Making the Right Connections:
Understanding and Navigating Access and Diversity Issues to Advance Institutional Goals

College Board Forum

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CollegeBoard Advocacy
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Session Objectives

1. To illustrate the essential connections between higher education's access and diversity goals and national K-20 education policy priorities.

2. To help build awareness and capacity for effective advocacy that will promote increased access and enhanced diversity—institutionally, regionally and nationally.

Session Overview

I. Education 2009-2010

- The Landscape

    • Framing the Issues

    • Trends and Projections

- National Policy Developments and Initiatives

- Higher Education's Role

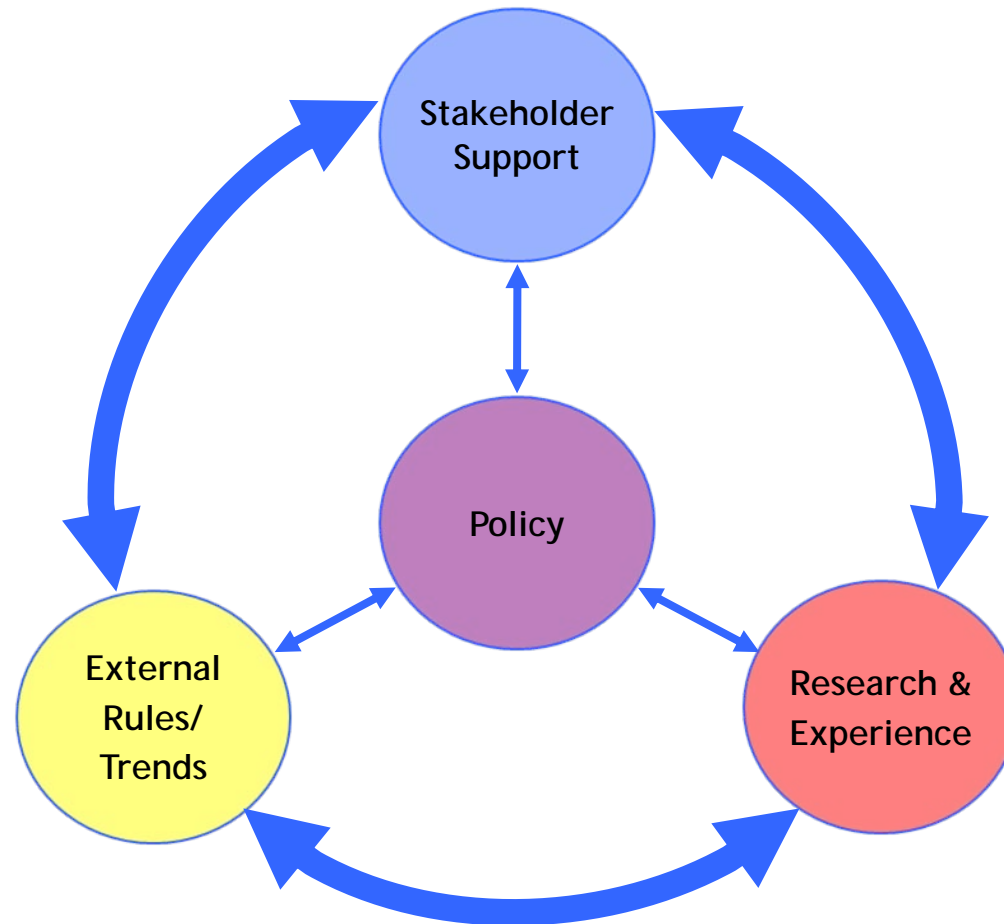- Moving Forward

II. Panel Observations and Reactions

III. Audient Questions/Answers with Panel

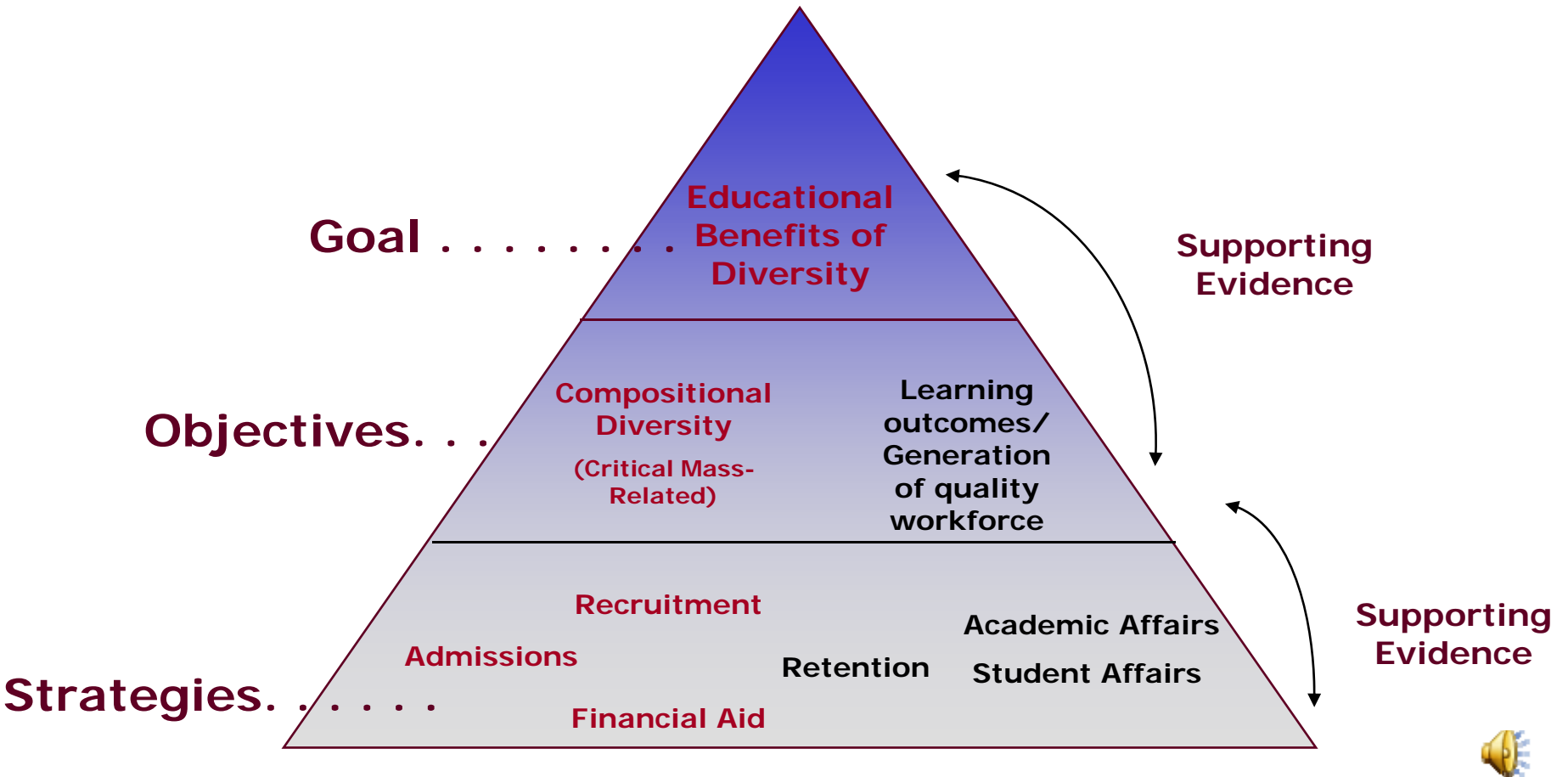# Policy Guides and Resources

- *A 21st Century Imperative: Promoting Access and Diversity in Higher Education* (October 2009)

- *Access and Diversity Toolkit: A Resource for Higher Education Professionals* (October 2009)

- *Coming to Our Senses: Education and the American Future* (December 2008)

Framing the Issues

www.collegeboard.com/accessanddiversity

Key Spheres of Policy Focus

Coherent Policy Design: Student Diversity

Goal . . . . → Educational Benefits of Diversity

Objectives. . . → Compositional Diversity (Critical Mass-Related) · Learning outcomes/ Generation of quality workforce

Strategies. . . . . . → Recruitment · Admissions · Financial Aid · Retention · Academic Affairs · Student Affairs

Supporting Evidence

Supporting Evidence

Coherent Policy Design: Student Access

Goal . . . .

Enhanced Access for Underserved Students

Supporting Evidence

Objectives. . .

"Pipeline" investments yielding more:

Better qualified candidates/graduates

Diversity among cohorts of students

More...

Supporting Evidence

Strategies. . . .

Outreach

·Counseling/ Family Support

P12-Undergraduate Enhancement/ Investment

Recruitment

Admissions

Enrichment/ Retention

Access and Diversity: Related…and Different

Policy leaders must understand the distinctions between access and diversity—and frame policy objectives/strategies accordingly. Even as no "bright line" distinctions between the two concepts exist, institutional efforts should be assessed/framed through these two lenses.

"Tool" #2

☑ **Diversity**
- ★ Inward facing
- ★ Focused on mission-driven educational objectives
- ★ Multi-dimensional (but with race/ethnicity/gender focus)
- ★ Institutionally measurable

☑ **Access**
- ✪ Outward facing
- ✪ Driven by institutional goals related to broader service aims
- ✪ Multi-dimensional
- ✪ Measurable in some ways

Perspectives:
The New Administration

The Landscape

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The New Administration's Agenda

☑ Bold Goal: Have the highest proportion of college graduates in the world by 2020.

❑ Understanding the Multi-dimensional Challenges:

→ The U.S. ranks 11th in the world in college completion rates

→ Approximately 40 percent of 25- to 34-year-olds in the United States have attained some type of postsecondary degree or credential

→ The U.S. ranks 21st (out of 27) advanced economies in high school completion rates

→ This, after leading among advanced economies throughout the 20th Century

→ Dropout rates for high school students (grades 9-12) in the U.S. have tripled in the last 20 years

Postsecondary Attainment, 25- to 34-Year-Olds
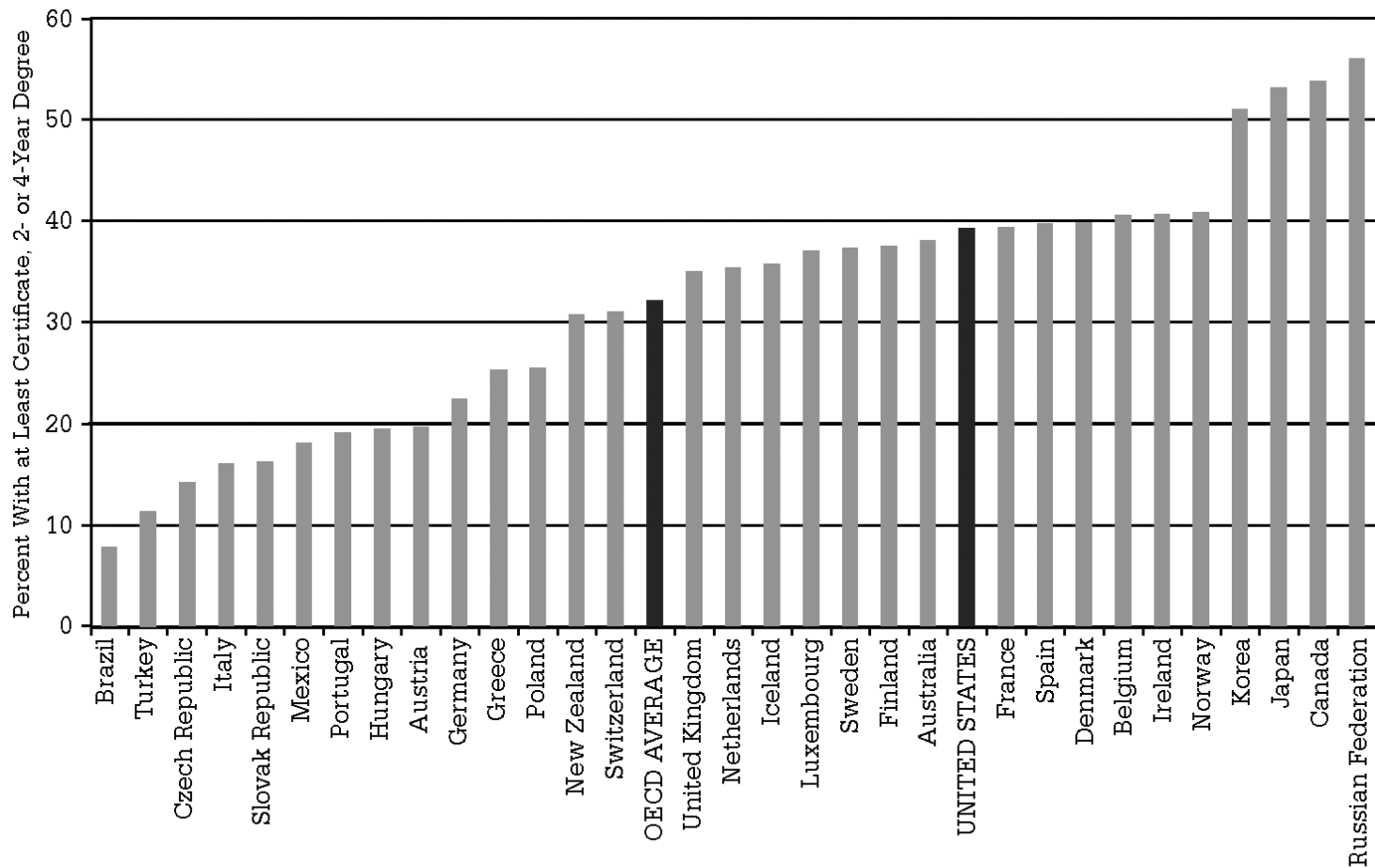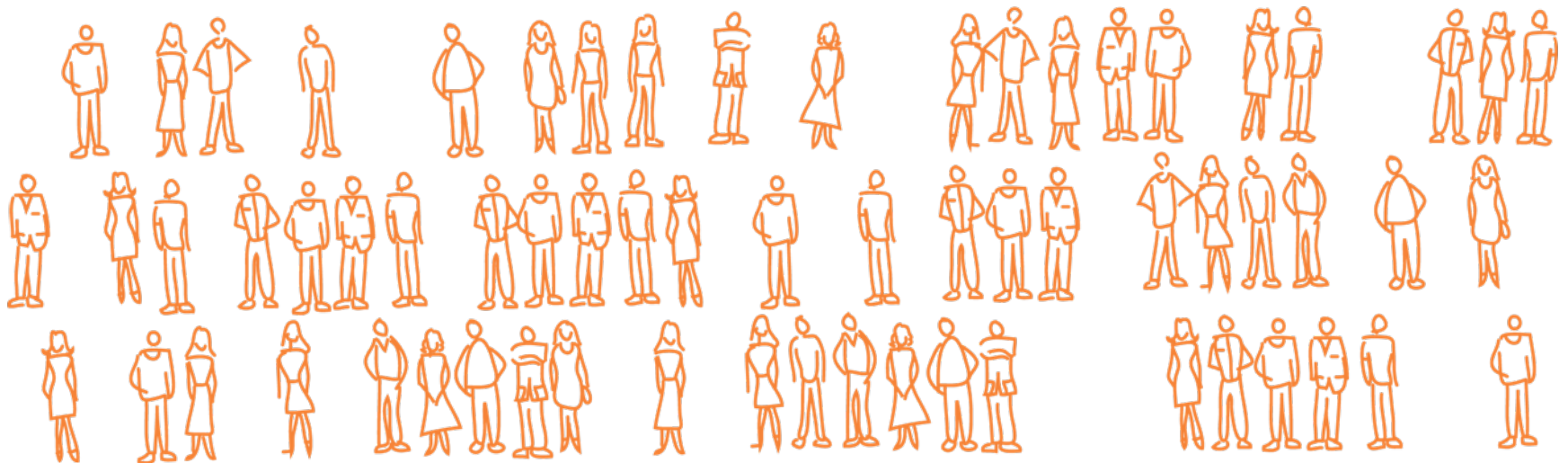

Source: OECD 2008

The Pipeline…

**For Every 100 Low-Income Students
Who Enter High School…**

Jobs for the Future Presentation, November 2008. Source: Goldberger Susan. Doing the Math: What It Means to Double the Number of Low-Income College Graduates, *Minding the Gap. Harvard Press & Jobs for the Future: Cambridge, MA, 2007*
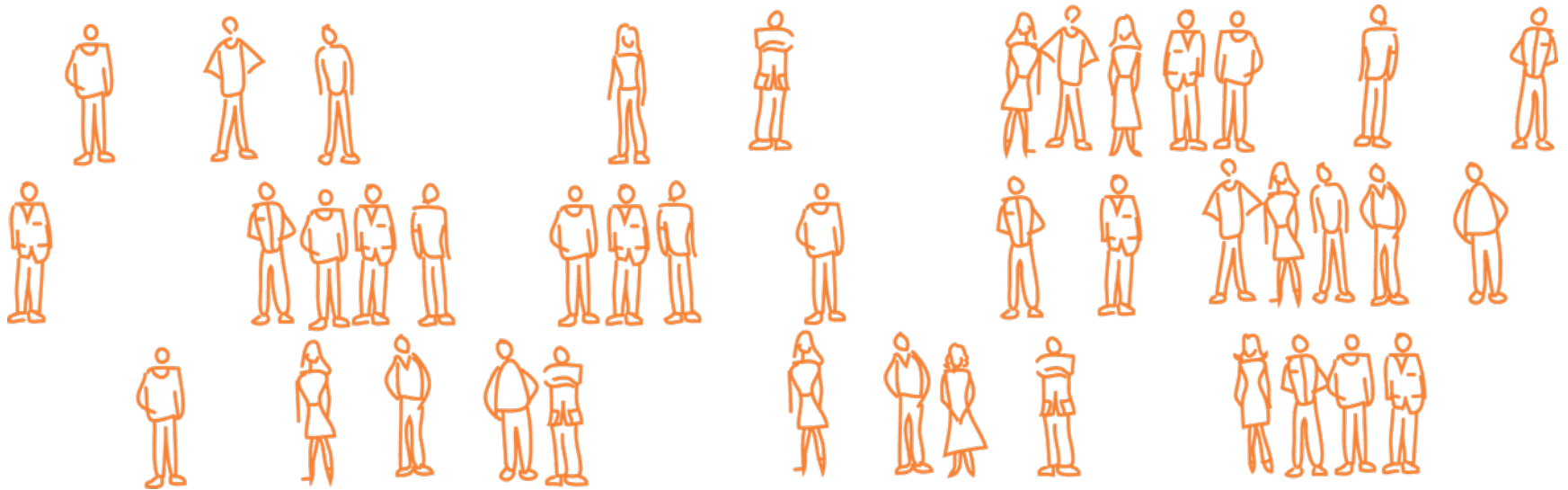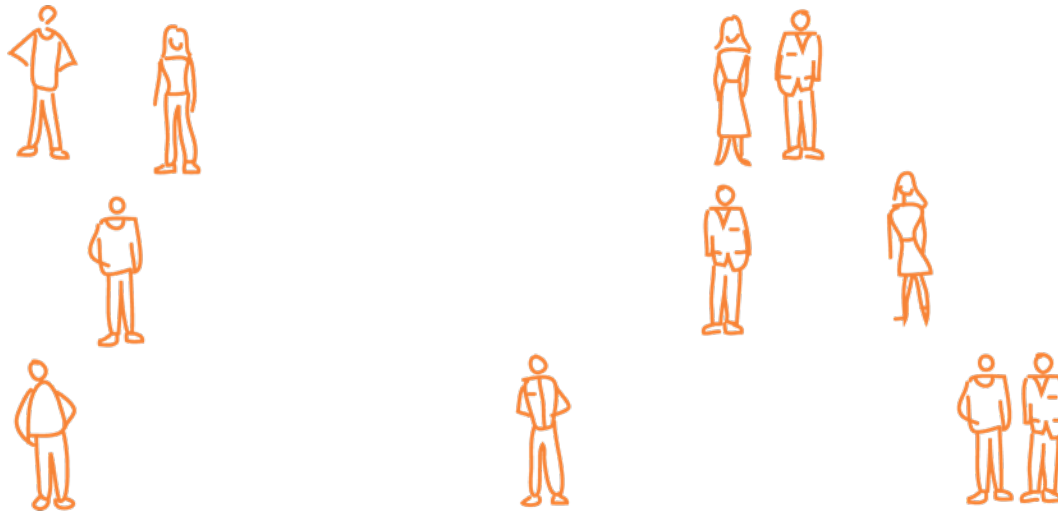
The Pipeline…

65 Graduate from High School…

41 Enroll in College…

41 Enroll in College…
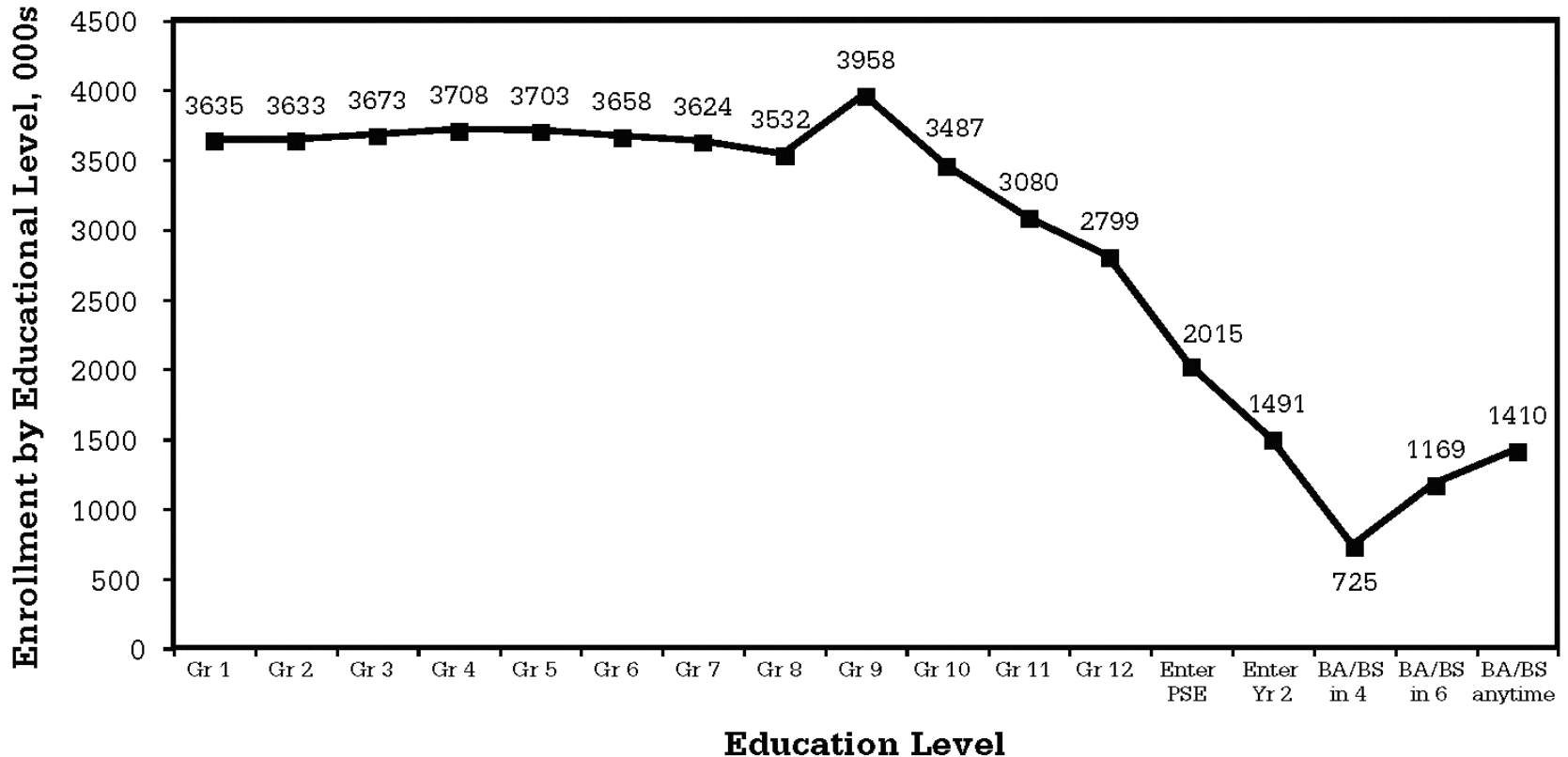
11 Graduate College…

And 11 Graduate College…

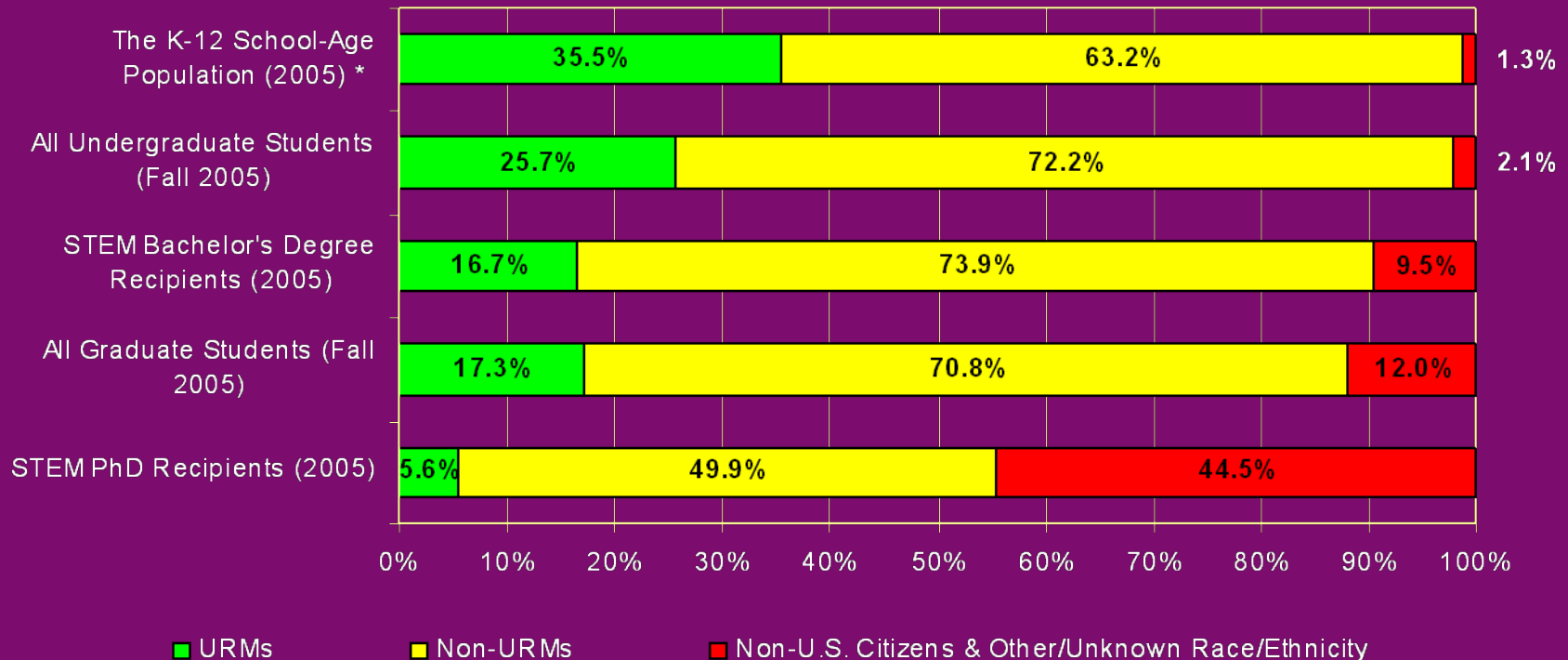| Introduction | The Landscape | National Policy Developments and Initiatives | Higher Education's Role | Moving Forward |

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Educational Pipeline: Grade 1 Through Bachelor's

Under-Represented Minorities and Non-URMs as a Percent of . . .

	URMs	Non-URMs	Non-U.S. Citizens & Other/Unknown Race/Ethnicity
The K-12 School-Age Population (2005) *	35.5%	63.2%	1.3%
All Undergraduate Students (Fall 2005)	25.7%	72.2%	2.1%
STEM Bachelor's Degree Recipients (2005)	16.7%	73.9%	9.5%
All Graduate Students (Fall 2005)	17.3%	70.8%	12.0%
STEM PhD Recipients (2005)	5.6%	49.9%	44.5%

Note: Data for the K-12 population were not available by citizenship, so non-U.S. citizens are included in all percentages.
Source: CPST, data derived from National Science Foundation, WebCASPAR Database, National Center for Education Statisics, Digest of Education Statistics, 2006, and U.S. Census Bureau, Population Division

From Students …to Faculty

Racial/Ethnic Representation: U.S. Population to Faculty in Four-Year Institutions

Racial/ Ethnic Group	U.S. Population		Faculty							
			All Fields	Education	Engin-eering	Humanities	Life Sciences	Physical, Math and Computer Sciences	Prof. Fields	Social Sci.
Native American	1%		0%	1%	0%	0%	0%	0%	0%	0%
Asian/ Pacific Islander	4%		9%	5%	24%	5%	11%	16%	11%	5%
Black	12%		5%	7%	4%	5%	3%	4%	6%	7%
Hispanic	14%		3%	4%	2%	4%	2%	3%	2%	5%
White	67%		81%	81%	68%	85%	82%	77%	79%	82%

Source: AAAS. Based upon: U.S. Census Bureau, Population Estimates Program; U.S. Department of Education, National Center for Education Statistics IPEDS and NSOPF; University Leadership Council analysis, all 2008.

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Projected High School Graduates By Region

Public and Nonpublic High School Graduates by Region, 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)
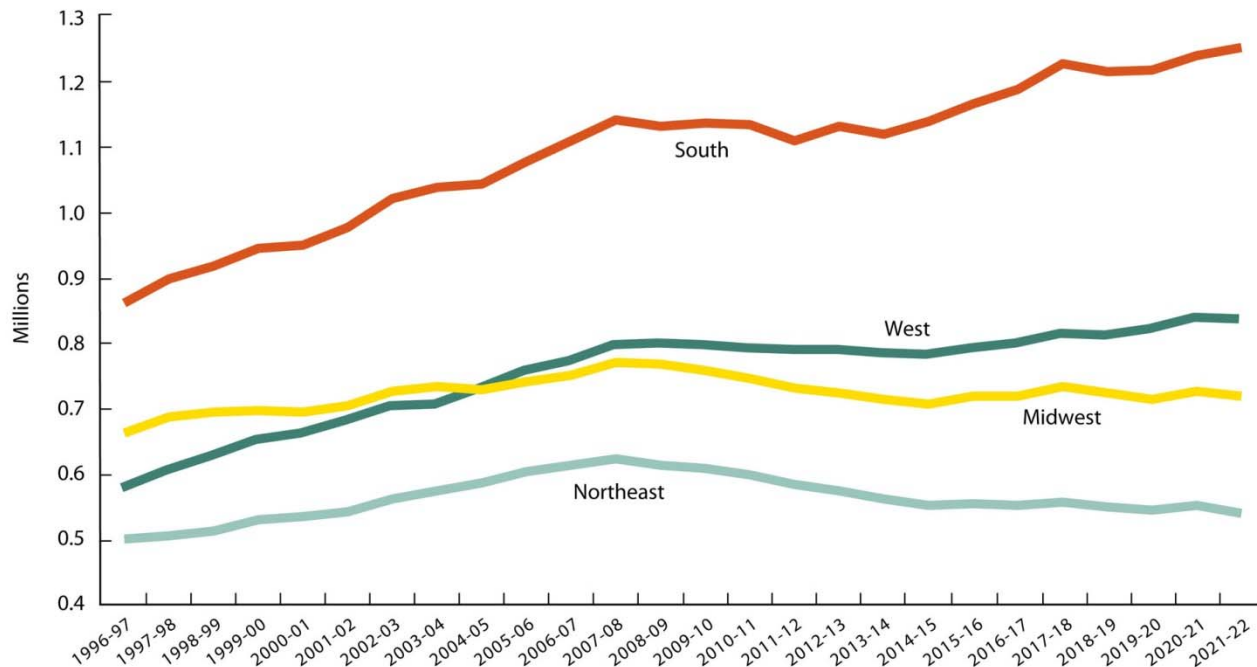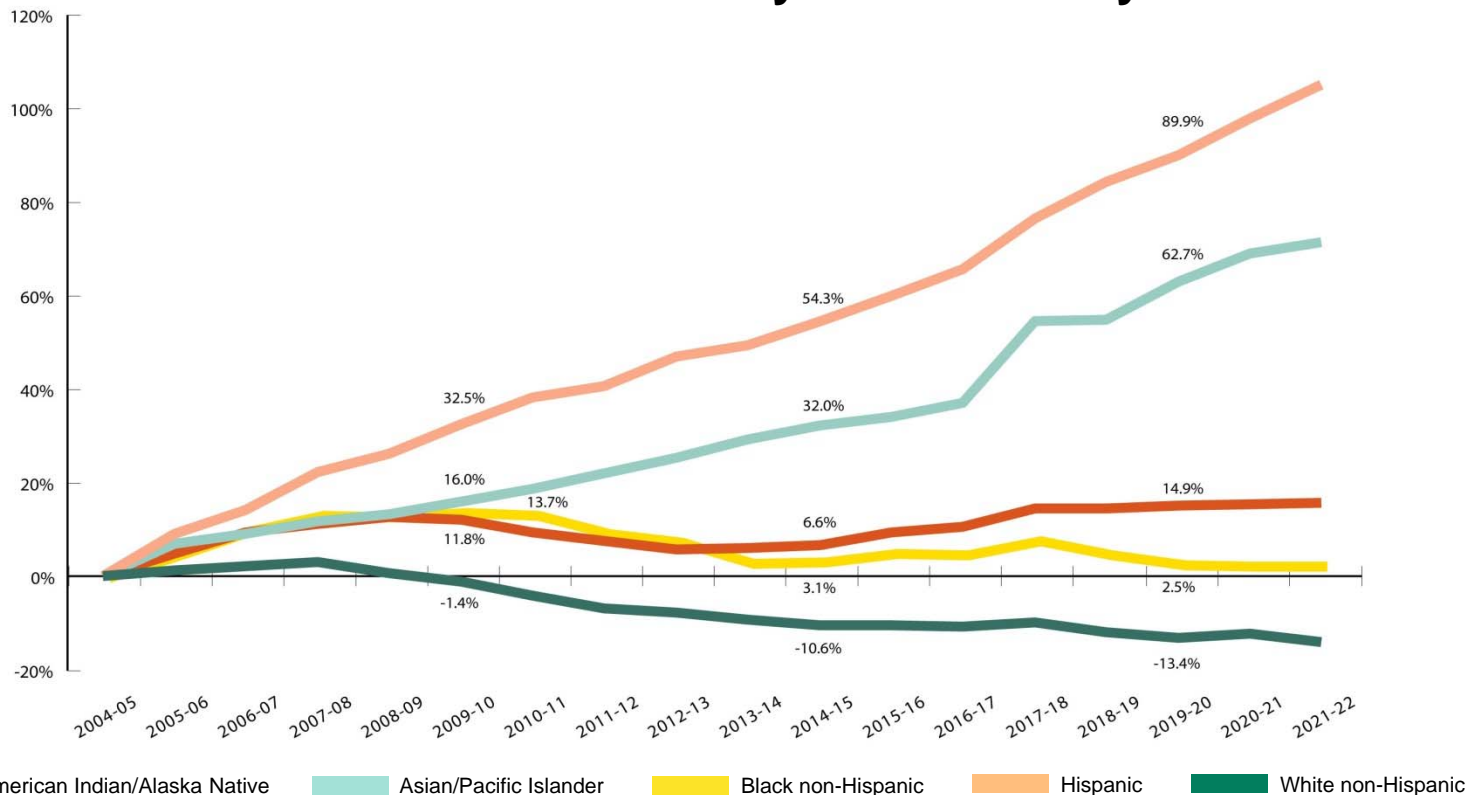

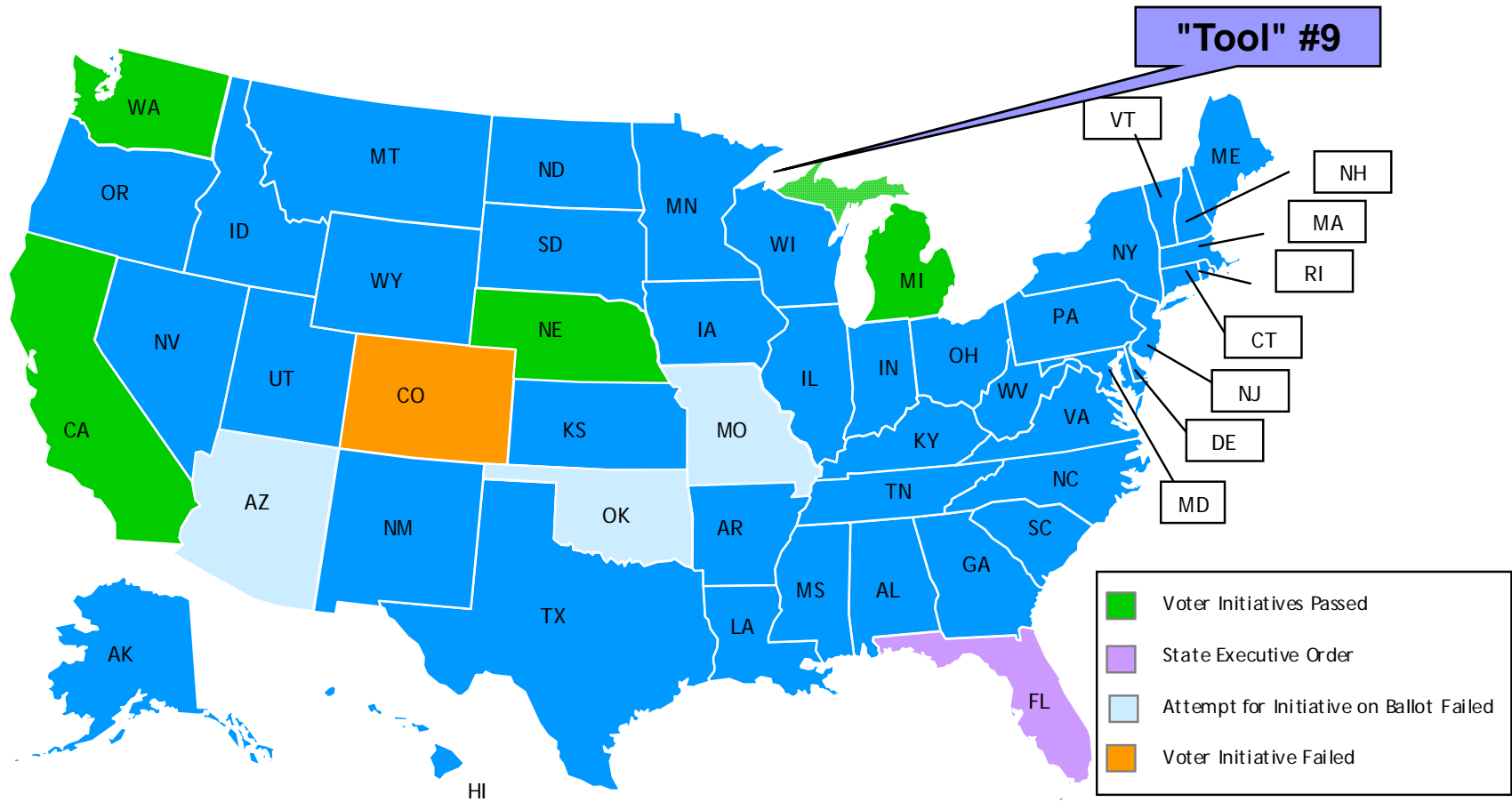Knocking at the College Door - 2008

Source: WICHE

Projected High School Graduation Changes Over Time

Cumulative Percent Change in US Public School Graduates Relative to 2004-2005 by Race/Ethnicity

Legend: American Indian/Alaska Native | Asian/Pacific Islander | Black non-Hispanic | Hispanic | White non-Hispanic

Source: WICHE

State Voter Initiatives

"Tool" #9

Legend:
- Voter Initiatives Passed
- State Executive Order
- Attempt for Initiative on Ballot Failed
- Voter Initiative Failed

The U.S. Supreme Court

2003

| GINSBURG | STEVENS | SOUTER | BREYER | O'CONNOR | KENNEDY | REHNQUIST | SCALIA | THOMAS |

GRUTTER MAJORITY

GRATZ MAJORITY

2009
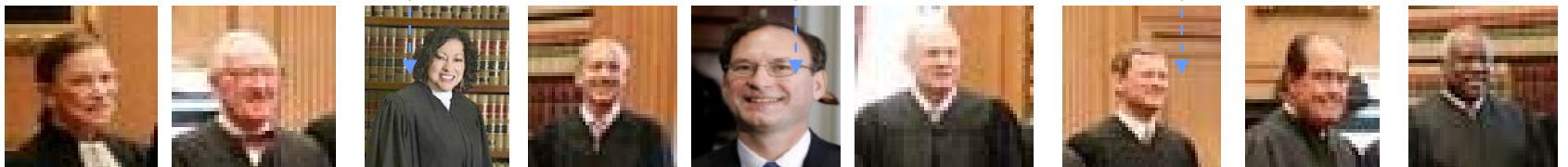
| GINSBURG | STEVENS | SOTOMAYER | BREYER | ALITO | KENNEDY | ROBERTS | SCALIA | THOMAS |

Seattle S.D. Majority

Budgets!

$ State revenues plummet; stimulus offsets partially

- Nationwide state revenues dropped $63B in FY 2009 (ending June 2009)!

- Substantially more than the $40B for state education budgets under the federal stimulus package

  - Nelson A Rockefeller Institute of Government (SUNY), reported in Education Week (October 19, 2009)

$ Substantial rise in college costs despite downward CPI (2.1%)

→Public college tuition up 6.5%

→Private college tuition up 4.4%

→ *Trends in College Pricing* (College Board, October 2009)

National Policy Developments and Initiatives

21st Century Education Goals

"*Projected changes in the population by race/ethnicity from 2000 to 2020 will generate a substantial increase in the percentage of adults with less than a high school diploma and declines at each educational level*…" NCHEMS (2005)

We must step back and re-evaluate our strategies…

21st Century Education Priorities

- Systems Capacity and Alignment
- Teacher & Leader Effectiveness
- Investments in Systems/ Underperforming Districts & Schools
- Results!

Higher Education's Role Advancing Access for ALL

- Aligned standards, curriculum, assessments, data
- Improved teacher/leader effectiveness
- Educational support for underperforming districts
- Meaningful, focused, early counseling: students and families/Support for low-income families

Systems Capacity and Alignment

- Major shifts to align systems of education and build capacity to support continuous improvement

  – Conceptually, a focus on "thinking systemically"

  – Operationally:

  - P-20 efforts to "connect" education strands

  - Data systems/transparency/accountability

  - College and career-ready policies

    – Aligned standards

    – Fewer, better assessments

  - Common core standards movement

"Senses" IV

Federal Action: ARRA
- College- and career-ready, rigorous, internationally-benchmarked standards of learning for <u>all</u> students
- Development and use of statewide P-20 longitudinal data systems to inform policy-making to instruction

Teacher and Leader Effectiveness

- Major shifts in focus on role of teachers/leaders and corresponding move toward greater transparency regarding results

- Conceptually, a move to link teacher performance and accountability judgments; also rhetorical shift from "teacher quality" to "teacher effectiveness"

- Operationally

  – Teacher/leader compensation linked to student performance

  – Focus on identifying and retaining effective teachers

  – Focus on placing best teachers in low performing schools

  – Major investments in better assessment of qualifications and effectiveness of teachers

"Senses" IV

Federal Action: ARRA

•Differentiates teacher and principal effectiveness
•Focuses on teacher effectiveness and equitable distribution of teachers
•Promotes transparency regarding student performance associated with specific teachers
•Focus on early, targeted professional development to meet identified needs

Dramatically Reform Underperformers

- Continued focus on addressing achievement gap, with renewed focus on underperforming schools and districts

  "Senses" III

- Conceptually, continued refinement of strategies to effect systemic change that are tailored to actual needs

- Operationally:

  – Focus on turning around the lowest-performing schools

  – Use of various school reform/organization models (e.g. charter schools)

Federal Action: ARRA
- Focus on turning around struggling schools with particular focus on bottom 5% of schools
- School Improvement grants ($3B) available
- Higher Education can be partners on RTT

Higher Education's Role

Connect with K-12! Standards, Curriculum, Assessments, Data

☑ Areas of systemic focus

1. Aligning standards

2. Improving assessments
   - Dual purpose, common assessments

3. Informing curriculum decisions

4. Enhancing connectivity of data systems and transparency regarding results over time

Connect with K-12!
Teacher and Leader Effectiveness

☑ Areas of systemic focus

1. Preparing new teachers for a 21st Century profession

2. Offering ongoing, sustained professional development

3. Conducting <u>good</u> research on models, best practices

   • Identifiable, replicable, sustainable

Connect with K-12! Invest in Underperforming Districts

☑ Areas of systemic focus

1. Invest, above.

2. Support charter school establishment and other institutional reforms (professional development schools)

3. Partner with districts/schools to enhance/support college counseling

   • Middle school focus, including families

   • Early discussions of available financial support

   • Programs to provide "experience"

Support Underserved Students and Families

☑ Areas of systemic focus

"Senses"
II, VII & VIII

– Connect with K-12, above.

– Simplify and make financial aid processes more transparent

– Adapt financial aid policies to need

- Conduct holistic review of state financial aid policies and resources for students (e.g. type of aid, who is receiving it, how students know about it *prior* to applying)

- Monitor lack of completion of applications; follow-up

– Conduct institutional efficiency reviews and identify cost-saving mechanisms
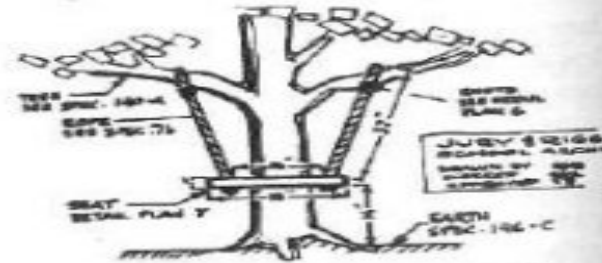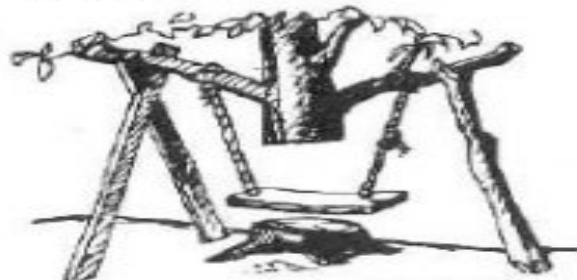
Systems…
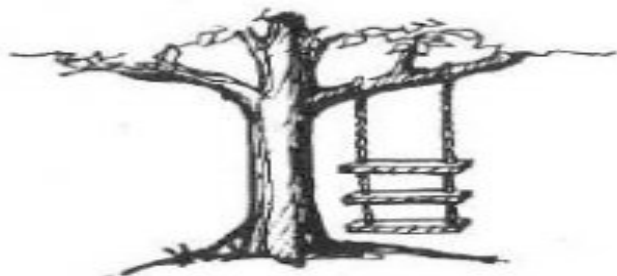
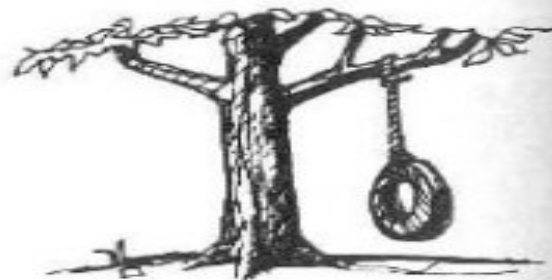AS TEACHERS REQUESTED IT
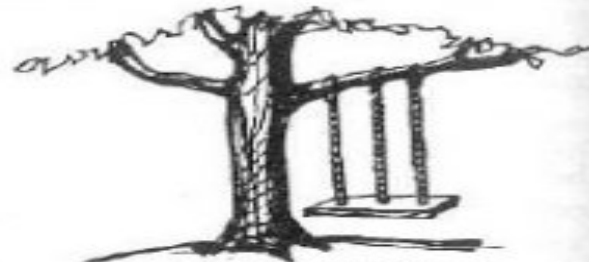
AS PRINCIPALS ORDERED IT

AS CENTRAL OFFICE DESIGNED IT

AS BOARD OF EDUCATION APPROVED IT

AS MAINTENANCE INSTALLED IT
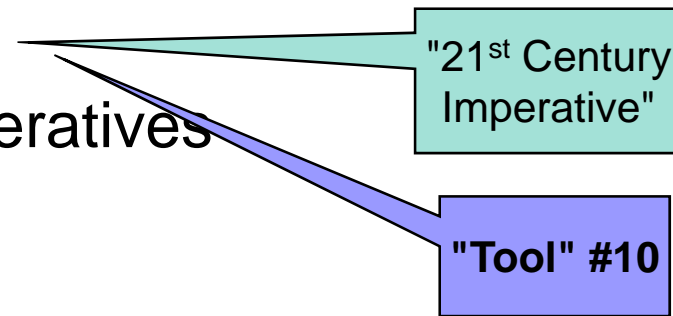
WHAT THE STUDENTS WANTED

(C) THE TEACHER PAPER

Moving Forward: Three Keys

Leadership

- Institutional and system leadership

  "21st Century Imperative"

  "Tool" #10

  – Clarity, focus and action on imperatives

  – Broad-based coalition support

  – Ownership, accountability by all

- Strategy with Promise: P-20 Councils

  – The right people at the table

    • Leaders of education, business, policy

    • Active higher education presence

  – A focused, strategic agenda based on research/data

  – A formal communications structure

Data, Data, Data…

- Dramatically expanded focus, capacity and investment
  - The bottom line <u>is</u> the bottom line: RESULTS, dependent upon:
    - Improved teaching and learning
    - Targeted interventions—student and teacher
      - Early warning systems
    - Programmatic assessments and action over time

Effective Advocacy

- The cornerstones of effective advocacy toward educationally sound, fiscally smart policies

  "Tools" #s 1,8,9,10

  1. Positions informed by institutional rigor in assessing and distilling research/data/experience
  2. Positions on which consensus among varying stakeholders is achievable
  3. Positions that are clear and focused
     - Educational goals and strategies, as well as fiscal implications
     - Clarity regarding practical and operational effect

       "21st Century Imperative" "Access and Diversity Toolkit"

General Resources

- Council of Chief State School Officers overview of the Common Core State Standards Initiative - http://www.ccsso.org/federal_programs/13286.cfm

- Kelly, Patrick J. "As America Becomes More Diverse: The Impact of State Higher Education Inequality," NCHEMS, November 2005 (http://www.nchems.org/pubs/detail.php?id=86)

- Klein, Alyson. "States Feeling Fiscal Squeeze Despite Stimulus", Education Week, October 16, 2009

- "Knocking at the College Door" (Western Interstate Commission for Higher Education, 2008) at http://www.wiche.edu/knocking

- Handel, Stephen J. "Second Chance, Not Second Class: A Blueprint for Community College Transfer" *Change Magazine*, September/October 2007.

- "Race to the Top – Public Notice Summary and Analysis, July 26, 2009" – www.educationcounsel.com

- U.S. Department of Education Overview of Recovery Act Guidance - http://www.ed.gov/policy/gen/leg/recovery/index.html

Presenters and Panelists

- **Art Coleman,** EducationCounsel co-managing partner, previously served as Deputy Assistant Secretary for Civil Rights in the U.S. Department of Education.
- **Jennifer Rippner**, EducationCounsel senior policy advisor, previously served as the education policy advisor to the governor of Georgia and the director of Georgia's Office of Student Achievement.

  - ◎ EducationCounsel provides higher education institutions and organizations with a wide variety of policy and legal support services, including diversity-related strategic planning, policy counseling and program evaluations; litigation support (including representation in OCR investigations); and staff/member training. EducationCounsel has offices in Washington, Atlanta, Chicago, and Greenville, SC; with affiliate offices in Boston, Raleigh and Tallahassee and Columbia, SC.

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Presenters and Panelists

- Lorelle L. Espinosa, Director of Policy and Strategic Initiatives, Institute for Higher Education Policy, Washington, DC

- Jamie Lewis Keith, Vice-President and General Counsel, University of Florida, Gainesville, FL

- Robert K. Toutkoushian, Professor, Institute of Higher Education, University of Georgia, Athens, GA

- Robert A. Witzburg, Associate Dean and Director of Admissions, Boston University School of Medicine, Boston, MA

For more information and additional resources, visit the collaborative online:

www.collegeboard.com/accessanddiversity

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