California Promise

Promises That Count

COLLEGE PROMISE IN LOS ANGELES COUNTY

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PROMISES THAT COUNT

The California Community Foundation's Promises That Count Initiative supports the development, implementation, and continuous improvement of College Promise efforts in Los Angeles County (L.A. County). Promises That Count activities will include research, technical assistance, the development of a professional learning community, and a series of community engagement activities.

This report, the first of the Initiative, includes a brief description of the College Promise movement; a working definition of College promise; a description of the key elements of the College Promise programs in L.A. County as of Fall 2017; and a summary of local and state-level College Promise legislation, policies, and agreements.

The appendices include tables that highlight key College Promise program elements; a map illustrating the location of each program; a summary of California state legislation related to College Promise; and in-depth descriptions of the four L.A. County College Promise programs that began prior to fall 2017:

» Cerritos Complete, Cerritos College

» Greater Outcomes (GO) Initiative, California State University, Los Angeles

» Toro Ambassadors, California State University, Dominguez Hills

» Long Beach College Promise, Long Beach City College and California State University, Long Beach

BACKGROUND

The need for a college-educated workforce in the United States has never been greater. By 2020, more than 60 percent of U.S. jobs will require postsecondary education. Thirty percent of all jobs will demand at least an associate's degree, and another 30 percent will require at least a bachelor's degree.[1] The California forecast is similar, with roughly two thirds of new jobs projected to require at least two years of postsecondary education.[2] Yet, while access to higher education is ever more important, the cost of higher education has increased dramatically over the last few decades, becoming less accessible to students from low- and middle-income families.[3] One result is that these students accumulate more student debt and are more likely to default on that debt, compared to their more affluent peers—a fact that underscores the need to make college more affordable.[4] The financial support element of College Promise programs addresses this need.

Equally important to students are the academic support and student services embedded in College Promise programs, which assist students in completing their education goals.

Over the last 15 years, the number of College Promise programs has steadily risen. Growth has increased in recent years, fueled by the following factors: the visibility of statewide initiatives in Tennessee, Oregon, Minnesota, and, more recently, New York and Rhode Island; the outcomes disseminated from early College Promise initiatives in Kalamazoo, MI, Long Beach, CA, and El Dorado, AR; and the America's College Promise proposal, put forth in President Obama's 2015 State of the Union speech, to make community college free through a federal–state partnership (Executive Office of the President, 2015).[5]

In California, College Promise programs are being developed at a rapid rate, in response to a growing demand from

1   Carnevale, A. P., Smith, N., & Strohl, J. (2014). *Recovery, job growth and education requirements through 2020*. Washington, DC: Georgetown Public Policy Institute Center on Education and the Workforce.

2   Bohn, S. (2014). *California's need for skilled workers*. San Francisco: Public Policy Institute of California. Retrieved from http://www.ppic.org/main/publication_quick.asp?i=1112

3   U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of education statistics, 2014*. Retrieved from https://nces.ed.gov/fastfacts/display.asp?id=76

4   U.S. Department of Education. (n.d.). *College affordability and completion: Ensuring a pathway to opportunity*. Washington, DC: Author. Retrieved from http://www.ed.gov/college

5   Executive Office of the President. (2015). America's college promise: A progress report on free community college. Retrieved from: https://obamawhitehouse.archives.gov/sites/default/files/docs/progressreportoncommunitycollege.pdf

communities. In August 2016, there were 23 programs statewide. Less than one year later, that number has more than doubled to 49, the largest number of programs in any one state.

With this growth in the number of programs—and in dollars invested—comes an increased need for support to develop, strengthen, and sustain College Promise programs. Based on feedback from practitioners in the field, the areas of greatest need include strategies for aligning programs with student success structures; ways to use data for continuous program improvement; approaches for developing and strengthening program partnerships; models and methods for evaluating programs; and strategies for fundraising, marketing, and community outreach.

In response to these needs, the California Community Foundation is partnering with the Campaign for College Opportunity and WestEd to launch the Promises That Count Initiative. The activities under this initiative will support the development, implementation, and continuous improvement of College Promise programs in L.A. County.

DEFINITION OF COLLEGE PROMISE

College Promise is an overarching framework that addresses the challenge of college affordability, persistence, and completion.

Program Goals

Although programs vary in size and structure, the common goal of College Promise programs is to increase college enrollment, persistence, and completion. Many programs also strive to create a "college-going culture" and to strengthen the local economy.

Program Elements

Financial Support

A central component of College Promise programs is financial support, which usually covers the cost of tuition and can also cover fees, books, transportation, and other college costs.

Other Program Elements

In addition to financial support, many College Promise programs dinclude any or all of the following elements:

Clear Messaging

» Clear and simple messages to students and their families, ideally early in the student's academic career, about student eligibility requirements and the financial and student support services offered to College Promise students

Academic support and student services

» College preparatory activities at the early stages of a student's education, such as field trips to college campuses, support to complete college applications and Free Application for Federal Student Aid (FAFSA) forms, dual-enrollment programs, academic and personal counseling, mentoring, tutoring, and cohort models

» Support and services at the postsecondary level, such as admission and transfer guarantees, guided pathways, priority registration, guaranteed course availability, academic counseling, and tutoring

Engaged cross-sector partnerships

» Formal and active cross-sector partnerships that can include education, community, government, business, nonprofit, and foundation partners

» Coordination, across education segments, regarding curricular prerequisites and assessments

» Robust sharing of data across a college, and, optimally, across participating K–12 school districts, community colleges, and four-year universities

LANDSCAPE SCAN OF LOS ANGELES COUNTY COLLEGE PROMISE PROGRAMS

Introduction

There are 13 College Promise programs in L.A. County as of summer 2017. The criteria used for inclusion in this scan are implementation by fall 2017; presence of "College Promise" in the program name; self-identification as a College Promise program; and/or inclusion of at least one key College Promise element in the program, as outlined in the definition of College Promise in the previous section. A list of L.A. County College Promise programs and their affiliated colleges or universities is provided in Table 1.

Table 1. Los Angeles County College Promise Programs

Program Name	College and/or University	Institution Type
Azusa Pacific University	Azusa Pacific University	Private
Beach Pledge Promise	California State University, Long Beach	CSU
Cal Poly Pomona Graduation Pledge	California Polytechnic State University, Pomona	CSU
Cerritos Complete	Cerritos College	CC
First Year Promise	College of the Canyons	CC
Greater Outcomes (GO) Initiative	California State University, Los Angeles	CSU
Long Beach College Promise	Long Beach City College and California State University, Long Beach	CC and CSU
Los Angeles College Promise	Los Angeles Community College District (East L.A. College, L.A. City College, L.A. Harbor College, L.A. Mission College, L.A. Pierce College, L.A. Southwest College, L.A. Trade-Technical College, L.A. Valley College, West L.A. College)	CC
Partnership for Access to College Education (PACE)	University of La Verne	Private
Pasadena City College Promise	Pasadena City College	CC
Rio Hondo College Promise	Rio Hondo College	CC
Santa Monica College Promise	Santa Monica College	CC
Toro Ambassadors	California State University, Dominguez Hills	CSU

The following sections highlight different aspects of these programs. First, the *Overview of College Promise Programs* section outlines basic program characteristics such as the name and type of institution associated with the program, the year in which the program began or will begin, and the program's partners. This information is provided in greater detail in Table A.1 on page 14. The second section, *Program Eligibility: Participation and Continuation Requirements*, outlines prerequisites (including residential, merit, and courseload requirements) for participation in and continuation with the programs from one term to another. Further details of these requirements are provided in Table A.2 (see page 16) and Table A.3 (see page 18). The third section, *Program Coverage: Financial and Non-Financial Support*, highlights the types of financial support (such as tuition, fees, books, and transportation) and non-financial support (including guaranteed admission and course availability, and priority registration and enrollment) offered to College Promise students. Table A.4 (see page 19) and Table A.5 (see page 20) provide further details on each of the 13 programs' support offerings. The last two sections summarize local legislation, memoranda of understanding, and data-sharing agreements that are related to College Promise programs.

Overview of College Promise Programs

Of the 13 L.A. County College Promise programs in this landscape scan, six are led by community colleges, four by California State Universities (CSUs), and two by private universities; the Long Beach College Promise program partnership is jointly led by Long Beach City College and California State University, Long Beach. All but one of the 13 programs offer benefits to qualified students who attend a specific higher-education institution. The exception is the Los Angeles College Promise program, which grants support to students who attend any of the nine community colleges in the Los Angeles Community College District.

Most College Promise programs in L.A. County, like those across the country, are relatively new programs. Long Beach College Promise, which was launched in 2008, is the oldest program in the county, followed by GO East LA (part of the GO Initiative) in 2014 and Cerritos Complete and the Toro Ambassadors program in 2016. Two programs, the Partnership for Access to College Education (PACE) and the Santa Monica College Promise, are slated to begin in fall 2018. The other seven programs will launch in fall 2017. A detailed description of the four programs that launched prior to fall 2017 is provided in Appendices D-1 through D-4 (see pages 25–39).

Cross-sector partnerships are a hallmark of College Promise programs. Ten of the L.A. County programs reported having partners in their efforts, all of which included at least one K–12 or high school district. As previously mentioned, the Long Beach College Promise partners include both Long Beach City College and California State University, Long Beach. The City of Long Beach joined as a partner in 2014. The Los Angeles College Promise involves partnerships with the City of Los Angeles and the Los Angeles Chamber of Commerce. In addition to their partnerships with public school districts, the Pasadena City College Promise and Rio Hondo College Promise programs also partner with private high schools in their service areas.

College Promise programs vary not only in the types of support offered to students, but also in the lengths of time the supports are provided. In L.A. County, all programs with a community college partner support students for one year. College Promise programs at CSUs generally do not offer financial support, and instead support students through counseling, guaranteed course availability, and priority registration and enrollment, until

a student receives a baccalaureate degree. This support is contingent upon the student receiving his or her degree within the expected time period (four years for new students and two years for students who transfer with an associates degree). Both of the College Promise programs at private universities support students for four years.

For further details, please see Table A.1 on page 14.

Program Eligibility: Participation and Continuation Requirements

Although student eligibility requirements for the 13 L.A. County College Promise programs vary from program to program, some patterns are identifiable. Most programs require that students graduate from a partner high school or from a high school in a partner district. Community college–based programs generally partner with their service-area districts and schools, while CSUs and private universities tend to have partnerships from a wider geographic area or to serve all California students. All programs are limited to recent high school graduates, with the exception of the Santa Monica College Promise, which accepts any Santa Monica or Malibu resident, as well as alumni of partner districts regardless of their current home address.

All College Promise programs at four-year universities have merit requirements. The CSU program requirements are the minimum requirements for CSU admission, and the two private schools require specific minimum GPAs and SAT/ACT scores. Most programs also require students to be enrolled full-time.

Other common participation requirements include submitting a FAFSA or California Dream Act application, attending orientations, signing agreements, completing summer counseling courses, and/or developing an education plan. The Beach Pledge at CSULB also requires that students demonstrate the ability to complete a bachelor's degree within four years (if entering as a freshman) or two years (if transferring from a community college).

To continue participating in College Promise programs from one semester or year to another, many programs require students to reenroll as a full-time student and to maintain a specific GPA (generally 2.0 for community college–based programs, and higher—2.2 to 3.0—for programs at four-year universities). Other continuation requirements include meeting with an advisor or counselor regularly, completing and adhering to an education plan, and participating in tutoring, mentoring, and career planning activities and workshops.

For further details, please see Table A.2 on page 16 and Table A.3 on page 18.

Program Coverage: Financial and Non-Financial Support

Financial Support

College Promise programs at California State universities were designed to comply with California Senate Bill (SB) 412, which emphasizes on-time degree completion. Therefore, College Promise programs at CSUs have not yet included financial support. In contrast, all College Promise programs at L.A. County community colleges offer free tuition for one year. These community college programs are all "last-dollar" programs, meaning that all financial assistance is factored in prior to determining need. Only two programs—Los Angeles College Promise and First Year Promise (College of the Canyons)—also cover non-tuition fees for their students. A few programs offer financial support beyond tuition. The Long Beach program, for example, pays Advanced Placement (AP) exam fees, and Cerritos Complete grants $200 toward book costs for students who receive a Board of Governors (BOG) Fee Waiver.

The First Year Promise program also gives students a $100 bookstore gift card and either a parking permit or a city bus pass.

For further details, please see Table A-4 on page 19.

Academic Support and Student Services

Most of the L.A. County College Promise programs offer priority registration for their student participants. Two of the CSU programs (the Beach Pledge Promise at CSU Long Beach, and the Toro Ambassadors program at CSU Dominguez Hills) also guarantee course availability for required courses. Each program offers a wide array of student support structures to students throughout their secondary and postsecondary years. At the high school level, these supports may include field trips to college campuses, assistance to complete college application and FAFSA forms, dual-enrollment programs, academic and personal counseling, mentoring, and/or tutoring. At the college level, student supports may include cohort models, summer courses and orientation programs, priority registration, guaranteed course availability, and/or academic counseling and tutoring.

As described in detail in Appendix D, the four College Promise programs in L.A. County that started prior to fall 2017 include various types of student support structures. The California State University, Dominguez Hills, Toro Ambassadors program focuses on ensuring that students succeed academically and have a well-rounded college experience. Students in this program receive targeted advising, academic planning, tutoring, career development training, and campus and civic engagement opportunities such as service learning and participation in student organizations. These students also serve as mentors and role models for younger students in the program.

Cerritos Complete at Cerritos College offers students step-by-step assistance in completing the college's Early Success Program (ESP), which includes early assessment, enrollment, and counseling to students enrolling in college for the first time. Students also take a half-unit "Summer Connections" course, which orients students to the campus, explains what to expect in college, and describes their educational options. In addition, Cerritos Complete is aligned with the college's K–16 Bridge program, which offers assessment events and workshops, college information sessions for parents, and support for students to complete college and FAFSA applications.

Although not all students at Long Beach City College receive College Promise scholarships (as those who live outside the service area are not eligible), all students at LBCC are considered College Promise students and can benefit from all provided support services. Supports include guaranteed admission to CSU Long Beach for students who meet the minimum college-preparatory or community-college transfer requirements, an internship program administered through the mayor's office, and a Promise Pathways program that offers high school students access to college courses, AP classes and AP preparation, and college course placement based on alternative measures such as overall academic performance, rather than exclusively on standardized test scores. Importantly, students also benefit from the faculty commitment, shared among Long Beach Unified School District, Long Beach Community College, and California State University, Long Beach, to align expectations and curricula, facilitate smooth transitions, and increase success in core subjects such as math and English.

For further details about academic support and student services within Los Angeles County College Promise programs, please see Table A.5 on page 20.

Local College Promise–Related Policies, MOUs, and DSAs

Because many of the College Promise programs in L.A. County are new or have not yet launched, there are a few formal policies, memoranda of understanding (MOUs), or data-sharing agreements (DSAs) in place.

In 2016, the Pasadena Area Community College District approved a policy to begin the Pasadena City College Promise program. In addition, Azusa Pacific University reports that it has MOUs with each school-district partner in its College Promise program (almost 20 districts as of summer 2017).

The Long Beach College Promise has been a cross-sector collaborative partnership since 2008; therefore, the partners can point to several policies and agreements related to their program. In spring 2008, the Long Beach College Promise MOU was signed. Three years later, in 2011, Governor Jerry Brown signed SB 650 to establish the Long Beach model, which allows high school students to prepare for and take college-level courses during their high school years. Finally, Long Beach City College and Long Beach Unified School District established a formal DSA to share student-level data for multiple-measures placement. Long Beach City College will build on this effort to share data on other programs, including College Promise.

California College Promise Legislation

Two pieces of California College Promise legislation passed in September 2016. The first, Assembly Bill (AB) 1741, established the California College Promise Innovation Grant Program, funding partnerships that established or expanded College Promise programs. The second, SB 412, required at least eight CSU campuses to develop College Promise programs that guarantee on-time baccalaureate completion (four years for freshmen and two years for transfer students) for as many low-income, first-generation, or underrepresented students as possible with available funding.

An amendment to Section 76300 of the Education Code (AB 19) would permit some community college districts to waive all fees for one academic year for full-time, first-time students. This legislation is pending the governor's signature as of September 13, 2017.

California College Promise legislation that previously was held or failed includes creation of supplemental grants for community college students who receive a Cal Grant B (SB 1357), expansion of the existing BOG Fee Waiver to include all California community college students (AB 1583), and broadening of access to financial aid for low-income community college students through Cal Grant awards (AB 1721).

For more information on California College Promise legislation and related legislation, please see Appendix C on page 22.

What's Next

The portfolio of College Promise programs in L.A. County includes a range of financial and academic support for students at community colleges and at public and private four-year universities. Both existing programs and those in development have the potential to significantly improve the lives of L.A. County students and communities by boosting academic readiness; improving communication about academic opportunities to students and families; smoothing education transitions; and aligning and augmenting student support structures at all education levels to support persistence and completion.

Envisioning College Promise as a comprehensive framework of financial and academic support that improves college access and completion will further strengthen L.A. County College Promise programs. Moving College Promise programs in this direction will require cross-sector and cross-segmental partnerships and dedication; institutional adjustments to seamlessly align financial and academic support structures; and a commitment to continuous program improvement.

Through the Promises that Count Initiative, L.A. County College Promise programs will be supported to ensure that our students receive a *Promise That Counts*.

APPENDICES

Table A.1 Los Angeles County College Promise Programs Overview

Program Name	College or University	Institution Type	City	Program Start Date	Length of Coverage	Partners
Azusa Pacific University	Azusa Pacific University	Private	Azusa	Fall 2017	4 years	Up to 20 local school district partners
Beach Pledge Promise	California State University, Long Beach	CSU	Long Beach	Information unknown	4 years; 2 years (associate's degree transfer students)	None
Cal Poly Pomona Graduation Pledge	California Polytechnic State University, Pomona	CSU	Pomona	Fall 2017	4 years; 2 years (associate's degree transfer students)	None
Cerritos Complete	Cerritos College	CC	Norwalk	Fall 2016	1 year	ABC Unified School District (USD), Bellflower USD, Downey USD, Norwalk–La Mirada USD, and Paramount USD. In total, 15 high schools participate.
First Year Promise	College of the Canyons	CC	Santa Clarita	Fall 2017 (pilot with 300 students); Fall 2019 (300 more students)	1 year	William S. Hart Union High School District
Greater Outcomes (GO) Initiative	California State University, Los Angeles	CSU	Los Angeles	Fall 2014 (GO East LA); Fall 2016 (GO Central City, GO Tech Central)	4 years; 2 years (associate's degree transfer students)	Partner high schools, East L.A. College, L.A. City College, L.A. Trade-Technical College
Long Beach College Promise	Long Beach City College and California State University, Long Beach	CC and CSU	Long Beach	Fall 2008	1 year	Long Beach Unified School District; City of Long Beach (since 2014)
Los Angeles College Promise	Los Angeles Community College District [East L.A. College, L.A. City College, L.A. Harbor College, L.A. Mission College, L.A. Pierce College, L.A. Southwest College, L.A. Trade-Technical College, L.A. Valley College, West L.A. College]	CC	Los Angeles	Fall 2017	1 year	Los Angeles USD, L.A. Compact, City of Los Angeles Mayor's Office, UNITE-LA (L.A. Chamber of Commerce)

Table A.1 (continued)   Los Angeles County College Promise Programs Overview

Program Name	College or University	Institution Type	City	Program Start Date	Length of Coverage	Partners
Partnership for Access to College Education (PACE)	University of La Verne	Private	La Verne	Fall 2018	4 years	24 school districts
Pasadena City College Promise	Pasadena City College	CC	Pasadena	Fall 2017	1 year	All high school districts within the Pasadena Area Community College District; private schools
Rio Hondo College Promise	Rio Hondo College	CC	Whittier	Fall 2017	1 year	Whittier USD, El Monte Union School District, El Rancho USD, private schools in college service area
Santa Monica College Promise	Santa Monica College	CC	Santa Monica	Fall 2018	1 year	Santa Monica–Malibu School District
Toro Ambassadors	California State University, Dominguez Hills	CSU	Carson	Spring 2017 (Finish in Four); Fall 2017 (Thru in Two)	4 years; 2 years (associate's degree transfer students)	None

Table A.2   Los Angeles County College Promise Programs Eligibility: Participation Requirements

Program Name	Residential or Graduation Requirements	Courseload Requirements	Merit Requirements	Other
Azusa Pacific University	Graduation from a partner school district; enrollment in district in grades 9–12	12 units/semester	3.0 weighted GPA (grades 10–12); SAT score of 990; ACT score of 19	None
Beach Pledge Promise	California resident	15 units/semester	None	First-term and transfer students: ability to complete BA/BS in four years; associate's degree transfer students: ability to complete associate's degree in two years
Cal Poly Pomona Graduation Pledge	California resident	None	None	Declare a major (first-term and transfer students)
Cerritos Complete	Graduation from service-area high school district	None	None	Students submit FAFSA/Dream Act application; complete summer application; submit intent form; take assessment; complete in-person orientation; submit commitment contract; complete financial-aid packet; complete Summer Connections course; attend career workshop; enroll in math and English courses for fall and spring semesters.
First Year Promise	California resident (or AB 540 eligible); graduation from William S. Hart Union High School District or neighboring high school district	12 units/semester (up to 15 units)	None	Students enroll in summer counseling course before initial fall semester.
Greater Outcomes (GO) Initiative	Graduation from partnership high school or transfer from East L.A. College (GO East LA), L.A. Community College (GO Central City), or L.A. Trade-Technical College (GO Tech Central)	None	For admission to CSU Los Angeles, minimum requirements for entry into CSU system	Students meet with advisor during orientation.
Long Beach College Promise	Graduation from a Long Beach USD high school	9 units/semester	Completion of requirements to transfer to CSU Long Beach from Long Beach City College	Students enroll in Long Beach City College within one year of high school graduation. For participation in the Promise Pathways program, students must sign an agreement in the spring before their fall enrollment.

Table A.2 (continued)   Los Angeles County College Promise Programs Eligibility: Participation Requirements

Program Name	Residential or Graduation Requirements	Courseload Requirements	Merit Requirements	Other
Los Angeles College Promise	Graduation from an LAUSD high school or charter school within the same service area; California resident or eligible for in-state tuition	12 units/semester	None	Students complete either FAFSA or Dream Act application or the BOG Fee Waiver; complete orientation, assessment, and counseling requirements under SSSP; and complete a summer transition experience as specified by their college.
Partnership for Access to College Education (PACE)	Graduation from a partner school district	None	3.58 GPA (average for admitted students); SAT score of 980 or ACT score of 19	None
Pasadena City College Promise	Graduation from a public or private school within the Pasadena City College District	9 units/semester	None	Students who enter military service directly after high school are eligible for the program in their first semester after completing service.
Rio Hondo College Promise	Graduation from Whittier Union, El Monte, or El Rancho Unified High School or a private school in the college service area	12 units/semester; must enroll in English and math courses during the first semester	None	Students submit a FAFSA or Dream Act application.
Santa Monica College Promise	Resident of Santa Monica or Malibu; graduating senior or alumnus of a high school in partner district or of selected private high schools, regardless of home address	12 units/semester	None	Students attend pre-enrollment orientation, assessment, and education planning.
Toro Ambassadors	CSUDH rising sophomore (Finish in Four); transfer student to CSUDH (Thru in Two)	Full-time enrollment	2.5 GPA (Finish in Four; 3.0 GPA (Thru in Two)	Students submit application, including résumé and essay; attend Toro Ambassadors orientation; and complete 30 academic units of coursework before sophomore year (Finish in Four) or 60 academic units within approximately two years (Thru in Two).

Program Name	Courseload Requirements	Merit requirements	Meet with Advisor/ Counselor	Other
Azusa Pacific University	12 units/semester	2.8 minimum GPA	No	None
Beach Pledge Promise	15 units/semester	3.0 GPA overall; 2.5 GPA in major	Yes – 1 time per semester	Students enroll during priority registration; pay tuition and fees on time; remain in declared major; and submit degree planner to Beach Pledge advisor each semester.
Cal Poly Pomona Graduation Pledge	15 units/semester	2.2 GPA	Yes – 1 time per term	Students remain in declared major.
Cerritos Complete	No	2.0 GPA overall; C or better in math and English in fall semester	No	Students take math and English in the fall and spring semesters; follow education plan; and complete required education planning and career workshops.
First Year Promise	12 units/semester	2.25 GPA	Yes	Students participate in all program elements, such as supplemental instruction, faculty mentoring, etc., and enroll in English, math, and counseling courses.
Greater Outcomes (GO) Initiative	No	None	No	None
Long Beach College Promise	9 units/semester	2.0 GPA	No	The Promise Pathways program requires that students complete 30 units within the first 12 months of the program.
Los Angeles College Promise	12 units/semester	2.0 GPA	Yes	Students take math and English in the first year as required by their educational goal; follow educational plan and complete required success activities such as tutoring, mentoring, career workshops and student engagement activities.
Partnership for Access to College Education (PACE)	Information unavailable	Information unknown	Information unknown	Information unknown
Pasadena City College Promise	9 units/semester	2.0 GPA	No	None
Rio Hondo College Promise	No	None	No	None
Santa Monica College Promise	Full-time enrollment	Good academic standing	Yes	None
Toro Ambassadors	30 units each year, over fall, spring, and summer terms	2.25 GPA (Finish in Four); [3.0 GPA (Thru in Two)	Yes – 1 time per semester	Students take courses required for graduation and participate in campus activities, including career/ graduate school preparation activities. Complete Passport to Leadership course before the end of freshman year (Finish in Four).

Table A.4　Los Angeles County College Promise Programs Coverage: Financial Support

Program Name	Tuition	First Dollar	Last Dollar	Fees	Application Fee	Books	Other
Azusa Pacific University	At least $10,000	Yes	No	No	Yes	No	None
Beach Pledge Promise	No	N/A	N/A	No	No	No	None
Cal Poly Pomona Graduation Pledge	No	N/A	N/A	No	No	No	None
Cerritos Complete	Yes	No	Yes	No	N/A	$200 if student receives BOG Fee Waiver	None
First Year Promise	Yes	No	Yes	Yes	N/A	Low or no-cost Open Education Resources (OER) and $100 each semester	Parking permit or city bus pass
Greater Outcomes (GO) Initiative	No	N/A	N/A	No	No	No	None
Long Beach College Promise	Yes	No	Yes	No	N/A	No	AP exam fees
Los Angeles College Promise	Yes	No	Yes	Yes	N/A	No	None
Partnership for Access to College Education (PACE)	$10,000 tuition coverage per year for 4 years	Yes	No	No	Yes	No	None
Pasadena City College Promise	Yes	No	Yes	No	N/A	No	None
Rio Hondo College Promise	Yes	Yes	Yes	No	N/A	No	None
Santa Monica College Promise	Yes	No	Yes	No	N/A	No	None
Toro Ambassadors	No	N/A	N/A	No	No	No	None

Program Name	Guaranteed Admission	Priority Registration/Enrollment	Guaranteed Course Availability	Academic Counseling/Advising	Tutoring	Other
Azusa Pacific University	Yes	No	No	No	No	None
Beach Pledge Promise	No	Yes	Yes	Yes	No	None
Cal Poly Pomona Graduation Pledge	No	Yes	No	Yes	No	None
Cerritos Complete	N/A	Early enrollment [Tier 2]	No	Yes	No	Parent orientation; assessment prep; FAFSA workshops; onsite assessment; in-person orientation; Summer Connections course with campus tours; Point counselors for College Promise students during high school; education planning
First Year Promise	No	Yes	No	Weekly counseling	Yes	Career exploration and guidance
Greater Outcomes (GO) Initiative	No	No	No	No	No	None
Long Beach College Promise	N/A	No	No	No	No	Promise Pathways; Long Beach Internship Challenge
Los Angeles College Promise	N/A	Priority registration for the first year	No	Yes	Yes	Summer Bridge program, tutoring, peer-mentoring, success coaches, financial literacy, career/major exploration
Partnership for Access to College Education (PACE)	Yes	No	No	No	No	None
Pasadena City College Promise	N/A	No	No	No	No	None
Rio Hondo College Promise	N/A	Yes	No	Yes	Yes	None
Santa Monica College Promise	N/A	Yes	No	Yes	No	None
Toro Ambassadors	No	Yes	Yes	Yes	Yes	Mentorship guides

Appendix B.

Map of Institutions that Host Los Angeles County College Promise Programs

College of the Canyons

L.A. Mission College

Pasadena City College

L.A. Pierce College

Azusa Pacific University

University of LaVerne

L.A. Valley College

L.A. City College

CSU Los Angeles

L.A. Trade Technical College

East L.A. College

Cal Poly Pomona

Santa Monica College

West L.A. College

Rio Hondo College

L.A. Southwest College

Cerritos College

CSU Dominguez Hills

Long Beach City College

CSU Long Beach

L.A. Harbor College

Appendix C. California College Promise Legislation

Chaptered Legislation

AB 1741 (Rodriguez)—California College Promise Innovation Grant Program: This statute established the California College Promise Innovation Grant Program, under the administration of the Office of the Chancellor of the California Community Colleges. AB 1741 created a competitive grant-based program to fund campus partnerships similar to the Long Beach Promise program. Governing boards of community college districts must have met certain requirements that support the establishment of regional programs with the goals of increasing college preparation, college access, and college success. Total fund amount: $15 million. Status: Funded in the Budget Act of 2016 and signed by the Governor on September 21, 2016.

SB 412 (Glazer)—Public postsecondary education: The California Promise: This statute required that, by fiscal year 2017–18, at least eight CSU campuses will promise graduation in four years to as many qualified non-transfer students as is feasible with available funding. It also requires that graduation will be promised in two years to as many transfer students as is feasible with available funding at 15 CSU campuses by 2017–18 and at 20 CSU campuses by 2018–19. Qualifying students must meet at least one of the following criteria: low income, reside in a community underrepresented in college attendance, and/or first-generation college student. College Promise program students will receive priority registration and academic advisement. Financial support is not required by this legislation. Status: Signed by the Governor on September 12, 2016.

2017 Legislation (Session End September 15, 2017)

AB 19 (Santiago, Chiu, and McCarty)—Community colleges: enrollment fee waiver: This bill would amend Section 76300 of the Education Code, permitting community college districts that meet certain programmatic requirements to waive all fees for one academic year for first-time community college students who enroll in 12 or more semester units or the equivalent. If the state does not appropriate funds to help waive these fees, the college will be responsible for funding the free tuition program through local operational dollars. Status: Senate amendments concurred in. Engrossing and Enrolling, pending Governor's signature, September 13, 2017.

ACA 13 (Eggman)—Public education: Higher Education Assistance Fund: This proposed constitutional amendment would create a Higher Education Assistance Fund. The measure would also exclude revenues derived from a tax that has not yet been enacted from being deemed to be General Fund revenues, state revenues, or General Fund proceeds of taxes for purposes of calculating the minimum funding requirements (Proposition 98 minimum guarantee) for school districts and community college districts. Status: Introduced in Assembly. No hearings to date.

California State Legislation Related to College Promise

Chaptered Legislation

Budget Act of 2017—Chancellor's Higher Education Innovation Awards Program: The Budget Trailer Bill adds Article 2.7 (§66010.98) to the Education Code, establishing the Awards for Innovation in Higher Education program. The program is established under the authority of the CCC Chancellor and Board of Governors (BOG). The BOG shall use the $20 million in one-time funds allocated in the Budget Act of 2017 to award money to colleges for innovations that improve student success, are sustainable, and are capable of being scaled across the state. Money shall be awarded to initiatives that focus on one of the following five areas:

1. Programs and frameworks that support underrepresented students.
2. Targeted services and programs for active duty or student veterans.
3. Programs and frameworks that help displaced or underemployed adults receive training for gainful employment.
4. Programs that support incarcerated adults.
5. Programs that incorporate technology to improve instruction and support services.

Status: Funded in Budget Act of 2017.

AB 1XX, 1984 (First bill of Second Extraordinary Session of 1984)—California Community Colleges Board of Governors Fee Waiver Program: AB 1XX ended 75 years of free community college tuition in California by mandating enrollment fees. To continue to meet the goals of open access to higher education, the bill includes a program that waives tuition at community colleges for underrepresented and low-income students. This waiver is referred to as the BOG Fee Waiver.[6] Status: Signed by the Governor in January 1984. Renamed the California College Promise Grant in January 2017.

SB 1314 (Block)—Cal Grant Program: Middle Class Scholarship Program: This bill specifies that community college students participating in baccalaureate degree programs who also satisfy the eligibility requirements for a Cal Grant award and/or Middle Class College Scholarship award shall receive an award.

2017 Legislation (Session End September 15, 2017)

SB 15 (Leyva)—Student financial aid: Cal Grant Awards: This bill would increase the access portion of the Cal Grant C award from $547 to $2,462. Status: Funded in Budget Act of 2017. Senate Appropriations Committee hearing on August 21, 2017.

AB 1058 (Gipson)—Community colleges: fee waivers: This bill would waive the fee for a California resident who is a ward or former ward of the juvenile court; who is or was placed in, or committed to, out-of-home care in connection with that status as a ward or former ward after reaching 16 years of age; and who is no older than 25 years of age. The bill would also waive the fee for a foster youth or former foster

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6   Fisher, S. B. (2016). The California Community Colleges Board of Governors fee waiver: A comparison of state aid programs. Sacramento, CA: CCCCO. California Community Colleges Chancellor's Office (CCCCO). (2015). The California Community Colleges system keeps its 30 year promise to the state's students [Press release]. Retrieved from http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-CCCCO-BOG-FeeWaiver-Report-final.pdf

youth, defined as a person in California whose dependency was established or continued by the court on or after the youth's 16th birthday and who is no older than 25 years of age at the commencement of the academic year.

Status: Held in Assembly Appropriations Committee.

AB 393 (Quirk-Silva)—Public postsecondary education: tuition: enrollment fees: This bill would freeze tuition and mandatory statewide enrollment fees at the CSUs and at California's community colleges at the levels charged in fall 2016 through the 2019–20 academic year.

Status: Held in Assembly Appropriations Committee.

Prior Held or Failed Legislation

AB 1721 (Medina, Chiu, Low, Rodriguez, Santiago, and Ting)—Student financial aid: Cal Grant Program: This amendment to the existing California Education Code would increase the number of Cal Grant awards to needy students from 25,750 annually to 34,000 annually and would broaden access to financial aid available to community college students. Status: Held in Appropriations Committee on August 1, 2016.

AB 1583 (Santiago, Medina, and Rodriguez)—Community colleges: enrollment fee waiver:

This bill would expand the existing BOG Fee Waiver to all community college students in California.

Status: Failed passage in Senate Education Committee on June 29, 2016.

SB 1357 (Block)—Community colleges: Ortiz-Pacheco-Poochigian-Vasconcellos Cal Grant Act: California Community Colleges Assistance: This bill included a proposal to create a supplemental grant of $1,500 for community college students receiving a Cal Grant B. Status: Held in committee and under submission on May 27, 2016.

Appendix D. Descriptions of Los Angeles County's College Promise programs launched prior to fall 2017

Appendix D-1. Cerritos Complete, Cerritos College

Cerritos Complete is part of Cerritos College's overall completion strategy. The Cerritos Complete initiative is an extension of the college's K–16 Bridge program, which targets district high school students to increase degree and certificate completion rates, reduce time to graduation, and lower the number of excess units to graduation.

Program History

In 2015, when the new President/Superintendent of the Cerritos Community College District, Dr. Jose Fierro, was appointed, he proposed the idea of the Cerritos Complete program to the Board of Trustees. A K–16 Bridge to College program was already underway, which provided step-by-step support for local students to transition to college. The board supported the idea to expand the program to include financial and additional student supports. In a summer 2017 campuswide letter, Dr. Fierro wrote:

> Since its launch in fall 2016, Cerritos Complete served as an extension of the K–16 Bridge program, which was heavily focused on increasing graduation rates for our students. By fall 2017, Cerritos Complete has been fully adopted as the College's official Promise Program to target district high school students to increase degree and certificate completion rates [and] reduce time to graduation by lowering the number of excess units completed. While traditional Promise Programs emphasize student access to college, there is generally less attention given to degree attainment and program completion. Cerritos Complete fills in the gap and expands access to include completion with a direct pathway for students to finish their educational goals that includes strong support services such as counseling, financial aid, and more.

Overview and Program Elements

Cerritos Complete allows eligible students graduating from any of the college's service-area high school districts, including Paramount Unified School District, to participate. Students entering Cerritos Complete earn a free year of college, with the cost of tuition waived by the district, as well as myriad support services that will guide them from high school through college, university, and career. In fall 2016, the first year of the program, 526 students participated in Cerritos Complete. That number increased to 776 students in fall 2017.

K–16 Bridge to College

The K–16 Bridge to College program organizes programming throughout high school for local students. The program offers events and workshops on assessment preparation, college information for parents, Free Application for Federal Student Aid (FAFSA) assistance, and college application assistance.

Tuition-Free Year at Cerritos College

Students who graduate from schools in the Cerritos College service area and who are not eligible for a BOG scholarship or other aid can apply to receive a one-year scholarship to cover the costs of classes at Cerritos College. Students who receive state or federal aid that covers their tuition (or students who do not receive aid but turn in their application late) may apply for a $200 textbook voucher redeemable only at the Cerritos College bookstore.

Student Support Systems

Early Success Program (ESP)

Cerritos Complete students receive step-by-step assistance in completing the college's ESP, which offers early assessment, enrollment, and counseling to students enrolling in college for the first time.

K–16 Bridge to College

For students who enroll in Cerritos Complete, the K–16 Bridge to College program facilitates in-person college orientation and counseling sessions at the college and hosts a K–16 Bridge to College Kick-Off Reception.

Summer Connections Course

Cerritos Complete students receive automatic enrollment and scholarship tuition for the Summer Connections course, which teaches students what to expect in college, explains the educational choices at Cerritos College, orients students to the campus, and awards half a unit of college credit.

Partners and Governance Structure

The Cerritos Complete partners are 15 high schools in five school districts: ABC Unified School District (USD), Bellflower USD, Downey USD, Norwalk–La Mirada USD, and Paramount USD. Most high school departments, including Academic Affairs, Student Services, Business Services, and Human Resources, are involved in the initiative in some way.

Cerritos Complete resides within the college's Office of Educational Partnerships and Programs (EPP), which reports to the Vice President of Academic Affairs. The office's Director oversees the program, with specific staff tasked with program implementation.

The Cerritos Complete Coordinator and the Administrative Clerk lead the Cerritos Complete work, including communicating with students, coordinating events, and scheduling meetings. The two Cerritos Complete counselors work directly with their departments to schedule assistance at events and classes. The Counseling department delivers the Summer Connections courses, education planning workshops, and career workshops. Counseling department staff also lead the coordinated effort of reviewing transcripts for clearances.

The program's design and strategy is guided by the Cerritos Complete leadership team, which is composed of EPP staff and the two Cerritos Complete counselors. On a quarterly basis, the Cerritos Complete leadership team and the Point Counselors from each high school meet to discuss the program, Parent Night events, and onsite events. The high school Point Counselors communicate with students prior to student participation in the Cerritos Complete program. They relay information, invite families to informational meetings, and support students throughout the steps required to apply to the program.

Twice a year, EPP hosts stakeholder meetings with representatives from all campus departments, to get feedback on the program's structure and functions. EPP staff also meet monthly with staff from specified departments, including Admissions and Records, Counseling, Assessment, and Financial Aid.

Cerritos Complete is in the process of developing partnerships with additional continuation high schools in the local school districts. In addition, the program is beginning high school recruitment during the junior year. Cerritos Complete is also working to strengthen partnerships by developing best practices and increasing direct involvement at the high school sites.

Student Eligibility and Continuation Requirements

To be eligible for Cerritos Complete, students must graduate from a partner high school. In addition, students must complete the FAFSA or Dream Act application, complete a mandatory assessment, orientation, and counseling as part of the college's Early Success Program, and submit a K–16 Bridge Commitment Contract.

During the summer prior to their first semester at Cerritos College, Cerritos Complete students must complete a Summer Connections course and submit a two-semester education plan reviewed and approved by a Cerritos College counselor.

To continue with the program in the spring semester, students must successfully complete English and math courses in the fall and enroll in both English and math during the spring semesters. They must maintain at least a 2.0 GPA and receive a C or better in both English and math. They must also attend a K–16 Bridge Career Workshop and meet with a counselor to receive their spring schedule and follow their education plan. It is strongly recommended that students enroll full-time (12–15 units) during both program semesters.

Communicating the Program

Recruitment for Cerritos Complete begins during the senior year of high school. The program hosts Parent Night events at each partner high school to promote the program to parents and students. Onsite events are also held at each high school, for students to be guided through the Cerritos College application process, learn about the FAFSA and Dream Act applications, and prepare for and take the required assessments. Orientations are also held at Cerritos College. Finally, high school students who are accepted into the Cerritos Complete program take the Summer Connections orientation course, which includes campus tours and development of an education plan for the fall semester, during the summer before their first year of college.

Financing the Program

Two years of locally approved funds for Cerritos Complete were approved by the Cerritos Board of Trustees. The college will also be implementing a capital campaign to support this program and other efforts in the future.

Data, Research, and Evaluation

In the initial year of the program, some data were gathered about levels of student participation. The program is collaborating with the departments of Institutional Effectiveness and Research and Planning to develop a research and evaluation strategy.

Some student data are shared between Cerritos College and its partner high schools. They share student transcript data with each other, and Cerritos College shares student placement data with the high schools.

Local College Promise Policies

There are currently no local policies, MOUs, or DSAs for the Cerritos Complete program.

Resources

Cerritos Complete program website: https://cms.cerritos.edu/president/initiatives/default.htm

Appendix D-2. Greater Outcomes (GO) Initiative, California State University, Los Angeles

The Greater Outcomes (GO) Initiative at California State University, Los Angeles (Cal State L.A.), includes three related programs: GO East LA, GO Central City, and GO Tech Central. The initiative was created to promote greater academic outcomes for all students by focusing on college awareness, preparation, completion, and career readiness. GO East LA was launched in May 2014, followed by GO Central City and GO Tech Central in 2016.

Program History

The GO Initiative was founded on the belief that success in higher education and career readiness begins in early childhood and that support for families is a group effort among schools, community, government, and businesses.

Through sustained engagement with community, school, and business partners, the three GO Initiative programs are designed to ensure that every student:

- » is prepared to enter school;
- » is supported in his or her academic pursuits;
- » is successful academically and enrolls in postsecondary education; and
- » completes a postsecondary certificate or degree and/or enters a viable career.

The programs are also designed to ensure that the community is provided with employees from the community who are prepared for successful careers.

Overview and Program Elements

Each program in the GO Initiative partners with local K–12 districts and a community college to achieve the following objectives:

- » Increase college awareness, access, and preparation through ongoing outreach efforts and ensure a guaranteed pathway to college completion for all students;
- » Expand opportunities to complete college credits while enrolled in partner high schools, and ensure that these opportunities accelerate college preparedness and align with career pathways developed to support the East and Central Los Angeles communities; and
- » Expand career pathways and career readiness opportunities through expanded partnerships with business partners, early exposure to career opportunities, and the use of internships to expose students to potential careers.

For each GO Initiative program, the partner community college guarantees all students admission into a first-year program that will allow full-time enrollment in courses leading to college completion. Students who meet the minimum transfer requirements to Cal State L.A. are guaranteed admission to it under the program.

The GO Initiative serves 17,000 students, parents, and extended family each year. Approximately 500 GO East LA students and 200 GO Central City students enter Cal State L.A. each year; data on the approximate number of GO Tech Central students who enroll in Cal State L.A. are not yet available.

Student Support Systems

The GO Initiative programs partner with their communities to develop a network to support student success.

Partners and Governance Structure

The GO Initiative programs are designed as partnerships among Cal State L.A., local K–12 districts, and community colleges. The initiative is directed by a faculty member of, and is housed within, the Center of Engagement, Service, and the Public Good at Cal State L.A.

The partnerships for each of the three GO Initiative programs are shown in Table D–1 below.

Table D.1 Greater Outcomes (GO) Initiative Partnerships

Program	Local K–12 District	Community College
GO East LA	Local District East	East Los Angeles College
GO Central City	Local District Central	Los Angeles Community College
GO Tech Central	Local District Central	Los Angeles Trade Tech

Student Eligibility and Continuation Requirements

To be eligible for the GO Initiative programs, students must be enrolled in a partner K–12 district. All graduates from a partner high school are eligible for admission into a first-year program at the partner community college, which enrolls them in full-time coursework that leads to college completion. Upon completing their coursework at the community college and meeting the minimum transfer requirements, students are guaranteed admission to Cal State L.A. as a transfer student. Graduates from partner high schools who meet the minimum requirements for entry into the California State University System are guaranteed admission to Cal State L.A. directly from high school.

Communicating the Program

Each fall, the GO Initiative team brings teams of students, faculty, and staff to partner schools. Every student in each visited school receives information from the teams about the support offered by the program and what they need to do to be prepared for college and to be accepted into the CSU system. The outreach effort has reached an increasing number of schools each year. Eventually, the initiative's hope is to have an annual visit with every school in the service area. As part of the visits, every kindergartener receives a Kinder Letter that outlines the program and promises the student program support to prepare him or her for college.

The GO Initiative staff also hosts parent academies in the spring of every year, where the families of incoming students are invited to campus to describe the transition into college, the costs of college, and the support systems offered to students.

Financing the Program

The three programs under the GO Initiative are funded by California State University, Los Angeles.

Data, Research, and Evaluation

Student and institutional data related to the GO Initiative programs have been collected. Evaluation design is underway.

Local College Promise Policies

There are currently no local policies that guide the GO Initiative programs.

Resources

GO East LA program website: http://www.calstatela.edu/engagement/goeastla

Appendix D-3. Toro Ambassadors, California State University, Dominguez Hills

The Toro Ambassadors Finish in Four and Thru in Two programs at California State University, Dominguez Hills (CSUDH), fully support students to complete their bachelor's degrees on time. The Finish in Four program, which began in spring 2017, supports freshmen who have completed 30 academic units toward degree completion prior to beginning their sophomore year. The Thru in Two program, which will begin in fall 2017, supports transfer students who have completed 60 units prior to the beginning of their junior year.

Program History

CSUDH was one of the first CSUs to develop a program in response to the SB 412 legislation related to on-time degree completion. The Finish in Four program began in spring 2017 by recruiting students who were freshmen in fall 2016. In 2016–17, 30 students participated in the program. This number will expand to more than 150 in the 2017–18 academic year. The Thru in Two program began in fall 2017, with 200 students.

Overview and Program Elements

The two programs that make up the Toro Ambassadors program—Finish in Four and Thru in Two—focus on building strong academic foundations and intentional connections between students and their faculty, advisors, and peers. The programs also encourage extracurricular participation and facilitate leadership opportunities for students.

The Toro Ambassadors Finish in Four program and services are delivered through freshman student participation in the Dominguez Hills First-Year Experience. This program is open to both college-ready students and those who need pre-college coursework (English 88, 99, 108, and 109 and Math 3, 9, and 195), as long as they complete their pre-college coursework by the end of the spring semester, or by the summer prior to their first academic year.

The Toro Ambassadors program offers its students the exact courses needed to complete their degree programs in four (Finish in Four) or two (Thru in Two) years. Individualized tutoring is available for all courses taken. Students are also offered priority registration every semester, and individual mentorship and guidance from CSUDH faculty. The academic advising offered to Toro Ambassadors students is described as holistic and developmental, and is focused on helping students achieve the learning outcomes identified by the university while also ensuring that they have a well-rounded student experience. As part of its efforts to support students both academically and personally, the program has an intentional focus on engaging scholars in campuswide leadership activities, service learning, and student organizations.

Student Support Systems

The design of the Toro Ambassadors program was guided by the belief that student development and campus engagement are critical to long-term retention and to graduation. With this in mind, the two programs offer their students targeted advising, a clear academic plan, connections to academic supports and civic engagement opportunities, and career development training. Through these opportunities, Toro Ambassadors students build skills, develop relationships, and participate in numerous high-impact practices that will lead to student success. They also serve as mentors and role models for younger students.

Partners and Governance Structure

There are currently no formal partnerships with other education institutions or community organizations, but partnerships will be developed over time. The two Toro Ambassadors programs are housed in the university's Department of Academic Affairs. Each program is led by a program coordinator and has support staff, including interns and students.

Student Eligibility and Continuation Requirements

To be eligible for the Toro Ambassadors Finish in Four program, students must have completed 30 academic units toward degree completion prior to beginning their sophomore year, have a minimum 2.5 cumulative GPA, have completed the Passport to Leadership course by the end of their freshman year, and have attended the Toro Ambassadors orientation. As a part of the application process, students must submit their résumé and an essay of up to 500 words.

Transfer students' eligibility for the Toro Ambassadors Thru in Two program is contingent upon having completed 60 units within approximately two years. Students must have a minimum 3.0 cumulative GPA and must submit their résumé and an essay of up to 500 words with their application.

To continue in either program from one semester to another, students must maintain at least a minimum 2.5 cumulative and major GPA (3.0 for the Thru in Two program). They also must take required courses when they are offered; complete 30 units each year, over the fall, spring, and summer terms; and meet with a college specialist and major advisor at least once each semester. Finally, scholars are required to participate in campus activities that are identified by the program to help develop leadership and employment skills. Approved extracurricular programs include peer coaching, civic engagement, participation in a club, graduate program opportunities, and career preparation activities such as résumé writing.

Communicating the Program

All freshmen CSUDH students are informed of the Finish in Four program during their mandatory advising sessions. During these sessions, the program's requirements, benefits, and expectations are clearly explained. Students learn about the Thru in Two program one year or one semester prior to their transfer to CSUDH from a community college. This timing ensures that they complete their GE certification, AA–T, or AS–T, to optimize their time and their financial investment. Academic advisors from CSUDH visit each partner college and collaborate with counselors at each college to explain the details of the Toro Ambassadors program (along with another transfer program called the Dominguez Hills Transfer Learning Community), to ensure that students have a smooth transition to CSUDH. Information about the program, along with encouragement to apply, is also sent to students via email. Finally, outreach takes place at welcome events and during a mandatory transfer orientation.

In future years, prospective students in the California State University system will learn about the program during the application process. Information on Career Promise programs will be shared on the application, and students will be asked if they are interested in participating. The list of interested students will be shared with each campus.

Financing the Program

The Toro Ambassadors program is currently funded by the CSU Chancellor's Office.

Data, Research, and Evaluation

In addition to the data being gathered on all CSU College Promise programs by the CSU Chancellor's Office, CSUDH is gathering both qualitative and quantitative data on Toro Ambassadors students. Student surveys are being developed to learn about ways in which the program is impacting the academic and personal lives of the students and to understand ways in which the program can be improved. The qualitative data that will be collected include data on the extent to which students are meeting the CSUDH learning goals for each academic year and whether students are adhering to their academic plans.

Local College Promise Policies

There are currently no local policies that guide the Toro Ambassadors program.

Resources

CSUDH Toro Ambassadors program website: http://www4.csudh.edu/avp-advisement/first-year-programs/sophomore-experience/toro-ambassadors-program-index

Appendix D-4. Long Beach College Promise, Long Beach City College and California State University, Long Beach

The Long Beach College Promise program was officially established in 2008, when Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University, Long Beach (CSULB), committed to "fulfill the academic potential of all youth by offering guidance and continuous support along every step of the student experience, from pre–K through college and onto career and life" (Long Beach College Promise, n.d.).[7]

Program History

The origins of the Long Beach College Promise program and the institutional partnerships that solidify it have been well documented elsewhere (Asera, Gabriner, & Hemphill, 2016[8]; Business Higher Education Forum, 2009[9]; Long Beach College Promise, n.d.) and are summarized briefly here. In 1992, in response to economic challenges and demographic shifts, the then–Mayor of Long Beach, Ernie Kell, developed a cross-sector leadership team called the Long Beach Economic Partnership. Its primary goal was to strengthen local business. An aligned partnership focusing on education, called the Long Beach Education Partnership, was established soon after. This partnership included the leaders of LBUSD, LBCC, and CSULB. The partnership collaborated fruitfully on a number of targeted efforts, such as teacher education and curriculum alignment, and, in 1994, articulated the broader goal of developing "a world-class seamless education system." At that time, it became known as the Seamless Education Partnership. The partnership successfully collaborated without a formal partnership commitment until March 2008, when the leaders codified their collaboration with a formal Memorandum of Understanding (MOU) to offer all LBUSD students the opportunity to receive a college education—the Long Beach College Promise. In 2012, the then–President/CEO of LBCC, Eloy Oakley, was inspired by the College Promise program in El Dorado, Arkansas and added a tuition-free semester to the Long Beach program. The City of Long Beach formally joined the initiative in 2014, and in 2015 the tuition-free scholarship offering was expanded from one semester to one year.

Overview and Program Elements

The Long Beach College Promise strives to improve college preparation, college access, and college success for all Long Beach students. Program components include: early and continued outreach for students and families; financial support for Advanced Placement (AP) exams in LBUSD; college preparation services coordinated by LBUSD and LBCC; development of K–16 curriculum pathways; the Long Beach Internship Challenge; a tuition-free year at LBCC; guaranteed admission to CSULB; and the Highly Valued Degrees Initiative. The following sections discuss these components. On average, 1,600 students enter LBCC each year through the program.

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7   Long Beach College Promise. (n.d.). *Long Beach College Promise | Long Beach education.* Retrieved from http://www.longbeachcollegepromise.org/

8   Asera, R., Gabriner, R., & Hemphill, D. (2016). *What makes a partnership work*? Report commissioned by the College Futures Foundation. Retrieved from https://collegefutures.org/publication/what-makes-a-partnership-work-2017/

9   Business Higher Education Forum (2009). *Improving education through collaboration: A case study of the Long Beach Seamless Education Partnership.* Retrieved from http://www.longbeachcollegepromise.org/wp-content/uploads/2011/03/BHEF_LB_Partnership_Report.pdf

Early and Continued Outreach for Students and Families

Each year, in fourth grade, every LBUSD student visits LBCC, and in fifth grade, every student visits CSULB. LBUSD, LBCC, and CSULB assist students and families by providing academic planning and counseling, starting in sixth grade and continuing through the college transition. Also during sixth grade, students and their families are asked to sign the Long Beach College Promise Pledge, which outlines how students should prepare for college and describes what students can expect from the Long Beach College Promise partners.

Tuition-Free Year at LBCC

All graduates of a high school in LBUSD are eligible to receive one year of tuition-free education at LBCC. This support, which is currently funded by the LBCC Foundation's Gateway to Greatness capital campaign, is offered to students in coordination with other aid received (i.e., it is "last-dollar"). The program also subsidizes AP test costs, to encourage more students to prepare for and take AP exams.

Promise Pathways

A joint effort between LBCC and LBUSD, Promise Pathways launched in the fall of 2012 to provide open access to college preparation classes, AP classes, and AP tests. Promise Pathways allows students to be evaluated based on alternative measures, such as their overall academic performance, replacing the previous policy of evaluating course access solely based on standardized test scores.

Promise Pathways implemented two key innovations: predictive placement and prescriptive scheduling. Prescriptive scheduling, where participating students were placed into English and math courses based on their high school grades, is no longer part of the program. However, many students are encouraged to enroll in foundational courses in their first semester.

Guaranteed Admission to CSULB

LBUSD students who complete the minimum college preparatory or community college transfer requirements are guaranteed admission to CSULB.

Long Beach Internship Challenge

The Long Beach Internship Challenge internship program was initiated by the Mayor's Office when the City of Long Beach joined the College Promise program in 2014. The internship program pre-screens interns, trains them, and matches them with local businesses. The Mayor's goal is to double the number of internships provided to Long Beach students between 2014 and 2018.

Highly Valued Degrees Initiative

Launched by CSULB in 2005 and later added to the College Promise program, this initiative aims to ensure that students who enroll at CSULB are diverse, that there are enough classes and faculty members, and that students, especially those from at-risk groups, receive adequate support and counseling so that they can graduate within six years.

Faculty Collaboration Across Institutions

Faculty members from LBUSD, LBCC, and CSULB meet to align expectations and curricula among the three institutions, in order to smooth transitions and to increase success of students in key subject areas such as English and math.

Student Support Systems

All LBCC students are considered College Promise students and benefit from the student support structures on campus. While it is important to note that only students from the college's service area receive the scholarship and get priority in registration, student success through the College Promise program is incorporated into the college's planning process and is embedded in its DNA. For example, within the College Promise program umbrella are Promise Pathways student cohorts who have robust education plans and meet more frequently with counselors, but not all Promise Pathways students receive College Promise scholarships.

Partners and Governance Structure

The Long Beach College Promise partnership began as a cross-segmental partnership, including leaders from LBUSD, LBCC, and CSULB. In 2014, they were joined by the office of the Mayor of Long Beach, a public-sector partner, creating a cross-sector partnership.

The leadership team meets quarterly. There is no external "backbone" organization leading the meetings and no internally assigned meeting "lead." In fact, no formal roles of any type have been assigned to the participants. Rather, the structure could be described as "shared governance," meaning that the four partner institutions address challenges collaboratively and on an as-needed basis.

The long history of collaboration and partnership have little to do with the formal MOU and governance structure of the group. Instead, the factors that have contributed to its success include: a broad-based community demand for improvement; effective communication and trust among the partners; committed and long-term leadership at all institutions; initiatives intentially developed to sustain leadership transitions; internal and external funding streams to support the work; and clear, consistent, and multifaceted public outreach strategies.

Other governance groups supporting Long Beach College Promise efforts include the Communications and Advocacy Group, which meets quarterly, and the Governor's Innovation Award Steering Committee, which governs the curriculum pathways development and meets monthly. Members of the Communications and Advocacy Group include the Public Information Officers from CSULB, LBCC, and LBUSD, as well as the Chiefs of Staff from LBCC and the Mayor's Office.

Student Eligibility and Continuation Requirements

All students who graduate from LBUSD are considered College Promise students and are eligible for a year of tuition at LBCC. To qualify for guaranteed preferential admission to CSULB, graduates from LBUSD high schools must complete the minimum college preparatory or community college transfer requirements.

LBUSD graduates must enter LBCC within one year of high school graduation in order to be eligible for the tuition-free year and other services. Students who participate in the Promise Pathways must sign a Promise Pathways agreement in the spring before their fall enrollment. To continue with Promise Pathways in their second year, students must successfully complete 30 units during their first year.

Communicating the Program

As previously described, the Long Beach College Promise systematically communicates with students and their families as early as fourth grade. Every LBUSD fourth and fifth grader visits LBCC and CSULB, respectively, each year, to plant an early seed that college is an attainable goal. The three institutional

partners also assist students and families, beginning in sixth grade, by providing academic planning and counseling. Also in sixth grade, students and families are asked to sign the Long Beach College Promise Pledge, which outlines how students should prepare for college and describes what students can expect from the Promise partners. Academic planning and counseling continues through students' transition into college.

Through the Governor's Innovation Award, the Long Beach College Promise Public Engagement Team, housed at CSULB, engages with the public and communicates in a comprehensive set of ways, including official social media channels, direct engagement at community events, official publications, and traditional media engagement in which earned media is garnered.

Financing the Program

The Long Beach College Promise started organically, from a years-long, cross-segmental partnership around a shared goal. The funding for the effort was not the catalyst for the program. In fact, in the early years of the partnership, each partner institution funded the costs associated with its part of the effort. Various funding sources helped with specific activities over the years. Startup capital for the Seamless Education Partnership came from four local businesses. Funding for the scholarship portion of the College Promise comes from the LBCC Gateway to Greatness capital campaign. The Long Beach College Promise received the California State Award for Innovation in Higher Education in 2015 that funded the development of K–16 curriculum pathways, public engagement infrastructure, and some light overhead costs for the three educational institutions. Other programs and initiatives, including Promise Pathways and the Highly Valued Degrees Initiative, are funded from within institutional operating budgets, with support from grants including a California Pathways Trust grant.

Data, Research, and Evaluation

Currently, each of the three Long Beach College Promise institutional partners gathers data related to the portion of the program that it leads. Some of the College Promise data that are currently being gathered and reported, listed by partner institution, are:

LBUSD:

» Information around college preparation and guidance

LBCC:

» Number of students who receive a College Promise scholarship

» Number of LBUSD graduates who complete college-level (non-remedial) English and math courses at LBCC, by demographic group

» Number of LBUSD graduates who complete a degree or transfer at LBCC, by demographic group

CSULB:

» Number of applicants, admitted students, and enrolled students from LBUSD

» Percentage of admitted students from LBUSD requiring math and/or English remediation

» Number of transfer applicants, admitted students, and enrolled students from LBCC

» Persistence and completion rates of LBUSD and LBCC students

Data have been shared between LBCC and LBUSD, primarily to compare Promise Pathways cohorts of students with non–Promise Pathways cohorts. These data sharing efforts are instrumental in developing multiple measures for student placement.

In 2016, the Irvine Foundation's Bridging the Gap initiative funded the College Promise to develop a cross-segmental system that will include data from LBCC, LBUSD, and CSULB. The fiscal agent for this work is CSULB. As of August 2017, the institutional researchers at each partner institution are collaborating to establish a data-specific MOU that details the content, access, use, development, and management of the dataset. The team of researchers is also outlining a research agenda for the College Promise to better understand student outcomes across the educational system. Much of the analysis is descriptive, with some comparison of matched groups of students.

Local College Promise Policies

The following policies and agreements either directly or indirectly support the Long Beach College Promise program:

Long Beach College Promise Memorandum of Understanding (March 20, 2008; expanded

October 13, 2014).

Senate Bill (SB) 650 (2011)

California Governor Jerry Brown signed SB 650, the 2011 Long Beach College Promise Act, authored by then–State Senator Alan Lowenthal. SB 650 established an innovative model that provides participating LBUSD students with an aligned sequence of rigorous high school coursework leading to capstone, or culminating, college courses while students are still in high school.

A specific formal data-sharing agreement (DSA) between LBCC and LBUSD was established in 2012 to support student-level data sharing for multiple-measures placement. This DSA is currently under review, and LBCC is proposing a refresh in 2017-18. Further, the partners are buildin.g from this existing data sharing in the Bridging the Gap data sharing effort.

Resources

Asera, R., Gabriner, R., & Hemphill, D. (2016)? *What makes a partnership work.* Report commissioned by the College Futures Foundation. March, 2017.

Business–Higher Education Forum (BHEF). (2009). *Improving education through collaboration: A case study of the Long Beach Seamless Education Partnership.* Retrieved from http://www.longbeachcollegepromise.org/wp-content/uploads/2013/03/LBCP-5-Year-ProgressReport.pdf

Long Beach College Promise 5-year progress report (2008–2013): A breakthrough in student achievement. Retrieved from http://www.longbeachcollegepromise.org/reports/

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