What is your correct cell phone company?

AT&T = ATT

T-Mobile = T-Mobile

Metro PCS = Metro PCS

Tracfone = Tracfone

- Verizon = Verizon
 - Sprint/Nextel = Sprint/Nextel
 - Boost = Boost
 - Virgin Mobile = Virgin Mobile
 - 10a) Something else; please enter your correct cell phone company here:: = Something else; please enter your correct cell phone company here:
-
- I'm not sure what my cell phone company is = I'm not sure what my cell phone company is

Show this page if Group # = 3 AND the respondent saw the cell phone check page

The survey was designed to deliver the pages about educational plans, self-concept, and locus of control to a randomly selected group of respondents earlier in the survey. This was part of a separate study. Any given student was only asked this set of questions once.

Educational Plans

Now we have some questions about your educational plans.

11) If there were no barriers, how far in school would you want to go?

- Less than high school completion = Less than high school completion
- Complete a high school diploma, GED, or alternative high school credential = Complete a high school diploma, GED, or alternative high school credential

- Complete a certificate or diploma from a school that provides occupational training = Complete a certificate or diploma from a school that provides occupational training

- Complete an Associate's (two-year) degree = Complete an Associate's (two-year) degree
- Complete a Bachelor's (four-year) degree = Complete a Bachelor's (four-year) degree
- Complete a Master's degree = Complete a Master's degree
- Complete a Ph.D., M.D., law degree, or other high level professional degree = Complete a Ph.D., M.D., law degree, or other high level professional degree
- Don't know = Don't know

12) As things stand now, how far in school do you think you will actually get?

- Less than high school completion = Less than high school completion
- Complete a high school diploma, GED, or alternative high school credential = Complete a high school diploma, GED, or alternative high school credential
- Start, but not complete a certificate or diploma from a school that provides occupational training = Start, but not complete a certificate or diploma from a school that provides occupational training
- Complete a certificate or diploma from a school that provides occupational training = Complete a certificate or diploma from a school that provides occupational training

- () Start, but not complete an Associate's (two-year) degree = Start, but not complete an Associate's (two-year) degree
- () Complete an Associate's (two-year) degree = Complete an Associate's (two-year) degree
- () Start, but not complete a Bachelor's (four-year) degree = Start, but not complete a Bachelor's (four-year) degree
- () Complete a Bachelor's (four-year) degree = Complete a Bachelor's (four-year) degree
- () Start, but not complete a Master's degree = Start, but not complete a Master's degree
- () Complete a Master's degree = Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree
- () Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree = Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree
- () Complete a Ph.D., M.D., law degree, or other high level professional degree = Complete a Ph.D., M.D., law degree, or other high level professional degree
- () Don't know = Don't know

13) How disappointed would you be if you did not graduate from college with a Bachelor's degree by the time you were 30 years old?

- () Extremely disappointed = Extremely disappointed
- () Very disappointed = Very disappointed
- () Somewhat disappointed = Somewhat disappointed
- () A little disappointed = A little disappointed
- () Not disappointed at all = Not disappointed at all

Show this page if: same conditions as Educational Plans About You

The following questions ask about your general feelings about yourself.

14) How much do you agree or disagree with the following statements?

	Strongly Agree = Strongly Agree	Agree = Agree	Neither Agree nor Disagree = Neither Agree nor Disagree	Disagree = Disagree	Strongly Disagree = Strongly Disagree
14a) I feel that I'm a person of worth, equal to others.	()	()	()	()	()
14b) I feel useless at times.	()	()	()	()	()
14c) I feel that I have a number of good qualities.	()	()	()	()	()
14d) I often feel that I am a failure.	()	()	()	()	()

14e) I am able to do things as well as most people.	()	()	()	()	()
14f) I feel I do not have much to be proud of.	()	()	()	()	()
14g) I take a positive attitude toward myself.	()	()	()	()	()
14h) On the whole, I am satisfied with myself.	()	()	()	()	()

Show this page if: same conditions as Educational Plans
About You

15) How much do you agree or disagree with the following statements?

	Strongly Agree = Strongly Agree	Agree = Agree	Neither Agree Nor Disagree = Neither Agree Nor Disagree	Disagree = Disagree	Strongly Disagree = Strongly Disagree
15a) I have little control over the things that happen to me.	()	()	()	()	()
15b) There is really no way I can solve some of the problems I have.	()	()	()	()	()
15c) What happens to me in the future mostly depends on me.	()	()	()	()	()
15d) There is little I can do to change many of the important things in my life.	()	()	()	()	()
15e) I often feel helpless in dealing with the problems of life.	()	()	()	()	()
15f) I can do just about anything I really set my mind to do.	()	()	()	()	()
15g) Sometimes I feel that I'm being pushed around in life.	()	()	()	()	()
15h) Becoming a success is a matter of hard work; luck has little or nothing to do with it.	()	()	()	()	()

Student Background

Now we have some questions about your background and your family.

16) What is your sex?

- Male = Male
- Female = Female

17a) Are you Hispanic or Latino/Latina?

- Yes = Yes
- No = No

Show 17b-17i if 17a = "Yes" (hidden by default)

Which of the following are you? (Check all that apply.)

- 17b) Mexican, Mexican-American, or Chicano = Mexican, Mexican-American, or Chicano
- 17c) Cuban = Cuban
- 17d) Dominican = Dominican
- 17e) Puerto Rican = Puerto Rican
- 17f) Central American such as Belizean, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, or Salvadoran = Central American such as Belizean, Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, or Salvadoran
- 17g) South American such as Argentinian, Brazilian, Colombian, or Peruvian = South American such as Argentinian, Brazilian, Colombian, or Peruvian
- 17h) Other Hispanic or Latino or Latina: = Other Hispanic or Latino or Latina
- 17i) [textbox for other]

18) In addition to learning about your Hispanic background, we would also like to know about your racial background. Which of the following choices describe your race? (Check all that apply.)

- 18a) White = White
- 18b) Black or African American = Black or African American
- 18c) Asian = Asian
- 18d) Native Hawaiian or other Pacific Islander = Native Hawaiian or other Pacific Islander
- 18e) American Indian or Alaska Native = American Indian or Alaska Native
- 18f) Other: = Other:
- 18g) [textbox box for other]

Show 18g – 18n if 18c was checked (hidden by default)

Which of the following are you? (Check all that apply.)

- 18h) Chinese = Chinese
- 18i) Japanese = Japanese
- 18j) Korean = Korean
- 18k) Filipino = Filipino
- 18l) Southeast Asian such as Vietnamese or Thai = Southeast Asian such as Vietnamese or Thai
- 18m) South Asian such as Asian Indian or Sri Lankan = South Asian such as Asian Indian or Sri Lankan
- 18n) Other Asian: = Other Asian
- 18o) [textbox for other]

19) Please enter your date of birth:

19a) Month:*

- January = January
- February = February
- March = March
- April = April
- May = May
- June = June
- July = July
- August = August
- September = September
- October = October
- November = November
- December = December

19b) Day:*

- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 = 8
- 9 = 9
- 10 = 10
- 11 = 11
- 12 = 12
- 13 = 13
- 14 = 14
- 15 = 15
- 16 = 16
- 17 = 17
- 18 = 18
- 19 = 19
- 20 = 20
- 21 = 21
- 22 = 22
- 23 = 23
- 24 = 24
- 25 = 25
- 26 = 26
- 27 = 27
- 28 = 28
- 29 = 29
- 30 = 30

- 31 = 31
- 19c) Year:***
- 1990 = 1990
- 1991 = 1991
- 1992 = 1992
- 1993 = 1993
- 1994 = 1994
- 1995 = 1995
- 1996 = 1996
- 1997 = 1997
- 1998 = 1998
- 1999 = 1999
- Other = Other

script for birthdate check

Show this page if pre-populated birth date (year, month, day) does not match birth date entered in 1a and 1c (first and last name only, no middle name check)

Birthdate Check

20a) Oops! The birth date you entered does not match what we have from your VSOURCE application.

What is your correct birth date?

- [question("value"), id="51"] [question("value"), id="50"], [question("value"), id="52"]
(entered dob month q19a) (entered dob day q19b) (entered dob year q19c) = dob from app
- [question("value"), id="53"] [question("value"), id="54"], [question("value"), id="55"]
(prepop dob month) (prepop dob day) (prepop dob year)= entered dob
- 20b) Something else; please write your correct birth date here: = other dob
: _____

Language and Family Origins

21a) What was the first language you learned to speak when you were a child?

- English = English
- Spanish = Spanish
- Another language = Another language
- English and Spanish equally = English and Spanish equally
- English and another language equally = English and another language equally

21b) What is the other language you first learned to speak?

- A European language, such as French, German, or Russian = A European language, such as French, German, or Russian
- A Chinese language = A Chinese language

- A Filipino language = A Filipino language
- A Southeast Asian language such as Vietnamese or Thai = A Southeast Asian language such as Vietnamese or Thai
- A South Asian language such as Hindi or Tamil = A South Asian language such as Hindi or Tamil
- Another Asian language such as Japanese or Korean = Another Asian language such as Japanese or Korean
- A Middle Eastern language such as Arabic or Farsi = A Middle Eastern language such as Arabic or Farsi
- Another language = Another language

21c) How often do you speak a language other than English with your mother or female guardian at home?

- Never = Never
- Sometimes = Sometimes
- About half the time = About half the time
- Most of the time = Most of the time
- Always = Always
- I don't have a mother or female guardian = No mother or female guardian in your household

21d) How often do you speak a language other than English with your friends?

- Never = Never
- Sometimes = Sometimes
- About half the time = About half the time
- Most of the time = Most of the time
- Always = Always

Language and Family Origins

22a) Were you born in the United States, in Puerto Rico or another U.S. territory, or in another country?

- United States = United States
- Puerto Rico or another U.S. territory = Puerto Rico or another U.S. territory
- Another country = Another country

Show if 22a = "Another country" (hidden by default)

22b) In which country were you born?

Show if 22a = "Puerto Rico or another U.S. territory" OR "Another country" (hidden by default)

22c) Please enter the age at which you came to the United States to stay permanently.

Show if 22a = "Puerto Rico or another U.S. territory" OR "Another country" (hidden by default)

22d) In what grade were you placed when you started school in the United States?

- Pre-kindergarten = Pre-kindergarten
- Kindergarten = Kindergarten
- 1st grade = 1st grade
- 2nd grade = 2nd grade
- 3rd grade = 3rd grade
- 4th grade = 4th grade
- 5th grade = 5th grade
- 6th grade = 6th grade
- 7th grade = 7th grade
- 8th grade = 8th grade
- 9th grade = 9th grade
- 10th grade = 10th grade
- 11th grade = 11th grade

Show if 22a = "Another country" (hidden by default)

22e) Are you a United States citizen?

- Yes = Yes
- No = No
- Don't know = Don't Know

Language and Family Origins

23) Which of the following people live in the same house or apartment with you? If you live in more than one house or apartment, answer about the house or apartment you live in most of the time. (Check all that apply.)

- 23a) Mother = Mother
- 23b) Other female guardian (stepmother or foster mother) = Other female guardian (stepmother or foster mother)
- 23c) Father = Father
- 23d) Other male guardian (stepfather or foster father) = Other male guardian (stepfather or foster father)
- 23e) Brother(s) (including adopted, step-, or half-) = Brothers (including adopted, step-, or half-)
- 23f) Sister(s) (including adopted, step- or half-) = Sisters (including adopted, step- or half-)
- 23g) Grandparent(s) = Grandparent(s)
- 23h) Other relatives(s) (children or adults) = Other relatives(s) (children or adults)
- 23i) Non-relative(s) (children or adults) = Non-relative(s) (children or adults)

24) We would like to know how many people live in your house or apartment, including yourself (again, please answer about the house or apartment you live in most of the time).

24a) How many people living in your house or apartment are...

under the age of 18 (including yourself)?

- 0 = 0
- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 or more = 8 or more

24b) 18 years of age or older?

- 0 = 0
- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 or more = 8 or more

Family Origins and Work

The next set of questions is about your parents or guardians.

25a) Do you have a mother or female guardian?

- Yes = Yes
- No = No

Show if 25a = "Yes" (hidden by default)

25b) Was your mother or female guardian born in the United States, in Puerto Rico or another U.S. territory, or in another country?

- United States = United States
- Puerto Rico or another U.S. territory = Puerto Rico or another U.S. territory
- Another country = Another country

Show if 25b = "Another Country" (hidden by default)

25c) In which country was she born?

Show if 25a = "Yes" (hidden by default)

25d) Does your mother or female guardian currently work for pay?

- Yes = Yes
- No = No

Show if 25e = "Yes" (hidden by default)

25e) What is her job title? If she works at more than one job, describe the job at which she works the most hours.

Family Origins and Work

26a) Do you have a father or male guardian?

- Yes = Yes
- No = No

Show if 26a = "Yes" (hidden by default)

26b) Was your father or male guardian born in the United States, in Puerto Rico or another U.S. territory, or in another country?

- United States = United States
- Puerto Rico or another U.S. territory = Puerto Rico or another U.S. territory
- Another country = Another country

Show if 26c = "Another country" (hidden by default)

26c) In which country was he born?

Show if 26a = "Yes" (hidden by default)

26d) Does your father or male guardian currently work for pay?

- Yes = Yes
- No = No

Show if 26d = "Yes" (hidden by default)

26e) What is his job title? If he works at more than one job, describe the job at which he works the most hours.

Your Family's Educational Background

Show if 25a = "Yes"

27) What is the highest level of education your mother or female guardian has completed?

- Less than high school completion = Less than high school completion
- Completed a high school diploma, GED, or alternative high school credential = Completed a high school diploma, GED, or alternative high school credential
- Completed a certificate or diploma from a school that provides occupational training = Completed a certificate or diploma from a school that provides occupational training
- Completed an Associate's (two-year) degree = Completed an Associate's (two-year) degree
- Completed a Bachelor's (four-year) degree = Completed a Bachelor's (four-year) degree
- Completed a Master's degree = Completed a Master's degree
- Completed a Ph.D., M.D., law degree, or other high level professional degree = Completed a Ph.D., M.D., law degree, or other high level professional degree

Don't know = Don't know

Show if 26a = "Yes"

28) What is the highest level of education your father or male guardian has completed?

- Less than high school completion = Less than high school completion
- Completed a high school diploma, GED, or alternative high school credential = Completed a high school diploma, GED, or alternative high school credential
- Completed a certificate or diploma from a school that provides occupational training = Completed a certificate or diploma from a school that provides occupational training
- Completed an Associate's (two-year) degree = Completed an Associate's (two-year) degree
- Completed a Bachelor's (four-year) degree = Completed a Bachelor's (four-year) degree
- Completed a Master's degree = Completed a Master's degree
- Completed a Ph.D., M.D., law degree, or other high level professional degree = Completed a Ph.D., M.D., law degree, or other high level professional degree
- Don't know = Don't know

29a) How many brothers and sisters do you have? (Please include adopted, step-, or half- brothers and sisters.)

- 0 = 0
- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 or more = 8 or more

Show if 29a = 1:8 or more (hidden by default)

How many of your brothers and sisters...

	0 = 0	1 = 1	2 = 2	3 = 3	4 = 4	5 = 5	6 = 6	7 = 7	8 or more = 8 or more
29b) are high school students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29c) left high school before graduating?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29d) have attended a two-year or community college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29e) have attended a four-year college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29f) have graduated from a four-year college?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Show this page if group = 2 (a randomly selected subset of students were in group 2)
Values

This next section asks about your ideas, your beliefs, and your life. Please keep in mind that there are no right or wrong answers.

30) Read the following list of values and think about each one.

Then check the two or three values that are MOST important to you.

Even if other values are also important to you, please do not check more than three.

30a) sports = sports

30b) art = art

30c) creativity = creativity

30d) independence = independence

30e) hard work = hard work

30f) community service = community service

30g) living in the moment = living in the moment

30h) membership in a social group (such as your community, racial/ethnic group, or school club) = membership in a social group (such as your community, racial/ethnic group, or school club)

30i) music = music

30j) politics = politics

30k) protecting the environment = protecting the environment

30l) relationships with friends or family = relationships with friends or family

30m) religious values = religious values

30n) sense of humor = sense of humor

30o) honesty = honesty

30p) leadership = leadership

Show this page if q30 was answered (R checked off at least one response)
Values

31) Now look at the values you picked as most important to you.

[question("value"), id="102"] (pre-populated value consisting of whatever the R selected for question 30)

Think about times when these values were important to you.

Describe in a few sentences why your selected values are important to you.

Focus on your thoughts and feelings, and don't worry about spelling, grammar, or how well written it is.

32) Now please tell us how strongly you agree or disagree with the following statements about the values you chose.

	Strongly Agree = Strongly Agree	Agree = Agree	Neither Agree nor Disagree = Neither Agree nor Disagree	Disagree = Disagree	Strongly Disagree = Strongly Disagree
32a) These values have influenced my life.	()	()	()	()	()
32b) These values are an important part of who I am.	()	()	()	()	()

Show page if group != 3 (a randomly selected subset of students was assigned to groups 1, 2, and 3 as part of another study)

Educational Plans

Now we have some questions about your educational plans.

33) If there were no barriers, how far in school would you want to go?

- () Less than high school completion = Less than high school completion
- () Complete a high school diploma, GED, or alternative high school credential = Complete a high school diploma, GED, or alternative high school credential
- () Complete a certificate or diploma from a school that provides occupational training = Complete a certificate or diploma from a school that provides occupational training
- () Complete an Associate's (two-year) degree = Complete an Associate's (two-year) degree
- () Complete a Bachelor's (four-year) degree = Complete a Bachelor's (four-year) degree
- () Complete a Master's degree = Complete a Master's degree
- () Complete a Ph.D., M.D., law degree, or other high level professional degree = Complete a Ph.D., M.D., law degree, or other high level professional degree
- () Don't know = Don't know

34) As things stand now, how far in school do you think you will actually get?

- () Less than high school completion = Less than high school completion
- () Complete a high school diploma, GED, or alternative high school credential = Complete a high school diploma, GED, or alternative high school credential
- () Start, but not complete a certificate or diploma from a school that provides occupational training = Start, but not complete a certificate or diploma from a school that provides occupational training
- () Complete a certificate or diploma from a school that provides occupational training = Complete a certificate or diploma from a school that provides occupational training

- () Start, but not complete an Associate's (two-year) degree = Start, but not complete an Associate's (two-year) degree
- () Complete an Associate's (two-year) degree = Complete an Associate's (two-year) degree
- () Start, but not complete a Bachelor's (four-year) degree = Start, but not complete a Bachelor's (four-year) degree
- () Complete a Bachelor's (four-year) degree = Complete a Bachelor's (four-year) degree
- () Start, but not complete a Master's degree = Start, but not complete a Master's degree
- () Complete a Master's degree = Complete a Master's degree
- () Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree = Start, but not complete a Ph.D., M.D., law degree, or other high level professional degree
- () Complete a Ph.D., M.D., law degree, or other high level professional degree = Complete a Ph.D., M.D., law degree, or other high level professional degree
- () Don't know = Don't know

35) How disappointed would you be if you did not graduate from college with a Bachelor's degree by the time you were 30 years old?

- () Extremely disappointed = Extremely disappointed
- () Very disappointed = Very disappointed
- () Somewhat disappointed = Somewhat disappointed
- () A little disappointed = A little disappointed
- () Not disappointed at all = Not disappointed at all

Show page if group != 3

About You

The following questions ask about your general feelings about yourself.

36) How much do you agree or disagree with the following statements?

	Strongly Agree = Strongly Agree	Agree = Agree	Neither Agree nor Disagree = Neither Agree nor Disagree	Disagree = Disagree	Strongly Disagree = Strongly Disagree
36a) I feel that I'm a person of worth, equal to others.	()	()	()	()	()
36b) I feel useless at times.	()	()	()	()	()
36c) I feel that I have a number of good qualities.	()	()	()	()	()
36d) I often feel that I am a failure.	()	()	()	()	()
36e) I am able to do things as well as most people.	()	()	()	()	()

36f) I feel I do not have much to be proud of.	()	()	()	()	()
36g) I take a positive attitude toward myself.	()	()	()	()	()
36h) On the whole, I am satisfied with myself.	()	()	()	()	()

Show page if group != 3

About You

37) How much do you agree or disagree with the following statements?

	Strongly Agree = Strongly Agree	Agree = Agree	Neither Agree Nor Disagree	Disagree = Disagree	Strongly Disagree = Strongly Disagree
37a) I have little control over the things that happen to me.	()	()	()	()	()
37b) There is really no way I can solve some of the problems I have.	()	()	()	()	()
37c) What happens to me in the future mostly depends on me.	()	()	()	()	()
37d) There is little I can do to change many of the important things in my life.	()	()	()	()	()
37e) I often feel helpless in dealing with the problems of life.	()	()	()	()	()
37f) I can do just about anything I really set my mind to do.	()	()	()	()	()
37g) Sometimes I feel that I'm being pushed around in life.	()	()	()	()	()
37g) Becoming a success is a matter of hard work; luck has little or nothing to do with it.	()	()	()	()	()

Life after High School

Many of the following questions relate to your decision making about education after high school regardless of whether you plan to continue your education. Please do

your best to answer these questions even if you do not expect to continue with school or you are unsure about your plans.

38) How many times, if any, have you taken the following tests?

	Never = Never	Once = Once	Twice = Twice	3 or more times = 3 or more times	I don't know what this is = I don't know what this is
38a) PSAT	()	()	()	()	()
38b) SAT or ACT	()	()	()	()	()
38c) Any Advanced Placement (AP) test	()	()	()	()	()
38d) Any International Baccalaureate (IB) test	()	()	()	()	()

39) What scores did you get on the PSAT? If you took the PSAT more than once, please report your most recent scores:

[question("value"), id="12"] (pre-populated null value)

39a) PSAT Critical Reading: _____

39b) PSAT Math: _____

39c) PSAT Writing: _____

[question("value"), id="12"] (pre-populated null value)

39d) I don't remember my scores = I don't remember my scores

39e) I didn't take the PSAT = I didn't take the PSAT

40) Have you ever participated in any of the following programs? (Check all that apply.)

40a) Talent Search = Talent Search

40b) Upward Bound = Upward Bound

40c) GEAR UP = GEAR UP

40d) AVID (Advancement in Individual Determination) = AVID (Advancement in Individual Determination)

40e) MESA (Mathematics, Engineering, Science Achievement) = MESA (Mathematics, Engineering, Science Achievement)

Life after High School

41) Thinking of the people in your life, which of the following people... (Check all that apply.)

	Parent(1) = Parent	Sister or Brother(2) = Sister or Brother	Friend(3) = Friend	Other Relative(4) = Other Relative	Family Friend(5) = Family Friend	Teacher(6) = Teacher	School Counselor(7) = School Counselor	Mentor, Coach, or Employer(8) = Mentor, Coach, or Employer	Military Recruiter(9) = Military Recruiter
41a) ...do you talk to about your personal problems?	<input type="checkbox"/> 41a1	<input type="checkbox"/> 41a2	<input type="checkbox"/> 41a3	<input type="checkbox"/> 41a4	<input type="checkbox"/> 41a5	<input type="checkbox"/> 41a6	<input type="checkbox"/> 41a7	<input type="checkbox"/> 41a8	<input type="checkbox"/> 41a9
41b) ...do you talk to about your activities and interests?	<input type="checkbox"/> 41b1	<input type="checkbox"/> 41b2	<input type="checkbox"/> 41b3	<input type="checkbox"/> 41b4	<input type="checkbox"/> 41b5	<input type="checkbox"/> 41b6	<input type="checkbox"/> 41b7	<input type="checkbox"/> 41b8	<input type="checkbox"/> 41b9
41c) ...did you talk to about which classes to take this	<input type="checkbox"/> 41c1	<input type="checkbox"/> 41c2	<input type="checkbox"/> 41c3	<input type="checkbox"/> 41c4	<input type="checkbox"/> 41c5	<input type="checkbox"/> 41c6	<input type="checkbox"/> 41c7	<input type="checkbox"/> 41c8	<input type="checkbox"/> 41c9

school year?									
--------------	--	--	--	--	--	--	--	--	--

42) Thinking of the people in your life, which of the following people... (Check all that apply.)

	Parent(1) = Parent	Sister or Brother(2) = Sister or Brother	Friend(3) = Friend	Other Relative(4) = Other Relative	Family Friend(5) = Family Friend	Teacher(6) = Teacher	School Counselor(7) = School Counselor	Mentor, Coach, or Employer(8) = Mentor, Coach, or Employer	Military Recruiter(9) = Military Recruiter
42a)...have you talked to about your plans for the future?	<input type="checkbox"/> 42a1	<input type="checkbox"/> 42a2	<input type="checkbox"/> 42a3	<input type="checkbox"/> 42a4	<input type="checkbox"/> 42a5	<input type="checkbox"/> 42a6	<input type="checkbox"/> 42a7	<input type="checkbox"/> 42a8	<input type="checkbox"/> 42a9
42b)...have you talked to about where you might go to college?	<input type="checkbox"/> 42b1	<input type="checkbox"/> 42b2	<input type="checkbox"/> 42b3	<input type="checkbox"/> 42b4	<input type="checkbox"/> 42b5	<input type="checkbox"/> 42b6	<input type="checkbox"/> 42b7	<input type="checkbox"/> 42b8	<input type="checkbox"/> 42b9
42c)...have you talked to about preparing for the PSAT or SAT?	<input type="checkbox"/> 42c1	<input type="checkbox"/> 42c2	<input type="checkbox"/> 42c3	<input type="checkbox"/> 42c4	<input type="checkbox"/> 42c5	<input type="checkbox"/> 42c6	<input type="checkbox"/> 42c7	<input type="checkbox"/> 42c8	<input type="checkbox"/> 42c9

42d)... will remind you to turn in college applicat ions?	<input type="checkbox"/> 42d1	<input type="checkbox"/> 42d2	<input type="checkbox"/> 42d3	<input type="checkbox"/> 42d4	<input type="checkbox"/> 42d5	<input type="checkbox"/> 42d6	<input type="checkbox"/> 42d7	<input type="checkbox"/> 42d8	<input type="checkbox"/> 42d9
42e)... will help you with college applicat ions if you ask?	<input type="checkbox"/> 42e1	<input type="checkbox"/> 42e2	<input type="checkbox"/> 42e3	<input type="checkbox"/> 42e4	<input type="checkbox"/> 42e5	<input type="checkbox"/> 42e6	<input type="checkbox"/> 42e7	<input type="checkbox"/> 42e8	<input type="checkbox"/> 42e9
42f)... will make sure that you turn in college applicat ions?	<input type="checkbox"/> 42f1	<input type="checkbox"/> 42f2	<input type="checkbox"/> 42f3	<input type="checkbox"/> 42f4	<input type="checkbox"/> 42f5	<input type="checkbox"/> 42f6	<input type="checkbox"/> 42f7	<input type="checkbox"/> 42f8	<input type="checkbox"/> 42f9

Life after High School

43) Please write down the names of up to three of your closest friends AT YOUR SCHOOL and tell us about their educational plans.

	43a) Firs t Na me	43b) Last Na me	43c) What does this friend plan to do after high school? [comment: this is a dropdown question]							
			Get a job and not contin ue school after	Take a year off before continui ng with school = Take a year off	Join the Milita ry = Join the Militar y	Attend a school that provides occupatio nal training = Attend a	Attend a 2-year commun ity college = Attend a 2-year communi	Atte nd a 4- year colle ge = Atten d a 4-	Oth er = Othe r	I don 't kno w = I don' t

			high school = Get a job and not continue school after high school	before continuing with school		school that provides occupational training	ty college	year college		know
(1) 1	43a1	43b1	43c1							
(2) 2	43a2	43b2	43c2							
(3) 3	43a3	43b3	43c3							

44a) Do you have close friends who don't attend your school?

() Yes = Yes

() No = No

Show if 44a = "Yes" (hidden by default)

Please write down the names of up to two of your closest friends NOT AT YOUR SCHOOL and tell us about their educational plans.

	44b) Firs t Na me	44c) Last Na me	44d) What does this friend plan to do after high school? [comment: this is a dropdown question]							
			Get a job and not continue school after high school = Get a job	Take a year off before continuing with school = Take a year off before continuing with school	Join the Military = Join the Military	Attend a school that provides occupational training = Attend a school that provides occupational	Attend a 2-year community college = Attend a 2-year community college	Attend a 4-year college = Attend a 4-year college	Other = Other	I don't know = I don't know

			and not contin ue school after high school			nal training				
(1) 1	44b 1	43c1	44d1							
(2) 2	44b 2	44c2	44d2							

Life after High School

45) How much schooling do your parents or guardians want you to complete?

	Mother or female guardian(1) = Mother or female guardian	Father or male guardian(2) = Father or male guardian
45a) Less than high school completion	[] 45a1	[] 45a2
45b) Complete a high school diploma, GED, or alternative high school credential	[] 45b1	[] 45b2
45c) Complete a certificate or diploma from a school that provides occupational training	[] 45c1	[] 45c2
45d) Complete an Associate's (two-year) degree	[] 45d1	[] 45d2
45e) Complete a Bachelor's (four-year) degree	[] 45e1	[] 45e2
45f) Complete a Master's degree	[] 45f1	[] 45f2
45g) Complete a Ph.D., M.D., law degree, or other high level professional degree	[] 45g1	[] 45g2
45h) Don't know	[] 45h1	[] 45h2
45i) Do not have that parent	[] 45i1	[] 45i2

46) How disappointed would your parent(s) or guardian(s) be if you...

	Extremely disappointed = Extremely disappointed	Very disappointed = Very disappointed	Somewhat disappointed = Somewhat disappointed	A little disappointed = A little disappointed	Not disappointed at all = Not disappointed at all
46a) Did not go to college right after high school?	()	()	()	()	()
46b) Never attended a four-year college?	()	()	()	()	()
46c) Never graduated from a four-year college?	()	()	()	()	()

Life after High School

47) How true are the following statements about your parents or guardians?

	Very true = Very true	Mostly true = Mostly true	Somewhat true = Somewhat true	A little true = A little true	Not at all true = Not at all true
47a) It is important to my parent(s) that I get a job right after high school to help support my family.	()	()	()	()	()
47b) My parent(s) are very worried about paying for college.	()	()	()	()	()
47c) My parent(s) would like me to live at home during college to save money.	()	()	()	()	()

48) Thinking back over your life, when did you first start assuming that you would go to college?

- () For as long as I can remember, I have assumed I would go to college = For as long as I can remember, I have assumed I would go to college
- () During elementary school = During elementary school
- () During middle school = During middle school
- () In 9th grade = In 9th grade
- () In 10th grade = In 10th grade
- () In 11th grade = In 11th grade
- () I haven't yet = I haven't yet

Life after High School

49) Right now, what colleges do you plan to apply to?

- 49a) I don't know = I don't know
- 49b) I don't plan to apply to college = I don't plan to apply to college

[question("value"), id="12"] (pre-populated null value)

49c) I plan to apply to: _____

This question provides up to 15 additional fields for more colleges. The respondent has to click a button that says "Click here if you plan to apply to another college" to reveal more fields

50) Of the colleges you listed above, which one would you MOST like to attend?

50a) **[question("value"), id="12"]** (pre-populated null value):

_____ **[question("value"), id="12"]** (pre-populated null value)

- 50b) I don't know = I don't know
- 50c) I don't plan to apply to college = I don't plan to apply to college

51) Thinking realistically, of the colleges you listed above, which one do you think you will actually attend?

51a) **[question("value"), id="12"]** (pre-populated null value):

_____ **[question("value"), id="12"]** (pre-populated null value)

- 51b) I don't know = I don't know
- 51c) I don't plan to apply to college = I don't plan to apply to college

Show page if q33 = "Complete an Associate's (two-year) degree" or "Complete a Bachelor's (four-year) degree" or "Complete a Master's degree" or "Complete a Ph.D., M.D., law degree, or other high level professional degree" or "Don't know"

Life after High School

52) How important do you think each of the following sources will be in paying for your college expenses (tuition, fees, and living expenses)?

	Very important	Somewhat important	Not at all important

	= Very important	= Somewhat important	= Not at all important
52a) Money you earn.	()	()	()
52b) Money from your parents or other relatives.	()	()	()
52c) Money from scholarships or grants that you do not have to repay.	()	()	()
52d) Money from loans that you do have to repay.	()	()	()

53) Do you plan to work during the school year while attending college?

- () Yes, full-time = Yes, full-time
- () Yes, part-time = Yes, part-time
- () No = No
- () Don't know = Don't know

Life After High School

54) How true are the following statements?

	Very true = Very true	Mostly true = Mostly true	Somewhat true = Somewhat true	A little true = A little true	Not at all true = Not at all true
54a) I would rather wait to go to college than have to take out student loans.	()	()	()	()	()
54b) I am worried that I won't make enough friends in college.	()	()	()	()	()
54c) I think I will fit in socially at college.	()	()	()	()	()
54d) I am worried that college costs and debt will be a burden on my family.	()	()	()	()	()
54e) I would rather live at home during college than have to take out student loans.	()	()	()	()	()
54f) I am worried that I won't qualify for financial aid because my parents don't file taxes.	()	()	()	()	()
54g) If I go away to college, I will really miss my friends from high school.	()	()	()	()	()
54h) If I go away to college, I won't be able to help my family enough.	()	()	()	()	()
54i) I don't want to take out student loans because I'm scared I won't be able to pay them back.	()	()	()	()	()

About You

Now we are going to ask you questions about several imaginary situations. There are no right or wrong answers to these questions. Please just tell us what you think you would do in each situation.

55) Imagine you won the lottery. The lottery offers you two options. You can choose to take the money right away, and they will send you a check for \$100 now. Or, if you wait 6 months, they will send you a check for a larger amount.

55a) Which would you choose...

- \$100 Now = 100
- \$130 in 6 Months = 130

Show if 55a = "\$100 Now" (hidden by default)

55b) What if instead you were offered \$140 in 6 months? Which would you choose...

- \$100 Now = 100
- \$140 in 6 Months = 140

Show if 55b = "\$100 Now" (hidden by default)

55c) What if instead you were offered \$150 in 6 months? Which would you choose...

- \$100 Now = 100
- \$150 in 6 Months = 150

Show if 55c = "\$100 Now" (hidden by default)

55d) What if instead you were offered \$160 in 6 months? Which would you choose...

- \$100 Now = 100
- \$160 in 6 Months = 160

Show if 55d = "\$100 Now" (hidden by default)

55e) What if instead you were offered \$170 in 6 months? Which would you choose...

- \$100 Now = 100
- \$170 in 6 Months = 170

Show if 55e = "\$100 Now" (hidden by default)

55f) What if instead you were offered \$180 in 6 months? Which would you choose...

- \$100 Now = 100
- \$180 in 6 Months = 180

Show if 55f = "\$100 Now" (hidden by default)

**55g) What if instead you were offered \$190 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$190 in 6 Months = 190

Show if 55g = "\$100 Now" (hidden by default)

**55h) What if instead you were offered \$200 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$200 in 6 Months = 200

Show if 55h = "\$100 Now" (hidden by default)

**55i) What if instead you were offered \$225 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$225 in 6 Months = 225

Show if 55i = "\$100 Now" (hidden by default)

**55j) What if instead you were offered \$250 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$250 in 6 Months = 250

Show if 55j = "\$100 Now" (hidden by default)

55k) How big would the payment need to be for you to wait 6 months?

Show if 55a = "\$130 in 6 Months" (hidden by default)

**55l) What if instead you were offered \$120 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$120 in 6 Months = 120

Show if 55l = "\$120 in 6 Months" (hidden by default)

**55m) What if instead you were offered \$110 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$110 in 6 Months = 110

Show if 55m = "110 in 6 Months" (hidden by default)

**55n) What if instead you were offered \$105 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$105 in 6 Months = 105

Show if 55n = "\$105 in 6 Months" (hidden by default)

**55o) What if instead you were offered \$100 in 6 months?
Which would you choose...**

- \$100 Now = 99
- \$100 in 6 Months = 100

Show if 55o = "\$100 in 6months" (hidden by default)

**55p) What if instead you were offered \$90 in 6 months?
Which would you choose...**

- \$100 Now = 100
- \$90 in 6 Months = 90

short-term pref. script 1

short-term pref. script 2

About You

56) Imagine you are at a carnival and you are chosen to play a game.

You can flip a coin and win \$150 if it comes up heads, but you will get nothing if the coin comes up tails.

Or you can just take a \$50 prize.

56a) Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$150 = flip

Show if 56a = "Flip the coin for a chance to win \$150" (hidden by default)

56b) What if instead you would only get \$125 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$125 = flip

Show if 56b = "Flip the coin for a chance to win \$125" (hidden by default)

56c) What if instead you would only get \$100 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$100 = flip

Show if 56c = "Flip the coin for a chance to win \$100" (hidden by default)

56d) What if instead you would only get \$75 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$75 = flip

Show if 56d = “Flip the coin for a chance to win \$75” (hidden by default)

56e) What if instead you would only get \$60 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$60 = flip

Show if 56e = “Flip the coin for a chance to win \$60” (hidden by default)

56f) What if instead you would only get \$50 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$50 = flip

Show if 56f = “Flip the coin for a chance to win \$50” (hidden by default)

56g) What if instead you would only get \$45 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$45 = flip

Show if 56g = “Take the \$50 for sure” (hidden by default)

56h) What if instead you would get \$175 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$175 = flip

Show if 56h = “Take the \$50 for sure” (hidden by default)

56i) What if instead you would get \$200 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$200 = flip

Show if 56i = “Take the \$50 for sure” (hidden by default)

56j) What if instead you would get \$225 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$225 = flip

Show if 56j = “Take the \$50 for sure” (hidden by default)

56k) What if instead you would get \$250 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$250 = flip

Show if 56k = "Take the \$50 for sure" (hidden by default)

56l) What if instead you would get \$300 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$300 = flip

Show if 56l = "Take the \$50 for sure" (hidden by default)

56m) What if instead you would get \$350 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$350 = flip

Show if 56m = "Take the \$50 for sure" (hidden by default)

56n) What if instead you would get \$400 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$400 = flip

Show if 56n = "Take the \$50 for sure" (hidden by default)

56o) What if instead you would get \$450 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$450 = flip

Show if 56o = "Take the \$50 for sure" (hidden by default)

56p) What if instead you would get \$500 if the coin comes up heads?

Which would you choose?

- Take the \$50 for sure = sure
- Flip the coin for a chance to win \$500 = flip

Show if 56p = "Take the \$50 for sure" (hidden by default)

56q) How much would the prize need to be for you to want to flip the coin?

About You

57) Imagine again that you won the lottery. This time you can choose to take the money a year from now, and they will send you \$100 in 12 months.

Or, if you wait 18 months, they will send you a check for a larger amount.

57a) Which would you choose...

- \$100 in 12 Months = 100
- \$130 in 18 Months = 130

Show if 57a = "\$100 in 12 Months" (hidden by default)

57b) What if instead you were offered \$140 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100
- \$140 in 18 Months = 140

Show if 57b = "\$100 in 12 Months" (hidden by default)

57c) What if instead you were offered \$150 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100
- \$150 in 18 Months = 150

Show if 57c = "\$100 in 12 Months" (hidden by default)

57d) What if instead you were offered \$160 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100
- \$160 in 18 Months = 160

Show if 57d = "\$100 in 12 Months" (hidden by default)

57e) What if instead you were offered \$170 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100
- \$170 in 18 Months = 170

Show if 57e = "\$100 in 12 Months" (hidden by default)

57f) What if instead you were offered \$180 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100
- \$180 in 18 Months = 180

Show if 57f = "\$100 in 12 Months" (hidden by default)

57g) What if instead you were offered \$190 in 18 months?

Which would you choose...

- \$100 in 12 Months = 100

\$190 in 18 Months = 190

Show if 57g = "\$100 in 12 Months" (hidden by default)

57h) What if instead you were offered \$200 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$200 in 18 Months = 200

Show if 57h = "\$100 in 12 Months" (hidden by default)

57i) What if instead you were offered \$225 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$225 in 18 Months = 225

Show if 57i = "\$100 in 12 Months" (hidden by default)

57j) What if instead you were offered \$250 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$250 in 18 Months = 250

Show if 57j = "\$100 in 12 Months" (hidden by default)

57k) How big would the payment need to be for you to wait 18 months?

Show if 57a = "\$130 in 18 Months" (hidden by default)

57l) What if instead you were offered \$120 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$120 in 18 Months = 120

Show if 57l = "\$120 in 18 Months" (hidden by default)

57m) What if instead you were offered \$110 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$110 in 18 Months = 110

Show if 57m = "\$120 in 18 Months" (hidden by default)

57n) What if instead you were offered \$105 in 18 months?

Which would you choose...

\$100 in 12 Months = 100

\$105 in 18 Months = 105

Show if 57n = "\$105 in 18 Months" (hidden by default)

57o) What if instead you were offered \$100 in 18 months?

Which would you choose...

\$100 in 12 Months = 99

() \$100 in 18 Months = 100

Show if 57o = "100 in 18 Months" (hidden by default)

57p) What if instead you were offered \$90 in 18 months?

Which would you choose...

() \$100 in 12 Months = 100

() \$90 in 18 Months = 90

About You

Now we are going to ask you some questions about how you feel about taking out loans or borrowing money to pay for things.

58) How much do you agree or disagree with the following statements?

It is OK to go into debt to ...

	Strongly agree = Strongly agree	Somewhat agree = Somewhat agree	Neither agree nor disagree = Neither agree nor disagree	Somewhat disagree = Somewhat disagree	Strongly disagree = Strongly disagree
58a) buy a car.	()	()	()	()	()
58b) pay for college.	()	()	()	()	()
58c) pay for a wedding.	()	()	()	()	()
58d) buy a house.	()	()	()	()	()
58e) pay for a vacation.	()	()	()	()	()

About You

Now we have some questions about you.

59) How true are the following statements about you?

	Very true = Very true	Mostly true = Mostly true	Somewhat true = Somewhat true	A little true = A little true	Not at all true = Not at all true
59a) I have a good system for remembering deadlines and important dates.	()	()	()	()	()
59b) I would like to travel to other countries.	()	()	()	()	()

59c) I sometimes like to do things that are a little frightening.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59d) I miss out on things I want to do because I forget to sign up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59e) I enjoy spending time in places I'm used to, like at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59f) I'll try anything once.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59g) I often miss important deadlines if no one reminds me about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59h) I like scary movies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59i) I like to meet people who are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59j) Sometimes when my life is really busy, I don't get all of my homework done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59k) I sometimes do 'crazy' things just for fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59l) I often lose important papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59m) I enjoy going places I've never been before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59n) I need a better way to remind myself about important deadlines and due dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59o) In an amusement park, I prefer fast rides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59p) When I move out of my parents' house, I would still like to live close by.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Career Plans

Now we have some questions about how much money people with different amounts of education tend to earn. If you are not sure about the answers, please just provide your best guess.

60a) Imagine that you graduate from high school and do not go any further in school. Think about how much you might earn in a job when you are 30.

What do you think is the MOST you could earn in a job at age 30 with a HIGH SCHOOL degree?

: _____

60b) per

hour = hour

month = month

year = year

60c) What do you think is the LEAST you could earn in a job at age 30 with a HIGH SCHOOL degree?

: _____

60d) per

- hour = hour
- month = month
- year = year

Career Plans

Show if 60a and 60c were answered

61) If you complete a HIGH SCHOOL degree and don't continue to college, how sure are you that you would earn AT LEAST \$[question("value"), id="737"] [question("value"), id="752"] [question("value"), id="750"] (average of \$ amount from q60a and q60c)(pre-populated "per" string) (units chosen in 60b if units were chosen, otherwise units chosen in 60d)?

0% Sure

- 0% = 0%
- 10% = 10%
- 20% = 20%
- 30% = 30%
- 40% = 40%
- 50% = 50%
- 60% = 60%
- 70% = 70%
- 80% = 80%
- 90% = 90%
- 100% = 100%

100% Sure

Career Plans

62a) Now imagine that you graduate from a 4-year college and do not go any further in school. Think about how much you might earn in a job when you are 30.

What do you think is the MOST you could earn in a job at age 30 with a 4-YEAR COLLEGE degree?

: _____

62b) per

- hour = hour
- month = month
- year = year

What do you think is the LEAST you could earn in a job at age 30 with a 4-YEAR COLLEGE degree?

62c): _____

62d) per

- hour = hour
- month = month
- year = year

Career Plans

Show if 62a and 62c were answered

63) If you complete a 4-YEAR COLLEGE degree and don't continue your education after that, how sure are you that you would earn AT LEAST \$[question("value"), id="739"] [question("value"), id="752"] [question("value"), id="751"] (average of \$ amount from q62a and q62c)(pre-populated "per" string) (units chosen in 62b otherwise units chosen in 62d)?

0% Sure

- 0% = 0%
- 10% = 10%
- 20% = 20%
- 30% = 30%
- 40% = 40%
- 50% = 50%
- 60% = 60%
- 70% = 70%
- 80% = 80%
- 90% = 90%
- 100% = 100%

100% Sure

Career Plans

64) As things stand now, what is the job or occupation that you expect or plan to have at age 30?

65) How certain are you that this will be your job or occupation at age 30?

- Very certain = Very certain
- Somewhat certain = Somewhat certain
- A little certain = A little certain
- Not certain = Not certain

66) How much education do you think you need to get a job working in this occupation?

- At least some high school = At least some high school
- At least a high school diploma or GED = At least a high school diploma or GED
- At least some college or vocational training = At least some college or vocational training

- () A 2-year Associate's degree = A 2-year Associate's degree
- () A 4-year Bachelor's degree = A 4-year Bachelor's degree
- () A Graduate Degree (Ph.D., M.A., J.D., M.B.A., etc.) = A Graduate Degree (Ph.D., M.A., J.D., M.B.A., etc.)

About College

Now we have some questions about college admissions, college costs, and financial aid. If you are not sure about the answers, please just provide your best guess.

67) Think about a student who has mostly B's in high school. How likely do you think it is that this student will get accepted at...

	Definitely = Definitely	Very Likely = Very Likely	Somewhat Likely = Somewhat Likely	Somewhat Unlikely = Somewhat Unlikely	Very Unlikely = Very Unlikely	I have never heard of this school = I have never heard of this school
67a) UCLA?	()	()	()	()	()	()
67b) Cal State Northridge?	()	()	()	()	()	()
67c) UC Riverside?	()	()	()	()	()	()
67d) Santa Monica Community College?	()	()	()	()	()	()

About College

Now we will ask you to estimate the cost of one year's tuition and required fees at different types of colleges. For each of your estimates, please include the cost of courses and required fees such as student activity fees and student health fees. Do not include living expenses such as housing and meals.

What is your best estimate of the cost of one year's tuition and required fees at...

67e) ... a public 2-year community college, such as East LA College, LA Trade Tech, or Santa Monica Community College?

67f)... a California State University (CSU), such as Cal State Los Angeles, San Diego State, or Cal Poly Pomona?

67g)... the University of California (UC), such as UC Riverside, UC Santa Barbara, or UCLA?

School Experiences

Now we have some questions about your school.

68) Do you receive lunch tickets at school (even if you don't use them)?

Yes = Yes

No = No

69) How true are the following statements about the adults at your school?

	Very true = Very true	Mostly true = Mostly true	Somewhat true = Somewhat true	A little true = A little true	Not at all true = Not at all true
69a) My guidance counselor(s) know me well as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69b) My guidance counselor(s) make sure I am taking the courses I need to be prepared for college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69c) My guidance counselor(s) expect me to go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69d) Most of my teachers expect me to go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69e) Most of my teachers expect most of my classmates to go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69f) Most of my classmates plan to attend a two-year college right after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69g) Most of my classmates plan to attend a four-year college right after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Experiences

70) How many times did the following things happen during the last 6 months?

	Never = Never	1-2 times = 1-2 times	3-6 times = 3-6 times	7-9 times = 7-9 times	10 or more times = 10 or more times
70a) You were late for school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70b) You were absent from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

70c) You attended class without your homework done.	()	()	()	()	()
70d) You attended class without pencil and paper, computer, or other way to take notes.	()	()	()	()	()
70e) You attended class without books or other required reading material.	()	()	()	()	()

About You

71) Over the past year, did any of the following things happen? (Check all that apply.)

71a) [] My family moved to a new home. = My family moved to a new home.

71b) [] My parents got divorced or separated. = My parents got divorced or separated.

71c) [] One of my parents got married or remarried. = One of my parents got married or remarried.

71d) [] One of my parents or guardians lost his or her job. = One of my parents or guardians lost his or her job.

71e) [] One of my parents or guardians became seriously ill or disabled. = One of my parents or guardians became seriously ill or disabled.

71f) [] A close member of my family died. = A close member of my family died.

71g) [] A close friend died. = A close friend died.

71h) [] My family had serious money problems. = My family had serious money problems.

71i) [] My family became homeless. = My family became homeless.

71j) [] A close friend or family member was arrested or put in jail. = A close friend or family member was arrested or put in jail.

71k) [] A close friend or family member was the victim of a serious crime. = A close friend or family member was the victim of a serious crime.

71l) [] I was the victim of a serious crime. = I was the victim of a serious crime.

71m) [] I got pregnant/my girlfriend got pregnant. = I got pregnant/my girlfriend got pregnant.

71n) [] I had a child. = I had a child.

About You

72) How true are the following statements?

	Very true = Very true	Mostly true = Mostly true	Somewhat true = Somewhat true	A little true = A little true	Not at all true = Not at all true
72a) I make sure I get my work done before I have fun.	()	()	()	()	()
72b) You can learn new things, but you can't really change your basic intelligence.	()	()	()	()	()
72c) I use my time wisely.	()	()	()	()	()

72d) Intelligence is something about you that you can't change very much.	()	()	()	()	()
72e) I often spend time playing around with my phone or computer, even when I know I should be doing homework.	()	()	()	()	()
72f) I wait until the last minute to do things.	()	()	()	()	()
72g) I often buy things I wasn't planning to buy.	()	()	()	()	()
72h) When I have something important to do, I waste time on things that are more fun.	()	()	()	()	()
72i) I am good at saving up money when I want to buy something special.	()	()	()	()	()
72j) I put off starting things I don't like to do.	()	()	()	()	()
72k) It is important to me to get better grades than my classmates.	()	()	()	()	()
72l) Deadlines always seem to come faster than I expect them to.	()	()	()	()	()
72m) I often spend money I was planning to save for something else.	()	()	()	()	()
72n) I feel angry when I get worse grades than other students.	()	()	()	()	()
72o) I have a hard time NOT answering the phone or texts when I'm supposed to be doing homework.	()	()	()	()	()

About You

This final set of questions is about how you spend your time.

73) How often do you...

	Every day = Every day	A few times a week = A few times a week	A few times a month = A few times a month	A few times a year = A few times a year	Never = Never
73a) Visit websites using a computer?	()	()	()	()	()
73b) Visit websites using a phone?	()	()	()	()	()
73c) Check your email using a computer?	()	()	()	()	()
73d) Check your email using a phone?	()	()	()	()	()
73e) Send or receive text messages?	()	()	()	()	()
73f) Check Facebook using a computer or phone?	()	()	()	()	()
73g) Check other social networking sites using a computer or phone?	()	()	()	()	()

74) During a typical weekday during the school year, how many hours do you spend studying, doing homework, or doing school projects outside of class time?

- () Less than 1 hour per day = Less than 1 hour per day
- () 1 to 2 hours per day = 1 to 2 hours per day
- () 2 to 3 hours per day = 2 to 3 hours per day
- () 3 to 4 hours per day = 3 to 4 hours per day
- () 4 to 5 hours per day = 4 to 5 hours per day
- () 5 or more hours per day = 5 or more hours per day

75) During the school year, how often do you spend time on the following activities outside of school?

	Every day = Every day	A few times a week = A few times a week	A few times a month = A few times a month	A few times a year = A few times a year	Never = Never
75a) Working on hobbies, arts, or crafts	()	()	()	()	()
75b) Volunteering or performing community service	()	()	()	()	()
75c) Doing music, art, theater, or dance	()	()	()	()	()
75d) Playing sports or exercising (not including P.E. class)	()	()	()	()	()
75e) Taking care of family members	()	()	()	()	()
75f) Doing chores/jobs around the house	()	()	()	()	()
75g) Working for pay	()	()	()	()	()

Gift Card Choices

Oops! The email addresses you entered must match each other because we want to make sure to send your gift card to the right email address. Please re-check the email addresses you entered.

Thank you so much for completing this survey. We want to thank you for your time and effort by giving you a \$20 electronic gift card.

76) First, please choose the store from which you would like your \$20 gift card:*

- () Amazon--for use online only = 01 Amazon
- () iTunes--for use online only = 02 iTunes
- () Starbucks--for use in the store only = 03 Starbucks
- () Regal theaters (good at: Regal, Edwards, and United Artist Theaters)--for use in the theater only = 04 Regal

- Gap brands (good at: Gap, Old Navy, Banana Republic, Piperlime, and Athleta)--for use online or in the store = 05 Gap
- CVS--for use in the store only = 06 CVS
- Best Buy--for use online or in the store = 07 Best Buy

Show if the respondent wrote down two emails on their application

77) Please tell us the email address where you'd like to receive your electronic gift card.

- [question("value"), id="97"] (email1 pre-populated) = email1
- [question("value"), id="98"] (email2 pre-populated) = email2
- I want you to send it to a different email address = other

Show if the respondent wrote down only one email on their application

78) Please tell us the email address where you'd like to receive your electronic gift card.

- [question("value"), id="97"] (email1 pre-populated)= email1
- I want you to send it to a different email address = other

Show if 77 = "I want you to send it to a different email address" (hidden by default)

79) Please enter the email address where you'd like to receive your electronic gift card:

Show if 78 = "I want you to send it to a different email address" (hidden by default)

80) Please re-enter the email address where you'd like to receive your electronic gift card:

Oops! The email addresses you entered must match each other because we want to make sure to send your gift card to the right email address. Please re-check the email addresses you entered.

Script: verify email match

Submit Your Survey

Now please click the SUBMIT button below to submit your survey.

We will email your e-gift card to the email address you chose above. You will receive your gift card in 1 to 2 days.

If you haven't received your e-gift card within 2 days, please check your "junk" or "spam" folders to make sure the email didn't end up there. If you have any questions, please email us at vsource@ccpr.ucla.edu

Thank You!

Thank you again. We look forward to your continued participation in V-SOURCE. We will invite you to participate in another survey (for another \$20) near the end of your senior year in high school.

A.3 FOLLOW-UP SURVEY

Senior Year Survey

Welcome!

Welcome to the Senior Year Survey! This survey asks about your plans for next year and your experiences during high school.

After you complete the survey, you will receive a \$30 electronic gift card to a store of your choice (we have cards for Amazon, Best Buy, CVS, Gap Brands, iTunes, and Starbucks).

Your answers are very important for helping us understand students' school experiences and future plans. We are grateful for your help.

Survey Instructions

- 1) Please DO NOT use your browser's back button because it may mess up the way the survey works. Instead, please use the "back" button on the bottom of each page of the survey if you want to go back to an earlier page.**
- 2) If you can, please try to take this survey using an Internet browser that has been updated recently because the survey may not work well on older versions of browsers. If you have any problems taking the survey, please email us at research@vsourceresearch.org or call us at 1-866-886-0006.**
- 3) If you stop the survey and need to finish it later, just use the link we sent you. That link will always take you to where you left off, so you won't have to start the survey over.**

Contact Information

First, we would like some information that will help us contact you in the future so that we can tell you about the next survey (which will take place in a few years). The following information will be kept in secure and protected data files that are separate from your responses to the other survey questions, so all of your responses will remain confidential.

q1) What is your name? Please tell us your OFFICIAL name that you use on important documents.

q1a) First*: _____

q1b) Middle: _____

q1c) Last*: _____

q2) What is your sex?

Male

Female

q3) What is your date of birth?

q3a) Month:

January

February

March

April

May

June

July

August

September

October

November

December

q3b) Day:

1

2

3

4

5

6

7

8

9

10

- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31

q3c) Year:

- 1990
- 1991
- 1992
- 1993
- 1994
- 1995
- 1996
- 1997
- 1998
- 1999
- 2000

q4) What is your cell phone number?

q4a) [question("value"), id="58"]: _____

q4b) [question("value"), id="58"]: _____

q4c) [question("value"), id="58"]: _____

[question("value"), id="58"]

q4d) [] I don't have a cell phone.

Contact Information

Show Error text if R enters non-matching answers to q5 and q6; ignore if nothing is written in either field

Oops! The email addresses you entered must match each other because we want to make sure that we have the best email address for you. Please re-check the email addresses you entered.

q5) Please enter the email address you expect to use most in the coming year:

q6) Please re-enter the email address you expect to use most in the coming year:

Oops! The email addresses you entered must match each other because we want to make sure that we have the best email address for you. Please re-check the email addresses you entered.

q7) Are there any other email addresses you sometimes use?

Yes

No

Show 8 if 7 = "Yes"

q8) Please list up to three additional email addresses you use.

8a) 1.: _____

8b) 2.: _____

8c) 3.: _____

Script: validate best email

Script: Check Name

Show Page if entered first name or entered last name does not match pre-populated first and last name, respectively

Name Check

Oops! The name you entered is not the same as what we have in our records.

q9a) What is your correct first and last name? Please tell us your OFFICIAL name that you use on important documents, not a nickname. *

[question("value"), id="19"] [question("value"), id="20"]

[question("value"), id="6"] [question("value"), id="8"]

q9b) Something else; please enter your correct first and last name here:: _____

Script: Check Birthdate

Show Page if any of the entered birthday components (month, day, year) do not match any of the pre-populated birthday components AND there are no blanks for ANY individual pre-populated birthday component AND the entered birthday is not ALL blank

Birthdate Check

Oops! The birth date you entered does not match what we have in our records.

q10a) What is your correct birth date?

[question("value"), id="23"] [question("value"), id="22"], [question("value"), id="24"]

[question("value"), id="12"] [question("value"), id="11"], [question("value"), id="13"]

q10b) Something else; please write your correct birth date here:: _____

High School Plans

q11a) Have you graduated from high school already?

Yes, I earned a regular high school diploma

Yes, I earned a GED or alternative high school credential

No, I haven't graduated from high school yet

Show 11b-11c if 11a = "Yes, I earned a regular high school diploma" (hidden by default)

Please tell us the approximate month and year when you completed high school.

q11b) Month:

January

February

March

April

May

June

July

August

September

October

November

December

q11c) Year:

2011

- 2012
- 2013

Show 11d-11e if 11a = "Yes, I earned a GED or alternative high school credential" (hidden by default)

Please tell us the approximate month and year when you completed your GED or alternative high school credential.

q11d) Month:

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

11e) Year:

- 2011
- 2012
- 2013

Show 11f if 11a = "Yes, I earned a regular high school diploma" (hidden by default)

q11f) Did you graduate from [question("value"), id="21"] or from a different school?

- I graduated from [question("value"), id="21"].
- I graduated from a different school.

Show 11g-h if 11f = "I graduated from a different school." (hidden by default)

What is the full name and city of the school you graduated from? (Please type the full name. Do not use abbreviations.)

11g) School Name: _____

11h) City: _____

Show 11g-h if 11a = "No, I haven't graduated from high school yet." (hidden by default)

q11i) Do you expect to graduate from high school by the end of this summer?

- Yes, I expect to earn a regular high school diploma by the end of this summer.
- Yes, I expect to earn a GED or alternative high school credential by the end of this summer.
- No, I do not expect to graduate from high school by the end of this summer.

Show 11g-h if 11a = "No, I haven't graduated from high school yet."

q11j) Are you currently attending [question("value"), id="21"] or a different school?

- [question("value"), id="21"]
 A different school
 I am being homeschooled
 I am not currently attending any school

Show 11k-l if 11j = "A different school" (hidden by default)

What school are you currently attending? (Please type the full name. Do not use abbreviations.)

q11k) School Name: _____

q11l) City: _____

Show 11m-n if 11j = "I am not currently attending any school" (hidden by default)

What school did you attend most recently? (Please type the full name. Do not use abbreviations.)

q11m) School Name: _____

q11n) City: _____

College Tests

Now we have some questions about the SAT and other college tests.

For this first set of questions, please answer only about the regular SAT or SAT Reasoning Test (we'll ask about the SAT subject tests later).

q12) Did you register for the regular SAT?

- Yes
 No

Show Page if 12 = "Yes"

College Tests

q13) Did you use an SAT fee waiver to register for the regular SAT?

- Yes
 No

q14) Did you take the regular SAT?

- Yes
 No

Show Page if 14 = "Yes"

College Tests

q15) Did you take the regular SAT in the SPRING of your JUNIOR year in high school?

- Yes
- No

q16) Did you take the regular SAT in the FALL of your SENIOR year in high school?

- Yes
- No

q17) How many times did you take the regular SAT?

- 0
- 1
- 2
- 3
- 4
- 5 or more

q18) Thinking about all the times you took the regular SAT, what were your highest scores on each section? (Remember that SAT scores fall between 200 and 800.)

[question("value"), id="58"]

q18a) SAT Critical Reading: _____

q18b) SAT Math: _____

q18c) SAT Writing: _____

[question("value"), id="58"]

q18d) I don't remember my scores

Show 19 if 17 = "2", "3", "4", or "5 or more" (hidden by default)

q19) Did your SAT score go up when you re-took the SAT?

- No, my score went down.
- My score stayed about the same.
- Yes, my score went up a little.
- Yes, my score went up a lot.

College Tests

q20) Did you take the ACT?

- Yes
- No

Show if 20 = "Yes" (hidden by default)

q21) What were the highest scores you got on each section of the ACT? (Remember that ACT scores fall between 1 and 36.)

[question("value"), id="58"]

q21a) ACT English: _____

q21b) ACT Math: _____
q21c) ACT Reading: _____
q21d) ACT Science: _____

[question("value"), id="58"]

q21e) I don't remember my scores

q22) Did you take any SAT Subject Tests? (These are the SAT tests that focus on specific subjects, such as U.S. History, Biology, Spanish.)

Yes

No

Show Page if 22 = "Yes"

College Tests

q23) Which SAT Subject Tests did you take? (please check all that apply)

q23a1) Literature

q23b1) U.S. History

q23c1) World History

q23d1) Math Level 1

q23e1) Math Level 2

q23f1) Biology E/M

q23g1) Chemistry

q23h1) Physics

q23i1) French

q23j1) French with Listening

q23k1) German

q23l1) German with Listening

q23m1) Spanish

q23n1) Spanish with Listening

q23o1) Modern Hebrew

q23p1) Italian

q23q1) Latin

q23r1) Chinese with Listening

q23s1) Japanese with Listening

q23t1) Korean with Listening

Show if 23a1 is checked off (hidden by default)

What was your score on the Literature SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23a2) [question("value"), id="58"]: _____

q23a3) I don't remember my score

Show if 23b1 is checked off (hidden by default)

What was your score on the U.S. History SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23b2) [question("value"), id="58"]: _____

q23b3) [] I don't remember my score

Show if 23c1 is checked off (hidden by default)

What was your score on the World History SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23c2) [question("value"), id="58"]: _____

q23c3) [] I don't remember my score

Show if 23d1 is checked off (hidden by default)

What was your score on the Math Level 1 SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23d2) [question("value"), id="58"]: _____

q23d3) [] I don't remember my score

Show if 23e1 is checked off (hidden by default)

What was your score on the Math Level 2 SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23e2) [question("value"), id="58"]: _____

q23e3) [] I don't remember my score

Show if 23f1 is checked off (hidden by default)

What was your score on the Biology E/M SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23f2) [question("value"), id="58"]: _____

q23f3) [] I don't remember my score

Show if 23g1 is checked off (hidden by default)

What was your score on the Chemistry SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23g2) [question("value"), id="58"]: _____

q23g3) [] I don't remember my score

Show if 23h1 is checked off (hidden by default)

What was your score on the Physics SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23h2) [question("value"), id="58"]: _____

q23h3) [] I don't remember my score

Show if 23i1 is checked off (hidden by default)

What was your score on the French SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23i2) [question("value"), id="58"]: _____
q23i3) [] I don't remember my score

Show if 23j1 is checked off (hidden by default)

**What was your score on the French with Listening SAT Subject Test?
(Remember, these scores fall between 200 and 800.)**

q23j2) [question("value"), id="58"]: _____
q23j3) [] I don't remember my score

Show if 23k1 is checked off (hidden by default)

What was your score on the German SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23k2) [question("value"), id="58"]: _____
q23k3) [] I don't remember my score

Show if 23l1 is checked off (hidden by default)

**What was your score on the German with Listening SAT Subject Test?
(Remember, these scores fall between 200 and 800.)**

q23l2) [question("value"), id="58"]: _____
q23l3) [] I don't remember my score

Show if 23m1 is checked off (hidden by default)

What was your score on the Spanish SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23m2) [question("value"), id="58"]: _____
q23m3) [] I don't remember my score

Show if 23n1 is checked off (hidden by default)

**What was your score on the Spanish with Listening SAT Subject Test?
(Remember, these scores fall between 200 and 800.)**

q23n2) [question("value"), id="58"]: _____
q23n3) [] I don't remember my score

Show if 23o1 is checked off (hidden by default)

What was your score on the Modern Hebrew SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23o2) [question("value"), id="58"]: _____
q23o3) [] I don't remember my score

Show if 23p1 is checked off (hidden by default)

What was your score on the Italian SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23p2) [question("value"), id="58"]: _____
q23p3) [] I don't remember my score

Show if 23q1 is checked off (hidden by default)

What was your score on the Latin SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23q2) [question("value"), id="58"]: _____

q23q3) [] I don't remember my score

Show if 23r1 is checked off (hidden by default)

What was your score on the Chinese with Listening SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23r2) [question("value"), id="58"]: _____

q23r3) [] I don't remember my score

Show if 23s1 is checked off (hidden by default)

What was your score on the Japanese with Listening SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23s2) [question("value"), id="58"]: _____

q23s3) [] I don't remember my score

Show if 23t1 is checked off (hidden by default)

What was your score on the Korean with Listening SAT Subject Test? (Remember, these scores fall between 200 and 800.)

q23t2) [question("value"), id="58"]: _____

q23t3) [] I don't remember my score

SAT Preparation

Now we have some questions about your SAT preparation.

q24) Did you take an IN-PERSON (not online) SAT preparation CLASS (not individual tutoring)?

() Yes

() No

Show Page if 24 = "Yes"

SAT Preparation

q25) Which In-Person SAT preparation class did you take? (please check all that apply)

q25a) [] Princeton Review Prep

q25b) [] Kaplan SAT Test Prep

q25c) [] Ivy Bound Test Prep

q25d) [] RevolutionPrep

q25e) [] Sylvan SAT Prep

q25f) [] Other:

25g [other textbox enter]

q26) About how many hours in TOTAL did you spend in an in-person SAT prep class or classes, or doing homework for your prep class(es)?

- 0-2 hrs
- 3-5 hrs
- 6-10 hrs
- 11-15 hrs
- 16-20 hrs
- 21-30 hrs
- 31-40 hrs
- 41+ hrs

q27) Did you have an in-person TUTOR for the SAT?

- Yes
- No

Show Page if 27 = "Yes"

SAT Preparation

q28) Which type of tutoring did you use? (please check all that apply)

- q28a) Klass Tutoring
- q28b) RevolutionPrep Tutoring
- q28c) Ivy Bound Test Prep Tutoring
- q28d) Eureka Review Tutoring
- q28e) Kaplan SAT Prep Tutoring
- q28f) Princeton Review Tutoring
- q28g) Tutoring from a teacher at school
- q28h) Tutoring from a private tutor
- q28i) Tutoring from a friend or other student
- q28j) Tutoring from a family member
- q28k) Other:
 - q28l) [textbox for other]

q29) About how many hours in TOTAL did you spend working with an in-person tutor on SAT preparation or doing homework for your SAT tutoring?

- 0-2 hrs
- 3-5 hrs
- 6-10 hrs
- 11-15 hrs
- 16-20 hrs
- 21-30 hrs
- 31-40 hrs
- 41+ hrs

q30) Did you use an SAT preparation book to study for the SAT?

- Yes
- No

Show Page if 30 = "Yes"

SAT Preparation

q31) Which SAT preparation book(s) did you use? (Please check all that apply.)

- 31a) Princeton Review's "Cracking the SAT"
- 31b) Arco's SAT book
- 31c) Barron's SAT book
- 31d) Boot Camp for Your Brain
- 31e) Cliff Note's SAT book
- 31f) College Board's SAT preparation book
- 31g) Kaplan's SAT book
- 31h) SparkNotes SAT book
- 31i) A book with lots of Practice Tests in it
- 31j) A book I can't remember the name of
- 31k) Other:
 - 31l) [textbox for other]

q32) About how many hours in TOTAL did you spend studying from SAT prep books?

- 0-2 hrs
- 3-5 hrs
- 6-10 hrs
- 11-15 hrs
- 16-20 hrs
- 21-30 hrs
- 31-40 hrs
- 41+ hrs

q33) Did you use any online or computer SAT preparation materials? (For example, websites, online games, software on a CD/DVD or installed on a computer, tablet, or other device.)

- Yes
- No

Show Page if 33 = "Yes"

SAT Preparation

q34) Which online or computer resources did you use? (please check all that apply)

- q34a) Kaplan's SAT Prep
- q34b) Princeton Review's SAT Prep including My SAT Coach

- q34c) the SNAP! PSAT/SAT
 q34d) College Board SAT Prep
 q34e) futureU, the SAT prep game
 q34f) V-SOURCE SAT prep
 q34g) Arco's SAT Prep (CD-ROM)
 q34h) Khan Academy videos
 q34i) I used a computer program but I can't remember the name of it
 q34j) I used a tablet application but I can't remember the name of it
 q34k) I used a phone or ipod app but I can't remember the name of it
 q34l) I used a website but I can't remember the name of it
 q34m) Other:
 q34n) [textbox for other]

q35) About how many hours in TOTAL did you spend using computer or online resources to study for the SAT?

- 0-2 hrs
 3-5 hrs
 6-10 hrs
 11-15 hrs
 16-20 hrs
 21-30 hrs
 31-40 hrs
 41+ hrs

SAT Preparation

q36) Now we have a few questions about things you might have learned about the SAT. We know that it's been a while since the SAT, so these questions might feel hard. This isn't a test. We just want to see what students remember. Please answer these questions even if you didn't take the SAT.

[question("value"), id="58"]

	True	False	Don't Know
q36a) Problems in the SAT math section are organized from easiest to hardest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q36b)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You lose ¼ point for a wrong grid-in SAT math question.			
q36c) While taking the SAT, you are allowed to use a scientific or graphing calculator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q36d) In your SAT essay, you should always use at least three examples because that is the only way to get a perfect score.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grades

q37) What is your current high school GPA?

q38) Is the GPA you wrote above weighted or unweighted?

- Weighted
- Unweighted
- I don't know

Grades

q39) Did you get any D or F semester grades in your math, English, science, or history classes in 9th, 10th, or 11th grade?

- Yes
- No

Show if 39 = "Yes" (hidden by default)

q40) How many D or F semester grades did you get in your math, English, science, or history classes in 9th, 10th, or 11th grade?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8 or more

Show if 40 = Any answer equal to or greater than "1" (hidden by default)

q41) How many of those Ds or Fs did you make up or validate?

- I made up all of them
- I validated all of them
- I validated some of them and made up the rest
- I validated and made up some but not the others
- I didn't make up or validate any of them

Show if 41 = I made up all of them OR if 41 = I validated all of them OR if 41 = I validated some of them and made up the rest OR if 41 = I validated and made up some but not the others (hidden by default)

q42) How did you make up or validate those Ds or Fs? (check all that apply)

- q42a) In in-person summer school
- q42b) In online summer school
- q42c) During the school year at my regular school
- q42d) During the school year online
- q42e) In community college
- q42f) In adult school/night school
- q42g) Through validation
- q42h) Other:
 - 42i) [textbox for other]

College Preparation

q43) At what point during high school did you start seriously working toward applying to college? (For example, when did you start making lists of colleges, talking with your counselor or other adults about colleges you should apply to, or drafting college essays?)

- Before 11th grade
- During 11th grade
- Summer between 11th and 12th grade
- Fall of 12th grade
- Winter of 12th grade
- Spring of 12th grade
- I never did

q44) During your senior year in high school, did you participate in any of the following programs? (Check all that apply)

- q44a) AVID (Advancement Via Individual Determination)
- q44b) College Summit
- q44c) Early Academic Outreach Program (EAOP)
- q44d) Educational Talent Search (ETS)
- q44e) GEAR UP
- q44f) MESA (Mathematics, Engineering, Science Achievement)
- q44g) National Honors Society (NHS)
- q44h) Upward Bound
- q44i) V-SOURCE College Access Program
- q44j) Other college program:
 q44l) [other textbox enter]
- q44l) I did not participate in any college program

College Preparation

q45) Including the summer before your senior year and your senior year, about how often did you do the following things:

	Never	Once or twice	3 or 4 times	5 or more times
q45a) Visited a college campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q45b) Attended a college fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q45c) Talked with the counselor at my school about financial aid or applying to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q45d) Talked to my teacher(s) about financial aid or applying to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q45e) Talked with someone from a college access program or organization about financial aid or applying to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q45f) Visited websites to learn about financial aid or applying to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q45g) Read books or other printed information about financial aid or applying to college	()	()	()	()
q45h) Visited specific colleges' websites	()	()	()	()
q45i) Read brochures or booklets about specific colleges	()	()	()	()
q45j) Talked about a specific college with someone who attends (or attended) that college	()	()	()	()
q45k) Read printed, emailed, or text messaged information about college or financial aid provided by a college access program or organization	()	()	()	()
q45l) Talked with someone my family paid to help me with the college application process	()	()	()	()
q45m) Talked with someone in my family about whether or where I should go to college	()	()	()	()
q45n) Talked with someone in my family about how much college costs or how I would pay for college	()	()	()	()

q46a) What was your MAIN source of information during the college application process? (please choose one)

- Websites/the Internet
- Emails or text messages from a college access program or other organization
- A college guidebook
- Friends
- Family Members
- High school counselor or college counselor at my school
- Teachers
- Advisor/mentor from a college program
- Someone my family paid to help me with the college application process
- College admissions officer

q46b) Other:: _____

q47) Please note any college-related websites you found particularly helpful. (If you can't think of any, just write none.)

College Preparation

q48) In general, how well-informed did you feel throughout the college application process and as you made your decisions about college?

- () Very well-informed
- () Well-informed
- () Somewhat well-informed
- () A little well-informed
- () Not well-informed at all

q49) Thinking about both the summer before your senior year and your senior year, how true were the following things about you?

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q49a) I knew when SAT deadlines were coming up	()	()	()	()	()
q49b) I knew when ACT deadlines were coming up	()	()	()	()	()
q49c) I knew when college application deadlines were coming up	()	()	()	()	()
q49d) I knew how to find and fill out college applications	()	()	()	()	()
q49e) I knew when financial aid application deadlines were coming up	()	()	()	()	()
q49f) I knew how to find and fill out financial aid applications	()	()	()	()	()

Thinking about both the summer before your senior year and your senior year, how true were the following things about you?

q50) It was easy for me to get information about:

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q50a) How to improve my SAT score	()	()	()	()	()
q50b) How to use a calculator for the SAT	()	()	()	()	()
q50c) How to write a better SAT essay	()	()	()	()	()
q50d) Which questions to skip on the SAT	()	()	()	()	()
q50e) How to improve my GPA for college applications	()	()	()	()	()
q50f) Non-academic ways to increase my chances of getting into a good college	()	()	()	()	()
q50g) The colleges I would probably be able to get into	()	()	()	()	()

Thinking about both the summer before your senior year and your senior year, how true were the following things about you?

It was easy for me to get information about:

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q50h) Which colleges I should apply to	()	()	()	()	()
q50i) How to find and fill out college applications	()	()	()	()	()
q50j) How to write a good application essay	()	()	()	()	()
q50k) How to find and fill out financial aid forms	()	()	()	()	()
q50l) The scholarships I should apply for	()	()	()	()	()
q50m) What my financial aid offers meant	()	()	()	()	()
q50n) How to choose which college to attend	()	()	()	()	()

College Preparation

Thinking about both the summer before your senior year and your senior year, how true were the following things about you?

q51) I had someone who:

	Very True	Mostly True	Somewhat True	A Little True	Not at all True	I did not need help with this
q51a) Kept me motivated to do the work needed to apply to college	()	()	()	()	()	()
q51b) Helped me sign up for the SAT	()	()	()	()	()	()
q51c) Helped me study for the SAT	()	()	()	()	()	()
q51d) Helped me decide which high school courses to take to meet college requirements	()	()	()	()	()	()
q51e) Helped me choose colleges to apply to	()	()	()	()	()	()
q51f) Encouraged me to apply to better colleges	()	()	()	()	()	()

than I initially thought I would apply to						
q51g) Helped me write/rewrite college application essays	()	()	()	()	()	()
q51h) Helped me fill out college applications	()	()	()	()	()	()
q51i) Helped me fill out financial aid forms	()	()	()	()	()	()

Thinking about both the summer before your senior year and your senior year, how true were the following things about you?

I had someone who:

	Very True	Mostly True	Somewhat True	A Little True	Not at all True	I did not need help with this
q51j) Helped me find and apply for scholarships	()	()	()	()	()	()
q51k) Reminded me to turn in college applications	()	()	()	()	()	()
q51l) Reminded me to turn in financial aid applications	()	()	()	()	()	()
q51m) <u>Made sure</u> I turned in college applications	()	()	()	()	()	()
q51n) <u>Made sure</u> I turned in financial aid applications	()	()	()	()	()	()
q51o) Helped me choose which college to enroll in	()	()	()	()	()	()
q51p) Helped me convince my parents to let me go to the college I wanted to go to	()	()	()	()	()	()

q52a) Who helped you the most during the college application process? (please choose one)

- () High school counselor or college counselor at your school
- () Teacher(s)
- () Parent(s)
- () Brother(s) or sister(s)
- () Other family members
- () Advisor or mentor from a college access program or organization
- () No one

q52b) () Other:: _____

q53) Think about the college application essay you spent the most time on. How many drafts of that essay did you write?

- 1
- 2
- 3
- 4
- 5 or more
- I didn't write an essay for a college application

College Application

Now we have some questions about college applications.

q54) Did you apply to any colleges?*

- Yes
- No

Show if 54 = "Yes" (hidden by default)

q55) Did you apply to all the colleges you wanted to?

- Yes
- No

Show if 55 = "No" (hidden by default)

q56) Why didn't you apply to all the colleges you wanted to apply to? (Check all that apply.)

- q56a) Could not afford the application fees
- q56b) Used up all my fee waivers
- q56c) Didn't finish the application before the deadline
- q56d) Didn't think I would get in
- q56e) Didn't meet the college's minimum admissions requirements
- q56f) Didn't take the tests the college requires
- q56g) Could not afford to attend
- q56h) Did not know about the college at the time of application
- q56i) My parents didn't want me to apply
- q56j) My counselor or teachers didn't want me to apply
- q56k) Other:

Show if 54 = "No" (hidden by default)

q57) Why didn't you apply to college?

[question("value"), id="58"]

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q57a) I didn't want to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q57b) I probably wouldn't have gotten into any colleges .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q57c) I probably wouldn't have gotten into a college I want to attend .	()	()	()	()	()
q57d) I wanted to work instead of going to college next year.	()	()	()	()	()
q57e) I couldn't afford to go to college.	()	()	()	()	()
q57f) I needed to help support or take care of my family .	()	()	()	()	()
q57g) My counselors or teachers told me not to apply.	()	()	()	()	()
q57h) I wasn't sure what to major in.	()	()	()	()	()
q57i) The college I planned to attend doesn't require an application.	()	()	()	()	()
q57j) I don't need to go to college to get the type of job I want.	()	()	()	()	()
q57k) Most of my friends will not be going to college.	()	()	()	()	()
q57l) I wanted to take time off before going to college.	()	()	()	()	()
q57m) I planned to join the military .	()	()	()	()	()
q57n) I already had a job.	()	()	()	()	()

q58) Please list any other reasons why you didn't apply to college:

Show Page if 54 = "Yes"

College Application

q59) In the first column below, please check the box for each California State University (CSU) you applied to. In the second column, please indicate whether that CSU accepted you.

	Applied to?	Accepted You?
	Applied to?	Yes No
Cal State Bakersfield	q59a1 []	q59a2 () ()
Cal State Channel Islands	q59b1 []	q59b2 () ()
Cal State Chico	q59c1	q59c2

	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Cal State Dominguez Hills	q59d1 <input type="checkbox"/>	q59d2 <input type="checkbox"/> <input type="checkbox"/>
Cal State East Bay	q59e1 <input type="checkbox"/>	q59e2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Fresno	q59f1 <input type="checkbox"/>	q59f2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Fullerton	q59g1 <input type="checkbox"/>	q59g2 <input type="checkbox"/> <input type="checkbox"/>
Humboldt State	q59h1 <input type="checkbox"/>	q59h2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Long Beach	q59i1 <input type="checkbox"/>	q59i2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Los Angeles	q59j1 <input type="checkbox"/>	q59j2 <input type="checkbox"/> <input type="checkbox"/>
California Maritime Academy	q59k1 <input type="checkbox"/>	q59k2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Monterey Bay	q59l1 <input type="checkbox"/>	q59l1 <input type="checkbox"/> <input type="checkbox"/>

[question("value"), id="58"]

	Applied to?	Accepted You?
	Applied to?	Yes No
Cal State Northridge	q59m1 <input type="checkbox"/>	q59m2 <input type="checkbox"/> <input type="checkbox"/>
Cal Poly Pomona	q59n1 <input type="checkbox"/>	q59n2 <input type="checkbox"/> <input type="checkbox"/>
Sacramento State	q59o1 <input type="checkbox"/>	q59o2 <input type="checkbox"/> <input type="checkbox"/>
Cal State San Bernardino	q59p1 <input type="checkbox"/>	q59p2 <input type="checkbox"/> <input type="checkbox"/>
San Diego State	q59q1 <input type="checkbox"/>	q59q2 <input type="checkbox"/> <input type="checkbox"/>
San Francisco State	q59r1 <input type="checkbox"/>	q59r1 <input type="checkbox"/> <input type="checkbox"/>
San Jose State	q59s1 <input type="checkbox"/>	q59s2 <input type="checkbox"/> <input type="checkbox"/>
Cal Poly San Luis Obispo	q59t1 <input type="checkbox"/>	q59t2 <input type="checkbox"/> <input type="checkbox"/>
Cal State San Marcos	q59u1 <input type="checkbox"/>	q59u2 <input type="checkbox"/> <input type="checkbox"/>
Sonoma State	q59v1 <input type="checkbox"/>	q59v2 <input type="checkbox"/> <input type="checkbox"/>
Cal State Stanislaus	q59w1 <input type="checkbox"/>	q59w2 <input type="checkbox"/> <input type="checkbox"/>

q59x) I did not apply to any CSUs.

Show Page if 54 = "Yes"

College Application

q60) In the first column below, please check the box for each University of California (UC) campus you applied to. In the second column, please indicate whether that UC accepted you.

	Applied to?	Accepted You?	
	Applied to?	Yes	No
UC Berkeley	q60a1 <input type="checkbox"/>	q60a2 ()	()
UC Davis	q60b1 <input type="checkbox"/>	q60b2 ()	()
UC Irvine	q60c1 <input type="checkbox"/>	q60c2 ()	()
UC Los Angeles	q60d1 <input type="checkbox"/>	q60d2 ()	()
UC Merced	q60e1 <input type="checkbox"/>	q60e2 ()	()
UC Riverside	q60f1 <input type="checkbox"/>	q60f2 ()	()
UC San Diego	q60g1 <input type="checkbox"/>	q60g2 ()	()
UC Santa Barbara	q60h1 <input type="checkbox"/>	q60h2 ()	()
UC Santa Cruz	q60i1 <input type="checkbox"/>	q60i2 ()	()

q60j) I did not apply to any UCs.

Show Page if 54 = "Yes"

College Applications

q61) Now please look at the list of other colleges that students in California often apply to. In the first column, please check the box for each college you applied to. In the second column, please indicate whether that college accepted you.

	Applied to?	Accepted you?	
	Applied to?	Yes	No
Arizona State University	q61a1 <input type="checkbox"/>	q61a2 ()	()
Loyola Marymount	q61b1 <input type="checkbox"/>	q61b2 ()	()
Marymount College	q61c1 <input type="checkbox"/>	q61c2 ()	()
Mount St. Mary's	q61d1 <input type="checkbox"/>	q61d2 ()	()
Northern Arizona University	q61e1 <input type="checkbox"/>	q61e2 ()	()
Pepperdine	q61f1 <input type="checkbox"/>	q61f2 ()	()
Santa Clara University	q61g1 <input type="checkbox"/>	q61g2 ()	()
Stanford	q61h1 <input type="checkbox"/>	q61h2 ()	()
University of San Diego (USD)	q61i1 <input type="checkbox"/>	q61i2 ()	()
University of Southern California (USC)	q61j1 <input type="checkbox"/>	q61j2 ()	()
University of the Pacific	q61k1 <input type="checkbox"/>	q61k2 ()	()
University of La Verne	q61l1 <input type="checkbox"/>	q61l2 ()	()

q61m) I didn't apply to any of these colleges

Show Page if 55 = "Yes"

College Applications

q62) Now please look at the list of community colleges that students in California often apply to. In the first column, please check the box for each college you applied to. In the second column, please indicate whether you plan to take classes at that college in the next year.

The list is in alphabetical order.

	Applied to?	Will probably take classes here?
	Applied to	Yes
Allan Hancock College	Q62aa1 <input type="checkbox"/>	Q62aa2 <input type="checkbox"/>
Antelope Valley College	Q62ba1 <input type="checkbox"/>	Q62ba2 <input type="checkbox"/>
Bakersfield College	Q62ca1 <input type="checkbox"/>	Q62ca2 <input type="checkbox"/>
Barstow College	Q62da1 <input type="checkbox"/>	Q62da2 <input type="checkbox"/>
Cerritos College	Q62ea1 <input type="checkbox"/>	Q62ea2 <input type="checkbox"/>
Cerro Coso Community College	Q62fa1 <input type="checkbox"/>	Q62fa2 <input type="checkbox"/>
Chaffey College	Q62ga1 <input type="checkbox"/>	Q62ga2 <input type="checkbox"/>
Citrus College	Q62ha1 <input type="checkbox"/>	Q62ha2 <input type="checkbox"/>
Coastline Community College	Q62ia1 <input type="checkbox"/>	Q62ia2 <input type="checkbox"/>
College of the Canyons	Q62ja1 <input type="checkbox"/>	Q62ja2 <input type="checkbox"/>
College of the Desert	Q62ka1 <input type="checkbox"/>	Q62ka2 <input type="checkbox"/>
College of the Sequoias	Q62la1 <input type="checkbox"/>	Q62la2 <input type="checkbox"/>
Compton Community Education Center	Q62ma1 <input type="checkbox"/>	Q62ma2 <input type="checkbox"/>
Copper Mountain College	Q62na1 <input type="checkbox"/>	Q62na2 <input type="checkbox"/>
Crafton Hills College	Q62oa1 <input type="checkbox"/>	Q62oa2 <input type="checkbox"/>
Cypress College	Q62pa1 <input type="checkbox"/>	Q62pa2 <input type="checkbox"/>
East Los Angeles College	Q62qa1 <input type="checkbox"/>	Q62qa2 <input type="checkbox"/>
El Camino College	Q62ra1 <input type="checkbox"/>	Q62ra2 <input type="checkbox"/>
El Camino College - Compton Community Educational Center	Q62sa1 <input type="checkbox"/>	Q62sa2 <input type="checkbox"/>

[question("value"), id="58"]

	Applied to?	Will probably take classes here?
	Applied to	Yes
Fresno City College	Q62ta1 []	Q62ta2 []
Fullerton College	Q62ua1 []	Q62ua2 []
Glendale Community College	Q62va1 []	Q62va2 []
Golden West College	Q62wa1 []	Q62wa2 []
Irvine Valley College	Q62xa1 []	Q62xa2 []
Los Angeles City College	Q62ya1 []	Q62ya2 []
Los Angeles Harbor College	Q62za1 []	Q62za2 []
Los Angeles Mission College	Q62ab1 []	Q62ab2 []
Los Angeles Pierce College	Q62bb1 []	Q62bb2 []
Los Angeles Southwest College	Q62cb1 []	Q62cb2 []
Los Angeles Trade-Tech College	Q62db1 []	Q62db2 []
Los Angeles Valley College	Q62eb1 []	Q62eb2 []
Long Beach City College	Q62fb1 []	Q62fb2 []
Moorpark College	Q62gb1 []	Q62gb2 []
Moreno Valley College	Q62hb1 []	Q62hb2 []
Mt. San Antonio College	Q62ib1 []	Q62ib2 []
Mt. San Jacinto College	Q62jb1 []	Q62jb2 []

[question("value"), id="58"]

	Applied to?	Will probably take classes here?
	Applied to	Yes
Norco College	Q62kb1 []	Q62kb2 []
Orange Coast College	Q62lb1 []	Q62lb2 []

Oxnard College	Q62mb1 []	Q62mb2 []
Palo Verde College	Q62nb1 []	Q62nb2 []
Pasadena City College	Q62ob1 []	Q62ob2 []
Porterville College	Q62pb1 []	Q62pb2 []
Reedley College	Q62qb1 []	Q62qb2 []
Rio Hondo College	Q62rb1 []	Q62rb2 []
Riverside City College	Q62sb1 []	Q62sb2 []
Saddleback College	Q62tb1 []	Q62tb2 []
San Bernardino Valley College	Q62ub1 []	Q62ub2 []
Santa Ana College	Q62vb1 []	Q62vb2 []
Santa Monica College	Q62wb1 []	Q62wb2 []
Santiago Canyon College	Q62xb1 []	Q62xb2 []
School of Continuing Education (Anaheim Center)	Q62yb1 []	Q62yb2 []
Ventura College	Q62zb1 []	Q62zb2 []
Victor Valley College	Q62ac1 []	Q62ac2 []
West Los Angeles College	Q62bc1 []	Q62bc2 []

q62z) [question("value"), id="58"]

[] I didn't apply to and I don't plan to take classes at any of these community colleges.

Show Page if 56 = "Yes"

College Applications

q63) Did you apply to any other 4-year, 2-year, or community colleges that you didn't check off in any of the questions so far?

- () Yes
- () No

Show 64 if 63 = "Yes" (hidden by default)

64) Please list those colleges here.

	College Name	Accepted you?	
		Yes	No
1	q64a1____	q64a2 ()	()
2	q64b1____	q64b2 ()	()
3	q64c1____	q64c2 ()	()
4	q64d1____	q64d2 ()	()
5	q64e1____	q64e2 ()	()
6	q64f1____	q64f2 ()	()
7	q64g1____	q64g2 ()	()
8	q64h1____	q64h2 ()	()
9	q64i1____	q64j2 ()	()
10	q64k1____	q64k2 ()	()

College Applications

Now we have questions about some things you might have learned during the college application process. This isn't a test. We just want to see what students remember about the college application process. Please answer these questions even if you did not apply to any colleges.

q65) When applying to colleges:

	True	False	Don't Know
q65a) It makes sense to apply only to public colleges because they are cheaper than private colleges.	()	()	()
q65b) Students should only apply to schools that they are sure to get into, based on their grades and test scores.	()	()	()
q65c) Application essays should avoid information that might make an admissions officer think a student comes from a disadvantaged background.	()	()	()

Financial Aid

Now we have some questions about financial aid and scholarship applications.

q66) Did you submit a FAFSA (Free Application for Federal Student Aid)?

- Yes
- No

Show if 66 = "Yes" (hidden by default)

q67) Did you submit your FAFSA by March 2?

- Yes
- No
- I don't remember

Show if 66 = "Yes" (hidden by default)

q68) What is your Estimated Family Contribution (EFC)? This number will be listed on your Financial Aid Award and on your confirmation from FAFSA. (The EFC is the amount that the federal government thinks your family can afford to pay for your college education.)

- q68a) [question("value"), id="58"]: _____
- q68b) [] I don't know my EFC

q69) Did you apply for a Cal Grant?

- Yes
- No

q70) Did you apply for any scholarships from foundations, clubs, corporations, businesses, or other organizations?

- Yes
- No

Financial Aid

q71) What kinds of financial aid/scholarships have you been offered? (please check all that apply)

- q71a) [] Cal Grant A
- q71b) [] Cal Grant B
- q71c) [] Cal Grant C
- q71d) [] A Cal Grant but I don't know which one
- q71e) [] Pell Grant
- q71f) [] FSEOG Grant from university
- q71g) [] A TEACH Grant
- q71h) [] Iraq and Afghanistan Service Grant
- q71i) [] University grant
- q71j) [] A Grant I don't know the name of
- q71k) [] Work-study

- q71l) Direct Stafford (Subsidized) Loan
- q71m) Direct Unsubsidized Loan
- q71n) Perkins Loan
- q71o) Parent PLUS Loan
- q71p) Private or State Loan
- q71q) A Loan I don't know the name of
- q71r) University scholarship (for example, UC Alumni or Regent Scholarships)
- q71s) A Scholarship I don't know the name of
- q71t) Private or State scholarship
- q71u) Other grants, loans, or scholarships
- q71v) I received NO financial aid/scholarships

Show if 71u is checked off (hidden by default)

What other grants, loans, or scholarships did you receive?

- q72a) [question("value", id="58")]: _____
- q72b) [question("value", id="58")]: _____
- q72c) [question("value", id="58")]: _____
- q72d) [question("value", id="58")]: _____
- q72e) [question("value", id="58")]: _____

Financial Aid

q73) Now we have some questions about things you might have learned about financial aid. This isn't a test. We just want to see what students remember about financial aid. Please answer these questions even if you did not apply for financial aid.

[question("value", id="58")]

	True	False	Don't Know
q73a) Students whose parents own their home will not qualify for financial aid.	()	()	()
q73b) Only students who qualify for lunch tickets are eligible for financial aid.	()	()	()
q73c) Students who plan to go to a community college can qualify for a Cal Grant.	()	()	()

Future Plans

q74) What will you be doing this Summer (2013)? (Please check all that apply):

- q74a) Working part-time
- q74b) Working full-time
- q74c) Taking high school courses at my high school
- q74d) Taking high school courses at a different school

- q74e) Taking high school courses online
q74f) Taking college courses at the college I plan to attend next year
q74g) Taking college courses at a different college
q74h) Taking college courses online
q74i) Volunteering or doing community service
q74j) Entering the military
q74k) Other:
q74l) [textbox enter]

q75) Do you plan to attend college sometime in the next year?*

Yes

No

Future Plans

Show if 75 = "No"

q76) What will you be doing instead of college? (Please check all that apply)

- q76a) Attending a vocational or trade school
q76b) Working full time
q76c) Working part time
q76d) Attending high school
q76e) Working toward a GED or alternative high school credential
q76f) In the military
q76g) Attending to personal or family needs
q76h) Traveling
q76i) Other:
76j) [textbox enter]

Show if 75 = "Yes"

q77a) When do you plan to start attending college?

- This Summer (2013)
 This Fall (2013)
 This Winter (2014)
 Next Spring (2014)
 Don't Know
q77b) Other:: _____

Show if 75 = "Yes"

q78) Do you plan to attend college full time or part time?

- Full time
 Part time
 Don't know

Show if 75 = "Yes"

q79a) Where do you plan to live while you are attending college?

- Dorm (on-campus housing)
- Off-campus housing
- With parents
- With another family member
- Don't know
- q79b) Other:: _____

Show Page if 75 = "No"

Future Plans

q80) Do you plan to attend a four-year college at some point in the future?

- Definitely
- Probably
- Not sure
- Probably not
- Definitely not

q81) If you would like to go to college one day, what college(s) would you like to go to?

q82) Why aren't you going to college next year?

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q82a) I don't want to go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82b) I didn't apply to any colleges I want to go to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82c) I didn't get into any colleges .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82d) I didn't get into any colleges I want to go to .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82e) I didn't get enough financial aid.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82f) I didn't get enough financial aid at the colleges I want to go to .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why aren't you going to college next year?

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q82g) I want to take time off before going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82h) I want to work instead of going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82i) I need to help support or take care of my family .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q82j) My counselor or teachers told me not to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82k) I'm not sure what I want to major in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82l) I don't need to go to college to get the type of job I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82m) Most of my friends will not be going to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82n) I plan to join the military .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q82o) I already have a job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Show Page if 75 = "Yes"

Plans for Next Year

q83a) Next year, will you be (choose one):

- Attending a two-year college?
- Attending a four-year college?

q83b) Other?:: _____

Show if 83a = "Attending a two-year college?" (hidden by default)

q84a) At the two-year college, will you be working toward:

- An occupational or vocational certificate?
- An associate's (two-year) degree?
- Transferring to a four-year college?

q84b) Other?:: _____

Show if 84a = "An occupational or vocational certificate?" (hidden by default)

q85) In what field or area do you plan to earn a certificate?

q86) Which college do you plan to attend next year?

q87) How sure are you that you will attend this college next year?

- Absolutely sure will attend
- Probably will attend
- 50-50 chance will attend
- Slight chance will attend
- Probably won't attend

Show if 87 = "Probably will attend" OR 87 = "50-50 chance will attend" OR 87 = "Slight chance will attend" OR 87 = "Probably won't attend" (hidden by default)

q88) What is the main reason you may not go to the college you listed above?

q89) Think about the college you plan to attend next year. How good a fit do you think that college is for you?

- A great fit
- A good fit
- An okay fit
- A bad fit

q90) What are the main reasons you chose that college?

Show Page if 75 = "Yes"

Plans for Next Year

q91) How happy are YOU with the financial aid/scholarships you received at the college you plan to attend?

- Very happy
- Somewhat happy
- Neither happy nor unhappy
- Somewhat unhappy
- Very unhappy

q92) How happy are your parents with the financial aid/scholarships you received at the college you plan to attend?

- Very happy
- Somewhat happy
- Neither happy nor unhappy
- Somewhat unhappy
- Very unhappy

q93) At the college you plan to attend, how much of your college costs (including room and board) will be covered by:

[question("value"), id="58"]

	None	A Little	Some	About half	Most	All
q93a) Grants or scholarships you will not have to pay back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q93b) Loans you will have to pay back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q93c) Loans your parents will have to pay back	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q93d) Money you earn from working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q93e) Money from your savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q93f) Money your parents (or another relative) give you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q93g) Money you borrow from your parents (or another relative) and need to pay back later	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

q93h) Please list any other ways you are getting money to pay for college:

q94) Compared to the college you plan to attend, did a different college give you a better financial aid/scholarship package?

- Yes
- No

Show Page if 94 = "Yes"

Plans for Next Year

q95) What college gave you the best financial aid/scholarship package?

q96) At that college, how much of your college costs (including room and board) would be covered by grants or scholarships?

- None
- A little
- Some
- About half
- Most
- All

q97) Is there any chance that you will attend the college that gave you the best financial aid/scholarship package?

- Yes
- No

Show Page if 75 = "Yes"

Plans for Next Year

Show if 86 is answered AND

(94 = "No" or 94 is blank) OR

(94 = "Yes" and 95 is blank) OR

(94 = "Yes" and 95 is answered and 97 = "No" or 97 is blank)

q98) In addition to [question("value"), id="757"], are there any other colleges you are still considering attending next year?

- Yes
- No

Show if 86 is answered AND 94 = "Yes" AND 95 is answered AND 97 = "Yes"

q99) In addition to [question("value"), id="757"] and [question("value"), id="797"], are there any other colleges you are still considering attending next year?

- Yes
- No

Show if 86 is not answered

q100) Are there any other colleges you are still considering attending next year?

- Yes
- No

q101) Please list ALL colleges you are thinking of attending:

q101a1: _____

q101b 2: _____

q101c 3: _____

q101d 4: _____

q101e 5: _____

q102) Do you plan to work during the school year while attending college?

- Yes, full-time
- Yes, part-time
- No
- Don't know

Show if 102 = "Yes, full-time" OR 102 = "Yes, part-time" (hidden by default)

q103) Do you plan to have a work-study job while in college?

- Yes
- No
- Don't know

Show if 102 = "Yes, full-time" OR 102 = "Yes, part-time" (hidden by default)

q104) About how many hours a week do you plan to work during the school year while in college?

- 1-10 hrs/week
- 11-20 hrs/week
- 21-30 hrs/week
- 31-40 hrs/week
- 41 or more hrs/week

q105) What major(s) or fields of study are you interested in?

[question("value"), id="58"]

The Future

Now we have some more general questions about your future.

q106) How confident are you that you will graduate with a Bachelor's (B.A. or B.S.) degree within the next six years?

- Very confident
- Confident
- Somewhat confident
- A little confident
- Not at all confident

q107) Think about how you see your future. What are the chances that...

	Very high	High	About fifty-fifty	Low	Very low
q107a) You will attend graduate school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q107b) You will have a job that pays well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q107c) You will be able to own your own home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q107d) You will have a job that you enjoy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q107e) Life will turn out better for you than it has for your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q107f) Your children will have a better life than you had?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q108) Looking back over your high school career, what would you do differently if you had the chance to do things again? (Check all that apply.)

- q108a) Work harder in high school
- q108b) Do more extracurricular activities
- q108c) Take or retake the SAT or ACT
- q108d) Study more for the SAT or ACT
- q108e) Plan better for getting letters of recommendation
- q108f) Learn more about different kinds of colleges
- q108g) Visit more/different colleges
- q108h) Spend more time preparing my applications
- q108i) Apply to more schools
- q108j) Apply to more selective schools
- q108k) Apply to more backup schools
- q108l) Apply for more scholarships

- q108m) [] Fill out my financial aid forms on time
 q108n) [] I would not do anything differently
 q108o) [] Other:
 q108p) [enter textbox]

Show page if experiment group = C

V-SOURCE

q109) Last March, when you were invited to be in the V-SOURCE research group, in which you would be asked to take several surveys, how did you feel?

- Very happy
- Somewhat happy
- Neither happy nor disappointed
- Somewhat disappointed
- Very disappointed

q110) Do you know anyone who got into the V-SOURCE college access program? (This is the V-SOURCE program that sent students emails about college and gave them access to a college information website or a college advisor.)

- Yes
- No

From talking with high school students, we know that sharing information – about college and other topics – is an important part of high school life.

q111) Did someone who was in the V-SOURCE college access program ever:

	Yes	No
q111a) Tell you what they were learning in the program?	<input type="radio"/>	<input type="radio"/>
q111b) Give you their V-SOURCE username and password so you could use the V-SOURCE website?	<input type="radio"/>	<input type="radio"/>
q111c) Forward you the emails they got from V-SOURCE?	<input type="radio"/>	<input type="radio"/>
q111d) Forward you the text messages they got from V-SOURCE?	<input type="radio"/>	<input type="radio"/>
q111e) Give you V-SOURCE's contact information so you could ask questions?	<input type="radio"/>	<input type="radio"/>

q112) This past school year, how often did you talk with someone who was in the V-SOURCE college access program about what they were learning from V-SOURCE?

- Every day
- A few times a week
- About once a week
- About twice a month
- About once a month
- Once every few months
- Rarely
- Never

Show page if experiment group = C

V-SOURCE

Show if 112 is not answered OR has any answer other than “Never”

q113) When you talked with someone about what they were learning from V-SOURCE, which of the following did you discuss (please check all that apply)

q113a) SAT deadlines

q113b) How to get better scores on the SAT

q113c) Where to apply to college

q113d) How to write a good college essay

q113e) College application deadlines

q113f) How to apply for financial aid

q113g) Financial aid deadlines

q113h) How to choose what college to go to

q113i) None of the above

q114) Overall, how much would you say you learned about college and financial aid from the:

	Nothing	Very little	A few things	Some things	A lot of things
q114a) V-SOURCE website	()	()	()	()	()
q114b) V-SOURCE emails and text messages	()	()	()	()	()
q114c) Students who were in the V-SOURCE college access program	()	()	()	()	()

Show page if experiment group = M OR experiment group = V

V-SOURCE

Show if experiment group = M

q115) Last March, when you were invited to participate in V-SOURCE and given access to the vsource4college.org website how did you feel?

() Very happy

() Somewhat happy

() Neither happy nor disappointed

() Somewhat disappointed

() Very disappointed

Show if experiment group = M

q116) How helpful to you were the following aspects of the V-SOURCE program?

	Very helpful	Helpful	Somewhat helpful	A little helpful	Not helpful	I never used/ received this
q116a) V-SOURCE Website	()	()	()	()	()	()
q116b) Text messages from V-SOURCE	()	()	()	()	()	()
q116c) Emails from V-SOURCE	()	()	()	()	()	()
q116d) Gift card rewards	()	()	()	()	()	()
q116e) V-SOURCE Facebook posts	()	()	()	()	()	()
q116f) V-SOURCE Twitter feed	()	()	()	()	()	()

Show if experiment group = V

q117) Last March, when you were invited to participate in V-SOURCE, given access to the vsource4college.org website, and introduced to your advisor, how did you feel?

- () Very happy
- () Somewhat happy
- () Neither happy nor disappointed
- () Somewhat disappointed
- () Very disappointed

Show if experiment group = V

q118) How helpful to you were the following aspects of the V-SOURCE program?

	Very helpful	Helpful	Somewhat helpful	A little helpful	Not helpful	I never used/ received this
q118a) V-SOURCE Website	()	()	()	()	()	()
q118b) Text messages from V-SOURCE	()	()	()	()	()	()
q118c) Emails from V-SOURCE	()	()	()	()	()	()
q118d) Gift card rewards	()	()	()	()	()	()
q118e) V-SOURCE Facebook posts	()	()	()	()	()	()
q118f) V-SOURCE Twitter feed	()	()	()	()	()	()
q118g) Your V-SOURCE Advisor	()	()	()	()	()	()

q119) This school year, about how often did you:

	Every day	Once or twice a week	A few times a month	Every few months	Rarely	Never
q119a) Receive text messages from V-SOURCE	()	()	()	()	()	()
q119b) Receive emails from V-SOURCE	()	()	()	()	()	()
q119c) Visit the V-SOURCE website	()	()	()	()	()	()
q119d) Read Facebook/Twitter posts from V-SOURCE	()	()	()	()	()	()
q119e) Receive phone calls from someone at V-SOURCE	()	()	()	()	()	()
q119f) Send emails to someone at V-SOURCE	()	()	()	()	()	()
q119g) Send text messages to someone at V-SOURCE	()	()	()	()	()	()
q119h) Post a message on the V-SOURCE Facebook/Twitter pages	()	()	()	()	()	()
q119i) Call someone at V-SOURCE	()	()	()	()	()	()

q120) At any time during the V-SOURCE program, did you use the V-SOURCE website a lot?

- () Yes
() No

Show page if 120 = “Yes”

V-SOURCE

q121) During the times when you were using the website a lot, about how often did you use it?

- () Every day
() A few times a week
() Once a week
() Twice a month
() Once a month

q122) When you were using the website a lot, what sections of the website did you visit most? (please check all that apply)

- q122a) [] SAT Prep
q122b) [] College App Prep
q122c) [] College Information
q122d) [] Financial Aid
q122e) [] Going to College!
q122f) [] Discussions

- q122g) [] FAQ
- q122h) [] My V-Track
- q122i) [] Read Now!
- q122j) [] None of the above

Show page if experiment group = V or experiment group = M

V-SOURCE

q123) Why didn't you use the V-SOURCE website more?

[question("value"), id="58"]

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
q123a) The website material wasn't helpful .	()	()	()	()	()
q123b) The website wasn't well-organized .	()	()	()	()	()
q123c) I had trouble logging into the website.	()	()	()	()	()
q123d) I don't like using the Internet.	()	()	()	()	()
q123e) I preferred other websites.	()	()	()	()	()
q123f) I had other ways of getting the information I needed.	()	()	()	()	()
q123g) I don't have Internet at home.	()	()	()	()	()
q123h) My Internet connection at home is slow or unreliable .	()	()	()	()	()
q123i) I don't have a computer I can use as much as I want.	()	()	()	()	()
q123j) I use my phone to access the Internet and the site was hard to use on the phone .	()	()	()	()	()
q123k) I use my phone to access the Internet and I didn't want to use up my data plan .	()	()	()	()	()

q123l) Please list any other reasons why you didn't use the V-SOURCE website more:

Show page if experiment group = V or experiment group = M AND 119a is not answered OR any answer other than "Never"

V-SOURCE

q124) When you received information or reminders by text message from V-SOURCE, how often did you:

	Always	Most of the time	Sometimes	Rarely	Never
q124a) Forward the text message to a friend or relative?	()	()	()	()	()
q124b) Read the message carefully?	()	()	()	()	()
q124c) Learn something you didn't already know?	()	()	()	()	()
q124d) Click on the web links in the text message to get more information?	()	()	()	()	()
q124e) Ignore or delete the text message without reading it?	()	()	()	()	()
q124f) Feel annoyed that you were getting too many text messages from V-SOURCE?	()	()	()	()	()

Show page if (experiment group = V or experiment group = M) AND 119b is not answered OR any answer other than “Never”

V-SOURCE

q125) When you received information or reminders by email from V-SOURCE, how often did you:

	Always	Most of the time	Sometimes	Rarely	Never
q125a) Forward the email to a friend or relative?	()	()	()	()	()
q125b) Read the email carefully?	()	()	()	()	()
q125c) Skim the email and read it more carefully if it was relevant?	()	()	()	()	()
q125d) Learn something you didn't already know?	()	()	()	()	()
q125e) Click on the web links in the email to get more information?	()	()	()	()	()
q125f) Ignore or delete the email without reading it?	()	()	()	()	()
q125g) Feel annoyed that you were getting too many emails from V-SOURCE?	()	()	()	()	()

Show page if experiment group = V or experiment group = M

V-SOURCE

q126) Thinking about the gift cards V-SOURCE provided for meeting college deadlines, how strongly do you agree or disagree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
q126a) The gift cards made me feel like V-SOURCE wanted to help me go to college.	()	()	()	()	()
q126b) It seemed weird to be offered gift cards for something I would do anyway.	()	()	()	()	()
q126c) The gift cards made me pay attention to V-SOURCE.	()	()	()	()	()
q126d) The gift cards made me feel like V-SOURCE was bribing me.	()	()	()	()	()
q126e) I probably would have missed more deadlines without the V-SOURCE gift card rewards .	()	()	()	()	()
q126f) I probably would have missed more deadlines without the reminder emails and texts from V-SOURCE.	()	()	()	()	()

q127) How did you use the gift cards V-SOURCE gave you for meeting important college deadlines?

I used the gift cards to:

q127a) Pay for things I needed.

q127b) Buy things I wanted.

q127c) Give as gifts to family or friends.

q127d) Other:

q127e) [textbox enter]

q127f) I didn't get any gift cards from V-SOURCE for meeting important college deadlines.

q128) Thinking about the times when you completed a college application step and could have gotten a gift card from V-SOURCE but did NOT, why didn't you get your gift card? (please check all that apply)

q128a) I didn't want a gift card

q128b) I never got around to asking for a gift card

q128c) I forgot to ask for a gift card

q128d) I didn't have time to ask for a gift card

q128e) Getting gift cards seemed complicated, so I didn't bother

q128f) I tried to send proof, but V-SOURCE didn't accept it

q128g) I sent in proof, but I didn't get the gift card

q128h) [] Other:

q128j) [enter textbox]

q128i) [] Nothing got in the way of me getting a gift card

Show page if experiment group = V

V-SOURCE

Now we have some questions about your V-SOURCE advisor.

q129) Did you have more than one advisor while you were in the program?

Yes

No

Show page if experiment group = V & 129 = "Yes"

V-SOURCE

q130) Who was your first advisor?

List of Names

I don't know

q131) Did you find working with this advisor productive?

Yes

No

I didn't work with this advisor enough to know

q132) Have you kept in touch with this advisor?

Yes

No

q133) Who was your second advisor?

List of Names

I don't know

q134) Did you find working with this advisor productive?

Yes

No

I didn't work with this advisor enough to know

q135) Have you kept in touch with this advisor?

Yes

No

q136) Which advisor did you work with the most?

The first advisor

The second advisor

- I worked with both equally
- I didn't work with either advisor

q137) After your first advisor left the program, how true were the following statements for you:

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q137a) I was upset that my advisor left.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137b) I was glad that I got another advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137c) I didn't really care because I didn't know my first advisor that well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137d) I was happy because my new advisor was really helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137e) I didn't want to work with the new advisor because I had wasted my time getting to know the old one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137f) I didn't need the new advisor because I kept working with my old advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137g) It didn't matter to me – I just asked my questions to whichever advisor I had.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q137h) It didn't matter to me – I didn't use a V-SOURCE advisor much anyway.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Show page if experiment group = V

V-SOURCE

Show text if 129 = “Yes” AND 136 = “The first advisor”

Please answer the following questions for the advisor you worked with the most.

Show text if 129 = “Yes” AND (136 = “The second advisor”, or “I worked with both equally”, or “I didn’t work with either advisor, or not answered)

Please answer the following questions for your SECOND V-Source advisor.

q138) Who was your V-SOURCE advisor?

- List of advisors
- I don't know

q139) How did you and your V-SOURCE advisor communicate with each other? (please check all that apply)

- q139a) Facebook (including chat on Facebook)
- q139b) Google+
- q139c) Twitter
- q139d) Chat/Instant message (gchat, aim, etc.)
- q139e) Google docs
- q139f) Through the V-SOURCE website
- q139g) Phone
- q139h) Email
- q139i) Text Message
- q139j) Skype
- q139k) Other:
- q139l) [enter textbox]
- q139m) None of the above

q140) Thinking about both the summer before your senior year and during your senior year, did you work with your advisor on any of the following things?

	Yes	No
q140a) Figuring out which high school classes I should take to meet college requirements	<input type="checkbox"/>	<input type="checkbox"/>
q140b) Figuring out which grades I needed to make up to meet college requirements	<input type="checkbox"/>	<input type="checkbox"/>
q140c) Figuring out how I could make up grades/classes	<input type="checkbox"/>	<input type="checkbox"/>
q140d) Signing up for the SAT	<input type="checkbox"/>	<input type="checkbox"/>
q140e) Getting a fee waiver for the SAT	<input type="checkbox"/>	<input type="checkbox"/>
q140f) Doing SAT prep and practice	<input type="checkbox"/>	<input type="checkbox"/>
q140g) Convincing my parents to let me go to college	<input type="checkbox"/>	<input type="checkbox"/>
q140h) Choosing colleges to apply to	<input type="checkbox"/>	<input type="checkbox"/>
q140i) Writing or revising my college application essays	<input type="checkbox"/>	<input type="checkbox"/>
q140j) Filling out college applications	<input type="checkbox"/>	<input type="checkbox"/>
q140k) Filling out FAFSA and other financial aid forms	<input type="checkbox"/>	<input type="checkbox"/>
q140l) Finding scholarships	<input type="checkbox"/>	<input type="checkbox"/>
q140m) Applying for scholarships	<input type="checkbox"/>	<input type="checkbox"/>
q140n) Talking to my parents to help them understand the college and financial aid process	<input type="checkbox"/>	<input type="checkbox"/>
q140o) Convincing my parents what colleges might be best for me	<input type="checkbox"/>	<input type="checkbox"/>
q140p) Understanding my financial aid award	<input type="checkbox"/>	<input type="checkbox"/>
q140q) Choosing which college to attend	<input type="checkbox"/>	<input type="checkbox"/>

q141) While you were in V-SOURCE, about how often did you:

	Every day	Once or twice a week	A few times a month	Every few months	Rarely	Never
q141a) Read something your advisor wrote in an email, text message, or on a social networking site?	()	()	()	()	()	()
q141b) Write something to your advisor in an email, text message, or on a social networking site?	()	()	()	()	()	()
q141c) Talk on the phone with your advisor?	()	()	()	()	()	()
q141d) Text back and forth with your advisor?	()	()	()	()	()	()
q141e) Facebook or chat with your advisor online?	()	()	()	()	()	()
q141f) Share text, a document, or Google doc (such as an essay) back and forth with your advisor?	()	()	()	()	()	()

q142) Were there any times over the past year and a half when you communicated with your advisor a lot? (Please check all that apply)

q142a) [] When I first got into V-SOURCE

q142b) [] Right before the SATs

q142c) [] Over the summer

q142d) [] When I was writing application essays

q142e) [] When I was submitting college applications

q142f) [] When I was submitting financial aid applications

q142g) [] When I was submitting scholarship applications

q142h) [] When I was deciding what college to attend

q142i) [] Other:

q142j) [enter textbox]

q142k) [] No, there was no specific time when I communicated with my advisor a lot

Show page if experiment group = V

V-SOURCE

q143) Overall, how much help did you receive from your V-SOURCE advisor?

() None

() A little

() A fair amount

() A lot

q144) If you didn't work with your V-SOURCE Advisor as much as you could have, how true are the following statements about why?

I didn't work with my V-SOURCE Advisor as much as I could have because...

	Very True	Mostly True	Somewhat True	A Little True	Not at all True
q144a) I had other people to help me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144b) I didn't want help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144c) I didn't need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144d) I didn't have enough time to work with an advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144e) I didn't like my advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144f) My advisor didn't seem knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144g) My advisor didn't seem helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144h) I didn't want to go to a 4-year college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144i) I wasn't good about returning my advisor's messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144j) I didn't feel comfortable working with my advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q144k) My advisor pushed me to do work I didn't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

q145a) Compared to your high school counselor or the college counselor at your high school, how much more or less helpful was your V-SOURCE advisor?

[question("value"), id="58"]

- My V-SOURCE advisor was **much more helpful** than my counselor
 - My V-SOURCE advisor was **somewhat more helpful** than my counselor
 - My V-SOURCE advisor and counselor were **equally helpful**
 - My V-SOURCE advisor was **somewhat less helpful** than my counselor
 - My V-SOURCE advisor was **much less helpful** than my counselor
- q145b) [] I never interacted with my counselor, so I don't know
- q145c) [] I never interacted with my V-SOURCE advisor, so I don't know

q146a) Compared to your high school counselor or the college counselor at your high school, how much more or less knowledgeable was your V-SOURCE advisor?

[question("value"), id="58"]

- My V-SOURCE advisor was **much more knowledgeable** than my counselor
 - My V-SOURCE advisor was **somewhat more knowledgeable** than my counselor
 - My V-SOURCE advisor and counselor were **equally knowledgeable**
 - My V-SOURCE advisor was **somewhat less knowledgeable** than my counselor
 - My V-SOURCE advisor was **much less knowledgeable** than my counselor
- q146b) [] I never interacted with my counselor, so I don't know
- q146c) [] I never interacted with my V-SOURCE advisor, so I don't know

q147) How true are the following statements about your relationship with your advisor?

	Very True	Mostly True	Somewhat True	A Little True	Not at all True	Don't Know
q147a) I got along well with my advisor.	()	()	()	()	()	()
q147b) My advisor was available when I needed help.	()	()	()	()	()	()
q147c) It was easy to ask my advisor for help.	()	()	()	()	()	()
q147d) My advisor cared about my future.	()	()	()	()	()	()
q147e) I consider myself friends with my advisor.	()	()	()	()	()	()
q147f) My advisor really wanted me to go to a four-year college.	()	()	()	()	()	()
q147g) My advisor pushed me to do what was necessary to get into college.	()	()	()	()	()	()
q147h) My advisor helped me complete college tasks early , rather than waiting for the deadline.	()	()	()	()	()	()
q147i) My advisor pushed me to challenge myself during the college application process (for example, writing extra essay drafts, applying to more colleges).	()	()	()	()	()	()
q147j) I think I will keep in touch with my advisor after the V-SOURCE program ends.	()	()	()	()	()	()

q148) How true are the following statements about your advisor?

	Very True	Mostly True	Somewhat True	A Little True	Not at all True	Don't Know
q148a) My advisor responded to my messages promptly.	()	()	()	()	()	()
q148b) My advisor was easy to get in touch with.	()	()	()	()	()	()
q148c) My advisor was good at finding answers to my questions.	()	()	()	()	()	()
q148d) My advisor helped me improve my SAT scores .	()	()	()	()	()	()
q148e) My advisor helped me figure out which colleges to apply to .	()	()	()	()	()	()
q148f) My advisor helped me fill out college applications better than I would have on my own.	()	()	()	()	()	()
q148g) My advisor helped me improve my college essays .	()	()	()	()	()	()
q148h) My advisor made it easier to find and fill out financial aid applications correctly.	()	()	()	()	()	()
q148i) My advisor helped me decide which college to go to.	()	()	()	()	()	()

q149) My favorite thing about my advisor was:

V-SOURCE

Show if experiment group = V or M

q150) Would you recommend V-SOURCE to a friend or relative?

- () Definitely
- () Probably
- () Maybe
- () Probably not
- () Definitely not

Show if experiment group = V or M

q151) Please share any suggestions you have for how to improve V-SOURCE:

Show if experiment group = V or M

q152) Please share any stories you have about how V-SOURCE helped you:

q153) Is there anything else you would like to tell the V-SOURCE Team?

Contact Information

We know that students move around and change phone numbers a lot. To help us contact you to invite you to the next survey, please give us contact information for a parent/guardian and one other person who will know how to reach you if you move or change your contact information.

q154) Contact Information for the Parent/Guardian You Live with:

q154a) Parent/Guardian First name: _____

q154b) Parent/Guardian Last name: _____

q154c) Relation to you: _____

q154d) Street Address: _____

q154e) Apt/Suite/Office: _____

q154f) City: _____

q154g) State: _____

q154h) Zip: _____

q154i) Parent/Guardian's Best Phone (cell or home):

q155) Contact Information for Someone Else Who Will Always Know How to Reach You (friend or relative):

q155a) Friend/Relative First name: _____

q155b) Friend/Relative Last name: _____

q155c) Relation to you: _____

q155d) Friend/Relative's Best Phone (cell or home):

Gift Card Choices

Oops! The email addresses you entered must match each other because we want to make sure to send your gift card to the right email address. Please re-check the email addresses you entered.

Thank you so much for completing this survey. We want to thank you for your time and effort by giving you a \$30 electronic gift card.

q156) First, please choose the store from which you would like your \$30 gift card:*

- Amazon--for use online only
- iTunes--for use online only
- Starbucks--for use in the store only
- Gap brands (good at: Gap, Old Navy, Banana Republic, Piperlime, and Athleta)--for use online or in the store
- CVS--for use in the store only
- Best Buy--for use online or in the store

q157) Please tell us the email address where you'd like to receive your electronic gift card.

- [question("value"), id="1682"]
- I want you to send it to a different email address

Show if 5 is answered and 157 = "I want you to send it..." (hidden by default)

q158) Please enter the email address where you'd like to receive your electronic gift card:

Show if 5 is answered and 157 = "I want you to send it..." (hidden by default)

q159) Please re-enter the email address where you'd like to receive your electronic gift card:

Show if 5 is blank

q160) [question("value"), id="58"]Please enter the email address where you'd like to receive your electronic gift card:

Show if 5 is blank

q161) Please re-enter the email address where you'd like to receive your electronic gift card:

Oops! The email addresses you entered must match each other because we want to make sure to send your gift card to the right email address. Please re-check the email addresses you entered.

Validate reward email-entered contact email

Validate reward email-did not enter contact email

Submit your Survey

Now please click the SUBMIT button below to submit your survey.

We will email your e-gift card to the email address you chose above. You will receive your gift card in 1 to 2 days.

Many email providers will put the gift card in your "JUNK" or "SPAM" folder. Please check there for your gift card tomorrow if you don't find it in your inbox. Please email us at research@vsourceresearch.org if you don't receive your gift card.

Thank You!

Thank you again for participating in the V-SOURCE research study. You are finished and you may close this window. Check your email for your gift card in 1-2 days.
