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

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www.collegeboard.com/accessanddiversity
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
Key Spheres of Policy Focus

- Research & Experience
- Stakeholder Support
- Policy
- External Rules/Trends

National Policy Developments and Initiatives
Introduction
The Landscape
Higher Education’s Role
Moving Forward
Coherent Policy Design: Student Diversity

Goal

Objectives

Strategies

Educational Benefits of Diversity

- Learning outcomes/Generation of quality workforce
- Compositional Diversity (Critical Mass-Related)

Supporting Evidence

Supporting Evidence

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Coherent Policy Design: Student Access

Goal

Objectives

Enhanced Access for Underserved Students

"Pipeline" investments yielding more:
Better qualified candidates/graduates
Diversity among cohorts of students
More...

Supporting Evidence

Outreach
Counseling/Family Support

P12-Undergraduate Enhancement/Investment

Recruitment
Admissions
Enrichment/Retention

Supporting Evidence

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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.

**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

Introduction
The Landscape
**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

The Landscape

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

The Pipeline…

65 Graduate from High School…
11 Graduate College...

And 11 Graduate College...
Educational Pipeline: Grade 1 Through Bachelor's
### Under-Represented Minorities and Non-URMs as a Percent of...

<table>
<thead>
<tr>
<th>Category</th>
<th>URMs</th>
<th>Non-URMs</th>
<th>Non-U.S. Citizens &amp; Other/Unknown Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The K-12 School-Age Population (2005) *</td>
<td>35.5%</td>
<td>63.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>All Undergraduate Students (Fall 2005)</td>
<td>25.7%</td>
<td>72.2%</td>
<td>2.1%</td>
</tr>
<tr>
<td>STEM Bachelor’s Degree Recipients (2005)</td>
<td>16.7%</td>
<td>73.9%</td>
<td>9.5%</td>
</tr>
<tr>
<td>All Graduate Students (Fall 2005)</td>
<td>17.3%</td>
<td>70.8%</td>
<td>12.0%</td>
</tr>
<tr>
<td>STEM PhD Recipients (2005)</td>
<td>5.6%</td>
<td>49.9%</td>
<td>44.5%</td>
</tr>
</tbody>
</table>

*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 Statistics, Digest of Education Statistics, 2006, and U.S. Census Bureau, Population Division
## Racial/Ethnic Representation: U.S. Population to Faculty in Four-Year Institutions

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

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)

Source: WICHE

Knocking at the College Door - 2008
Projected High School Graduation Changes Over Time

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

Source: WICHE
State Voter Initiatives

The Landscape

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The U.S. Supreme Court

2003

GINSBURG  STEVENS  SOUTER  BREYER  O’CONNOR  KENNEDY  REHNQUIST  SCALIA  THOMAS

GRUTTER MAJORITY

GRATZ MAJORITY

2009

GINSBURG  STEVENS  SOTOMAYOR  BREYER  ALITO  KENNEDY  ROBERTS  SCALIA  THOMAS

Seattle S.D. Majority

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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
"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
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

Federal Action: ARRA
- College- and career-ready, rigorous, internationally-benchmarked standards of learning for all 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

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

• 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
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
Areas of systemic focus

1. Preparing new teachers for a 21st Century profession

2. Offering ongoing, sustained professional development

3. Conducting good research on models, best practices
   • Identifiable, replicable, sustainable
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
  – 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
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Systems...
Moving Forward:
Three Keys
Leadership

- Institutional and system leadership
  - 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
• Dramatically expanded focus, capacity and investment
  – The bottom line is 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
  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

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General Resources

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


• 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


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

Presenters and Panelists

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

www.collegeboard.com/accessanddiversity