SCALING SUCCESS SERVICES: How 5 Organizations Increased Their Capacity to Serve More Students

Introduction

Since their inception in the 1950s, community-based college access programs have focused on preparing students from low-income and first-generation backgrounds for college and helping them complete the necessary steps to matriculate. Until about 10 years ago, however, most programs had little, if any, involvement with students after high school. Instead, students had to navigate the unfamiliar world of college with scarce support from their postsecondary institutions.

Despite all their efforts, when college access programs heard from their alumni, they discovered many were struggling in college and lagging behind the degree completion rates of middle- and upper-income students. In 2017, only 13% of 24-year-olds from the lowest income quartile and 20% from the second-lowest quartile had earned bachelor’s degrees, compared with 62% of students from the highest income quartile and 47% from the third-highest quartile.1 Concerned about their graduates not completing college, some college access program leaders realized students needed help and thought their programs could offer support to students during their postsecondary studies, more widely known to the field as “college success services.”

Building the capacity of college access programs to serve students in college can be a heavy lift for several reasons. Offering college success services requires financial resources to support the additional staff needed to assist students. College students confront more complex issues than the transactional tasks high school seniors must complete to matriculate, and so require advisers with different skills than those needed to support high school students. Maintaining personal connections with students attending a variety of institutions, often outside the immediate geographic area, involves challenges not faced with high school students. These challenges require organizations to establish new approaches to engaging college students on an ongoing basis and monitoring their academic progress and emotional well-being.

Despite these hurdles, a number of college access organizations have made successful transitions to supporting students in college. This paper highlights five such organizations that participated in the Success Replication Project organized by the National College Attainment Network (formerly the National College Access Network) and funded by the Michael & Susan Dell Foundation. Each organization faced different challenges in building the infrastructure to serve college students. But they

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have all implemented a number of research-based practices likely to increase the persistence and completion rates of their graduates that can be replicated by others.²

This paper, one in a series of three, describes how these organizations developed the capacity to provide college success services, what students consider the most important services, and the challenges the organizations have faced in expanding to support their graduates in college. Other papers about these organizations’ efforts discuss their experiences with building effective partnerships with higher education institutions and tracking data to inform and improve their success services. The papers are based on information from interviews with 17 organization staff members and 20 students who have benefited from their support while in college.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Capital Partners for Education (CPE), Washington, D.C.</strong></td>
<td>Capital Partners for Education (CPE) provides one-to-one mentoring and college and career success programming to students from low-income backgrounds who are in the academic middle and seeking a bachelor’s degree. CPE helps students from high school through college develop the soft skills and complete the steps necessary for education and workplace success.</td>
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<tr>
<td><strong>DC Prep, PrepNext Washington, D.C.</strong></td>
<td>PrepNext helps graduates of DC Prep K-8 charter schools continue on a college-degree trajectory through high school and postsecondary studies. Staff serve as a resource and sounding board for students’ academic and social concerns and support them through college completion.</td>
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<tr>
<td><strong>Operation Jump Start (OJS) Long Beach, CA</strong></td>
<td>Operation Jump Start helps students with high potential from low-resourced communities get into, stay in, and graduate from college. The staff accomplishes this goal through a holistic approach encompassing mentoring, emotional support, leadership development, and exposure to the broader world.</td>
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<tr>
<td><strong>Project GRAD Houston (PGH), Aspiring Young Adults Houston, TX</strong></td>
<td>Project GRAD Houston’s Aspiring Young Adults program helps 16- to 24-year-olds from low-income backgrounds who neither work nor attend school re-engage in education. It does so by helping them develop an action plan for securing a postsecondary credential that will connect them to a career and navigate obstacles that might derail their success.</td>
</tr>
<tr>
<td><strong>Ready to Rise Tacoma (RTR), Degrees of Change Tacoma, WA</strong></td>
<td>Ready to Rise supports the development of young leaders from diverse backgrounds on their journey to a college degree and leadership in their home communities. Working with 2- and 4-year public colleges in Washington, the program uses a cohort-based model to help students successfully achieve their goals.</td>
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Definition of College Success

All the organizations define college success as earning a postsecondary credential and securing a good job after graduating. They measure success by the percentage of students persisting in college and completing a degree or certificate. CPE also assesses its success by the extent to which students have acquired the soft skills needed for workplace success, and RTR by the degree to which students have developed the leadership skills needed in their home community.

Challenges Students Face in College

The students interviewed for this paper face the same financial, social, and academic challenges in college as did the original students who spurred these organizations to start college success programs:

- **Financial:** Most students struggle to pay for books, school supplies, and transportation. Those living off campus find it hard to cover the cost of lunches and snacks on campus. Some students face the additional challenge of families expecting them to help pay bills, such as utilities, groceries, rent, and the internet. They also run into problems with completing the Free Application for Federal Student Aid (FAFSA) verification process and getting the aid for which they are eligible in time to register for classes. Organization staff also flagged students losing their financial aid due to a lack of understanding of the academic requirements that must be met for aid to be renewed.

- **Social:** Students find fitting into the college community difficult, especially those who live at home rather than on campus. They have difficulty making connections with students whom they see only in classes. Students who commute and work off campus do not have time to study with classmates or participate in cocurricular activities. Juggling coursework, employment, and family responsibilities, such as taking care of younger siblings, is another source of stress. Students also spoke about having a hard time finding classmates from similar backgrounds with whom they can share experiences and feel understood. In addition, students find it hard to identify caring adults on campus who can help them when they are feeling discouraged or unsure of how to solve problems.

- **Academic:** Students encounter challenges availing themselves of campus resources. They are not sure how to talk to professors and so feel uncomfortable going to office hours. They do not know where to turn for advising regarding which courses to take, choosing a major, or help with academic problems. They are unfamiliar with support services such as writing centers and math tutoring. Many also were not taught the study skills needed for college-level courses and lack experience writing papers.3

3 A study of freshman first-generation students found that only 55% use academic advising services, compared with 72% of students whose parents went to college. Only 30% of first-generation students use academic support services, compared with 37% of non-first-generation students, many of whom presumably are better prepared academically for college. Center for First Generation Student Success, NASPA, 2019, https://firstgen.naspa.org/research-and-policy.
Process for Expanding to Offer Success Services

Assessing Students’ Needs for Success Services

Identifying and understanding the challenges their students face in college served as a starting point for the organizations as they developed the capacity to help students persist from semester to semester and meet graduation requirements. Organizations identified the needs of their high school graduates for support while in college in several ways. Using data from the National Student Clearinghouse (NSC), which tracks students at 3,600 colleges nationally, the organizations determined the progress of their high school graduates toward completing college and identified those who were no longer enrolled full time or had dropped out. The organizations also relied on anecdotal data from students who stayed in touch with staff after they finished high school about their college experiences. In addition, CPE and OJS heard from mentors who had maintained contact with students they had worked in high school.

Planning for Capacity Building

The executive directors led their organizations’ efforts to build the capacity to offer college success services with staff members at all levels contributing their experience and expertise. Along with NSC persistence and completion data, organizations used data surfaced by direct service staff on students’ needs for support in college in developing their rationale for offering success services. The organizations’ boards of directors in all cases readily agreed to support the proposed expansion. They viewed adding success services as important to ensuring that the high school students served by the organization would earn college credentials.

Developing a Logic Model

Every organization went through the process of constructing a logic model to guide its expansion efforts. A logic model maps out the strategies an organization will use to achieve its goals. It helps the organization clarify the specific outcomes it wants to achieve and what resources it will need to do so. Often, organizations developing logic models will start with the outcomes they want students to achieve and map backward, describing the activities they will provide to help students take the steps necessary to achieve each outcome. Figure 1 is an example of a logic model based on the model developed by the CPE staff. The logic models developed by PGH and RTR (Attachment A) describe how each organization expects to achieve its goals for students.
### Figure 1: Sample Logic Model Based on CPE's College Success Program

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>SHORT-TERM OUTCOMES</th>
<th>LONG-TERM OUTCOMES</th>
</tr>
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<tbody>
<tr>
<td>Youth development staff</td>
<td>Match students with one-on-one mentors</td>
<td>100% of students matched with a mentor</td>
<td>Over 70% of students and mentors report satisfaction with their mentoring relationship</td>
<td>85% of college freshmen persist to their sophomore year</td>
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<td>Volunteer mentors</td>
<td>Provide college knowledge workshops and counseling for 11th and 12th graders</td>
<td>75% of high school students participate in workshops; 90% complete college counseling</td>
<td>At least 60% of students respond to text nudges and monthly surveys</td>
<td>80% of college students earn a bachelor’s degree within six years of matriculation</td>
</tr>
<tr>
<td>Technology – video conferencing, texting platform</td>
<td>Text college students regularly to check in and remind them of events and deadlines</td>
<td>100% of college students receive at least eight texts and a monthly survey</td>
<td>At least 90% of 12th graders complete the college application process</td>
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<tr>
<td>High school, corporate, and community partnerships</td>
<td>Survey college students monthly asking about challenges, successes, and their need for help</td>
<td>100% of college students receive guidance regarding persisting and meeting degree requirements</td>
<td>At least 85% of 12th graders enroll in college within one year of high school graduation</td>
<td></td>
</tr>
<tr>
<td>Curriculum – workshops, college retreat, special events</td>
<td>Phone college students quarterly to assess/provide guidance regarding their on-track degree completion status</td>
<td>Over 80% of students seeking emergency funds receive them within two weeks</td>
<td>Over 80% of students demonstrate increased knowledge of resources and requirements to access and persist in college</td>
<td></td>
</tr>
<tr>
<td>Emergency grant funds</td>
<td>Provide up to $4,000 per college student in scholarships and emergency funds</td>
<td></td>
<td>80% of students receiving emergency grants complete the semester</td>
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<tr>
<td>Data collection and storage tools</td>
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### Securing Resources to Support Expansion

All the organizations except PrepNext secured funds from external sources to build out and implement their college success models. OJS and PGH secured one- and two-year grants, respectively, to pilot their models. CPE received external funding to engage a consulting firm to facilitate a four-day theory
of change workshop to help staff and board members develop a well-defined model that would reliably deliver meaningful and measurable outcomes for students. In the case of RTR, a foundation approached the CEO of its parent organization about his interest in replicating a success model he had developed for students attending small, private colleges. Subsequently, the foundation awarded the parent organization funding to build, pilot, and scale this model over five years. PrepNext received support from the charter school network of which it is a component to facilitate its expansion efforts.

**College Success Models**

The organizations’ college success services specifically address the challenges identified by their students.

**Recruiting Students**

Organizations take different approaches to recruiting the students they serve. CPE and OJS engage almost 100% of the students with whom they started working in ninth grade. OJS also recruits 11th graders to participate. PrepNext started with the goal of engaging all their high school graduates, but after a year shifted to an “opt-in” approach when staff found themselves spending too much time chasing down students who never responded to their emails or phone calls. Ultimately, 69% of their graduates chose to participate. RTR and PGH both use an “opt-out” approach. RTR recruits 12th graders who participated in local college access programs that do not offer college success services, while PGH focuses on opportunity youth, that is, students aged 16-24 who are neither in school nor working.

**Coaching and Case Management**

Both students and staff consider coaching and case management tailored to individual needs the most important services the organizations offer. These services encompass one-on-one and small group counseling, monthly check-ins with a coach/case manager, and referrals to campus resources, such as learning centers, food pantries, and career services. They also monitor the progress of students in college. CPE and RTR survey students monthly to get a sense of how they are doing (Attachment B). RTR receives regular updates on students’ progress through data-sharing agreements they have with the colleges their students attend and notifies coaches when students are having academic problems. Students describe their coaches as good listeners who provide valuable help with problem-solving, time management, and the development of self-advocacy skills. Coaches meet in person with students attending nearby colleges and otherwise stay in touch by text, phone, and email; they find texting the easiest way to reach students. They also send students periodic reminders of deadlines and tasks they need to complete.

**Mentoring**

Mentoring programs offered by CPE, OJS, PGH, and RTR are another source of coaching that students value. CPE and PGH designate a staff person to coordinate mentoring activities. They recruit professionals with college degrees as mentors. Most students are paired with mentors working in a career field that interests them. The mentors communicate with students monthly by text or phone, and alert program staff when they learn about problems students are having with which they need help. OJS
describes its coaches, who are graduate students in social work, as near-peer mentors. RTR mentors are second- or third-year undergraduates at the same college attended by the first-year students they support. OJS and RTR students appreciate having mentors who have recent experience with how stressful college can be.

Connecting Students to Campus Resources

The organizations emphasize getting students to use campus resources. Writing centers, math tutoring, career services, student employment offices, and personal counseling are a few examples. The coaches familiarize students with these resources during their summer transition programs, refer students to them in individual advising sessions after they start college, and remind students of their availability through newsletters and texts during the school year. The OJS coaches research campus resources to address a particular issue, such as choosing a major, outline for students the steps they need to take to use the resources, and later hold students accountable for doing so. CPE uses a checklist of tasks that requires students to use campus resources, such as the career services office, to qualify for a $100 scholarship.

Goal Setting

Organizations work with students individually each year to define the students’ goals. Goal setting helps students understand what they need to accomplish by the end of the academic year and provides them with a map of the steps involved in getting there. OJS students complete an assessment (Attachment C) at the beginning and end of every semester; coaches use the responses to help develop personal action plans and monitor students’ progress toward achieving the goals they set. PrepNext coaches have a standard agenda (Attachment D) for their meeting with students each fall that includes identifying several skills students would like to develop that year. The coaches then help them create a plan for doing so.

Financial Assistance

In addition to the ongoing support provided by their coach, students view the assistance they receive with managing college costs as critical to their success. Coaches help students complete the financial aid application, verification, and renewal processes. They advocate with campus financial aid offices for additional aid and help students who have lost their aid eligibility prepare appeals to have their aid restored. In addition, students place a high value on emergency grants, financial incentives for completing specific tasks, and paid internships provided by their programs.

- **Emergency grants:** Students served by CPE, PrepNext, and PGH emphasize the importance of the emergency funds these organizations offer. They use these grants to cover a variety of expenses including textbooks and access codes needed at the beginning of the semester; equipment and supplies, such as scientific calculators and printer ink; past-due balances from the previous semester; food; and mental health counseling not covered by student health insurance.

- **Incentive awards:** CPE and OJS offer financial incentives for completing tasks they consider important steps toward earning a degree and securing a professional job. CPE awards students
$100 after completing clusters of academic and career-related activities, such as developing a relationship with at least one professor, participating in mock job interviews, and attending events that require professional attire (Attachment E). OJS students receive $500 for completing the pre- and post-assessment mentioned above (Attachment C) of their progress toward achieving goals they set at the beginning of each semester and providing an unofficial copy of their academic transcript.

- **Paid Internships**: CPE and PrepNext offer a limited number of students paid summer internships. CPE underwrites the cost of internships students secure that relate to their career interests. PrepNext has an arrangement for the District of Columbia’s summer youth employment program to pay students who intern with its parent organization, DC Prep. RTR helps students find paid summer internships.

Several staff members observed that students who receive financial support subsequently become more engaged with the coaching and case management services. Requiring students in need of emergency funds to make the request through their coach helps to begin an ongoing, supportive relationship. The incentive awards students earn for completing particular tasks serve as a way to hold them accountable for achieving benchmarks along the way to a college degree.

**College and Career Knowledge**

To provide students with college and career knowledge, all the organizations have curricula addressing topics typically covered in freshmen orientation programs and college success courses – time management, test-taking, study skills, meeting with professors and academic advisers, selecting a major, maintaining good health, socializing, financial management, career planning, and campus resources. CPE created its own curriculum (Attachment F), while PrepNext has adopted the College Success curriculum published by the University of Minnesota. (See Attachment G for examples of two curriculum units.) RTR offers a gamified curriculum, that is, a series of research activities for which students earn badges upon completion (Attachment H). Organizations deliver their curricula through workshops and summer transition programs. By organizing its 11th and 12th grade workshops as supper clubs, OJS gets over 90% of its students attending.

In addition to college knowledge curricula and workshops, organizations send students periodic newsletters focusing on issues such as applying for private scholarships, taking final exams, and finding a summer job around the time they are most likely to encounter particular issues.

**Monitoring Student Progress**

Monitoring individual student progress is critical for organizations to know when students need help, tailor support to individual needs, and keep students from falling off track. Coaches follow students’ progress through the monthly check-ins and periodic surveys mentioned earlier and end-of-semester recaps. They use the data from these sources to determine whether students are succeeding or struggling and, if the latter, to intervene with advice and assistance. RTR has a data management system that automatically notifies coaches when an individual student indicates low satisfaction with their college experience in response to a monthly survey question, so coaches can follow up quickly with help.
Alignment of Success Services with Students’ Needs

The services organizations offer align closely with the factors students identified as contributing most to their college success. Students put emergency funds, incentive awards, and paid internships at the top of their list. They talked about how these resources allowed them to purchase books at the beginning of the semester, pay a bill from the previous semester so they could register for classes, and buy food during their long days on campus. Students also rated highly their relationships with trusted, college-educated adults who appreciate how challenging college can be. They described how coaches, mentors, and other organization staff listened to their worries, helped them solve problems, and provided emotional support when they felt like giving up. Students also mentioned the valuable advice they received from mentors in careers to which they aspired.

Other sources of support students considered important to their college success included college knowledge workshops and the guidance they received from coaches with selecting a major and deciding what courses to take. One PGH student looked unsuccessfully for her academic adviser until her college success coach discovered the adviser’s office on a satellite campus six miles from the campus where the student attended classes. While it may seem odd for students to seek academic advice from their college success coaches rather than campus staff, a study of how Boston Public Schools graduates got through college found that two-thirds reported receiving unsatisfactory academic advising from their college.4

Results of College Success Services

The table below provides data on the persistence rates of students served by the organizations’ college success programs.

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<thead>
<tr>
<th></th>
<th>2017 and 2018</th>
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<th>2018 and 2019</th>
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<tbody>
<tr>
<td></td>
<td># Students</td>
<td># Persisted</td>
<td>% Persisted</td>
<td># Students</td>
</tr>
<tr>
<td></td>
<td>Served</td>
<td></td>
<td></td>
<td>Served</td>
</tr>
<tr>
<td>Capital Partners for Education</td>
<td>165</td>
<td>150</td>
<td>90.9%</td>
<td>171</td>
</tr>
<tr>
<td>DC Prep, PrepNext</td>
<td>79</td>
<td>55</td>
<td>69.6%</td>
<td>74</td>
</tr>
<tr>
<td>Operation Jump Start</td>
<td>30</td>
<td>28</td>
<td>93.3%</td>
<td>46</td>
</tr>
<tr>
<td>Project GRAD Houston</td>
<td>344</td>
<td>261</td>
<td>75.9%</td>
<td>176</td>
</tr>
<tr>
<td>Ready to Rise</td>
<td>54</td>
<td>46</td>
<td>85.2%</td>
<td>119</td>
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Source: National College Attainment Network – Progress reports submitted by organizations each year.

Organizational Challenges

In expanding their programming to support students’ college success, organizations have faced several challenges.

Insufficient Financial Resources

A lack of financial resources to support their college success work presents a major challenge for everyone. Organizations report they do not have the staff capacity to assist with the range and depth of academic, social, and financial problems their students experience in college. Staff members are stretched to complete monthly check-ins with all their students, work with upperclassmen, and provide the coaching students need to transition to jobs related to their career goals.

Organizations also lack sufficient resources to provide the financial support students need for costs not covered by financial aid. Leaders said they find it difficult to raise money year after year for emergency funds, incentive awards, and paid internships. RTR recently had to eliminate the $500 scholarship that served as an incentive for first-year students to participate in its summer transition program and academic year workshops.

Engaging Students Remotely

Organizations find it hard to engage students whom staff seldom sees in person, especially those who attend college outside their immediate geographic area. Coaches have fewer touchpoints with college students than with those in high school. Many students do not respond to texts, phone calls, or emails in a timely manner, probably because of the demands of their college and work schedules. This lack of communication makes it difficult for coaches to know how students are doing with completing the tasks essential to making progress toward a degree or certificate.

CPE and PGH also have difficulties engaging students with their mentors. Both organizations spend significant resources recruiting and matching students with mentors who work in career fields related to students’ expressed interests. Despite efforts to help students understand the knowledge and skills they can develop through a mentoring relationship, mentors struggle to connect with them. The fact that students and mentors do not have opportunities to meet in person may be a contributing factor.

Few College Partnerships

Not having partnerships with higher education institutions their students attend can hamper efforts to ensure that students have the support they need to benefit fully from their college experience. Organizations have difficulty finding space on campus where coaches can advise students. It can be hard to engage college financial aid officers and other student support staff in providing the intensive follow-up that students need because of the many competing priorities they juggle. This is particularly true at the public institutions with large enrollments that most students attend. The difficulty of establishing higher education partnerships is exacerbated by the lack of organizational capacity to cultivate relationships with college staff members who can help students with problems and advocate on their behalf.
Lessons Learned

The experiences of organizations expanding to offer college success services offer valuable lessons for others interested in developing similar models.

Capacity-Building Process

1. Expect capacity building to be a multiyear process. CPE’s chief program officer, Brandon White, noted, “We have been involved in a yearlong process of change, and we have implemented only a small part of [the planned changes].”
2. Use data to understand students’ needs for support while in college. Findings from focus groups with program alumni attending college, their parents, and mentors are rich information sources. National Student Clearinghouse data can help staff identify trends in student persistence by different groups.
3. Engage staff, board members, and external experts in the planning process. People at all organizational levels have valuable experiences and insights to contribute, and their buy-in is essential to the successful implementation of the changes involved in expanding to support students in college. External experts can challenge the thinking of staff and board members who may be too close to see all the issues clearly. Irene Quevedo, OJS’s executive director, recommended also consulting with other nonprofits regarding their experience making similar decisions.
4. Take time to make decisions that will have a long-term financial impact, such as the need for additional staff, space, and scholarship dollars. An organization’s board needs to understand the cost of serving students in college and determine how to raise the funds to support and sustain its success services.

Relationships with Students

1. Invest in providing students with high-quality success services from the start. A passionate staff, interns, and board members are essential to achieving this goal. Incorporating practices known to be effective for engaging students remotely is also important.
2. Prioritize staff establishing trusting, one-on-one relationships with students. Get students to buy into the fact that relationships with college faculty and staff matter and so they need to seek them out. Describing the importance of relationships with supportive adults, Jill Salisbury, director of PrepNext, commented, “Students having a trusting adult in their corner who will help them succeed in college is more important than a great texting platform.”
3. Identify students who, based on their high school experience, are at high risk of leaving college, and give them special attention. Check in frequently, track their academic progress closely, and intervene before they fall off track.

IT Capacity

1. Make it a high priority to build the internal IT capacity to track and analyze data on student progress and outcomes.
2. Establish a working group of staff from all levels to discuss why the organization needs to track student data and what people can learn from tracking and using student data.
3. Seek external funds to develop a central database into which the organization can integrate student data from multiple sources.

4. Invest in inexpensive tools, such as surveys, to alert staff when students are having problems

**Conclusion**

One of NCAN’s primary goals is to close the persistent college completion gap between students from low-income backgrounds and their higher-income peers by promoting policies and practices to support students’ postsecondary success. An NCAN study of class of 2011 high school graduates who started college the following fall produced evidence of this disparity: only 50% of students served by NCAN members completed a postsecondary credential, compared with 57% of all class of 2011 graduates and 62% of all graduates who enrolled when they were under 20 years old.\(^5\) While students served by NCAN’s member programs had significantly higher degree completion rates than low-income populations generally, they still face significant hurdles to achieving their college dreams.

This report is the first in a series of three papers describing the experiences of five NCAN members with building their capacity to help students they served in high school overcome the challenges often faced by students from low-income backgrounds and first-generation students in college. The paper describes the processes organizations went through to add college success services to their programming. The models they developed are based on what they learned from students about their needs for support and align with recent research findings on effective strategies for helping students achieve college goals.\(^6\) The paper also describes the challenges the organizations faced and the lessons they learned through their efforts to help students attain postsecondary degrees and certificates.

NCAN’s hope is that the knowledge generated through the experiences of the five organizations whose work this paper features will inspire and encourage others to undertake similar efforts to support the college success of students from low-income backgrounds.

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\(^6\) ideas42 & Nudge4 Solutions Lab. *Nudges, Norms, and New Solutions*
List of Attachments

Attachment A: CPE and RTR Logic Models

Attachment B: Example of CPE’s Monthly Student Survey

Attachment C: OJS Pre- and Post-Semester Assessment

Attachment D: PrepNext Beginning of Semester Meeting Agenda

Attachment E: CPE Activities for Which Students Completing Receive Incentive Awards

Attachment F: CPE College Success Curriculum

Attachment G: Samples of PrepNext Curriculum Units

Attachment H: RTR College Success Badges