

**FAMILIES
EDUCATION
PRESCHOOL
& PROMISE**

Seattle Promise Persistence

2023-2024 Outcome Evaluation Report

Conducted by:



Seattle Department of
Education & Early Learning

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Executive Summary

The department of Education and Early Learning (DEEL) has entered a multi-year partnership with third-party consultants Westat and Washington State Student Achievement Council (WSAC) to evaluate Seattle Promise impacts on postsecondary enrollment, retention, and completion outcomes determined by the FEPP Implementation & Evaluation Plan. This evaluation spans the 5th and 6th FEPP levy implementation years and includes two phases: 1) outcome evaluation (analysis produced by DEEL) and 2) assessment of causal impact (analysis and report by Westat and WSAC).

This report outlines key findings from the first evaluation phase, which examined college enrollment trends, retention, and degree completion outcomes among Seattle Promise applicants. For the purposes of this evaluation, Seattle Promise participants include any student who completed a Seattle Promise application, regardless of whether they ultimately enrolled in the program.¹

College Pathways Among Seattle Promise Applicants

- **Nearly half of all Seattle Public school seniors applied to Seattle Promise** between 2018 and 2022, and more than half of applicants identified as Black, Indigenous, and people of color (BIPOC).
- **82% of all Seattle Promise applicants enrolled in college** (through either Seattle Promise or other pathways), with 69% enrolling in a 2-year college. 35% of applicants enrolled in Seattle Promise.

Seattle Promise Participant Retention and Degree Completion

Recent Seattle Promise enrollment data show a 65% Year 1 retention rate for cohort 2023 and 46% Year 2 retention rate for cohort 2022.² On average, more than 20% graduate in 2-years and over a third graduate in 3-years. In response to past evaluations and participant feedback, Seattle Promise has introduced several program adjustments referred to as “operational improvements”³ designed to improve college persistence and degree completion. These operational improvements include equity scholarships for lowest-income participants; flexible part-time enrollment without losing Promise eligibility; a program re-entry pathway; and a deferment option allowing students to defer entry for a single quarter.

Ordinary least squares regression analyses were used to examine which student characteristics and program enhancements had the strongest associations with program retention and completion of a degree or certificate. Statistically significant regression analysis findings are described below.

Operational Improvements

- **Part-time enrollment and equity scholarships were associated with higher Promise retention and degree completion rates.** Controlling for the effects of other operational improvements and student characteristics, part-time enrollees and equity scholarship recipients were 5 and 4 percentage points more likely to complete a degree within three

¹ This definition of Seattle Promise “treatment” provides the closest approximation of treatment and control groups as they would be assigned in a Randomized Control Trial (RCT) assessing program impact.

² Source: Fall 2025 quarterly enrollment data. Cohort years represents the year students first enrolled.

³ Formerly referred to as “equity enhancements”

years and 25 and 11 percentage points more likely to remain in Promise after one year, respectively.

- **Students receiving third-year support⁴** were 10 percentage points more likely to complete a degree within three years. However, students receiving third-year support were 13 percentage points less likely to complete in two years.
- **Academic support initiatives summer start⁵ and math support were associated with higher Year 2 retention with mixed degree completion outcomes.** Students in Summer Start were 16 percentage points more likely to be retained in Year 2, and math support recipients were 18 percentage points more likely to be retained. Neither support was associated with three-year completion outcomes, but summer start recipients were less likely to complete in two years.
- **Re-entry and deferment options either had negative or no observed associations with student retention and degree completion.** Re-entry was associated with a 12 percentage points and 15 percentage points lower rate of completing in two and three years. Descriptively, 3% of students who deferred remained in the program after two years.

Student characteristics

- **High school GPA was a strong predictor for degree completion in Promise.** A one-point increase in cumulative GPA was associated with a 17-percentage point increase in two-year completion and 19-percentage point increase in three-year completion.
- **Hispanic/Latinx students and students designated as English Language Learners in high school were 5 percentage points less likely to complete a certificate or degree in three years,** controlling for other demographic characteristics and operational improvements. Other racial/ethnic groups and gender did not show statistically significant associations with three-year degree completion.
- **Seattle Promise participants experiencing homelessness were 6 percentage points less likely to complete a degree within three years.**

Assessing Seattle Promise Effectiveness

The results above suggest that part-time enrollment flexibility, equity scholarships, and third-year financial support may contribute to degree completion outcomes for Seattle Promise scholars. Findings also highlight a need to further support college persistence for Hispanic/Latinx students, English language learners, and students experiencing housing insecurity. Caution should be exercised in interpreting effect sizes of Promise operational improvements, because the analysis included the broader population of program applicants rather than students enrolled in Promise.

Phase 2 program impact results, expected in late 2025, will build on Phase 1 findings with the addition of quasi-experimental methods to assess causal connections between the Seattle Promise program and college enrollment and completion outcomes among Seattle Public Schools students. The evaluation will also examine whether the program contributes to closure of race-based opportunity gaps.

⁴ Also referred to as completion commitment

⁵ Summer start refers to students enrolled the summer prior to their cohort's first fall in the program.

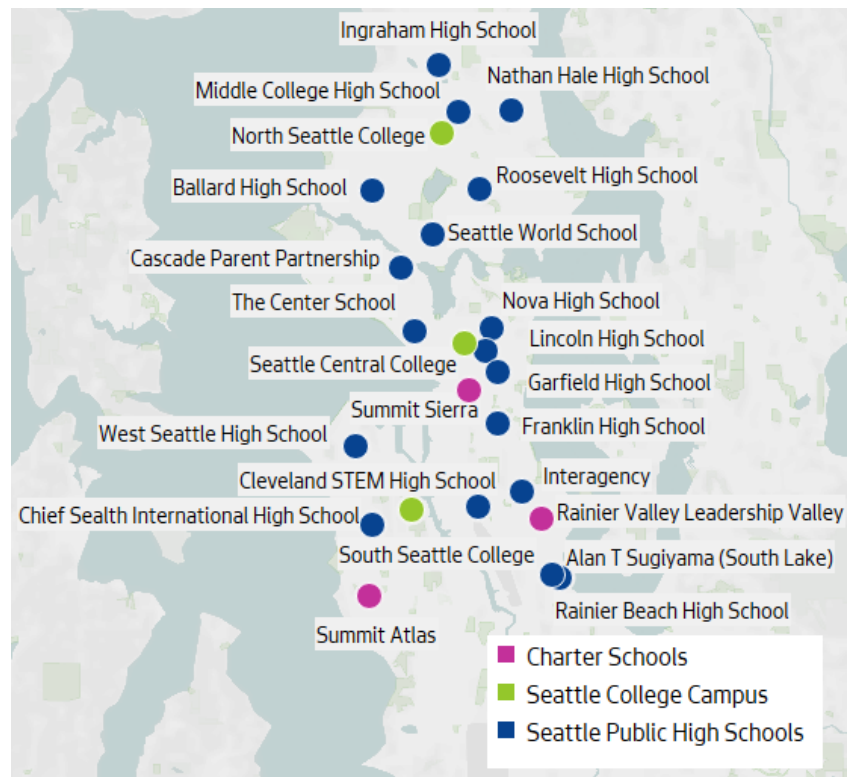
Introduction and Methodology

Program Background

Seattle Promise is a universal access program that provides graduates of Seattle Public Schools (SPS) with up to three years (or 90-free college-level credits) of financial assistance and support services at any Seattle College campuses—North, Central, or South. Funded by the City of Seattle through the Families, Education, Preschool, and Promise (FEPP) Levy, Seattle Promise aims to increase access to high quality post-secondary opportunities and close opportunity gaps in attainment of a certificate, credential, or degree by the age of 26.

In Fall 2022, the program expanded eligibility to all 17 SPS high schools and Seattle charter schools and enrollment in the program has continued to grow steadily (Figure 1).

Figure 1. Seattle Promise Eligible High Schools & Seattle Charter Schools



Recent application, enrollment and completion data below provide a contextual snapshot of the program's current reach and scale:

- Applications: 2,500+ (Fall 2024)
 - 56% (1,410) BIPOC
- Fall 2024 Enrollment: approximately 1,595
 - 68% (1,085) BIPOC
 - 46% (730) First-generation
 - 41% (650) Female; 47% Male (750); 3% (40) Nonbinary
 - 73% (1,160) full-time; 27% (423) part-time enrolled
 - 7% (117) re-entry; 10% (153) completion commitment

Over the course of the FEPP Levy the Department of Education and Early Learning (DEEL) has conducted two process evaluations of the Seattle Promise program focused on student experiences and early outcome trends. These evaluations have informed the following operational

improvements⁶ aimed at supporting student retention and closing race-based opportunity gaps in degree completion:

- **Deferment:** allows students to pause enrollment for a single quarter without losing eligibility if they demonstrate extraordinary circumstances impacting their ability to begin college in the fall.
- **Expanded equity scholarship:** equity scholarships provide a flexible fund source for books, transportation, food, and housing for students who demonstrate high financial need. Prior to 2021, scholarship eligibility was limited to students within the federal Pell grant⁷ eligibility range, up to a \$500 limit per quarter. The scholarship expansion allowed students to receive up to \$1,000 per quarter⁸ with broader eligibility for students meeting expected family contribution (EFC) of zero to within Pell eligibility range. The equity scholarship is designed to support student retention and degree completion for low-income students who are more likely to face significant financial tradeoffs between time dedicated to school and work.
- **Math placement supports:** provides tutoring and informal workshops to Promise applicants during their senior year of high school prior to pre-college math placement. Supports also cover the costs of developmental coursework taken in the summer leading into a student's first fall in the program. The intended result of math placement supports is to improve three-year completion rates by decreasing the number of students placed into developmental courses and increasing the number of students maintaining program eligibility through satisfactory academic progress.
- **Part-time enrollment:** students and their retention specialist complete an application to request part-time enrollment for specific circumstances which include medical, financial, personal (e.g., needing to care for family) reasons, academic stress, classes needed are not offered. The part-time option aims to increase retention and completion by making it easier for students to maintain eligibility without the requirement of enrolling in a full-time courseload.
- **Re-entry pathway:** a process for students who lost Seattle Promise eligibility prior to earning 90 college level credits. Maintaining eligibility requires students to meet with their Retention Specialist quarterly, enroll full or part-time (unless the student submitted a deferment appeal), and maintain Satisfactory Academic Progress. Formalization of a pathway to return to the program and reinstate eligibility⁹ is designed to allow students a second opportunity to complete their degree if they experienced significant eligibility barriers.

⁶ Formerly referred to as “equity enhancements”. Several enhancements were excluded from this due to limitations in data collection and availability. These include increased fees coverage, tiered retention advising caseloads, Summer Bridge program expansion, and Path to University of Washington (UW) program.

⁷ See <https://studentaid.gov/understand-aid/types/grants/pell>

⁸ Equity scholarship award sizes may vary based on a student's total financial aid package.

⁹ Eligible students must re-enroll within three quarters from when they first lost program eligibility. A re-enrolled student remains eligible for Seattle Promise until they reach 90 college level credits, their first

- **Summer start:** covers the cost of summer courses for students with developmental course placements, including math and English courses. The support assumes that covering the cost of summer courses would promote college course taking, reduce academic challenges to satisfactory academic progress, and increase three-year degree completion rates.
- **Third year support:** also referred to as “completion commitment”, this operational improvement waives the original 2-year time limit for students needing to complete 90 college-level credits. It extends program and tuition support by up to three quarters (or 1 additional year) for program eligible students. The rationale for third year support is that 90 credits is insufficient to obtain a degree for many students who are required to complete developmental (pre-college) coursework. Third year support does not count developmental courses toward the 90-credit limit and allows students flexibility to access other completion supports such as part-time enrollment, deferment, and re-entry.

Assessing Seattle Promise Outcomes

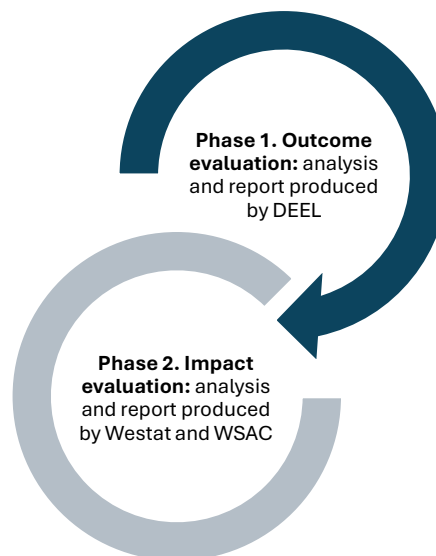
DEEL entered a multi-year partnership with third-party consultants Westat and Washington State Student Achievement Council (WSAC) to evaluate Seattle Promise impacts on postsecondary enrollment, retention, and completion outcomes determined by the FEPP Implementation & Evaluation Plan. This evaluation spans the 5th and 6th FEPP levy implementation years and includes two phases (Figure 2). This report addresses key outcome findings from the first evaluation phase, which aims to assess medium and long-term student outcomes on college enrollment, persistence, and completion.

degree, the 3-year program limit, or they lose program eligibility. If a student loses program eligibility after re-enrolling, they are not eligible to re-enter in a subsequent quarter

Outcome evaluation questions:

1. Whom has Seattle Promise Served?
2. What applicant characteristics are associated with progression through the Seattle Promise program?
3. What are applicants' rates of college enrollment, progress, retention, and completion?
4. What applicant characteristics and program components (e.g., equity enhancements referred to as operational improvements) are associated with college enrollment, progress, retention, and completion?

Figure 2. Seattle Promise Evaluation Phases



Analytic approach

Both phases of this evaluation define Seattle Promise participation as completion of a Seattle Promise application (the first program milestone), regardless of whether they enroll in Seattle Promise. This definition of Seattle Promise “treatment” provides the closest approximation of treatment and control groups as they would be assigned in a Randomized Control Trial (RCT), where a sample of SPS students would be randomly assigned to the opportunity to apply to Seattle Promise. For consistency across both phases of the evaluation, the outcome analysis maintains this definition of program participation and examines outcomes among students who completed a Seattle Promise application during their senior year of high school between 2018-2022.

Data sources include Seattle Public Schools K-12 data, National Student Clearinghouse, and program data on student enrollment, academic progress, receipt of equity scholarship, and completion data for Promise cohorts 2018-2022.¹⁰

Both evaluation phases are designed to utilize evidence-based evaluation methods and report outcomes defined by What Works Clearinghouse (WWC).¹¹ Methods in the first phase include descriptive statistics and correlational multivariate regression analysis to answer evaluation questions. Evaluation questions 1-3 were answered using descriptive statistical methods. The study team reviewed outputs and conducted several multilevel Ordinary Least Square (OLS) regressions models to address question 4 respective to enrollment, progress, retention and

¹⁰ Seattle Charter schools, Summit and Rainier Valley Leadership Academy were excluded from this study due to ongoing data collection and limited data availability.

¹¹ WWC review protocol for studies of interventions to support the transition to college (2019), baseline equivalence testing, treatment of missing data, calculation of statistical significance, and adjusting for multiple comparisons.

completion outcomes of the program. Though the study team completed analyses for exploratory (progress) and confirmatory (enrollment and completion) outcomes, only confirmatory findings are elevated in this report.¹²

Phase two impact evaluation will use quasi-experimental design (QED) research to examine whether a causal relationship exists between Seattle Promise participation and the program outcomes of interest (college enrollment, retention and completion). Phase two impact results will be reported in late 2025.

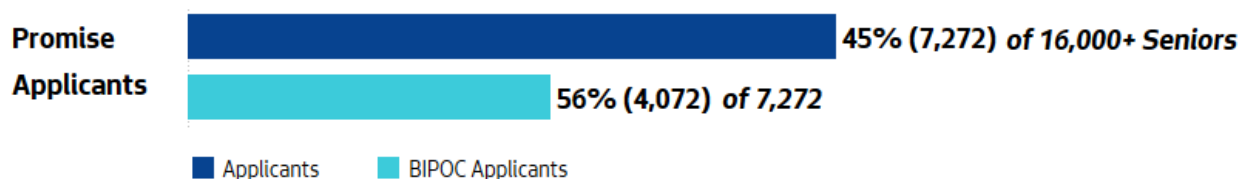
Key Findings

College Pathways Among Seattle Promise Applicants

Findings in this section explore college matriculation patterns and trends among students who applied for the Seattle Promise program during the study period.¹³

Finding 1: Nearly half of all Seattle Public school seniors applied to Seattle Promise between 2018 and 2022, and more than half of applicants identified as BIPOC. Figure 3 shows 45% (7,272) of Seattle Public School (SPS) high school seniors completed a Seattle Promise application, 56% of which identified as BIPOC.

Figure 3. Seattle Promise Applicants (Study period 2018-2022)



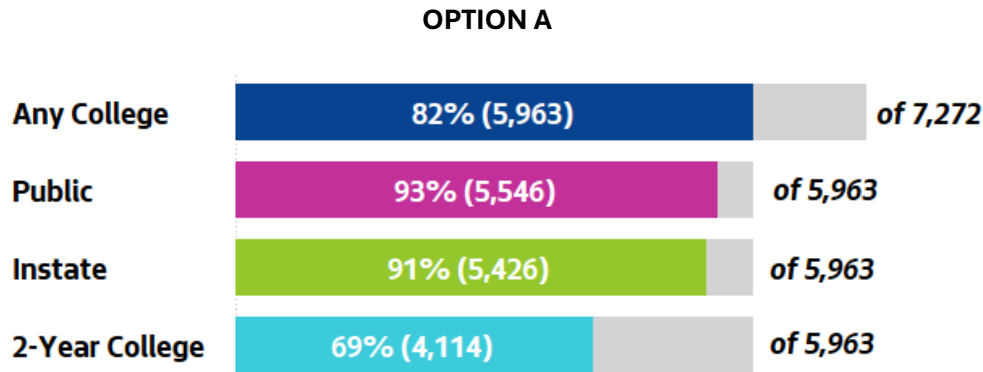
Finding 2: 82% of Seattle Promise applicants enrolled in college, with the majority choosing to attend a two-year college. Among Seattle Promise applicants who attended college, 69% enrolled in a 2-year college and 35% enrolled in Seattle Promise. In comparison, 2-year college enrollment rate among Seattle Public School high school graduates was 28%, and the Washington state average was 22%.¹⁴ Additional details about college enrollment patterns are available in Figure 4, below.

¹² Refer to technical appendix A for detailed explanations and implications reviewed by the study team on exploratory and confirmatory outcomes.

¹³ Study period includes cohorts 2018-2022

¹⁴ ERDC High School Graduate Outcomes. Date accessed March 2025.

Figure 4. Promise Applicant College Enrollment Types



Seattle Promise Participant Retention and Degree Completion

Recent data report a 65% Year 1 retention rate for cohort 2023 and 46% Year 2 retention rate for cohort 2022. On average, more than 20% graduate in 2-years and over a third graduate in 3-years (Table 2).

Table 2: Seattle Promise Retention and Degree Completion

		Retention		Completion	
Cohort (Entering Class)	Cohort Size	Year 1 Retention	Year 2 Retention	2-Year Completion	3-Year Completion
2018	186	57%	42%	29%	38%
2019	290	51%	36%	22%	31%
2020	689	54%	42%	23%	32%
2021	708	50%	46%	22%	33%
2022	830	60%	46%	21%	38%
2023	892	65%	42%	29%	31%

Note: Data as of Q4 2024. Cohort definition refers to year entering Promise rather than program completion year. 1-year retention refers to scholars enrolled in their first fall to spring and 2-year retention refers to scholars enrolled in their second fall to second spring. 3-year completions include students that received degree or credential by the end third spring after high school. Completion (conferred degrees) as of Q3 2024.

Findings in this section report descriptive trends, program and student characteristics associated with retention and degree completion outcomes.¹⁵ Several multilevel OLS regressions were employed to examine statistical associations between operational improvement and retention outcomes, controlling for student characteristics. For regression analyses, only statistically significant findings are reported immediately below.¹⁶ Conclusions inferred from regression findings show the relationship between student and program characteristics and outcomes without establishing one variable causes another.

¹⁵ Descriptive and correlational trends will be noted explicitly in each finding.

¹⁶ Refer to the technical appendix for results that include non-significant effects.

Operational Improvements

Finding 3: Part-time enrollment and equity scholarships were associated with higher Promise retention and degree completion rates. Descriptive analyses in Table 3 showed part-time enrollees were retained at rates nearly double that of full-time enrollees. The same descriptive analyses indicated equity scholarship recipients with lower retention rates than non-recipients. However, when controlling for the effects of other operational improvements and student characteristics, part-time enrollees and equity scholarship recipients were 5- and 4-percentage points more likely to complete a degree within three years and 25 and 11-percentage points more likely to remain in the program after one year respectively (technical appendix A, table A1).

Table 3: Retention and Completion Rates by Operational Improvement

Outcome	Part-time	Full-time	Equity Scholarship Recipient	No Equity Scholarship	Third-Year Support	No Third-Year Support
Year 1	67% (1043/1552)	33% (509/1552)	46% (712/1552)	54% (840/1552)	24% (370/1552)	76% (1182/1552)
Year 2	69% (767/1116)	31% (349/1116)	47% (520/1116)	53% (596/1116)	28% (309/1116)	72% (807/1116)
2-Year Completion (100% time)	51% (291/596)	48% (305/596)	36% (215/596)	64% (381/596)	7% (44/596)	93% (552/596)
3-Year Completion (150% time)	56% (423/758)	44% (335/758)	39% (299/758)	61% (459/758)	20% (153/758)	80% (605/758)

Note: Retention and completion data as of Fall 2024. Deferment outcomes not reported in table above due to counts < 10.

Finding 4: Students receiving third year support (completion commitment) were 10-percentage points more likely to complete a degree within 3 years. Descriptively, 20% of scholars who completed in 3-years received the completion commitment compared to peers without completion commitment at 80%. Controlling for the effects of operational improvements and student characteristics, students with third year support were 10-percentage points more likely relative to those without third year support to complete a degree in three years (technical appendix A, table A4).

Finding 5: Academic support initiatives summer start and math support were associated with higher Year 2 retention with mixed degree completion outcomes. Descriptively, an extremely small number of students who utilized summer start and/or math supports remained in the program after two at 1% or about 26 students. Controlling for program improvements and student characteristics, students who participated in summer start was 16-percentage points more likely to remain in the program after two years. Students with math supports were 18-percentage points more likely. No statistical associations were found for year 1 retention, 2- and 3-year completion.

Finding 6: Re-entry and deferment options either had a negative or no observed effect on student re-entry and degree completion. Re-entry was associated with a 12-and 15-percentage points lower likelihood of completing in two and three years (table A4). Descriptively, 3% of students who deferred remained in the program after two years.

Student characteristics

Finding 7: High school GPA was a strong predictor for degree completion in Promise. A one-point increase in cumulative GPA was associated with a 17-percentage points higher likelihood of two-year completion and 19-percentage points higher likelihood of three-year completion.

Finding 8: Hispanic/Latinx students and students designated as English Language Learners in high school were 5-percentage points less likely to complete a certificate or degree in three years, controlling for the effects of other demographic characteristics and operational improvement: part-time; re-entry; math supports; summer start; equity scholarship and third year support. Other racial/ethnic groups and gender did not show statistically significant associations with three-year degree completion.

Finding 9: Seattle Promise participants experiencing homelessness were 6-percentage points less likely to complete a degree within three years.

Discussion & Recommendations

Contextualizing findings

This outcome evaluation examined college enrollment trends and student outcomes on college persistence and completion among students who applied to Seattle Promise, a universal, last-dollar college access program. The analyses summarized in this report highlight strong college enrollment outcomes among participants, with mixed results for Seattle Promise program supports designed to improve retention and degree completion. Findings suggest that part-time enrollment flexibility, equity scholarships, and third-year financial support may contribute to degree completion outcomes for Seattle Promise scholars. Results also highlight a need to further support college persistence for Hispanic/Latinx students, English language learners, and students experiencing housing insecurity.

Effect sizes

To interpret the relative strength or magnitude of findings, particularly the association between Promise program components and completion outcomes, the National Center for Education Statistics recommends policymakers and practitioners consider effect sizes reported by evaluations of similar programs.¹⁷ Existing evidence from [What Works Clearinghouse](#) evaluations generally documents moderate effect sizes for college access scholarships (Seattle Promise's peer programs) on postsecondary outcomes. For example, Detroit Promise Path found no effect of the

¹⁷ [NCES Effect Size Basics: Understanding the Strength of a Program's Impact](#)

scholarship on earning a degree in 3 years;¹⁸ Kalamazoo Promise had no effect on completion of any credential in 4-years and an 8-12-percentage point increase on completion of any credential in 6-years.¹⁹ Of note, the New York City-based CUNY ASAP program demonstrates the largest documented impact on college completion among nationwide promise programs, with an 18-percentage point increase in 3-year graduation rates. This program is considerably more comprehensive than Seattle Promise and other peer universal college access programs.

Moderate effect sizes identified in this study's findings are consistent with the effects observed in evaluations of similar, reputable college access programs. Within this context, examining the association between Promise program components (e.g., equity scholarships, part-time enrollment, academic supports) and completion outcomes would be expected to produce smaller effect sizes than the overall program.

Applicants vs. program matriculants

When interpreting findings, it is important to keep in mind that the overall study's unit of analysis was Seattle Promise applicants and their associated outcomes rather than matriculated Seattle Promise students (students who enrolled in college directly in the Seattle Promise program). This focus population was a key design feature to ensure rigor and consistency between both phases of this evaluation (see Methods, page 8), but it poses limitations in estimating the size of the association between Seattle Promise operational improvements and college completion outcomes. For example, the increased completion rates among equity scholarship recipients in Finding 3 are calculated across students who applied to Seattle Promise, some of whom were not eligible to receive operational improvements as they did not ultimately enroll in Promise.

Recommendations for Future Inquiry

Sub-analysis of outcomes among Seattle Promise program matriculants

To further understand effectiveness of Seattle Promise retention and completion supports, future inquiry should include a sub-analysis limited to Seattle Promise matriculants, rather than the broader program treatment group of Seattle Promise applicants. Within-group analysis should examine the effects of program supports for Seattle Promise matriculants vs. program matriculants who did not access specific program supports. This approach would correct for the current study design's limitations in estimating effect size of program operational improvements.

Monitoring academic initiatives and program retention supports

Applicants who participated in academic initiatives summer start and math supports demonstrated stronger retention and completion outcomes, suggesting that these initiatives may be promising practices for improving program outcomes. Because the programs were recently implemented, continued monitoring of Promise matriculant outcomes in future cohorts is recommended to understand longer-term results. Additionally, future monitoring of re-entry and deferment supports

¹⁸ Brockman, S. et.al. (2024). <https://doi.org/10.3102/01623737241230474>

¹⁹ Bartik, T., et. al (2016).

should explore student and program factors that facilitate re-entry and program deferment. Student focus groups conducted in past process evaluations demonstrate that barriers to maintaining Satisfactory Academic Progress is the top reason for exiting the program prior to re-entry. Understanding the degree of staff and student awareness of supports and correlations with academic progress may provide a fuller picture into whether these supports promote or inhibit longer-term efficacy on student persistence and completion outcomes.

Technical Appendix

Confirmatory Outcomes: Retention and Completion

For this study, the evaluation team treated the college enrollment and postsecondary degree attainment outcomes as confirmatory. College progression outcomes were treated as exploratory and not elevated in this report because of the higher likelihood of false positives through examination of multiple outcomes and comparisons.

Table A1: Student Characteristics and Program Components Associated with Year 1 Retention

variable	estimate	standard error	statistic	p-value
Student Race/Ethnicity				
<i>reference group: white</i>				
American Indian/Alaska Native	-0.06384	0.069474	-0.91886	0.35822
Asian	0.017694	0.017938	0.986403	0.323991
Black	-0.01605	0.018959	-0.84647	0.397335
Hispanic**	-0.04186	0.018243	-2.29429	0.021823
Multiracial	-0.02501	0.02152	-1.16233	0.245166
Pacific Islander**	-0.2437	0.104275	-2.33708	0.019481
Gender				
<i>reference group: female</i>				
Male	-0.00106	0.01111	-0.09561	0.923837
Gender Non-Binary	0.068346	0.108857	0.627852	0.530135
Language				
<i>reference group: non English Language Learner</i>				
English Language Learner	0.024284	0.019287	1.25908	0.20807
Immigrant Status				
<i>reference group: non immigrant</i>				
Immigrant	-0.01332	0.017054	-0.78083	0.434944
Special Education Status				
<i>reference group: HS seniors not receiving special education services</i>				
HS seniors receiving special education services	-0.00242	0.018259	-0.1323	0.894752
Homelessness Status				
<i>reference group: housed students</i>				
Homeless	0.010146	0.027677	0.366591	0.713943
Academic performance				
Cumulative High School GPA***	0.117752	0.011278	10.44065	3.25E-25
Income Level				
High School Free/Reduced Lunch Rate (% eligible)	0.027975	0.100844	0.277414	0.781476
College Attended				
Attended Seattle Central College***	0.358214	0.018794	19.05983	8.7E-78
Attended North Seattle College***	0.347393	0.019971	17.39498	1.58E-65
Attended South Seattle College***	0.343957	0.022562	15.24514	3.89E-51

Seattle Promise Cohort				
<i>reference group: cohort 2018</i>				
Cohort 2019	-0.17009	0.033822	-5.02891	5.14E-07
Cohort 2020	-0.25695	0.030454	-8.43735	4.39E-17
Cohort 2021	-0.34018	0.030628	-11.107	2.83E-28
Cohort 2022	-0.29125	0.030439	-9.56835	1.78E-21
Program Component				
<i>reference groups: non-recipients of the individual program component</i>				
Part-time Enrollment***	0.254622	0.015276	16.6682	1.78E-60
Program Re-Entry	0.031761	0.019553	1.624357	0.104374
Math Placement Support*	0.141764	0.078526	1.805308	0.071097
Summer Start	0.080216	0.080226	0.999875	0.317428
Equity Scholarship***	0.110372	0.015104	7.307305	3.24E-13
Completion Commitment***	0.27052	0.021333	12.68058	3.39E-36

Note: Statistical significance levels * p < .10, ** p < .05, *** p < .01

Table A2: Student Characteristics and Program Components Associated with Year 2 Retention

term	estimate	standard error	statistic	p-value
Student Race/Ethnicity				
<i>reference group: white</i>				
American Indian/Alaska Native	-0.09518	0.068756	-1.38439	0.166312
Asian	0.026739	0.017753	1.506208	0.132088
Black	-0.00667	0.018763	-0.35527	0.722408
Hispanic**	-0.04225	0.018055	-2.34008	0.019325
Multiracial	-0.01995	0.021298	-0.93664	0.348999
Pacific Islander**	-0.25031	0.103197	-2.4256	0.015325
Gender				
<i>reference group: female</i>				
Male	0.002269	0.010995	0.206367	0.836514
Gender Non Binary	0.059666	0.107732	0.55384	0.579717
Language				
<i>reference group: non English Language Learner</i>				
English Language Learner	0.025128	0.019088	1.316435	0.188099
Immigrant Status				
<i>reference group: non immigrant</i>				
Immigrant	-0.01139	0.016878	-0.6749	0.499774
Special Education Status				
<i>reference group: HS seniors not receiving special education services</i>				
HS seniors receiving special education services	-0.01614	0.01807	-0.89306	0.371874
Homelessness Status				
<i>reference group: housed students</i>				
Homeless	0.012601	0.027391	0.460039	0.645512

Academic performance				
Cumulative High School GPA	0.13325	0.011162	11.93813	2.44E-32
Income Level				
High School Free/Reduced Lunch Rate (% eligible)	0.15215	0.099802	1.524525	0.127452
College Attended				
Attended Seattle Central College***	0.262269	0.0186	14.10055	3.66E-44
Attended North Seattle College***	0.255424	0.019764	12.92336	1.67E-37
Attended South Seattle College***	0.272038	0.022329	12.1834	1.37E-33
Seattle Promise Cohort				
<i>reference group: cohort 2018</i>				
Cohort 2019***	-0.19105	0.033473	-5.7075	1.22E-08
Cohort 2020***	-0.29418	0.030139	-9.76068	2.84E-22
Cohort 2021***	-0.31124	0.030311	-10.2681	1.89E-24
Cohort 2022***	-0.24919	0.030124	-8.27204	1.74E-16
Program Component				
<i>reference groups: non-recipients of the individual program component</i>				
Part-time Enrollment***	0.184742	0.015118	12.21997	8.89E-34
Program Re-Entry***	-0.07892	0.019351	-4.0781	4.62E-05
Math Placement Support**	0.177004	0.077715	2.277614	0.022799
Summer Start**	0.157208	0.079397	1.980023	0.047765
Equity Scholarship***	0.087944	0.014948	5.883284	4.33E-09
Completion Commitment***	0.359998	0.021113	17.0511	4.09E-63

Note: Statistical significance levels * p < .05 ** p < .01 *** p < .001

Table A3: Student Characteristics and Program Components Associated with 2-Year Completion

term	estimate	standard error	statistic	p-value
Student Race/Ethnicity				
<i>reference group: white</i>				
American Indian/Alaska Native	-0.0525	0.058934	-0.89077	0.3731024
Asian	-0.00652	0.015217	-0.4288	0.6680912
Black	-0.02604	0.016083	-1.61895	0.1055311
Hispanic***	-0.05213	0.015476	-3.36873	0.0007619
Multiracial	-0.0298	0.018256	-1.63251	0.1026451
Pacific Islander***	-0.25321	0.088456	-2.8626	0.0042223
Gender				
<i>reference group: female</i>				
Male*	-0.01605	0.009424	-1.7029	0.0886606
Gender Non-Binary	-0.05772	0.092343	-0.62504	0.5319765
Language				
<i>reference group: non English Language Learner</i>				
English Language Learner***	-0.06003	0.016361	-3.6691	0.0002464

Immigrant Status				
<i>reference group: non immigrant</i>				
Immigrant	-0.01231	0.014467	-0.85098	0.3948275
Special Education Status				
<i>reference group: HS seniors not receiving special education services</i>				
HS seniors not receiving special education services**	-0.03445	0.015489	-2.22432	0.026179
Homelessness Status				
<i>reference group: housed students</i>				
Homeless	-0.03807	0.023478	-1.62143	0.1049986
Academic performance				
Cumulative High School GPA***	0.172241	0.009567	18.00309	6.79E-70
Income Level				
High School Free/Reduced Lunch Rate (% eligible)	0.041956	0.085545	0.490451	0.6238399
College Attended				
Attended Seattle Central College***	0.30187	0.015943	18.93432	7.886E-77
Attended North Seattle College***	0.303172	0.016941	17.89551	4.11E-69
Attended South Seattle College***	0.342918	0.019139	17.91721	2.861E-69
Seattle Promise Cohort				
<i>reference group: cohort 2018</i>				
Cohort 2019	-0.03012	0.028691	-1.04979	0.2938757
Cohort 2020**	-0.05853	0.025834	-2.26545	0.0235353
Cohort 2021***	-0.08911	0.025982	-3.4298	0.0006098
Cohort 2022***	-0.13531	0.025821	-5.24031	1.681E-07
Program Component				
<i>reference groups: non-recipients of the individual program component</i>				
Part-time Enrollment***	0.045524	0.012959	3.513094	0.0004475
Program Re-Entry***	-0.1209	0.016587	-7.28884	3.708E-13
Math Placement Support	-0.09346	0.066614	-1.40295	0.1607051
Summer Start*	-0.12176	0.068055	-1.78911	0.0736683
Equity Scholarship	0.017768	0.012813	1.386745	0.1655922
Completion Commitment***	-0.13237	0.018097	-7.31463	3.07E-13

Note: Statistical significance levels * p < .05 ** p < .01 *** p < .001

Table A4: Student Characteristics and Program Components Associated with 3-Year Completion

term	estimate	standard error	statistic	p-value
Student Race/Ethnicity				
<i>reference group: white</i>				
American Indian/Alaska Native	-0.07727	0.063722	-1.21266	0.225326
Asian	0.000619	0.016453	0.037597	0.970011
Black	-0.02138	0.01739	-1.22959	0.218919
Hispanic***	-0.04543	0.016733	-2.7148	0.006658

Multiracial	-0.02816	0.019739	-1.42671	0.153736
Pacific Islander	-0.10208	0.095642	-1.06732	0.285886
Gender				
<i>reference group: female</i>				
Male	-0.01127	0.01019	-1.10607	0.268761
Gender Non-Binary	-0.08638	0.099844	-0.86517	0.386996
Language				
<i>reference group: non English Language Learner</i>				
English Language Learner**	-0.04397	0.017691	-2.48551	0.012975
Immigrant Status				
<i>reference group: non immigrant</i>				
Immigrant	-0.00087	0.015642	-0.05585	0.955465
Special Education Status				
<i>reference group: HS seniors not receiving special education services</i>				
HS seniors not receiving special education services*	-0.03091	0.016747	-1.84593	0.064971
Homelessness Status				
<i>reference group: housed students</i>				
Homeless**	-0.05694	0.025385	-2.24293	0.024953
Academic performance				
Cumulative High School GPA***	0.194984	0.010345	18.84898	3.5E-76
Income Level				
High School Free/Reduced Lunch Rate (% eligible)	-0.00833	0.092495	-0.09003	0.928268
College Attended				
Attended Seattle Central College***	0.31827	0.017238	18.4631	2.77E-73
Attended North Seattle College***	0.316575	0.018317	17.28272	9.81E-65
Attended South Seattle College***	0.362485	0.020694	17.51663	2.17E-66
Seattle Promise Cohort				
<i>reference group: cohort 2018</i>				
Cohort 2019**	-0.07954	0.031022	-2.56411	0.010378
Cohort 2020***	-0.14084	0.027932	-5.04201	4.8E-07
Cohort 2021***	-0.16623	0.028092	-5.91728	3.53E-09
Cohort 2022***	-0.22903	0.027919	-8.20353	3.06E-16
Program Component				
<i>reference groups: non-recipients of the individual program component</i>				
Part-time Enrollment***	0.051326	0.014011	3.663222	0.000252
Program Re-Entry***	-0.15159	0.017934	-8.45277	3.86E-17
Math Placement Support	-0.10405	0.072025	-1.44465	0.148631
Summer Start	-0.01643	0.073584	-0.22328	0.823326
Equity Scholarship***	0.035941	0.013854	2.594294	0.009511
Completion Commitment***	0.102791	0.019567	5.25324	1.57E-07

Note: Statistical significance levels * p < .05 ** p < .01 *** p < .001

Figure A1: Accompanying Data Visual - 2-Year Completion Model

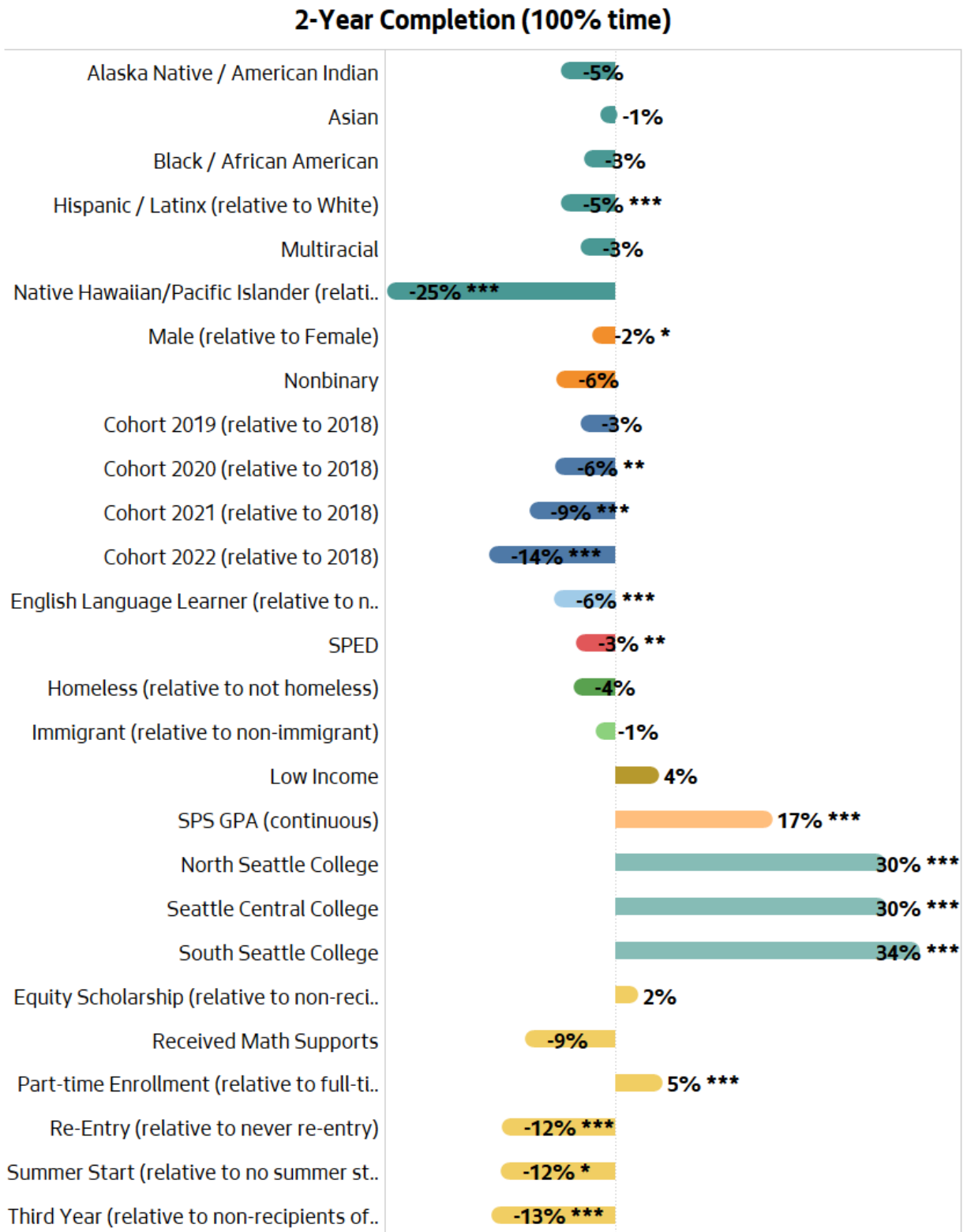
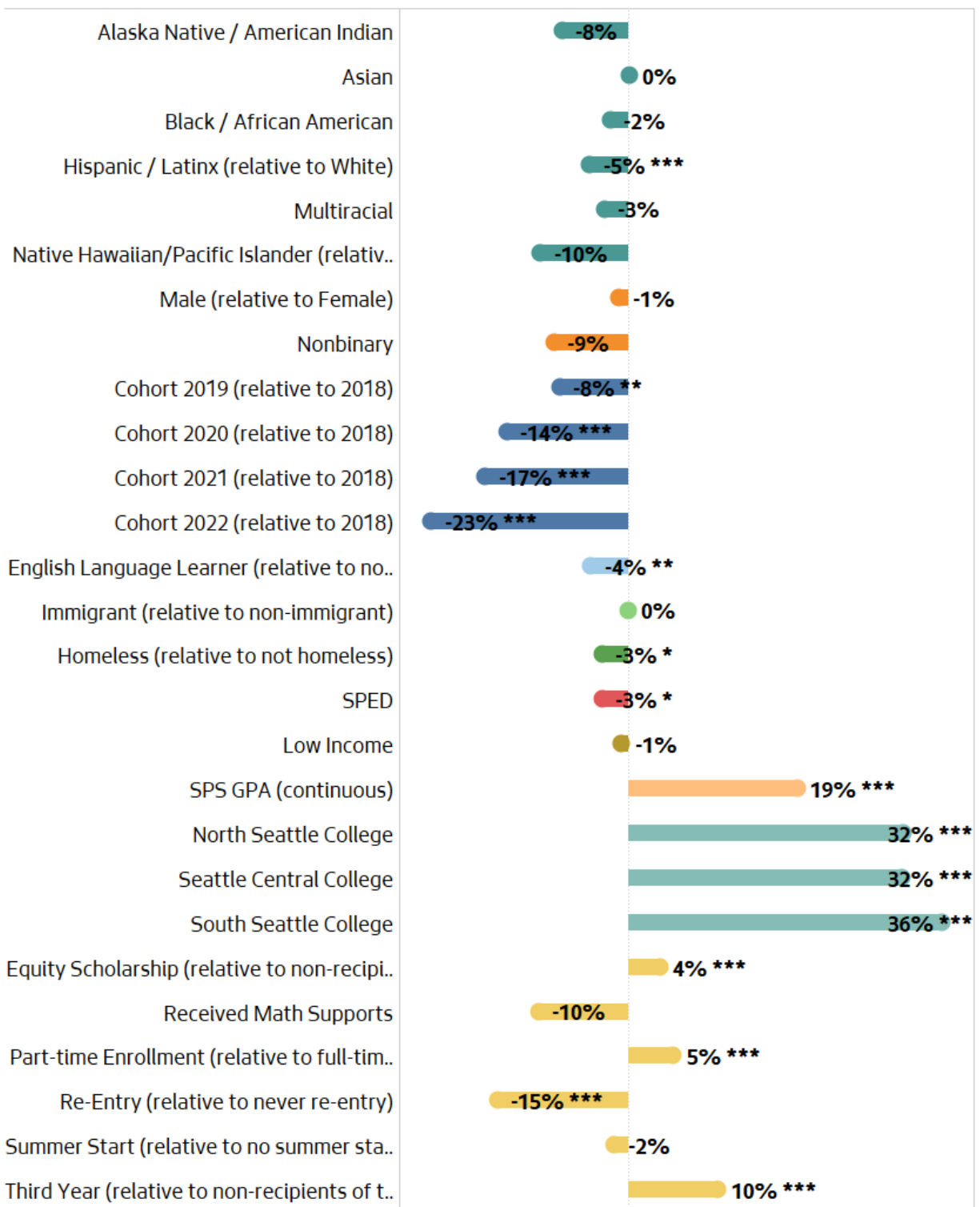


Figure A2: Accompanying Data Visual – 3-Year Completion Model

3-Year Completion (150% time)



References

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