Citation	Partners	Context	Student Demographics	Treatment	Platform	Outcomes	Cost
Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?. *Journal of Economic Behavior & Organization, 115*, 144-160.	Dallas ISD; uAspire (Boston)	College-intending seniors, class of 2013; RCT, with treatment delivered to 1,454 Dallas students, 697 Boston students, 100 Lawrence (MA) students, and 273 Springfield (MA) students	Dallas: high concentration of black and Hispanic students, majority of students FRL status Boston: majority of students are nonwhite and eligible for FRL Lawrence: Mostly Hispanic, and most qualify for FRL Springfield: Mostly nonwhite, most qualify for FRL	10 text message reminders to complete college admissions tasks and to seek help if needed	Signal Vine	Dallas: 4.9% points increase in 4-year enrollment Lawrence & Springfield: 7.1% points increase in overall enrollment	$2/student
Castleman, B. L., & Page, L. C. (2016). Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence. *Journal of Human Resources, 51*(2), 389-415.	uAspire (Boston)	Messages sent to 2012-13 freshmen in college that participated in uAspire programming during high school; 413 students received texts in RCT	Student population was 35% black, 25% Hispanic, 60% had EFC of zero, 35% had HS GPAs above 3.0	12 texts offering assistance and to remind students of tasks related to financial aid and refiling the FAFSA	Signal Vine	13.8% points increase in two-year sophomore enrollment	$5/student
Castleman, B. L., & Meyer, K. (2016). Can text message	GEAR UP; West Virginia	407 GEAR UP graduates in West	Mostly white, almost 40% of student	HS seniors received college admission texts;	Signal Vine	No causal results, but does appear	No cost information

Citation	Partners	Context	Student Demographics	Treatment	Platform	Outcomes	Cost
nudges improve academic outcomes in college? Evidence from a West Virginia Initiative. *Center for Education Policy and Workforce Competitiveness Working Paper, 43.*	Higher Education Policy Commission; four anonymous colleges	Virginia; texting continued into freshmen year of college for those students attending two anonymous colleges	population with EFC of zero, mostly rural students	students attending two anonymous colleges received college-specific texts about campus resources		that students attending colleges with college-specific texts did complete more credit hours and earn higher GPAs	
Page, L. C., Castleman, B., & Meyer, K. (2017). Customized nudging to improve FAFSA completion and income verification.	8 Texas school districts in Austin and Houston areas; Delaware Department of Education	College-intending 2015 HS seniors from 8 Texas school districts; 2015 seniors in state of Delaware	Texas school districts: 26% white, 19% black, 50% Hispanic, 41% economically disadvantaged Delaware: 58% white, 35% black, 11% Hispanic, 22% low-income	Weekly texts to improve FAFSA completion; customized information on student FAFSA progress; In DE, texts sent out once every two weeks and focused on variety of admissions tasks	OneLogos Education Solutions in TX; Signal Vine in DE	TX: 5.9% points increase in early FAFSA completion; 5.2% points increase in four-year enrollment and -2% points decrease in two-year enrollment, 4.7% points increase in full-time enrollment DE: 5% points increase in FAFSA completion	TX: $8/student

Citation	Partners	Context	Student Demographics	Treatment	Platform	Outcomes	Cost
Mabel, Z., Castleman, B., & Bettinger, E. (2017). Finishing the Last Lap: Experimental Evidence on Strategies to Increase College Completion for Students At Risk of Late Departure.	Persistence Plus (Boston); colleges and universities from multiple states	Students at risk of dropout attending public 2- and 4-year institutions in NYC, OH, TX, VA, and WA in 2016-17 school year	19% black, 24% Hispanic, 39% white, average age of 25	Texts delivered three times a week asked students about goals, reminded them of deadlines, and told them where to find campus resources	Persistence Plus	Decrease in dropout by 2.5% points, increase in credits attempted	$100/student (including startup costs) and $20/student when excluding startup costs
Oreopoulos, P., & Petronijevic, U. (2018). Student Coaching: How Far Can Technology Go?. *Journal of Human Resources, 53(2)*, 299-329.	University of Toronto	Students registered at all three campuses of the University of Toronto who were also enrolled in first year economics courses; 2024 students chosen for text message RCT	Average age of 18, 24% first-gen	Students able to choose frequency of texts from once to 3+ times a week; texts focused on encouragement, where to find resources on campus, and academic information	Not stated	No effect of text messaging on student outcomes	$0.80/student
Cannon, R. A Text Message a Day Experimental Impacts of a Retention Intervention. *Three Studies on Student Outcomes in Higher Education, 1001*, 56.	Public university; advisors; anonymous texting platform	Medium sized public master's university on the West Coast; 300 students in RCT treatment group	27% underrepresented race, 44% Pell-eligible, 51% with no parent with four-year degree	Daily texts delivered in 2014-15 telling students where to find campus resources and reminding them of FAFSA deadline	Not stated	No effect of text messaging on student outcomes	$36.25/student, including startup costs

Citation	Partners	Context	Student Demographics	Treatment	Platform	Outcomes	Cost
[Page, L. C., & Gehlbach, H. (2017). How an artificially intelligent virtual assistant helps students navigate the road to college. *AERA Open*, *3*(4).](#)	Georgia State University; AdmitHub	Large, urban university in Atlanta in 2016; 3,745 students received text outreach in RCT	40% black, 33% white, 34% first-gen	Texts detailing when and how to complete pre-matriculation tasks	Pounce, created by AdmitHub	3.3% points increase in enrollment, 3% points less likely to have verification hold	$7-$15/student