

SENATE BILL 81 (2015):
The Oregon Promise – Report from Year 3



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PREFACE

In 2015, the Oregon Legislature passed Senate Bill 81, establishing the Oregon Promise, a state grant program for recent graduates of Oregon high schools or high school equivalents that would cover the average cost of community college tuition. The program was signed into law by Governor Kate Brown in July 2015 and assigned to Oregon's Higher Education Coordinating Commission (HECC) for implementation. It opened for applications from high school seniors and GED® completers beginning in November of that same year, and the first cohort of students began college with the new program in fall 2016.

One requirement of the legislation is the submission of a biennial report to the Legislature by December 31 of each even-numbered year. The HECC is responsible for these reports and submitted the first in December 2016. The report here is the second submission and presents findings from HECC's analysis of the program's progress and impacts to date. The report should be of interest to Legislators and the Governor, to students, to leadership and staff at Oregon's community colleges and public universities, and to policymakers and scholars in the field of postsecondary education.

This report was undertaken by staff in HECC's Office of Research and Data in coordination with and with support from HECC's Office of Student Access and Completion, which administers the Oregon Promise program. As the single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, the HECC sets state policy and funding strategies, administers numerous programs and over \$1.2 billion annually of public funding, and convenes partners working across the public and private higher education arena to achieve state goals. More information about HECC can be found at www.oregon.gov/highered and about the student financial support programs it administers at www.oregonstudentaid.gov. Questions about the HECC should be directed to info.HECC@state.or.us, and questions about this report should be directed to the Director of the Office of Research and Data, Amy Cox, at amy.cox@state.or.us.

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EXECUTIVE SUMMARY

BACKGROUND

Passed in 2015, Oregon Senate Bill 81 (Oregon Revised Statute, ORS, 341.522) provides expanded community college financial support for recent Oregon high school and General Educational Development® (GED) test graduates. The program—known as “the Oregon Promise”—gives eligible students a state grant that covers the average cost of 12 credits of tuition at any of Oregon’s 17 community colleges, up to 90 college credits.

Oregon Promise grants are available to most new high school graduates and GED® recipients in the state, with eligibility based on five primary factors. Students must: (1) be an Oregon resident for at least 12 months prior to college attendance, (2) be a recent Oregon high school graduate or GED® test graduate, (3) graduate with a cumulative grade point average (GPA) of at least 2.5 or a 145 grade on all GED® tests, (4) enroll at an Oregon community college within 6 months of graduation, and (5) have no more than 90 college credits (i.e., through accelerated learning programs) completed or attempted. In addition, students must complete an Oregon Promise Grant Application as well as file a complete Free Application for Federal Student Aid (FAFSA) or Oregon Student Aid Application (ORSAA), listing at least one Oregon community college.¹ Students must complete these application requirements in accordance with deadlines set by the HECC; deadlines are tied to student graduation date. To maintain eligibility, students must remain continuously enrolled for at least six credits in each of the fall, winter, and spring terms, complete a first-year college experience requirement, and make satisfactory academic progress.

In 2017, the Legislature amended ORS 341.522 to give authority to the Higher Education Coordinating Commission (HECC) to consider expected family contribution (EFC) when establishing eligibility as needed to control program costs. In 2017-18, under budgetary constraints, Oregon Promise grants for the second cohort of students were limited to students with an EFC equal to or less than \$20,000. For the first (2016-17) and third (2018-19) cohorts of the program, no EFC limit was enacted. This includes students in the first cohort who were still in the program in 2017-18; they were not limited by EFC level.

In addition to establishing the Oregon Promise and charging the HECC with its implementation, Senate Bill 81 (2015) requires a bi-annual report, prepared by the HECC each even-numbered year. Each report must include: (a) Oregon Promise student completion rates, (b) amount of federal aid grants received by Oregon Promise students, (c) the financial impact on school districts that had Oregon Promise students, (d) the financial impact and enrollment impact on Oregon community colleges and universities, and (e) the overall success rate and financial impact of the program. This report satisfies this reporting requirement for 2018. Further, the report draws attention to issues of equity by evaluating the impact of the program on increasing access to higher education for underrepresented groups and to other issues of relevance to the program and student success.

¹ The ORSAA is a mechanism for students who are not eligible for federal financial aid to apply for state grants and private scholarships managed by the state. It enables Deferred Action for Childhood Arrivals (DACA) students and other undocumented immigrant students to access financial support.

SUMMARY OF FINDINGS

Statewide Impacts

Findings from the first few years of the Oregon Promise suggest that the last-dollar program successfully increased federal and state aid grants among Oregon students. This increase in grants brought more federal aid grant dollars into the state and into community colleges, though not into public universities. It has undoubtedly improved postsecondary affordability for students. Future analyses may consider estimating the impact of Oregon Promise on college affordability for recent high school graduates. Additionally, increased Pell funding among students contrasts with national and statewide trends of a decline in FAFSA applications.

In addition to the successful financial impacts of the program, there is some evidence that Oregon Promise expanded the number of recent Oregon high school graduates who went to college. The first year of the program (2016-17) saw an expansion in postsecondary enrollment that appears sustained, but not increased, during the second year (2017-18), though evidence here is mixed. The increase in enrollment is seen in the community college sector and statewide, not in the university sector. Public universities experienced a slight decline in enrollment since the program.

Other measures of enrollment (number of terms enrolled and course loads) are nearly identical before and after the Oregon Promise. With only two years of data currently available for analysis, the enrollment impact of the Oregon Promise will become clearer the more years Oregon Promise is underway. It is also important to note that during times of economic strength, enrollment in higher education in general—and community college, in particular—declines. As such, a leveling-off of enrollment rates in the second year of the program may actually indicate a positive enrollment impact, reflected by a lack of enrollment rate decline.

Moreover, the Oregon Promise disbursed state grants to students across all Education Service Districts (ESD) and most school districts, indicating regional representation and access. The whole state experienced increased financial support for students as a result of the last-dollar program.

While the majority of Oregon Promise grant dollars were disbursed to students who did not receive Pell grants—and, thus, had the least financial need—preliminary evidence suggest that the program may have reduced racial/ethnic differences in enrollment rates.

Postsecondary Pathway: Access, Experience, and Outcomes

With the number of Oregon Promise applicants remaining relatively stable across cohorts, student knowledge of the program and its requirements appears to be reliable and widespread. Oregon Promise students—those that accept and use the state grant—are more likely to be Pell grant recipients than other community college and public university students, highlighting the effectiveness of the last-dollar program design. However, Oregon Promise students are somewhat less likely to be first-generation college students than other community college students, suggesting an opportunity to expand outreach to these underrepresented students.

About half of Oregon Promise students bring accelerated learning credits with them into college, reducing the number of credits they can earn under the program before reaching its 90-credit limit. Among Oregon Promise students in general, the majority successfully completed all program requirements. However, a large minority of Oregon Promise students lost eligibility due to missing a term (i.e., not being continuously enrolled in fall, winter, and spring terms), indicating that students may face obstacles that are not able to be offset by

the program benefits or requirements. Although the program has not been underway long enough to assess completion fully, early findings indicate that Oregon Promise students largely experience positive outcomes. The majority of students had earned a credential, transferred to a public university, or were still enrolled in college two years into the program. However, the program does not appear to have markedly increased completions among high school graduates in general at this early stage. Even more than with enrollment, it is likely too soon to determine the impact of Oregon Promise on postsecondary outcomes with assurance. Future reports will continue to analyze completion, accounting for students who take more than two years to complete their associate degrees and certificates as well as those students pursuing bachelor's degrees.

CONCLUSIONS AND IMPLICATIONS

Five early takeaways from this report point to needs and next steps for education policy. First, the positive statewide financial impact of the Oregon Promise appears largely attributable to its last-dollar design and raises the question of where and how else FAFSA applications can be encouraged or required. Second, early implications about the program's impact on equity suggest opportunity for expanded outreach about the Oregon Promise to underserved communities. Third, the mixed effects on student success indicate that some adjustments to the program might be in order, in terms of greater support for students, greater benefits, or both. Fourth, the number of accelerated learning credits that students bring with them have sizeable impacts on the program's reach. Finally, the mixed results on enrollment and the limited ability to assess completion at this stage both point to the need for continued rigorous study of the program.

ACKNOWLEDGEMENTS

We wish to acknowledge the many people who made this report possible. Staff at HECC's Office of Student Access and Completion, including Director Juan Báez-Arévalo, Susan Degen, Michelle Lovejoy, and Kyra Mathews make the Oregon Promise program happen every day and were indispensable in the report. We thank Brian Reeder and Jon Wiens of the Oregon Department of Education, who graciously provided data on high school graduates. We also appreciate the continued willingness of staff at Oregon's high schools and community colleges, who work closely with HECC staff to employ the program. Finally, we are grateful to the students whose hard work inspires all of us.

ABBREVIATIONS

ESD	Educational service district
EFC	Expected family contribution
FAFSA	Free Application for Federal Student Aid
GED®	General Educational Development
GPA	Grade point average
HECC	Higher Education Coordinating Commission
OOG	Oregon Opportunity Grant
ORSAA	Oregon Student Aid Application

INTRODUCTION

BACKGROUND

Passed in 2015, Oregon Senate Bill 81 (Oregon Revised Statute, ORS, 341.522) provides expanded community college financial support for recent Oregon high school and General Educational Development® (GED) test graduates. The program—known as “the Oregon Promise”—gives eligible students a state grant that covers the average cost of 12 credits of tuition at any of the 17 community colleges in Oregon, up to 90 college credits.

Oregon is one of 16 states that, as of 2017, have created such “College Promise” programs. These Promise programs are distinct from existing state financial aid in that they provide tuition waivers to a significant subset of students who are not primarily chosen based on merit or need (Mishory, 2018). Most of the recently developed Promise programs are “last-dollar” programs. The last-dollar design requires students to accept and use other federal and state grant aid, with the Promise award covering the remaining cost of tuition. Notably, Oregon Promise has been described as a “middle-dollar” approach (Mishory, 2018), as Oregon provides last-dollar coverage but guarantees a minimum of \$1,000 toward college costs beyond tuition, if other grant aid alone covers the cost of tuition (HECC, 2018a).

Early findings from the Tennessee Promise, which is well underway and similar in design to Oregon’s program, indicate several noteworthy trends after implementation of the program. These include increased filing of the Free Application for Federal Student Aid (FAFSA); growth in the statewide college-going rate; fewer students originating federal student loans and lower average federal student loan amounts; and higher community college enrollment (Tennessee Higher Education Commission and Tennessee Student Assistance Corporation, 2017). While Tennessee’s program differs in some regards from the Oregon Promise, such as requiring students to enroll full-time and having no grade point average (GPA) requirement, Tennessee’s findings provide initial evidence that last-dollar programs increase statewide access to higher education. This report will evaluate the extent to which the Oregon Promise has affected enrollment and completion, as well as student and state finances.

In addition to establishing the Oregon Promise and charging the Higher Education Coordinating Commission (HECC) with its implementation, Senate Bill 81 (2015) requires a bi-annual report, prepared by the HECC each even-numbered year. Each report must include: (a) Oregon Promise student completion rates, (b) amount of federal aid grants received by Oregon Promise students, (c) the financial impact on school districts that had Oregon Promise students, (d) the financial impact and enrollment impact on Oregon community colleges and universities, and (e) the overall success rate and financial impact of the program. This report satisfies this reporting requirement for 2018. Further, the report draws attention to issues of equity by evaluating the impact of the program on increasing access to higher education for underrepresented groups and to other issues of relevance to the program and student success.

Oregon Promise Eligibility

Oregon Promise grants are available to most new high school graduates and GED® recipients in the state, with eligibility based on five primary factors. Students must: (1) be an Oregon resident for at least 12 months prior to college attendance, (2) be a recent Oregon high school graduate or GED® test graduate, (3) graduate with a cumulative GPA of at least 2.5 or a 145 grade on all GED® tests, (4) enroll at an Oregon community college within six months of graduation, and (5) have no more than 90 college credits (i.e., through accelerated

learning programs) completed or attempted. In addition, students must complete an Oregon Promise Grant Application as well as file a complete FAFSA or Oregon Student Aid Application (ORSAA), listing at least one Oregon community college.² Students must complete these application requirements in accordance with deadlines set by the HECC; deadlines are tied to student graduation date. To maintain eligibility, students must remain continuously enrolled for at least six credits in each of the fall, winter, and spring terms, complete a first-year college experience requirement, and make satisfactory academic progress.

In 2017, the Legislature amended ORS 341.522 to give authority to the HECC to consider expected family contribution (EFC) when establishing eligibility as needed to control program costs. In 2017-18, under budgetary constraints, Oregon Promise grants for the second cohort of students were limited to students with an EFC equal to or less than \$20,000. This limit was lifted the following year, such that students who were subject to the EFC limit but who had been continuously enrolled in community college in 2017-18 were awarded a grant in 2018-19. For the first (2016-17) and third (2018-19) cohorts of the program, no EFC limit was enacted. This includes students in the first cohort who were still in the program in 2017-18; they were not limited by EFC level.

In 2018-19, for full-time students, Oregon Promise grants range from \$1,000 to \$3,687 per year (before a \$50 student co-pay is deducted). As a last-dollar program, Oregon Promise award amounts depend on a student's remaining financial need after other state and federal grants have been taken into account. Specifically, Oregon Promise covers the remaining tuition amount (up to the average cost of 12 credits per term) after any Federal Pell Grant and Oregon Opportunity Grant funds have been applied. If the student's tuition is covered in full by other state and/or federal grants, then the student receives the minimum \$1,000 award. The maximum Oregon Promise award amount is the average tuition charged by an Oregon community college (\$3,687 in 2018-19). If a student's tuition cost is below this average, the grant award amount is up to their college's actual tuition cost. If a college's tuition is above the average, students are responsible for the difference in cost. Additionally, each student's Oregon Promise award is reduced by a \$50 co-pay each term.

PROGRAM DESCRIPTION

From the inception of the program, the HECC has implemented strategies to reach students and encourage application for an Oregon Promise grant. The initial launch of the program resulted in an outreach success of over 19,000 applicants (compared to about 35,000 graduating high school seniors each year). After this initial year, the HECC focused outreach and implementation efforts on three areas: (1) increasing understanding of the program; (2) building partnerships with stakeholders; (3) and improving the grant application and renewal process.

Program Outreach and Information

Since the first report of the Oregon Promise in 2016, the HECC has provided additional information and resources about the program to students, families, high school staff, and other partners. To get the program into high schools within four months of the bill's passage in 2015, the HECC faced the hurdles of any new program: establishing program procedures, informing students and families, and working with institutional

² The ORSAA is a mechanism for students who are not eligible for federal financial aid to apply for state grants and private scholarships managed by the state. It enables Deferred Action for Childhood Arrivals (DACA) students and other undocumented immigrant students to access financial support.

partners. By 2016, the HECC refined and expanded the messages to improve accurate understanding of the program for the second cohort of applicants. This work has continued with regular updates of the Oregon Promise web page in textual, video, webinar, and flyer formats. The Oregon Promise page is among the most visited pages on the HECC's websites, with HECC staff regularly delivering presentations at high schools and colleges, conferences, and professional associations across the state.

In particular, the frequently asked questions (FAQ) page of the website contains over 35 questions written to be accessible to students and includes links to additional resources and videos. A *Communications Toolkit* directs high school, college, and community partners to flyers, videos, social media posts, and other information to share with students and families. Videos reaffirm textual information to educate about key areas of the program, including, "How much Oregon Promise money will I receive?" and "Oregon Promise: Explaining the 90 Credit Limit," and aim to address misconceptions resulting from media and institutional representation of the program as "free college" (Hodara et al., 2017). Webinars explain key concepts and offer a question-and-answer format for attendees. Because Oregon Promise has several deadlines throughout the year, a "Find Your Deadline" tool allows students to see their application deadline, required college start term, and additional instructions by entering their graduation type and date. Since spring 2017, staff have distributed a two-page handout to institutional partners, students, and parents addressing eligibility rules, application procedures, and deadlines. The handout is available in English and Spanish. Finally, messaging and communication occurs via regular email updates to high school and community college staff and other partners via an email listserv.

Developments in the Application Process

When students begin an Oregon Promise application, program staff engage in ongoing communication with them. This communication has increased since the inception of the program. The HECC sends email reminders to students at key points in the application and awarding process and about how to renew their grant after the first year. Program staff have focused these communications on common instances of confusion or error, such as failure to file the FAFSA or ORSAA, to help students increase their likelihood of receiving the grant.

Since the initial year of the program, staff have simplified the application and added clearer messaging in the application portal to improve students' understanding and experience. During the second application cycle year (September 2016 – June 2017), the HECC streamlined the application process to eliminate the need to submit high school transcripts. Program staff developed a GPA verification process for high school staff to access a secure online portal and verify applicants' GPA requirement. During the most recent application cycle (September 2017 – June 2018), nearly 300 high schools participated in the process.

In the coming years, the HECC will continue to work with students and institutional partners to enhance the application and award experience.

Building Partnerships

Beyond information resources and outreach, the HECC partners with community college administrators and staff, high school and college access partners, and other members of the education community for ongoing program improvement. The HECC relies on the cooperation and feedback of many stakeholders in order to strengthen the program and adapt to ongoing changes. These partnerships have bolstered messaging and

outreach, the application process, and the experience of students, families, and institutional staff, and will continue to do so.

The Oregon Promise Advisory Group formed in summer 2017 and includes eight community college stakeholders (financial aid directors, college staff and administration, and a student representative) who meet quarterly with HECC staff. Advisory group members provide feedback and recommendations, which inform program decisions. The Oregon Promise Input Group began meeting in December 2018 to continue to improve the Oregon Promise experience from the pre-application stage through college. The group's 15 members come from high schools, community-based organizations, and community colleges.

PREVIOUS FINDINGS

Implementation

Outreach and implementation of the Oregon Promise program occurred promptly after the legislation was approved in July 2015. The HECC specified the bill into particular program decisions and conducted outreach in the fall for an application period of November 2015 – March 2016 (HECC, 2016). While deploying outreach under such a tight timeline was not without challenges—for instance, there was some confusion around specific requirements and limitations as students and institutional staff learned the new program, — program awareness proved widespread (Hodara et al., 2017). More than 19,000 Oregon students applied for the first year of Oregon Promise (HECC, 2016). In the end, 10,863 students were awarded grants (i.e., were eligible and could choose to accept it), and 6,971 students accepted the Oregon Promise grant in the initial year of the program (HECC, 2018b and unpublished tabulations).

Implementation continued to develop and refine in the second year, as described previously. Compared to the first year, there were fewer applications, 15,840 versus 19,223 (HECC, 2018b and unpublished tabulations). It was not clear how much of the decline was the result of greater clarity about program eligibility and whether any was due to the fact that funding was pending legislative approval (the EFC limit was not introduced until after the application deadline). In the end, 8,869 students were awarded Oregon Promise grants (HECC, 2018b and unpublished tabulations). Another 2,172 were not awarded grants because of the EFC limit alone; they were otherwise eligible (HECC, 2018b and unpublished tabulations). The number of students who chose to take the award was 5,674 in the second year of the program (HECC, 2018b and unpublished tabulations).

Impacts on Enrollment and Completion

Evaluation of the Oregon Promise at the start of the second cohort of students (2017-18) indicated that, overall, the program was reaching core goals (HECC, 2018b). Since the implementation of the Oregon Promise, a higher share of Oregonians age 18 (an approximate for high school graduation) was enrolled in public higher education institutions. The share of 18-year-olds enrolled at community colleges rose, the share enrolled at public universities fell slightly, and the net result was an increase statewide. In addition, the average number of credits taken per term increased among 18-year-olds. Students in the Oregon Promise program experienced more college affordability, fulfilled program requirements at a high rate, and continued into the second year of college at a high rate. Due to the limited time the program was in existence, students had not finished programs yet, and results of the impact of the Oregon Promise on completion rates were not yet available.

Impacts on Federal Student Aid into Oregon

In addition to showing more enrollment among 18 year olds, the second year evaluation also indicated that federal student aid coming into Oregon appeared to increase with the implementation of the Oregon Promise (HECC, 2018b). Federal Pell grant funds awarded to students in Oregon community colleges increased from fall 2015 to fall 2016, from \$28 million to \$34 million. Notably, Oregon Promise students received \$5.2 million of Pell grants in fall 2016 and \$8.1 million of Pell grants in fall 2017. Although some of these students would have applied for and received Pell grants even without the Oregon Promise requirement to do so, the last-dollar design of the program appeared to maximize federal student aid successfully.

Impacts on Equity

At the start of the second year, results on the equity impact of the program were mixed (HECC, 2018b). Compared to all community college students, Oregon Promise students had a greater representation of first-generation college students, Pell grant recipients, and ORSAA filers. Further, among Oregon Promise students, most racial/ethnic minority groups had similar levels of representation as among Oregon public high school graduates. However, because racial/ethnic groups are defined differently in high schools than in community colleges, conclusions about group differences were difficult to determine, especially with only one year of data.³

SUMMARY

In place since 2015, Oregon Promise provides state grants to recent Oregon high school graduates and GED® completers, covering the average cost of tuition at any of the State's community colleges. With few eligibility requirements—and little to no consideration of merit or need—the program offers near universal access to higher education for Oregon residents. Indeed, Oregon Promise is part of a larger national trend to encourage growth in higher education enrollment and completion with 15 other states implementing their own Promise programs. Early findings evaluating Promise programs suggest that these state grants increase overall statewide higher education enrollment as well as increase federal and state grant aid. This report expands upon these previous findings to assess the enrollment, financial, and equity impact of the Oregon Promise in its first few years. Additionally, with Cohort 1 entering their third year of higher education, this report presents preliminary results on the influence of Oregon Promise on statewide postsecondary completion rates.

³ In public elementary and secondary schools, students or their families identify students' racial/ethnic groups. If they decline to choose a racial/ethnic group, federal law requires school staff to choose students' racial/ethnic group. In contrast, Oregon Promise students self-identify their own race/ethnicity on their Oregon Promise application with no requirement to choose a group, and the same is true for community college and public university students identifying their race/ethnicity in student records. As a result, race/ethnicity is unknown for some students in postsecondary records, making direct comparisons with high school records not possible.

STATEWIDE IMPACTS

INTRODUCTION

Increasing residents' access to and completion of higher education is a central objective of state Promise programs. With its 40-40-20 goal,⁴ Oregon is committed to ensuring that all Oregon residents have clear and successful paths to and through postsecondary education. Oregon Promise, with its nearly universal access to community college for recent high school graduates and GED® completers, establishes an additional pathway toward a postsecondary credential for Oregonians. In addition, the program was designed to maximize other grant aid, aiming to bring more federal aid grant dollars into the State. As such, this chapter tackles a key question of interest: Did Oregon Promise raise enrollment rates and financial resources? Specifically, did statewide enrollment in higher education increase and did federal aid grant dollars increase across the state? This chapter also considers these impacts across Oregon's school districts, as well as in regard to equity gaps.

To answer these questions, we analyzed two sets of data. First, we tracked recent high school graduates from Oregon public schools in their transition to higher education. To do this, the Oregon Department of Education provided lists of all high school students graduating in academic years 2013-14, 2014-15, 2015-16, and 2016-17. We then matched these student records with student records from Oregon's 17 community colleges and seven public universities across academic years 2014-15, 2015-16, 2016-17, and 2017-18. If all data match, this is the gold standard for analyzing student outcomes. In reality, however, many records do not match,⁵ and we therefore supplement these analyzes with a second set of data. In this second methodology, we examined enrollment and financial aid data for all Oregon resident 18-year-olds attending a public institution during these years. These aggregate data approximates the enrollment and financial trends for recent high school graduates.

ENROLLMENT

There is mixed evidence as to whether high school graduates' enrollment in public higher education institutions has risen since implementation of the Oregon Promise. From tracking Oregon high school graduates in their transitions to higher education, there is evidence that enrollment in postsecondary education increased in the first year of the Oregon Promise (2016-17), rising 3.2 percentage points among community colleges (Figure 1). However, this increase in enrollment does not appear to be sustained, as enrollment in community colleges among the next high school graduating class (those graduating in 2016-17) appeared to fall by 5.3 percentage points in 2017-18.

⁴ In 2011, Oregon legislation (ORS 350.014) created the highest-reaching state educational attainment goal: by 2025, 40 percent of Oregonians will complete a four-year degree, 40 percent of Oregonians will complete a two-year degree or certificate, and 20 percent will earn a high school diploma or the equivalent.

⁵ High school graduates may not be found or "matched" within postsecondary institution records due to factors such as name changes or variations (e.g., using a nickname in college but their full name in high school) and birthdate entry errors. These issues are exacerbated when there are only a few years of records on which to match a student. The more years of student records, the more likely to find and correctly match a student (e.g., the student goes back to using their full name, and postsecondary records are then able to be matched with their high school records).

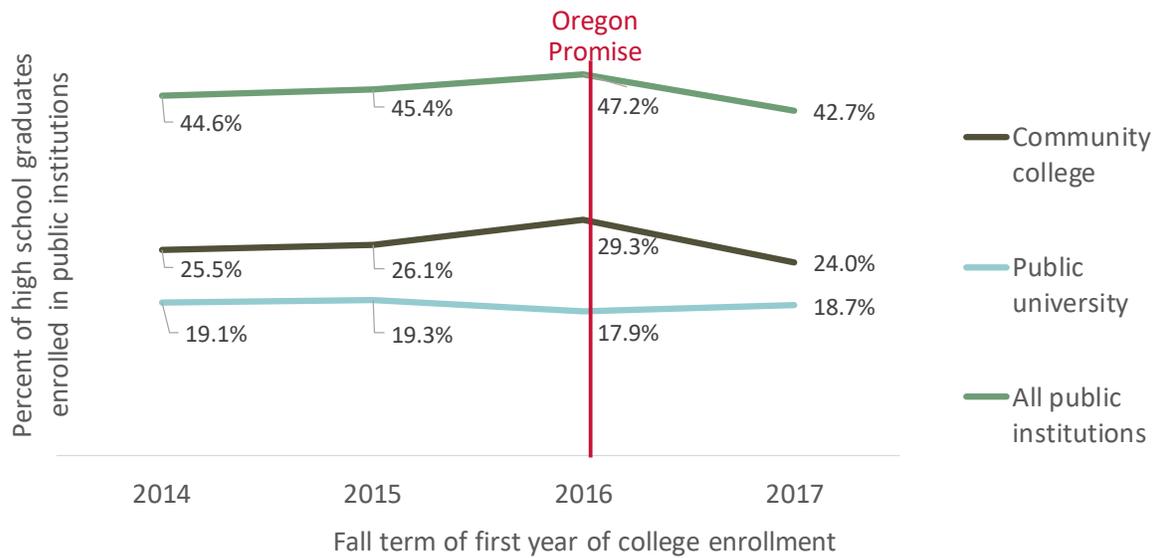


FIGURE 1. Community college and public university enrollment of Oregon high school graduates within the first year after high school graduation, 2014-15 through 2017-18, Oregon student-record data.

Yet, tracking Oregon high school graduates in their transition to postsecondary education has considerable data limitations and methodological concerns. Lacking a unique identifier in all school records, tracking involves matching student records on names and birth dates. High school graduates cannot be found or “matched” within postsecondary institution records when there are substantial differences in names and birth dates (e.g., using full name in high school but a nickname in college, or birthdate entry errors). These issues are exacerbated when there is only one year of records on which to match a student—the more years of student records, the more likely to find and correctly match a student (e.g., the student goes back to using their full name, and postsecondary records are then able to be matched with their high school records). Therefore, some—if not all—of the decline in enrollment seen in the second year of Oregon Promise grants is likely an artifact of data limitations that are exacerbated with only one year (2017-18) on which to match the high school graduates of 2016-17.

In order to address this methodological limitation, we also examine the enrollment rates of all Oregon resident 18-year-olds attending a public institution. This alternative methodology is an estimate because it does not track individual students’ path to college, but it is insulated from the problems that arise when student records have inconsistent information. At this aggregate level, the rate of college and university enrollment during the first year of the Oregon Promise (2016-17) shows a similar increase as the tracking of Oregon high school graduates showed (Figure 2). However, unlike the first methodology, this higher enrollment rate maintains during the second year of the program (2017-18). These results indicate that the Oregon Promise appears to have raised statewide enrollment in its first year and sustained—though not increased—this enrollment in the following year.

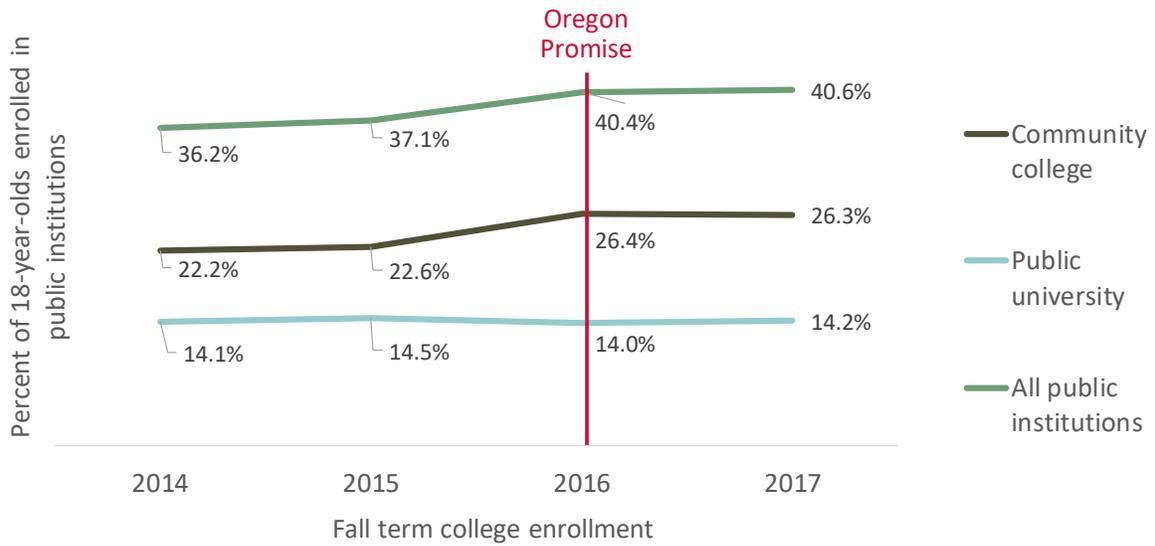


FIGURE 2. Percent of Oregon resident 18-year-olds enrolled in community colleges and public universities, 2014-15 through 2017-18, Oregon student-record data.

The mixed evidence of the impact of the Oregon Promise on high school graduates’ college enrollment cannot be fully reconciled today, but likely will be in the future, as more years of data are available for analysis. In the interim, we can conclude that the Oregon Promise has likely led to, at most, a sustained increase in high school graduates’ enrollment in public institutions of two to three percentage points.

We also note that a sustained increase in postsecondary enrollment is by itself a reversal of broader enrollment trends. Postsecondary enrollment in general, and community college enrollment in particular, are susceptible to changes in the economy. Community college enrollment tends to rise considerably during times of economic downturn and to fall just as considerably during times of economic recovery and expansion. The sustained period of economic growth since the Great Recession has been accompanied by falling enrollment rates, particularly at the community colleges, as Figure 3 shows below.

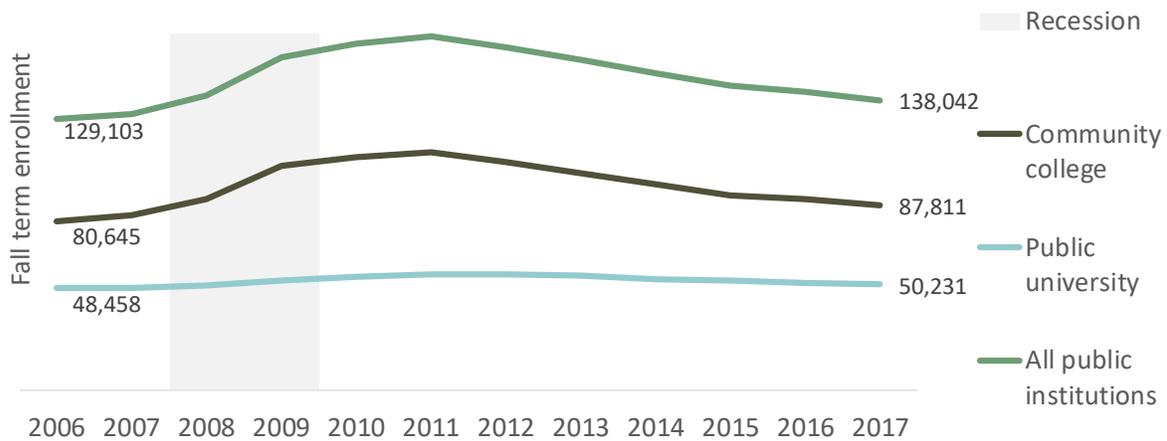


FIGURE 3. Public institution enrollment over time. Number of Oregon resident students enrolled for credit (excluding dual-credit) in fall term at community colleges and number of admitted Oregon resident undergraduates in fall term at public universities, 2006-2017, Oregon student-record data.

Thus far we have discussed changes in enrollment statewide, for all recent high school students. An additional finding is a change in enrollment by sector. Regardless of the methodological approach, the growth in enrollment is seen only in the community college sector. Enrollment at the universities, in contrast, shows a slight decline (with the net effect being positive for the state as a whole). In the second year of the program, this decline reverses somewhat (again, regardless of approach) but does not quite reach pre-program levels. This suggests that some students who would have gone to a public university without the Oregon Promise chose to attend a community college instead when the program was introduced. Future analyses with more years of data will need to continue to observe whether this shift is short-lived because of the program’s new status or whether it maintains over time.

FINANCIAL

To examine the financial impacts of the program, we look at how public grants to students changed before and after the Oregon Promise. Public grants primarily include the federal Pell grant and the Oregon Opportunity Grant (OOG). The Oregon Promise’s last-dollar design means that students who seek an Oregon Promise grant will also apply for and receive a federal Pell grant if eligible. This has the potential of increasing federal support for students in Oregon, by encouraging more high school seniors to consider college and by requiring them to complete a FAFSA and take federal grants.

Pell grants are the primary federal program for student financial aid, with awards ranging from \$613 to \$6,095 in 2018-19 (U.S. Department of Education, 2018a) Pell grants are need-based, with eligibility based on EFC and U.S. citizenship. In 2018-19, students must have EFCs below \$5,488 to receive a grant, and most grants are awarded to students with family incomes of \$30,000 to \$60,000 (U.S. Department of Education, 2018a).

Overall, the proportion of new Oregon university and college students—those just out of high school—with federal or state grant aid⁶ rose slightly in the first year of the Oregon Promise, by 1.1 percentage points (figure 4). Among community colleges, specifically, the rate of students with public grants rose 3.6 percentage points. In comparison, among public universities, the rate of students with public grants fell 4.2 percentage points, continuing a longer-term trend. Further, when taking into account Oregon Promise grants, the increase in grant aid to students attending community college is even sharper (figure 5). Specifically, at community colleges, almost twice as many new high school graduates had a federal or state grant as before the Oregon Promise. This sharp rise is expected, given that the program is not based on financial need.

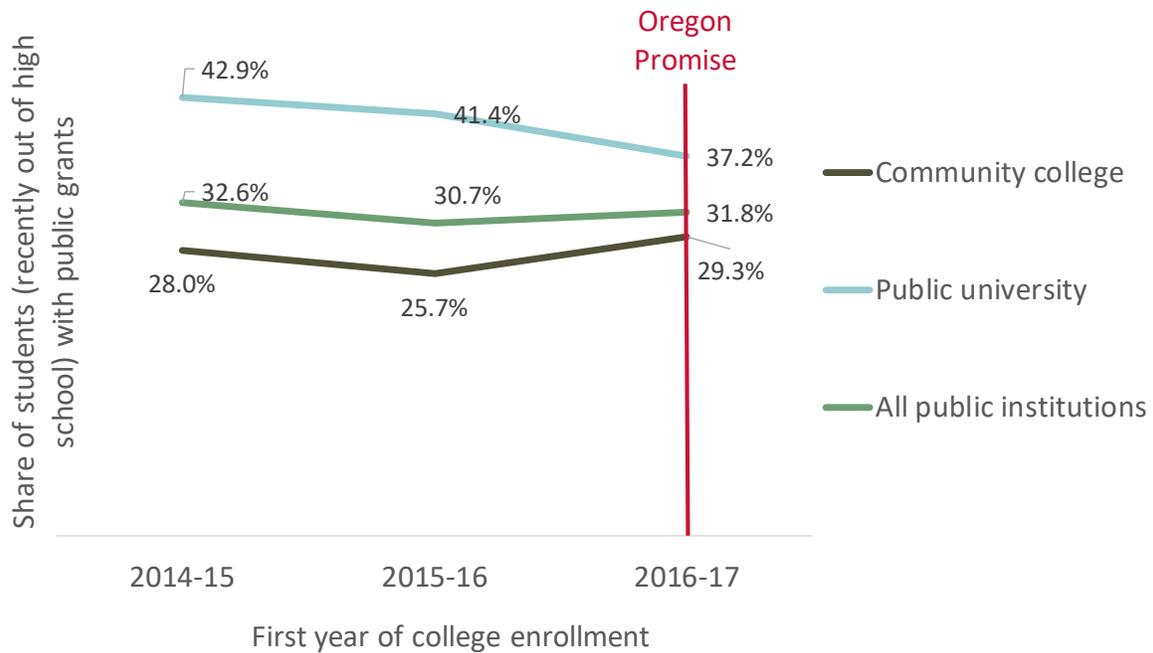


FIGURE 4. Percentage of recent Oregon high school students enrolled in community college or public university with federal Pell grants or Oregon Opportunity Grants, 2014-15 through 2016-17, Oregon student-record data.

⁶ Measured as the number of students receiving a federal Pell grant and/or the Oregon Opportunity Grant (OOG).

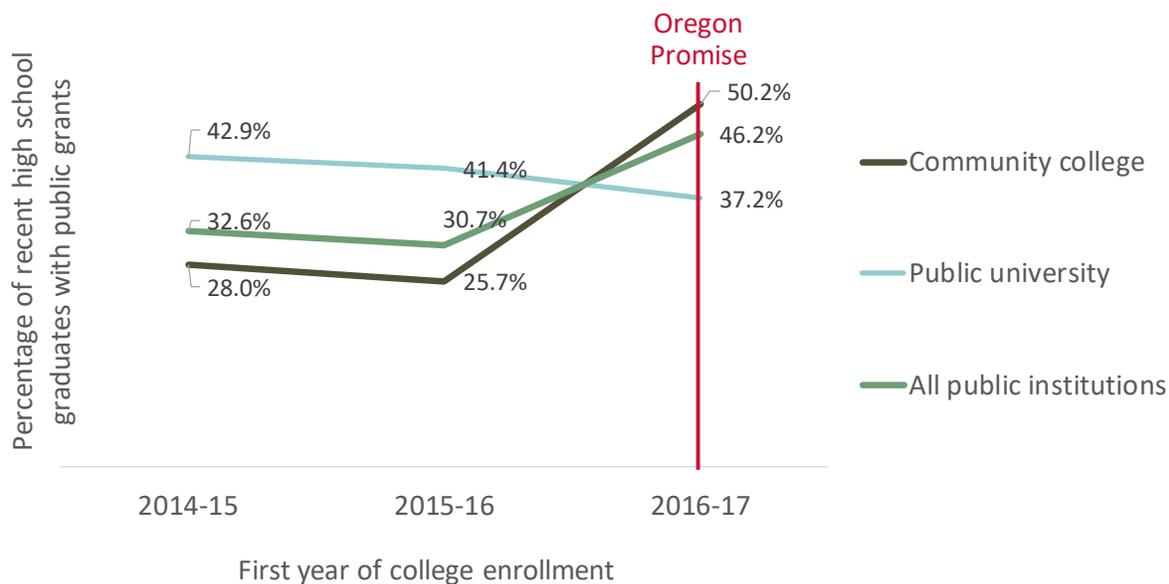


FIGURE 5. Percentage of recent Oregon high school students enrolled in community college or public university with federal Pell grants or Oregon Opportunity Grants, 2014-15 through 2016-17, Oregon student-record data.

Notably, high Pell grant rates among Oregon Promise students contrast with a broader decline in Pell receipt. Eligibility for Pell grants spiked during the recession due to significantly reduced family income, and as incomes recovered (for some), Pell eligibility declined. This recent decline is reflected in the number of students with Pell grants at community colleges and public universities in recent years (Figure 6). In contrast, Pell grants among Oregon community college students just out of high school have risen (Figure 7). This finding indicates that the last-dollar design of the Oregon Promise appears to be successfully increasing federal aid grants into the state.

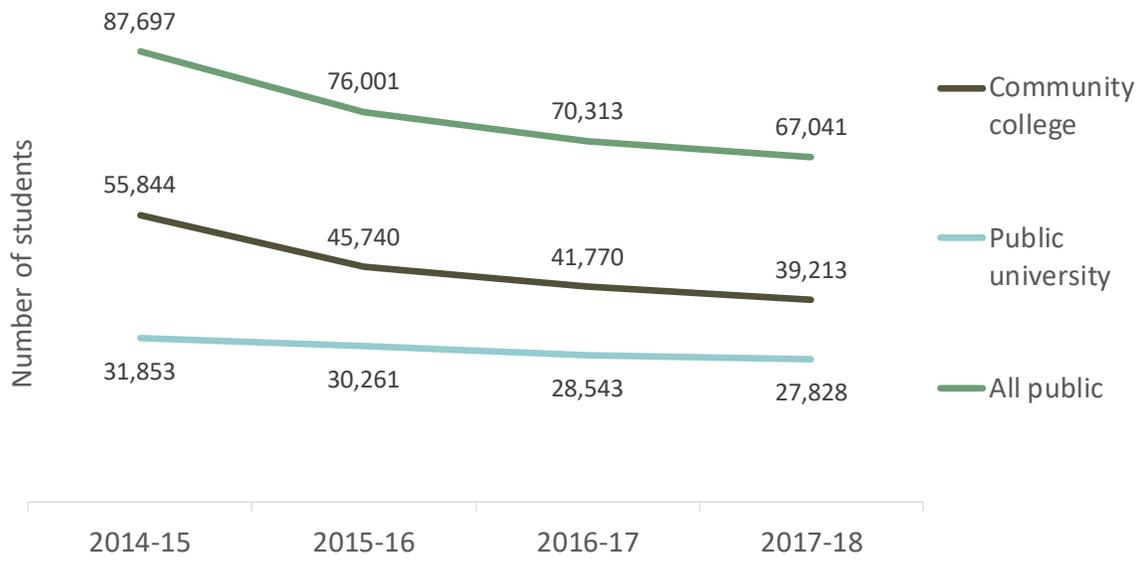


FIGURE 6. Number of Oregon resident students with Pell grants in public institutions. In community colleges, number enrolled for credit (excluding dual-credit); in public universities, number of admitted undergraduates, 2014-15 through 2017-18. Federal Pell grant reports.

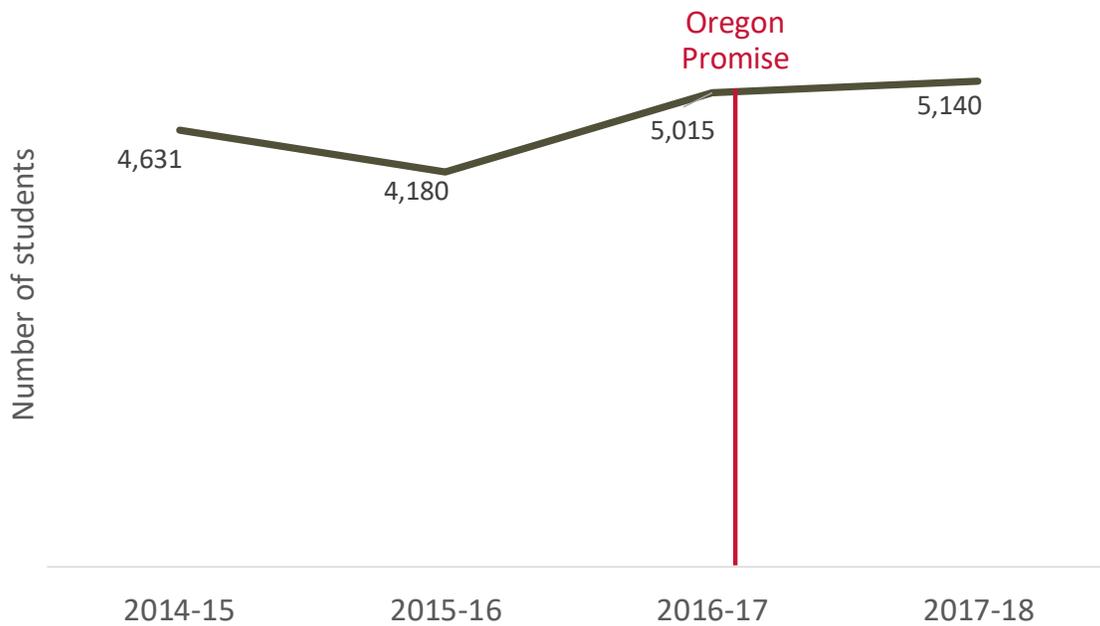


FIGURE 7. Number of Oregon resident 18-year-olds enrolled in community colleges for credit (excluding dual-credit) who have Pell grants, 2014-15 through 2017-18, Oregon student-record data.

Further evidence of a positive impact of the program’s last-dollar design is suggested by a greater than expected amount of Pell dollars among recent high school graduates in community college and public university (see Figure 8). Rates of Pell receipt before the Oregon Promise yielded approximately \$104 million over a two-year period that includes first-year students in one year and first-year and second-year students in another year. After the Oregon Promise, this rate rose by about \$8 million. In 2016-17, community college and public university students in their first year brought in \$38 million. In 2017-18, community college and public university students in their first and second years brought in an estimated \$74 million. The total of these two years, \$112 million, is about \$8 million higher than what we would have expected based on the earlier rates. Moreover, the earlier rates were declining, making this reversal even more notable. Put another way, the state’s \$33.5 million investment in the Oregon Promise for the 2015-17 biennium and the first half of the 2017-19 biennium was accompanied by \$45 million of federal Pell support of the Oregon Promise students and by \$112 million of federal support for all recent high school graduates in the public colleges and universities.

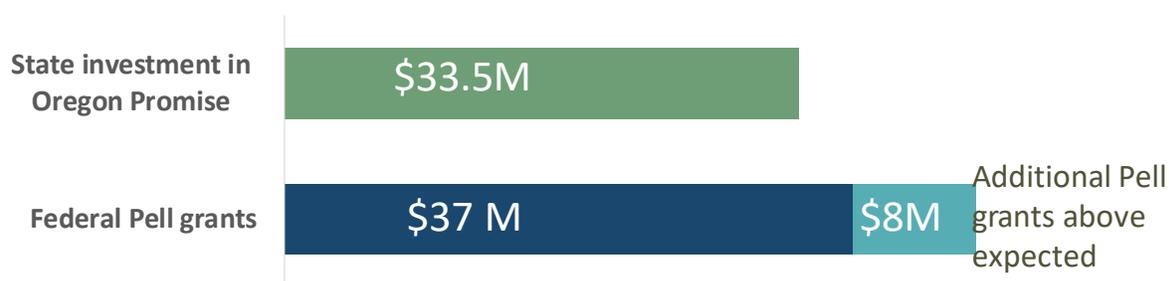


FIGURE 8. Legislative appropriation for Oregon Promise program, July 2015 through June 2018, and federal Pell grant dollars received by Oregon Promise students, 2016-17 and 2017-18 academic years.

EQUITY

Related to this question of the program’s effect on high school students’ college-going rates is how the program may have affected equity. Enrollment, completion, and financial affordability differ substantially by several issues of equity, including race/ethnicity, income (i.e., Pell grant status), and ORSAA filing status.

At the statewide level, we examined enrollment rates of Oregon resident 18-year-olds by student race/ethnicity using both methods described above. We found that racial/ethnic differences in enrollment may have lessened after the Oregon Promise. Figure 9 draws on the data that trace individual high school graduates’ enrollment in community colleges and public universities and shows that among most groups, the racial/ethnic gap in enrollment rates was mostly unchanged with the Oregon Promise. For most groups, the gap was 14.6 percentage points before the program began and 15.1 percentage points after two years. This spread excludes Asian Americans, whose rates fell from almost 17 percentage points before and after the Oregon Promise. However, these results are hampered by the same limitations of matching records with only one year of data described above. For that reason, we also looked at enrollment rates of 18-year-olds in general.

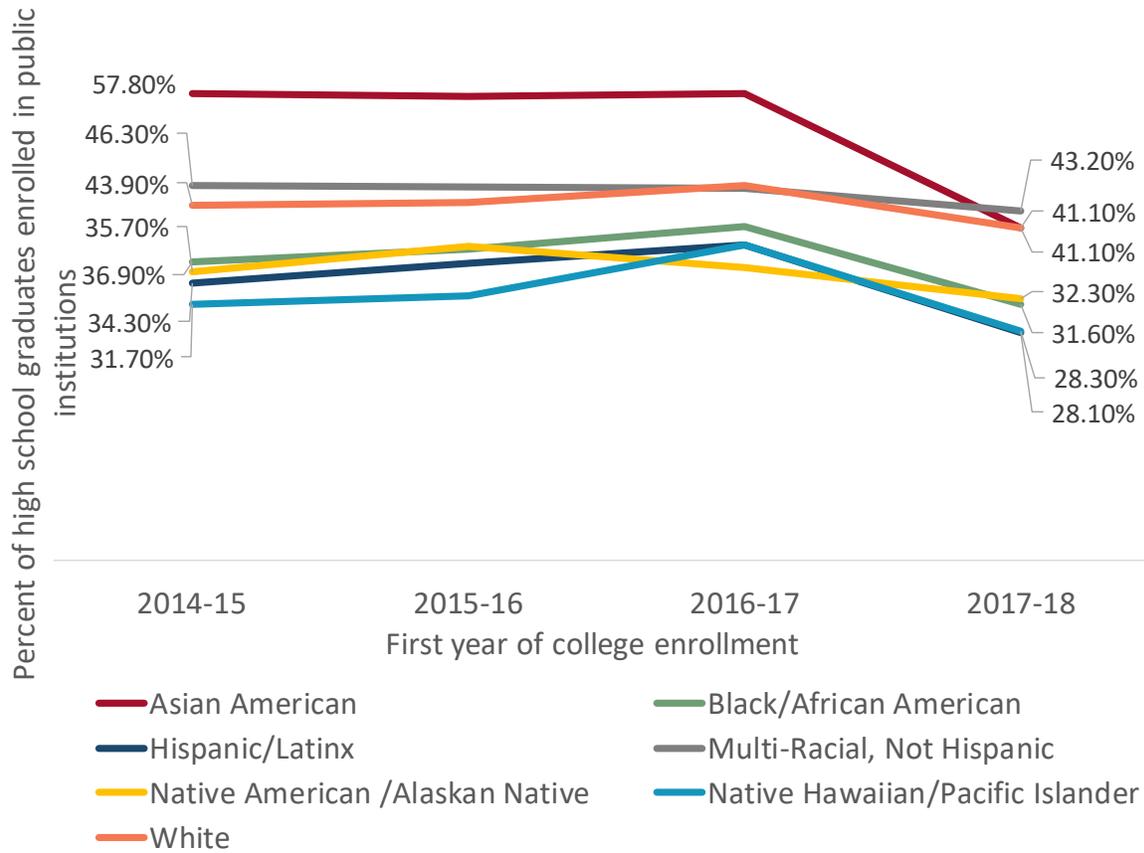


FIGURE 9. Community college and public university enrollment of Oregon high school graduates within the first year after high school graduation by high-school defined race/ethnicity, 2014-15 through 2017-18, Oregon student-record data.

The rates of 18-year-olds enrolled in public colleges and universities tell a different story. Statewide (i.e., across both sectors), the racial/ethnic gap in enrollment fell almost 10 percentage points (Figure 10). Before the Oregon Promise, the difference between the highest and lowest enrollment rates was 23.9 percentage points (48.2 percent for Asian Americans and 24.3 percent for Native Americans/Alaska Natives). After the Oregon Promise, the difference was 14.2 percentage points (45.1 percent for Asian Americans and 30.9 percent for multi-racial students). Only Native Hawaiian/Pacific Islander youth showed a marked decline in enrollment at public institutions, and their numbers are small enough that small changes in the number of students can disproportionately affect percentages. More generally, the results here suggest that the Oregon Promise may have led to more balanced enrollment rates for students across racial/ethnic groups.

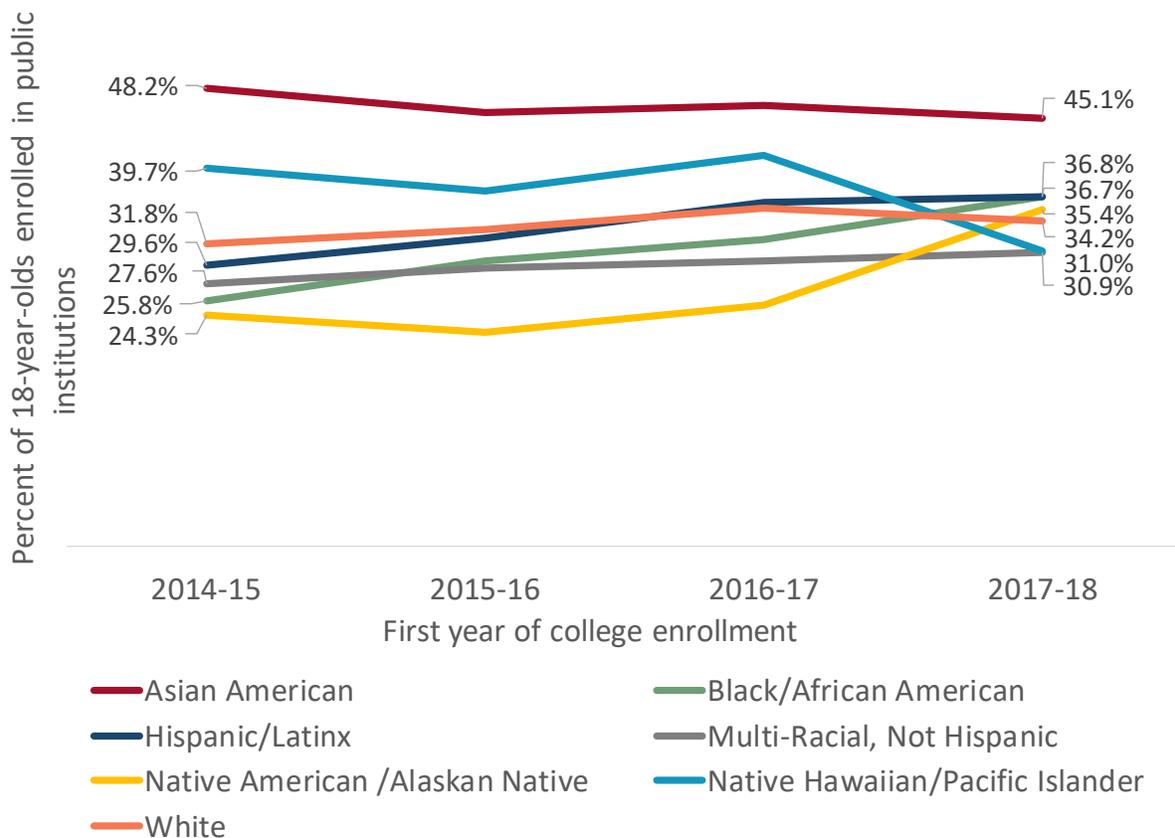


FIGURE 10. Percent of Oregon resident 18-year-olds enrolled in community colleges and public universities, by college-student defined race/ethnicity, 2014-15 through 2017-18, Oregon student-record data.

However, the design of the program means that most Oregon Promise dollars go to higher-income students (see Figure 11). Taking all Oregon Promise students together, those with Pell grants are about half of the total. In contrast, 77 percent of Oregon Promise grant dollars go to students who do not receive a Pell grant. These proportions varied by cohort, given the EFC limit imposed in the second year of the program, as shown in Table 1 below. Note that the totals for Cohort 3 reflect fall term only.



FIGURE 11. Percentage of Oregon Promise students with and without Pell grants in their first year of college enrollment and percentage of Oregon Promise grant dollars disbursed to students with and without Pell grants in their first year of college enrollment, 2016-17 through fall 2018, Oregon student-record data.

TABLE 1. Number and percentage of Oregon Promise students with and without Pell grants in their first year of college enrollment and number and percentage of Oregon Promise grant dollars disbursed to students with and without Pell grants in their first year of college enrollment, 2016-17 through fall 2018, Oregon student-record data.

	Cohort 1, 2016-17		Cohort 2, 2017-18		Cohort 3, fall 2018	
	Students	Oregon Promise grants	Students	Oregon Promise grants	Students	Oregon Promise grants
Students with Pell grant						
Number	3,346	\$2,594,813	3,316	\$2,502,598	2,819	\$846,446
Percent	48% (students)	22% (dollars)	58% (students)	29% (dollars)	47% (students)	20% (dollars)
Students without Pell grant						
Number	3,625	\$9,130,984	2,358	\$6,009,103	3,124	\$3,287,266
Percent	52% (students)	78% (dollars)	42% (students)	71% (dollars)	53% (students)	80% (dollars)
Total students	6,971		5,674		5,943	
Total dollars		\$11,725,797		\$8,511,701		\$4,133,712

Overall, these findings suggest that at least some equity gaps may have reduced following implementation of Oregon Promise. In particular, the racial/ethnic gap in access to higher education appears to have decreased, though later years of data are needed to confirm this. At the same time, the program’s design invests the most dollars in those with the least financial need.

IMPACT ON SCHOOL DISTRICTS

Statewide impacts of the program can also be seen at Oregon’s school district level. Oregon is comprised of 197 school districts, which range widely in size and Oregon Promise participation. In 2016-17, high school graduates across the state numbered 35,380 students, with the number of graduates across school districts ranging from 1 to 2,487 students. Among these 2016-17 high school graduates, almost half (15,840 students or

45 percent) applied to the Oregon Promise. About one-third (31 percent) completed the application and met the program requirements (excluding the EFC limit that was imposed that year). A smaller fraction, 16 percent, or about one in every six high school graduates, took an award. This smaller fraction results partly from the EFC limit that year. For the 2015-16 high school graduates, about one in every five high school graduates took an Oregon Promise award.

Oregon school districts are grouped into 19 Educational Service Districts (ESDs) according to region. Though Oregon Promise students do not come from every school district, because some districts are quite small, Oregon Promise students have represented every ESD in each year of the program (see Table 2). The extent of participation varies across ESD, but this statewide representation of each ESD demonstrates that the Oregon Promise offers a route to college for students across the state. Appendix A shows the level of participation for all 197 school districts.

TABLE 2. Number of Oregon Promise students in Oregon educational service districts, by cohort, 2016-17 through fall 2018, Oregon student-record data.

Educational Service District	Cohort 1 2016-17	Cohort 2 2017-18	Cohort 3 fall 2018
North Central	4	6	8
Grant	5	5	9
Harney	9	11	7
Region 18	11	5	5
Lake	27	10	8
Jefferson	46	31	38
Malheur	58	66	54
Columbia Gorge	151	83	90
South Coast	187	155	153
InterMountain	189	150	154
Douglas	233	185	180
High Desert	389	321	301
Lane	472	382	488
Southern Oregon	541	471	422
Linn Benton Lincoln	542	398	421
Clackamas	694	528	543
Multnomah	925	725	659
Northwest Regional	962	805	927
Willamette	1073	916	1045

Unknown	453	421	431
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This representation brings with it financial support to students from these districts and ESDs. Federal and state grant dollars received by Oregon Promise students range from \$33,961 to \$734,946 among the smaller ESDs (Figure 12) and from \$827,301 to \$4,098,865 among the larger ESDs (Figure 13). These include grants from Pell, OOG, and Oregon Promise programs. We disaggregate these financial impacts by school district in Appendix A as well.

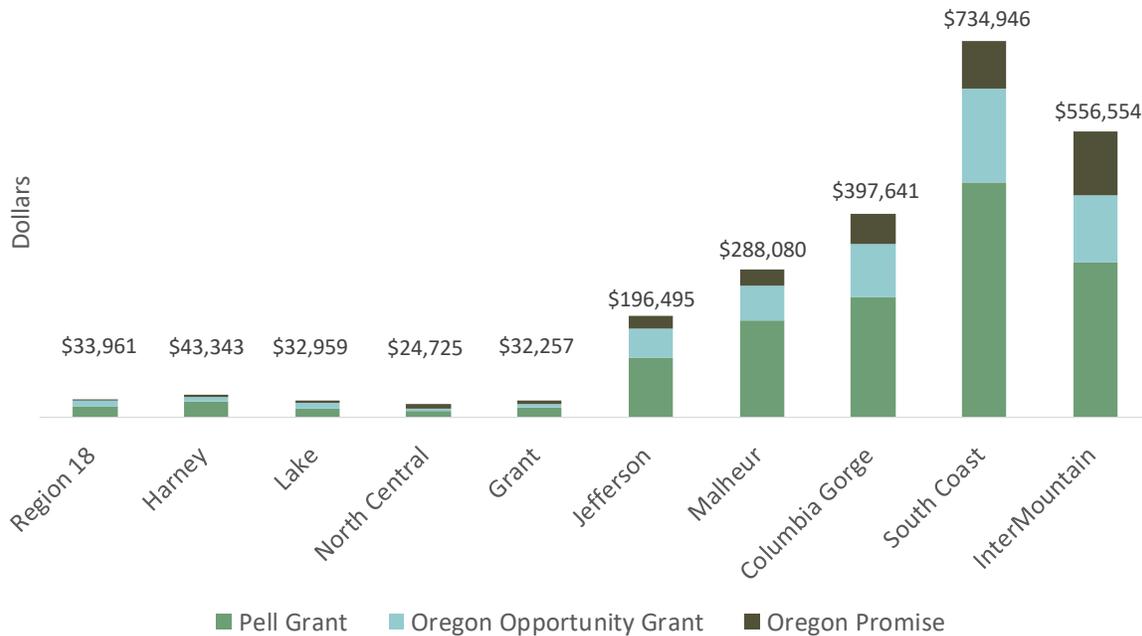


FIGURE 12. Amounts of federal and state grants awarded to Oregon Promise students in smaller educational service districts, 2017-18, Oregon student-record data.

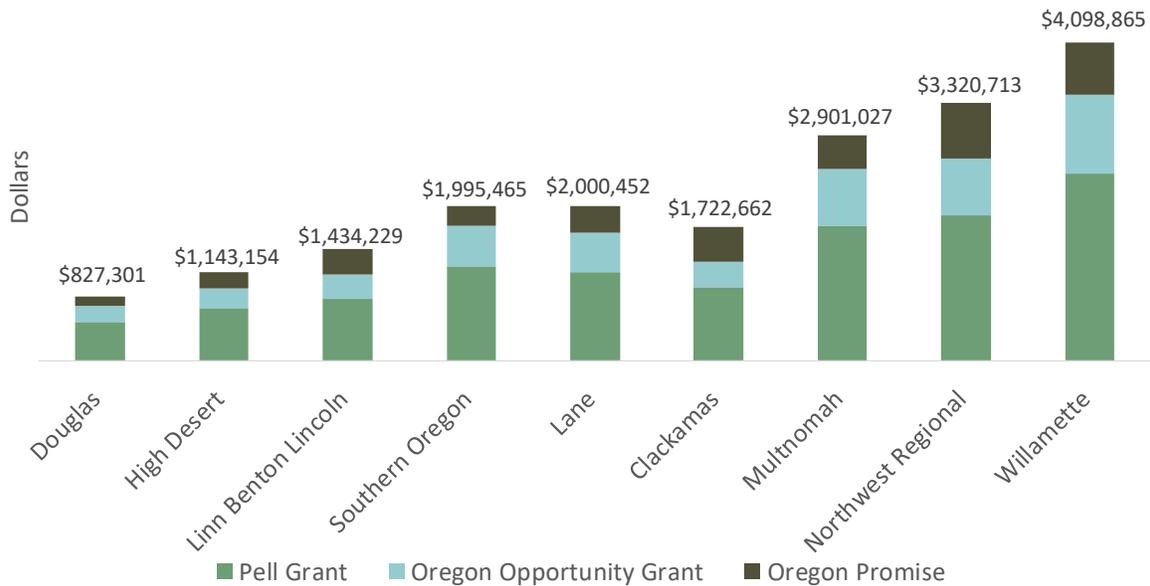


FIGURE 13. Amounts of federal and state grants awarded to Oregon Promise students in larger educational service districts, 2017-18, Oregon student-record data.

SUMMARY

Results on the statewide impact of the Oregon Promise suggest that the program achieved a number of key objectives. First, Oregon Promise appears to have led more high school graduates to enroll in college at a time when enrollment in general has been declining, though the full magnitude of the enrollment impact will become clearer with more years of data. Second, federal aid grants among new community college students increased and total federal aid grant dollars supporting Oregon students increased substantially with the Oregon Promise. These findings contrast with larger national trends of declining FAFSA filing and decreasing Pell grant disbursement. Third, the program appears to have improved equity by reducing gaps in enrollment across racial/ethnic groups. Lastly, the program has spanned the state geographically, with Oregon Promise applicants and students from every ESD.

POSTSECONDARY PATHWAY: ACCESS

INTRODUCTION

In this and subsequent chapters, we move from aggregate enrollment and financial impacts of the Oregon Promise to examine student-level experiences and outcomes. The Oregon Promise is not only tied to larger State educational attainment goals, it also aims to provide a straightforward and achievable path through postsecondary education for more Oregon residents. To this end, we examine the extent to which students are able to navigate the steps laid out by the Oregon Promise and the characteristics of students who are able to do so. In this chapter, the key questions asked are: What types of students are eligible for the Oregon Promise? What are the characteristics of the students who ultimately accept the grant? We answer these questions with data on recent Oregon high school graduates,⁷ Oregon Promise applicants and recipients, and students enrolled in postsecondary public institutions.

OREGON PROMISE COHORTS

Underway since 2015, Oregon Promise currently has three cohorts of grant recipients: Cohort 1 (first enrolled in college in 2016-17), Cohort 2 (first enrolled in college in 2017-18), and Cohort 3 (first enrolled in college in 2018-19 and about whom we have only one term of information, fall 2018). Figure 14 shows the total number of Oregon high school graduates, Oregon Promise applicants (i.e., those who start an application), Oregon Promise awardees (i.e., those who complete the application and are eligible for the grant), and Oregon Promise students (i.e., those who accept and use the award). In the analyses that follow, data on students in Cohort 2 refer to the 5,674 students who were originally not subject to the EFC limit. Some of the 2,172 students who were initially subject to the EFC limit did retain eligibility and received grants in fall 2018 when that limit was lifted.

⁷ Data from the Oregon Department of Education.

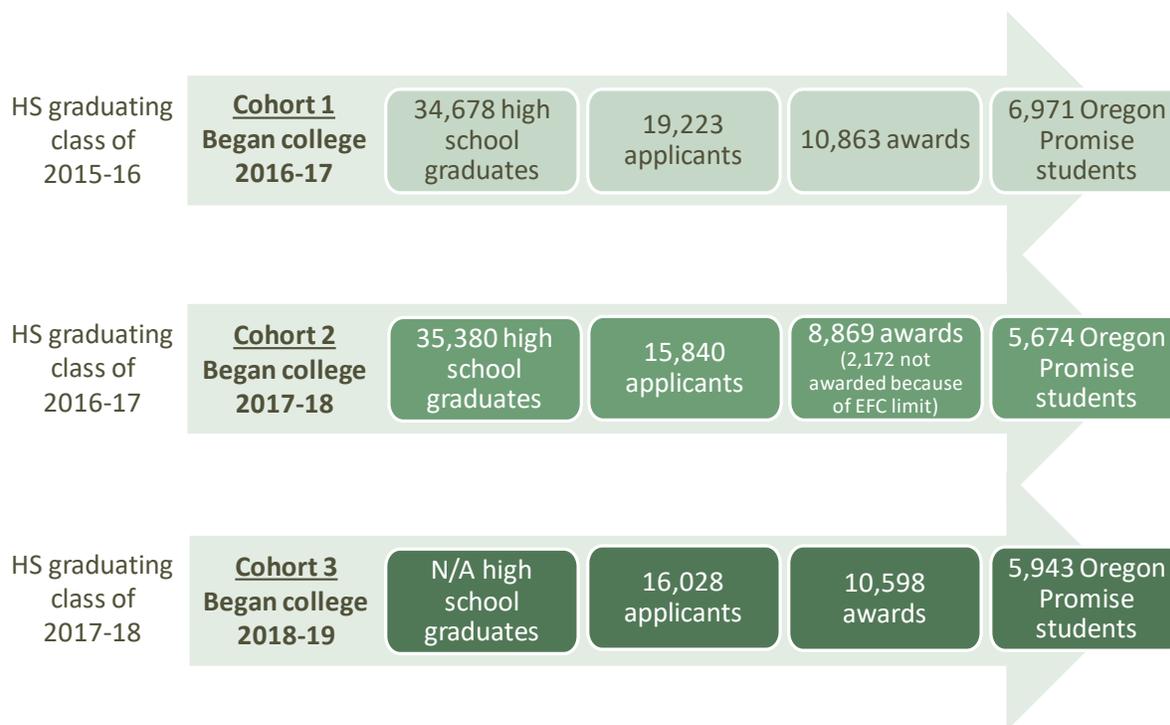


FIGURE 14. Number of Oregon high school graduates, number of Oregon Promise applicants, number of Oregon Promise awards, and number of Oregon Promise students, 2016-17 through fall 18, Oregon student-record data.

In total, Oregon Promise has provided financial support to 18,588 students across all three cohorts. We note that some additional students will enter Cohort 3 as they graduate from high school or a GED® program and begin college in winter 2019 or spring 2019. In previous cohorts between one and two percent of students began in the winter or spring terms, rather than in fall term.

We note that the number of applicants fell between the first and second cohorts of students, while the number of applicants remained relatively stable between the second and third cohorts. This suggests the impact of increased clarity about program eligibility and requirements described previously (both in terms of the information provided and the public’s coming to understand a new program) rather than because of concern about pending funding or the EFC limit.

OREGON PROMISE APPLICANTS—STUDENT CHARACTERISTICS

By definition, the Oregon Promise is a program for most recent high school completers, providing a path to college for any student who graduates with a 2.5 cumulative GPA or earns a 145 grade on all GED® tests. Has a wide range of students accessed the program? Data on applicants’ race/ethnicity and gender offer some answer to this question. We note that data availability (e.g., a matched data set across many years, the lack of GPA data for high school students) limits the extent of the answer to this question. In addition, differences between high school graduates and Oregon Promise applicants are somewhat stymied by different methods for recording students’ race/ethnicity and gender.⁸ In particular, all high school students have a race/ethnicity

⁸ In public elementary and secondary schools, students or their families identify students’ racial/ethnic groups. If they decline to

and gender associated with them in their records, whereas college students have the choice not to report a racial/ethnic or gender identity. This makes direct comparisons across the sectors not possible, and results should be interpreted with caution.

Table 3 shows the racial/ethnic proportions of high school graduates and Oregon Promise applicants by year. In general, Asian American and white students are somewhat less likely to apply for the Oregon Promise, whereas Hispanic/Latinx and multi-racial students are somewhat more likely to apply for the program. The proportions of Black/African American students, Native American/Alaska Native students, and Native Hawaiian/Pacific Islander students are similar between the graduating class and the applicants. All of these results hold across the first two cohorts (data on 2017-18 high school graduates are not yet available). These results suggest that the program is providing access to students of all backgrounds. Although Asian American and white students appear to be participating at somewhat lower rates, their college-going rates are relatively higher, and they may simply be accessing postsecondary education another way.

TABLE 3. Racial/ethnic and gender distributions of Oregon public high school graduating class and Oregon Promise applicants, 2016-17 and 2017-18, Oregon student-record data.

	Cohort 1, 2016-17		Cohort 2, 2017-18	
	High school graduates	Oregon Promise applicants	High school graduates	Oregon Promise students
Asian American	4.7%	3.7%	4.6%	3.9%
Black/African American	2.2%	2.0%	2.3%	2.1%
Hispanic/Latinx	19.0%	22.3%	19.4%	22.7%
Multi-racial	5.1%	5.4%	5.5%	6.0%
Native American/Alaska Native	1.3%	1.2%	1.3%	1.2%
Native Hawaiian/Pacific Islander	0.3%	0.6%	0.7%	0.6%
White	67.1%	61.7%	66.2%	61.0%
Not reported/not known	N/A	3.1%	N/A	2.6%
Total	100.0%	100.0%	100.0%	100.0%
Female	50.9%	55.9%	50.2%	55.5%
Male	49.1%	43.4%	49.8%	43.1%
Total	100.0%	100.0%	100.0%	100.0%

There are also differences between the gender of high school graduates and the gender of Oregon Promise applicants. High school graduating classes are about evenly split by gender, whereas Oregon Promise applicants are disproportionately women. This is consistent with state and national trends in postsecondary education, which has become increasingly female (U.S. Department of Education, 2018b). These differences are also shown in Table 3 and are consistent across the two cohorts.

choose a racial/ethnic group, federal law requires school staff to choose students' racial/ethnic group. In contrast, Oregon Promise students self-identify their own race/ethnicity on their Oregon Promise with no requirement to choose a group, and the same is true for community college and public university students identifying their race/ethnicity in student records. As a result, race/ethnicity is unknown for some students in postsecondary records, making direct comparisons with high school records not possible.

OREGON PROMISE STUDENTS—STUDENT CHARACTERISTICS AND FINANCIAL AID GRANTS RECEIVED

Additional information is available on Oregon Promise students to examine who is accessing and participating in the program. This includes GED® test graduates and, among those who apply for financial aid, first-generation college status, ORSAA filing status, and income level as defined by receipt of federal and state financial aid grants.

In comparison to all community college students, Oregon Promise students are less likely to be GED® completers, less likely to be first-generation college students, and more likely to be ORSAA filers. Specifically, among Oregon Promise students, 31 percent are first-generation college students (i.e., neither of their parents completed college), 2.3% filed the ORSAA, and 2.0% are GED® completers (Figure 15). Compared to all public university resident undergraduates, these rates indicate lower levels of GED® completers, comparable levels of first-generation college students, higher levels of ORSAA-filers. We caution against strong conclusions given the small numbers of students in the GED® and ORSAA groups. Especially with imperfect comparison groups, even slight changes in the numbers of GED® completers or ORSAA filers can lead to very different rates and change interpretations.

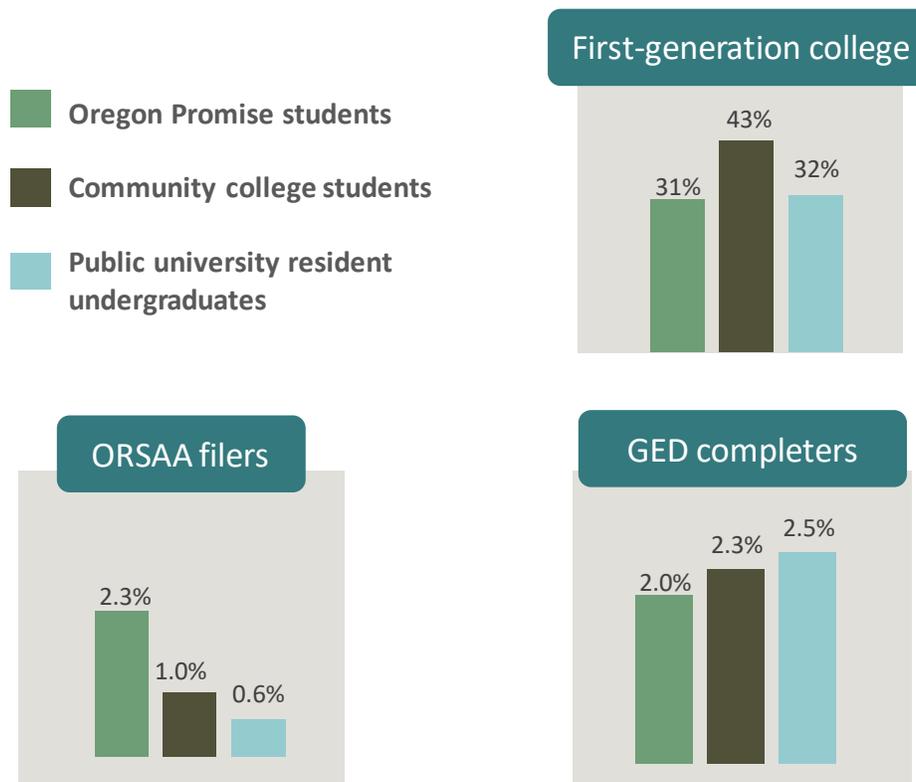


FIGURE 15. Percentage of Oregon Promise students, for-credit community college students, and public university resident admitted undergraduates who are first-generation college students (among FAFSA filers only), ORSAA filers, and GED® completers, 2016-17, Oregon student-record data.

Further, given the design of the Oregon Promise as a last-dollar program that requires students to utilize federal aid grants for which they are eligible, roughly half of Oregon Promise students received federal Pell grants (see Figure 16). Cohort 1 (2016-17) and Cohort 3 (Fall 2018) each had just under half of students

receive a Pell grant (48 percent and 47 percent, respectively), while Cohort 2 (2017-18)—with the enactment of the EFC limit—yielded 58 percent of students receiving Pell grants. These numbers are markedly higher than the rates of Pell receipt among all 18-year-old community college students taking for-credit courses (excluding high school dual credit courses), among whom 29 percent to 30 percent receive Pell grants. Similarly, the rate of Pell grant receipt among public university resident students who are just out of high school is also lower, between 35 percent and 36 percent, than among Oregon Promise students. Overall, Oregon Promise students are between 4 percent and 8 percent of all Oregon students with Pell grants.

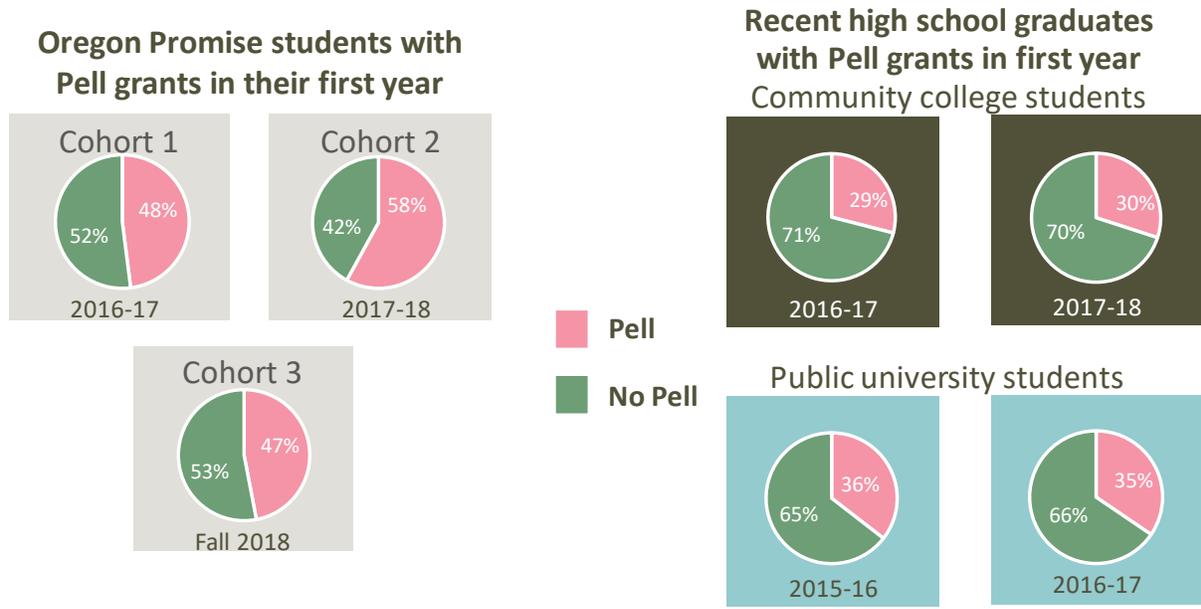


FIGURE 16. Percentages of Oregon Promise students and recent Oregon high school graduates in community colleges and public universities with and without Pell grants in their first year of college enrollment, 2015-16 through fall 2018, depending on sector, Oregon student-record data.

In terms of Pell grant dollars, HECC has data on the estimated Pell award amount. The actual amount awarded may be lower if students reduce their course load or leave school. Based on the estimated award amounts, Oregon Promise students received an average Pell grant amount ranging from \$4,781 in 2016-17 to \$5,012 in fall 2018 (Table 4). Note that the fall 2018 grant size is the estimate for the entire 2018-2019 year, though only one-third is distributed in the fall term. The average Pell grant amount received by Oregon Promise students is 82 percent of the maximum amount each year, which ranges from \$5,815 in 2016-17 to \$6,095 in 2018-19. Students who received a Pell grant were about as likely to receive the full amount possible (based on EFC) in each of the three cohorts. Overall, Oregon Promise students have received a total of approximately \$56 million in Pell grants over the course of the two years and one term of the grants.

TABLE 4. Number of Oregon Promise students with Pell grants across all cohorts, average estimated size of Pell grant, and maximum possible Pell grant, by academic year, 2016-17 through fall 2018, Oregon student-record data.

	2016-17	2017-18	Fall 2018
Number of students	3,346	6,028	6,821
Average grant (mean)	\$4,781	\$4,883	\$5,012
Maximum possible grant	\$5,815	\$5,920	\$6,095
Total dollars	\$16M	\$29M	\$11M

SUMMARY

Overall, the number of applicants to the Oregon Promise has stabilized, suggesting sufficient awareness and knowledge of the program. Further, students of all racial/ethnic and gender identities are applying to the program, suggesting that it is providing widespread access. Oregon Promise students—those that accept the grant—are much more likely to be Pell grant recipients than other community college students but less likely to be first-generation college students. Consistent with earlier results regarding program participation across school districts, these results indicate that the program is far-reaching.

POSTSECONDARY PATHWAY: EXPERIENCE

INTRODUCTION

For students enrolled in college or university, maintaining momentum and progress by enrolling in ample credits and staying consecutively enrolled increases the likelihood of completion and reduces the total costs of a degree or certificate. To encourage this, the Oregon Promise requires students take at least six credits each term (fall, winter, and spring) and maintain continuous enrollment through the three terms to remain eligible for the grant the following year. This chapter describes the extent to which Oregon Promise students successfully completed these requirements and whether the Oregon Promise led to an overall trend in more community college students taking more credits across more terms. Because previously earned college credits can influence these outcomes in a variety of ways, we also describe the influence of accelerated learning credits on students' ability to utilize the Oregon Promise. We draw on Oregon Promise student data and public postsecondary student data to answer these questions.

MAINTAINING ELIGIBILITY—CREDIT LOADS AND CONTINUOUS ENROLLMENT

Most Oregon Promise students complete program enrollment requirements, including those related to credit loads. For instance, 75 percent of fall students in Cohort 1 and Cohort 2 enrolled for three terms and enrolled in at least six credits each term. Among those enrolled for three terms, 95 percent enrolled full-time (at least 12 credits) in at least one term. In both cohorts, 53 percent of students who began in the fall enrolled full-time in all three terms. Further, in terms of continuous enrollment, 88 percent to 89 percent of fall term students enrolled in winter term. Students tended to take somewhat fewer credits as the academic year progressed, taking about one course less in spring term, on average, than they took in fall term. These results are shown by cohort in Table 5 below.

TABLE 5. Terms enrolled and number of enrolled credits among Oregon Promise students, by cohort, 2016-17 and 2017-18, Oregon student-record data.

	Cohort 1, 2016-17		Cohort 2, 2017-18	
	Number	Percent	Number	Percent
Students beginning in fall term	6,878	98.7%	5,560	98.0%
Fall students enrolled in winter with 6 or more credits	6,027	87.6%	4,959	89.2%
Students enrolled all three terms with 6 or more credits	5,138	74.7%	4,193	75.4%
Fall students enrolled all three terms with 12 or more credits	3,650	53.1%	2,957	53.2%
Mean number of credits				
Fall	12.6		12.3	
Winter	11.2		11.1	
Spring	9.7		9.8	
Total students	6,971		5,674	

However, no substantial differences in credit loads and continuous enrollment are found between Oregon Promise students and students attending public institutions prior to the Oregon Promise. New high school graduates enrolled in community college were enrolled in an average of two terms per year both before and

after the Oregon Promise. In addition, the number of credits new high school graduates took was nearly the same before and after the Oregon Promise. At community colleges, they took about one credit more per year, on average, as shown in Figure 17. This change did not maintain statewide, when we include students at public universities. As noted previously, some students appeared to shift from public university to community college because of the Oregon Promise, and we look at statewide numbers to account for this.

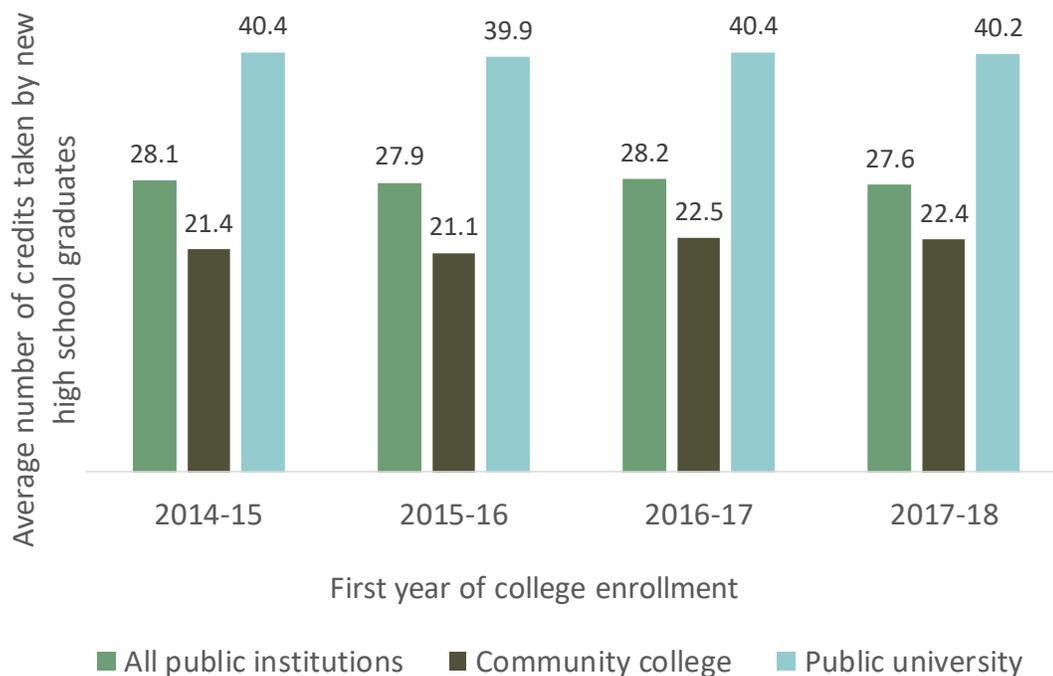


FIGURE 17. Average number of enrolled credits among recent Oregon high school graduates in community colleges and public universities, 2014-15 through 2017-18, Oregon student-record data.

Despite the majority of students maintaining eligibility, a large minority did not fulfill program requirements. Among students in Cohort 1 and Cohort 2, 25 percent did not complete all requirements, with 94 percent of these students missing one or more terms of enrollment at least. Further, 98 percent of students who missed a term had not yet reached the 90-credit cap, indicating that students paid tuition that could be covered by the Oregon Promise due to discontinuous enrollment. Beyond maintaining eligibility, some students chose not to continue into a second year of Oregon Promise participation even though they had maintained continuous enrollment and credit loads. Among students in Cohort 1, 21 percent completed all three terms and did not continue in Oregon Promise. Together, these findings suggest that the program alone is not enough to maintain enrollment for many students. The requirements of continuous enrollment and six or more credits are too onerous, the monetary benefits are insufficient, or both, to outweigh other obstacles students face when trying to get through college.

THE IMPACT OF ACCELERATED LEARNING CREDITS

One factor that relates to students' experience is the number of accelerated learning credits they bring with them to college. Accelerated learning takes many forms, including: high school-based partnerships with colleges and universities (dual credit, sponsored dual credit, assessment-based learning credit); expanded

options programs for students to finish their high school coursework at a college; online courses; and private programs such as Advanced Placement and International Baccalaureate. All programs provide the potential to earn college credits while in high school and have risen in prevalence over the last several years.

About half of Oregon Promise students brought some college credit with them into the program. From 50 percent to 56 percent of students had some amount of credits when they began, depending on the cohort (see Table 6). About a quarter of students (25 percent to 29 percent) brought in more than 12 credits, or one term of courses, and five percent to nine percent of students brought in more than 36 credits, or three terms of courses. On average, Oregon Promise students brought an average of about 18 college credits with them to their first term. This means that students were already part way through the 90 college credits for which the program will pay. This is not a problem if their accelerated learning credits apply to their program of study, though there is at least some evidence that this may not be the case, as we describe below.

TABLE 6. Number and percentage of Oregon Promise students with accelerated learning credits, by cohort and amount of credits, and average number of credits, 2016-17 through fall 2018, Oregon student-record data.

	Cohort 1, 2016-17		Cohort 2, 2017-18		Cohort 3, fall 2018	
	Number	Percent	Number	Percent	Number	Percent
All students with any college credit (at least one credit)	3,842	56%	2,754	50%	3104	52%
Students with more than 12 college credits	2,055	29%	1,397	25%	1,652	28%
Students with more than 36 college credits	595	9%	300	5%	342	6%
Average (mean) number of credits at initial enrollment	19		17		17	

The financial impact of these credits is significant. Students brought in an average of 18 college credits, which carry a tuition cost of about \$300 per credit (depending on the year). If the Oregon Promise had funded these credits, the additional disbursements would vary by cohort but would be considerable. We note, however, that not all students would have utilized funding for up to 90 credits (e.g., because they completed a career certificate of fewer than 90 credits or because they lost eligibility).

Students with accelerated learning do not appear any more likely to complete program requirements than students with no accelerated learning credits. Students from Cohort 1 (who had been in the longest) all had nearly the same amounts of continuous enrollment, whether they came in with no credits, with some credits, or with more than 36 credits.

SUMMARY

As findings from this chapter show, the majority of Oregon Promise students successfully completed program requirements. However, compared to students attending community college and public universities before the Oregon Promise, students enrolled after the program began had comparable credit loads and patterns of enrollment. This suggests that the Oregon Promise has not resulted in an overall trend of higher credit loads and continuous enrollment, factors related to college completion. Further, the large minority of students who did *not* complete Oregon Promise program requirements suggests that enrollment requirements are not able to

counteract the factors in students' lives that lead them to take a term or two away from school. Notably, about half of Oregon Promise students begin their participation in the program with substantial college credits, and which have a sizeable financial impact on the program.

POSTSECONDARY PATHWAY: OUTCOMES

INTRODUCTION

Ultimately, the Oregon Promise aims to increase overall educational attainment and help bolster student degree and certificate completions. Obtaining a postsecondary credential has wide-ranging implications for a student's future socioeconomic well-being, and having a well-educated workforce contributes to the State's economic fortitude. This chapter asks the imperative questions: To what extent do Oregon Promise students achieve completions? Further, did the Oregon Promise increase overall completions among recent high school graduates? As with previous chapters, these questions are answered using data on Oregon high school graduates, Oregon Promise students, and the broader group of students enrolled at public postsecondary institutions. We look at outcomes primarily for Cohort 1 students at the end of their second year.

CONTINUATION, COMPLETION, AND TRANSFER TO PUBLIC UNIVERSITIES

With the program in its third year, most Oregon Promise students are still enrolled in college or university, and completions are just beginning (see Figure 18). A greater understanding of completion rates will begin in 2020, when bachelor's degree completions can be included along with associate degree and career certificate completions. Nonetheless, some students have completed associate degrees and career certificates, and some have transferred to public universities, which can now be assessed.

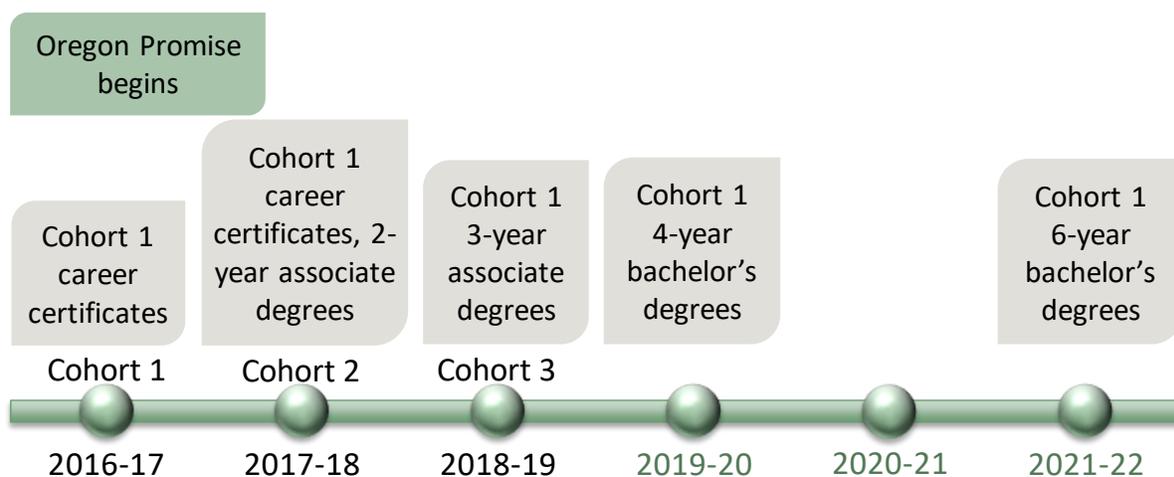


FIGURE 18. Timeline of completion for Oregon Promise cohorts, by type of completion.

Cohort 1, with two years and one term of higher education access, offers the most information about the initial outcomes of Oregon Promise students. Among Cohort 1 students, 26 percent had earned a credential by the end of spring term 2018 or transferred to a public university by fall 2019 (see Table 7). An additional 37 percent were still enrolled in community college at the end of their second year without completing a credential or transferring.⁹ Overall, the majority of Cohort 1 students (63 percent) have experienced a positive

⁹ We can assess transfers to public universities that occur in fall 2018 (i.e., after two years of community college enrollment are completed for Cohort 1 students) because fall 2018 enrollment data for public universities are available midway through the term. We assess community college enrollment through spring 2018 (i.e., at the end of the second year for Cohort 1 students) because fall 2018 enrollment data for community colleges are not available until the end of the 2018-19 academic year.

outcome, either earning a credential, transferring to a public university, or still being enrolled in community college in 2018.

TABLE 7. Outcomes of Oregon Promise students by cohort, 2016-17 through 2018, Oregon student-record data.

	Cohort 1 (two full years)		Cohort 2 (one full year)	
Earned associate degree, including transfers	852	12.2%	56	1.0%
Earned career certificate, including transfers	131	1.9%	33	0.6%
Transferred to public university	1,274	18.3%	216	3.8%
with credential (also counted above)	444	6.4%	24	0.4%
without credential	830	11.9%	192	3.4%
Still enrolled at community college	2,593	37.2%	4,329	76.3%
with Oregon Promise	1,708	24.5%	4,016	70.8%
without Oregon Promise	885	12.7%	313	5.5%
No longer enrolled in public institution	2,565	36.8%	1,064	18.8%
Total	6,971		5,674	

However, many of the students who are still enrolled in community college are not doing so with an Oregon Promise grant. These students have continued to pursue their education, but about half (56 percent) lost eligibility because they were not enrolled for one or more terms (see Table 8). Another quarter (24 percent) had reached the 90 credit limit of the program. That these students were still enrolled after reaching their 90 credit limit indicates that at least some of the accelerated learning courses they took before the program were not well aligned with their needs as college students. This suggests, again, that either the requirements of the program were too onerous or the benefits were too limited for students to maintain their participation in the program.

TABLE 8. Reasons for not renewing Oregon Promise grant among Cohort 1 students who remained enrolled in community college and applied for renewal for the 2017-18 year, Oregon student-record data.

	Number of students
Missed a term	492
Reached limit of 90 credits	215
First-year experience course not completed	90
FAFSA/ORSAA filed late	67
Rejected FAFSA	29

Moreover, the Oregon Promise does not appear to have raised completion rates among high school graduates. We assess this by observing the completion rates of Oregon high school graduates before the program (high school class of 2015) with those from after the program (high school class of 2016). As Table 9 shows, the outcomes across the two years are nearly identical. Before Oregon Promise, 10.1 percent of all high school graduates earned an associate degree, earned a career certificate, or transferred to a public university within two years of graduation. Similarly, after the Oregon Promise, this rate of continuation and/or completion is 10.3 percent.¹⁰ Although somewhat more students earned an associate degree under the Oregon Promise (3.1 percent) than before the program (2.4 percent), the rate of transfer to a public university without a credential is somewhat lower (6.4 percent, compared to 7.0 percent, respectively). Finally, we note that this result is based only on one cohort of students and their two years of college enrollment. Additional years of data are needed to confirm and clarify what, if any, impact the Oregon Promise has had on completion rates.

TABLE 9. Outcomes of community college students two years after high school, 2016-17 and 2017-18, Oregon student-record data.

	Before Oregon Promise (2014-15 high school graduates)	After Oregon Promise (2015-16 high school graduates)
Earned associate degree	2.4%	3.1%
Earned career certificate	0.7%	0.8%
Transferred to public university	8.2%	7.9%
without credential	7.0%	6.4%
with credential	1.2%	1.5%
Still enrolled at community college	38.3%	39.7%

SUMMARY

While a majority of Oregon Promise students achieved a positive educational outcome—completed a credential, transferred to a public university, or were still enrolled in community college, over one-third of students were no longer enrolled in a public institution and had not completed a credential. Moreover, many of those still enrolled in community college were continuing their education without the benefit of the Oregon Promise. In addition, initial outcomes of high school graduates in general suggest that Oregon Promise has not necessarily increased overall completion rates, at least not at this early opportunity. Although these findings provide preliminary evidence that Oregon Promise has not substantially influenced educational attainment statewide, it is important to note that a comprehensive understanding of completion rates is currently not possible because of the limited years of data. A more thorough understanding of the impact of the program on attainment and completion will be discernable beginning in 2020, when students have had more time to complete their credentials and initial bachelor’s degree completions can begin to be taken into account.

¹⁰ These rates are lower than the outcomes of Oregon Promise students because they include students who were enrolled for fewer credits and fewer terms and students who had not enrolled in a community college or public university. Because some students appear to have chosen to attend a community college under the Oregon Promise (rather than a public university), we need to examine the rates for all high school graduates, not only those who enrolled in a community college.

CONCLUSION

SUMMARY OF FINDINGS

With the passing of Senate Bill 81 (2015) and the subsequent development of the Oregon Promise program, the State of Oregon aimed to provide extensive access to community college for its residents. In addition to offering a path to a postsecondary credential for Oregon Promise students, the program was also designed to maximize federal aid grants and intended to bring more federal aid grant dollars into the State. Further, in support of Oregon's 40-40-20 goal, the program hoped to increase overall statewide educational attainment and reduce equity gaps. While the program is still too young to conduct a fully reliable and comprehensive assessment of all these goals, findings from its first few years provide preliminary evidence that Oregon Promise students experienced positive educational outcomes; federal Pell grant dollars increased among Oregon students; enrollment in higher education among Oregon students may have increased slightly; and racial/ethnic differences in enrollment rates were reduced. At the same time, the findings provide early evidence that statewide course loads and continuous enrollment have not increased, and completion rates have not risen, at least yet.

Statewide Impacts

Findings from the first few years of the Oregon Promise suggest that the last-dollar program successfully increased federal and state aid grants among Oregon students. This increase in grants brought more federal aid grant dollars into the state and has likely improved postsecondary affordability for students. Future analyses may consider estimating the impact of Oregon Promise on college affordability for recent high school graduates. Additionally, increased Pell funding among students contrasts with national and statewide trends of a decline in FAFSA applications. This finding suggests State agencies and higher education institutions and programs may want to consider how to encourage FAFSA filing further.

In addition to the successful financial impacts of the program, there is some evidence that Oregon Promise expanded the number of recent Oregon high school graduates who went to college. The first year of the program (2016-17) saw an expansion in postsecondary enrollment that appears sustained, but not increased, during the second year (2017-18), though evidence here is mixed. Other measures of enrollment (number of terms enrolled and course loads) are nearly identical before and after the Oregon Promise. As noted, determining the overall enrollment impact from only two years of data is difficult. The enrollment impact of the Oregon Promise will become clearer the more years Oregon Promise is underway. It is also important to note that during times of economic strength, enrollment in higher education in general—and community college, in particular—declines. As such, a leveling-off of enrollment rates in the second year of the program may actually indicate a positive enrollment impact, reflected by a lack of enrollment rate decline.

Moreover, the Oregon Promise disbursed state grants to students across all Education Service Districts (ESD) indicating regional representation and access. While the majority of Oregon Promise grant dollars were disbursed to students who did not receive Pell grants—and, thus, had the least financial need—preliminary evidence suggest that the program may have reduced racial/ethnic differences in enrollment rates. We call particular attention to this last finding and the need to monitor it over time, as racial/ethnic gaps in enrollment have been persistent.

Postsecondary Pathway: Access, Experience, and Outcomes

With the number of Oregon Promise applicants remaining relatively stable across cohorts, student knowledge of the program and its requirements appears to be reliable and widespread. Oregon Promise students—those that accept and use the state grant—are more likely to be Pell grant recipients than other community college and public university students, highlighting the effectiveness of the last-dollar program design. However, Oregon Promise students are somewhat less likely to be first-generation college students than other community college students, suggesting an opportunity to expand outreach to these underrepresented students.

About half of Oregon Promise students bring accelerated learning credits with them into college, which contribute to the 90-credit limit of the program. Among Oregon Promise students in general, the majority successfully completed all program requirements. However, a large minority of Oregon Promise students lost eligibility due to missing a term, indicating that students may face obstacles that are not able to be offset by the program benefits or requirements. Although the program has not been underway long enough to assess completion fully, early findings indicate that Oregon Promise students largely experience positive outcomes. The majority of students had earned a credential, transferred to a public university, or were still enrolled in college two years into the program. However, the program does not appear to have markedly increased completions among high school graduates in general at this early state. Even more than with enrollment, it is likely too soon to determine the impact of Oregon Promise on postsecondary outcomes with assurance. Future reports will continue to analyze completion, accounting for students who take more than two years to complete their associate degrees and certificates as well as those students pursuing bachelor's degrees.

CONCLUSIONS AND IMPLICATIONS

Five early takeaways from this report point to needs and next steps for education policy. First, and perhaps most clearly, the positive statewide financial impact of the Oregon Promise appears largely attributable to its last-dollar design and raises the question of where and how else FAFSA applications can be encouraged or required. Though OOG recipients who are eligible for Pell grants virtually always take the Pell grants, many students who are eligible do not receive Pell grants because they do not fill out a FAFSA application or do not submit a complete one. To help students receive this available support, institutions at the secondary and postsecondary level could consider expanded outreach efforts during regular school time and to community groups and require FAFSA completion for certain programs. Guidance for such efforts can come from HECC's Office of Student Access and Completion, which hosts FAFSA outreach efforts in a variety of venues.

Second, early implications about the program's impact on equity suggest opportunity for expanded outreach about the Oregon Promise to underserved communities. Oregon's twin educational goals of 40-40-20 attainment and the Equity Lens (HECC, 2014) both point to the need for expanded access and completion among underserved communities. The initial findings of this evaluation, of increased understanding about the program and of an apparent reduction in racial/ethnic enrollment gaps, provide evidence that outreach around this program can indeed have positive effects on recent high school graduates. In addition, the early indicators that first-generation students may be underrepresented in the Oregon Promise indicate a need for outreach to first-generation students in particular.

Third, the mixed effects on student success indicate that some adjustments to the program might be in order. The sizeable minority of students not completing program requirements—many of whom continue in

community college without Oregon Promise grants—calls for greater support for students, greater benefits, or both. Further investigation with students is needed to determine what program effects would be best.

Fourth, the number of accelerated learning credits that students bring with them have sizeable impacts on the program's reach. On the one hand, more students are served because they reach the 90-credit cap sooner, freeing up resources for other students. On the other hand, the continued enrollment of students after they reach the cap indicates that at least some students need further resources before reaching a credential or readiness to transfer.

Finally, the mixed results on enrollment and the limited ability to assess completion both point to the need for continued rigorous study of the program. The Oregon Promise is an early program in a nationwide trend of college Promise programs, and insight gained from Oregon will not only inform its own efforts to expand college access and completion but will also inform national efforts to do the same.

APPENDIX A. PARTICIPATION AND FINANCIAL IMPACTS BY SCHOOL DISTRICT

TABLE A. 1. Number of Oregon Promise students and average (mean) Oregon Promise grant size, by cohort and school district, 2016-17 through fall 2018, Oregon student-record data.

Adrian SD 61	No. of Students	Avg. Amount for OP
Cohort 1	3	\$850.00
Cohort 2	3	\$850.00
Cohort 3	3	\$284.00

Alsea SD 7J	No. of Students	Avg. Amount for OP
Cohort 1	2	\$496.00
Cohort 2	4	\$1,484.30
Cohort 3	#N/A	#N/A

Amity SD 4J	No. of Students	Avg. Amount for OP
Cohort 1	18	\$1,668.20
Cohort 2	11	\$1,974.00
Cohort 3	15	\$834.60

Arlington SD 3	No. of Students	Avg. Amount for OP
Cohort 1	1	\$567.00
Cohort 2	2	\$3,390.00
Cohort 3	3	\$778.30

Ashland SD 5	No. of Students	Avg. Amount for OP
Cohort 1	47	\$1,624.40
Cohort 2	22	\$1,055.10
Cohort 3	32	\$511.30

Astoria SD 1	No. of Students	Avg. Amount for OP
Cohort 1	27	\$1,949.50
Cohort 2	34	\$1,443.30
Cohort 3	28	\$604.60

Athena-Weston SD 29RJ	No. of Students	Avg. Amount for OP
Cohort 1	8	\$1,772.30
Cohort 2	3	\$3,193.30
Cohort 3	5	\$877.20

Baker SD 5J	No. of Students	Avg. Amount for OP
Cohort 1	27	\$1,696.40
Cohort 2	20	\$1,464.50
Cohort 3	33	\$838.90

Bandon SD 54	No. of Students	Avg. Amount for OP
Cohort 1	11	\$1,906.30
Cohort 2	9	\$588.80
Cohort 3	5	\$836.80

Banks SD 13	No. of Students	Avg. Amount for OP
Cohort 1	11	\$1,669.50
Cohort 2	15	\$1,968.90
Cohort 3	16	\$938.40

Beaverton SD 48J	No. of Students	Avg. Amount for OP
Cohort 1	311	\$1,741.90
Cohort 2	260	\$1,614.90
Cohort 3	323	\$761.80

Bend-LaPine Admin. SD 1	No. of Students	Avg. Amount for OP
Cohort 1	204	\$1,667.00
Cohort 2	191	\$1,451.70
Cohort 3	166	\$758.90

Bethel SD 52	No. of Students	Avg. Amount for OP
Cohort 1	50	\$1,682.40
Cohort 2	53	\$1,595.70
Cohort 3	71	\$736.10

Brookings-Harbor SD 17C	No. of Students	Avg. Amount for OP
Cohort 1	9	\$1,333.30
Cohort 2	8	\$1,524.60
Cohort 3	12	\$719.80

Butte Falls SD 91	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,473.00
Cohort 2	2	\$583.50
Cohort 3	#N/A	#N/A

Camas Valley SD 21J	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,536.40
Cohort 2	2	\$483.50
Cohort 3	5	\$300.40

Canby SD 86	No. of Students	Avg. Amount for OP
Cohort 1	57	\$1,948.50
Cohort 2	57	\$1,634.00
Cohort 3	45	\$895.40

Cascade SD 5	No. of Students	Avg. Amount for OP
Cohort 1	44	\$1,394.00
Cohort 2	36	\$1,841.50
Cohort 3	42	\$689.50

Centennial SD 28J	No. of Students	Avg. Amount for OP
Cohort 1	80	\$1,629.10
Cohort 2	55	\$1,334.70
Cohort 3	41	\$644.90

Central Curry SD 1	No. of Students	Avg. Amount for OP
Cohort 1	6	\$1,494.80
Cohort 2	3	\$1,252.70
Cohort 3	13	\$661.70

Central Linn SD 552	No. of Students	Avg. Amount for OP
Cohort 1	9	\$2,079.20
Cohort 2	8	\$1,554.10
Cohort 3	4	\$909.00

Central Point SD 6	No. of Students	Avg. Amount for OP
Cohort 1	35	\$1,662.00
Cohort 2	35	\$1,381.80
Cohort 3	32	\$675.00

Central SD 13J	No. of Students	Avg. Amount for OP
Cohort 1	54	\$1,790.00
Cohort 2	41	\$1,328.40
Cohort 3	32	\$684.60

Clatskanie SD 6J	No. of Students	Avg. Amount for OP
Cohort 1	3	\$2,741.00
Cohort 2	7	\$1,840.10
Cohort 3	2	\$689.50

Colton SD 53	No. of Students	Avg. Amount for OP
Cohort 1	9	\$2,077.90
Cohort 2	10	\$2,638.40
Cohort 3	14	\$798.90

Condon SD 25J	No. of Students	Avg. Amount for OP
Cohort 1	1	\$284.00
Cohort 2	2	\$2,024.00
Cohort 3	4	\$1,179.00

Coos Bay SD 9	No. of Students	Avg. Amount for OP
Cohort 1	59	\$1,647.30
Cohort 2	54	\$974.20
Cohort 3	36	\$568.90

Coquille SD 8	No. of Students	Avg. Amount for OP
Cohort 1	20	\$1,851.40
Cohort 2	16	\$1,320.10
Cohort 3	18	\$604.80

Corbett SD 39	No. of Students	Avg. Amount for OP
Cohort 1	19	\$2,357.40
Cohort 2	8	\$1,838.50
Cohort 3	18	\$948.70

Corvallis SD 509J	No. of Students	Avg. Amount for OP
Cohort 1	66	\$1,833.50
Cohort 2	58	\$1,526.10
Cohort 3	55	\$794.10

Cove SD 15	No. of Students	Avg. Amount for OP
Cohort 1	2	\$2,707.00
Cohort 2	2	\$1,035.00
Cohort 3	2	\$557.50

Creswell SD 40	No. of Students	Avg. Amount for OP
Cohort 1	11	\$1,817.10
Cohort 2	11	\$1,568.80
Cohort 3	11	\$629.50

Crook County SD	No. of Students	Avg. Amount for OP
Cohort 1	36	\$1,676.80
Cohort 2	30	\$1,705.80
Cohort 3	32	\$607.20

Crow-Applegate-Lorane SD 66	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,881.00
Cohort 2	#N/A	#N/A
Cohort 3	2	\$1,179.00

Culver SD 4	No. of Students	Avg. Amount for OP
Cohort 1	8	\$2,001.00
Cohort 2	8	\$1,274.80
Cohort 3	11	\$786.70

Dallas SD 2	No. of Students	Avg. Amount for OP
Cohort 1	62	\$1,784.90
Cohort 2	39	\$1,483.60
Cohort 3	41	\$726.10

David Douglas SD 40	No. of Students	Avg. Amount for OP
Cohort 1	80	\$1,269.00
Cohort 2	74	\$1,354.20
Cohort 3	75	\$431.10

Dayton SD 8	No. of Students	Avg. Amount for OP
Cohort 1	13	\$1,535.10
Cohort 2	15	\$1,418.70
Cohort 3	15	\$595.20

Douglas County SD 15	No. of Students	Avg. Amount for OP
Cohort 1	1	\$850.00
Cohort 2	5	\$2,224.00
Cohort 3	2	\$699.00

Douglas County SD 4	No. of Students	Avg. Amount for OP
Cohort 1	101	\$1,790.50
Cohort 2	68	\$1,697.20
Cohort 3	65	\$700.70

Dufur SD 29	No. of Students	Avg. Amount for OP
Cohort 1	4	\$1,636.80
Cohort 2	3	\$746.70
Cohort 3	2	\$717.00

Eagle Point SD 9	No. of Students	Avg. Amount for OP
Cohort 1	34	\$1,544.60
Cohort 2	30	\$1,032.20
Cohort 3	24	\$579.20

Echo SD 5	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,624.50
Cohort 2	1	\$2,800.00
Cohort 3	3	\$1,179.00

Elgin SD 23	No. of Students	Avg. Amount for OP
Cohort 1	2	\$708.00
Cohort 2	#N/A	#N/A
Cohort 3	2	\$731.50

Elkton SD 34	No. of Students	Avg. Amount for OP
Cohort 1	4	\$1,863.30
Cohort 2	3	\$1,632.70
Cohort 3	5	\$512.20

Enterprise SD 21	No. of Students	Avg. Amount for OP
Cohort 1	1	\$812.00
Cohort 2	2	\$2,260.00
Cohort 3	1	\$284.00

Estacada SD 108	No. of Students	Avg. Amount for OP
Cohort 1	36	\$1,695.90
Cohort 2	40	\$1,395.80
Cohort 3	37	\$863.90

Eugene SD 4J	No. of Students	Avg. Amount for OP
Cohort 1	163	\$1,733.00
Cohort 2	145	\$1,474.90
Cohort 3	173	\$720.80

Falls City SD 57	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,309.00
Cohort 2	2	\$603.00
Cohort 3	1	\$1,179.00

Fern Ridge SD 28J	No. of Students	Avg. Amount for OP
Cohort 1	14	\$2,041.60
Cohort 2	22	\$1,702.50
Cohort 3	30	\$794.90

Forest Grove SD 15	No. of Students	Avg. Amount for OP
Cohort 1	66	\$1,738.00
Cohort 2	40	\$1,559.60
Cohort 3	49	\$751.80

Gaston SD 511J	No. of Students	Avg. Amount for OP
Cohort 1	7	\$1,874.70
Cohort 2	6	\$1,936.00
Cohort 3	5	\$588.20

Gervais SD 1	No. of Students	Avg. Amount for OP
Cohort 1	29	\$1,324.70
Cohort 2	17	\$1,073.10
Cohort 3	14	\$597.40

Gladstone SD 115	No. of Students	Avg. Amount for OP
Cohort 1	24	\$2,302.50
Cohort 2	22	\$1,843.80
Cohort 3	25	\$810.10

Glendale SD 77	No. of Students	Avg. Amount for OP
Cohort 1	6	\$818.30
Cohort 2	#N/A	#N/A
Cohort 3	1	\$200.00

Glide SD 12	No. of Students	Avg. Amount for OP
Cohort 1	11	\$1,823.50
Cohort 2	11	\$1,965.30
Cohort 3	13	\$799.80

Grants Pass SD 7	No. of Students	Avg. Amount for OP
Cohort 1	77	\$1,363.10
Cohort 2	63	\$1,130.90
Cohort 3	37	\$573.40

Greater Albany Public SD 8J	No. of Students	Avg. Amount for OP
Cohort 1	207	\$1,756.20
Cohort 2	98	\$1,599.10
Cohort 3	131	\$854.70

Gresham-Barlow SD 10J	No. of Students	Avg. Amount for OP
Cohort 1	204	\$1,863.90
Cohort 2	150	\$1,846.70
Cohort 3	150	\$782.40

Harney County SD 3	No. of Students	Avg. Amount for OP
Cohort 1	7	\$1,498.10
Cohort 2	8	\$1,872.50
Cohort 3	5	\$536.00

Harney County Union High SD 1J	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,924.50
Cohort 2	3	\$1,641.00
Cohort 3	2	\$284.00

Harrisburg SD 7J	No. of Students	Avg. Amount for OP
Cohort 1	6	\$2,106.50
Cohort 2	14	\$1,518.00
Cohort 3	9	\$914.80

Helix SD 1	No. of Students	Avg. Amount for OP
Cohort 1	2	\$2,848.50
Cohort 2	1	\$683.00
Cohort 3	1	\$284.00

Hermiston SD 8	No. of Students	Avg. Amount for OP
Cohort 1	51	\$1,906.10
Cohort 2	33	\$1,574.10
Cohort 3	27	\$801.50

Hillsboro SD 1J	No. of Students	Avg. Amount for OP
Cohort 1	212	\$1,978.10
Cohort 2	178	\$1,750.70
Cohort 3	176	\$801.20

Hood River County SD	No. of Students	Avg. Amount for OP
Cohort 1	94	\$1,610.30
Cohort 2	47	\$1,479.60
Cohort 3	61	\$652.60

Huntington SD 16J	No. of Students	Avg. Amount for OP
Cohort 1	1	\$850.00
Cohort 2	#N/A	#N/A
Cohort 3	1	\$1,138.00

Imbler SD 11	No. of Students	Avg. Amount for OP
Cohort 1	1	\$850.00
Cohort 2	4	\$2,681.30
Cohort 3	2	\$1,158.50

Jefferson County SD 509J	No. of Students	Avg. Amount for OP
Cohort 1	38	\$880.10
Cohort 2	23	\$855.90
Cohort 3	27	\$523.40

Jefferson SD 14J	No. of Students	Avg. Amount for OP
Cohort 1	23	\$1,688.00
Cohort 2	16	\$1,359.30
Cohort 3	16	\$706.40

Jewell SD 8	No. of Students	Avg. Amount for OP
Cohort 1	1	\$850.00
Cohort 2	2	\$2,235.00
Cohort 3	3	\$1,179.00

John Day SD 3	No. of Students	Avg. Amount for OP
Cohort 1	4	\$2,377.30
Cohort 2	1	\$284.00
Cohort 3	5	\$652.20

Joseph SD 6	No. of Students	Avg. Amount for OP
Cohort 1	1	\$850.00
Cohort 2	#N/A	#N/A
Cohort 3	2	\$731.50

Junction City SD 69	No. of Students	Avg. Amount for OP
Cohort 1	26	\$2,032.70
Cohort 2	11	\$1,492.50
Cohort 3	15	\$858.40

Klamath County SD	No. of Students	Avg. Amount for OP
Cohort 1	101	\$1,630.50
Cohort 2	90	\$1,179.00
Cohort 3	52	\$687.80

Klamath Falls City Schools	No. of Students	Avg. Amount for OP
Cohort 1	41	\$1,096.30
Cohort 2	23	\$1,121.60
Cohort 3	21	\$478.00

Knappa SD 4	No. of Students	Avg. Amount for OP
Cohort 1	3	\$2,243.30
Cohort 2	9	\$1,987.00
Cohort 3	11	\$933.50

La Grande SD 1	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,982.20
Cohort 2	6	\$1,219.50
Cohort 3	7	\$875.00

Lake County SD 7	No. of Students	Avg. Amount for OP
Cohort 1	15	\$1,778.60
Cohort 2	5	\$1,808.60
Cohort 3	4	\$559.80

Lake Oswego SD 7J	No. of Students	Avg. Amount for OP
Cohort 1	42	\$2,348.40
Cohort 2	25	\$2,108.80
Cohort 3	26	\$767.90

Lebanon Community SD 9	No. of Students	Avg. Amount for OP
Cohort 1	73	\$1,783.90
Cohort 2	39	\$1,902.00
Cohort 3	46	\$839.80

Lincoln County SD	No. of Students	Avg. Amount for OP
Cohort 1	51	\$1,640.90
Cohort 2	65	\$1,366.40
Cohort 3	75	\$622.80

Lowell SD 71	No. of Students	Avg. Amount for OP
Cohort 1	3	\$2,251.70
Cohort 2	4	\$903.80
Cohort 3	7	\$629.30

Mapleton SD 32	No. of Students	Avg. Amount for OP
Cohort 1	2	\$814.50
Cohort 2	#N/A	#N/A
Cohort 3	2	\$284.00

Marcola SD 79J	No. of Students	Avg. Amount for OP
Cohort 1	1	\$1,894.00
Cohort 2	1	\$3,390.00
Cohort 3	#N/A	#N/A

McMinnville SD 40	No. of Students	Avg. Amount for OP
Cohort 1	77	\$1,310.70
Cohort 2	49	\$1,373.40
Cohort 3	77	\$568.70

Medford SD 549C	No. of Students	Avg. Amount for OP
Cohort 1	92	\$1,446.50
Cohort 2	111	\$1,568.10
Cohort 3	141	\$663.00

Milton-Freewater Unified SD 7	No. of Students	Avg. Amount for OP
Cohort 1	4	\$1,488.00
Cohort 2	2	\$567.00
Cohort 3	4	\$721.30

Mitchell SD 55	No. of Students	Avg. Amount for OP
Cohort 1	1	\$3,198.00
Cohort 2	1	\$850.00
Cohort 3	#N/A	#N/A

Molalla River SD 35	No. of Students	Avg. Amount for OP
Cohort 1	32	\$1,551.20
Cohort 2	25	\$1,768.90
Cohort 3	33	\$752.60

Monroe SD 1J	No. of Students	Avg. Amount for OP
Cohort 1	7	\$2,670.00
Cohort 2	5	\$2,542.80
Cohort 3	5	\$742.80

Morrow SD 1	No. of Students	Avg. Amount for OP
Cohort 1	21	\$1,789.60
Cohort 2	24	\$1,431.90
Cohort 3	18	\$821.70

Mt Angel SD 91	No. of Students	Avg. Amount for OP
Cohort 1	9	\$1,071.00
Cohort 2	4	\$1,752.50
Cohort 3	9	\$520.70

Multiple	No. of Students	Avg. Amount for OP
Cohort 1	20	\$1,370.60
Cohort 2	8	\$1,117.00
Cohort 3	25	\$687.50

Multnomah ESD	No. of Students	Avg. Amount for OP
Cohort 1	3	\$374.00
Cohort 2	1	\$284.00
Cohort 3	#N/A	#N/A

Myrtle Point SD 41	No. of Students	Avg. Amount for OP
Cohort 1	10	\$1,862.60
Cohort 2	6	\$1,164.20
Cohort 3	6	\$402.30

Neah-Kah-Nie SD 56	No. of Students	Avg. Amount for OP
Cohort 1	8	\$1,414.30
Cohort 2	12	\$1,053.50
Cohort 3	13	\$846.20

Nestucca Valley SD 101J	No. of Students	Avg. Amount for OP
Cohort 1	6	\$2,354.30
Cohort 2	3	\$864.00
Cohort 3	6	\$528.70

Newberg SD 29J	No. of Students	Avg. Amount for OP
Cohort 1	51	\$1,945.60
Cohort 2	37	\$1,783.90
Cohort 3	49	\$789.60

North Bend SD 13	No. of Students	Avg. Amount for OP
Cohort 1	62	\$1,997.40
Cohort 2	50	\$1,680.10
Cohort 3	54	\$631.10

North Clackamas SD 12	No. of Students	Avg. Amount for OP
Cohort 1	245	\$1,836.70
Cohort 2	168	\$1,654.20
Cohort 3	143	\$728.20

North Douglas SD 22	No. of Students	Avg. Amount for OP
Cohort 1	3	\$2,614.30
Cohort 2	6	\$1,235.30
Cohort 3	6	\$709.80

North Lake SD 14	No. of Students	Avg. Amount for OP
Cohort 1	12	\$1,021.80
Cohort 2	5	\$736.80
Cohort 3	3	\$568.70

North Marion SD 15	No. of Students	Avg. Amount for OP
Cohort 1	25	\$1,496.10
Cohort 2	20	\$1,097.50
Cohort 3	23	\$419.40

North Santiam SD 29J	No. of Students	Avg. Amount for OP
Cohort 1	24	\$1,880.60
Cohort 2	14	\$1,889.60
Cohort 3	34	\$727.10

North Wasco County SD 21	No. of Students	Avg. Amount for OP
Cohort 1	46	\$1,679.50
Cohort 2	33	\$1,703.30
Cohort 3	26	\$684.40

Nyssa SD 26	No. of Students	Avg. Amount for OP
Cohort 1	13	\$1,641.40
Cohort 2	19	\$1,496.10
Cohort 3	11	\$385.30

Oakland SD 1	No. of Students	Avg. Amount for OP
Cohort 1	14	\$1,428.10
Cohort 2	14	\$1,714.40
Cohort 3	17	\$714.30

Oakridge SD 76	No. of Students	Avg. Amount for OP
Cohort 1	4	\$1,279.30
Cohort 2	8	\$1,073.50
Cohort 3	8	\$443.30

Ontario SD 8C	No. of Students	Avg. Amount for OP
Cohort 1	35	\$1,539.90
Cohort 2	33	\$1,136.20
Cohort 3	20	\$642.70

Oregon City SD 62	No. of Students	Avg. Amount for OP
Cohort 1	103	\$1,853.50
Cohort 2	71	\$1,641.70
Cohort 3	79	\$835.40

Oregon Trail SD 46	No. of Students	Avg. Amount for OP
Cohort 1	64	\$2,054.60
Cohort 2	44	\$1,658.50
Cohort 3	51	\$802.60

Parkrose SD 3	No. of Students	Avg. Amount for OP
Cohort 1	26	\$1,319.10
Cohort 2	25	\$1,591.90
Cohort 3	17	\$596.60

Pendleton SD 16	No. of Students	Avg. Amount for OP
Cohort 1	42	\$1,453.10
Cohort 2	33	\$1,851.00
Cohort 3	33	\$694.60

Perrydale SD 21	No. of Students	Avg. Amount for OP
Cohort 1	8	\$1,835.30
Cohort 2	5	\$1,352.00
Cohort 3	8	\$628.50

Philomath SD 17J	No. of Students	Avg. Amount for OP
Cohort 1	24	\$1,903.60
Cohort 2	15	\$1,553.90
Cohort 3	15	\$907.00

Phoenix-Talent SD 4	No. of Students	Avg. Amount for OP
Cohort 1	28	\$1,448.00
Cohort 2	30	\$1,137.00
Cohort 3	27	\$627.30

Pilot Rock SD 2	No. of Students	Avg. Amount for OP
Cohort 1	8	\$1,309.40
Cohort 2	3	\$1,593.30
Cohort 3	6	\$1,107.30

Pine Eagle SD 61	No. of Students	Avg. Amount for OP
Cohort 1	2	\$3,083.00
Cohort 2	1	\$850.00
Cohort 3	1	\$1,138.00

Pleasant Hill SD 1	No. of Students	Avg. Amount for OP
Cohort 1	22	\$1,923.10
Cohort 2	12	\$1,533.10
Cohort 3	24	\$803.50

Port Orford-Langlois SD 2CJ	No. of Students	Avg. Amount for OP
Cohort 1	3	\$2,034.70
Cohort 2	1	\$850.00
Cohort 3	2	\$284.00

Portland SD 1J	No. of Students	Avg. Amount for OP
Cohort 1	412	\$1,618.70
Cohort 2	326	\$1,322.50
Cohort 3	289	\$642.80

Powers SD 31	No. of Students	Avg. Amount for OP
Cohort 1	2	\$2,024.00
Cohort 2	3	\$1,036.30
Cohort 3	1	\$284.00

Prairie City SD 4	No. of Students	Avg. Amount for OP
Cohort 1	1	\$3,072.00
Cohort 2	1	\$2,260.00
Cohort 3	3	\$728.70

Prospect SD 59	No. of Students	Avg. Amount for OP
Cohort 1	1	\$2,682.00
Cohort 2	1	\$3,162.00
Cohort 3	#N/A	#N/A

Rainier SD 13	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,882.50
Cohort 2	#N/A	#N/A
Cohort 3	1	\$1,179.00

Redmond SD 2J	No. of Students	Avg. Amount for OP
Cohort 1	134	\$1,637.20
Cohort 2	84	\$1,218.50
Cohort 3	85	\$621.20

Reedsport SD 105	No. of Students	Avg. Amount for OP
Cohort 1	5	\$855.20
Cohort 2	5	\$1,182.60
Cohort 3	6	\$388.30

Reynolds SD 7	No. of Students	Avg. Amount for OP
Cohort 1	102	\$1,498.20
Cohort 2	87	\$1,529.10
Cohort 3	69	\$617.00

Riddle SD 70	No. of Students	Avg. Amount for OP
Cohort 1	1	\$384.00
Cohort 2	2	\$2,126.50
Cohort 3	4	\$699.00

Riverdale SD 51J	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,741.00
Cohort 2	#N/A	#N/A
Cohort 3	#N/A	#N/A

Rogue River SD 35	No. of Students	Avg. Amount for OP
Cohort 1	10	\$1,763.80
Cohort 2	8	\$1,356.60
Cohort 3	6	\$783.80

Salem-Keizer SD 24J	No. of Students	Avg. Amount for OP
Cohort 1	426	\$1,430.30
Cohort 2	446	\$1,424.90
Cohort 3	479	\$604.20

Santiam Canyon SD 129J	No. of Students	Avg. Amount for OP
Cohort 1	33	\$1,453.60
Cohort 2	60	\$1,397.00
Cohort 3	41	\$625.00

Scappoose SD 1J	No. of Students	Avg. Amount for OP
Cohort 1	27	\$2,266.70
Cohort 2	36	\$1,768.90
Cohort 3	54	\$794.80

Scio SD 95	No. of Students	Avg. Amount for OP
Cohort 1	20	\$1,952.80
Cohort 2	13	\$2,090.90
Cohort 3	13	\$732.40

Seaside SD 10	No. of Students	Avg. Amount for OP
Cohort 1	27	\$1,377.10
Cohort 2	14	\$1,410.60
Cohort 3	20	\$648.40

Sheridan SD 48J	No. of Students	Avg. Amount for OP
Cohort 1	14	\$1,763.40
Cohort 2	13	\$1,417.40
Cohort 3	15	\$546.90

Sherman County SD	No. of Students	Avg. Amount for OP
Cohort 1	1	\$284.00
Cohort 2	1	\$896.00
Cohort 3	1	\$284.00

Sherwood SD 88J	No. of Students	Avg. Amount for OP
Cohort 1	62	\$2,226.30
Cohort 2	40	\$1,943.50
Cohort 3	57	\$872.70

Silver Falls SD 4J	No. of Students	Avg. Amount for OP
Cohort 1	87	\$1,846.90
Cohort 2	61	\$1,572.80
Cohort 3	72	\$738.70

Sisters SD 6	No. of Students	Avg. Amount for OP
Cohort 1	15	\$2,201.10
Cohort 2	16	\$1,626.90
Cohort 3	18	\$464.90

Siuslaw SD 97J	No. of Students	Avg. Amount for OP
Cohort 1	14	\$2,026.20
Cohort 2	14	\$1,429.70
Cohort 3	12	\$384.20

South Lane SD 45J3	No. of Students	Avg. Amount for OP
Cohort 1	38	\$1,489.10
Cohort 2	33	\$1,700.30
Cohort 3	38	\$686.00

South Umpqua SD 19	No. of Students	Avg. Amount for OP
Cohort 1	22	\$1,772.40
Cohort 2	14	\$1,688.40
Cohort 3	10	\$625.80

South Wasco County SD 1	No. of Students	Avg. Amount for OP
Cohort 1	7	\$1,484.00
Cohort 2	#N/A	#N/A
Cohort 3	1	\$1,174.00

Springfield SD 19	No. of Students	Avg. Amount for OP
Cohort 1	119	\$1,614.50
Cohort 2	67	\$1,673.10
Cohort 3	91	\$668.10

St Helens SD 502	No. of Students	Avg. Amount for OP
Cohort 1	37	\$1,883.80
Cohort 2	24	\$1,597.00
Cohort 3	22	\$836.50

St Paul SD 45	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,585.40
Cohort 2	4	\$880.00
Cohort 3	8	\$928.40

Stanfield SD 61	No. of Students	Avg. Amount for OP
Cohort 1	2	\$1,882.50
Cohort 2	5	\$1,866.00
Cohort 3	2	\$1,179.00

Sutherlin SD 130	No. of Students	Avg. Amount for OP
Cohort 1	32	\$1,502.00
Cohort 2	27	\$1,913.30
Cohort 3	30	\$573.60

Sweet Home SD 55	No. of Students	Avg. Amount for OP
Cohort 1	44	\$1,754.70
Cohort 2	19	\$1,468.80
Cohort 3	27	\$895.10

Three Rivers/ Josephine County SD	No. of Students	Avg. Amount for OP
Cohort 1	73	\$1,406.50
Cohort 2	56	\$1,212.70
Cohort 3	50	\$517.80

Tigard-Tualatin SD 23J	No. of Students	Avg. Amount for OP
Cohort 1	119	\$2,117.50
Cohort 2	88	\$1,673.00
Cohort 3	101	\$707.60

Tillamook SD 9	No. of Students	Avg. Amount for OP
Cohort 1	14	\$1,702.20
Cohort 2	17	\$1,855.40
Cohort 3	18	\$660.00

Umatilla SD 6R	No. of Students	Avg. Amount for OP
Cohort 1	7	\$1,466.00
Cohort 2	8	\$1,405.10
Cohort 3	7	\$667.60

Union SD 5	No. of Students	Avg. Amount for OP
Cohort 1	3	\$1,237.00
Cohort 2	#N/A	#N/A
Cohort 3	#N/A	#N/A

Vale SD 84	No. of Students	Avg. Amount for OP
Cohort 1	6	\$2,229.70
Cohort 2	8	\$1,262.50
Cohort 3	16	\$653.90

Vernonia SD 47J	No. of Students	Avg. Amount for OP
Cohort 1	10	\$2,203.90
Cohort 2	9	\$1,282.10
Cohort 3	8	\$463.30

Wallowa SD 12	No. of Students	Avg. Amount for OP
Cohort 1	9	\$2,049.40
Cohort 2	3	\$1,127.30
Cohort 3	2	\$242.00

Warrenton-Hammond SD 30	No. of Students	Avg. Amount for OP
Cohort 1	9	\$1,931.90
Cohort 2	11	\$1,525.50
Cohort 3	14	\$791.60

West Linn-Wilsonville SD 3J	No. of Students	Avg. Amount for OP
Cohort 1	82	\$2,019.00
Cohort 2	66	\$1,915.60
Cohort 3	90	\$901.70

Willamina SD 30J	No. of Students	Avg. Amount for OP
Cohort 1	10	\$2,280.20
Cohort 2	5	\$1,934.20
Cohort 3	6	\$833.00

Winston-Dillard SD 116	No. of Students	Avg. Amount for OP
Cohort 1	28	\$1,533.30
Cohort 2	27	\$1,776.50
Cohort 3	19	\$729.20

Woodburn SD 103	No. of Students	Avg. Amount for OP
Cohort 1	74	\$1,139.60
Cohort 2	72	\$1,089.40
Cohort 3	75	\$511.10

Yamhill Carlton SD 1	No. of Students	Avg. Amount for OP
Cohort 1	15	\$1,785.50
Cohort 2	9	\$1,560.70
Cohort 3	14	\$758.40

Yoncalla SD 32	No. of Students	Avg. Amount for OP
Cohort 1	5	\$1,758.60
Cohort 2	6	\$755.70
Cohort 3	3	\$837.30

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