



Executive Summary

MOVING FORWARD

Early Findings from the
Performance-Based Scholarship
Demonstration in Arizona

Reshma Patel
Ileri Valenzuela

OCTOBER 2013

THE PERFORMANCE-BASED SCHOLARSHIP DEMONSTRATION

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Reshma Patel
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With

Drew McDermott



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Overview

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

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

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

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

Preface

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

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

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

Gordon L. Berlin
President

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

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

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

erations and qualitative research support, Amanda Grossman for resource management, Colleen Sommo for technical advising, and Melvin Gutierrez for data processing. Random assignment and baseline data collection would not have been possible without Joel Gordon, Galina Farberova, Shirley James, and her staff in the data room. The authors also thank Ushapriya Narasimhan and Harlan Kellaway for their work on creating the adviser tracking system. Gordon Berlin, Robert Ivry, Thomas Brock, Lashawn Richburg-Hayes, Colleen Sommo, Mary Visher, Alissa Gardenhire, Evan Weissman, Alex Mayer, Margaret Bald, and Phil Oreopoulos reviewed drafts of the report and provided invaluable feedback. Joshua Malbin edited the report and Stephanie Cowell prepared it for publication.

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

The Authors

Executive Summary

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

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

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

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

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

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

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

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

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

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

The PBS Model and Research Sample at Pima

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

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

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

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

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

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

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

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

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

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

Program Implementation

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

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

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

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

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

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

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

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

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

Overview of the Early Academic Findings

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

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

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

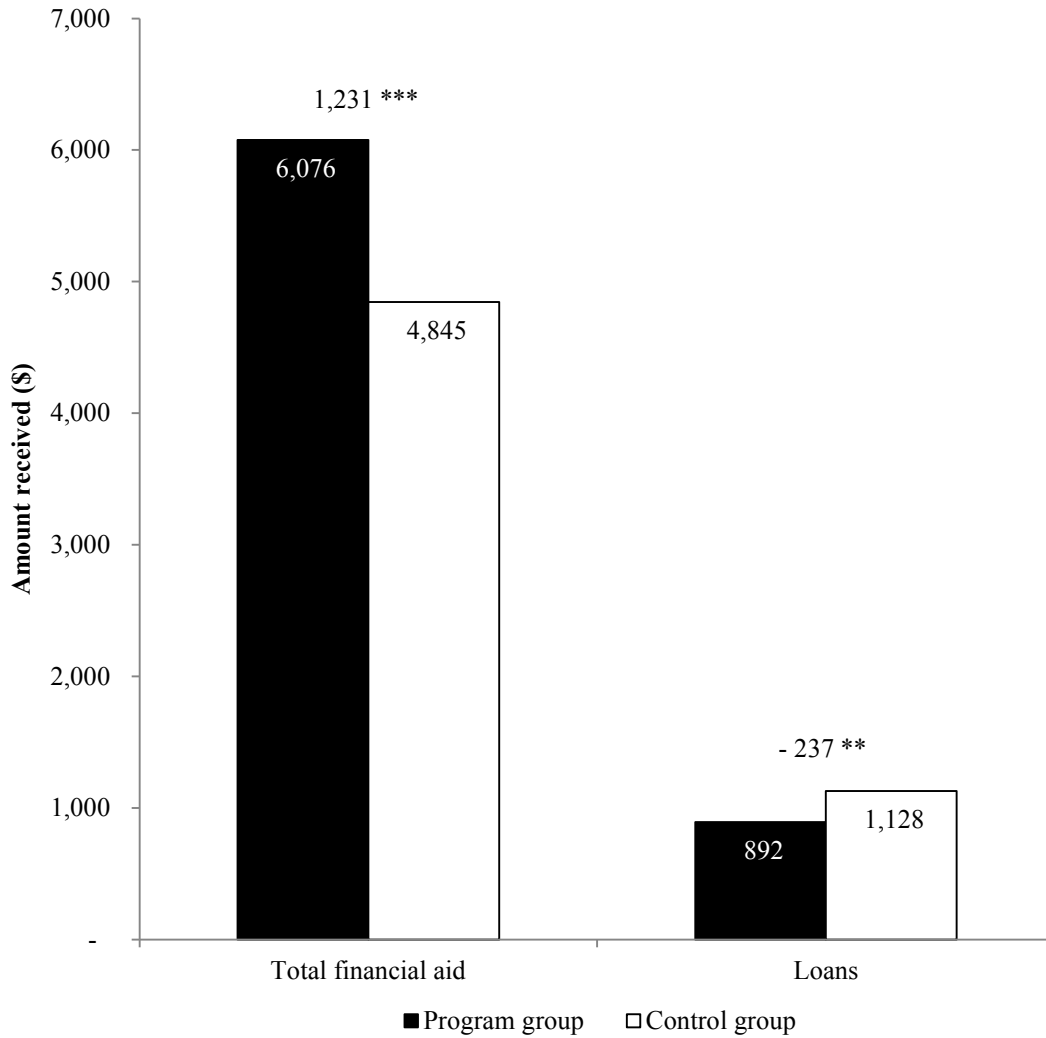
In the first semester, students in the program group were 8.5 percentage points more likely to achieve a "C" or better in 12 or more credits, the requirement to receive the final, full-time academic award. This represents a 29 percent improvement over the 29.4 percent of

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

The Performance-Based Scholarship Demonstration

Figure ES.1

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



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

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

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

Estimates are adjusted by research cohort and campus.

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

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

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

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

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

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

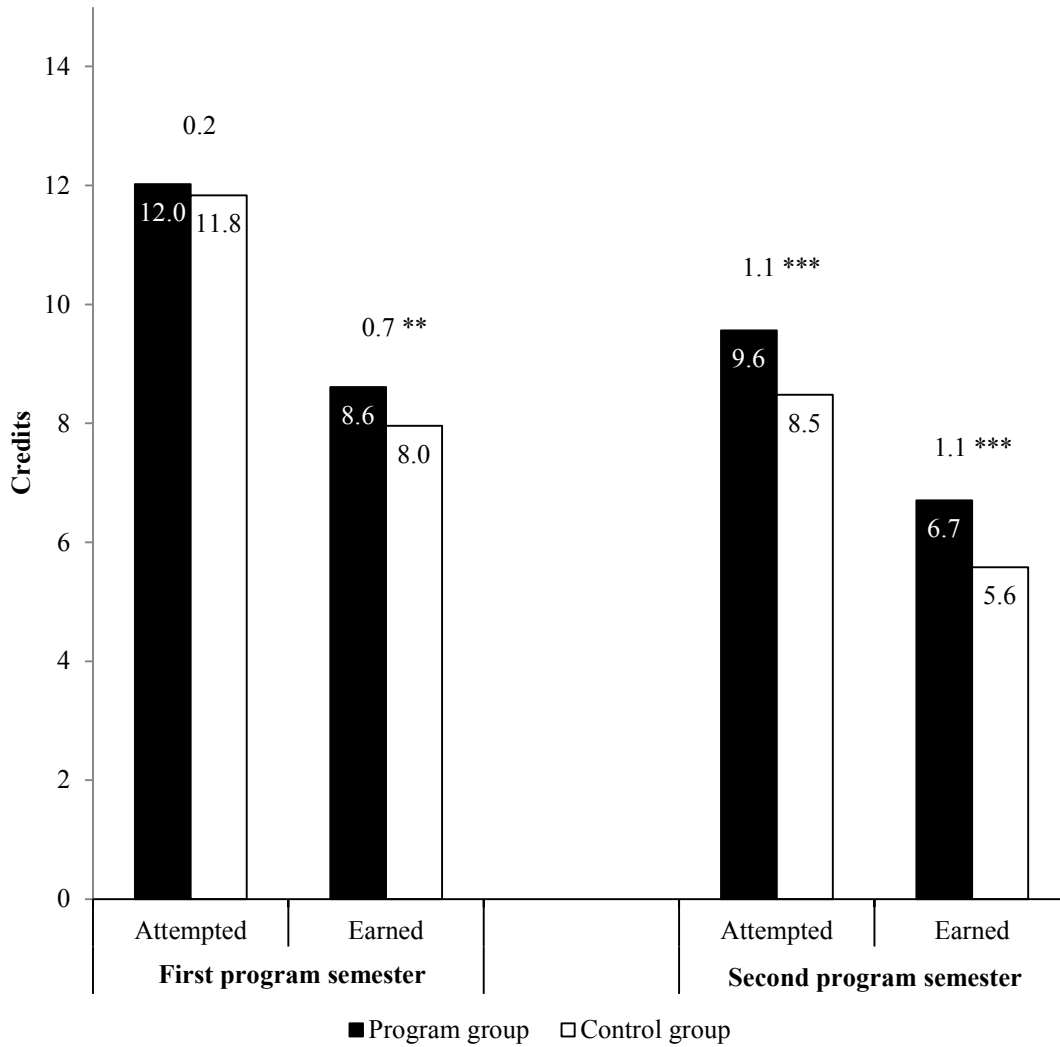
Figure ES.2 shows the credits attempted and earned by program and control group members in the first two program semesters. Students in the program group earned more credits in both their first and second semesters with the program, and earned almost two full credits more than control group members over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

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

The Performance-Based Scholarship Demonstration

Figure ES.2

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



SOURCE: MDRC calculations from Pima Community College transcript data.

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

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

Estimates are adjusted by research cohort and campus.

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

Conclusions and Next Steps

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

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

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

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

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

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

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

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

About MDRC

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

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

Over the years, MDRC has brought its unique approach to an ever-growing range of policy areas and target populations. Once known primarily for evaluations of state welfare-to-work programs, today MDRC is also studying public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. MDRC's projects are organized into five areas:

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

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