

# LESSONS FROM A STATEWIDE TRANSFER GRANT PROGRAM

## A Technical Supplement on Impacts of the Texas Transfer Grant Pilot Program on Community College Student Transfer

By John Diamond, Sukanya Barman, Rebekah O'Donoghue, and Erick Alonzo

**T**his supplement contains additional information about randomization procedures and impact analyses conducted for the Texas Transfer Grant evaluation.

### Randomization Procedures

Random assignment (with individuals being the unit of assignment) for the evaluation occurred in two phases.

**Phase I:** The first phase occurred in April 2022, when students were randomly assigned to either receive a fall 2022 grant offer (13,967 students) or not (75,868 students). For this phase of random assignment, students were stratified into blocks according to their gender and race/ethnicity to ensure a similar composition of these characteristics across the program and control groups. One student who had been randomized to the program group withdrew from the evaluation in summer 2022, leaving 13,966 students in the program group.

**Phase II:** In October 2022, the THECB confirmed that a limited amount of program funds were available to offer a subset of students an additional spring 2023 grant. At that point, the students who had previously been offered a fall 2022 grant (that is, Phase I's pro-

gram group) were further randomized into the single-grant group (11,674 students) and multigrant group (2,292 students). The single-grant group was offered no additional financial support. The multigrant group was offered a spring 2023 grant (on top of their fall 2022 grant offer). As in the initial phase of random assignment, students were stratified into blocks based on gender, race, and ethnicity during the second phase. In Phase II, students were further stratified into subblocks, as described next.

Historical THECB data indicated that students who enrolled at a Texas public four-year university for the fall semester had a higher likelihood of enrolling in a Texas public four-year university in the spring semester. To minimize the risk that a disproportionate percentage of such students might be offered the spring grant (leading spring semester program costs to exceed available funds), for the second phase of random assignment students were further stratified into subblocks based on whether they had enrolled at a public four-year university during the fall 2022 semester and thus received a fall 2022 grant. Through this stratification, a predetermined number of students who had enrolled in a Texas university for the fall semester were offered the spring 2023 grant.

Supplemental Figure 1 summarizes the two phases of random assignment.

## Baseline Student Demographic and Academic Characteristics

Supplemental Table 1 shows weighted demographic and academic characteristics of students who participated in the study at the time of initial random assignment in April 2022. Students are shown broken out by evaluation group.<sup>1</sup> As expected for a randomized controlled trial evaluation design, the table shows that student characteristics were similar across all three evaluation groups. That is, all three groups of students were similar in their observable characteristics at the outset of the evaluation.

## Weighting

Student data were weighted when calculating impacts to achieve an unbiased impact estimator. First, within each program group block (for example, the Hispanic female block), sample members in the subblocks (that is, the fall 2022 grant recipients versus nonrecipients) were weighted to ensure the weighted proportion of single-grant to multigrant group members were equal across all subblocks. Specifically, after weighting, each subblock comprised 83.589 percent single-grant group members and 16.411 percent multigrant group members.

Next, weights were calculated for program and control group members within each block to ensure that the weighted proportion of program and control group members within each block was equal across all such blocks. Specifically, after weighting, each block comprised 15.546 per-

cent program group members (regardless of whether they were offered a single grant or multiple grants) and 84.454 percent control group members.

The product of these two weights (subblock weights and block weights) was used when calculating impacts — all program group students were assigned final weights based on the product of the weight for the subblock and block that they were a member of. Students in the control group did not have a subblock — their weight was assigned solely based on their block.

Weighting calculations were checked by confirming that:

1. Within each subblock, the weighted proportion of single-grant to multigrant group sample members is the same.
2. Within each subblock, the weighted sample size (including single-grant and multigrant group sample members) is equal to the total unweighted sample size in the subblock.
3. Within each block, the weighted proportion assigned to each experimental group (control, single-grant, and multigrant) is the same.
4. Within each block, the weighted sample size is equal to the total unweighted sample size in the block.

## Fall 2022 Outcomes for Single-Grant and Multigrant Students

Supplemental Table 2 shows fall 2022 academic outcomes for students in the control, single-grant, and multigrant evaluation groups. The estimated impacts on enrollment are larger for the multigrant group than the single-grant group. For example, there is a 2.5 percentage point impact on enrollment at any four-year institution for multigrant students compared with a 1.4 percentage point impact for single-grant students. However, students in the program group were not randomly assigned to the single-grant and multigrant groups until October of 2022, and students in the multigrant program group were not informed about their opportunity to receive a spring 2023 grant until November of 2022. Given this timing, there is no apparent mechanism by which the spring 2023 grant offer could have influenced students' fall 2022 enrollment. Also of note is that these differences in the magnitude of impacts, when directly comparing the single-grant and multigrant groups, are not statistically significant for any fall 2022 outcomes.

## Spring 2023 Outcomes for Single-Grant and Multigrant Students

The analysis of spring 2023 outcomes (the second semester after Phase I random assignment) presented in the policy brief shows that the multigrant group experienced larger impacts than the single-grant group did. As a robustness check to confirm these findings, the MDRC evaluation team compared outcomes across the single-grant and multigrant program groups directly, without comparison to the control group. The results are shown in Supplemental Table 3. These results confirm that some enrollment academic outcomes were better among the multigrant group than the single-grant group, and that such differences can be attributed to the multigrant program.

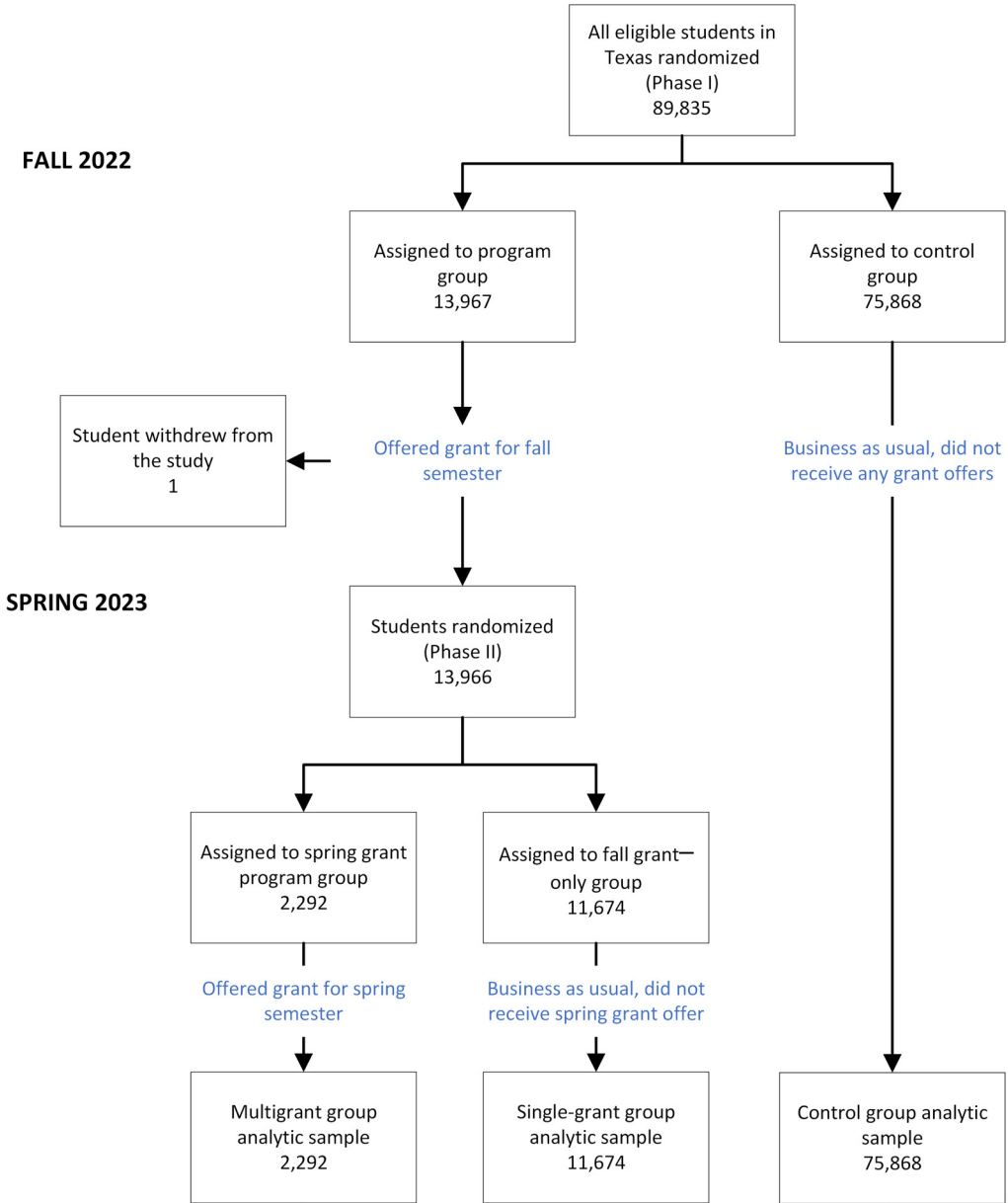
As a further check, a variation of this analysis was conducted including students' fall 2022 enrollment as a covariate to control for prior enrollment. This analysis, shown in Supplemental Table 4, yielded similar results to those shown in Supplemental Table 3, further confirming that the multigrant program led to greater improvements in student outcomes than the improvements offered by the single-grant program alone.

## Differential Impact Estimates

MDRC conducted subgroup analyses to explore whether the program's impacts on enrollment at four-year institutions and credit accumulation were larger for certain types of students. Subgroup analyses were conducted for the fall 2022 and spring 2023 semesters, for subgroups defined based on students' gender, race and ethnicity, age at the time of random assignment, college credits accumulated at the time of random assignment, and postsecondary grade point average (GPA) at the time of random assignment. The results of these analyses are shown in Supplemental Tables 5 through 8.

In addition, a subgroup analysis was conducted based on the community college that students had most recently enrolled at before random assignment, to assess the extent to which program impacts may have varied depending on students' starting institution.<sup>2</sup> While some subgroups demonstrated limited evidence of differences in impacts in a particular semester, no subgroup showed clear, consistent, sustained evidence across both the fall 2022 and spring 2023 semesters.

# Supplemental Figure 1. Phases of Random Assignment



## Supplemental Table 1 Student Baseline Characteristics

Characteristic	Texas Community College Students	Students in the Evaluation		Single-Grant Group		Multigrant Group	
		All Students	Control Group	Mean	Difference	Mean	Difference
Gender (%)							
Female	59.3	69.3	69.3	69.3	0.0	69.3	0.0
Male	40.7	30.7	30.7	30.7	0.0	30.7	0.0
Average age (years)		26.64	26.66	26.54	-0.12	26.74	0.08
Age (%)							
19 or younger		6.0	5.9	6.2	0.3	5.7	-0.3
20 to 23		42.7	42.7	42.3	-0.4	44.2	1.4
24 or older		51.3	51.4	51.4	0.1	50.2	-1.2
Race/ethnicity (%)							
Hispanic <sup>a</sup>	45.7	53.3	53.3	53.3	0.0	53.3	0.0
White	29.2	21.7	21.7	21.7	0.0	21.7	0.0
Black	12.6	15.1	15.1	15.2	0.0	15.1	-0.1
Asian	5.6	4.3	4.3	4.3	0.0	4.4	0.0
Multiracial	2.7	2.4	2.4	2.4	0.0	2.5	0.1
Unknown	2.3	2.7	2.7	2.7	-0.1	2.8	0.1
Another identity <sup>b</sup>	1.9	0.4	0.4	0.5	0.1	0.2	-0.2
Academic history <sup>c</sup>							
Postsecondary GPA at random assignment		3.12	3.12	3.12	0.00	3.12	-0.01
College-level credits at random assignment		49.80	49.75	50.07	0.32	50.33	0.58
Number of students	997,730	89,834	75,868	11,674		2,292	

SOURCES: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center and the Integrated Postsecondary Education Data System.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

<sup>a</sup>Hispanic students were counted as Hispanic regardless of their race. Non-Hispanic students were counted under the other categories shown.

<sup>b</sup>"Another identity" includes students with a race/ethnicity of Pacific Islander, American Indian, or Alaska Native, as well as international students. International students are individuals from other countries who are studying in the United States on student visas.

<sup>c</sup>Values shown are based on data available as of the time of random assignment.

**Supplemental Table 2. Fall 2022 Student Academic Outcomes for Single-Grant and Multigrant Groups**

Outcome	Control Group	Single Grant Group			Multigrant Group				
		Value	Estimated Impact	Standard Error	Value	Estimated Impact	Standard Error		
Enrollment rate (%)									
Any four-year institution <sup>a</sup>	15.8	17.2	1.4 ***	0.372	18.2	2.5 ***	0.787		
Public four-year institution	15.2	16.5	1.3 ***	0.367	17.6	2.4 ***	0.775		
Private four-year institution	0.6	0.7	0.1	0.084	0.7	0.1	0.174		
Public two-year institution	35.0	35.1	0.1	0.467	34.1	-0.9	0.994		
Private two-year institution	0.0	0.0	0.0	0.009	0.0	0.0 **	0.003		
Enrolled in 9+ credits, any institution (%)	29.8	32.0	2.2 ***	0.457	32.5	2.7 ***	0.972		
Credits attempted	4.61	4.80	0.19 ***	0.054	4.84	0.24 **	0.114		
Credits earned	3.86	4.03	0.17 ***	0.050	4.07	0.21 **	0.107		
GPA <sup>b</sup>	2.86	2.84	-0.02	0.015	2.85	-0.01	0.032		
Degree attainment, public two-year (%)	7.6	7.6	0.1	0.262	8.1	0.5	0.577		
Number of students (total = 89,832)	75,866	11,674			2,292				

SOURCE: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college-level credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

Credit-related outcomes do not include credits attempted or earned at private institutions.

<sup>a</sup>The confirmatory outcome is the students' rate of enrollment at any Texas four-year university.

<sup>b</sup>GPA is calculated only among students who were enrolled for the relevant semester.

### Supplemental Table 3. Spring 2023 Student Academic Outcomes for Single-Grant and Multigrant Groups

Outcome	Single-Grant Group	Multigrant Group	Estimated Impact	P-Value	Standard Error
Enrollment rate (%)					
Any four-year institution <sup>a</sup>	18.5	20.6	2.1 **	0.019	0.894
Public four-year institution	17.7	19.7	1.9 **	0.028	0.877
Private four-year institution	0.8	1.0	0.2	0.476	0.223
Public two-year institution	25.1	24.4	-0.7	0.468	0.980
Private two-year institution	0.0	0.0	0.0	-	0.000
New or continuing four-year enrollment (%)					
New (no four-year enrollment in fall 2022)	3.5	4.1	0.6	0.160	0.450
Continuing (four-year enrollment in fall 2022)	15.1	16.5	1.5 *	0.073	0.816
Enrolled in 9+ credits, any institution (%)	25.6	28.1	2.5 **	0.013	1.005
Credits attempted	4.06	4.24	0.18	0.163	0.129
Credits earned	3.44	3.55	0.11	0.337	0.119
GPA <sup>b</sup>	2.91	2.88	-0.03	0.495	0.038
Number of students (total = 13,966)	11,674	2,292			

SOURCE: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college-level credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

Credit-related outcomes do not include credits attempted or earned at private institutions.

<sup>a</sup>The confirmatory outcome is the students' rate of enrollment at any Texas four-year university.

<sup>b</sup>GPA is calculated only among students who were enrolled for the relevant semester.



**Supplemental Table 4. Spring 2023 Student Academic Outcomes for Single-Grant and Multigrant Groups, Controlling for Fall 2022 Enrollment**

<b>Outcome</b>	<b>Single-Grant Group</b>	<b>Multigrant Group</b>	<b>Estimated Impact</b>	<b>P-Value</b>	<b>Standard Error</b>
Enrollment rate (%)					
Any four-year institution <sup>a</sup>	18.7	19.9	1.2 **	0.021	0.529
Public four-year institution	17.9	18.9	1.1 **	0.045	0.538
Private four-year institution	0.8	0.9	0.1	0.572	0.221
Public two-year institution	25.1	24.6	-0.5	0.627	0.960
Private two-year institution	0.0	0.0	0.0	-	0.000
New or continuing four-year enrollment (%)					
New (no four-year enrollment in fall 2022)	3.5	4.1	0.7	0.128	0.448
Continuing (four-year enrollment in fall 2022)	15.2	15.8	0.5 *	0.057	0.283
Enrolled in 9+ credits, any institution (%)	25.7	27.6	1.9 **	0.029	0.858
Credits attempted	4.07	4.17	0.10	0.370	0.109
Credits earned	3.45	3.49	0.04	0.687	0.102
GPA <sup>b</sup>	2.91	2.88	-0.03	0.477	0.038
Number of students (total = 13,966)	11,674	2,292			

SOURCE: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college-level credits accumulated at the time of their selection for the evaluation. Estimates are also adjusted by students' enrollment at a four-year institution for the fall 2022 semester.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

Credit-related outcomes do not include credits attempted or earned at private institutions.

<sup>a</sup>The confirmatory outcome is the students' rate of enrollment at any Texas four-year university.

<sup>b</sup>GPA is calculated only among students who were enrolled for the relevant semester

**Supplemental Table 5. Fall 2022 Enrollment at Any Four-Year Institution, by Subgroup**

Subgroup	Control Group		Program Group		Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
	Enrollment Rate (%)	Size	Enrollment Rate (%)	Size			
Gender							0.266
Female	15.6	52,564	17.4	9,678	1.8***	0.414	
Male	16.3	23,302	17.3	4,288	1.0	0.617	
Race/ethnicity							0.936
Hispanic <sup>b</sup>	16.0	40,424	17.2	7,445	1.3***	0.471	
White	14.5	16,475	16.6	3,033	2.1***	0.725	
Black	14.1	11,479	15.8	2,114	1.7**	0.851	
Asian	26.2	3,301	27.9	604	1.7	1.930	
Multiracial	15.9	1,819	19.4	337	3.5	2.307	
Unknown	15.9	2,060	17.0	374	1.1	2.085	
Another identity <sup>c</sup>	11.4	308	12.9	59	1.4	4.587	
Age							0.832
19 or younger	19.0	4,491	21.2	859	2.2	1.503	
20 to 23	20.7	32,407	22.1	5,952	1.4**	0.577	
24 or older	11.3	38,968	13.0	7,155	1.7***	0.429	
College-level credits at random assignment							0.754
48 credits or fewer	14.3	42,462	16.0	7,702	1.6***	0.446	
More than 48 credits	17.6	33,404	19.0	6,264	1.4***	0.534	
Postsecondary GPA at random assignment							0.064 †
2.0 to 2.49	11.5	12,234	14.3	2,266	2.9***	0.790	
2.5 to 2.99	14.0	17,218	15.8	3,137	1.8***	0.702	
3.0 to 3.49	16.5	23,009	16.8	4,328	0.3	0.614	
3.5 to 4.0	18.7	23,405	20.6	4,235	1.9***	0.664	

SOURCE: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

<sup>a</sup>"Differential p-value" indicates whether the impacts for subgroups (for example, the impacts for female and male students) are different from each other to a statistically significant degree. These statistical significance levels are indicated as: † = 10 percent, †† = 5 percent, ††† = 1 percent.

<sup>b</sup>Hispanic students were counted as Hispanic regardless of their race. Non-Hispanic students were counted under the other categories shown.

<sup>c</sup>"Another identity" includes students with a race/ethnicity of Pacific Islander, American Indian, or Alaska Native, as well as international students. International students are individuals from other countries who are studying in the United States on student visas.

**Supplemental Table 6. Fall 2022 Credits Earned at Any Four-Year Institution, by Subgroup**

Subgroup	Control Group		Program Group		Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
	Credits Earned	Size	Credits Earned	Size			
Gender							0.018††
Female	3.87	52,564	4.12	9,678	0.25***	0.055	
Male	3.83	23,302	3.84	4,288	0.01	0.083	
Race/ethnicity							0.562
Hispanic <sup>b</sup>	3.97	40,424	4.13	7,445	0.15**	0.063	
White	3.66	16,475	4.00	3,033	0.34***	0.102	
Black	3.40	11,479	3.48	2,114	0.08	0.111	
Asian	5.16	3,301	5.08	604	-0.08	0.229	
Multiracial	3.75	1,819	3.97	337	0.22	0.301	
Unknown	3.82	2,060	3.95	374	0.13	0.283	
Another identity <sup>c</sup>	3.15	308	3.56	59	0.41	0.744	
Age							0.757
19 or younger	4.57	4,491	4.77	859	0.20	0.208	
20 to 23	4.62	32,407	4.83	5,952	0.21***	0.075	
24 or older	3.15	38,968	3.29	7,155	0.14**	0.059	
College-level credits at random assignment							0.801
48 credits or fewer	4.32	42,462	4.47	7,702	0.16**	0.063	
More than 48 credits	3.28	33,404	3.47	6,264	0.18***	0.068	
Postsecondary GPA at random assignment							0.844
2.0 to 2.49	3.19	12,234	3.39	2,266	0.21*	0.108	
2.5 to 2.99	3.58	17,218	3.75	3,137	0.17*	0.095	
3.0 to 3.49	3.88	23,009	4.09	4,328	0.21**	0.083	
3.5 to 4.0	4.40	23,405	4.50	4,235	0.11	0.087	

SOURCE: MDRC calculations using deidentified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

Credit-related outcomes do not include credits attempted or earned at private institutions.

<sup>a</sup>"Differential p-value" indicates whether the impacts for subgroups (for example, the impacts for female and male students) are different from each other to a statistically significant degree. These statistical significance levels are indicated as: † = 10 percent, †† = 5 percent, ††† = 1 percent.

<sup>b</sup>Hispanic students were counted as Hispanic regardless of their race. Non-Hispanic students were counted under the other categories shown.

<sup>c</sup>"Another identity" includes students with a race/ethnicity of Pacific Islander, American Indian, or Alaska Native, as well as international students. International students are individuals from other countries who are studying in the United States on student visas.

**Supplemental Table 7. Spring 2023 Enrollment at Any Four-Year Institution, by Subgroup**

Subgroup	Control Group		Single-Grant Group				Multigrant Group			
	Enrollment Rate (%)	Size	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
Gender						0.148				0.754
Female	17.1	52,564	8,087	1.5***	0.461		1,591	3.4***	0.989	
Male	18.0	23,302	3,587	0.3	0.686		701	2.8*	1.524	
Race/ethnicity						0.894				0.267
Hispanic <sup>b</sup>	17.7	40,424	6,217	1.1**	0.530		1,228	3.6***	1.147	
White	15.7	16,475	2,536	1.9**	0.807		497	2.3	1.689	
Black	15.3	11,479	1,769	0.6	0.931		345	2.3	2.031	
Asian	29.7	3,301	504	-0.4	2.120		100	7.4	4.852	
Multiracial	17.7	1,819	283	0.7	2.472		54	1.1	5.544	
Unknown	17.8	2,060	311	0.4	2.323		63	5.2	5.396	
Another identity <sup>c</sup>	11.2	308	54	3.9	5.184		5	-8.7*	4.756	
Age						0.524				0.313
19 or younger	20.8	4,491	729	2.2	1.667		130	1.0	3.638	
20 to 23	23.2	32,407	4,936	0.7	0.647		1,016	1.8	1.333	
24 or older	12.2	38,968	6,009	1.5***	0.475		1,146	4.2***	1.084	
College-level credits at random assignment						0.904				0.878
48 credits or fewer	16.5	42,462	6,445	1.0**	0.504		1,257	3.1***	1.096	
More than 48 credits	18.5	33,404	5,229	1.1*	0.586		1,035	3.3***	1.266	

(continued)

**Supplemental Table 7. (Continued)**

Subgroup	Control Group		Single-Grant Group			Multigrant Group				
	Enrollment Rate (%)	Size	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
Postsecondary GPA at random assignment						0.685				0.747
2.0 to 2.49	12.4	12,234	1,896	2.0**	0.862		370	4.4**	1.922	
2.5 to 2.99	15.9	17,218	2,617	1.1	0.790		520	2.3	1.680	
3.0 to 3.49	17.9	23,009	3,619	0.6	0.691		709	2.3	1.483	
3.5 to 4.0	20.7	23,405	3,542	1.1	0.736		693	4.0**	1.599	

SOURCE: MDRC calculations using de-identified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

<sup>a</sup>"Differential p-value" indicates whether the impacts for subgroups (for example, the impacts for female and male students) are different from each other to a statistically significant degree.

<sup>b</sup>Hispanic students were counted as Hispanic regardless of their race. Non-Hispanic students were counted under the other categories shown.

<sup>c</sup>"Another identity" includes students with a race/ethnicity of Pacific Islander, American Indian, or Alaska Native, as well as international students. International students are individuals from other countries who are studying in the United States on student visas.

**Supplemental Table 8. Spring 2023 Credits Earned at Any Four-Year Institution, by Subgroup**

Subgroup	Control Group		Single-Grant Group			Multigrant Group				
	Credits Earned	Size	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
Gender						0.208				0.675
Female	3.39	52,564	8,087	0.12*	0.063		1,591	0.22	0.133	
Male	3.31	23,302	3,587	-0.02	0.091		701	0.12	0.200	
Race/ethnicity						0.449				0.974
Hispanic <sup>b</sup>	3.47	40,424	6,217	0.13*	0.072		1,228	0.24	0.151	
White	3.19	16,475	2,536	0.14	0.113		497	0.19	0.252	
Black	2.86	11,479	1,769	-0.04	0.117		345	0.19	0.258	
Asian	4.77	3,301	504	-0.39	0.270		100	-0.08	0.551	
Multiracial	3.38	1,819	283	-0.17	0.318		54	-0.39	0.669	
Unknown	3.34	2,060	311	0.11	0.323		63	0.09	0.708	
Another identity <sup>c</sup>	2.82	308	54	-0.18	0.750		5	1.48	3.400	
Age						0.980				0.733
19 or younger	4.13	4,491	729	0.04	0.237		130	0.52	0.506	
20 to 23	4.12	32,407	4,936	0.09	0.086		1,016	0.10	0.182	
24 or older	2.65	38,968	6,009	0.08	0.065		1,146	0.16	0.139	
College-level credits at random assignment						0.958				0.647
48 credits or fewer	3.67	42,462	6,445	0.07	0.071		1,257	0.14	0.152	
More than 48 credits	2.99	33,404	5,229	0.07	0.075		1,035	0.24	0.162	

(continued)

**Supplemental Table 8. (Continued)**

Subgroup	Control Group		Single-Grant Group			Multigrant Group				
	Credits Earned	Size	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>	Size	Estimated Impact	Standard Error	Differential P-Value <sup>a</sup>
Postsecondary GPA at random assignment						0.328				0.721
2.0 to 2.49	2.73	12,234	1,896	0.19	0.118		370	0.25	0.242	
2.5 to 2.99	3.05	17,218	2,617	0.18*	0.107		520	0.22	0.225	
3.0 to 3.49	3.44	23,009	3,619	-0.01	0.092		709	-0.01	0.195	
3.5 to 4.0	3.87	23,405	3,542	-0.01	0.100		693	0.30	0.222	

SOURCE: MDRC calculations using de-identified data accessed through the University of Texas at Austin Education Research Center.

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

Calculations shown have been weighted to ensure identical effective (weighted) random assignment ratios across all random assignment blocks and subblocks.

For the table above, statistical significance levels have been indicated by MDRC as \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Estimates are adjusted by students' race/ethnicity and gender, as well as their age, GPA, and number of college credits accumulated at the time of their selection for the evaluation.

Age was not available for two students in the evaluation sample; they are excluded from the numbers above.

Credit-related outcomes do not include credits attempted or earned at private institutions.

<sup>a</sup>"Differential p-value" indicates whether the impacts for subgroups (for example, the impacts for female and male students) are different from each other to a statistically significant degree.

<sup>b</sup>Hispanic students were counted as Hispanic regardless of their race. Non-Hispanic students were counted under the other categories shown.

<sup>c</sup>"Another identity" includes students with a race/ethnicity of Pacific Islander, American Indian, or Alaska Native, as well as international students. International students are individuals from other countries who are studying in the United States on student visas.

## Notes and References

1. As described above, students were initially randomly assigned only to a program and control group in April 2022; it was not until October 2022 that students who had previously been randomly assigned to the program group were further randomized into the single-grant and multigrant program groups.
2. Effects could vary among “sending” institutions for a variety of reasons, including the facts that colleges vary in the populations they serve, their proximity to public four-year colleges, their contexts, etc.



Dissemination of MDRC publications is supported by the following organizations and individuals that help finance MDRC's public policy outreach and expanding efforts to communicate the results and implications of our work to policymakers, practitioners, and others: The Annie E. Casey Foundation, Arnold Ventures, Charles and Lynn Schusterman Family Foundation, The Edna McConnell Clark Foundation, Ford Foundation, The George Gund Foundation, Daniel and Corinne Goldman, The Harry and Jeanette Weinberg Foundation, Inc., The JPB Foundation, The Joyce Foundation, The Kresge Foundation, and Sandler Foundation.

In addition, earnings from the MDRC Endowment help sustain our dissemination efforts. Contributors to the MDRC Endowment include Alcoa Foundation, The Ambrose Monell Foundation, Anheuser-Busch Foundation, Bristol-Myers Squibb Foundation, Charles Stewart Mott Foundation, Ford Foundation, The George Gund Foundation, The Grable Foundation, The Elizabeth and Frank Newman Charitable Foundation, The New York Times Company Foundation, Jan Nicholson, Paul H. O'Neill Charitable Foundation, John S. Reed, Sandler Foundation, and The Stupski Family Fund, as well as other individual contributors.

The findings and conclusions in this report do not necessarily represent the official positions or policies of the funders.

For information about MDRC and copies of our publications, see our website: [www.mdrc.org](http://www.mdrc.org).

Copyright © 2024 by MDRC®. All rights reserved.

**NEW YORK**

200 Vesey Street, 23rd Fl., New York, NY 10281  
Tel: 212 532 3200

**WASHINGTON, DC**

750 17th Street, NW, Suite 501  
Washington, DC 20006



**OAKLAND**

475 14th Street, Suite 750, Oakland, CA 94612  
Tel: 510 663 6372

**LOS ANGELES**

11965 Venice Boulevard, Suite 402  
Los Angeles, CA 90066