



Bringing A Better Future
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of STATE LEGISLATURES
The Forum for America's Ideas

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TERI Overview

“Promoting educational opportunities
to change people’s lives”

- Established in Boston, MA as a nonprofit in 1985.
- Locally, TERI offers free direct service college access programs for students and adults, providing models for national replication.
- Nationally, TERI manages initiatives that inform and support research, policy and practice.
- TERI is the oldest and most experienced guarantor of private education loans. This work supports TERI’s college access activities.

Over two million individuals have benefited from TERI’s programs and services

College Access in US – Then & Now

⇒ **1945:** GI Bill passed – supported cost of attendance of returning interested in a college education

Returning veterans need to be prepared for the post-war labor market

⇒ **1965:** Congress passes Elementary and Secondary Education Act and Higher Education Act – removed financial barriers to college attendance

Every student who has the ability to succeed in college should have the opportunity to go, regardless of his/her family's financial resources

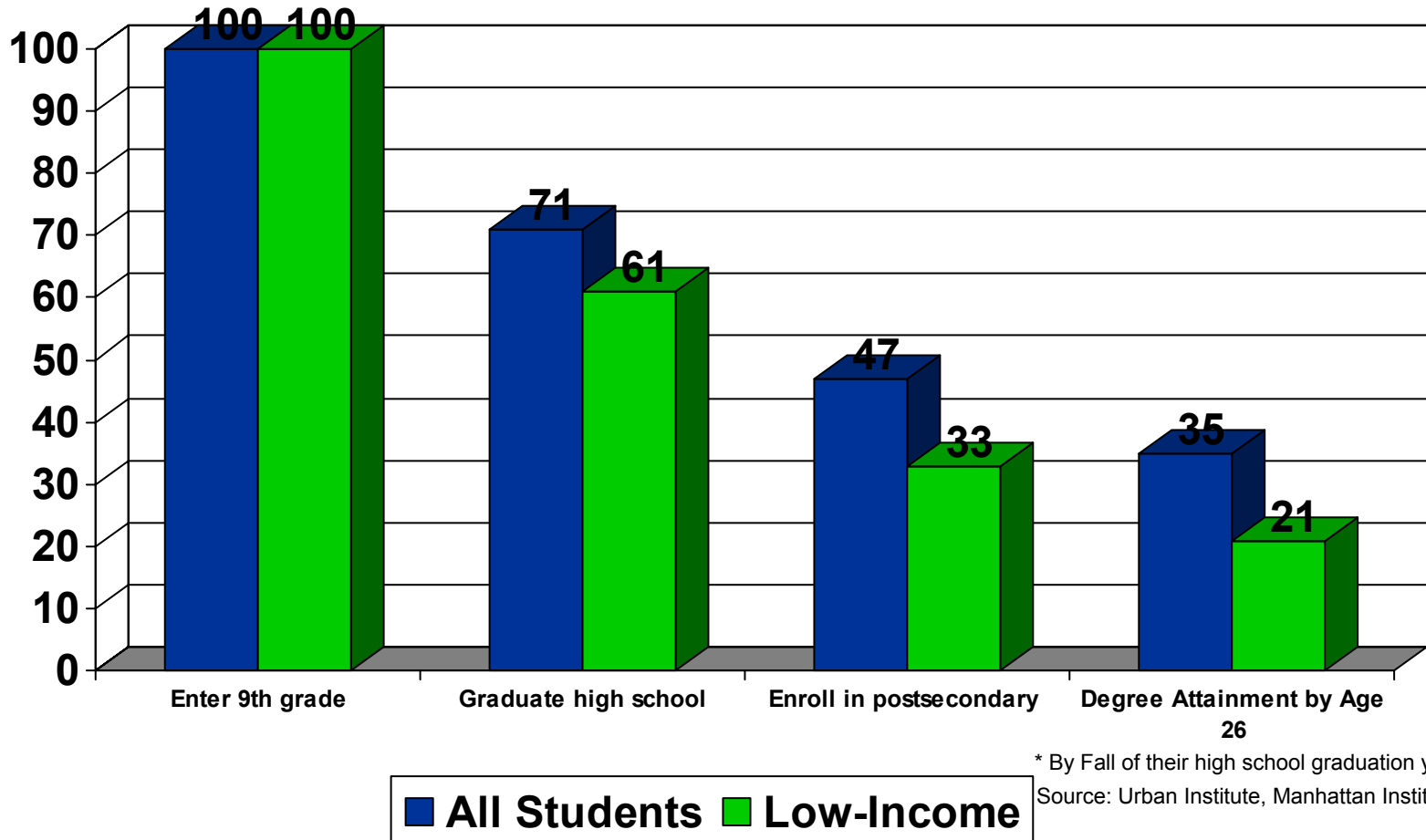
⇒ **2005:** Knowledge-based, global economy requires higher levels of education; all students need to graduate from high school prepared for further education

Workforce preparation = College preparation

America's **global competitiveness** is contingent upon high school graduates persisting towards earning at least a bachelor's degree.

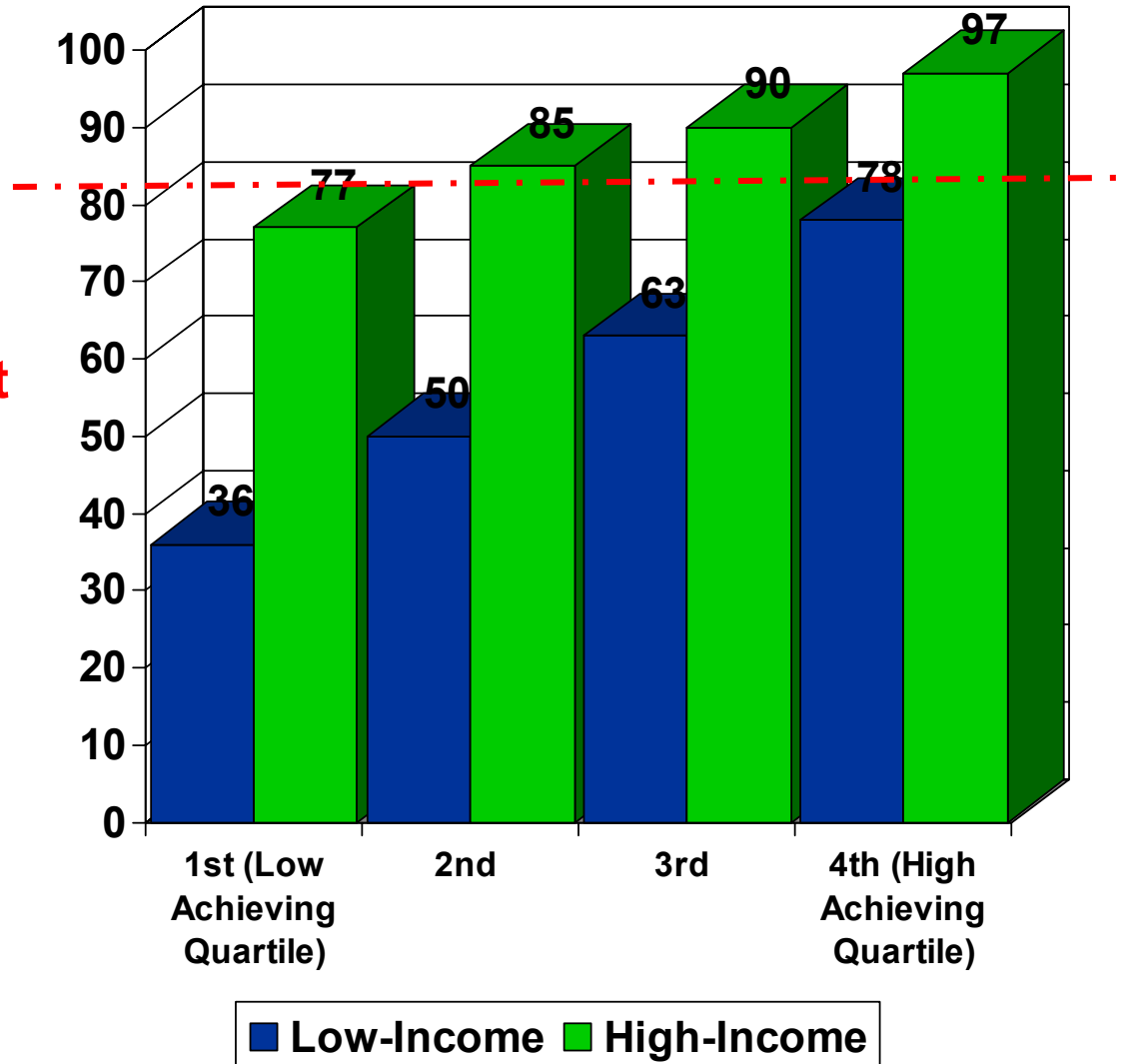
There are **persistent and pervasive barriers** that confront under-served populations – particularly **low-income, African American and Latino** students and families- in accessing and succeeding in post-secondary and career experiences.

Loss of Students in Education Pipeline



Low-income students in the highest achievement quartile go to college **at only one percentage point higher than** high-income students who are in the lowest achievement quartile ~ 78% to 77% respectively.

College Going Rates by Income and Achievement Levels



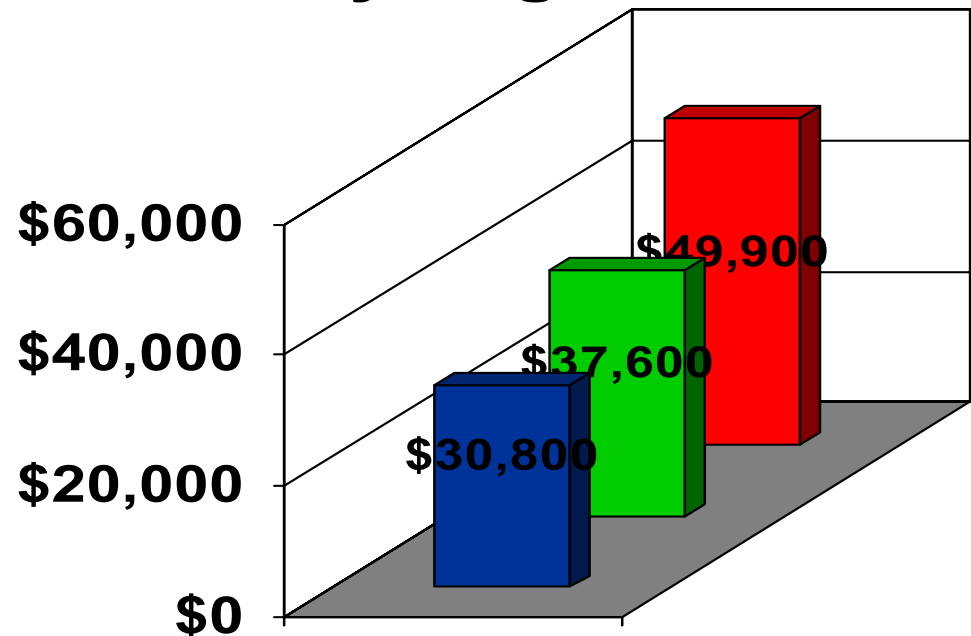
Source: Promise Abandoned: How Policy Choices and Institutional Practices Restrict College Opportunities, The Education Trust, August 2006

- Over a lifetime, an individual with a bachelor's degree will earn an average of \$2.1 million- nearly twice as much as a high school graduate.

But,

- 1990's saw between 1MM to 1.6 MM bachelor's degrees lost among college-qualified HS graduates from low- to moderate-income families.
- Current decade, 1.4MM to 2.4 MM expected as graduates increase and academic preparation improves. (47,000 estimated annually in TX)

Median Annual Salary by Degree



Source: U.S. Census Bureau

Mitigating persistent and pervasive barriers to postsecondary access and success through practice, policy and research- **systemic change - that allow for increasing scale with high degree of impact.**

Five Most Significant Factors Influencing College-Going:

- **Academic preparation**; level of preparation and readiness
- **Expectations**; student, parent and teacher expectations
- **Culture and support**; peer, parental and school support
- **Information and awareness**; college planning and advising admissions and financial aid
- **Perception of affordability**; real or perceived cost of attendance

FOCUS AREAS FOR POSTSECONDARY TRANSITIONS

⇒ Academic Preparation

⇒ Postsecondary Access (awareness, information, planning)

⇒ Financial Aid

⇒ Postsecondary Achievement and Success

Academic Preparation- Challenges

- Academic preparation is most effective means of increasing students graduating from high school and having success in college. But academic preparation is not sufficient for low-income students.
- Over 60% of high school students who say they expect to attend college are not in a college preparatory course of study.
- Nearly 40% of entering college students are enrolled in at least 1 developmental/remediation course.
- High school graduation does not always translate into college-readiness.

Academic Preparation – States Responses

- Rigorous college preparation curriculum as minimum; requirements and sequencing of course of study
- “College- and work-ready” curriculum (AK, TX, IN, KY, MI, NY, OK SD)
- Aligning high school graduation requirements (i.e.- 11th grade assessments) and college admissions requirements (CA, GA, KY, MO, WV, SD, IN)
- Data and accountability systems that align secondary and postsecondary education (MA); importance of ability to disaggregate data
- P-16/20 Councils- facilitating vertical alignment and coordination with education reform efforts

Postsecondary Access – Challenges (awareness, information, planning)

- “College just happens” - Most students set college expectations by 6th grade but have know idea of how to get there (“good grades and behave”).
- 28% Public schools vs. 61% Private schools; Counselor time spent on college planning.
- African American and Latino parents, including those from middle- and upper-class, are more likely to believe that qualified students will not have access to college.
- Latinos entering college are more likely to be first-generation students; enrolled part-time and are from low-income families.
- Perceptions that low parental involvement equals low or no expectations of college-going.

Postsecondary Access – States Responses

- Federal TRIO and GEAR UP; consider linkages instead of disparate activities (GEAR UP state grant and Indiana 21st Century Scholars Program combines support services such as tutoring, mentoring and information beginning in middle school with assurance of adequate financial aid for college.)
- State Marketing Campaigns (GA, KY, MA, NC, OK, TX, TN, WVA); National Campaigns (ACE/Ad Council/Lumina Foundation)
- Public – Private Partnerships (College Success Foundation, WA)
- School – College Partnerships (Kids to College- MA, DC)
- Incentivize postsecondary attendance (GA HOPE, FL Bright Futures, NV Millennium Scholarship, NM Lottery Scholarship)

Financial Aid – Challenges

- Percentage of family income needed for college after grants has increased for lower-income quartiles; unmet need has increased.
- Greater percentage of merit and other institutional aid is going to students without need.
- 78% agree that students borrow too much.
- Over 1.5 million lower-income students currently in college would be eligible for a grant if they had completed the FAFSA.
- 45% of low-income parents have “no idea” how to pay for college.
- Reliable information about college affordability and the financial aid process eludes many low-income students; 50%-75% do not apply or attend information sessions on aid.

Financial Aid – States Responses

- Increasing need-based aid.
- Early information about financial aid (College Foundation of North Carolina).
- Early commitment financial aid program (IN 21st Century Scholars, OK Higher Learning Access Program, DC Tuition Assistance Program, RI Children’s Crusade, GEAR UP state partnerships).
- FASFA Application Assistance (College Goal Sunday, toll-free information hotlines).
- College Access Initiative- student loan guaranty agencies (all states).
- College Information and Planning Centers.

Postsecondary Achievement and Success – Challenges

- College-qualified, bachelors degrees lost.
- Among low-income and students of color who start their education in 4-year colleges, fewer than 40% get a degree within 4 years; it only rises to 60% within 6 years.

Postsecondary Achievement and Success – States Responses

- Longitudinal/pipeline data and accountability systems to help monitor student numbers and characteristics.
- Increasing need-base aid.
- Identify and provide support services for students.
- Incentives to students and institutions to support persistence and graduation.
- Clarity with articulation and transferability between schools and institutions.

Critical Success Factors for States

- Forecasting and responding to emergent needs.
- Using evidence-based research to inform and improve practices and programs.
- Conducting effective program assessment and evaluation for continuous improvement.
- Supporting high-quality, cost-effective replicable and scalable program models and processes.
- Sustaining stable funding sources.
- Maintaining dedicated leadership and attracting, developing, and retaining talent.
- Building and sustaining strong partnerships.

Available Resources:

- **SPIDO (State Policy Inventory Database Online)**- a comprehensive, searchable database of K-12 and higher education policies. A joint project between the Western Interstate Commission for Higher Education and the Pathways to College Network, with research assistance from the National Conference of State Legislatures: www.wiche.edu/policy/spido
- **Pathways to College Network**- a national alliance of organizations, directed by TERI, committed to using research-based knowledge to improve postsecondary education access and success for the nation's underserved students. The **PCN Online Library** is a searchable database find data, policy recommendations, best practices, models, or evaluation reports: www.pathwaystocollege.net

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