Online Appendix

WHY DO COLLEGE GOING INTERVENTIONS WORK?

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Appendix Table 1:

Students in Participating High Schools Versus Other Large NH High Schools And Versus Rest of US Public High Schools

	(1) Means for Experimental Schools	(2) Means for Other NH Schools	(3) Means for US High Schools (excluding NH)	(4) T-test between Experimental High Schools and Other NH High Schools	(5) T-test between NH High Schools and US High Schools
School is in a Large or Medium Sized City	0.050	0.034	0.142	-0.322	2.636
School is in a Small City	0.100	0.000	0.053	-2.528	1.229
School in a Large Suburb	0.050	0.051	0.179	0.015	3.033
Percentage Eligible for Free Lunch Status	0.122	0.140	0.327	0.756	7.522
Senior Class Size	262.550	170.712	178.926	-2.363	-1.444
Native American Percentage of the Student Body	0.003	0.003	0.026	0.093	1.974
Asian Percentage of the Student Body	0.019	0.014	0.029	-1.868	1.743
Hispanic Percentage of the Student Body	0.029	0.016	0.156	-1.922	5.180
Black Percentage of the Student Body	0.014	0.012	0.145	-0.492	5.020

20 observations recorded for experimental schools, 59 observations recorded for other NH high schools, and 16614 observations recorded for nationwide high schools excluding NH. Numbers are rounded to three decimal places.

Appendix Table 2:

Frequency Table for Experimental Sample

	Control	Treat	Transcript Only	Cash Bonus Only	Total
2009	16	16	0	0	32
2010	250	260	0	0	510
2011	208	240	0	0	448
2012	0	100	0	99	199
2013	329	0	613	0	942
2014	0	255	238	0	493
Total	803	871	851	99	2624

Fraction of Sample With Sat Questionnaire Data and Survey Data

	Control	Treat	Transcript Only	Cash Bonus Only	Total
SAT Data Available	0.291	0.544	0.511	0.293	0.446
Responded to Survey	0.233	0.297	0.208	0.293	0.249

Appendix Table 3:

Means for Survey Responders and Non Responders

	(1) Mean Students Who Responded	(2) Mean Students Who Did Not Respond	(3) T–test of Difference
Accepted Treatment	0.401	0.313	-4.099
Transcript Only Group	0.274	0.345	3.345
10th Grade Math Score (Standardized)	-0.182	-0.451	-6.069
10th Grade Reading Score (Standardized)	-0.169	-0.440	-6.125
Math >75th Percentile	0.200	0.158	-2.375
Reading > 75th Percentile	0.261	0.206	-2.808
Free and Reduced Lunch Eligible	0.294	0.274	-0.964
Male	0.546	0.585	1.721
Non-white	0.156	0.186	1.699
Graduation Year	2012.144	2012.126	-0.270
No SAT data group	0.455	0.584	5.732
Any College (Clearinghouse)	0.585	0.422	-7.283
Four Year College (Clearinghouse)	0.280	0.154	-7.215
Persist for First Two Years Post Grad	0.200	0.131	-4.269
Persist in a Four Year College	0.107	0.059	-4.074
Enrolled 3+ Semesters	0.240	0.169	-4.024

For students who did not respond, there were 1953 observations recorded for all variables except for the standardized test scores for Math and Reading (1685 and 1681 respectively), the 75th percentile for math and reading (1685 and 1681 respectively), and the male group (1952). For students who did respond, there were 646 observations recorded for all variables except for the standardized test scores for math and reading (619 and 618 respectively), and the 75th percentile for math and reading (619 and 618 respectively). Numbers are rounded to three decimal places.

Appendix Table 4:

Mentoring Treatment Effects on Application Rate

	(1) Apply to Any College (Survey) (OLS)	(2) Apply to Any College (Survey) IV Estimate	(3) Women Apply to Any College (Survey) OLS	(4) Men Apply to Any College (Survey) OLS
Mentoring Treatment	0.274**	0.375**	0.294**	0.243**
	(0.050)	(0.068)	(0.049)	(0.078)
Observations	859	859	391	468
R-squared	0.234	0.309	0.293	0.231

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 5:

Baseline Mentoring Treatment Effects on Enrollment in A Two Year College

Outcome variable is a dummy equal to 1 if the student has an enrollment in ONLY IN a two year college. Outcome variables are based on the Nation Student Clearinghouse data. Students are randomly assigned to treatment within high school. Data include 2009, 2010, 2011 cohorts. Regressions include high school*cohort dummies which is the level at which randomization occurred. Standard errors are clustered at the high school*cohort level. Regressions include birthyear*cohort dummies to control for students' age within grade.

	(1) Enrollment Two Year College	(2) Enrollment Two Year College Women	(3) Enrollment Two Year College Men
Mentoring Treatment	0.026	0.048	0.030
	(0.024)	(0.046)	(0.035)
Transcript Only Group	0.001	0.007	0.010
	(0.028)	(0.036)	(0.032)
Observations	2,624	1,114	1,509
R-squared	0.097	0.140	0.113

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 6:
Probit Regression

	(1) Enrollment Four Year College	(2) Enrollment Four Year College Women	(3) Enrollment Four Year College Men
Mentoring Treatment	0.046**	0.104**	0.016
	(0.017)	(0.032)	(0.027)
Transcript Only Group	-0.002	0.012	-0.002
	(0.022)	(0.036)	(0.039)
Observations	2,393	987	1,322

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 7:

Split Sample By Test Score

	(1) Enrollment Two Year College Women	(2) Enrollment Four Year College Women	(3) Enrollment Two Year College Men	(4) Enrollment Four Year College Men
Mentoring Treatment	0.127*	0.060	0.045	0.042
	(0.061)	(0.042)	(0.045)	(0.030)
Reading Score > 50th Percentile in Treatment Group	-0.208*	0.118*	-0.034	-0.012
	(0.078)	(0.044)	(0.057)	(0.036)
Transcript Only Group	-0.003	0.024	0.006	0.012
	(0.046)	(0.026)	(0.033)	(0.030)
Observations	967	967	1,331	1,331
R-squared	0.128	0.168	0.092	0.205

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0

Appendix Table 8: Interaction of Mentoring Treatment with Own and Adult Expectations and Adult Sources of Support

Dependent Variable is Enrollment in Any College

Survey Measure	(1) Coefficients on Treatment*Survey Measure	(2) Coefficient on Treatment Indicator	(3) Coefficient on Survey Measure	(4) N	(5) Mean	(6) Survey Measure regressed on Male Dummy
Expects me to attend College						
Parents	-0.079	0.130**	0.310***	646	0.466	-0.034
	(0.075)	(0.052)	(0.049)			(0.040)
Myself	-0.045	0.110	0.232***	623	0.734	-0.038
	(0.081)	(0.072)	(0.047)			(0.036)
Teachers	-0.023	0.101	0.117**	571	0.651	-0.138***
	(0.087)	(0.074)	(0.056)			(0.040)
Guidance Counselors	-0.021	0.078	0.138**	516	0.583	-0.103**
	(0.087)	(0.073)	(0.062)			(0.043)
Talked to About Future Plans						
Parents	-0.072	0.139**	0.158**	646	0.777	0.086***
	(0.068)	(0.059)	(0.064)			(0.033)
Teachers	-0.072	0.104***	0.119**	646	0.347	0.017
	(0.051)	(0.033)	(0.055)			(0.038)
Guidance Counselors	0.079	0.055	0.066	646	0.294	-0.005
	(0.078)	(0.040)	(0.064)			(0.036)
Talked to About College Choice						
Parents	-0.130	0.177*	0.222***	646	0.718	0.072**
	(0.120)	(0.088)	(0.060)			(0.036)
Teachers	-0.064	0.100**	0.138**	646	0.327	0.061
	(0.072)	(0.039)	(0.053)			(0.037)
Guidance Counselors	0.023	0.068	0.108*	646	0.353	-0.022
	(0.074)	(0.045)	(0.063)			(0.038)

Standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

In each row Columns (1)-(5) are from a single regression of "Any College" on the treatment dummy, the survey measure and the interaction of the two. Regressions also include controls for male, free lunch status, and high school*cohort dummies. Column (6) is from an OLS regression of the survey measure on a dummy for male. Numbers are rounded to three decimal places.
Survey questions are as follows:

“How true are the following statements about the adults at your High school?”
“Thinking of the people in your life, which of the following people... Please check all that apply.”

Appendix Table 9:
How Do Returns to College Differ for
Men Versus Women in NH At Young Ages (22-30)?

We use American Community Survey data from 2005-2010. We limit the sample to individuals ages 22-30. Income is measured as log of total personal income. Sample is not limited by labor force status, but results for just the employed (and also results for all of New England) are in an appendix. State (New Hampshire) is measured as current state of residence. Results by state of birth are in an appendix. Education categories are non-overlapping and hence are each relative to individuals with an education of less than high school.

	(1) Log Total Income Men NH	(2) Log Total Income Women NH	(3) Log Total Income Men All Other States	(4) Log Total Income Women All Other States
High School	0.343**	0.403**	0.345**	0.484**
	(0.075)	(0.100)	(0.004)	(0.005)
One to Three Years of College	0.339**	0.593**	0.405**	0.673**
	(0.078)	(0.101)	(0.004)	(0.005)
Four Plus Years of College	0.663**	0.848**	0.839**	1.193**
	(0.077)	(0.099)	(0.004)	(0.005)
Observations	2925	2898	828,881	794,172
R-squared	0.033	0.046	0.055	0.095
F Test HS=Some College	0.00493	14.49	414.6	3331
p-value	0.944	0.000144	0	0

Standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 10: Personality Measures Interacted with Treatment
Dependent Variable is Enrollment in Any College

Survey Measure	(1) Coefficients on Treatment*Survey Measure	(2) Coefficient on Treatment Indicator	(3) Coefficient on Survey Measure	(4) N	(5) Mean	(6) Survey Measure regressed on Male Dummy
Self Esteem						
Believes In Self	-0.025	0.083	0.096*	552	0.663	0.003
	(0.088)	(0.076)	(0.053)			(0.041)
Deals Well With	-0.063	0.110	0.101	552	0.601	-0.044
Problems	(0.092)	(0.075)	(0.064)			(0.042)
Change Important	-0.057	0.108	0.080	552	0.672	0.027
Things	(0.111)	(0.088)	(0.076)			(0.040)
Solves Problems	-0.151*	0.186***	0.097	552	0.739	0.048
	(0.081)	(0.064)	(0.070)			(0.038)
Not Easily Pushed	0.022	0.055	-0.001	552	0.683	0.003
Around	(0.088)	(0.069)	(0.052)			(0.040)
Adventurous						
Tries Anything Once	-0.040	0.084	0.029	530	0.672	-0.021
	(0.094)	(0.094)	(0.061)			(0.041)
Enjoys Scary Movies	-0.087	0.103	-0.034	530	0.591	-0.040
	(0.083)	(0.061)	(0.051)			(0.043)
Likes to Meet New	-0.305***	0.280***	0.150**	530	0.723	-0.096**
People	(0.086)	(0.085)	(0.055)			(0.039)
Do Crazy Things	0.068	0.014	-0.101	530	0.553	0.135***
	(0.095)	(0.082)	(0.085)			(0.043)
Likes Adventure	0.068	-0.0005	0.095	530	0.813	-0.022
	(0.137)	(0.136)	(0.064)			(0.034)
Enjoy Amusement	-0.287**	0.259**	0.097	530	0.696	0.031
Rides	(0.136)	(0.103)	(0.087)			(0.040)
Move Away	0.072	0.013	0.076	530	0.553	0.135***
	(0.094)	(0.075)	(0.061)			(0.043)
Organization						
Forgets Deadlines	0.002	0.056	0.013	530	0.168	0.025
	(0.128)	(0.044)	(0.071)			(0.033)
Skips Homework	-0.047	0.076	0.059	530	0.408	0.075*
	(0.088)	(0.060)	(0.056)			(0.043)
Lose Papers Easily	-0.049	0.063	-0.080	530	0.157	0.012
	(0.128)	(0.046)	(0.086)			(0.032)
Not Organized	0.119	0.022	0.022	530	0.306	0.048
	(0.087)	(0.057)	(0.055)			(0.040)
Wastes Time	0.055	0.042	-0.039	516	0.479	-0.117***
	(0.058)	(0.056)	(0.046)			(0.044)
Waits Until Last	-0.012	0.073	0.103	516	0.411	0.057
Minute	(0.093)	(0.065)	(0.080)			(0.044)
Surprised By Deadlines	0.071	0.041	0.106*	516	0.481	-0.027
	(0.078)	(0.060)	(0.056)			(0.044)

Standard errors in parentheses
*** p<0.01, ** p<0.05, * p<0.1

In each row Columns (1)-(5) are from a single regression of "Any College" on the treatment dummy, the survey measure and the interaction of the two. Regressions also include controls for male, free lunch status, and high school*cohort dummies. Column (6) is from an OLS regression of the survey measure on a dummy for male. Numbers are rounded to three decimal places (1 sig. digit if number is too small).
Survey questions are as follows:

"How much do you agree or disagree with the following statements: I feel that I'm a person of worth, equal to others; I feel useless at times; I feel that I have a number of good qualities; I often feel that I am a failure; I am able to do things as well as most people; I feel I do not have much to be proud of; I take a positive attitude toward myself; On the whole, I am satisfied with myself."

"How much do you agree or disagree with the following statements: I have little control over the things that happen to me; There is really no way I can solve some of the problems I have; What happens to me in the future mostly depends on me; There is little I can do to change many of the important things in my life; I often feel helpless in dealing with the problems of life; I can do just about anything I really set my mind to do; Sometimes I feel that I'm being pushed around in life; Becoming a success is a matter of hard work; luck has little or noting to do with it."

"How true are the following statements about you: I have a good system for remembering deadlines and important dates; I would like to travel to other countries; I miss out on things I want to do because I forget to sign up; I enjoy spending time in places I'm used to, like at home; I'll try anything once; I often miss important deadlines if no one reminds me about them; I like scary movies; I like to meet people who are different from me; Sometimes when my life is really busy, I don't get all of my homework done; I sometimes do 'crazy' things just for fun; I often lose important papers; I enjoy going places I've never been before; I need a better way to remind myself about important deadlines and due dates; In an amusement park, I prefer fast rides; When I move out of my parents' house, I would still like to live close by."

"How true are the following statements: I make sure I get my work done before I have fun; You can learn new things, but you can't really change your basic intelligence; I use my time wisely; Intelligence is something about you that you can't change very much; I often spend time playing around with my phone or computer, even when I know I should be doing homework; I wait until the last minute to do things; I often buy things I wasn't planning to buy; I am good at saving up money when I want to buy something special; I put off starting things I don't like to do; It is important to me to get better grades than my classmates; Deadlines always seem to come faster than I expect them to; I often spend money I was planning to save for something else; I feel angry when I get worse grades than other students; I have a hard time NOT answering the phone or texts when I'm supposed to be doing homework."

Appendix Table 11:

Does Mentoring Treatment Interact With Other Sources of Disadvantage?

	(1) Enrolled in Any College (Women)	(2) Enrolled in Four Year College (Women)	(3) Enrolled in Any College (Men)	(4) Enrolled in Four Year College (Men)	(5) Women Enrolled in Any College	(6) Women Enrolled in Four Year College	(7) Women Enrolled in Any College	(8) Women Enrolled in Four Year College
Treatment	0.151+	0.225**	0.074	0.191+	0.131**	0.115**	0.130**	0.129**
	(0.086)	(0.059)	(0.090)	(0.097)	(0.045)	(0.030)	(0.044)	(0.032)
Mother's Education Is High School Or Less	-0.192*	-0.054	-0.139	-0.032				
	(0.083)	(0.072)	(0.097)	(0.110)				
Treatment * Mother's Education Is High School Or Less	0.102	-0.057	0.002	-0.115				
	(0.094)	(0.096)	(0.107)	(0.127)				
Student is Nonwhite					0.061	0.066*		
					(0.061)	(0.032)		
nonwhite_treat					0.085	-0.043		
					(0.085)	(0.065)		
Treatment * Free Lunch							0.048	-0.075
							(0.069)	(0.072)
Free Reduced Lunch Eligible							-0.032	-0.015
							(0.044)	(0.043)
Observations	214	214	251	251	1,103	1,103	1,103	1,103
R-squared	0.235	0.203	0.245	0.290	0.245	0.172	0.241	0.171

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 12:

Mentoring Treatment Effects by High School

	(1) Dover Women Any College	(2) Kearsarge Women Any College	(3) Lebanon Women Any College	(4) Londonderry Women Any College	(5) Manchester West Any College	(6) Nashua North Women Any College	(7) Nashua South Women Any College	(8) Pinkerton Women Any College	(9) Portsmouth Women Any College
Treatment	0.123	0.182	0.130	0.333	0.072	0.083	0.188**	0.180*	0.083
	(0.177)	(0.206)	(0.162)	(0.378)	(0.079)	(0.098)	(0.070)	(0.079)	(0.191)
Observations	28	23	32	9	179	170	253	249	20
R-squared	0.046	0.173	0.263	0.100	0.035	0.121	0.154	0.133	0.010

Standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 13:
Evidence From 2012 Cohort (Coaching Plus $100 Bonus Versus Bonus Alone)

Data in columns (1) and (2) include 2009, 2010, 2011 cohorts. Data in column (2) are for the 2012 cohort in which the "control" group was offered a $100 bonus for completing applications. Regression 1 includes high school*cohort dummies which is the level at which randomization occurred. Regression 3 includes high school dummies and cohort dummies (since the cash bonus only treatment is constant within highschool*cohort). Standard errors are clustered at the high school*cohort level. Regressions include birthyear*cohort dummies to control for students' age within grade.

	(1) Men and Women Enrollment Any College	(2) Women Enrollment Any College 2009-2011	(3) Women Enrollment Any College 2012
Mentoring Treatment	0.065**	0.152**	0.234
	(0.016)	(0.046)	(0.218)
Transcript Only Group	0.002		
	(0.018)		
$100 Cash Bonus Only	0.022		
	(0.093)		
Observations	2,598	440	95
R-squared	0.200	0.233	0.167

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 14:
Take Up Rates Within Mentoring Treatment Group

	(1) Take up Within Treatment Group	(2) Women Take up Within Treatment Group	(3) Men Take up Within Treatment Group
2014 Cohort	-0.328**	-0.394**	-0.283**
	(0.080)	(0.087)	(0.080)
Free Reduced Lunch Eligible	0.065	0.100	0.029
	(0.049)	(0.061)	(0.078)
Student is Male	-0.032		
	(0.026)		
Observations	854	361	493
R-squared	0.168	0.233	0.144

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix Table 15:

Mentoring Treatment Split by Cohorts

	(1) Men and Women Enrollment Four Year College 2009-2011 Cohorts	(2) Women Enrollment Four Year College 2009-2011 Cohorts	(3) Men Enrollment Four Year College 2009-2011 Cohorts	(4) Men and Women Enrollment Four Year College 2013 Cohort	(5) Women Enrollment Four Year College 2013 Cohort	(6) Men Enrollment Four Year College 2013 Cohort	(7) Women Enrollment Four Year College 2014 Cohort	(8) Men Enrollment Four Year College 2014 Cohort
Mentoring Treatment	0.081**	0.139**	0.037				0.083	-0.038
	(0.025)	(0.037)	(0.044)				(0.062)	(0.037)
Transcript Only Group				-0.020+	0.012	-0.037+		
				(0.011)	(0.024)	(0.020)		
Observations	989	439	550	950	381	569	162	240
R-squared	0.135	0.154	0.199	0.022	0.038	0.031	0.053	0.032

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.

Appendix Table 16:

Is Same Gender Mentoring More Effective?

Mentors were assigned on a first come first served basis, but when multiple arrivals occurred at the same time, we had a bias towards same gender pairings. Regressions include a dummy for being assigned to treatment but not showing up to be assigned a mentor. Outcome variables are based on the Nation Student Clearinghouse data. Students are randomly assigned to treatment within high school. Data include 2009, 2010, 2011 cohorts. Regressions include high school*cohort dummies which is the level at which randomization occurred. Standard errors are clustered at the high school*cohort level. Regressions include birthyear*cohort dummies to control for students' age within grade.

	(1) Women: Enrollment Any College	(2) Women: Enrollment Four Year College	(3) Men: Enrollment Any College	(4) Men: Enrollment Four Year College
Assigned Mentoring but Did Not Show	0.123*	0.051	-0.038	-0.026
	(0.056)	(0.037)	(0.030)	(0.029)
Assigned Female Mentor	0.220**	0.127*	0.037	0.075+
	(0.064)	(0.054)	(0.065)	(0.043)
Assigned Male Mentor	0.142*	0.207*	0.065	0.079
	(0.053)	(0.090)	(0.048)	(0.051)
Observations	713	713	917	917
R-squared	0.090	0.091	0.081	0.109

Robust standard errors in parentheses
** p<0.01, * p<0.05, + p<0.1

Appendix 17: Community College System Letter to Transcript Only Group

«First_Name» «Last_Name»
«Address»
«City», NH «Zip»

Dear «First_Name»:

Thank you for participating in the New Hampshire College Going Initiative, and we encourage you to consider attending a Community College System of New Hampshire (CCSNH) institution in the Fall of 2014. The CCSNH offers a wide variety of Associate Degree and Certificate programs preparing students for exciting career opportunities, as well as transfer pathways to four-year colleges and universities.

If you have not already applied, please visit www.ccsnh.edu/admissions to learn more about the seven community colleges in New Hampshire. We recommend you review the college programs and course requirements, and complete an application for admission to the college you wish to attend as soon as possible.

CCSNH programs have affordable tuition, and significant financial aid is available from the federal government. In order to be eligible, please complete the Free Application for Federal Student Aid (FAFSA) form as soon as possible by visiting the website www.fafsa.ed.gov.

Obtaining a college degree is not only personally rewarding, it is also a great way to improve your chances of success in a competitive labor market. Associate Degree holders in New Hampshire earn an average of $43,000.00 annually, and 25% of Bachelor Degree holders earn less than average Associate Degree recipients.

If you have questions or would like to visit one of our colleges, please do not hesitate to contact any of our admission offices. All of the CCSNH institutions provide campus tours and the opportunity to meet with admissions staff to assist with any questions or concerns you or your family might have about attending college.

Thank you,

Admission Directors Committee, Community College System of New Hampshire
Carey Walker, **Great Bay Community College**, http://www.greatbay.edu
Wayne Fraser, **Lakes Region Community College**, http://www.lrcc.edu/admissions
Miho Bean, **Manchester Community College**, http://www.mccnh.edu/admissions
Shelley Duquette, **Nashua Community College**, http://www.nashuacc.edu/admissions
Frank Meyer / Denine Garnett, **N.H.T.I. - Concord's Community College**, http://www.nhti.edu/admissions
Chuck Kusselow, **River Valley Community College**, http://www.rivervalley.edu/admissions.html
Martha Laflamme, **White Mountains Community College**, http://www.wmcc.edu/admissions

Appendix 18: UNH Letter to Transcript Only Group

Dear Name,

Thank you for letting your high school share your transcript with the University of New Hampshire through the New Hampshire College Going Initiative. We appreciated the opportunity to review your high school work and to share our opinion regarding your admissibility to UNH for the fall term 2013. **Based on our review, we would encourage you to apply to UNH because we think you could be a successful student at UNH**.

Applying to UNH is a simple process. You can apply by downloading a paper copy of UNH's first year student application at the following website: http://admissions.unh.edu/apply/ . The instructions for applying are available on the website. You should not hesitate to ask for assistance in completing these application forms. Two good resources would be either the UNH admissions office staff or your high school guidance counselor.

I would ask that if you are interested in applying for admission to UNH, that you do so by June 10. Please contact my office if you have any questions or concerns about this deadline. You can speak with either of the following two individuals about this process:

Chelsea Warner
Assistant Director of Admissions
862-2881

Beth Williams
Assistant Director of Admissions
862-2875

The other task that will be important for you to complete, if you have not already done so, is to complete the Free Application for Federal Student Aid (FAFSA). This is the form you and your family must complete in order to be considered for institutional, state or federal financial aid. A few helpful pieces of information about financial aid at UNH:

- UNH Federal School Code (also called the Title IV Code): 002589
- To complete the FAFSA form, go to the following web site: http://www.fafsa.ed.gov/
- To learn more about financial aid at UNH, go to the following web site: http://financialaid.unh.edu/

Our goal with this process is to encourage you to attend college. You will find that the range of possibilities available to you upon completion of your college degree is enormous. Although you may not know what you want from a college education or what you might do with a college degree, there are many people at UNH (and other institutions) who can help guide you through this process. The first step, however, is for you to apply for admission so that you can begin this journey. Call us if you have any questions or concerns. We look forward to working with you.

Sincerely,

Robert McGann
Assistant Vice President for Student and Academic Services and Director of Admissions

Figure 2

Frequency (count) Histogram. 2010 Cohort: 10th Grade Math Scores for College Goers and Non College Goers

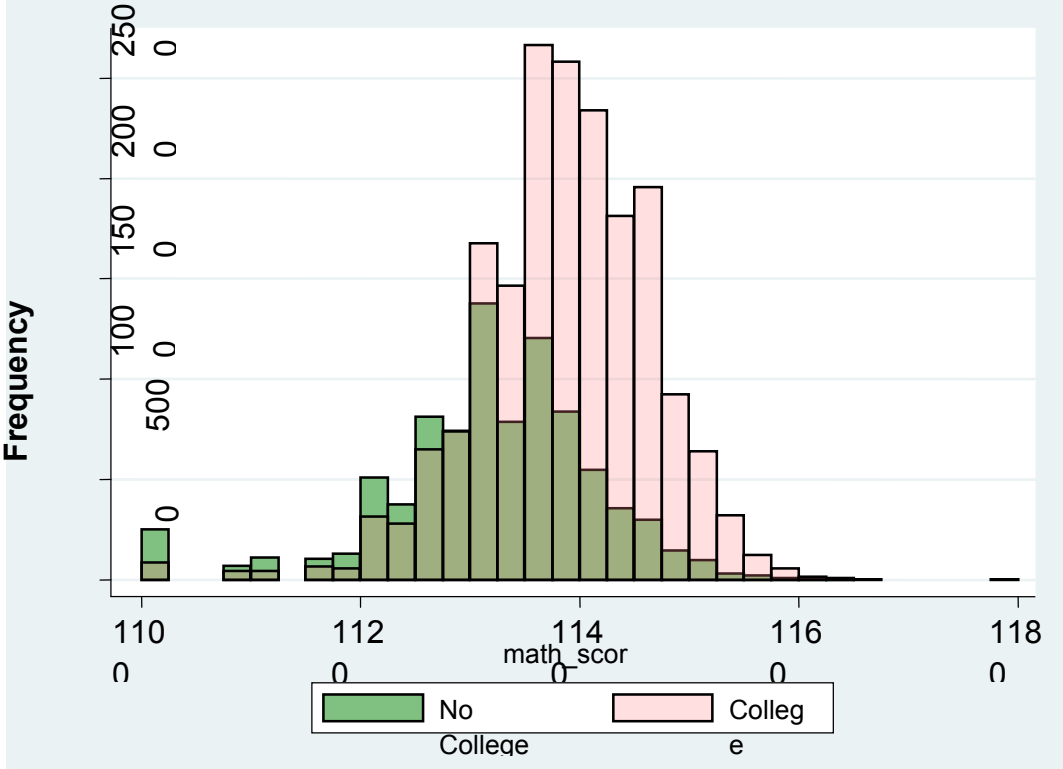

Figure 3:

Treatment and Control Standardized Reading Scores

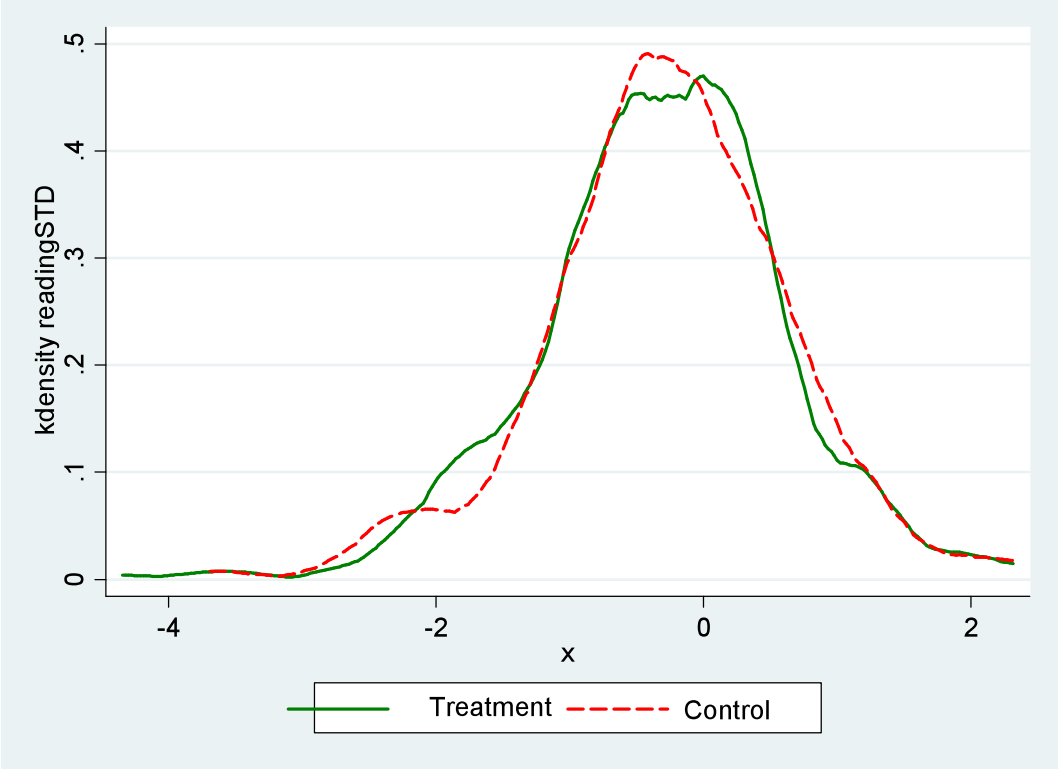

Figure 4: Treatment and Control Standardized Math Scores

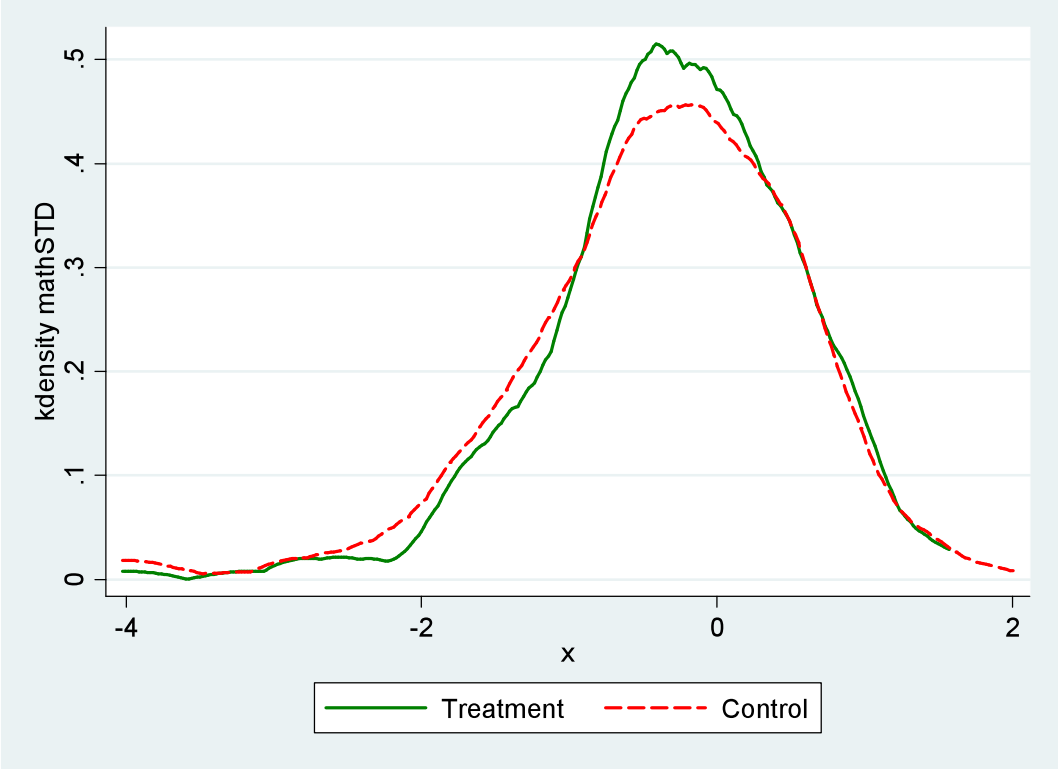

Figure 5

Standardized Math Scores Treatment Versus All Non Experimental

Make this an appendix figure