

**KEEPING COLLEGE WITHIN REACH:  
SHARING BEST PRACTICES FOR  
SERVICING LOW-INCOME AND FIRST  
GENERATION STUDENTS**

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**HEARING**

BEFORE THE

SUBCOMMITTEE ON HIGHER EDUCATION  
AND WORKFORCE TRAINING

COMMITTEE ON EDUCATION  
AND THE WORKFORCE

U.S. HOUSE OF REPRESENTATIVES

ONE HUNDRED THIRTEENTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, JANUARY 28, 2014

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**KEEPING COLLEGE WITHIN REACH:  
SHARING BEST PRACTICES FOR SERVING  
LOW-INCOME  
AND FIRST GENERATION STUDENTS**

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**Tuesday, January 28, 2014  
House of Representatives,  
Subcommittee on Higher Education and  
Workforce Training,  
Committee on Education and the Workforce,  
Washington, D.C.**

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The subcommittee met, pursuant to call, at 10:04 a.m., in Room 2175, Rayburn House Office Building, Hon. Virginia Foxx [chairwoman of the subcommittee] presiding.

Present: Representatives Foxx, Petri, Thompson, Walberg, Salmon, Brooks, Messer, Hinojosa, Tierney, Bishop, Bonamici, Davis, and Wilson.

Also present: Representatives Kline and Miller.

Staff present: Janelle Belland, Coalitions and Member Services Coordinator; James Bergeron, Director of Education and Human Services Policy; Amy Raaf Jones, Deputy Director of Education and Human Services Policy; Nancy Locke, Chief Clerk; Brian Melnyk, Professional Staff Member; Daniel Murner, Press Assistant; Krisann Pearce, General Counsel; Nicole Sizemore, Deputy Press Secretary; Emily Slack, Professional Staff Member; Alissa Strawcutter, Deputy Clerk; Tylease Alli, Minority Clerk/Intern and Fellow Coordinator; Jody Calemene, Minority Staff Director; Eamonn Collins, Minority Fellow, Education; Eunice Ikene, Minority Staff Assistant; Brian Levin, Minority Deputy Press Secretary/New Media Coordinator; Megan O'Reilly, Minority General Counsel; Rich Williams, Minority Education Policy Advisor; and Michael Zola, Minority Deputy Staff Director.

Chairwoman Foxx. Good morning. A quorum being present, the subcommittee will come to order. Tim Bishop asked if I am responsible for the cold in here, and I am really not. In the country we would say, "This is cold enough to hang meat," so I don't know—that means it is cold.

Welcome. I thank our witnesses for joining us today to discuss ways postsecondary institutions are working better to serve low-income and first-generation students. This is the 12th hearing the committee has held examining a wide range of issues facing the higher education community.

From simplifying federal student aid programs to increasing transparency, each hearing has provided a forum to discuss ways we can strengthen the nation's postsecondary education system to meet the evolving needs of students and the workforce.

One of the committee's top priorities for the upcoming reauthorization of the Higher Education Act is improving postsecondary access and affordability. To achieve that goal, we must take steps to close the education achievement gap and to increase postsecondary opportunity for low-income and first-generation students.

Children from disadvantaged families often struggle to access important mentoring, tutoring, and other hands-on services designed to help encourage high school completion and the pursuit of postsecondary education.

Sadly, these students are often unprepared for college academics and require remedial courses that add to the challenges of completing a program.

Too many disadvantaged students simply give up on even applying to college because they are confused by the application process, overwhelmed by the cost, or unaware of the available financial aid options despite our best efforts to ensure the information is available and understandable.

Recognizing these challenges, the federal government has created several programs to help disadvantaged students access the support necessary to realize the dream of a college degree.

For example, college preparation and retention programs such as TRIO, Upward Bound, Talent Search, and Student Support Services provide a pipeline of support services that encourage low-income students to graduate high school and earn a postsecondary degree.

Additionally, the GEAR UP program helps the middle and high schools with high numbers of at-risk students offer academic support, mentoring, career counseling, college visits, and other services designed to better prepare students for success in postsecondary education.

Taxpayers dedicate nearly 1 billion each year to support the TRIO and GEAR UP programs, but despite the expenditures of significant federal resources in these important initiatives, more must be done at the state and institutional level to prepare disadvantaged students effectively for college and the workforce.

Additionally, it is important that we examine the current programs to ensure they are working as intended and meeting the goal of helping students make the best choices.

Fortunately postsecondary institutions are already rising to the challenge. In my home state of North Carolina, for example, Fayetteville State University is pursuing strategies to assess students' skill levels before they begin attending classes and use academic analytics to track students' progress throughout their curriculum.

In New York, the College of Westchester provides students with a variety of support services such as success coaches to mentor freshmen and predictive tool kits that allow students to prepare for academic shortfalls and track their progress.

Chicago's DePaul University has taken steps to coordinate with local high schools to ensure students are on the right track for college while also offering remedial education services.

We have with us today representatives from each of these institutions who can share more information about the ways they are working to help disadvantaged students realize the dream of a college degree, and we look forward to their testimony.

We want all Americans to have the opportunity to earn a postsecondary credential if they choose to do so. At this hearing today, we will discuss additional steps which can be taken at the institutional, state, and federal levels to improve college access and completion for all seeking postsecondary education.

A number of this subcommittee's members have hands-on experience in higher education and mentoring programs. Recently I met with Representative Frederica Wilson about the 5,000 Role Models of Excellence Projects she started during her tenure as a high school principal in Miami.

I was pleased to learn about this program that pairs disadvantaged high school students with mentors to encourage them to graduate and pursue further education. Members have received a short synopsis of this program in their folders, and I encourage all to speak to Representative Wilson about her efforts.

I ask unanimous consent to submit this summary to the official hearing record.

[The statement of Chairwoman Foxx follows:]

**Prepared Statement of Hon. Virginia Foxx, Chairwoman, Subcommittee on Higher Education and Workforce Training**

Good morning and welcome. I thank our witnesses for joining us today to discuss ways postsecondary institutions are working better to serve low-income and first generation students.

This is the 12th hearing the committee has held examining a wide range of issues facing the higher education community. From simplifying federal student aid programs to increasing transparency, each hearing has provided a forum to discuss ways we can strengthen the nation's postsecondary education system to meet the evolving needs of students and the workforce.

One of this committee's top priorities for the upcoming reauthorization of the Higher Education Act is improving postsecondary access and affordability. To achieve that goal, we must take steps to close the education achievement gap and increase postsecondary opportunity for low-income and first generation students.

Children from disadvantaged families often struggle to access important mentoring, tutoring, and other hands-on services designed to help encourage high school completion and the pursuit of postsecondary education. Sadly, these students are often unprepared for college academics, and require remedial courses that add to the challenges of completing a program. Too many disadvantaged students simply give up on even applying to college because they are confused by the application process, overwhelmed by the costs, or unaware of the available financial aid options, despite our best efforts to ensure the information is available and understandable.

Recognizing these challenges, the federal government has created several programs to help disadvantaged students access the support necessary to realize the dream of a college degree. For example, college preparation and retention programs such as TRIO's Upward Bound, Talent Search, and Student Support Services provide a pipeline of support services that encourage low-income students to graduate high school and earn a postsecondary degree.

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In New York, the College of Westchester provides students with a variety of support services, such as success coaches to mentor freshman and predictive toolkits that allow students to prepare for academic shortfalls and track their progress. Chicago's DePaul University has taken steps to coordinate with local high schools to ensure students are on the right track for college, while also offering remedial education services. We have with us today representatives from each of these institutions who can share more information about the ways they are working to help disadvantaged students realize the dream of a college degree, and we look forward to their testimony.

We want all Americans to have the opportunity to earn a postsecondary credential, if they choose to do so. At this hearing today we'll discuss additional steps which can be taken at the institutional, state, and federal levels to improve college access and completion for all seeking postsecondary education. A number of this subcommittee's members have hands-on experience in higher education and mentoring programs. Recently, I met with Rep. Frederica Wilson about the 5000 Role Models of Excellence Project she started during her tenure as a high school principal in Miami. I was pleased to learn about this program that pairs disadvantaged high school students with mentors to encourage them to graduate and pursue further education. Members have received a short synopsis of this program in their folders and I encourage them to speak to Rep. Wilson about her efforts.

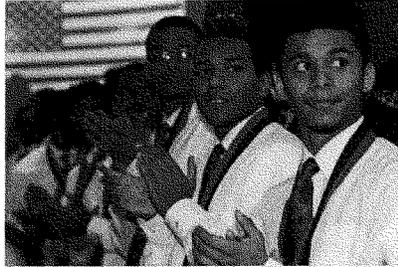
I ask unanimous consent to submit this summary to the official hearing record. I look forward to continuing to work with my colleagues on both sides of the aisle as we begin work on the reauthorization of the Higher Education Act. With that, I yield to my colleague, Mr. Rubén Hinojosa, the senior Democrat member of the subcommittee, for his opening remarks.

# Miami Herald

Posted on Fri, Jan. 18, 2013

## 5000 Role Models is 20 years old, still stepping

BY KAREN BURKETT AND ERIN JESTER  
[kburkett@MiamiHerald.com](mailto:kburkett@MiamiHerald.com)



Jeffrey Lariosa, from the right, 17, and Javier Flores, 18, both Miami Senior High, along with all this year's graduating seniors of the 5000 Role Models of Excellence will receive scholarships. The 20th Annual Dr. Martin Luther King, Jr. Unity Scholarship Breakfast, Friday, January 18, 2013, was held at Jungle Island Ballroom. The theme was "Celebrating 20 Years of Mentoring, Guidance, and Educational Assistance." The annual event is a signature fundraising event of the 5000 Role Models of Excellence Project Foundation, Inc. that provides scholarships to graduating seniors of the Role Models program. The program has awarded millions in scholarships since its founding in 1993 by the then School Board Member Frederica S. Wilson.

As Congresswoman Frederica Wilson sat down Friday morning at the annual Martin Luther King Day breakfast fundraiser for her 5000 Role Models of Excellence, she smiled and reflected on the program's two decades of success.

After the 131 scholarship recipients – in their signature red ties – had filed into a ballroom at Jungle Island, heads high, medals of achievement around their necks, shaking hands with the dozens of mentors who had showed up for the day's event,

Wilson, 70, had a special request: She asked the mentors to hug the students.

"Now," she said, "tell them you love them."

Earlier, Wilson had said: "I didn't know it would last this long."

In 1993, when Wilson was principal at Skyway Elementary, near the

Miami-Dade/Broward county line, she noticed more disciplinary issues

with certain male African American children. They were so disruptive, she recalls, that teachers had trouble getting through the day's lesson.

"It was always this group of little black boys," says the Congresswoman. "I kept asking them, 'why do you misbehave?'"

What she heard was not satisfactory.

She made a point of having lunch with the boys – fourth and fifth graders – every Wednesday. It wasn't long before she made the link between their lack of discipline and the fact that they had no positive African American male role models.

Wilson called on her vast network of male friends and acquaintances – every black dentist, doctor, firefighter, or police officer she could find, husbands of her Alpha Kappa Alpha sorority sisters, former classmates and alumni of her alma mater, Miami Northwestern Senior High – to visit her school.

At the first assembly, she said, close to 100 men showed up.

The mentors joined hands and prayed, Wilson said. “They were chanting, ‘God, please don’t let us fail.’”

In a matter of weeks, Wilson was so startled by the change that she took her budding idea to the Dade County School Board: Let’s create a mentor group. School officials, under the leadership of then superintendent Octavio Visiedo, bought into it. This year, the organization gets about \$560,000 from the board. The rest comes from corporations and private donors.

What started as a small program for a handful of African American boys at Skyway has now expanded to a dropout prevention program for boys of all races and ethnicities in schools in Miami Dade and Pinellas Counties. There has been talk of expanding the program statewide.

These days, Wilson doesn’t have to spend a lot of time talking about her baby. Events like Friday morning’s breakfast do the talking for her:

Here are some of her success stories:

#### GEORGE RAY: THE MENTOR

George Ray thought he’d be dead by age 16, and there was a time he would have said he was “OK with that.” He grew up in some of Miami

Gardens’ hardest streets in the 90s,’ the son of a long distance truck driver who was often on the road and a mother who put in long hours as a nurse.

When she was home, she spent tireless hours trying to steer her son away from the often tragic activities that teenaged black boys participated in on their block.

The scenes Ray most remembers were filled with “drugs and gold rims.” He wanted some of that action and started selling crack in middle school.

“Older guys got me into it. They had the nice cars, beautiful women.”

He said he never touched the stuff himself, making his illicit drug trade strictly an entrepreneurial venture to get cash.

“People who did drugs were strung out,” he said.

He would forward his mother’s check up calls to his cellphone. “She never knew where I was.”

When his parents’ marriage fell apart, the unsupervised teen became even more angry and isolated. His mother moved them to Homestead. As his father’s visits became more infrequent, he began to have run-ins with the police. After he spent a weekend in jail for drug possession, a

South Dade Senior High teacher gave the 10th grader an option: Join the 5000 Role Models for Excellence program or be suspended.

"I knew jail wasn't for me," he said. "The smell alone was horrible."

The program has introduced him to politicians like Barack Obama in 2007 and former Gov. Jeb Bush. He is now a mentor in the program.

Today, Ray, 30, is the first college graduate in his family. He holds an MBA from Florida International University, and is the manager of the Small Business

Education Program at Miami Dade College, where he is also an adjunct professor.

He is also the first person Congresswoman Frederica Wilson mentioned when she talks about current mentors.

"She's like a second mother to me," Ray says. "You don't want to mess up when she's around."

– Karen Burkett

#### JOHN BATTLE: THE ATHLETE

People told John Battle he was born to be a football player. But achieving that goal was difficult for the 15-year-old standout defensive back at Miami Killian Senior High.

He had potential, but like other boys his age, immaturity was getting in the way. His father didn't live with him and he had few positive male role models to look up to.

When Battle became a father at 15, he thought his life was over.

But he had on his side two Killian teachers involved with the Role Models program - Katrina Wilson and Dwight Bernard.

He confided in Wilson and Bernard, thinking he had disappointed them.

They reassured him that he still had power to achieve.

"Just having those two in my corner . . . gave me a sense that they truly cared about my overall well being," Battle said.

They recommended him for the 5000 Role Models of Excellence.

"They pulled some things out of me that I never knew I had," Battle said.

Battle graduated with honors from Florida A&M University, and went on to get his master's from Nova Southeastern University. He will soon begin a Ph.D program there.

He is now a professional director, founder of a non-profit theater ensemble and drama teacher at Hallandale Magnet High School.

The 5000 Role Models program took him to conferences in Atlanta and New York, and put him in

main stage theater productions before he even knew he wanted to pursue acting as a career.

His mentors in the program gave the young men of 5000 Role Models the sense that they could be successful.

"They taught us how to be better human beings and how to fit into this world," Battle said. "I can say this for a fact. They saw our futures far beyond what we did."

- Erin Jester

#### ROGER ELLISON: THE LEADER

Despite challenging surroundings at Miami Killian Senior High, Roger Ellison was a standout.

He had a supportive family. He grew up in Knowles Estates, a Kendall neighborhood that was founded by his great-grandfather, John Knowles, who built the area into a thriving black suburban neighborhood – a rarity back then, Ellison said.

He carried with him that legacy of his great-grandfather, who died around the time he was born.

"I had that to kind of steer me and guide me," he said.

While his neighborhood was pretty quiet, Ellison saw plenty of boys his age at Miami Killian Senior High, getting involved in drugs and crime – a pattern he was determined to avoid.

Around that time, Killian administrators were looking for a handful of young men to be examples for their peers. When he was asked to join the 5000 Role Models of Excellence, the 17-year-old junior rose to the occasion.

Being a leader wasn't hard, he said. He'd always felt that he was a positive influence in his group of friends.

Joining the program reassured Ellison he was on the right path.

"I don't know if I would've had that particular conviction at that time," he said. "Everything is about timing."

Ellison, now 36, went on to Miami-Dade College and then Jones College, in Kendall. He now does mortgage consulting and private business consulting in South Miami.

He said he still uses the skills he learned in the program today. As a coach for the Miami Coconut Grove Track Club for the last five years, he deals with a lot of troubled kids.

Middle school- and high school-aged boys are impressionable, Ellison says. Children and young adults react out of fear, he says. If they're exposed to violence, they may act out in kind.

"I let them know that what they see is not necessarily the way that they have to be," he said.

- Erin Jester

Chairwoman Foxx. I look forward to continued work with my colleagues on both sides of the aisle as we begin work on the reauthorization of the Higher Ed Act.

With that, I yield to my colleague, Mr. Rubén Hinojosa, the senior democrat member of the subcommittee, for his opening remarks.

Mr. HINOJOSA. Thank you, Chairwoman Foxx.

Today's hearing will focus on how our nation can best eliminate barriers to college access for low-income and first-generation college students; students who strive to achieve the American dream, contribute to the nation's prosperity, and work to improve lives of others.

In just a few minutes you will hear from Alex Garrido, an exceptional young man from my congressional district who is a low-income, first-generation student earning a Master's degree in information technology at the University of Texas, Pan-American, a Hispanic-serving institution in the Rio Grande Valley of South Texas.

Importantly, Alex is also an immigrant who was able to afford the cost of a college degree due to the passage of the Texas Dream Act in 2001. To be sure, without the Texas Dream Act, college would have been clearly out of reach for this exemplary individual.

Each year approximately 65,000 undocumented students graduate from high school but cannot go to college. Unfortunately, only 5 to 10 percent of undocumented high school graduates go to college because most are not eligible for in-state tuition.

As a native Texan, I am especially pleased that more than a decade ago Texas became the first state in the nation to pass an in-state tuition law which made college more affordable for immigrant students.

Today, 16 states have tuition equity laws allowing undocumented students to pay in-state tuition at public colleges and universities and some boards and regions have adopted policies that allow undocumented students to access in-state tuition.

Furthermore, a handful of states allow undocumented students to access state financial aid. While I applaud these states for taking bold steps to support immigrant students, Congress must act now and provide much-needed relief to our nation's dreamers through the passage of commonsense immigration reform.

In fact, a 2010 UCLA study estimated that the total earnings of Dream Act beneficiaries would be between \$1.4 trillion and \$3.6 trillion, and almost 1.8 million individuals in the United States would benefit from the Federal Dream Act.

Preparing all students for good family-sustaining jobs and careers and a bright future must be a guiding principle for HEA reauthorization, which is badly needed here in Congress.

A highly skilled at 21—or rather, a highly skilled 21st century workforce is key to strengthening our nation's economy and reducing income inequality and poverty particularly among our most vulnerable student populations.

More to the point, the Georgetown center on Washington—rather, the Georgetown Center on Education and the Workforce found that 63 percent of all jobs will require workers with at least some postsecondary education by the year 2018.

Along the same lines, a study by the College Board revealed that over the course of their working lives the average college graduate earns in excess of 60 percent more than a high school graduate.

Finally, federal investments and Pell grants, GEAR UP, HEP CAMP, TRIO programs, historically black colleges and universities, tribal colleges and universities, and minority-serving institutions are transforming the lives of millions of disadvantaged students by making college more affordable and by providing students with the academic support and services they need to succeed in school.

More than ever, Congress, states, and institutions must build on the successes of these Federal programs and do more to encourage greater numbers of low-income, first-generation college students to pursue a college degree.

For these reasons, I ask my colleagues from both sides of the aisle to work together to make a college education accessible and affordable to our nation's dreamers and to greater numbers of low-income, first-generation college students in this reauthorization of Higher Education Act.

At this time, I ask for unanimous consent to enter the letters from the national HEP CAMP association as well as from the Mexican-American Legal Defense and the Educational Fund into the hearing record.

[The information follows:]



Testimony Submitted to the

House Education and Workforce Subcommittee on Higher Education and  
Workforce Training

Hearing on

**Keeping College Within Reach: Sharing Best Practices for Serving Low-  
income and First Generation Students**

January 28, 2014

By

Amas Aduviri

President of the National High School Equivalency Program (HEP)/ College  
Assistance Migrant Program (CAMP) Association

Chairwoman Foxx, Ranking Member Representative Hinojosa, and members of the House Education and Workforce Subcommittee on Higher Education and Workforce Training,

On behalf of the *National High School Equivalency Program (HEP)/College Assistance Migrant Program (CAMP) Association*, I am pleased to submit this written testimony for the hearing on “*Keeping College Within Reach: Sharing Best Practices for Serving Low-income and First Generation Students.*”

The National HEP/CAMP Association is a nonprofit membership organization comprised of approximately 85 High School Equivalency Programs (HEP) and College Assistance Migrant Programs (CAMP) situated in IHEs (Institutions of Higher Education) throughout the United States and Puerto Rico. The National HEP/CAMP Association’s priorities are to increase the educational opportunities to members of migrant and seasonal farmworker families. The Association provides scholarships and sponsors summer internships for college students from farmworker families. The Association also provides professional development for its members, ensuring the effectiveness of HEPs and CAMPs.

For over four decades, the HEP/CAMP programs have worked with farmworker migrant and seasonal worker students who are low-income and first generation students to help them achieve higher education goals. The *High School Equivalency Program (HEP)* reengages students who have dropped out of school and the *College Assistance Migrant Program (CAMP)* supports the dreams of farmworker migrant and seasonal worker students who wish to pursue higher education. These programs provide supportive services to assist students to overcome academic and other challenges so that they can succeed in higher education.

Farmworker migrant students are among the most disadvantaged youth in this nation. Children of farmworkers often move frequently as a result of their parents’ or their own employment. These frequent disruptions and other factors contribute to very high dropout rates, lack of academic preparation, and the low rate of pursuit of higher education opportunities among farmworker students.

HEP grantees provide intensive GED instruction and support services, and job placement services to migrant farmworkers who do not have a high school diploma. HEP assists over 6,000 participants annually. CAMP grantees provide academic, financial, and other non-financial services to approximately 2,000 first year college students who come from migrant and seasonal farm work families every year. Most participants are the first in their family to seek a college degree.

The U.S. Department of Education awards five-year competitive HEP/CAMP grants to Institutions of Higher Education (IHE) or to private non-profit organizations that work in cooperation with IHEs. Currently, there are approximately 85 programs throughout the country. I have attached a document with a list of the current programs.

For over 40 years, the HEP/CAMP program have and continue to play a vital role in educating migrant and seasonal worker students and helping their communities:

**UNIQUE/NOT DUPLICATIVE:** HEP/CAMP programs are the *only* federal programs that assist a unique population of students that face tremendous obstacles – students with migrant and seasonal farmworker backgrounds - to obtain their GED and pursue higher education. Furthermore, the programs are not duplicative of any other federal program.

**PROGRAMS ARE SUCCESSFUL AND ACCOUNTABLE:** The GED passage rates for HEP students are substantially higher than those of other GED preparation programs and retention rates for first year students served by the CAMP program are significantly higher than those of most Institutions of Higher Education (IHEs). In 2010 - 2011, 89% of all CAMP participants successfully completed their first year an Institute of Higher Education (24 credits and in good academic standing) surpassing OME's goals by 4%. In the same period, 74% of HEP students who completed their course of study earned a GED or its equivalent surpassing OME's goals by 5%.

**DEMAND FOR HEP/PROGRAMS:** During a recent grant competition, the U.S. Department of Education received 64 HEP/CAMP grant applications from across the country but only 17 grants were funded due to limited funding.

**GOOD FOR THE ECONOMY:** HEP/CAMP programs help students get better jobs to allow them to contribute more to the tax base and the grant awards bring jobs and spurs economic activity in the local communities in which grants are awarded.

I would like to conclude by sharing a quote and story about one of our students to illustrate the impact has had on the lives of our students. While this story is about one student there are thousands more students who have similar stories to tell about how their lives have changed for the better as a result of the HEP/CAMP program. I have also enclosed a *New York Times* article on the CAMP program and the difference this program has made in their lives.

**The CAMP program has allowed the calluses in my hands to heal and my mind to grow."**

*Concepción has blossomed from a shy college freshman into an outgoing engineer. After interning at the Texas Department of Transportation for two summers, Concepción received job offers from nine different corporations in the United States, Canada, and Mexico, all eager to bring her on board after her graduation. Concepción Mendoza, Civil Engineering Technology, New Mexico State University CAMP*

I thank you for this opportunity to share this information with the Committee as you prepare to reauthorize the Higher Education Act. We look forward to working with you on the reauthorization of the Higher Education Act and would be happy to answer any questions that you have on the HEP/CAMP program. Please do not hesitate to contact me or the Association's Washington representative Irene Bueno at [202.540.1070](tel:202.540.1070)/[ibueno@nvglc.com](mailto:ibueno@nvglc.com).

Thank you for your consideration.

College Assistance Migrant Programs	High School Equivalency Programs
Arizona Western College	Portable Practical Education Preparation, Inc.
California State University, Bakersfield	West Hills Community College
California State University, Long Beach	Hartnell Community College
California State University, San Marcos	ARC Associates
California State University, Sacramento	SER- Jobs for Progress, Inc.
California State University, Fresno	Sonoma County Junior College District
Santiago Canyon College	California State University, Bakersfield
Mendocino-Lake Community College	California State University, Sacramento
Metropolitan State College of Denver	Central Valley Opportunity Center, Inc.
University of Colorado	University of Colorado
University of South Florida	University of South Florida
Abraham Baldwin Agricultural College	Miami Dade College Kendall Campus
Boise State University	Abraham Baldwin Agricultural College
University of Idaho	Boise State University
Fort Scott Community College	Community Council of Idaho
Kansas State University	Fort Scott Community College
Michigan State University	Kansas State University
Western Michigan University	Somerset Community College
Crowder College	Center for Family and Community Services
New Mexico State University	University of Louisiana at Monroe
University of New Mexico - Taos	Syntiro
University of New Mexico	Michigan State University
Northern New Mexico College	Crowder College
SUNY Oneonta	Mississippi Valley State University
Chemeketa Community College	University of New Mexico
Oregon State University	Northern New Mexico College
Pennsylvania State University	Wake Technical Community College
St. Edward's University	Chemeketa Community College
Texas A&M International University	University of Oregon
Texas State Technical College Harlingen	Portland Community College
West Texas A&M University	Center for Human Services
The University of Texas of Brownsville	Inter-American University of Puerto Rico
The University of Texas-Pan American College	Amarillo Junior College
Heritage University	El Paso Community College
Central Washington University	Texas State Technical College Harlingen
Washington State University	Texas A&M International University
Columbia Basin College	Texas A&M University- College Station
Wenatchee Valley College	The University of Texas- El Paso
University of Washington	The University of Texas- Pan American
	Columbia Basin College
	Central Washington University
	Heritage University
	Opportunities Industrialization Center (OIC)
	Madison Area Technical College

**The New York Times**

September 8, 2012

**Program Gives Migrant Students Extra Help**

By REEVE HAMILTON

Eighteen-year-old Alfonso Lucio remembers the sun beating down on the back of his neck as he toiled in asparagus fields in Michigan, something he began doing at age 12. His cousin Jazmine Hernandez, who is the same age and also came from a family of migrant farm workers, was often at his side.

"Just wait," he would tell her. "A few more years of this, and then we're going to college."

It took the help of a decades-old federal program that focuses on migrant students, but he was right. Last month, as the cousins had lunch in a dining hall at St. Edward's University in Austin, days before starting their freshman year, they beamed with pride even as they wiped away tears.

"I know my mom sacrificed so much for me, and she always said she didn't have the support system I have," Ms. Hernandez said. "I want to make her proud. I want her not to work as hard as she did her whole life."

Mr. Lucio and Ms. Hernandez are among 42 freshmen entering St. Edward's, a Roman Catholic university, this year through the federal College Assistance Migrant Program, or CAMP. This is the 40th anniversary of the program, which has served more than 2,700 migrant students at St. Edward's.

Four colleges were part of the program when it was created in 1972 — two in Texas, one in Colorado and another in California — but St. Edward's is the only university that has met the necessary benchmarks and successfully navigated the occasionally tricky terrain of the federal financing process to remain part of the program from the start.

According to the federal Office of Migrant Education, in 2011 more than \$16.4 million went to the program, serving 1,925 students at 40 campuses nationwide. There are currently six in Texas.

"It's something beautiful that they do at this school. Something unreal, very unreal," Mr. Lucio said. But college officials said the presence of the hard-working, high-achieving migrant students had raised the university's overall academic quality, making the investment worthwhile. Officials reported that CAMP students at St. Edward's outperformed their peers. The six-year graduation rate for the St. Edward's class that entered in 2005 was 62 percent, which is significantly higher than the national average for first-generation students (approximately 40 percent).

For many of the students, who spent their childhoods cobbling together a secondary education in various states as their families moved from crop to crop, and who often had to do fieldwork as well as schoolwork, just spending a full academic year in a single location will be a new experience.

Keeping the program going is no easy task. "Every time there are going to be potential cuts in education, we come under scrutiny," said Esther Yacono, the director of the program at St. Edward's.

The closest call came in 1995, when a proposed budget eliminated the program's financing, sparking an outcry from migrants. Supporters successfully blocked the proposal.

Each university operates CAMP differently. The University of Texas-Pan American, which was also one of the original campuses but did not participate in the program between 1987 and 1999, receives about \$425,000 in federal money for the program and accepts about 70 students each year, providing assistance to them in their freshman year. Fewer than half receive housing scholarships, which come from part of the additional \$251,000 the university sets aside to supplement its migrant services.

"I'd like to be able to help more, but I can't afford it," said Robert Nelsen, the president of U.T.-Pan American.

Dwarfing many others, the total CAMP budget at St. Edward's is more than \$3.4 million, of which the federal contribution is a relatively small slice. Nationally, the program is focused primarily on helping students complete their first year of college and then continue into a second year, but St. Edward's extends that commitment.

The school typically accepts 35 of about 120 applicants each year. Once they are accepted into the program, freshmen are responsible for \$2,000 in expenses, which can be paid with federal loans, and everything else is covered. In their remaining years, the university continues to cover tuition and fees for those who maintain progress toward graduation and provides housing stipends to those with high grade-point averages.

In recent years, federal financing has been steady, but Ms. Yacono said even that had not prevented a reduction in programs. She described the competition to apply for the grant, which must be renewed every five years, as "vicious."

The University of Texas at El Paso's grant for the program ran out in August without being renewed. Officials said that many of the services provided by the program — a summer bridge program, tutoring and advising, and financial literacy education — had been institutionalized. But Armando Aguirre, an assistant provost, said, "Without the program, it will be a little more challenging, especially for the students, to find a place that directly targets their needs." (The University of Texas at El Paso is a corporate sponsor of The Texas Tribune.)

Randa Safady, a former director of the St. Edward's program and now the vice chancellor for external relations at the University of Texas System, said that in addition to college costs, students often struggled with the guilt of leaving their families behind.

"They were key breadwinners, and they took care of their siblings," she said. "I had so many students coming in terribly upset, wanting desperately to be at the university, but needing to know their families were O.K. We were constantly calling home."

For some students the pressure proved too much. They may have said they were leaving for a semester, but that sometimes turned into a year or two. Some came back, and some did not.

Others found a way to bring their home to St. Edward's. Geronimo Rodriguez, 43, said his experience in the program changed his life and that of his family. After years of picking strawberries, blueberries and raspberries in the Northwest, two of his four siblings followed him to St. Edward's, which he said helped them "transition from the fields of labor to the fields of education."

Mr. Rodriguez went on to work in the Clinton White House and on Vice President Al Gore's presidential bid. He now serves as vice president for diversity and community outreach at Seton Healthcare Family in Austin. On his office wall, he keeps a CAMP poster that reads: "Last year we picked apples in Washington. This year we picked college."

George E. Martin, the president of St. Edward's, has been successful with private fund-raising for the program, which is one reason he recently said, "If the Department of Education ever pulled its money, we'd find a way to keep it going."

Mr. Martin said the return on investment outweighed the cost to the university. "One of the great benefits we get out of this is it brings people together from all different backgrounds to educate each other about the subcultures and cultures that make up our community," he said. "You cannot truly educate someone without creating that cultural sensitivity."

Weeks into his college career, Mr. Lucio says he is thriving. In an e-mail, he wrote, "I would never in a million years change anything in my life, because it has led me to this moment, in this place, in Austin, Tex."

*rhamilton@texastribune.org*



**MALDEF**

The Latino Legal Voice for Civil Rights in America.

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STATEMENT OF  
*James A. Ferg-Cadima*  
*Washington, DC Regional Counsel*  
*The Mexican American Legal Defense and Educational Fund*  
*(MALDEF)*

BEFORE THE

SUBCOMMITTEE ON HIGHER EDUCATION AND  
WORKFORCE TRAINING

AT A HEARING ENTITLED  
“KEEPING COLLEGE WITHIN REACH: SHARING BEST  
PRACTICES FOR SERVING LOW-INCOME AND FIRST  
GENERATION STUDENTS”

PRESENTED  
JANUARY 28, 2014

Chairman Foxx, Ranking Member Hinojosa, and members of the Subcommittee. Thank you for the opportunity to submit this testimony on behalf of the Mexican American Legal Defense and Educational Fund (MALDEF), in support of best practices for serving low-income and first generation students seeking to attend college. MALDEF's testimony will primarily focus on a subset of this population known as DREAMers, undocumented immigrants who were brought to the United States at a young age and who have been the focus of DREAM Act legislation since 2001. DREAMers often come from low-income families and face substantial immigration-related obstacles in their efforts to obtain a postsecondary education. DREAMers comprise a significant portion of the low-income and first generation students that are at the center of this hearing. For the reasons outlined below, we ask the subcommittee to support DREAM Act legislation,<sup>1</sup> and seriously consider other DREAM Act-like legislation anticipated in the House,<sup>2</sup> which would provide relief to this population.

My name is James A. Ferg-Cadima, and I am the Regional Counsel in MALDEF's Washington, DC office. Founded in 1968, MALDEF is the nation's leading Latino legal civil rights organization. Often described as the "law firm of the Latino community," MALDEF promotes social change through legislative and regulatory advocacy, community education, and litigation in the areas of education, employment, voting rights, and immigrant rights.

#### ***I. Deferred Action for Childhood Arrivals***

On June 15, 2012, the Executive Branch announced Deferred Action for Childhood Arrivals (DACA), a form of prosecutorial discretion that grants certain DREAMers relief from deportation and provides them with employment authorization.<sup>3</sup> Since then, over 614,000 individuals have requested DACA,<sup>4</sup> with an estimated 1.9 million individuals eligible overall.<sup>5</sup> DACA requires the applicant to be in school, have graduated from high school, or possess a general education development (GED) certificate.<sup>6</sup> As a result, individuals have enrolled in a wide variety of educational programs in an effort to qualify for DACA, including various programs designed to prepare individuals for postsecondary education.<sup>7</sup> Passage of DREAM Act legislation would build upon these educational successes, by encouraging these same individuals to persist into the postsecondary realm.

Many of these individuals have been spared from deportation but find that, due to their deferred action status, many postsecondary educational opportunities, such as financial aid and in-

<sup>1</sup> Legislation that would provide immigration relief to DREAMers has been introduced under different names and with different eligibility criteria over the past decade. For the sake of uniformity, this broad category of immigration legislation will simply be referred to as the "DREAM Act" or "DREAM Act legislation" in this testimony.

<sup>2</sup> Seung Min Kim, *Eric Cantor, Bob Goodlatte Eye Bill for Undocumented Children*, POLITICO, July 11, 2013, <http://www.politico.com/story/2013/07/young-immigrants-bill-eric-cantor-bob-goodlatte-94052.html>.

<sup>3</sup> See Consideration of Deferred Action for Childhood Arrivals Process, U.S. Citizenship and Immigration Services, <http://www.uscis.gov/childhoodarrivals> (last updated Jan. 18, 2013).

<sup>4</sup> Letter from Jeh Johnson to Senator Richard J. Durbin, United States Senate, (Dec. 12, 2014) available at <http://big.assets.huffingtonpost.com/Johnsonresponse.pdf> ("I also understand that, as of October 31, approximately 614,000 individuals have already come forward to request DACA.")

<sup>5</sup> Jeanne Batalova et. al., *Deferred Action for Childhood Arrivals At the One-Year Mark*, MIGRATION POLICY INSTITUTE, August 2013, available at <http://www.migrationpolicy.org/pubs/cirbrief-dacaatoneyear.pdf>.

<sup>6</sup> See Consideration of Deferred Action for Childhood Arrivals Process, U.S. Citizenship and Immigration Services, <http://www.uscis.gov/childhoodarrivals> (last updated Jan. 18, 2013).

<sup>7</sup> See Batalova, *supra* at 5.

state tuition, are unavailable to them.<sup>8</sup> DREAM Act legislation would expand and build upon DACA and ensure that a great share of DREAMers have access to all levels of education.

## **II. DREAM Act Legislation and Inclusive Relief**

DREAM Act legislation must be inclusive and far-reaching in order to be an effective medium to foster college participation and completion among immigrant students. DREAM Act legislation must not contain an upper age cap that arbitrarily and unfairly limits relief to individuals who have been waiting the longest for such relief. The forerunner of the DREAM Act, the Student Adjustment Act, was originally introduced over a decade ago and has yet to be enacted. Congress should not exclude large swaths of older DREAMers simply because Congress has failed to address this issue in a timely manner.

Additionally, DREAM Act legislation must provide exceptions to criminal ineligibility for minor traffic, state-based immigration, and civil disobedience violations. In the alternative, DREAM Act legislation must provide an affirmative and workable waiver standard to allow young persons a chance to right a past youthful indiscretion. All young people deserve a fresh start. Minority and immigrant students are disproportionately targeted for arrest and often face higher conviction rates and harsher punishments than their non-minority peers.<sup>9</sup> Furthermore, many states, such as Arizona, have passed laws criminalizing immigrants, thus necessitating an exception for state-based immigration convictions.<sup>10</sup>

Finally, DREAM Act legislation should allow individuals to successfully complete two years of credits at an institution of higher education instead of requiring that individuals obtain a degree. Requiring a degree as the only path to adjustment would encourage individuals to forgo four-year programs and instead enroll in shorter programs in an effort to guarantee immigration relief. These guidelines will ensure that relief is afforded to the broadest possible population and further foster the completion of different programs at an institution of higher education.

## **III. DREAM Act Legislation and Professional, Commercial, and Business Licenses**

DREAM Act legislation should include a provision prohibiting the federal government and states from denying professional, commercial, and business licenses to all individuals with employment authorization. Immigrant students that graduate from college should be able to work in their desired field, even if that field requires a professional, commercial, or business license. Across the United States, over 800 different occupations require a license<sup>11</sup> and approximately 20<sup>12</sup> to 30<sup>13</sup> percent of all workers nationwide are required to obtain a license in order to work. States

<sup>8</sup> Mary Beth Fallor, *Maricopa Community Colleges Sued Over In-State Tuition for Migrants*, ARIZONA REPUBLIC, June 26, 2013, available at <http://www.azcentral.com/community/scottsdale/articles/20130626maricopa-community-colleges-sued-in-state-tuition-migrants.html>.

<sup>9</sup> Jonathan D. Glater, *Race Gap: Crime vs. Punishment*, N.Y. TIMES, Oct. 7, 2007, available at <http://www.nytimes.com/2007/10/07/weekinreview/07glater.html>.

<sup>10</sup> Michael Kiefer, *Immigration-Status Checks of SB 1070 to Take Effect*, ARIZONA REPUBLIC, Sep. 5, 2012, available at <http://www.azcentral.com/news/politics/articles/20120824sb-1070-immigration-status-checks-take-effect.html>.

<sup>11</sup> Morris M. Kleiner, LICENSING OCCUPATIONS: ENSURING QUALITY OR RESTRICTION COMPETITION? 5 (W.E. Upjohn Institute, 1st ed. 2006).

<sup>12</sup> *Id.* at 1.

<sup>13</sup> Alan B. Krueger, *Do You Need a License to Earn a Living? You Might Be Surprised at the Answer*, N.Y. TIMES, March 2, 2006, available at <http://www.nytimes.com/2006/03/02/business/yourmoney/02scene.html>.

are the main authority on licensing criteria and, consequently, determine who is eligible to sit for a licensing exam.<sup>14</sup> States, however, have a checkered history when it comes to ensuring equal access to licenses for immigrants. And while there is an established Supreme Court precedent from 1973 that states lawful permanent resident (LPR) holders may not be denied a law license based solely on their immigration status, this protection does not extend to non-LPR immigrants.<sup>15</sup>

For example, in 2005, the Fifth Circuit upheld a Louisiana law that prohibited J-1 and H-1B visa holders—immigrants who are lawfully present—from obtaining law licenses solely because of their immigration status.<sup>16</sup> In 2011, Alabama enacted HB 56, which prohibits the issuance of all professional, commercial, and business licenses to undocumented immigrants.<sup>17</sup> The Florida Supreme Court is currently grappling with whether to admit an individual with deferred action and employment authorization to practice law in the state.<sup>18</sup> The New York State Supreme Court is also currently deciding whether an undocumented immigrant with employment authorization can be admitted to practice law.<sup>19</sup>

Accordingly, DREAM Act legislation should provide clarity in this contested area and ensure that all immigrants with employment authorization are not denied licenses based on their immigration status.

#### **IV. DREAM Act Legislation as a Common-Sense Extension of Plyler v. Doe**

Equitable access to educational opportunities for all Latinos, including immigrant Latinos, has long been a focus of MALDEF's work. Our advocacy in this area, of course, extends from our early work with both Republican and Democratic authors of the Student Adjustment Act of 2001 and the DREAM Act of 2001, drafting the early language in these bipartisan bills, to our support of the version of the DREAM Act that was passed as part of S.744 in 2013. For MALDEF, DREAM Act legislation is the logical extension of our 1982 Supreme Court victory in *Plyler v. Doe*,<sup>20</sup> a milestone in Latino civil rights at the K-12 level.

Many Latinos view *Plyler* as our *Brown v. Board of Education*,<sup>21</sup> as the landmark decision in *Plyler* opened the schoolhouse doors to many members of our community<sup>22</sup> and recognized the lack of a rational basis or legitimate interest furthered by ostracizing innocent

<sup>14</sup> See Kleiner, *supra* at 11.

<sup>15</sup> See *In re Griffiths*, 413 U.S. 717, 717 (1973) (holding that a Connecticut law that imposed a citizenship requirement for admittance to the state bar violated the Equal Protection Clause of the Fourteenth Amendment). Griffith, however, has never been extended to other non-citizens and only applies to LPR holders. See *LeClerc v. Webb*, 419 F.3d 405, 410-12 (5th Cir. 2005).

<sup>16</sup> See *LeClerc v. Webb*, 419 F.3d 405, 410-12 (5th Cir. 2005).

<sup>17</sup> See *United States v. Alabama*, 691 F.3d 1269, 1269-70 (11th Cir. 2012).

<sup>18</sup> Lorelei Laird, *The Dream Bar: Some Children Illegally Living in the United States Grow Up to Want to Be Attorneys*, ABA JOURNAL, Jan. 1, 2013, available at [http://www.abajournal.com/magazine/article/the\\_dream\\_bar\\_some\\_children\\_living\\_in\\_the\\_united\\_states\\_illegally/](http://www.abajournal.com/magazine/article/the_dream_bar_some_children_living_in_the_united_states_illegally/).

<sup>19</sup> Kirk Semple, *Bar Exam Passed, Immigrant Still Can't Practice Law*, N.Y. TIMES, Dec. 3, 2013, available at <http://www.nytimes.com/2013/12/04/nyregion/for-immigrant-passing-the-bar-exam-wasnt-enough.html>.

<sup>20</sup> 457 U.S. 202 (1982).

<sup>21</sup> 347 U.S. 483 (1954).

<sup>22</sup> See, e.g., Michael A. Olivas, *Plyler v. Doe, The Education of Undocumented Children, and the Polity*, IMMIGRATION STORIES 197, 201(2005).

immigrant youth.<sup>23</sup> The *Plyler* decision, however, does not extend to education beyond high school.<sup>24</sup> The DREAM Act, if enacted, would be that needed extension, opening additional paths for these *Plyler* graduates, many of whom are Latino,<sup>25</sup> to compete for college admission on a more equalized footing and then, upon graduation, to more fully give back to the United States, the only country many have known. Accordingly, it should come as little surprise that DREAM Act legislation has captured the attention of the Latino community<sup>26</sup> and earned impressive support from all Americans across the political spectrum.<sup>27</sup>

The DREAM Act is a modest and narrowly tailored piece of legislation, calibrated after years of bipartisan discussion and debate. For example, the DREAM Act of 2011, S.952, would eventually grant permanent legal status to approximately 825,000 well-deserving young people<sup>28</sup> after (1) completion of two years of college or military service, (2) a rigorous background check, and (3) a lengthy wait in conditional status. Growing up in the United States for most of their lives, these students have built unbreakable ties with their families, friends, and local communities. They have also acquired a loyalty and devotion to this nation and its values to match their peers. Many DREAMers are eager to attend college and become the nation's next doctors, teachers, researchers, and engineers. Other DREAMers are just as passionate about enlisting in the United States military to serve and defend this country. Passage of DREAM Act legislation is needed so that these students may pursue their dreams. Not only would the DREAM Act benefit these students, it would also benefit our national economy, our national security, and our overall national education picture.

<sup>23</sup> Cf. *Plyler v. Doe*, 457 U.S. at 219-20 (J. Brennan (majority)) ("the children who are plaintiffs in these cases can affect neither their parents conduct nor their own status." (internal quotation omitted)) with *Plyler*, 457 U.S. at 242 (J. Burger (dissent)) ("[I]t is senseless for an enlightened society to deprive any children -- including illegal aliens -- of an elementary education. I fully agree that it would be folly -- and wrong -- to tolerate creation of a segment of society made up of illiterate persons, many having a limited or no command of our language.").

<sup>24</sup> Jody Feder, Cong. Research Serv., Order Code RS 22500, *Unauthorized Alien Students, Higher Education, and In-State Tuition Rates: A Legal Analysis*, at CRS02 (2006); Michael A. Olivas, *IRIRA, The DREAM Act, and Undocumented College Student Residency*, 30 J.C. & U.L. 435, 444 (2004).

<sup>25</sup> Estimates vary as to what proportion of undocumented youth are Latino, but they generally support that a majority of undocumented immigrant students are Hispanic. A 2011 estimate on the broader demographics of Latino youth concludes that in 2009, 85 percent of undocumented youth were of Latino descent. Jeffery Passel, *Demography of Immigrant Youth: Past, Present, and Future*, 21 IMMIGRANT CHILD. 19, 25 (2011). Similarly, a 2010 estimate, specific to potential DREAM beneficiaries, places 62 percent DREAMers as from Mexico, 11 percent from Central America, and 11 percent from other parts of Latin America. Jeanne Batalova & Margie McHugh, *DREAM vs. Reality: An Analysis of Potential DREAM Act Beneficiaries*, MIGRATION POLICY INSTITUTE 6 (July 2010), available at <http://www.migrationpolicy.org/pubs/DREAM-Insight-July2010.pdf>. An older estimate from 2000, however, characterizes the total immigrant student population in the United States to be 37 percent from Mexico and 20 percent from other areas of Latin America. Jorge Ruiz-de-Velasco & Michael Fix, *Overlooked & Underserved: Immigrant Students in U.S. Secondary Schools*, URBAN INSTITUTE 20 (2000).

<sup>26</sup> For example, in September 2010 poll, Latino Decisions found 78 percent of Latino registered voters, across 21 states, supported passage of the DREAM Act. *Tracking Poll Week 5, LATINO DECISIONS*, (Sept. 2010), available at [http://latinodecisions.files.wordpress.com/2010/09/tracking\\_sep27.pdf](http://latinodecisions.files.wordpress.com/2010/09/tracking_sep27.pdf).

<sup>27</sup> In a June 2010 poll, conducted by Opinion Research Corporation for First Focus, 70 percent of total respondents, 60 percent of Republican respondents, and 80 percent of Democratic respondents favored the DREAM Act. *Public Support for the DREAM Act*, FIRST FOCUS, (June 2010), available at [http://www.firstfocus.net/sites/default/files/dreampollbreakdown\\_0.pdf](http://www.firstfocus.net/sites/default/files/dreampollbreakdown_0.pdf). This 70 percent bipartisan support, according to First Focus, is a sizeable increase from a 2004 poll showing only 54 percent support. Press Release, First Focus, *Poll Reveals Strong Bipartisan Support for the DREAM Act* (June 29, 2010), 8 [http://www.firstfocus.net/news/press\\_release/poll-reveals-strong-bipartisan-support-for-the-dream-act](http://www.firstfocus.net/news/press_release/poll-reveals-strong-bipartisan-support-for-the-dream-act).

<sup>28</sup> Jeanne Batalova & Margie McHugh, *supra* note at 25 (noting slight more than 2.1 million people would initially be eligible under the DREAM Act, but only 825,000 would persist to obtain permanent legal status through the Act).

***V. DREAM Act Legislation Will Reduce the Deficit & Benefit the United States Economy***

Our country is struggling to recover from a devastating recession, winding down multiple wars, and working toward fiscal order. DREAM Act legislation would help address all of these issues by creating a stronger workforce, increasing revenues, and promoting economic self-sufficiency within historically lower socioeconomic-status communities.

DREAM Act legislation will produce a highly educated young population that will significantly contribute to the nation's economy. Of the approximately 825,000 undocumented students likely to have gained legal status under the 2011 version of the DREAM Act, researchers from the University of California, Los Angeles estimated that 317,640 DREAMers would obtain an Associate's degree; 421,382 a Bachelor's degree; 12,585 a Master's degree; and 4,383 a doctorate or other professional degree.<sup>29</sup>

Workers with a higher education attainment tend to earn higher wages, which translate into increased tax revenues on which federal and state budgets might better operate. The average annual income of a college-educated person is \$43,000, while the annual income of someone with a high school diploma averages \$27,000.<sup>30</sup> This disparity in income plays out across Latino professionals. A report released by the National Center for Education Statistics indicates that the median annual earnings of a Hispanic male with an Associate's degree was \$42,000, with a Bachelor's degree it was \$50,000, \$68,000 with a Master's degree, and with a Doctorate or first professional degree was \$85,000.<sup>31</sup> The approximately 825,000 students who would gain permanent legal status under DREAM Act legislation would likely generate \$1.4 trillion in income over a forty-year period, the typical career span for most Americans.<sup>32</sup>

According to a Congressional Budget Office report on a 2010 House version of the DREAM Act, the DREAM Act would cut deficits by \$2.2 billion, increase government revenues by \$1.7 billion over the next 10 years, and generate \$1.1 billion for the Department of Homeland Security in application and renewal fees,<sup>33</sup> all of which would have ultimately increased the revenues that Congress could then invest in budgetary priorities and/or infrastructure projects such as public highways, roads, parks, and schools.

A grant of legal status to DREAMers allows us to gain a return on the economic investment that this country has already placed in the K-12 education of these students. By passing the DREAM Act, DREAMers will be able to capitalize on advanced educations and enter the many underserved workforce sectors, ensuring a return investment to the nation

<sup>29</sup> Raul Hinojosa Ojeda & Paule Cruz Takash, Center, *No DREAMers Left Behind: The Economic Potential of DREAM Act Beneficiaries 7-9*, UCLA NORTH AMERICA INTEGRATION AND DEVELOPMENT (2010), [http://www.naid.ucla.edu/uploads/4/2/1/9/4219226/no\\_dreamers\\_left\\_behind.pdf](http://www.naid.ucla.edu/uploads/4/2/1/9/4219226/no_dreamers_left_behind.pdf).

<sup>30</sup> *A Stronger Nation through Higher Education: How and Why Americans Must Meet a "Big Goal" for College Attainment*, LUMINA FOUNDATION, (March 2012), [http://www.luminafoundation.org/publications/A\\_stronger\\_nation\\_through\\_higher\\_education.pdf](http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education.pdf).

<sup>31</sup> Aud Fox & Kewal Ramani, *Status and Trends in the Education of Racial and Ethnic Groups* (2010), NATIONAL CENTER FOR EDUCATION STATISTICS, U.S. Department of Education, <http://nces.ed.gov/pubs2010/2010015.pdf>.

<sup>32</sup> Ojeda, *supra* note 29.

<sup>33</sup> Congressional Budget Office, *Cost Estimate: H.R. 6497, Development, Relief, and Education for Alien Minors Act of 2010* 1, 5 (Dec. 8, 2010), available at <http://www.cbo.gov/ftpdocs/120xx/doc12015/hr6497.pdf>.

through home ownership, bank accounts and other investments, pensions, and start-up businesses.

**VI. DREAM Act Legislation Will Contribute to the National Goal of Increased College Completion**

Improving the educational opportunities of DREAMers is a compelling priority that has both national and local implications.<sup>34</sup> Presently, the barriers to obtain a postsecondary degree are higher than they have ever been,<sup>35</sup> and the fact that the United States has fallen behind many countries in terms of educational success and innovation is not a positive indicator for the future trajectory of our nation.<sup>36</sup> Education is important, and we must ensure that all of our nation's youth are given a fair chance to fulfill their potential. The link between prospective career success and educational attainment has never been clearer. By 2018, sixty-three percent of jobs will require a postsecondary degree.<sup>37</sup>

Latinos are the fastest-growing population in the country.<sup>38</sup> At present, one in five students in United States K-12 schools is Hispanic,<sup>39</sup> and approximately seven percent of Latinos in K-12 education potentially are undocumented.<sup>40</sup> The educational outcomes of Latino students are no longer just the concern of the Hispanic community. Instead, as leading education scholars aptly observe, "because Latinos are the nation's largest and fastest-growing ethnic minority group, it matters very much to everyone how well these students fare in school."<sup>41</sup> DREAM Act legislation then becomes integral to making certain that college-bound Latino immigrant students have the opportunity to realize their potential and in return give back their new talents to the United States.

Moreover, the DREAM Act will likely contribute to the development and economic health of community colleges. Because community colleges are conveniently located, cost less than four-year colleges, have open admissions, and accommodate students who work or have family responsibilities, they can better meet the educational demands of many students.<sup>42</sup> Community colleges are an attractive option for DREAMers who will likely want to acquire an

<sup>34</sup> Julie Davis Bell & Brenda Bautsch, *Improving Latino College Completion: What State Legislators Should Know*, NATIONAL CONFERENCE OF STATE LEGISLATURES (Feb. 2011), <http://www.ncsl.org/documents/educ/LatinoCollegeCompletion.pdf>.

<sup>35</sup> Lumina Foundation, *supra* note 30 ("Jobs that lead to the middle class are now very likely to require postsecondary education. Thirty years ago, this was not the case. If the U.S. is not prepared to do whatever it takes to increase higher education attainment levels, our comparatively low attainment rate will be an increasing burden on the economy and will deny opportunity to growing millions of people.")

<sup>36</sup> Bell, *supra* note 34, at 1. ("The United States now ranks 12th internationally – behind Canada, South Korea, Russia, and Japan – in the number of 25 to 34-year-olds with a postsecondary degree.") (quoting *Education at a Glance 2009* 30, ORGANIZATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (2009), [www.oecd.org/edu/eag2009](http://www.oecd.org/edu/eag2009)).

<sup>37</sup> Tony Carnevale, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, THE GEO. U. CTR. ON EDUC. AND THE WORKFORCE, 15 (June 2010), available at <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>.

<sup>38</sup> Jeffrey S. Passel et. al., *Hispanics Account for More than Half of Nation's Growth in Past Decade*, PEW RESEARCH CENTER, (March 24, 2011), <http://www.pewhispanic.org/files/reports/140.pdf>.

<sup>39</sup> Bell, *supra* note 34, at 1.

<sup>40</sup> *Id.*

<sup>41</sup> Patricia Gándara & Frances Contreras, *THE LATINO EDUCATION CRISIS: THE CONSEQUENCES OF FAILED SCHOOL POLICIES* 5 (2009).

<sup>42</sup> Robert T. Teranishi et al., *Immigrants in Community Colleges*, THE FUTURE OF CHILDREN 153 (2011), available at [http://futureofchildren.org/futureofchildren/publications/docs/21\\_01\\_07.pdf](http://futureofchildren.org/futureofchildren/publications/docs/21_01_07.pdf).

affordable postsecondary education or prepare for the evolving labor market.<sup>43</sup> Even if an individual decides to pursue just two years of postsecondary education, their potential to earn a higher income almost doubles.

The best indicators that community colleges and four-year institutions of higher learning will be within reach for DREAMers are two provisions of Section 9 of the 2011 bill. First, to be clear, MALDEF supports the Section 9 repeal of Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1623. We would, however, encourage Congress to consider a repeal of 8 U.S.C. 1621's reference to "postsecondary education" benefit, another source of confusion at the state level. Again, repeal of both Sections 1621 and 1623 will better convey to states that residency tuition is purely a state determination and not one in which Congress chooses to play a role. Second, MALDEF applauds Section 9's placement of student loans, federal work-study programs, and services under Title VI of the Higher Education Act within reach of DREAMers. The absence of Pell grants from this list is the product of negotiations from years ago, albeit a saddening outcome, but stands as proof of one of many significant compromises DREAM Act legislation sponsors have undertaken to foster a bipartisan path forward.

In closing, I would like to take this opportunity to urge support for DREAM Act legislation and respectfully request that all members of the House Education and the Workforce Committee recommit to the bipartisan tradition that has been central to the decade-plus history of the DREAM Act.

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<sup>43</sup> *Id.*

Chairwoman Foxx. Without objection.  
Mr. HINOJOSA. With that, I yield back.

**Prepared Statement of Hon. Rubén Hinojosa, Ranking Minority Member,  
Subcommittee on Higher Education and Workforce Training**

Thank you, Chairwoman Foxx.

Today's hearing will focus on how our nation can best eliminate barriers to college access for low-income and first generation college students—students who strive to achieve the American Dream, contribute to the nation's prosperity, and work to improve the lives of others.

In just a few minutes, you will hear from Alex Garrido, an exceptional young man from my congressional district who is a low-income, first generation student, earning a master's degree in information technology at the University of Texas-Pan American (UTPA), a Hispanic Serving Institution in the Rio Grande Valley of South Texas.

Importantly, Alex is also an immigrant who was able to afford the cost of a college degree due to the passage of the Texas DREAM Act in 2001. To be sure, without the Texas DREAM Act, college would have been clearly out of reach for this exemplary individual.

Each year approximately 65,000 undocumented students graduate from high school but cannot go to college. Unfortunately, only 5 to 10 percent of undocumented high school graduates go to college because most are not eligible for in-state tuition.

As a Native Texan, I am especially pleased that more than a decade ago, Texas became the first state in the nation to pass an in-state tuition law, which made college more affordable for immigrant students.

Today, 16 states have tuition equity laws allowing undocumented students to pay in-state tuition at public colleges and universities, and some boards of regents have adopted policies that allow undocumented students to access in-state tuition.

In addition, a handful of states allow undocumented students to access state financial aid.

While I applaud these states for taking bold steps to support immigrant students, Congress must act now and provide much needed relief to our nation's dreamers through the passage of common-sense immigration reform. In fact, a 2010 UCLA study estimated that the total earnings of DREAM Act beneficiaries would be between \$1.4 and \$3.6 trillion, and almost 1.8 million individuals in the United States would benefit from the federal DREAM Act.

Preparing all students for good family sustaining jobs and careers and a bright future must be a guiding principle for HEA reauthorization.

A highly skilled 21st century workforce is key to strengthening our nation's economy and to reducing income inequality and poverty, particularly among our most vulnerable student populations.

More to the point, the Georgetown Center on Education and the Workforce found that 63 percent of all jobs will require workers with at least some postsecondary education by 2018.

Along the same lines, a study by the College Board revealed that over the course of their working lives, the average college graduate earns in excess of 60 percent more than a high school graduate.

Finally, federal investments in Pell Grants, GEAR-UP, HEP-CAMP, TRIO programs, Historically Black Colleges and Universities, Tribal Colleges and Universities and Minority Serving Institutions are transforming the lives of millions of disadvantaged students by making college more affordable and by providing students with the academic support and services they need to succeed in school.

More than ever, Congress, states and institutions must build on the successes of these federal programs and do more to encourage greater numbers of low-income, first generation college students to pursue a college degree.

For these reasons, I ask my colleagues from both sides of the aisle to work together to make a college education accessible and affordable to our nation's dreamers and to greater numbers of low income, first generation college students, in this reauthorization of the Higher Education Act.

At this time, I ask for unanimous consent to enter letters from the National HEP-CAMP Association and the Mexican American Legal Defense and Educational Fund into the hearing record.

With that, I yield back.

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Chairwoman FOXX. Thank you, Mr. Hinojosa.

Pursuant to Committee Rule 7-C, all subcommittee members will be permitted to submit written statements to be included in the permanent hearing record.

Without objection, the hearing record will remain open for 14 days to allow statements, questions for the record, and other extraneous material referenced during the hearing to be submitted in the official hearing record.

It is now my pleasure to introduce our distinguished panel of witnesses.

Dr. James Anderson serves as chancellor and professor of psychology at Fayetteville State University, North Carolina's second oldest public institution.

Mrs. Mary Beth Del Balzo serves as the senior executive vice president and chief operating officer at the College of Westchester.

I believe Mr. Hinojosa would like to introduce Mr. Garrido.

Mr. HINOJOSA. Thank you, Chairwoman.

Alex Garrido is an impressive young man with a long list of accomplishments. Like many low-income, first-generation students, Alex is hard-working, entrepreneurial, and determined to succeed and, most importantly, to contribute to this nation.

Alex graduated with honors from his high school and the University of Texas, Pan-American with a bachelor of science in psychology, and today he is pursuing a Master's degree in information technology at UTPA.

Alex is also an entrepreneur. After earning his degree and working for one of the best Web site design firms in Houston, Alex started his own web design firm and now has over 90 clients.

Due to his unique talents, he was recruited away by UTPA to assist with their online and international marketing efforts. Alex is also working on an application involving Google Glass.

Alex knows America as his home and is a proud beneficiary of President Obama's Deferred Action for Childhood Arrivals known as DACA.

I would like to note that without the leadership of Governor Perry and the passage of the Texas Dream Act, Alex would not have been able to afford the cost of a college education.

As ranking member of this committee, it is a pleasure for me to extend a warm welcome to this outstanding young man.

Chairwoman FOXX.. Thank you, Mr. Hinojosa.

Father Dennis Holschneider serves as president of DePaul University, the nation's largest Catholic university and the largest private university in the Midwest.

Before I recognize you to provide your testimony, let me briefly explain our lighting system.

You will have five minutes to present your testimony. When you begin, the light in front of you will turn green. When one minute is left, the light will turn yellow. When your time has expired, the light will turn red. At that point, I ask that you wrap up your remarks as best as you are able.

After you have testified, members will each have five minutes to ask questions of the panel members.

I now recognize Dr. James Anderson for five minutes.

**STATEMENT OF DR. JAMES ANDERSON, CHANCELLOR, FAYETTEVILLE STATE UNIVERSITY, FAYETTEVILLE, NORTH CAROLINA**

Mr. ANDERSON. Madam Chair, Ranking Member Hinojosa, and distinguished members of the panel, on behalf of the students, staff, and faculty at Fayetteville State University in North Carolina, thank you for this opportunity.

We are a constituent institution of the University of North Carolina system. We are approximately 66 percent African-American, 27 percent white, 5 percent Hispanic, 75 percent Pell eligible, 20 percent military affiliated, which is the highest in the system.

Half of our students are adult learners and 95 percent of our students are in-state, mostly from rural regions, so we are one of the most diverse historically black institutions.

I came on board in 2008, and at that point we needed to make the leadership and financial commitment to creating the kinds of support programs and faculty development programs that would move our students forward successfully.

I would like to mention two of our support programs for underrepresented students, especially since they won an award in December at the Press Club for high-impact practices.

The first of those programs is called the CHEER program, and CHEER stands for Creating Higher Expectations for Educational Readiness.

Many of our applicants, because of their standardized test scores, are not eligible to enroll in Fayetteville State University, and so the CHEER program represents a summer bridge program during which students take two courses of math and an English course, both of which are the traditional courses you would take in your freshman year.

They are not remedial courses. They also receive counseling, advising, et cetera in the summer. If they pass those two courses, then the students are allowed to enroll in Fayetteville State University.

Tracking CHEER students over the last several years shows that they are retained at a higher rate than the general student population that was already admitted and they have 11 percent higher graduation rate.

The second program for which we won that award in—by the way only four schools received the HIP, High Impact Practice awards.

The second program focuses on underrepresented males. Nationally underrepresented males, especially minority males, have some of the poorest success rates. We wanted to make sure that did not happen to students who enter in that category and so one of the programs that we created really focused on bringing those students in, operating in a learning community, receiving strong mentoring and peer advising.

One program was created for freshman, and there is a second program that carries them from sophomore through senior year. The students in those programs are highly successful. If we compare them to other males who entered who did not go through these programs, our students are retained at an 84 percent rate

versus students who were not in that program who are retained at a 66 percent rate.

The students—when you hear their testimonies—are probably as powerful as Alex’s because they came in, they know they are under-skilled, they performed poorly in their first year, and then ultimately they recognized that they have to do much better.

We also have made a major investment in financial aid counseling. Financial aid counseling should begin as early as possible, so our First Steps program begins in the spring and the summer before students enroll. Students and their parents come to the university and, besides doing the placement testing and the advisement and registration, the rigorous financial aid counseling has been very successful.

For example, Fayetteville State University was one of the few HBCUs that was not affected by the Parent Plus Loan program, as many other institutions were in North Carolina who saw a drop in enrollment when the criteria were changed. We were not because we actually counsel our students and parents not to—especially the parents—not to take on the debt burden when their students are taking on a debt burden also. We try to find other means to support students rather than do that.

We have, as you know, a strong military population because of the presence of Fort Bragg and the military children of those veterans and active military are very important to our enrollment.

We have two early college high schools or traditional early college and an international early college high school, and increasingly we are seeing more of the children of the military enter these early college high schools.

Our top graduates now come from early college high schools. It is a major investment financially; however, it is probably the best group of students that we bring from a high school pipeline into the university and ultimately who graduate.

By the way, our early college high schools and all of them in North Carolina focus on minority and underrepresented students, so roughly 80 percent of our students come from those categories, and I strongly recommend that.

Well—wow, that is fast.

Let me close by saying in terms of Title III, I think we really need to look at the areas of Title III that can strengthen HBCUs and many of the other underrepresented institutions.

[The statement of Dr. Anderson follows:]

**House Committee on Education and the Workforce  
Subcommittee on Higher Education and Workforce Training  
January 28, 2014**

**“Keeping College Within Reach: Sharing Best Practices for Serving Low-Income and First Generation Students”**

**Witness: Dr. James A. Anderson, Chancellor, Fayetteville State University**

Madam Chair, Ranking Member Hinojosa, and distinguished members of this panel, on behalf of the students, staff and faculty of Fayetteville State University, thank you for this opportunity.

My testimony today will:

1. Provide an overview of the state of the campus when I arrived in 2008, including the type of student we serve, their challenges, and the turnaround efforts implemented by my team;
2. Define procedures, protocol and programs now in place to assist with those challenges;
3. Outline how data analysis is used to guide improvement efforts;
4. Share financial literacy programs aimed at discouraging over-indebtedness for college expenses, and
5. Describe current and future federal efforts through HEA that detract from and strengthen our efforts

Fayetteville State University (FSU) is a comprehensive, regional constituent institution of the University of North Carolina. Founded in 1867 to prepare teachers for the children of recently-freed slaves, the core aspect of FSU’s mission is to “... promote the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond.” The institution continues to serve its original purpose and mission to provide quality education to underserved populations. The student population demographic is 66% African-American, 5% Hispanic, 75% Pell eligible, and 20% military-affiliated (the highest percentage of students (of total enrollment) in the UNC system). In addition, nearly half (49.2%) are adult learners and 95% of our students are in-state most of whom come from the region which is largely rural.

**Student Success Initiatives**

The five-year period from 2008 to 2013, beginning with my tenure as Chancellor, has been marked by improvements in many areas: budget management, planning and assessment, student success and achievement, and fund raising. Building upon the university’s longstanding commitment to student success, we established an institutional culture characterized by academic challenge and support, that is, one in which students are challenged to meet high expectations and are provided academic support programs to help them meet these expectations. The institutional transformation has positioned the university so that it can thrive and provides a

useful model for other institutions as the nation strives to increase the number of adults with baccalaureate degrees.

Student success and achievement initiatives included increasing admission standards, policy changes, strengthened academic support and advisement, and implementation of support programs for underrepresented groups, consistent data analysis.

#### Revision of the Academic Progression and Class Withdrawal Policies

FSU's progression and course withdrawal policies were inconsistent with requirements for subsequent degree completion. As a consequence, two revisions were proposed and approved shortly after I assumed leadership. These revisions included the following:

- Require all students to maintain a minimum GPA of 2.0 each semester to remain in good standing, whereas previously a 2.0 GPA was not required for students with fewer than 60 credits.
- Limit no-penalty class withdrawals to five, as opposed to the previously unlimited withdrawals.

#### Strengthened Academic Support

A revised early-alert system was incorporated into the student information system, the new procedure permits faculty, beginning in the second week of the semester, to put in "interim grades" for non-attendance, excessive class absences, or failing grades. At mid-semester, faculty members are asked to assign grades to all students and to suggest, through a subsequent survey, strategies for improvement for students with midterm grades of D or F. All grades and comments entered into the system are conveyed by email to the student and advisor by means of a communications software system. FSU's Early Alert System has become a model for the University of North Carolina system, which is requiring all campuses to have an Early Warning System in place by fall 2014.

Academic support for first-year students was increased with the implementation of a plan for all students to participate in a learning community, each of which includes requirements for academic support. Expanded Supplemental Instruction resources were deployed with a special emphasis on classes with traditionally-high rates of failure. Increased opportunities for tutoring were made available especially for students in STEM disciplines.

#### Improved Academic Advisement

A survey of student satisfaction with academic advisement had been administered for several years prior to 2008, but very little action was taken based on the results of these surveys. Beginning in 2008, departments were required to include their Advisement Survey results in the

Departmental Operational Plan and to include strategies for improvement. In fall 2008, FSU re-instituted mandatory advisement for registration. For several years, students had been advised but not required to communicate with an advisor before registration. Optional advisement facilitated registration, but it also led to problematic choices in course selection that had the potential to delay progression toward graduation. By requiring students to get from their assigned advisor a code needed to register each term, FSU attempted to minimize such problems and reduce time to degree. At the same time, FSU stepped up expectations and training for faculty advisors to ensure that they would be knowledgeable and available. Despite fears that mandatory advisement would be unpopular, the first Advisement Survey after mandatory advisement was implemented showed a dramatic increase in student satisfaction with advisement. To emphasize the importance of advisement, the department with the highest ratings on the annual Advisement Survey is publicly recognized at Commencement. An electronic degree audit system was implemented; workshops for faculty and students were conducted to ensure widespread awareness and usage. Through collaborations with the Division of Student Affairs, the career planning component of the First-Year Seminar was strengthened to guide degree planning. All freshmen in the first year seminars are required to take the Strong Interest Inventory.

#### Support Programs for Underrepresented Populations

In view of the low retention and graduate rates of underrepresented male students nationally, especially minority male students, FSU initiated programs to provide intensive support for males. The MILE (Males in Leadership and Excellence) and B3 (Boosting Bronco Brothers) include intrusive advisement, tutoring, motivational speakers, and service-learning projects, all of which help participants achieve the high academic expectations of the university. The positive impact of these programs on male student retention pointed to the need for comparable programs for female students, which FSU initiated in fall 2013. For the 2011-12 school year students from the Bronco MILE program were retained at a higher rate (84%) than other male students not in the program (66%).

#### Consistent Data Analysis

Data analysis has led to important revisions of FSU's progression standards and improvement in academic support. Methods to better collect and use institutional data to strengthen student access and success programs, which has, indeed, driven institutional improvement and transparency are: 1) the Foundations of Excellence self-study, 2) Retention Data Dashboard, and 3) Continuous Improvement Report (CIR). Implemented in 2010, the CIR evaluates each academic department on eight important metrics that focus on student learning, academic support, and operational efficiency. The metrics that focus on student success include student retention and graduation rates by department, student satisfaction with advisement, student ratings of instruction, and assessments of student learning. Departments are awarded Continuous Improvement Points for improvement on these metrics and the points are used to award

additional funds. The additional funding provides an incentive for faculty and department chairs to take actions to improve these ratings.

The institutional transformation that has resulted from these efforts is evident in multiple assessment results.

#### *Enrollment and Graduates*

One of the most important indicators of the impact of the revisions of the policies and improvement of academic support is in the fact that the number of graduates increased even as enrollment declined.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Enrollment (Headcount)	6,692	6,217	6,283	5,781	5,930	6,060	6,160
Graduates #	948	927	1,039	1,025	1,151	1,119	NA

#### *Percent of students with GPAs 2.0 or higher*

Another important indicator of the transformation of FSU's academic culture has been the steady increase in the percentage of undergraduates with GPAs of 2.0 or above. Since students may be on probation for one semester with a GPA below 2.0 and since some students with GPAs below 2.0 will successfully appeal their suspension, some enrolled students will have GPAs below 2.0. Yet, as the chart below indicates, in fall 2007, prior to the implementation of any new policies, approximately one in five undergraduates had a GPA below 2.0. By 2013, the percentage had been cut in half, with just under one in ten with a GPA below 2.0. This shift in academic status of enrolled students has helped strengthen the overall academic culture at FSU.

	fall 2007	fall 2008	fall 2009	fall 2010	fall 2011	fall 2012	fall 2013
% 2.0+ GPA	80.3%	85.8%	85.5%	85.9%	87.7%	89.1%	90.9%

One important example of the impact of the new policies on academic culture has been on university-sponsored travel for student groups such as athletics teams, the band and choir, and other student groups. Students are not permitted to participate in university-sponsored travel if they have GPAs below 2.0. All faculty advisors of student groups must submit documentation that all participants in anticipated travel have GPAs above 2.0. This requirement serves as a forceful reminder to advisors and student groups of the necessity of remaining in good academic standing.

#### *Degree Completion Rates*

The following measures show that the higher expectations reflected in the revised policies and the academic support initiatives have contributed to improvements in degree completion rates.

- Four-year graduation rate: The first-time student cohort who entered FSU in fall 2005 had a four-year graduation rate of 9.3%, the lowest ever at FSU. The four-year rate improved to 11.3% for both the 2006 and 2007 cohorts, but improved to 17.1% and 16.4% for the 2008 and 2009 cohorts, respectively, the cohorts affected most fully by the new policies. These cohorts are on track to achieve continuous improvements in the six-year graduation rates.
- Transfer student persistence – Since 2008, the number of undergraduate students transferring into FSU has exceeded the number of new first-time students. Hence, transfer student persistence – the year-to-year percentage of transfer students who either earn degrees or re-enroll in the subsequent fall semester – is an important measure of institutional effectiveness for FSU. In the past three years, transfer student persistence has increased from 70.8% to 76.6%. The combination of higher academic expectations and increased support has had a positive impact on the success of this all-important group of students at FSU.
- Fayetteville Technical Community College (FTCC) graduates –Approximately 150 students transfer each year to FSU from its partner institution, Fayetteville Technical Community College. The increase in the number of these students earning degrees at FSU is another indicator of the effectiveness of the policy revisions and improvements in academic support. From 52 graduates in 2006-07, the number of graduates has increased to 89, 104, 112, 157, 165, and 195 for each of the following years, respectively.
- Undergraduate degree efficiency –This metric refers to the number of undergraduate degrees conferred per 100 FTE. The degree efficiency rate has improved from 15.4% in 2007 to 19.7% in 2013.

#### *Cost per degree*

In the wake of the budget crisis, the UNC General Administration has given more careful scrutiny to the educational and related (E&R) expenses for each degree conferred. In 2006-07, the E&R cost per degree was \$76,747 compared to the average for all UNC institutions of \$75,688. By 2011-12 (the last year for which data are available), the cost per degree at FSU had dropped to \$59,370, which is lower than both the UNC average of \$66,540 and the average for FSU's peer institutions of \$62,547. The reduction in the cost per degree is an especially important accomplishment in view of the ongoing discussion of the viability and value of HBCUs. This outcome is primarily due to increased reliance on strategic planning in the allocation of resources.

#### **Support Programs for Underrepresented Students**

In addition to the afore-mentioned initiatives, these additional programs have improved access and success for underserved populations at FSU: (1) Faculty Development; (2) Collegiate Learning Assessment; (3) CHEER Scholars Program; (4) Learning Communities; (5) Student Fairs for Selecting Majors; (6) Academic Support—Learning Center, Supplemental Instruction; (7) the Male Initiative; and (8) Pre-College Outreach.

### Faculty Development

One of the most important components of FSU's efforts to promote student success has been its Faculty Development programs. In addition to ongoing workshops and webinars that help faculty improve instruction and assessment, FSU has three faculty "pathways" for faculty development and offers a semester-long seminar specifically for new faculty, though continuing faculty have also participated. The Information Literacy Fellows (ILF) pathway enables faculty to work with a FSU librarian to revise their courses to integrate the latest information technology into instruction and assessment. The Writing Across the Curriculum (WAC) pathway assists faculty in developing writing assignments and assessment tools that promote learning in the discipline AND effective writing. The Collegiate Learning Assessment at the University (CLAU) helps faculty and Student Affairs professionals develop CLA like assessments and pedagogy that focus on critical thinking, analytical reasoning, and writing, and decision making. Based on Dee Fink's model for integrated course design that promotes significant learning, the semester-long Faculty Development Seminar enables faculty to design new courses or revise existing courses with learning goals have long-term impact on students' lives and learning, forward-looking assessments that help students "do" the discipline rather than just talk about it, and active and engaging teaching-learning activities. Both the Chancellor and Provost serve as instructors in the faculty development seminars.

### Collegiate Learning Assessment (CLA)

The Collegiate Learning Assessment (CLA) is a standardized assessment of critical thinking and writing skills that was introduced as an alternative to existing assessments of general education outcomes. Unlike other assessments, which rely on multiple-choice questions, the CLA focuses on real-world applications of skills requiring critical reading and writing skills. By testing all entering freshmen and eligible graduating seniors, the CLA allows institutions to measure the growth in skills over these students' undergraduate careers. (Note: Average freshman class size is 600+ students.)

At the conclusion of a four-year longitudinal study in 2012, FSU students scored well above expected, placing FSU in the top 10% nationally of schools participating in the study.

**CHEER Scholars Program (Creating Higher Expectations for Educational Readiness)**  
The CHEER Scholars Program, which began in 2002, is a residential summer bridge for incoming freshmen who do not fully meet FSU's admission standards. Serving 20% to 25% of FSU's first-year students each year, the program provides college access to students who perform poorly on standardized tests. Studies indicate that high school GPA is a strong predictor of college success, while standardized tests (SAT and ACT) are poor predictors, yet those tests continue to be the cause of denying college admission to good students. From 2008-2012, over 99% of CHEER participants (549 out of 554), all of whom were denied full admission due to

standardized test scores, earned a C or better in both summer courses, allowing full-time enrollment in the fall.

Students are placed into one of eight learning communities of approximately 20 students. On weekdays, students attend math and English class for two hours each in the morning. After lunch, they attend math and English lab time, supervised by their instructors. After a short break and dinner, they attend required math and English academic support sessions, built on the Supplemental Instruction (SI) model of active learning. Curfew is at 11:00. On the weekends, students participate in a number of co-curricular programs intended to promote their social integration into campus life, expand their understanding of and appreciation for diversity, and provide necessary resources for their success at the university for the fall semester. CHEER students have been retained at average of 7% higher rate than non-CHEER over past three years (80.16% for CHEER 09, 10, 11 versus 73.10% for non-CHEER 09,10,11) and CHEER students graduate at a rate 11% higher than non-CHEER students (30 out of 108 for CHEER 2008 cohort versus 78 out of 471 for non-CHEER 2008 cohort). CHEER students begin fall semester with a sense of purpose and momentum, and they jump into leadership roles in athletics, the arts, Student Government, and academics. From our previous three CHEER classes, for example, we have had a Freshman Class President, SGA Senator, Mr. Freshman, Mr. Sophomore, Mr. FSU, and several Resident Assistants. Their positive motivation sets a standard for incoming freshmen, modeling the campus engagement that we hope all students will develop.

#### Learning Communities

Learning communities are sets of linked courses, usually exploring a common theme. Instructors in learning communities work together to develop the theme and coordinate the course content. Students enroll in all of the courses linked through the learning community. By linking together students, faculty, and courses, learning communities create more opportunities for enrichment, interaction, and exploration. For the last two decades the research on learning communities indicates that when they are structured effectively they almost always have a positive impact. Since 2009, nearly 80% of entering freshmen have participated in learning communities each year. Learning community participants at FSU have higher GPA's than students who are not in learning communities (2.5 to 2.04 in fall 2012) and return for the second year at a higher rate than students who are not in learning communities (75.4% to 60%).

#### Student Fairs for Selecting Majors/Use of Strong Interest Inventory

FSU is committed to helping students identify and prepare for career paths early in their undergraduate careers and does so through two programs--use of the Strong Interest Inventory and annual Major Selection Fairs.

The Strong Interest Inventory is a career interest survey widely used on campuses across the United States that puts self-discovery into the hands of students seeking career direction. The Division of Student Affairs, in collaboration with Academic Affairs, is using this tool to assist students in making evidenced-based decisions regarding career aspirations. FSU began in Fall 2011 to administer the Strong to all entering freshmen. Upon completion, these students will

have the opportunity to receive one-on-one and group evaluations of the assessment in coordination with their freshmen orientation course and in preparation for the annual Majors Fair sponsored by University College. Students are expected to use the results of the assessment to assist them in making evidenced-based decisions and choosing an academic major.

For 2011-2012, entering freshmen who took the Strong Interest Inventory had virtually identical SAT scores to those who did not (858 vs. 866). However, of students who took the Strong, 45% had declared a major by the end of the first year, vs. 26% of those who had not. Students who took the Strong were also more likely to be in good academic standing at the end of the first year (77.4% vs. 55.7%).

#### Academic Support—Learning Center, Supplemental Instruction

Before 2004, FSU had no paid peer tutors. In that year, the Provost committed funds to renovate academic support labs into a Learning Center and to train and hire peer tutors in math and writing. University College created three staff positions to coordinate academic support in math, writing, and reading. In addition, FSU initiated Supplemental Instruction, a program of academic support in which trained peer leaders work with instructors and students to improve student learning. In 2012-13, more than 1,200 students used the Writing Center, the Mathematics Lab, and Supplemental Instruction each semester. The average grade of students who used these resources was 2.73 in the course in which support was provided versus 2.13 for those who did not use the resources.

Since 2004, the availability, quality, and use of academic support have all increased steadily. Academic support programs served over 1,507 students in Fall 2012, compared with 808 in Fall 2004, despite the fact that overall university enrollment has remained about the same and the size of the freshman class has actually decreased. FSU has invested in peer tutor training through nationally recognized programs such as the International Center for Supplemental Instruction, the College Reading and Learning Association and the National Tutor Association.

#### The Male Initiative

On average, during the period of 2005 to 2010, male students have accounted for 36% of first-time, first-year students in contrast to females. The average rate at which males persisted to graduation during such periods and for which four-year data were available was 10%, demonstrating FSU attracted a small proportion of men and, more troubling, graduated them at lower rates. Because most academic performance measures showed that males were underperforming, FSU was intentional about initiating a set of student success interventions for male students, starting in spring 2012, with a unique “Assistant Vice Chancellor for Student Retention and Male Initiative” (AVC) position. A Coordinator for Academic Resources, Supplemental Instructor, Program Associate, and a cadre of peer tutors and mentors augment the senior-level Academic Affairs position.

FSU’s male initiatives—the “Male Initiative on Leadership and Excellence” (MILE) and the “Boosting Bronco Brothers Transition to FSU Initiative” (B3)—take advantage of over \$400,000 in Title III funds to develop targeted student success initiatives and practices. Taken together, the

MILE and B3 serve 205 males, which represents 18.4% of the target group of first-time male freshmen (1,114) or 12.3% of the total male student population at FSU (1,667).

In its initial year, the initiatives helped increase the fall-to-fall retention of males from 67% in 2010 to 74% in 2011, a seven percentage point increase. As was stated earlier, males who participate in the BRONCO MILE program were retained at a significantly higher rate (84%) than non participants (66%). In addition to its emphasis on academic success, the University's male initiatives now focuses on financial literacy—a desired institutional outcome—through a new summer course entitled “Black Men Banking on Their Future,” a hybrid-type course, which has a field study component on Wall Street in New York City, NY. FSU's male initiatives helped attract a College Access Challenge Grant from the University of North Carolina General Administration (system office)—only one of five institutions to receive the grant for the purpose of strengthening male mentoring.

#### Pre-College Outreach

The Office of College Access Programs provides a broad range of high-quality college preparatory services annually to an average of 3,000 youth low-income/first-generation students, their parents and professional development services for educators who teach at Title I Schools. The Office includes national youth programs Gaining Early Awareness for Undergraduate Programs (GEAR UP), Talent Search, Upward Bound, Upward Bound Math & Science and 21st Century Community Learning Centers. In addition, AmeriCorps VISTA (Volunteers In Service to America), an anti-poverty program, is housed in the Office of College Access Programs to provide capacity building for mobilizing local resources to achieve sustainable solutions. Ninety percent (90%) of the students are of color with graduation rates of 91% and college placement rates of 75%.

#### Early College High Schools

Early college high schools, typically located on college campuses, allow students to take college-level classes while they are still in high school and they can earn up to 60 hours of college credits. These schools often recruit first-generation, low-income, and other underrepresented populations, and the purpose of these high schools is to increase access to college for such populations.

FSU was one of the first in the State of North Carolina to work with the local school district, Cumberland County Schools (CCS), to establish Cross Creek Early College High School (CCECHS) in 2005. FSU provided physical space and worked closely with CCECHS and CCS officials to resolve the many administrative challenges of this innovative collaborative institution. FSU provided 11 faculty to teach special sections of introductory college classes for CCECHS sophomores, who then transitioned to taking regular college classes with other FSU students. To assist CCECHS students in their transition to college, FSU incorporated CCECHS juniors into the Freshman Seminar and created an Early College Liaison to track students and manage their progress. CCECHS has become a state leader in the early college high school movement. Its students have had one of the highest success rates in both high school and college classes. The CCECHS has consistently ranked as one of the top high schools in the state.

The success of CCCECHS, along with the growing importance of globalization in both the high school and college curricula, led to the establishment of Cumberland International Early College High School (CIECHS) in 2011. CIECHS moved to the FSU campus in Fall 2012. CIECHS, which also recruits from underrepresented populations, focuses on international studies and foreign language instruction. FSU's mission to produce global citizens, along with its core learning outcome of global literacy, made it a natural partner for this early college high school. CIECHS students take language and other global courses from FSU faculty and benefit from FSU's strong cadre of Fulbright Foreign Language Teaching Assistants.

To ensure that the opportunity created by the early college high schools does not end when they become full-time college students, FSU has invested in scholarships for early college high school graduates. Recognizing that despite their proven record of success in college classes, early college high school graduates face their own unique challenges transitioning to the post-high-school world, FSU provides continued advisement and support for these students through academic departments and through its University College.

In fall 2013, FSU extended its support for early college high school students with two scholarship programs. The Robert H. Short Scholarship, which is open to graduates of both early colleges on the FSU campus, pays all college expenses for up to three years. The "debt free" college degree scholarship is open to graduates of a North Carolina early college high school with a GPA of 2.75 or higher. These students are eligible for a two year scholarship that pays the difference between all grants and the direct cost of attendance. Both scholarship programs enable these students—which are typically first-generation students from low-income families—to complete a college degree without any debt for loans.

All of these programs have required a strong financial commitment from the University via reallocation of existing resources and grants from our historical funders. The CHEER summer bridge program and the certain aspects of the male initiative (i.e., a matriculation from North Carolina community colleges to UNC institutions) received subsidy grants from the University of North Carolina General Administration (system office). The First-Year Experience received Title III funds granted to FSU in the early years of establishing this program. Subsequently, FSU absorbed all costs to support the First-Year Experience and has since expanded the program to have a Second-Year component in the FSU University College. Title III funds continue for related academic support programs in the University College as well as for the male initiative.

As a result of these rigorous and intrusive efforts FSU has earned a number of national awards including: the HIP (High Impact Practice Award) from the Institute for Higher Education Policy (IHEP), the Consortium for Student Retention Data Exchange (CSRDE) Retention Award, designation as a DEEP ("Documenting Effective Educational Practices") high-performing institution, a designation that has helped position the university as a national leader on creating robust opportunities for student success. The DEEP study was a two-year research investigation of 20 colleges and universities with higher-than-predicted graduation rates and also scores on five clusters or "benchmarks" of effective educational practice.

#### **Financial Aid Counseling**

Financial Aid education begins prior to enrollment with the FIRST STEPS program. Financial Aid education begins prior to enrollment with the FIRST STEPS program. FIRST STEPS is a program that helps prospective first-time students and their families take the first steps toward success at FSU, to include placement testing, advisement, registration, and financial aid counseling. During the financial aid counseling, students and families discuss decision-making related to financing their college education, including instruction on debt-burden, financial literacy, and true cost of education.

Once enrolled the priority order of financial aid packaging is always free money (grants, scholarships); loans are packaged last as needed up to one's cost of attendance. Where loans are offered, students must go online to accept and if a new borrower (entrance counseling has to be completed) before funds will disburse. FSU's School of Business & Economics developed a core course called Financial Literacy-(FINC 100). This course, designed to provide students with some of the skills and knowledge that they need to manage their finances and be informed consumers by examining basic financial terms and concepts. Topics covered include savings, credit and debt; budgeting; student loans; credit cards; insurance; buying a car; your first house, etc. Students can use this course to satisfy the "Life Skills" core requirement under the University's core curriculum.

New initiatives in planning for academic year 2014-15 are: in person loan counseling sessions (schools did this before automation), and hiring of a Default Manager (many schools are going this route with the new default guidelines).

#### **Issues to Consider During HEA Reauthorization**

In the next reauthorization, federal higher education policies should focus on discontinuing needless regulations and duplicative reporting requirements, enhancing access to and success in postsecondary education and closing achievement and college attainment gaps. We ask you to consider the following:

- Title IV
  - Congress should re-engineer the entire financial aid platform and "start from scratch," to quote Senator Lamar Alexander (R-TN). The financial aid application process should require the student to input *basic* personal information that triggers a pre-filled application using data that the federal government already possesses. Further, aid eligibility can be made using key data from the IRS or other government agencies. Implement a feature on the FAFSA before submission that will alert the student about their current loan obligation and create a comment on the FAFSA informing the student where they can view this information in the National Student Loan Data System (NSLDS).
  - Existing financial aid grant programs should be consolidated into one federal grant program: a new and improved Pell grant and simple Pell Grant look up tables should be provided to enable parents and students to predict their Pell award levels well in

advance of applying to college. Because we recognize one size does not fit all, when students and parents examine and compare the sticker price for college, they should be offered several options for time to degree.

- Federal student loan programs should be consolidated into a single loan program with no distinctions between borrowers **and all** loan repayment options should be extended to 25 years-allow students a more affordable monthly repayment thus preventing loan default.

- Title III- Part B

During the 2008 Reauthorization process, the creation of the PBI designation included a number of new initiatives that were not transferred to the pre-existing HBCU designation. They include:

- Permitting grant funds paid to HBCUs to be expended and used within ten years following the date the grant was awarded or at least permit the funds to be obligated during the —carry over period. This change would align with the wording of this section with its current application to PBIs. Under current law, funds that are obligated during the first five years may be expended during a second five-year period. The HBCU Coalition requests that HBCUs be permitted to obligate funds during the second five-year period, which is considered the carry over period. This change would be consistent with the carry over duration language for PBIs.
- Permitting Title III B funds to be used for distance education by authorizing use for creating or improving facilities for internet or other distance learning academic instruction capabilities, including the purchase or rental of telecommunications technology equipment or services. Under current law, there is no authorized use of Title III B funds for distance learning for HBCUs; although current law permits this use of funds for Tribal Colleges, PBIs and HSIs.
- Permitting funds to be used to assist students to move through core courses in the tutoring and advising area; and to improve academic success by using innovative and customized instructional courses designed to help retain students and move them rapidly through core courses. Under current law, there is no authorized use of Title III B funds for these purposes; although current law allows most of these uses of funds for HSIs and PBIs.

Finally, since the collection of and analysis of data is critical to serving these student, these funds should be used to develop and implement analytic and assessment centers on HBCU campuses to monitor student success and progress, to create appropriate metrics and indicators, and to assure accountability through systematic data generation.

Chairwoman FOXX.. Thank you very much, Dr. Anderson.  
Ms. Del Balzo?

**STATEMENT OF MRS. MARY BETH DEL BALZO, SENIOR EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER, THE COLLEGE OF WESTCHESTER, WHITE PLAINS, NEW YORK**

Mrs. DEL BALZO. Chairwoman Foxx, Ranking Member Hinojosa, and distinguished members of the committee, I would like to thank you for the opportunity to speak with you today about the College of Westchester.

I am honored to represent CW because I am particularly proud of how we serve our students and our community. CW celebrates its 100th anniversary in 2015. We are a privately-owned, single-campus college in White Plains, New York with a steady enrollment of about 1,000 students.

Curriculum includes campus-based and fully-online courses in business, allied health, digital media, and technology—associate and baccalaureate degrees.

We maintain vibrant relationships with the local and regional corporate community. A professional network of over 300 businesses regularly hire our grads.

We sit on boards of local businesses, community, and education associations. The New York State Board of Regents and the Middle States Commission on Higher Education oversee our excellence.

The College of Westchester is a proprietary college. We pay local property taxes and corporate income taxes in the state of New York and federally. Our graduates secure good jobs and become contributing taxpayers.

CW serves both traditional students who just graduated from high school and nontraditional students, adults who may be coming back to college. Most come from families with need; many first-generation. Seventy-five percent of our students are Pell eligible and the vast majority receive assistance from New York State's Tuition Assistance Program known as TAP.

As you know, Pell and TAP are awarded to students, not institutions, and we are honored that they select CW. Our students come from our community and continue to reside at their homes. CW does not offer dormitories.

Our traditional students work an average of 10 to 30 hours per week, and our nontraditional students work at least full-time.

CW does not have an open enrollment policy. We personally interview each prospective student, review their transcripts, and accept only qualified students who we feel can succeed.

Here are some methods we employ to help low-income students graduate. All incoming students who test into noncredit basics of math may participate in a cost-free CW Summer Bridge program to help them improve their math skills and retest into higher-level credit bearing math classes.

Out of 122 students, 117 were able to successfully do so this past summer. Another version of this program is called a CW Boot Camp, offered at intervals convenient to working people.

CW's success coaching program assigns each student to a success coach who tracks the student's strengths and stressors through

CW's campus toolkit. This comprehensive evaluation identifies students who will benefit from academic, financial, or employment counseling necessary for continued resilience.

CW faculty and staff constantly evaluate students to identify those at risk through classwork, student interaction, attendance, resilience, and persistence, and refer appropriately.

Adult students may have completed course work or obtained experience that should be considered as credits earned. CW's prior learning assessment program allows students to enter CW with credits from other colleges through standardized exams, high school and VOC E articulations for holding technology certifications, for military experience through our portfolio evaluation of life and career experiences.

CW students do not study abroad; however, we recently began partnering with SUNY's collaborative online international learning initiative. Our recent program utilized class videoconferencing with students in Panama, and soon we will have a future group from Coventry, England.

CW is working with the NewsActivist, a writing-based partnership that provides classes and students with opportunities for text-based international collaborations.

In 2012, CW was selected to partner with Carnegie Mellon University and a small group of other colleges across the country in Carnegie Mellon's Open Learning Initiative to improve the success of college students in certain gateway courses. Five faculty and over 100 students participated.

For 2 years, CW students have been accepted into the prestigious University of Pittsburgh's i3 Scholars Program. CW has become proactive in reducing textbook costs. Twenty-two courses replaced commercial textbooks in 2013.

In my written comments, I offer several areas I would respectfully like the committee to consider during deliberations of the reauthorization of the Higher Education Act, specifically year-round PELL and accurate data reporting and analysis through IPEDs reporting.

We believe strongly that Congress and the Department of Education should judge institutions on the basis of how well they serve students and not on other considerations such as their tax status.

As you know, the Department of Education is dictating a new regulation called Gainful Employment, which will result in the closure of programs that don't meet an arbitrary metric that measures student debt versus income.

If enacted as proposed, the Gainful Employment regulation would introduce a complicated regulatory formula that is hard to understand and does not accomplish its goals.

There is a lot of work to be done. Thank you so much for this opportunity to testify before you this morning, and I welcome any questions you may have.

[The statement of Mrs. Del Balzo follows:]



THE COLLEGE  
OF WESTCHESTER

#### HISTORICAL PERSPECTIVE

- ◆ 1915 – Founded, New Rochelle, NY
- ◆ 1959 – Expanded and moved to White Plains
- ◆ 1973 – Accredited and firmly established as The Westchester Business Institute (WBI)
- ◆ 1975 – NYS Board of Regents authorized WBI to offer the Associate in Occupational Studies (AOS) Degree
- ◆ 1997 – NYS Board of Regents authorized WBI to offer the Associate in Applied Science (AAS) Degree
- ◆ 2003 – The College was granted regional accreditation by the Middle States Commission on Higher Education
- ◆ 2003 – NYS Education Department approved name change from WBI to The College of Westchester (CW)
- ◆ 2008 – NYS Board of Regents authorized CW to offer the Bachelor of Business Administration (BBA) Degree
- ◆ 2011 – College approved by the NYS Education Department and the Middle States Commission on Higher Education to offer degrees in an online format

#### Sharing Best Practices at The College of Westchester to Retain and

#### Graduate Low Income Students

1/28/14 p. 1

Chairwoman Foxx, Ranking Member Hinojosa and distinguished Members of the Committee, I'd like to thank you for the opportunity to speak with you today about The College of Westchester. You will hear from my testimony that I am extremely proud to represent The College of Westchester because I am particularly proud of how we serve our students and our community.

The College of Westchester will celebrate its 100<sup>th</sup> anniversary of service to students and the community in 2015. We are a privately owned, single campus college in White Plains, Westchester County NY. Our steady enrollment is approximately 1000 students. Our curriculum includes campus based and fully online programs in business and healthcare administration, digital media and technology, awarding associate and baccalaureate degrees. Our programs are consistently honed under the watchful eye of our College Advisory Counsel, made up of employers who understand and communicate



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914-831-0200 ♦ FAX: 914-948-5441 ♦ WWW.CW.EDU

trends within their industries. All programs are offered due to the employability in each field.

We maintain healthy, vibrant relationships with the local and regional corporate community, and have developed a professional network of over 300 businesses that regularly hire our graduates. We sit on the boards of local businesses, community and education associations. The New York State Board of Regents and Middle States Commission on Higher Education oversee our excellence.

The College of Westchester is a proprietary college; we pay local property taxes and corporate income taxes in New York State and federally. Our graduates secure good jobs and become contributing taxpayers. Most stay in New York State. The vast majority of our employees also live in NY.

Let me paint a quick picture of our student. We serve both traditional students who have just graduated from HS, and non-traditional students, adults who may be coming back to college after many years. One thing they have in common is that they come from families with need and they face unique challenges. 75% of our students are PELL eligible and the overwhelming majority of our students receive assistance from New York's tuition assistance program, commonly referred to as TAP. As you know, PELL and TAP are awarded to students – not institutions, and we are proud that they select CW. Our students come from our community and they continue to reside at their home. CW does not offer dormitories. Our students work an average of 10 to 30 hours per week in addition to going to college.

CW does not have an open enrollment policy. We personally interview each prospective student, review their transcripts and accept only qualified students who we feel can succeed.

CW has created many unique ways to help our students reach the finish line, graduate and succeed. Here are a couple tried and true methods we employ.

- All incoming students who test into non-credit Basics of Math are provided with, and are actively encouraged to participate in, a cost-free *CW Summer Bridge* program to help improve their math skills and retest into a higher-level, credit-bearing math class. 122 students took advantage of this during the 2013 summer with 117 successfully being placed in a higher level, credit-bearing course.  
Another version of this program is called *CW Boot Camp*, offered at intervals convenient to working people. Both help keep GPA's high and instill the resilient mindset necessary to succeed.
- We are currently developing a Basics of Math MOOC (Massively Open Online Course) that will be available asynchronously to a larger group outside of our regular student population.
- *CW's Success Coaching Program* assigns each student with a Success Coach and tracks the students coursework, strengths, stressors and professional growth opportunities by utilizing CW's Campus Toolkit. This comprehensive evaluation

provides students with the academic, financial and employment counseling necessary to succeed.

- CW employs a comprehensive analysis and support structure. Faculty and college staff constantly evaluate students to identify those at risk by monitoring classwork product, student interaction, attendance, resilience and persistence. Students are identified and directed to The Learning Center for tutoring needs and counselors are engaged and available to properly advise students and help them meet challenges outside the classroom.
- Adult students, in particular, may have completed coursework or obtained life experience that is rich and should be considered as credits earned. CW has been further developing our program of *prior learning assessment*. Students may now enter CW with credits granted towards their degree from recognition of prior learning earned at another college, through standardized exams (CLEP, Uexcel, ECE and International Baccalaureate exams), high school and BOCES articulations, for holding technology certifications such as A+, CCNA, Adobe or Microsoft Office Specialist, for military experience, or through a portfolio evaluation of life and career experiences.
- CW Students do not study abroad; however, we recently began partnering with State University of New York's Collaborative Online International Learning (COIL) Initiative. This program utilizes in class video conferencing with students in Panama and broadens each student's horizon by collaborating on academic projects. Soon we will be collaborating with a group from Coventry England.

- CW is working with the NewsActivist, a writing-based global partnership that provides classes and students with opportunities for text-based international collaborations, which gives students opportunity to improve their writing skills.
- In 2012, CW was selected to partner with Carnegie Mellon University and a small group of other colleges across the country in Carnegie Mellon's Open Learning Initiative (CMU-OLI) to improve the success of college students in certain "gateway courses", identified as those most challenging to entering students. 5 CW Faculty and over 100 CW students participated in the project, all having agreed to do so as volunteer research subjects. Researchers from Carnegie Mellon University have evaluated the results provided by CW and the other participating colleges.
- CW students have been accepted into the prestigious University of Pittsburgh's i3 Scholars Program, two years in a row.
- CW works daily to reduce costs while maintaining quality; thus, CW has become proactive in reducing textbook costs. Twenty-two courses replaced commercial textbooks with a combination of Open Source print materials, e-books, and other open online resources. An evaluation of the effectiveness of these alternative resources is currently underway and we believe our quality has not slipped at all.

In my written comments, I proffer several areas I would respectfully like the Committee to consider during deliberations of the Reauthorization of the Higher Education Act. Specifically, year round PELL and accurate data reporting and analysis through IPEDs reporting. We feel that students are penalized for attending college year round. We

find that students want to complete their studies within a timeframe that will allow them to seek and find employment more swiftly than the average college student. While other students are taking the summer off, our students are attending class and working toward their degree completion.

IPEDS report on first time full time students. We feel that all students should be tracked for persistence and graduation, not just first time students. More and more colleges enroll adult students who wish to complete college, or students who have decided to transfer from one college to another. None of these students are currently captured in IPEDs data. In addition, CW and other colleges that offer courses year round report three semesters of persistence and graduation rates, as versus two semesters at traditional colleges. Both of these inconsistencies create data that is not comparable or easily understandable to the consumer, potential students and their families.

We strongly believe that Congress, and the Department of Education, should judge institutions on the basis of how well they serve students and not on some other political consideration such as their tax status. As you know, the President has proposed a college ratings system that, if enacted, should be applied to all institutions of higher education. However, just as the White House is seeking feedback from higher education leaders on the proposed report card, the Department of Education is dictating a punitive new regulation called Gainful Employment which will result in the closure of programs that don't meet an arbitrary metric that measures student debt versus

income. There is already an excellent metric in place that clearly measures student success and ability to repay. This is the default rate measurement that colleges must report on. This measurement has been in place for many years.

If enacted as proposed, the Gainful Employment regulation would introduce a complicated regulatory scheme that is hard to understand and does not accomplish its goals.

- It would close degree programs at proprietary colleges while leaving untouched degree programs at other colleges that have much worse outcomes.
- Programs that graduate no students will be deemed as providing "gainful employment" due to the complications in the regulation.
- Programs where there is little or no evidence that graduates are employed, will be deemed as providing "gainful employment" due to certain biases in the regulation.

There is a lot of work to be done to assure low income students are served well and are not left with overwhelming debt. The proposed Gainful Employment regulation is a step in the wrong direction.

Thank you for this opportunity to testify before you this morning and I welcome any questions you may have.

Chairwoman FOXX.. Thank you very much.  
Mr. Garrido, you are recognized for five minutes.

**STATEMENT OF MR. JOSSE ALEX GARRIDO, GRADUATE STUDENT, UNIVERSITY OF TEXAS-PAN AMERICAN, EDINBURG, TEXAS**

Mr. GARRIDO. Chairwoman Foxx, ranking member Hinojosa, and members of the subcommittee, I want to thank you very much for being here. This is a very exciting moment for me. This is the first time I am testifying before you, and I am very nervous, but I am very happy.

My parents brought me here to the United States hoping for a better life. Unfortunately, they were basically cheated away by a bad immigration attorney and the whole law firm disappeared just a few weeks after they gave this immigration attorney all the things they had.

I attended high school here in the United States, and thanks to my counselor, my high school counselor, I was able to take advantage of several afterschool programs and several education tracks. I was able to basically take several advanced placement classes, and I was able to enroll in a community college just to take some basic credits.

It was very sad when I realized that I wasn't going to be able to go to college. Thanks to my counselor—she told me about the Texas law, which thanks to Rick Perry allows students without status to basically attend the university paying in-state tuition.

Working part-time, working several small odd jobs I was able to graduate with honors without a debt, of course. I didn't have a Social Security back then, so I was not able to get any loans or any kinds of scholarships.

I started my non-profit back when I was in my undergrad. I was very active in the effort to pass the Dream Act back in 2010. Unfortunately back then it didn't pass. Actually, the day it failed in the Senate was the very day of my graduation. It failed in the Senate on Monday—it failed in the Senate on December 18 and it was in the morning. In the afternoon it was my graduation.

Thanks to the Morton memos and an extraordinary immigration attorney, I was able to move to Houston, finish a certification in web design, and learn on my own HTML5, CSS3, Ruby, Javascript, PHP, and WordPress application development.

Thanks to that, I started working for one of the best web design firms in Houston. After that I started my own company with the help of my best friend. Today, my web design firm, alexwebmaster.com, has two employees and a manager and a portfolio of over 90 clients in plastic surgery, real estate, e-commerce, psychology, and many other markets.

We provide strategic social media marketing and search engine optimization along with innovative web design and mobile-friendly design. My background caught the attention of the UTPA director of continuing education, and she invited me to teach digital marketing and web design classes at the University of Texas-Pan American.

Today, I could not be happier. I live with an extraordinary woman in a beautiful 5-room house, I proudly pay my taxes, and I love my country.

I am currently working on my masters in information technology. I do not manage my own company right now because I essentially got recruited away from it because right now I am helping the Office of Graduate Studies at the University of Texas Pan American with their online and international marketing efforts.

Along with some friends in the MSIT program and the computer science program, I am working on an application to document your life using Google Glass. Hopefully we can submit it to Google and get it approved. I was one of the first people to be selected by Google to have this kind of technology.

I am very fortunate to live in Texas because of the help of all the college preparation programs that I was able to take. Because of all of the help of my counselor and family members and friends and the Texas Dream Act and the leadership from our President, and the benefits of attending one of the most affordable universities in the United States, I am who I am today.

I think that there is a lot of hidden talent in minority and low-income students; all it takes for many of them to shine is an opportunity.

So today I am asking you to please provide us an opportunity, increase funding. It is really hard when you are a first-generation student to attend college.

For example, my parents didn't see the value of going to college, so I guess—I just want to thank you so much. This is a wonderful opportunity, and I guess I yield my time.

[The statement of Mr. Garrido follows:]

Chairwoman Foxx, Ranking Member Hinojosa, and members of the subcommittee, I want to thank you for allowing me to share my story with you today. Usually I like to write/speak a lot about topics I am passionate about, but today I am trying to be as concise as possible in order to make my point. My parents wanted the American Dream for my family. They brought my brother and me to this country hopping for better opportunities for both of us. They placed all their hopes and dreams in the hands of a “good attorney”. Under the idea that they were going to be able to “fix our papers”, they gave this “immigration attorney” all the money they had only to have the whole “law firm” disappear a few weeks later. I was only 13 going 14 years old when all this was going on. I never actually understood my situation until the time to graduate from High School came. Everybody was so excited about going to college. I was very excited too; I had taken several Advance Placement exams and dual-enrollment classes at my local community college and I was ready to go to the next chapter of my life. But it was when I started filling out applications for out-of-state universities that I realize I did not have something called “SSN”. My friends laughed when I asked them what this abbreviation meant. I had no clue but that little number was going to change my life from that point on.

Thanks God I had one of the best school counselors in my High School. Her last name was Salinas. My parents never went to college and could not afford the high price tag of all the universities I wanted to apply. Mrs. Salinas knew about my situation and she always encouraged me to take advantage of as many after-school programs and tracks I could find because she knew the difficulties that were ahead of me. It was just a few months before graduation when she called me because she had great news, there was a possibility for me to go to college. “House Bill 1403” became my mantra of hope since this law in Texas allowed me to pay tuition as a Texas resident. Normally, students without status have to pay as “international students” in many states, this doubles or even triples the tuition rate. However, thanks to the leadership of Governor Rick Perry back in 2001, students like me had a change.

I graduated with honors from the University of Texas Pan American (UTPA) with a bachelor of science in psychology. I was not able to apply for scholarships since back then almost all required this “SSN-thing”. I had to pay out-of-pocket for just about everything since I couldn’t get any loans. I did all kinds of odd jobs ranging from cutting grass to modeling clothes at our local mall. I worked as a tutor, personal assistant, waiter, and there was even a point of my life when I managed a spa. I had the blessing of having two angels, pillars of my life, who provided me housing, a warm meal, and an extended family while I was going to college (thank you Alejandra and Sergio). I started my own non-profit with their help and we collected food and toys for people even in greater need. We conducted bi-weekly motivational meetings to think about constructive ways we could improve our communities and our life.

I was very active in the effort to pass the DREAM Act back in 2010. I was the president of our local coalition of “dreamers” and with the help of honorable congressman Hinojosa and (in my opinion) the best president UTPA has had, Dr. Robert Nelsen, I was able to present the case for the DREAM Act to our Texas Senators at the time. As you might remember, the bill passed in the House but on December 18, 2010, it failed in the Senate. That very morning was my graduation. It was Dr. Nelsen’s words “*this is not over, you still have much to dream*” that helped me during the severe depression that came to my life after that happen.

Thanks to the “Morton memos” and an extraordinary immigration attorney, I was able to move to Houston, finish a certification in web design, and learned on my own HTML5, CSS3, Ruby, Javascript, PHP, and WordPress application development. After working for one of the best website design firms in Houston, I started my own company with the help of my best friend (Jorge) who helped me “expand my wings and dream of a better life”. Today, my web design firm, Alexwebmaster.com, has two employees, a manager, and a portfolio of over 90 clients in plastic surgery, real estate, ecommerce, psychology, and many other markets. We provide strategic social media marketing and search engine optimization along with innovate mobile-friendly web design. My background caught the attention of the UTPA Director of Continuing Education and she invited me to teach digital marketing and web design classes at UTPA.

Today, I could not be happier. I live with an extraordinary woman (Nadia) in a beautiful 5 room house. I proudly pay my taxes, love my country and I am thankful for all the opportunities it has given me. Because I understand how important education is, I am currently working on my masters in information technology (MSIT). I do not manage my own company right now because I essentially got recruited-away from it. I am currently helping the Office of Graduate Studies at UTPA with their online and international marketing efforts. Along with some friends in the MSIT program, I am working on an application to “document your life” using Google Glass. I was selected by Google in 2013 to be one of the first people to have this new kind of wearable technology.

I am very fortunate to live in Texas. Because of the help of all the college preparation programs I participated back in High School, the “Texas DREAM Act”, the leadership from our president, and the benefits of attending one of the most affordable universities in the United States (UTPA), I am who I am today. There is a lot of hidden talent in minority and low-income students; all it takes for many of them to shine is the opportunity

Chairwoman FOXX.. Thank you very much.  
I now recognize father Dennis Holschneider for five minutes.

**STATEMENT OF REV. DENNIS H. HOLTSCHNEIDER,  
PRESIDENT, DEPAUL UNIVERSITY, CHICAGO, ILLINOIS**

Rev HOLTSCHNEIDER. Thank you.

Chairwoman Foxx, Ranking Member Hinojosa, and distinguished members of this subcommittee, thank you for inviting me to appear today.

In respect for our limited time, you will find more detail and additional suggestions for reauthorization of the Higher Education Act in my written testimony.

With 25,000 students, DePaul University is the largest private university in the Midwest. We serve a broad swath of society, but we direct all of our financial aid towards undergraduates who are from first-generation families, low-income qualifying for the Pell Grant, or students of color for underrepresented groups.

They are 53 percent of this year's freshman class, and they graduate in impressive numbers. To serve them well we keep our class sizes small. We are constantly trying new approaches.

We recently shifted all of our remedial coursework to the summer before college and made it free of charge if the students shifted with it, but we charged them if they waited until the fall in order to keep them on track with their colleagues so they moved toward graduation. That has worked beautifully.

We implemented a mentoring program for men of color, which now has a higher graduation rate than the student body at large.

We completely redesigned gateway courses. Those are the courses like organic chemistry and calculus where students take the course, fail, and they drop out of college. We literally redesigned those courses based on what the students told us.

We added supplemental instruction. We substantially upgraded advising, changing how it works. We have now become the top private transfer institution in the United States to enable students to spend two years before they come to DePaul and to be able to have a less expensive education.

We are also among the top 10 providers in the United States for professional internships. All in service of helping them succeed not only in college but helping them succeed in life.

Our focus on educational opportunity also finds expression in our TRIO programs. We host two TRIO programs at DePaul, Student Support Services and McNair Scholars, and we supplement them extensively with our own funds.

These programs work. Our latest graduation rate for Student Support Services students was over 80 percent, 10 percentage points above the institutional average, 80 percent of our McNair students are going to graduate school within 3 years to some of the finest graduate schools in America.

TRIO programs in our experience have an outsize effect, and we know firsthand their value. That said, my colleagues and I also believe that TRIO could be improved in the next reauthorization cycle.

First, we ask that TRIO eligibility regulations be simplified. Rather than making every university in the country independently

review the net taxable income for each TRIO student or their families of origin, TRIO eligibility should simply follow Pell eligibility.

If a student has already been certified as sufficiently poor to be eligible for Pell funding, it would greatly simplify the administration of these programs if that designation also made them eligible for TRIO programs.

That would allow us to apply the TRIO funds to student support rather than cause us to assign lengthy staff hours toward needless administrative work.

Second, while TRIO program regulations technically permit collaboration between TRIO programs and other educational opportunity programs inside our institutions, it is our experience at least with respect to student support services that the regulation prohibiting comingling of funds discourages institutions from any significant collaboration internally.

Moreover, extensive reporting requirements deter institutions from creating programs that would serve larger numbers of students. There is simply so much paperwork in the reporting requirements that universities have created standalone programs that serve small, discrete numbers of students and they can be more easily reported according to the requirements.

Third, there appears to be little incentive for TRIO programs to collaborate their activities across institutions. There are 50 or so TRIO programs in the Chicago region alone, community agencies, colleges, schools . . . I have no doubt they are doing good work individually, but working together, Chicago universities could partner more easily with high school Upward Bound and Talent Search programs offering students real pathway programs that ease their transition to college.

Just as importantly, we could create ways to assess the collective impact of TRIO. For now, however, we work independently. That is a shame. All that said, TRIO works beautifully at DePaul. I pray it remains at the heart of our national commitments to every student, and I thank you for your time.

[The statement of Rev. Holtschneider follows:]

**United States House of Representatives  
Committee on Education and the Workforce  
Subcommittee on Higher Education and Workforce Training**

**KEEPING COLLEGE WITHIN REACH:  
Sharing Best Practices for Serving Low-Income and First-Generation Students**

**Spoken Testimony by Rev. Dennis H. Holtschneider C.M.,  
President, DePaul University, Chicago, Illinois**

**January 28, 2014**

Chairwoman Foxx, Ranking Member Hinojosa, and distinguished members of this Subcommittee, thank you for inviting me to appear before you today. In respect for our limited time, you will find more detail and additional suggestions for reauthorization of the Higher Education Act in my written testimony.

With 25,000 students, DePaul University is the largest private university in the Midwest. We serve a broad swath of society, but we direct our financial aid toward undergraduates who are from first-generation families, low-income qualifying for the Pell grant, or students of color from underrepresented groups. They are 53 percent of this year's freshman class and they graduate in impressive numbers.

To serve them well, we keep our class sizes small and we are constantly trying new approaches. We recently shifted our remedial coursework to the summer before college and made it free-of-charge so that students could make the most of their financial aid eligibility and better stay on track to degree. We implemented a mentoring program for men of color to build on our existing first-year mentoring program for students of color. We completely redesigned gateway courses – those courses like organic chemistry or calculus where students often drop out of college if they fail the course. We added supplemental instruction and we have substantially upgraded advising services and academic planning resources across the university. We have become the top private transfer institution in the nation to enable students to spend less on their first two years of collegiate education. We are also among the top ten providers of professional internships for our students, all in service of helping them succeed not only in college, but in life after college.

Our focus on educational opportunity also finds expression in our TRIO programs. We host two TRIO programs at DePaul - Student Support Services and McNair Scholars – and we supplement them extensively with our own funds.

These programs work:

- Our latest graduation rate for Student Support Services students was over 80 percent, ten percentage points above the institutional average.
- 80 percent of our McNair students are going on to graduate school within three years and to some of the finest graduate schools in the country.

TRIO programs have an outsize effect, and we know firsthand their value. That said, we also believe TRIO could be improved in the next reauthorization cycle.

First, we ask that the TRIO eligibility regulations be simplified. Rather than making every university in the country independently review the net taxable income for each TRIO student (and/or their families of origin), TRIO eligibility should simply follow Pell eligibility. If a student has already been certified as sufficiently poor to be eligible for Pell funding, it would greatly simplify the administration of these programs if that designation similarly made them TRIO eligible. That would allow us to apply the TRIO funds to student support rather than cause us to assign lengthy staff hours toward needless administrative work.

Second, while TRIO program regulations technically permit collaboration between TRIO programs and other educational opportunity programs on our campuses, it is our experience—at least with respect to Student Support Services—that the regulation prohibiting commingling of funds discourages institutions from any significant collaboration. Moreover, extensive reporting requirements deter institutions from creating programs that would serve larger numbers of students. There is simply so much paperwork in the reporting requirements that universities have created stand-alone programs that serve small, discrete numbers of students and that can be more easily reported according to the requirements. I would suggest that a clearer message encouraging and rewarding creative approaches to program collaboration within institutional settings would go some way to building capacity.

Third, there appears to be little incentive for TRIO programs to collaborate or coordinate activities across institutions. There are over fifty TRIO programs in Chicago's city schools, community agencies and colleges. I have no doubt that they are doing good work as individual programs. Working together, the Chicago universities could partner more easily with the many high school Upward Bound and Talent Search programs, offering students real pathway programs that ease their transition to college. Just as importantly, we could together create ways to assess the collective impact of TRIO in Chicago. For now, however, individual institutions create primarily institution-based programs. That's a shame.

All that said, TRIO works beautifully at DePaul. I pray that it will remain at the heart of our shared commitment to ensure that every student who has the desire and ability to go to college should have the opportunity to do so.

Thank you.

Chairwoman FOXX. Thank you very much. I would now like to recognize our members for five minutes of questioning.

Mrs. Brooks, I recognize you as our first member.

Mrs. BROOKS. Thank you, Madam Chairwoman.

Hello to the panel. Thank you so very much for being here. I actually, before coming to Congress, was a part of our state's community college system and Ivy Tech Community College in Indiana.

Just last week when we were home, I convened a higher ed listening session of a huge number of institutions within our state. We had quite a discussion about higher ed reauthorization.

An overarching theme that I heard from the administrators, including college presidents who attended, was that we need to have much more focus on the success of the students once they enroll.

It was their belief that there has been a huge amount of progress in access, but yet once they get to the doors of the institution there are all of these impediments, and we have not had a very high success rate in this country on graduation and on completion.

And so I just thank you all particularly for highlighting the programs that have been so effective in your institutions.

Actually, Dr. Anderson, you brought up something that came up in my discussion last week and if you could talk a little bit more about the problem in this country, because we now have about 57 percent of all people going to college are females, which is a fabulous thing, but we are not focusing enough on the male students.

Could you just talk a little bit more about the issue of males continuing on in college and their success?

I would like to also ask you a bit about TRIO, Reverend Holtschneider, in a moment.

If you could talk about your program, Dr. Anderson, with respect to the focus, the under-representation of males on our college campuses.

Mr. ANDERSON. Sure. In identifying that group as a targeted population, we recognized that there had to be a significant commitment to both access and success for that group.

All of the data nationally indicates that, and there are many good programs. As you heard, DePaul has one, and we have one also.

The students have to learn to understand the culture of college when they first get there. Many are under-skilled, and so you have to put them into courses where faculty understand the level of readiness that they have and often that means that you have to train faculty and have a faculty development component to deal with these students.

You must make sure that your best tutors, your best advisors, your best mentors are associated with the program, and by the way, they don't have to be males. Some of the most significant advisors and mentors on our campus are females; staff, faculty, and upper-class students.

The students themselves have to be held to very high standards, and so the progression standards that we have created as a university as students move from semester to semester apply to them because if you don't hold them to high academic standards, they won't aspire to those standards.

You must have a good assessment component to make sure that you can track how well these students are doing and where you draw the students from. I mentioned early college high schools, for example. Some of our students come from early college high schools.

Some students come from the CHEER program. So they enter the university already having come from a pipeline that is very strong, and if you can have that strong pipeline—we have a very strong GEAR UP program, for example.

Our GEAR UP program is one of the most successful in the country and sending students to the university as under-represented males but coming from a strong pipeline strengthens their chance of successes as opposed to just coming in as entering freshmen and having to start anew.

Mrs. BROOKS. Have you found that all of the different funding streams that are available cause the incredible amount of compliance work that we have heard about, and can you address that with respect to this population of students?

Mr. ANDERSON. Sure. One of the hindrances has been the fact that when the reauthorization occurred in 2008, the institutions that got the designation of being PBI, Predominantly Black Institutions and who were not historically black institutions, they have been afforded the chance to use Title III funds for certain things that we can't, and many of the things that we would like to use Title III funds for would benefit this population.

So one of our requests representing all HBCUs is that we go back and look at that 2008 reauthorization. You have, for example, PBIs that used to be historically black institutions, now are predominately white but may have a significant number of African-American or Hispanic students.

They are allowed to utilize Title III in ways that historically black institutions can't, so we can do more with our minority males in our under-represented male program if we were allowed, for example, to utilize some of those funds.

Mrs. BROOKS. Thank you.

And I have a very short period of time, but Reverend Holtschneider—yes, I am sorry. My time is up.

I yield back.

Mr. ANDERSON. I am sorry.

Chairwoman FOXX.. You can always speak to Father Holtschneider and get something from him after the hearing.

Mrs. BROOKS. Thank you.

Chairwoman FOXX.. Thank you.

Mr. Hinojosa, I recognize you for five minutes.

Mr. HINOJOSA. Thank you.

It is wonderful to have such great panelists here on this subject that is so important to us here in Congress and help us prepare for reauthorization of Higher Education Act.

I will start my first question for Alex Garrido.

Briefly, could you describe your experience as a first-generation college student within your family and in college?

Mr. GARRIDO. Well, basically it was very hard, very hard because my parents didn't recognize the value of attending college, and I couldn't have done it without the help of my school counselor, and

she guided me through all of these programs through the GEAR UP program, through personal coaching, through personal guidance. I think it was essential that I got that help from her.

Mr. HINOJOSA. What did GEAR UP teach you that made you college ready?

Mr. GARRIDO. It inspired me to go to college. It opened a window of opportunity. It just made me dream of a better life.

Mr. HINOJOSA. Thank you. Briefly how did Texas Dream Act make it possible for you to attend college?

Mr. GARRIDO. I couldn't have gone to college without the Texas Dream Act. Back then I didn't have status, and for undocumented students, usually they have to pay as international students, which the tuition rate is usually as you may know sometimes twice or three times higher than regular tuition. So the Texas Dream Act allowed me to pay in-state tuition, and Rick Perry is my hero for passing the Texas Dream Act.

Mr. HINOJOSA. Could you talk about your job perspectives coming out of graduate school and the financial impact that the Dream Act has had on your life?

Mr. GARRIDO. Basically because I have such a large portfolio, and I work for so many different companies, I get job offers I think at least twice per week. Vice presidents from companies, IT companies in Houston, in Dallas, they are constantly calling me and they are constantly trying to recruit me, but my main goal is to finish my Masters in Information Technology and hopefully work for a large corporation such as Google or Microsoft.

Mr. HINOJOSA. A 2010 UCLA study that we saw estimated that the total earnings of all Dream Act beneficiaries would be between \$1.4 trillion and \$3.6 trillion. Do you agree with that, and how many students are there at your university who would fall into this group?

Mr. GARRIDO. Back in 2010, we had 603 students. I don't know the specific number right now at my university, but yes. We are used to dealing with hardships. We are used to dealing with difficult circumstances. We are used to having to overcome a lot of obstacles.

We know we are not entitled to anything, and we risk it. We go and take chances because we already have nothing, so anything that we can get, anything that we can do, we do it. Dreamers usually have an entrepreneurial spirit. I started my own non-profit even back when I didn't have a status, so I think that shows what we can do in terms of contributing to this country.

Mr. HINOJOSA. Thank you.

Dr. Anderson, I agree with my colleague from Indiana, Susan Brooks, in the need to address the falling percentage of males going to the University. I think that today 60 percent of all of the students attending universities are female.

How did GEAR UP and TRIO help you move those numbers up and graduation rate as was pointed out?

Mr. ANDERSON. Well, one of the things that we, when we talk to GEAR UP, we talk to them about really defining their outcome so that they were measurable. Some of the TRIO programs, while they serve a great mission, aren't as focused on measurable out-

comes. We wanted to be able to say that the impact of GEAR UP is X or Y or Z.

So as we talked to the leaders of the GEAR UP program, we made sure that they aligned their outcomes with the university's outcomes and expectations. Therefore, it was a seamless transition for the students because they were in a program where all of the activities were built around things that were measurable, good metrics.

In fact, the assessment plan for our GEAR UP program is often held up to other GEAR UP programs when they apply, and they are told to look at our assessment model.

Mr. HINOJOSA. Did you include the importance of financial literacy at the GEAR UP programs so that they could make good choices and good decisions as to how they were going to get financing?

Mr. ANDERSON. Absolutely. And not just in GEAR UP but all of the TRIO programs you will find that one of the significant weaknesses is the students and the parents understanding of what the debt to go to college really entails, so financial literacy training and all related training is important, is critical.

Mr. HINOJOSA. Thank you.

I yield back.

Chairwoman FOXX.. Thank you, Mr. Hinojosa.

Mr. Walberg, you are recognized for five minutes.

Mr. WALBERG. I thank the chairwoman.

I thank the panel for being here today.

Ms. Del Balzo, I know from my background, having been in my field of endeavor for a number of years and then going back to Wheaton College Graduate School, the experience that I had was taken into consideration by Wheaton at the time and allowed me as a husband and a father of two at that time to have some efficiency built into my graduate school studies and be given credit for experience.

At Westchester, how do you account for the experience of a person who comes not necessarily in a graduate study but coming to a bachelor's degree program from a field of endeavor for some time, experience in what they are doing, and now coming back for some training to allow them to progress further?

What does the College of Westchester do?

Mrs. DEL BALZO. We do a number of things as most colleges do, I think. Our prior learning assessment encompasses a lot of different areas. One of them is obviously through credits earned possibly at another college. We assess those if they are pertinent to their degree at the College of Westchester through standardized exams such as CLEP, UExcel, ECE, international baccalaureate exams, sometimes early college high school credits, and VOC E articulations.

Those are students who study career-specific coursework in their high schools, for holding technology certifications such as A+, CCNA, Adobe, Microsoft office specialists that would correspond to courses that we offer at the college. Also—

Mr. WALBERG. If I could just jump in there—

Mrs. DEL BALZO. Sure.

Mr. WALBERG.—With that list, extensive list, how do you communicate that to students, potential students, how do you communicate that this is a school that will take into consideration life experience, past courses, you name it?

Mrs. DEL BALZO. It starts in the admissions counseling prior to a student making a decision about whether they should attend, especially an adult because their time is so limited. I was an adult student as well, and I understand that. We explain all of those things.

We have materials that we can review with them in the personal interview that we do with each student, and make it super clear. And then we also guide them through the process of taking those standardized exams or reviewing their life experience credits or their military experience through our listing.

Mr. WALBERG. I understand as well that you give no-cost remedial courses for students who come to the College of Westchester. How many new students participate in some of these courses, and how does it affect their financial aid?

Mrs. DEL BALZO. Yes. It affects their financial aid significantly because—well, this past summer we identified 122 students in the incoming freshman class, and 117 of them didn't have to take the basics of math course. They were able to test into the higher level. If they had taken the basics, they would have had to pay out-of-pocket for that because it is not covered through their financial aid.

We do that with adult students as well. I don't have the statistics on it, but we offer, to them, to adult students at times that are convenient for them to take what is called "Boot Camp" for adults.

Mr. WALBERG. Thank you.

Reverend HOLTSCHEIDER, can you tell me about the remedial courses that DePaul offers to new students prior to the start of their academic career?

Rev HOLTSCHEIDER. We took our lead from the research done by Cliff Adelman here at the Department of Education and realized that if we could keep students tracked with their freshman classmates they had a better chance of succeeding going through.

So we basically took all of the remedial classes, put them the summer before, and made them free if they took them the summer before. That is actually financially a wise move as well because they will stay with you longer as students and you will make it up later, frankly, as a business model.

But frankly, it creates a higher graduation rate as a humane model and helps students stay on track. So we try to push them into the summer where we put the courses for free, but if they wait until the fall we charge them. And that is the incentive so that they get on track and then they stay on track going forward. It is working beautifully. Their graduation rates are much higher than they used to be.

Mr. WALBERG. I suppose it also shows their drive of wanting to compete on a college campus like yours.

Thank you so much. I know my time is about up.

Thank you, Madam Chairman.

Chairwoman FOXX.. Thank you very much.

Mr. Bishop, you are recognized for five minutes.

Mr. BISHOP. Thank you very much, Madam Chair, and thank you for holding this hearing.

To the panel, thank you for the work that you are engaged in. It is very impressive.

Mr. Garrido, your story is an inspiration. I thank you very much for being here with us today.

I guess my first question is an idea that is gaining a fair amount of currency around here is the idea of simplifying the student financial aid program such that we would have one grant and one loan program.

The grant presumably would be the Pell grant, the loan presumably would be the direct loan program and by implication that would eliminate the campus-based programs that are operated under Title IV for a great many years.

My question is what impact, if any, would a simplification of the student financial aid program such that we were down to one grant and one loan have on your ability to both attract and retain low-income students?

Dr. Anderson, may I start with you?

Mr. ANDERSON. Yes. First of all, it would streamline the process. So at the university level we would be able to respond faster. We would probably have more applicants to the institution and for financial aid.

I am going to say that sometimes financial aid application fatigue occurs among certain parents and student groups simply because it is such a complicated process to them. I constantly am responding to letters and phone calls about people who have difficulty with that process.

So streamlining the process, increasing the number of applicants, and encouraging in an incentive-based way parents and students to understand it is easier to get into the educational pipeline than they had thought all would be very critical.

Mr. BISHOP. At the risk of being argumentative, there is not now a separate application for SEOG. There is not now a separate application for college work-study or for Perkins. The student files the FAFSA, and that is it.

I thank you for your assessment.

Father Holtschneider, could you comment on this?

Rev HOLTSCHNEIDER. The same question?

Mr. BISHOP. What impact would this have on your students?

Rev HOLTSCHNEIDER. Well, the simplification of course is always attractive in its own right. Many of my students rely on Work Study greatly. A number of my students rely on SEOG. A number of my students rely on Perkins.

I didn't come prepared today to give you an exact analysis about it—

Mr. BISHOP. I am not asking for one.

Rev HOLTSCHNEIDER.—but I can tell you I certainly have a number of students that have relied and that has been a reason for their success along the way. These have been programs that have been very helpful.

Mr. BISHOP. Thank you. If I could just stay with DePaul for a second, what is your institutional discount rate?

Rev HOLTSCHEIDER. The institution discount rate would be somewhere—it depends of course if you are—what you put in that, so different schools report that differently, but we would be in the mid-20s, somewhere along there.

Mr. BISHOP. And I hear you correctly that all of your institutional aid is granted on the basis of demonstrated need? That you don't engage in merit-based student financial aid? Is that correct?

Rev HOLTSCHEIDER. That is correct although we do have talent aid for our school of music for students studying opera, et cetera and our school theater. There would be talent aid in those cases, but generally, for the institution, we put our aid towards need.

Mr. BISHOP. Just one more question.

Mrs. Del Balzo, you made a comment about gainful employment, and we all understand how very contentious and controversial gainful employment is.

I guess my question is the federal government spends about \$145 billion a year on student financial aid programs. And what gainful employment is, imperfect to be sure, is an effort on the part of the federal government to make some assessment of whether that money is being properly allocated and whether there is a return on investment, if you will.

So I guess my question to you is if gainful employment isn't it, and by the way, perfectly reasonable position if gainful employment isn't it, what metrics would be best used to determine whether the federal government is in fact getting a return on its investments?

Mrs. DEL BALZO. Yes, thank you, Mr. Bishop.

There is a metric already in place—the student default measurement that has been in place for many years—and we found this one to be a good measurement of student success.

We also internally measure our student job placement in the field, so that is the other metric that we use, but from a federal perspective, I think the default rate measurement is a sound one.

Mr. BISHOP. Thank you very much.

Mrs. DEL BALZO. Thank you.

Chairwoman FOXX.. Thank you, Mr. Bishop.

Ms. Bonamici, I recognize you for five minutes.

Ms. BONAMICI. Thank you very much, Madam Chairwoman.

Thank you to our panel. I want to join Congresswoman Brooks and the statement about the importance of retention as well as getting students into the school.

Later this week or soon I plan to introduce the Pay It Forward College Affordability Act. This is a new college financing model. It sets up a framework to cover students' college tuition and mandatory fees upfront and then students, once they graduate, will pay back to the fund a percentage of their income for a set period of time.

So current students will draw from the program fund while they are in school and then of course contribute into or pay forward once they graduate. My home state of Oregon is studying this model. We will be hearing from the stakeholders as they examine the proposal to address the rising costs of higher education.

So I want to ask Dr. Anderson and Father Holtschneider, do you see potential in this sort of a departure from the traditional way

of thinking? And also, can these ideas be explored without some state and federal funding to get them going?

Dr. Anderson? And I do want to save time for another question.

Mr. ANDERSON. Absolutely, and I would support it. However, I would say we would have to make sure that we have very select and stringent criteria. For example, we want to make sure that time-to-degree—that students and parents understand that if you are getting the support upfront—that we expect that time-to-degree will be cut off at a certain point.

We also expect that progression standards be applied, that students have to meet the progression standards implemented by the institution to move from semester to semester and that these be held to higher expectations.

Again, that is an incentive-based model. It is an entrepreneurial model. And I think it has validity especially at a time in North Carolina where we have declining state support and we expect to see it—we have had it for four years, we expect to see it for another two years perhaps. So it would be critical to have another option like that.

Ms. BONAMICI. Thank you.

Father Holtschneider?

Rev HOLTSCHEIDER. I would welcome it as a model to be tested because I watch—as I am sure you have seen—students choose career paths based on whether they can pay back the loans that they have taken on, and so I have watched students choose not to go into teaching. I have watched them choose more highly remunerated law careers than perhaps public service law careers.

You watch those choices being made all the time and if they could do something that created a way to pay back that with respect to that, it might have a nice effect.

Ms. BONAMICI. Thank you. I appreciate that. That is one of the benefits. Thank you very much.

Recently, the administration identified four key areas to address if we are really to increase college opportunities for low-income students. And one of those key areas is to reduce inequalities in college advising and test preparation, which is a welcome change.

I want to mention a couple of models. Oregon Institute of Technology, Oregon Tech, is partnering with local high schools to provide mentoring and advising and they actually are using a personalized text messaging system to encourage students especially to get them involved in STEM. They got a little shout-out at the White House recently for that program.

And also the Oregon Student Access Commission runs a program called ASPIRE, which is Access to Student Assistance Programs in Reach of Everyone. So they go into school sites, they have about 145 sites now and about 1,500 trained volunteers.

It is available to all students and it is a mentoring program that works one-on-one with the students to provide them with college and career options, admission and financial aid information.

That is a great program but sustainability and scaling up is really important, so can you discuss the importance of this type of mentoring and the potential there to provide students with—and if you have any other ideas-to provide them with that one-on-one

counseling that they need, especially as K–12 budgets have been cut and high school counselors are really overworked.

I would like to hear maybe from Mrs. Del Balzo and Mr. Garrido first and then the others if there is time.

Mrs. DEL BALZO. Thank you, Ms. Bonamici.

At the College of Westchester we don't have a formal program besides the Success Coaching in place and that is really because each student does have an academic advisor. That is their first point, and from there they are referred out to appropriate places whether it is financial aid counseling, mental health counseling.

In addition to that, the success coaching program that is in their first semester is there to really help students get through those gateway courses that we have all been mentioning this morning that are the most critical.

Ms. BONAMICI. And can you address—we need to get to the students while they are in high school to make sure that they are getting information they need to apply.

Mrs. DEL BALZO. We have—I am sorry—

Ms. BONAMICI. I just want to hear from Mr. Garrido.

Do you have ideas about how to reach students while they are in high school to get them all of the information they need?

Mr. GARRIDO. Peer mentoring could be very, very beneficial. My counselor actually connected me to a student who was already in a program that I wanted to be in, so that was very beneficial.

Ms. BONAMICI. I see my time has expired. I would like to hear from the others perhaps in writing after.

Thank you.

I yield back. Thank you, Madam Chairwoman.

Chairwoman FOXX.. I would now like to recognize Ms. Wilson for five minutes.

Ms. WILSON. Thank you, Madam Chair, for this opportunity.

I founded a program in Miami-Dade County, the fourth largest school district in the nation, 20 years ago, and the purpose of the project was to make sure that African-American boys got the opportunity to go to college because too many of them grow up believing that they do not deserve the rewards of life.

For others, they feel beaten down by low expectations and an onslaught of degrading stereotypes. They learn to see themselves as society sees them, not as real men, but as caricatures of men whose only chance for success lies in violence and crime.

Many of us will say, "Well, that is the responsibility of the parents." I agree that parents should be responsible for their children, but what happens to the children who have no parents or who have not even a grandpa or an uncle to show them the way?

So the 5,000 Role Models of Excellence Project is a group of men from the community, thousands of them, who are trained in how to raise and train young boys how to become men.

Our main goal is to send them to college, so they are on a college track from elementary school through middle school through high school. It is a huge bonding where all of them wear the same uniform. People know who they are.

We have a strong partnership with our community college. They are trained. They visit the college campuses. They are in school

every summer leading up to college, so they understand what college is all about.

They receive scholarships from our HBCUs, Florida Memorial, Bathune-Cookman. We train them and teach them how to apply for the Bill Gates Scholarships, STEM scholarships, so all of them are ready.

We work with our state attorney, our public defender, every hospital, every police department, colleges and universities, our jails, our prisons, our school counselors, our judges. We even work with inmates to help them and parole officers and parole boards.

We work with all of our philanthropists and the business community, and our community believes when you lift up these boys you lift everyone up. As so we engage them in all kinds of activities. They have been to Washington, D.C. They go to Tallahassee every year, which is our state capital. We expose them to museums and to art and to ballet. We take them everywhere.

Remember, there are 8,000 of them. They start in elementary school and they are in the program as a result of either a parent or a principal or a counselor recommends them for the program. We have a waiting list of course. We have different counties who want this program. We have another one in Pinellas County.

These children are trained through a specific curriculum. We teach them how to solve a conflict without resorting to violence. We teach them etiquette and leadership training.

We teach them how to react to the police. There is a common thread that there is this tension between African-American boys and the police. We teach them how they are to respond if stopped by the police. The police officers are all involved in it.

I want you to see the list. This is a copy of the last class that received their scholarships on Martin Luther King's birthday. They will be going to college. This is not all of them. These are the ones that our foundation will be sending.

Many of them will be going by way of the Bill Gates Scholarships, STEM Scholarships, Florida A&M, Bathune-Cookman, and of course our community colleges are waiting for them.

Everyone is begging. How do we get more African-American boys, men into teaching? How do we get them into the classrooms? How do we get them so that they can help these little boys who are going astray stay on the right track?

I believe my time is up, and I don't want to—

Chairwoman FOXX.. Thank you, Ms. Wilson, for talking about that extraordinary program. We appreciate it.

I am now going to use my time to ask some questions of the panel members.

Mrs. Del Balzo, tell us a little bit about how the College of Westchester uses its partnerships with local businesses to improve course and program offerings for your students.

Mrs. DEL BALZO. Thank you, Dr. Foxx.

We do that in a number of ways. We have been around for such a long time in the local community that we have many, many partnerships with companies. They hire our graduates upon graduation.

We have a very robust internship program with a number of our course work and programs at the college. They mentor our stu-

dents. They come in and they review classwork in particular courses that are appropriate, so those are the major ways.

Chairwoman FOXX.. Thank you.

Father Holtschneider, can you talk a little bit about the career counseling services that DePaul offers to its students? How do you coordinate with local businesses to address their workforce needs?

Rev HOLTSCHEIDER. Well, a couple of ways. Number one, we are surrounded by Chicago. We are in the middle of Chicago. We also, as you just heard a moment ago, have been there well over 100 years.

We partner very closely. We also turn to our alumni in all of those businesses to give students a shot in internships.

You heard a few moments ago that we are top 10 in the nation now for internships. At any given moment, we have 4,000 students in an internship, and we use Chicago to do that.

And that is a powerful way to get them employed. You don't want them to wait until after they graduate to start building the Rolodex or to be looking out there when people, they could already be building those early. That is first and foremost.

Secondly, we have all of the traditional counselors to help people and assist them as they pull together resumes, practice their skills in interviewing, all of the things that no one has actually taught them and that they can learn in those things. So there is a great deal of mentoring that goes on with the various groups and the university at large.

That is also somewhat college-specific. We create offices that are very specialized for some of the colleges to help them in their search as well.

Chairwoman FOXX.. Thank you very much.

I want to do a quick follow up. What was the impetus for DePaul supplementing the TRIO programs with initiatives of your own? What brought you—

Rev HOLTSCHEIDER. The name St. Vincent de Paul over our door. Our brand is poverty. That is what he gave his life to, and as an institution we wouldn't be honoring that name, frankly, if we weren't caring about students who need these opportunities. Frankly, being true to the name over the door.

But also, frankly, the need of the students who present themselves to us. We have far more students that can be accommodated with the allotment we have through the TRIO programs and so we try to put our own money towards them.

Sometimes it is because the TRIO programs are somewhat narrowly construed and we want to be a little bit broader. So, with regard to McNair, McNair is designed so that we can get students of color, under-represented students into the classroom as professors, to move them all the way to their Ph.D.

But it doesn't enable students from those backgrounds to go into medicine or into law, so we created wraparound programs that would work beyond the structures of McNair so that we can serve a broader number of students.

Chairwoman FOXX.. Dr. Anderson, I was very appreciative of your emphasis on the need for measurable outcomes in these programs. I have known about Fayetteville State's Upward Bound

Special Services Programs since I was an Upward Bound Special Services director at Appalachian State.

Would you talk a little bit about the extensive data analysis initiative that you have and how you use that data to increase student achievement?

Mr. ANDERSON. Sure. I am an assessment, evidence-based driven person, and one of the things that I instituted when I came to the institution was that anyone who submits a request for funding at the institution must have an accompanying assessment plan, or we won't even read your application.

So it is pretty understood that if you create the mindset at the institution that assessment is important, that measurable outcomes and especially learning outcomes if you are talking about learning, are what is critical, people will understand that and in and of itself it becomes an incentive-driven model.

So we have tried to make that university-wide. So in the case of support programs, one of the things I like to really mention is that it behooves the leadership at HBCUs to identify external revenue streams to fund these support programs to underrepresented groups when they don't have state-or grant-related funding, and both are declining.

So we have to go out and find more support for these programs, but to get that support, we must say to the programs and to the program directors, "You must demonstrate to us that you really understand how to measure impact and that you must show an assessment plan."

Chairwoman FOXX.. Thank you very much. Again, I hope your message gets through to a lot of other programs.

Mr. Miller?

Mr. MILLER. Mrs. Davis?

Chairwoman FOXX.. Mrs. Davis?

Mrs. Davis, you are recognized for five minutes. I am sorry. I got a different message.

Mrs. DAVIS. Mr. Miller has graciously—

Mr. MILLER. [Off mike.]

Mrs. DAVIS. Thank you. Thank you, Mr. Miller.

Thank you, Madam Chair.

Mr. Garrido, I want to thank you for being here and for the role that you play really in showing everybody what the possibilities are. That is very important.

One of the things that we know though is in California where we have the Dream Act as well as Texas is that many students either don't learn about it or even if they do they don't apply and therefore we have scholarships really going wanting or opportunities going wanting I think for students.

How do you react to that? Did you have a lot of outreach? You obviously were a self-starter and you were able to reach out and get some of that information, but what do you see is the issue and the problem with trying to really connect young people who are eligible with the program?

Mr. GARRIDO. Unfortunately, we dreamers usually have to live in fear, and it is that fear, that fear, that fear is the barrier that stops many dreamers from actually reaching out to counselors and opening up to counselors.

I think one of the reasons why I was able to go to college and find out about the Texas Dream Act was because I was very open with my counselor. She already knew my situation, but she was very quiet. She was waiting for me to approach her and explain my circumstances back then.

So I think dissipating myths will be something very important to do, something that we really need to focus on if we want more dreamers to become success stories.

Mrs. DAVIS. Are you suggesting that perhaps the education for counselors, for teachers, for individuals significant to the students somehow suggest to them to be careful about identifying students—they obviously need to be able to play a role here.

Tell us a little bit more about what you think—as a student, perhaps—you were comfortable being approached, but a lot of students are not and some of those lines that people worry about crossing.

Mr. GARRIDO. Perhaps providing additional training for school counselors on how to deal with these kinds of circumstances and these situations.

In my honest opinion, lowering down the anger, rhetoric, and hateful comments at the national level will help a great deal. It will help us feel a little bit more comfortable approaching other people about our circumstances because it is something—we didn't choose to violate laws. We got caught up in the situation.

Mrs. DAVIS. Do you think a new immigration reform bill that addressed some of these concerns would be helpful? Would that make a difference in terms of students, and how do you think that would make a difference?

Mr. GARRIDO. Of course. That is the ultimate goal. That is the ultimate dream of everybody. Comprehensive immigration reform will definitely solve all of these issues and will kick start, in my opinion, the economy.

As the congressional budget office reported back in 2010, if comprehensive immigration reform is passed, especially in the section for dreamers, we can contribute significantly to the U.S. economy.

Mrs. DAVIS. Yes. Thank you very much.

One of the programs that we are aware of certainly in the San Diego area and I think in California is GEAR UP and the opportunity for students to be connected early in the middle school years. We have seen a pretty dramatic gain in terms of Latino graduation particularly from 31 percent to 58 percent.

I don't know if you all want to comment. I think one of the things we are aware of is that programs work when people in that community are committed to that program. There may be all kinds of gradations of how they do it, but the commitment is what is critical.

There was a program actually I think it was on 60 Minutes this weekend, about students working within companies early—well, the preparation for that was strong and then they could move in and they could see the relevance.

Are there other programs? Is GEAR UP one? Are there other programs where you think trying to help young people see that relevance of the work that they are doing and really how tremendously capable they are even if they have gotten a different message?

Father?

Rev HOLTSCHEIDER. The great insight of course with the TRIO programs that grew from their initial three to now eight was that money wasn't enough, that money was key for many students, that the Pell was absolutely key, but it wasn't enough and that there had to be interventions along the way.

That is why it became an across-the-aisle set of agreements over the years when it first started to think about what are the interventions that are key in these young people's lives.

There are certainly far more students that take advantage of it. Certainly there are best practices along the way. There are programs that you can always point to that are perhaps not living their potential.

I think that the initial inspiration is still valid, that throwing money at the problem is not enough for many of these young people because they are first-generation, because they don't have the resources around them to succeed, that there needs to be some targeted interventions at moments that make all the difference.

Mrs. DAVIS. Thank you. My time is up.

Thank you, Madam Chair.

Chairwoman FOXX.. Thank you.

I recognize the chairman of the committee, Mr. Kline, for five minutes.

Mr. KLINE. Thank you, Madam Chair.

I want to thank the witnesses for being here, for your testimony. I apologize. You have noticed, we come and go here, and I am sure that sometimes that is upsetting as we have other hearings or perhaps we are on the floor making impassioned speeches and so forth. Thank you for being here, for your testimony.

Father HOLTSCHEIDER, I want to talk a little bit more about TRIO if I could. You have made suggestion that the TRIO regulations be simplified as I understand it. How would that improve the student support services on campus if we were to do that?

Rev HOLTSCHEIDER. I have talked about it very specifically in terms of eligibility, to begin. Right now I have staff that are just dedicated to determining the eligibility first on family and individual tax status for that program.

It is in my opinion a duplication of work that could easily already be covered by the work that was done, whether they were Pell-eligible in the first place.

So why couldn't we be taking the funds that are just being used to determine eligibility at each university across the nation for each student individually and put that to better use either in the support services that are provided to themselves rather than I think needless administration?

Mr. KLINE. We are very much in favor, at least some of us, of simplification of rules and regulations and trying to get actual outcomes and not just be caught up in paperwork. We have addressed that issue a number of times in different pieces of legislation here, so I am interested in trying to make that work better.

The TRIO program is one of those that has had pretty good bipartisan support. It reaches a student body that needs the help, and it has been pretty well-recognized, but as in anything it can get sort of complicated.

What are the specific services that your TRIO staff is connecting students with? What does that mean to you? What are these services?

Rev HOLTSCHNEIDER. The challenge of course is there are eight TRIO programs, one of which is just a training program, so it is really seven, and they would have individual answers to your question.

The ones that are true at my university are the Student Support Services program and then McNair.

McNair, I spoke about a moment ago, is for training people to go into and become professors and Ph.D.-level qualified. Student Support Services is much larger.

That is everything from getting people mentoring because they really need someone around them to show them how this all works and to encourage them along some of the initial challenges.

These are programs for selective tutoring when a student is finding something that is a challenge. These are programs that introduce people to college itself and how it works and how you succeed and build those kind of short-term training pieces into it.

There are a number of pieces to help people who might be defeated by the complexity of the college system or some of the challenges for which they weren't prepared in their schooling to actually succeed when they suddenly have to rise to this level. It is a large panoply of different programs.

Mr. KLINE. You can see the excitement when you go and you visit a campus—I haven't visited yours, but in my district when you talk with people who work in the TRIO program and you talk to students. We would like to see it succeed. We are going to continue to pursue this idea of making it simpler.

Madam Chair, I yield back. Thank you.

Chairwoman FOXX.. Thank you very much.

I now recognize the ranking member of the committee, Mr. Miller.

Mr. MILLER. Thank you very much, Madam Chairman. Thank you for holding this hearing, and for the witnesses, for your time and your expertise.

Reverend Holtschneider, let me thank you very much. Every time I meet with people from DePaul it sort of lightens the day up, your commitment to students from low-income families is just remarkable and how you have managed to patch together this system so that they can complete their education and the support that you provide them. I deeply appreciate it.

Rev HOLTSCHNEIDER. Thank you.

Mr. MILLER. I want to ask a question, and it may not apply to the private university but if you have thoughts on it—I want to begin first of all with Alex Garrido.

Alex, you started at the University of Texas and finished at the University of Texas, or did you transfer?

Mr. GARRIDO. No. I started and finished.

Mr. MILLER. You started and finished there, but let me ask you, one of my concerns has been through this process as we keep thinking about the cost of education and how we move students through this in the proper sense of time is this question of articulation agreements with in-state systems.

I don't know if it flows over to the private university or not, but Fayette is part of the public system, correct?

Mr. ANDERSON. Yes.

Mr. MILLER. And so this question, and maybe, Mr. Garrido, you know your friends that take classes in community college and then find out those classes aren't transferable, they have got to repeat the classes, they have got to borrow more money to repeat the classes—I just wondered if you might talk about that experience a little bit, but this really applies more—it is easier to do within the state system from community college, state college, the university system to do this.

A lot of states don't do this. Some states have done it very well, but it is a real drag on the efficiency—on the efficiency of the use of money that families and students are borrowing to go to college.

Mr. GARRIDO. In my region, the South Texas College, which is the community college where I got some credits from, they actually go to the high school and they teach the classes in the high school in high school classrooms.

That credit is—they understand then you are not going to South Texas College, so they know in advance that those classes are going to be transferred to the University of Texas-Pan American, which is the only big University in that particular region.

I guess that partnership really helps, but I definitely see an issue if that partnership is broken or it is not that solid. Of course that will be a huge issue with transferring credit hours and all that.

Mr. MILLER. Dr. Anderson?

Mr. ANDERSON. Yes. North Carolina has a significant number of articulation agreements. The UNC system with the community college system, and for us it has been an absolute blessing. It has helped increase our enrollment obviously, but of the two highest categories of graduating students are early college high students and students who have transferred from community colleges with associate degrees. Those who transfer without associates don't get—

Mr. MILLER. They have completed their units for an A.A. degree.

Mr. ANDERSON. Yes, so they must have associate degrees. But what has happened as a result of the articulation agreement is faculty from both groups, from community colleges and from our institution, talk about what is being taught at the community college so that the students will then be prepared when they come to us.

We have recently gotten funding from a community foundation to support scholarships for students who are in the articulation agreement to come so that their education will be relatively debt-free when they get to us.

So it has allowed us as an institution to think very broadly about the transfer of population, their success rate, their high persistence, et cetera, and if you really want to look for a true example of a return on investment, look at North Carolina's articulation agreements.

Mr. MILLER. Thank you.

Reverend Holtschneider?

Rev HOLTSCHNEIDER. This actually is possible for the privates, as well. Our transfer population is the same size as our freshman

class each year. That is not by accident, we have well north of 100 of those agreements with different community colleges.

We have also learned that we can create partnerships with community colleges that if they agree to abide by our standards for their courses we will accept them the same day, so the students are double enrolled in both institutions and we give them advisors so that they can be advised on what courses will transfer from the very, very beginning.

This is also getting easier with technology. Illinois has a spectacular website that they put together several years ago where a student can simply type in what they have taken at the local community college, where they want to transfer, what degree they want, and instantly the computer will tell you what you have left to take. And private universities like ours and others can be part of that if we choose.

It is a wonderful tool that is making this much easier for students.

Mr. MILLER. Thank you.

Thank you also for mentioning the McNair program. I have had the opportunity to visit with residents in my district who come from the most difficult, dangerous neighborhoods in the state who graduated and brought their Ph.Ds back to work in our veterans hospitals, to work in our high schools. It is really a very exciting program for the young people.

Thank you.

Thank you, Madam Chair.

Chairwoman FOXX.. Thank you very much, Mr. Miller.

Mr. Messer, you are recognized for five minutes.

Mr. MESSER. Thank you, Madam Chair. I appreciate the opportunity to be here.

Thank you for your testimony on this very important topic. Our nation's Declaration of Independence declared that we are all endowed by our Creator with, among inalienable rights, the right to pursue our happiness.

In modern life, a quality education is the key to having the opportunity to do that. I think it is important to point out in a hearing such as this that our modern federal financial aid system is one of the great success stories of the modern federal government, that it was a system based on providing access to students and providing access to higher education in a way that wasn't available before, and by that measure, it has been wildly successful.

Of course, in modern life, or in today's world even different than the world just a few decades ago, you need more than just a little bit of college to do better economically. It used to be several decades ago if you went to college even for half a year or a year you were actuarially better off. In today's world, unless you graduate with a degree and a marketable skill that works in a modern economy, you are not better off.

Of course, that is even more complicated by the fact—with the rising cost of school, students may leave school without a degree and with tens of thousands of dollars of debt and therefore be even worse off.

So while these programs are important and we all want to share the goal of living in an America where anyone who wants to pursue

an education, a quality education, has that opportunity, the results matter, too.

And I would like to start with Dr. Anderson and invite others on the panel to share with me. The question I have is this: understanding that it matters that we get kids to completion, do you have any thoughts or ideas for holding schools more accountable for the federal dollars they receive to educate low-income and first-generation students?

Mr. ANDERSON. Yes. I would like to see the introduction perhaps of some new metrics that could be used both in the selection criteria and in terms of whether or not students—schools would be eligible.

For example, if we look at the cost per degree—we have been able to reduce the cost per degree. In the North Carolina system—it is about \$69,000—our peers it is \$62,000—for us it is about \$59,000.

So showing that you can implement an efficiency such as that, the number of FTEs per 100 students, which is an efficiency metric. How are students doing relative to that?

If we select a few criteria that I think are good examples of moving students through the pipeline, that your programs are working, et cetera and we add those, I think we would be much better off in terms.

Mr. MESSER. Yes, I appreciate that. I probably ought to add I am a product of Perkins loans and Pell loans and student loans—I mean Perkins grants, and Pell Grants and student loans. I wouldn't have been able to go to college without them, so I recognize how important these programs are.

I think the key is we need to make sure that this money is well spent and we are actually providing better opportunities.

Would anybody else comment on that topic? No?

The second thing that I would ask, and Mrs. Del Balzo—I want to make sure that I pronounce it correctly, pardon me—I am intrigued by your success coaching program. Could you explain in more detail the role a coach plays, how he or she helps flag students who may be struggling, connects those students with support services?

Mrs. DEL BALZO. Thank you, Mr. Messer. Yes, it is an interesting program. Part of it is ours, and part of it is some software and particular coursework that you follow through.

Students are able to log on to their student account that is sensitive just to them, password-protected, and weekly they take their own temperature—emotionally, resilience-based questions, and their coach has access to those answers. So the coach tracks them weekly through their whole first semester and they are able to speak with the student to refer them appropriately to academic counselors or to a mental health counselor or financial aid counselor or for tutoring at the learning center, and really helps them get through that first semester, which is so critical to student success.

Mr. MESSER. Well, thank you all again. Thanks for your hard work. Obviously a critical issue for our country. I think you have both addressed one of the most—one of the biggest challenges we face, which is in a world of scarce resources we have got to find

answers that aren't always just more money but how can we spend that money better.

So thank you all very much.

I yield back.

Chairwoman FOXX.. Thank you.

Mr. Tierney, you are recognized for five minutes.

Mr. TIERNEY. Thank you, Madam Chairwoman. I yield my time to the ranking member, Mr. Hinojosa.

Mr. HINOJOSA. Thank you, Congressman Tierney.

I think that this has been very informative and I want to ask a question. I saw in California in the University of California system and I also saw in Arizona State University a parental involvement training program—

Rev HOLTSCHEIDER. I am sorry?

Mr. HINOJOSA. A parental involvement training program which invited—these were by universities now—they invited the parents to go drop off the children at school and then come over to their campus. And two hours a week they would receive training that gave them so much information on how to follow their children's education program through elementary school, junior high, and get them to take courses that would make them college ready.

It leads to an actual graduation ceremony with cap and gown so that the children can see their parents graduating from college. It is very innovative. But the reason that I am interested in this program if any one of Anderson, Del Balzo, or Holtschneider, if you all have these programs or thinking of starting them the importance because we see that where ever there is parental involvement with their children in elementary school and through high school that those are the students that are for sure going to enroll in a university and graduate. So I am interested in hearing if any of you have such a program.

I will start with you, Doctor—Father.

Rev HOLTSCHEIDER. This is the first I am hearing of that exact model and I am going to look at it when we finish today. However, what we do have is, as part of our orientation, we have combined and separate orientations for students and their parents where we bring many of those topics to the fore. And we have also learned to create an online community of all of our parents that we monitor daily that parents can ask questions, parents can be fed ways that they can support their students.

They can be fed ways that they can ask key questions to find out how their children are doing, and that online community has served us pretty well the past several years.

Mr. HINOJOSA. Thank you.

Dr. Anderson?

Mr. ANDERSON. Sure. One of the best models of what you just described is at South Mountain Community College in Arizona and that is a program where young Hispanic females began the program, got their mothers involved, and just as you said, the mothers in turn graduated. It is one that I hold up as a high-impact program.

One of the difficulties for us in terms of doing that—I mentioned earlier that we go to great lengths to get parents involved in financial aid counseling, but one of the great difficulties is that the par-

ents' work schedules often prohibits them from participating in such a program. Many have two jobs, in other words.

So for us to do that, to draw them in, it would probably be best to do it online and have a very strong parental online program, but we don't have the dollars to finance that because, as I mentioned earlier, some of the money that could be used for distance education that is given to the predominantly black institutions, to PBIs, was taken out of the 2008 reauthorization Act, and HBCUs don't get it.

If I had that money, I would start the program next week.

Mr. HINOJOSA. You may want to take a look at Arizona State University where the program was started 6 years ago by former ambassador, Raul Yzaguirre, who at one time was the administrator, the CEO of National Council of La Raza.

When he stepped down from that position he started that program, and in the first 6 years they graduated 16,000 parents. You may want to look at that.

Mrs. Del Balzo?

Mrs. DEL BALZO. I am taking notes because it is so inspirational to hear 16,000 parents in the first year.

What we do currently, we visit a lot of Parents Nights at high schools. We invite parents to come in. We really do want parents to be very, very involved with their children's decision-making process and make them very aware of what is available out in their high schools where we partner.

As far as parents themselves, we have a lot of parents who are graduates and they bring back their kids to come to the College of Westchester. We also have parent orientation. We always have parents involved with any financial aid counseling, especially with the younger students.

We also encourage younger students to sign a release form so they can have their parents get regular information if it is necessary, and we are in development with an ESL program right now for the local community because many, many of our local community are Latino.

Mr. HINOJOSA. Madam Chair, I would like to ask Mr. Garrido, and I don't think it will take a more than a minute—can you give me another moment?

Chairwoman FOXX.. Go ahead.

Mr. HINOJOSA. Thank you.

Mr. Garrido, you spoke about parents not thinking that it was important that you go to college. Do you think that a parental program like the one that we are discussing now would be helpful in our region of South Texas?

Mr. GARRIDO. Of course. Of course we need to educate the parents about the importance of their offspring attending college. It is essential that they understand that it is important and to get involved actively getting a degree and actively trying to improve their lives. I think then they will set an example and it could strengthen the community.

Mr. HINOJOSA. Thank you.

Thank you, Madam Chair.

Chairwoman FOXX.. You are welcome.

I want to thank our distinguished panel of witnesses for taking the time to testify before the subcommittee today. I think you could tell by the questions there is a great deal of interest in the programs that you all are operating and in the dedication that you have to serving the students that you serve, and so we appreciate it very much.

Mr. Hinojosa, do you have closing remarks?

Mr. HINOJOSA. Yes, thank you.

I echo the remarks of the chairwoman. And I would like to also thank you, each one of you, as distinguished panelists to be witnesses and for joining us today and for sharing your expertise on these important issues.

I especially want to thank Alex because you are one of the youngest panelists we have ever had here before our panel, before our committee, and we thank you for your courage and for sharing your personal story with this education committee.

As ranking member, I strongly believe that our nation has a moral obligation to educate and prepare all students for good family-sustaining jobs and careers.

As Congress considers the reauthorization of Higher Ed, I look forward to working with my colleagues on this committee to eliminate barriers for low-income, first-generation students, and for the nation's dreamers.

Thank you. I yield back.

Chairwoman FOXX.. Thank you, Mr. Hinojosa.

I appreciate very much again the emphasis that has been placed here on metrics and measurable outcomes. I think again that there have been lots of good intentions with TRIO programs, and a lot of other government programs that are out there that simply don't meet the good intentions that are set out for them because we don't do a sufficient job of designing metrics and pointing to what works and what doesn't work. And in that way, we shortchange the people we are attempting to help.

I think that is a real tragedy. I think the tragedy is going to be worse and worse in the future as funds become more and more scarce, so I think that it is up to us, as Mr. Bishop said, to make sure that the hard-working taxpayers of this country get a good return on their investment.

Our country has always been a country that wants to give people a hand up and that is what I have always thought of the TRIO programs as doing. I am a former TRIO director myself. I was very committed to the programs when I worked in the programs and still committed to them, but I do think we need to show results. So I very much appreciate the emphasis that has been put on that today.

Again, another comment that was made, and I can't remember who said it, money is not enough. I think we have also always seen that. You have to have the commitment from the people running these programs to see that there is some success, and you have to believe in the students and make sure that they can see a vision for where they can go.

Before I adjourn the hearing, I want to note that in addition to excellent institutional initiatives to better support low-income or first-generation students, the higher education community has also

been exploring proposals to strengthen federal efforts to help disadvantaged students access and complete a postsecondary education.

At a Senate hearing just last week, Ron Haskins, a senior fellow and co-director of the Center on Children and Families and Budgeting for National Priorities Project, discussed opportunities to strengthen TRIO program evaluations and improve program efficiency.

I am submitting Mr. Haskins' remarks and his recent report for the record and hope we can discuss his ideas further as we move forward with crafting legislation to reauthorize of the Higher Education Act.

[The information follows:]

A New Federal Strategy to Prepare Disadvantaged Students for College  
Ron Haskins, Brookings Institution  
Testimony for the U.S. Senate Committee on Health, Education, Labor, and Pensions  
January 16, 2014

A college education offers substantial benefits, especially for children from poor and low-income families. Since the 1980s, the median family income of adults in their prime earning years has increased only for those with a four-year college or advanced degree. Equally important, young adults from families in the bottom fifth of the income distribution who achieve a four-year college degree are nearly 80 percent less likely to wind up in the bottom fifth themselves than are their peers who do not achieve a four-year degree.

A primary reason that disadvantaged students have trouble both getting into college and completing a degree is that they are not academically prepared to do college work. One scholar's careful analysis of data from nineteen nationally representative studies shows that the achievement gap between students from high-income and low-income families has grown in recent years and is now much larger than the gap between white and black students. This rising inequality in K-12 achievement based on family income parallels growing disparities in college enrollment and completion between students from high income and low-income families. The Panel Study of Income Dynamics shows that only 11 percent of students from the bottom fifth graduate from college, compared with 53 percent and 38 percent of students from the top two fifths.

There are four major federal programs that attempt to better prepare disadvantaged students for success in college. These include Upward Bound, Upward Bound Math-Science, Talent Search, and Gear Up. All of these programs have been evaluated, although the quality of the evaluations varies. The best evaluation is that of the oldest program, Upward Bound. Most of these evaluations have shown that the program has modest or no impact on college enrollment or college graduation. The best evaluation which meets the Institute of Education Sciences standards for top-tier evidence shows no major effects on college enrollment or completion.

Half a century and billions of dollars after these federal college-preparation programs were initiated, we are left with mostly unsuccessful programs interspersed with modest successes. Preparing disadvantaged students for college is a major challenge, with no well-tested solutions in sight. That said, there are hints in some of the programs about what could make a difference: summer programs, mentoring, tutoring, parent involvement, and similar activities have sometimes been associated with higher college enrollment. These may be the threads from which we can begin to weave together a new kind of intervention program.

The Obama administration has been funding and expanding social programs that have good evidence of success and reforming or terminating programs that have proven unsuccessful—a major strand of innovative social policy. The administration has formulated evidence-based social initiatives to prevent teen pregnancy, boost parenting skills, enhance employment and training, encourage community-based social innovation, and reform education. We need intense evidence-based solutions to the problem of preparing disadvantaged students for college as well. Thus we recommend a dramatic change in the way federal college preparation programs are

funded, using an approach similar to that of the Obama administration's other evidence-based initiatives.

We propose a five-step reform. First, we propose that the \$1 billion the federal government spends annually on college preparation programs be consolidated into a single grant program. In this sense, the change we propose is similar to the Obama administration's reform of Head Start, in which every Head Start grantee in the country risks losing its money if it does not perform at a high level. Similarly, in order to keep their federal funding, current grantees would need to show, based on rigorous analysis of their performance, that they are helping disadvantaged students enroll in and graduate from college.

Second, the U.S. Department of Education should publish a funding announcement which states that any two-year or four-year college, any local education authority, or any nonprofit or for-profit agency with a record of conducting education interventions is qualified to compete for grants from the college preparation funds. Sites with existing programs could apply for funds, but their applications would be considered on a competitive basis like everyone else's.

Third, the Department would make clear that evidence supporting the proposed intervention would be a crucial factor in determining the awards. Applicants would have to: demonstrate that they were using evidence-based interventions; demonstrate that their organization has a history of conducting programs that improve some measure or measures of college preparation, for example, by raising high school achievement scores or boosting performance on college readiness tests; present a detailed plan for evaluating their program, including how they would use data as feedback to improve it.

Fourth, the Department would be able to decide how to distribute the money among various approaches to helping disadvantaged students prepare for college. It would have the flexibility to use up to some maximum percentage of the funds (perhaps 20 percent) to support approaches, such as the current Student Support Services program, that help disadvantaged students once they arrive at college.

Fifth, the Department would use up to 2 percent of its annual funds (\$20 million) to plan a coordinated program of research and demonstration, featuring large-scale random-assignment studies, that would determine whether well-defined interventions or specific activities (such as mentoring, tutoring, etc.) actually increase college enrollment and completion. All entities that received funds under the grant program would have to agree to participate in the Department's demonstration and research programs.

Social policy should be based, at least in part, on evidence, and everything we know leads to the view that many, if not most, social programs produce modest or no effects. The Obama administration's reform of Head Start shows that a major ingredient of evidence-based policy is to reform or terminate ineffective programs. We should apply the same tough-minded approach to college preparation programs.

*Based on: "Time for Change: A New Federal Strategy to Prepare Disadvantaged Students for College," Ron Haskins and Cecilia Elena Rouse, The Future of Children policy brief, Spring 2013.*



POLICY BRIEF SPRING 2013

## Time for Change: A New Federal Strategy to Prepare Disadvantaged Students for College

*Ron Haskins and Cecilia Elena Rouse*

If more children from low-income families graduated from college, income inequality would fall and economic opportunity would increase. A major barrier to a college education for students from low-income families is that they are poorly prepared to do college work. Since the War on Poverty of the 1960s, the federal government has funded several programs to help prepare disadvantaged students to succeed in college. Evaluations show that these programs are at best only modestly successful. We propose to consolidate these programs into a single grant program, require that funded programs be backed by rigorous evidence, and give the Department of Education the authority and funding to plan a coordinated set of research and demonstration programs to develop and rigorously test several approaches to college preparation.

**ABOUT THE AUTHORS:** Ron Haskins is a senior editor of the *Future of Children*, a senior fellow in Economic Studies and co-director of the Center on Children and Families at the Brookings Institution, and a senior consultant at the Annie E. Casey Foundation; Cecilia Elena Rouse is dean of the Woodrow Wilson School of Public and International Affairs and the Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education at Princeton University.

To read the full report on postsecondary education in the United States, edited by Lisa Barrow, Thomas Brock, and Cecilia Elena Rouse, go to [www.futureofchildren.org](http://www.futureofchildren.org).

A college education offers substantial benefits, especially for children from poor and low-income families. Since the 1980s, the median family income of adults in their prime earning years has increased only for those with a four-year college or advanced degree. Equally important, young adults from families in the bottom fifth of income distribution (below about \$20,000 per year) who achieve a four-year college degree are nearly 80 percent less likely to wind up in the bottom fifth themselves than are their peers who do not achieve a four-year degree. One of the most important strategies for reducing economic inequality and boosting economic opportunity, then, is to ensure that children from disadvantaged families who have the capacity to earn a college degree actually do so.

A primary reason that disadvantaged students have trouble both getting into college and completing a degree is that they are not academically prepared to do college work. One of the most striking aspects of the U.S. K–12 education system is the huge difference

in school achievement between white, Asian, and middle-income and upper-income students, on the one hand, and black, Hispanic, and lower-income students, on the other. Sean Reardon's careful analysis of data from nineteen nationally representative studies shows that the achievement gap between students from high-income and low-income families has grown in recent years and is now much larger than the gap between white and black students. This rising inequality in K–12 achievement based on family income parallels growing disparities in college enrollment and completion between students from high-income and low-income families. The Panel Study of Income Dynamics shows that only 34 percent of students from families with income in the bottom fifth enroll in college, compared with 79 percent from the top fifth and 68 percent from the next tier. Even worse, only 11 percent of students from the bottom fifth ever graduate, compared with 53 percent and 38 percent of students from the top two fifths.

#### Preparing Students from Low-Income Families for College

Several strategies for boosting college preparation, enrollment, and graduation rates among students from low-income families have shown at least some evidence of success, including mentoring, counseling about college selection, help with finding financial aid, help with academic preparation for college, getting parents involved, and help with and counseling about coursework and other aspects of college life after students arrive on campus. Here we focus on academic preparation because we think better preparation for college coursework is the most direct strategy for boosting both college attendance and graduation rates of disadvantaged students. Without better academic preparation, other strategies will fall short.

In the Spring 2013 issue of the *Future of Children*, titled "Postsecondary Education in the United States," Andrea Venezia and Laura Jaeger use the National Assessment of Educational Progress to estimate the share of high school graduates who are prepared for college work. The National Assessment classifies student achievement as basic, proficient, or advanced. In 2009, only 21 percent of students eligible for the National School Lunch Program were proficient or advanced in reading, and only 10 percent were proficient or advanced in math. Among students from

families with too much income to qualify for the school lunch program, 44 percent were proficient or advanced in reading, and 32 percent were proficient or advanced in math.

To help low-income and minority children better prepare for college, many schools, nonprofit groups, and governments at all levels have developed programs to augment the education provided by elementary and secondary schools. Though many of these efforts are similar or complementary, we focus our attention on federal programs, for two reasons. First, through its TRIO programs (Upward Bound, Talent Search, Upward Bound Math-Science, Student Support Services, and a few smaller programs), the federal government is a dominant presence among sponsors of programs that aim to prepare disadvantaged students for college. The TRIO programs are designed to augment disadvantaged students' academic preparation, give them direct experience with college work, or help them apply to colleges or seek financial aid. Together, all the federal college-preparation programs (including another major program, GEAR UP) cost more than \$1 billion a year, a modest sum by federal program standards but surely the largest investment in college-preparation programs from any single source. Second, if we're going to spend \$1 billion a year, we should accomplish a lot. If these programs are not successful, they should be reformed. In this section, we review how these programs developed and how they have been evaluated. In the section that follows, we recommend more productive ways to use the federal investment.

Like so many programs that aim to reduce poverty and boost opportunity, federal college-preparation programs expanded greatly during President Lyndon B. Johnson's War on Poverty. Johnson appointed John Gardner—who later became secretary of the Department of Health, Education, and Welfare—to lead a task force to recommend ways to help more students from low-income families enroll in college. The task force proposed giving these students grants to attend college and creating programs to ensure that they were academically prepared. The resulting legislation, contained in the Economic Opportunity Act of 1964 and the Higher Education Act of 1965, authorized the Upward Bound and Talent Search programs, as well as financial aid programs like the Educational Opportunity Grants.

The federal government later added several other college-preparation programs, including Upward Bound Math-Science in 1990 and GEAR UP in 1998, among others.

Though these programs differ in modest ways, the similarities are far more striking. All aim to help disadvantaged students graduate from high school, enter college, and complete a degree. The four programs provide funds primarily to colleges, but most also permit local education authorities and nonprofits to participate, especially as part of a consortium that includes a college. Further, all the programs' funds flow through competitive grants in which eligible institutions try to submit proposals that will impress reviewers and win the funding competition. The interventions that the programs use to prepare disadvantaged students for college differ in some ways, but all use a mixture of instruction, tutoring, and counseling. Upward Bound Math-Science focuses intensely on math and science preparation; most of the Upward Bound programs offer a summer school experience, often taught by college professors.

*The interventions that the programs use to prepare disadvantaged students for college differ in some ways, but all use a mixture of instruction, tutoring, and counseling.*

#### Evaluation of College-Preparation Programs

All of the major federal programs we discuss here have been evaluated, although the quality of the evaluations varies. The best evaluation is that of the oldest program, Upward Bound. In 1991, Mathematica Policy Research randomly assigned 1,500 students to an experimental group eligible to participate in the Upward Bound program and 1,300 students to a control group that was not eligible to participate. Data collection began in 1992 and continued

periodically until 2004. Mathematica reported that, on average, Upward Bound had “no detectable effect” on whether students enrolled in college, the type or selectivity of the institution they attended, or the likelihood that they would apply for or receive financial aid. For some subgroups of students, however, there were significant effects on enrollment or completion. For example, Upward Bound students who did not expect to complete a four-year degree when interviewed at baseline, usually in their middle school years, enrolled in college and finished their degrees more often than did similar students who did not participate in Upward Bound. The Institute of Education Sciences (IES)—the research arm of the U.S. Department of Education—gave the Mathematica evaluation its highest rating, “meets evidence standards without reservations.” Thus, in the best evaluation to date of a federal college-preparation program, Upward Bound had no detectable effect for most students.

Mathematica also evaluated the Upward Bound Math-Science (UBMS) program. Beginning in 1998, the researchers selected a random sample of UBMS students participating in the program between 1993 and 1995 to serve as the experimental group. These students were then matched with students who applied for the regular Upward Bound program but did not participate. The group selected from the UBMS program exceeded the matched comparison group on nearly all the important outcomes of college-preparation programs. Specifically, UBMS students were more likely to enroll in four-year schools, more likely to enroll in more selective schools, more likely to enroll in math and science courses, and more likely to graduate from four-year schools (although not with majors in math or physical science). However, the IES What Works Clearinghouse examined the evaluation and concluded that it “does not meet evidence standards.” The IES rating reflects the inherent problems in using a matched comparison design to judge a program’s impact.

Mathematica also evaluated Talent Search, using data from Talent Search programs in Florida, Indiana, and Texas. Again, the evaluation used a matched comparison design to compare students participating in Talent Search with students from the same or other high schools who did not participate. The sample included more than 6,000 students who

participated in Talent Search in the three states and more than 54,500 matched comparison students. Mathematica found several important differences between students who enrolled in Talent Search and those who didn't. Talent Search students in Florida, Indiana, and Texas were 68 percent, 33 percent, and 90 percent more likely, respectively, to become first-time applicants for financial aid; they were 38 percent, 13 percent, and 55 percent more likely to enroll in a public college or university. In addition, Talent Search students in Florida and Texas, though not in Indiana, were more likely to complete high school. The IES What Works Clearinghouse concluded that the evaluation met standards, but "with reservations." The findings are impressive, but because the evaluation was based on a matched comparison design and not random assignment, we should exercise caution when interpreting its results.

The final federal program we consider here is GEAR UP, which offers competitive six-year grants to states and school districts to provide college-preparation services in high-poverty schools. Starting no later than seventh grade, all students in a school participate in the program as a grade-level cohort. Services may include tutoring, mentoring, college field trips, teaching students about careers, counseling, teacher training, and educating parents about access to college. The program has been evaluated several times, but none of the evaluations offers data on college enrollment or completion. Perhaps the best study was the one by Jennifer Bausmith of the College Board and Megan France of Santa Clara University. They selected 173 GEAR UP schools and an identical number of matched non-GEAR UP schools and compiled seven years of cohort data for all of them. They compared the improvement in scores on three measures of college readiness (the Preliminary Scholastic Aptitude Test, the Scholastic Aptitude Test, and Advanced Placement) for the two groups of schools. The results were not consistent across tests or cohorts. Further, several problems in the research design make it hard for us to interpret the results, including the fact that the data are based on all students in a given school and not just disadvantaged students.

Unfortunately, our review shows that only one evaluation of a federal college-preparation program meets the IES standard for top-tier evidence without reservations, and this study shows no major effects on

college enrollment or completion. Studies based on second-best designs seem to show a few effects, but the rules of social science say that we should think of these studies as suggestive rather than definitive.

*Unfortunately, our review shows that only one evaluation of a federal college-preparation program meets the IES standard for top-tier evidence without reservations, and this study shows no major effects on college enrollment or completion.*

#### What to Do

Half a century and billions of dollars after these federal college-preparation programs began, we are left with mostly failed programs interspersed with modest successes. Preparing disadvantaged students for college is still a major challenge, with no well-tested solutions in sight. That said, there are hints in some of the programs about what could make a difference: summer programs, mentoring, tutoring, parent involvement, and similar activities have sometimes been associated with higher college enrollment. These may be the threads from which we can begin to weave together a new kind of intervention program.

The Obama administration has been funding and expanding social programs that have good evidence of success and reforming or terminating programs that have proven unsuccessful—a major strand of innovative social policy. The administration has formulated evidence-based social initiatives to prevent teen pregnancy, boost parenting skills, enhance employment and training, encourage community-based social innovation, and reform education. We need intense evidence-based solutions to help prepare disadvantaged students for college as well. Thus we recommend a dramatic change in the way federal

college-preparation programs are funded, using an approach similar to that of the Obama administration's other evidence-based initiatives. We propose a five-step reform. First, we propose that the \$1 billion the federal government spends annually on college-preparation programs be consolidated into a single grant program. In this sense, the change we propose is similar to the Obama administration's reform of Head Start, in which every Head Start grantee in the country risks losing its money if it does not perform at a high level. Similarly, in order to keep their federal funding, those who receive college-preparation grants would need to show, based on rigorous analysis of their performance, that they are helping disadvantaged students enroll in and graduate from college. The administration argues that accountability for results should infuse the nation's social policy; we are proposing another step in that direction.

Second, the U.S. Department of Education should publish a funding announcement stating that any two-year or four-year college, any local education authority, or any nonprofit or for-profit agency with a record of conducting education interventions is qualified to compete for grants from the college-preparation funds. Sites with existing programs could apply for funds, but their applications would be considered on a competitive basis like everyone else's.

Third, the department would make clear that evidence supporting the proposed intervention would be a crucial factor in determining the awards. Applicants would have to:

- Demonstrate that they were using evidence-based interventions. Reviewers would closely examine the rigor of any evaluation studies the applicants cite as evidence.
- Demonstrate that their organization has a history of conducting programs that improve some measure or measures of college preparation, for example, by raising high school achievement scores, boosting performance on any of the college-readiness tests, or increasing college enrollment or completion. Again, applicants would have to explain the source of their data and the research design used to show that their program works.
- Present a detailed plan for evaluating the program, including how they would use data as feedback to improve it.

IES researchers would review evidence from the applications. The funding announcement would make it clear to applicants that more rigorous evidence qualifies for more money.

Fourth, the department would be able to decide how to distribute the money among various approaches to helping disadvantaged students prepare for college. It would have the flexibility to use up to some maximum percentage of the funds (perhaps 20 percent) to support approaches, such as the current Student Support Services program, that help disadvantaged students once they arrive at college. The department would make it clear in its funding announcement that it intends to fund promising approaches that have at least some evidence of success, and that it intends to fund a broad variety of approaches (for example, summer programs, mentoring, supplemental course work, tutoring, help picking colleges or applying for financial aid) to establish a set of evidence-based methods that other organizations could replicate.

Finally, the department would use up to 2 percent of its annual funds (\$20 million) to plan a coordinated program of research and demonstration, featuring large-scale random-assignment studies, that would determine whether well-defined interventions or specific activities (such as mentoring, tutoring, etc.) actually increase college enrollment and completion. Unless we invest in a coordinated set of research and demonstration programs, college-preparation programs are likely to continue their poor performance, as the fifty-year history of these programs shows. All entities that received funds under the grant program would have to agree to participate in the department's demonstration and research programs, although the department would be able to recruit education agencies or third-party research organizations to perform research and demonstration as well.

Some will think our recommendations harsh. But social policy should be based on evidence, and everything we know leads to the view that many, if not most, social programs produce modest or no effects. The Obama administration's reform of Head Start shows that a major ingredient of evidence-based policy is to reform or terminate ineffective programs. We should apply the same tough-minded approach to college preparation.

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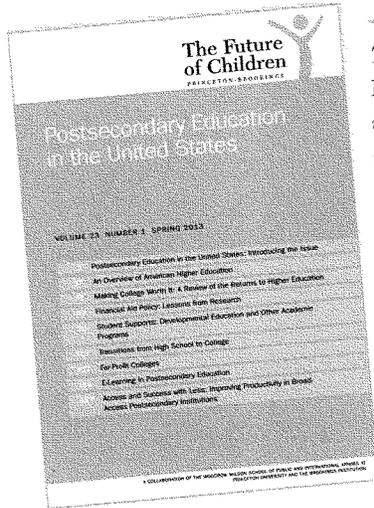
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[Additional Submission by Mr. Polis follow:]

**Congressman Jared Polis**

**Written Statement Submitted to the House Education and Workforce Subcommittee on  
Higher Education and Workforce Training**

Hearing on: *“Keeping College Within Reach: Sharing Best Practices for Serving Low-Income  
and First Generation Students”*

**January 28, 2014**

Today, the House Education and Workforce Subcommittee on Higher Education and Workforce Training will discuss best practices for recruiting, retaining, and graduating low-income and first generation students. Low-income and first generation students often lack the guidance to enroll in college and the supports during college to complete their education. I applaud Chairwoman Virginia Foxx and Ranking Member Rubén Hinojosa for bringing attention to these important issues.

I am particularly pleased that the Democratic witness for this hearing is Alex Garrido, graduate student at the University of Texas – Pan American (UTPA). Alex is a successful college graduate, entrepreneur, and innovator – he is also a DREAMer. Alex was brought to this country by his parents before high school, and didn’t realize he was undocumented until it was time to apply to college. Without a social security number, he thought he would have to pay triple the tuition rate to attend college in his home state of Texas. However, he soon realized that the Texas DREAM Act allowed him to pay in-state tuition and pursue his dream of being an entrepreneur at UTPA. After graduating Cum Laude from UTPA, he launched a small business and is now enrolled in graduate school.

There are an estimated 1.8 million motivated, ambitious DREAMers like Alex, who know the United States as their only home. However, only 19 states offer in-state tuition for undocumented students. That’s why I, along with Senator Patty Murray (D-WA) and Representative Joaquín Castro (D-TX), introduced the Investing IN States To Achieve Tuition Equity (IN-STATE) for Dreamers Act of 2014 (H.R. 3921). The IN-STATE for Dreamers Act would provide \$750 million (over ten years) in need-based student financial aid to states that set equitable in-state tuition rates and offer financial aid to undocumented students. States would qualify for grants by allowing in-state tuition for undocumented students or by expanding access to state financial aid for these students. This legislation is not a state mandate and is fully paid for.

For generations of Americans, post-secondary education has served as a path to achieving the American dream. However, low-income students increasingly face significant obstacles to higher education, such as costly tuition rates and lack of financial aid. For DREAMers, the challenges are even greater. I look forward to working with my colleagues to pass comprehensive immigration reform and urge my colleagues to support this important bill and increase access and opportunity for DREAMer students.

Chairwoman FOXX.. There being no further business, this subcommittee stands adjourned.  
[Whereupon, at 11:47 a.m., the subcommittee was adjourned.]

