

Opening Doors and Paving the Way

*Increasing College Access and Success
for Talented Low-Income Students*



A White Paper
Prepared By:

Jason R. Klugman, Ph.D.
Director, Princeton University Preparatory Program

Donnell Butler
Forum Coordinator, Princeton University Preparatory Program



The Goldman Sachs Foundation





Foreword

On behalf of The Goldman Sachs Foundation and Princeton University, we are pleased to present this report, “Opening Doors and Paving the Way: Increasing College Access and Success for Talented Low-Income Students,” by Dr. Jason Klugman and Donnell Butler. The intent of this paper, as well as of the Opening Doors and Paving the Way Forum summarized in the introduction of this report, is to promote sustained investments in college preparation initiatives that work in partnership with schools and communities in order to provide access and education to talented students from low-income families.

The need to close the achievement gap affecting low-income, underrepresented students is a global issue. Among the troubling consequences of this worldwide educational divide is an inadequate pool of leaders possessing the myriad of skills required for societies to prosper—the cross-cultural knowledge and appreciation, high order analytical skills, and the ethical fortitude needed to respond to today’s global realities.

The societies that will prosper in the 21st century will be those that effectively educate the greatest proportion of their population. Colleges and universities provide a wide array of public goods to society to help them prosper; most obvious is the generation of a well-educated citizenry, fully armed with the capacity to provide leadership for the future. Colleges and universities have an almost unique capacity in our country to level the highly unequal playing field created by the large gap between the rich and the poor.

This paper describes problems with unequal college access, the social and structural challenges of preparing low-income students for college, and the strategies that successful programs have used to overcome those challenges for thousands of low-income students. The paper concludes with a call to action for organizations and institutions to support existing programs and to develop new college preparation initiatives for talented, low-income youth.

We hope that supporters of a strong national workforce and citizenry will find the paper’s content enlightening and that the conclusion will spark action. We are proud of all the good work that existing foundations, universities, and programs are doing. Efforts like The Goldman Sachs Foundation’s Developing High-Potential Youth Initiative and the Princeton University Preparatory Program are critical. We know, however, that many more college access initiatives are necessary to level the playing field. The Forum work to date and this paper are just the first steps. We intend to continue to take a leadership role in highlighting the importance of making college accessible for all.

Stephanie Bell-Rose



President

The Goldman Sachs Foundation

Shirley M. Tilghman



President

Princeton University

Director's Message

On 9–10 November 2006, the Princeton University Preparatory Program (PUPP) and The Goldman Sachs Foundation hosted “Opening Doors and Paving the Way,” a national working forum for leaders striving to increase college accessibility and success for promising, low-income youth. The Goldman Sachs Foundation sponsored the Forum and the production of this white paper as part of their Developing High-Potential Youth Initiative, which supports programs that identify talented young people from underrepresented backgrounds and prepares them for success at competitive colleges.

Nationwide, there are efforts at energizing communities and institutions in support of college preparation initiatives for low-income and underrepresented students. Yet there remains a lack of national recognition and support of these efforts. All too often, this leads to new program founders and administrators who work diligently, but in a vacuum, often reinventing the wheel or encountering common, yet avoidable challenges. Attempts at bringing experts and practitioners together in dialogue are severely limited and costly, particularly for non-profit organizations constrained by limited financial resources.

The Forum addressed this need and brought together experts and practitioners from the nation's leading education programs, high schools, colleges, and universities that are working to address the enormous gap between the rich and poor in college admissions. The participants selected, in advance, the topics that they wanted to discuss. Instead of lectures, the Forum consisted of a series of focused and facilitated working-group conversations on topics created by the practitioners for the practitioners.ⁱⁱ

The goals of the Forum were to:

- Explore the complex challenges of college access and success for low-income students;
- Discover the best practices of programs working in this field; and
- Create a national network of programs and professionals working to prepare promising students from economically disadvantaged families for success at selective colleges and universities


The working-group sessions generated discussion on how supplemental education programs can improve college access and success for economically disadvantaged high school students. The recording and compiling of working-group conversations produced over 300 pages of information providing the content for this white paper. In the sections that follow, the paper describes the deeply complex work of preparing underrepresented, high-potential youth for success in college and the strategies used to help these students succeed.

Evidence of the continued gap in college access for the economically disadvantaged is abundant and unambiguous. Students in the lower 50% of the socioeconomic scale constitute a mere 10% of the student population at the nation's 146 most selective four-year colleges. Low-income students (defined as those eligible for Pell Grants) make up almost 20% of the highest SAT and ACT test scorers. These same students, however, account for less than 10% of the student body at several Ivy League institutions.

Equal access to high quality education is a foundation of a democratic society— one that relies on its citizenry to provide leadership, innovation, and stability for its long-term health and posterity. It

is, therefore, essential that institutions of higher education work collaboratively with primary and secondary educational institutions to provide opportunities for all students to reach their highest potential. In this white paper, we describe the work of college access and preparation programs that seek to prepare outstanding students from economically disadvantaged backgrounds for success at selective colleges and universities. It is our belief that these initiatives, which include working intensively with students, their families, schools, and communities, are essential in opening doors and paving the way to selective college success for a population of students that is sorely missing from our nation's elite institutions of higher education.ⁱⁱⁱ

Jason R. Klugman, Ph.D.



Director
Princeton University Preparatory Program

Donnell Butler



Forum Coordinator
Princeton University Preparatory Program





I. Background: The Problem with Unequal Access

In the American public arena, colleges and universities are widely seen as critical for the social mobility of our citizens. There have been many advances in access to higher education because of the GI Bill, desegregation, and the increase in high school graduation rates from 42% in the 1950's to over 80% in 2002.^{iv} Nonetheless, obstacles to truly democratic access to education persist. Students from wealthy backgrounds are overrepresented at selective colleges and universities, while those from poorer homes (below median income) are rarely seen. In 2004–2005 one-third of students at all four-year public and private colleges received Pell Grant aid. Yet only 13% of the undergraduates at the country's 50 wealthiest (and most selective) private colleges were Pell Grant recipients.^v In 2004–2005 Pell Grant recipients comprised less than 10% of the student body at Harvard, Princeton, and the University of Pennsylvania.^{vi} In the 146 most selective four-year colleges (defined in the 24th edition of *Barron's Profiles of American Colleges*) students in the highest socioeconomic status quartile comprise 74% of the student population at colleges and universities, while students in the combined bottom two quartiles comprise only 10%; students in the bottom quartile alone comprise only 3%.^{vii}

Is this simply a question of not having students from lower income levels ready to study in such schools? The existing research suggests that there are, in fact, enough academically qualified, low-income students to fill a much larger number of spaces in the nation's selective colleges and universities. In 2003, for example, students from families with incomes below \$41,000 comprised 18% of students scoring 1220 or above on the SAT (or SAT equivalent score of ACT) and 16% of students scoring 1300 or above.^{viii} In addition to these high achievers, there are low-income students with tremendous academic potential from urban and rural schools who may suffer from the widely recognized socioeconomic biases in standardized tests or the simple lack of adequate test preparation.^{ix}

Research clearly describes the barriers to academic achievement for students from poorer urban and rural backgrounds. Unlike students attending wealthier elementary and secondary schools, students in the vast majority of urban and rural schools experience:



- school facilities that are dilapidated, overcrowded, and unsafe;^x
- teachers who are more likely to lack the appropriate subject matter knowledge, academic skills, and experience;^{xi}
- curriculum that teaches to the test, at times lacks development of basic literacy skills, and excludes crucial courses that colleges require as evidence of the acquisition of necessary skills;^{xii} and,
- counselors who for a variety of reasons do not provide adequate college preparation and guidance.^{xiii}

In addition, there are many hurdles in the college application process (e.g. standardized

testing, arduous application and financial aid forms, and the fees associated with these) that work together to derail talented low-income students from their college aspirations. Even if low-income students overcome these obstacles, they have to compete with wealthier applicants who have enjoyed access to better opportunities and who carry the accumulated cultural capital of generations.^{xiv}

In perhaps the most tragic turn of all, some low-income, high-ability students successfully earn admission into our nation's most prestigious institutions of higher learning and then find themselves failing. Upon arrival many of these students struggle to succeed because they lack the preparation, confidence, and resources that their wealthier collegiate classmates have.^{xv}

In the United States, higher education is the doorway to personal discovery, academic exploration, and future employment opportunities. The collegiate experience aids in the development of professional networks, innovation, and leadership. Students who earn their bachelor's degree are on track to earn as much as four times the lifetime income of their peers who stop at a high school diploma. Lifetime earnings average around \$1 million for high school graduates, \$1.8 million for college graduates, \$3.1 million for doctoral recipients, and \$4.0 million for workers with professional degrees (M.D., J.D., D.D.S., or D.V.M.).^{xvi}

A college education expands life-chances by revealing and making possible a range of futures that are too often closed to students who do not make it past 12th grade. Research studies have consistently found that, in comparison to high school graduates, college graduates have improved health, increased volunteerism, and reduced reliance on welfare and other social support programs.^{xvii}

The benefits of a college education are magnified by attendance at an elite institution. Whether it is the opportunity to conduct innovative research alongside a renowned scientist or to develop critical and creative writing ability with guidance from a published author, elite colleges provide students with truly life-altering experiences. Selective American colleges and universities, with their age-old traditions, unique learning opportunities, and networks of alumni and professional resources, provide students with access to important and powerful leadership positions.^{xviii}

A recent report from the Jack Kent Cooke Foundation and Civic Enterprises, LLC revealed that “high-achieving lower-income students are less likely to attend the most selective colleges (19% versus 29%), more likely to attend the least selective colleges (21% versus 14%); and less likely to graduate when they attend the least selective colleges (56% versus 83%).”^{xix} The same report revealed that the success rate of low-income students increased with the selectivity of the school.

Selective colleges and universities tend to be wealthier than other institutions and, therefore, to have the resources for the financial and social support necessary to enable students from low-income families to matriculate and succeed. In 2000, Princeton University eliminated student loans in their financial aid packages and in late 2007 there was a wave of initiatives from top colleges and universities eliminating loans and reducing the cost of attendance for students from low- and moderate-income families. Wealthier schools are able to provide low-income students with additional funds for travel, books, and emergencies. In addition, these schools can afford comprehensive student support staff and services aimed at enhancing the retention and success of students from underrepresented backgrounds.

Furthermore, the reality is that diplomas from selective colleges and universities carry extra weight when decision makers consider applicants for entry into elite graduate and professional programs, prestigious law firms, clerkships, medical residencies, as well as corporate and government positions. Consequently, the systematic barriers that reduce the likelihood of low-income and underrepresented students attending selective institutions of higher education also reduce the likelihood that these young people will rise in their careers as far as their talents and abilities could take them.

As United States seeks to address the challenges of the 21st century, the role of institutions of higher education to prepare the next generation of leaders, public servants, inventors, and problem solvers becomes ever more crucial.

There are several efforts to galvanize communities and institutions to support college preparation initiatives for low-income and underrepresented students. Nevertheless, there remains a lack of national recognition and support of these efforts. One of the consequences has been new programs whose founders and administrators often end up working in a vacuum, duplicating existing services, and facing common, yet avoidable challenges. Efforts to bring experts and practitioners together in dialogue are severely limited and costly, particularly for non-profit organizations constrained by limited financial resources.



With support from The Goldman Sachs Foundation, the Princeton University Preparatory Program set out to convene the leading program practitioners in the field in order to create a new professional network that would share the best practices while encouraging innovation and increased institutional engagement. The “Opening Doors and Paving the Way” Forum was held at Princeton University on November 9–10, 2006.

The Forum was unique in several ways. First, the Forum brought together experts and practitioners from the nation’s leading education programs, high schools, colleges, and universities, organizations working to address the enormous gap between the rich and poor in college admissions. Second, the participants selected, in advance, the topics about which they wanted to discuss and exchange information. Third, instead of large plenary sessions, the event was a series of focused and facilitated working-group conversations with topics created by the practitioners for the practitioners.

In this white paper, we report on the wide variety of issues discussed at the Forum by focusing on the work of college access and preparation programs. These programs provide academic, cultural, and social enrichment to high-potential students from communities historically underrepresented in elite colleges and universities. We then describe the structure of the Forum in detail. In the sections that follow we present preliminary findings from the Forum, describing in the process the deeply complex work of preparing underrepresented high-potential youth for success in college and the range of variation of strategies used to help these students, and our nation, succeed.

II. Challenges for College Access and College Preparation Programs Aimed at Talented Low-Income Students

The Forum was a unique opportunity for professionals from schools and communities across the nation to connect with peers and exchange knowledge concerning efforts to increase college accessibility and success among disadvantaged students. Because the next three sections focus on challenges, it would be a mistake to perceive a bleak picture of the situation. Among the participants, there was an important sense of camaraderie, connection, and shared understanding that many participants described as “comforting.” The Forum represented a meeting of the minds of leaders in the field who recognized the enormous challenges, but also have a great sense of hope and optimism regarding what is possible. Accordingly, following this section of challenges, we present a section of successful strategies that Forum participants have incorporated into their efforts to overcome the challenges.

Institutional Barriers

Institutional barriers for low-income students seeking to attend selective colleges and universities include common practices and procedures within high schools, colleges, and the educational system in general, according to Forum participants. One of the most significant challenges facing students with high academic potential is the lack of a rigorous, college preparatory curriculum at their high school. Participants commented that many of their students’ high schools had few, if any, Honors, Advanced Placement (AP), or International Baccalaureate (IB) programs, which clearly further disadvantages low-income students in the college application process. Moreover, participants noted that, in cases where such advanced and college preparatory curriculum existed, some school districts were eliminating these classes to make room for more basic and remedial classes developed to address state standardized testing which has been increasingly high stakes in the era of the No Child Left Behind Act.

Participants also noted that these schools—usually located in poorer urban and rural communities—lacked the resources to attract high quality teachers who are so important to students’ intellectual development. Furthermore, many of their students attended high schools that lacked adequate financial resources to create and sustain advanced academic courses, purchase laboratory equipment and computers, and maintain research facilities that promote student learning.

Central to the challenges faced by students are the social and cultural norms in their schools that may not embrace or encourage academic excellence. According to participants, their partner schools have limited resources to sustain programs for high-achievers with most school funding directed toward school safety and academic remediation to ensure that the schools achieve performance goals on state standardized tests. Students who excel academically in these schools are rarely rewarded with greater intellectual challenge nor are they widely celebrated by their peers. These students work hard to maintain good grades and a college-going attitude in a school that may not be supportive of their efforts. Even their position as “high achieving students” in their high schools can be perilous, depending on the level of peer support for their achievement, not to mention the varying levels of academic rigor expected by some teachers and administrators. As a result, these students find that their academic opportunities are not comparable to their collegiate peers and that they are not prepared for the rigors of college-level work. In some cases, these students, despite their obvious talent and intellect, require remediation or tutoring to bridge the gap between their secondary preparation and the academic rigor of a college classroom.

Forum participants reported that their students and their students' high schools lack access to college recruitment materials. Moreover, they have limited experiences with college fairs or admissions officer visits. Forum participants observed that the most selective colleges tend not to direct their view books, videos, admission officer visits, and college fair representatives to predominantly low-income high schools. Instead, their partner schools are often fertile recruiting grounds for branches of the military, for-profit educational corporations and technical schools, and some regional public institutions.

High school counseling offices are too overwhelmed to provide reliable advice on high school course selection, college opportunities, and financial aid. Many participants commented that counselors could barely keep up with the demands of large caseloads, the pressures of high stakes testing, social services requests, and general administrative duties. Consequently, these counselors are often unable to provide the advising needed to ensure that students apply to an appropriate range of colleges—giving themselves the option to attend more selective colleges. Participants described cases where counselors discouraged students who were not on the honors track from enrolling in AP courses. In other cases counselors steered students to attend community college because of the lower tuition costs and ease of admission. There was a sense that many counselors were unaware of the opportunities at small liberal arts colleges and selective state schools that specifically target high-achieving students from low-income backgrounds.

Because of inadequate college advising, some students are unaware of financial aid options and the college application process or have unrealistic expectations about the college admissions process. Students might express a desire to attend a very selective school, but not recognize the inadequacy of their high school preparation. Participants reported that in these cases long-term support and guidance are necessary, as these students could become discouraged when they realize the amount of work, commitment, or sacrifice that it will actually take to achieve success at selective colleges.

Forum participants identified problems with the existing systems that assist low-income students in the college admissions process, particularly those systems that require fees (tests, applications, etc). The participants described the bureaucratic challenges to obtaining fee waivers for their students, either due to restrictive policies on fee waiver distribution or other institutional factors among their school partners. Moreover, AP exams have fee reductions, but not fee waivers. Consequently, low-income students are still required to pay at least \$53 per AP exam. The CSS Profile—a financial aid tool administered by the CollegeBoard and utilized by many selective colleges to determine financial aid eligibility—charges a fee for service (waived for six reports for low-income students). It is also generally restricted to an on-line system that requires a credit card, which many low-income families from the participating programs do not have. In general, participants lamented the high cost of the application process—including fees for such things as standardized tests, college applications, additional score reports, and costs involved to visit campuses, etc.—all of which are significant barriers to attending college for low-income students.

The system of national standardized testing creates another set of obstacles. Low-income students, relative to their wealthier peers, cannot afford to take the tests multiple times in an effort to improve their scores nor can they afford fee-based private courses that offer preparation materials and test-taking strategies for standardized tests. Some participants reported that some selective schools require at least as many as three SAT II Subject Tests for admission considerations. One general strategy that students use is to select SAT Subject Tests based upon AP courses, using the AP course as an opportunity to prepare for Subject Tests. This strategy, however, does not work for low-income students in schools with limited academic opportunities for advanced courses. Finally, participants pointed to the well-researched critiques of standardized testing concerning their cultural biases and the direct correlation between income and SAT score.

Student and Family Challenges

Students from low-income backgrounds face a range of economic and emotional struggles that can impede their collegiate aspirations. These situations range from single parent or displaced family status (living with relatives or group homes) to questions about immigration status, mental and physical health concerns, and the general pressures of urban or rural life including gang violence, drug abuse, and teen pregnancy.

Forum participants agreed that, despite these potential challenges, most families acknowledge the academic success and potential of their students. Typically, families support the academic pursuits of their children as best they can. Nonetheless, many conflicts arise, including the need for students to contribute part-time earnings to the household or provide childcare for siblings. Many students from underrepresented backgrounds have parents that never attended college. Consequently, parents are unable to guide their children through the college admission process. Parents also worry about providing private information (e.g., social security number) and are intimidated by annual college tuition costs larger than their family income. They are also concerned about the effect of collegiate life on their child's cultural heritage and family connection. Forum participants described tension among parents who worry that they will be unable to support their child emotionally, financially, and academically if their child ventures off to college.

According to Forum participants, high-potential students from urban and rural school communities suffer from a lack of mentors or role models who are attending or have attended college (particularly selective colleges) and who can provide encouragement and guidance from a “like-minded” perspective. The lack of a role model or path to follow is a special challenge for students who are the first in their family to attend college. These students often cannot rely on parents or other family members to provide college-focused guidance as they make important decisions about high school courses, extra-curricular activities, balancing schoolwork with a part-time job, and, ultimately, the college application and admissions process.

The transition to college life — living in dorms, paying for books and meals, travel expenses, and the socialization process — is a challenge for all students but more so for low-income students. Low-income students want to avoid college debt not just for the obvious financial reasons, but also because they do not want the negative stigma that they perceive is attached to students who receive financial aid. Forum participants also noted that some of their program graduates from economically disadvantaged or underrepresented backgrounds were having difficulty connecting with other students on their college campuses because these students either did not see themselves as equal or perceived that their peers “judged” them as being recipients of special treatment from admissions offices.



III. Effective Strategies and Program Designs for Helping Talented Low-Income Students Achieve Admission and Long-Term College Success

There is a broad range of strategies developed by community organizations, colleges, local, state, and federal agencies to help provide academic and cultural enrichment to high-potential students from economically disadvantaged backgrounds. Forum participants spent much of their time discussing the strategies that they believed were most effective in helping students get into and succeed at college.

Services Provided

From the compiled data, we have grouped what participants cited as the most important student services into four categories: academic, personal development, college advising, and mentoring.

1. Academic Services

Participants unanimously stressed the importance of rigorous academic study, including encouraging students to take AP courses. They also noted the importance of developing academic skills, especially writing skills. The value of developing an academic environment that is similar to the college experience as a way of preparing students for college was also discussed. Forum contributors described a range of summer programs and school year courses where their students engaged in both remediation and advanced study in order to bridge the gap between their high school experience and the expectation of selective colleges. Courses offered by programs ranged from a core of writing and math to laboratory-based science courses, civics courses with a service-learning component, and computer science and technology courses. Successful strategies for delivery of these courses included utilizing university faculty, graduate students, and undergraduates as faculty for summer or school year courses. Another successful strategy was student-led teaching or tutoring initiatives. In this model, students teach the material to each other to better prepare them for the college environment where students learn from each other and peers serve as academic tutors.

2. Personal Development

Participants frequently noted the importance of providing personal development services, especially personal wellness counseling to help students cope with the emotional strain of poverty and the every day stressors inherent in urban and rural life. Forum contributors also discussed the success of cultural enrichment initiatives including social skills workshops that focused on public speaking, networking, self-advocacy, time management, conflict resolution, and sensitivity training. They also reported that students benefited from financial management training, which often included educating students about the dangers of credit cards.

3. College Advising

The Forum included discussions on several successful strategies related to college advising, primarily revolving around college awareness, college admission, and financial aid. Success in this arena usually involved parents in the process. Participants stressed that developing ways to include parents as early as possible in the process helps to reduce parental concern and increase their understanding and expectations for the process. Common strategies include providing information in the language spoken at home and providing workshops on financial aid, for example, that help to clarify the entire process. College advising initiatives aimed directly at students were also successful. These programs help students complete applications, write strong personal statements and essays, provide access to or information about fee waivers, and complete financial aid forms. Participants unanimously agreed that campus visits were essential. The most successful initiatives provided students with as much experience on a college campus as possible. For low-income students, college needs to be demystified and portrayed not only as attainable, but also expected.

4. Mentoring

Mentoring is an extremely important component of preparing low-income students for college entry and success. While parental support is crucial, in cases where parents do not have personal experiences with college, it is vital for students to have a mentor with college experience to offer support, wisdom, and encouragement. Successful mentoring programs shared some common characteristics: (1) frequent contact—programs reported success with contact ranging from weekly to monthly; (2) mentor assignments matched according to sex, race, personality, etc. — preferably program alumni; and (3) continued contact after the student is in college.

Program Structure and Intervention Models

There is no “one size fits all” model for efforts aimed at increasing college access for low-income students. Nevertheless, Forum participants reported that the most effective programs should have the following characteristics:

- early intervention beginning in middle school,
- multi-year programming,
- yearlong support, and
- collaboration with local schools.

Participants recognized that, among high-potential students, the college-readiness gap between wealthy students in college preparatory environments and low-income students, particularly those in poorer urban and rural schools, expands every year. Consequently, Forum contributors universally agreed that intervention should begin as early as possible. In their opinion, ninth grade is desirable and sixth grade preferred.

Forum participants unanimously felt that multi-year programs are preferable to single-year programs. Multi-year programs are able to offer academic support, college advising, personal development, mentoring, and emotional support over time throughout the student’s development. This long-term engagement allows for the fostering of relationships and trust between program officials and families. Single-year programs are most successful when they focus on a single type of support (e.g., providing college application support for seniors, SAT preparation for juniors, etc.)

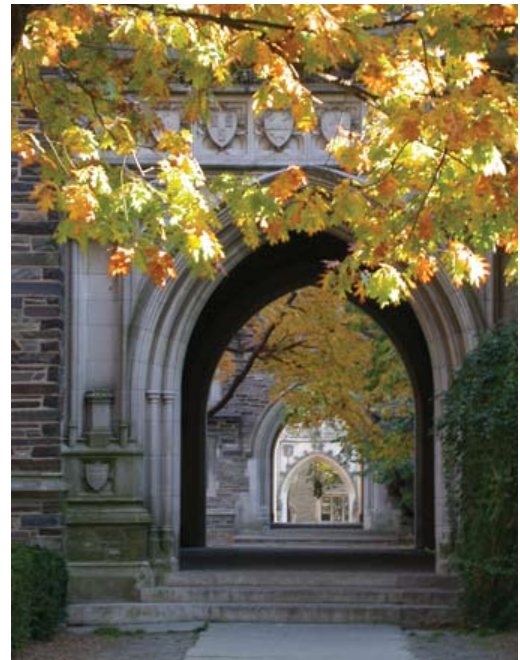
Academic summer programs were cited as important in preventing summer learning loss. In addition, summer residency programs provide students an opportunity to experience a college campus. These programs have also found some success in enabling students to enroll in a local college summer course for credit and supporting them during the course. While participants agreed that summer programming is useful, they emphasized that yearlong support offered the most effective results. Participants felt that a consistent and rigorous approach to education enhanced student development and student attractiveness to admissions officers.

The most successful intervention efforts cooperate and collaborate with high schools to share information and resources. Successful school partnerships build trust through sharing resources and information, as well as providing continuity of services over time. Programs work to respect the school site and the nuances of the school community and, in some cases, draw up service agreements in order to formalize programmatic offerings.

Program Obstacles

While Forum participants were able to identify the academic services, program structure, and intervention models for an ideal program, they recognized that there were still significant obstacles to designing and implementing an ideal program. Programs simply do not have the financial and human resources to offer all of the services within ideal program framework. Consequently, programs choose a few services and intervention models amongst many desirable options to bridge the gaps in college preparation that their target populations face.

Program design or expansion is not a simple task. There is a significant amount of work involved in developing program objectives, creating a program structure, and hiring and training competent staff.



The data revealed three essential challenges related to limited resources:

1. obtaining sustained financial support for multi-year programs and services,
2. establishing realistic and attainable goals, and
3. developing solid relationships with schools, community partners, and families.

Many programs need funding for an adequately-sized staff including specialized support professionals such as guidance counselors, social workers, and translators. Programs need resources for alumni follow-up and support, in addition to resources for primary services. They also require program evaluations that provide constructive feedback on program success and areas for development.

Participants reported difficulty in creating attainable goals and a definition of success across a wide range of possible outcome measures (e.g., college acceptance rates, matriculation, graduation, scholarships, increases in test scores, etc.). Forum contributors also stressed the importance of program goals being congruent with student goals. For example, the desire to encourage a student to attend more prestigious schools (selective college access — program goal) needs to be considered against the reality that sometimes a student might be happier or better served academically and financially at a less prestigious or local college (college satisfaction — student goal).

When resources are limited, programs need all of the synergy that can be mustered. Consequently, it is essential that programs develop meaningful and functional collaborations with school officials, community partners, and families. These partnerships can generate a stronger support network for the students, provide valuable advice when developing goals and program design, and offer visible support and recognition that can enhance both programmatic and fundraising efforts.



IV. Conclusion and Recommendations

The challenge of providing access and preparation for selective college success is not merely an American issue. It is a global concern. The Goldman Sachs Foundation sponsored a conference hosted by Trinity College in Dublin, Ireland, in March 2007 that focused on college access initiatives in Ireland and Europe. Former President of Ireland Mary Robinson, who was also High Commissioner of Human Rights at the United Nations from 1997-2002, explained how our society loses out in countless ways because of restricted access to education based on economics, class, and creed. Mary Robinson issued a call for action:

Genius is spread throughout humanity. It knows no boundary of race and class. It is our duty to provide opportunities for all of the “genius” in our society to reach their full potential regardless of place of birth or the community where they reside.

Mary Robinson reminded the audience of our responsibility to identify those with high potential, particularly the young people in disadvantaged communities worldwide who lack access to educational opportunities. We must provide them with a bridge to academic success. Our future strength as a global community depends upon the input and participation of as broad a spectrum of world citizens as possible.

Americans have taken a leading role in answering this call. In the United States, there is a broad range of programs, which seek to identify and support potential “genius” among our nation’s youth from every economic category. In June 2008 the Princeton University Preparatory Program (PUPP) graduated its fifth class of seniors and celebrated the college graduation of members of its inaugural Class of 2004. Nationally 55% of all college students earn a Bachelor’s degree in four-to-six years; only 11% of first-generation college students complete a Bachelor’s in the same amount of time.^{xx} As a mark of the success of Princeton’s program, 16 out of the 21 graduates from PUPP’s inaugural class of 2004 earned a Bachelor’s in four years (76%) with an additional two set to earn degrees next year bringing the completion rate to 86%. Over the past few years, graduates from the Harvard Crimson Summer Academy (launched in 2004) and the University of Chicago’s Collegiate Scholars program (launched in 2003) have joined PUPP alumni at selective colleges and universities across the country. These new initiatives (all recently supported by The Goldman Sachs Foundation) work to prepare a select group of talented students from either low-income or urban families for success in higher education. The programs represent a significant endorsement and investment by leading universities at providing access and preparation for outstanding high school students from their neighboring communities. Moreover, these programs chip away at the relative absence of low-income students among the student populations at America’s elite institutions of higher education.

In 2003 after an extensive pilot effort, The Goldman Sachs Foundation and The Johns Hopkins University’s Center for Talented Youth launched the Next Generation Venture Fund. Joined by Duke, and later by Northwestern and the University of Denver, and using proven processes to develop talented students and address the achievement gap, this initiative provides the essential academic support and counseling support so that 8th graders from low-income families can gain admission to the nation’s top colleges and universities.

In 2007, the Los Angeles-based Fulfillment Fund celebrated its 30th year of working to provide access and preparation to economically disadvantaged students. In New York City, the Sponsors

for Education Opportunity has been providing a similar array of services for 45 years. These two examples of community-based initiatives provide leadership and guidance for those looking to establish new ventures and they were among the many programs represented at the Forum.

In addition to university and community-based organizations, several federal college access initiatives (e.g., TRIO federal programs, Talent Search and Upward Bound) have experienced broad success over multiple generations. Upward Bound began in 1965 with 18 pilot programs and expanded by 2001 to 727 programs that serve about 51,600 students. Two national studies have found that Upward Bound has a measurable effect on increasing the likelihood of attending a four-year college for students who began the program with low educational expectations.^{xxi} Though not focused entirely on high potential students, these programs have a proven record of successfully serving first-generation and low-income students as they navigate their way to higher education. They also serve important roles in connecting colleges and universities with local middle and high school students, typically from disadvantaged backgrounds, as well as providing important opportunities for family and community development, service learning, and teaching opportunities for undergraduates.



Elite institutions, community-based organizations, and government programs are all working to provide access, preparation, and support to students from economically disadvantaged backgrounds. These initiatives are crucial to the development of the future leaders of our nation. However, despite the efforts of these programs, students in the lower 50% of socioeconomic scale still comprise only 10% of the student population at the nation's 146 most selective four-year colleges. Low-income students — defined as those eligible for Pell Grants — comprise nearly 20% of the highest SAT and ACT test scorers, but less than 10% of the student body at several Ivy League institutions.

The distressing trend is that, while a handful of initiatives continue to thrive, others scramble for survival due to lack of sustained investment from public or private sources. Oftentimes there is much fanfare surrounding the launch of new programs, but without long-term commitments of funding and institutional buy-in, the programs themselves are at-risk of not being able to meet their full potential. Efforts to fundraise, in addition to the work of operating and evaluating a program, can tax even the most dedicated educational professionals in the field. Each realm of potential financing — public funds, foundation funds, and individual donors — is fraught with challenges. Even institutional support given by a college or university to a college preparation initiative is often tenuously tied to the leadership and vision of a particular university leader. Programs should consider seeking endowment funds to address this challenge. Such funds could support either specific program activities or general operating costs regardless of the short-term availability of funding.

Recommendations

Improved college access and success for low-income students will benefit the nation's welfare, workforce and citizenry. Consequently, our nation's leaders in education, business, and public service must make sustained investments in college preparation initiatives that work in partnership with schools and communities to provide access and education to talented students from low-income families. By joining forces, leaders from a range of sectors — higher education, community-based non-profits, corporate and traditional philanthropic organizations — can work together to implement long-term, sustained investment in these initiatives. Forum data reveal that these initiatives work best when focused locally, with deep partnerships among stakeholders, and a broad, long-term understanding of the depth of the problem and the intense effort required to address it.

There is great potential for broad improvement in the lives of talented low-income students from neighboring towns and cities, particularly as new institutions join in this work and launch their own initiatives. The potential for positive impact extends to college campuses, local communities, and our nation as a whole. Clearly, this work should not take away from efforts to provide equitable educational opportunities to all Americans and to improve schooling from within our local systems of education. Yet we must address the gap in low-income presence in higher education if equitable access to educational opportunities is to be a core value and practice of the American education system. Each year low-income students with tremendous academic potential are not attending the most powerful and prestigious institutions of higher education; all too often these students never even make it to the applicant pool. If we fail to educate the best and brightest of these students our nation's future productivity and progress will inevitably suffer. The four most pressing needs are below, accompanied by recommendations for action that emerged from the Forum.

1. Our nation needs more college access and preparation initiatives aimed at increasing the number of talented, low-income students that enroll in college. Private foundations have the potential to play a significant role in providing the seed money to launch these initiatives. The possibilities are limitless regarding the impact that foundations can have through starting and replicating college access programs that successfully improve educational outcomes, promote democracy, and reduce poverty.
2. College access initiatives must have greater sustained support for multi-year programs and services. Institutions of higher education are in the best position to provide this support. Universities have the knowledge capital and physical resources most appropriate to support a college-preparation learning environment. Whether the support is provided through a University-based or community-based initiative, universities stand to benefit from an increased applicant pool of talented and diverse students. Moreover, comprehensive and active support for local college access initiatives signals confidence to the local community and philanthropic organizations.
3. College access initiatives must create and maintain solid relationships with schools, community partners, and families. Local public charities, family trusts, and community-based nonprofit organizations are well situated to support small-scale projects that enhance the relationship between these initiatives and the community. The community's needs would largely determine the scope of such projects, which might range from information sessions for low-income parents to after-school academic and cultural enrichment opportunities.

4. College access initiatives must have realistic and achievable goals. New and existing programs must involve all of their supporters and partners at the table when developing or reassessing the program goals, challenges, and solutions. The optimal advisory board would include representatives from supporting foundations, universities, local nonprofit organizations, community leaders, educators, program alumni, and current students. In the final analysis, American businesses have perhaps the most to gain from a well-educated workforce. In both developing and achieving goals, the business community is well equipped to provide in-kind services (e.g., volunteers, entrepreneurial expertise and consulting, mentors, and internship opportunities) and financial support.

Our Next Steps

The participants attending the “Opening Doors and Paving the Way” Forum offered a wealth of best practices and innovative solutions for any community, organization, or university seeking to develop, improve, or evaluate their own college access and preparation program. We are currently compiling this wealth of knowledge and combining it with existing research in college access practices to create a forthcoming “how-to” manual. We believe that colleges, universities, and community-based organizations that are anxious to address the issue of college access will benefit greatly from this manual.

For more information on the manual and the efforts to improve college access for talented low-income students, please visit our website (<http://www.princeton.edu/teacher/pupp/forum/>). We also encourage you to reach out to experts and leaders in the field to learn how you can support these efforts. A list of the organizations participating in the Forum has been included in Appendix D.



Endnotes

ⁱThe forum was supported by The Goldman Sachs Foundation and co-sponsored by the Princeton University Program in Teacher Preparation (which administers the Princeton University Preparatory Program — PUPP), the Education Research Section of the Woodrow Wilson School of Public and International Affairs at Princeton University, the Princeton University Conference and Event Services Office, and the Princeton University Office of Development.

ⁱⁱSee the appendices for more information about the Forum. Appendix A has a more detailed description of the Forum structure. Appendix B presents a comprehensive list of the thematic session topics and related questions of interest. Appendix C lists the names of the organizations represented at the Forum. Appendix D provides a profile of the college access and preparation programs that attended the Forum.

ⁱⁱⁱIn closing we would like to thank the content and editorial feedback from many individuals who read earlier drafts of this white paper including Angela Bardes, Anne Catena, Miguel Centeno, Joanne Duhl, Charlie Evans, Michelle Garceau, Stephen Hamilton, Stan Katz, Brianna Kennedy, Todd Kent, Johanna Lopez, Jesus “Jay” Lopez, Lisa Markman, Catherine Millett, Elizabeth Morgan, David Ponton, and John Webb.

^{iv}Goldin, Claudia. “America’s Graduation from High School: The Evolution and Spread of Secondary Schooling in the Twentieth Century.” *The Journal of Economic History* 58.2 (1998): 345–374.; Harvey, William and Eugene Anderson. *Minorities in Higher Education: Twenty-First Annual Status Report, 2003–2004*. Washington DC: American Council on Education.

^vApproximately 90% of Pell grant recipients — a useful proxy for low-income student status — came from families with income below \$41,000 (Heller, Donald E. “Pell Grant Recipients in Selective Colleges and Universities.” *The Century Foundation Issue Brief Series*, 31 March 2003.)

^{vi}Fischer, Karin. “Elite Colleges Lag in Serving the Needy.” *The Chronicle of Higher Education*. 52.36 (12 May 2006). 7 February 2007 <<http://chronicle.com/free/v52/i36/36a00101.htm>>; 50 wealthiest statistic calculated by authors using wealthiest private institution data from this Fischer article parsed to include only wealthy private institutions that were also reported to be among the most competitive (N=69) and highly competitive plus colleges in universities in 2005 as reported in *Barron’s Profiles of American Colleges 2005*, Table A2.

^{vii}Carnevale, Anthony P. and Stephen J. Rose. “Socioeconomic Status, Race/Ethnicity, and Selective College Admissions.” *America’s Untapped Resource: Low-Income Students in Higher Education*. Ed. Richard Kahlenberg. Washington, DC: The Century Foundation Press. 2004. 106.

^{viii}Winston, Gordon C. and Catharine B. Hill. “Access to the Most Selective Private Colleges by High-Ability, Low-Income Students: Are They Out There?” Williams Project on the Economics of Higher Education. Discussion Paper 69 (October 2005). Retrieved: 2 March 2007 <<http://www.williams.edu/wpehe/DPs/DP-69.pdf>>.

^{ix}Zwick, Rebecca. “Is the SAT a ‘wealth test?’” *Phi Delta Kappan* 84.4 (2002): 307–311.

^xAnyon, Jean. *Ghetto schooling: A Political Economy of Urban Educational Reform*. New York: Teachers College Press, 1997.; Kozol, Johnathan. *Savage Inequalities: Children in America’s Schools*. New York, NY: Harper Perennial, 1991.

^{xi}Phillips, Meredith and Tiffani Chen. “School Inequality: What Do We Know?” Unpublished manuscript. 19 July 2003. U. of California, Los Angeles: School of Public Policy and Social Research. Retrieved: 7 February 7 2007 <<http://www.russellsage.org/programs/main/inequality/050516.461131>>.

^{xii}Greene, Jay P. and Greg Forster. “Public High School Graduation and College-Readiness Rates in the United States.” Working Paper No. 3, September 2003. Center for Civic Innovation at the Manhattan Institute.

^{xiii}Epstein, David. “It Takes a Counselor, Not a Village.” *Inside Higher Ed*. 5 July 2005. Retrieved: 7 February 2007 <<http://insidehighered.com/news/2005/07/05/aid>>

^{xiv}Orr, Amy J. “Black-White Differences in Achievement: The Importance of Wealth.” *Sociology of Education* 76.4 (2003): 281–304.; Cabrera, Alberto F. and Steven M. LaNasa. “On the path to college: Three critical tasks facing America’s disadvantaged.” *Research in Higher Education* 42 (2001): 119–149.

^{xv}Massey, Douglas S. “Social Background and Academic Performance Differentials: White and Minority Students at Selective Colleges.” *American Law and Economics Review* 8.2 (2006):390–409.; Massey, Douglas S. and Mary J. Fischer. “Stereotype Threat and Academic Performance: New Findings from a Racially Diverse Sample of College Freshmen.” *The Du Bois Review: Social Science Research on Race* 2.1 (2005): 45–67.

^{xvi}Day, Jennifer C. and Eric C. Newburger. “The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings.” *Current Population Reports, Special Studies* July 2002: P23-210. U.S. Census Bureau. Retrieved: 7 February 2007 <<http://www.census.gov/prod/2002pubs/p23-210.pdf>>.

^{xvii}Institute for Higher Education Policy. “The Investment Payoff: A 50-State Analysis of the Public and Private Benefits of Higher Education.” February 2005. Retrieved: 17 April 2007 <<http://www.ihep.org/Pubs/PDF/InvestmentPayoff2005.pdf>>.

^{xviii}Indeed, research indicates that the return on the investment in an elite education is much higher for students from lower income backgrounds than for their more privileged counterparts (Dale, Stacy Berg and Alan B. Krueger. “Estimating the Payoff to Attending a More Selective College: An Application of Selection on Observables and Unobservables.” *Quarterly Journal of Economics* 117.4 (2002):1491–1527.)

^{xix}Wyner, Joshua S., John M. Bridgeland, and John J. Dilulio, Jr. “Achievement Trap: How America is Failing Millions of High-Achieving Students from Lower-Income Families”. Jack Kent Cooke Foundation and Civic Enterprises, LLC. Retrieved: 10 September 2007 <http://www.jkcf.org/assets/files/0000/0084/Achievement_Trap.pdf>

^{xx}Lederman, Doug. “Double Whammy of Disadvantage”. *Inside Higher Ed* Retrieved: 10 September 2008. <<http://www.insidehighered.com/news/2008/06/16/first>>.

^{xxi}Cahalan, Margaret and Thomas Curtin. “A Profile of the Upward Bound Program: 2000–2001”. Washington, D.C.: U.S. Department of Education, 2004: 1, 10. Retrieved: 27 June 2007 <<http://www.ed.gov/programs/trioupbound/ubprofile-00-01.doc>>; Myers, David, Rob Olsen, Neil Seftor, Julie Young, and Christina Tuttle. “The Impacts of Regular Upward Bound: Results from the Third Follow-Up Data Collection.” *Policy and Program Studies Service* (2004). Washington, D.C.: Mathematica Policy Research, Inc. Retrieved: 27 June 2007 <<http://www.mathematica-mpr.com/publications/PDFs/upboundimpact.pdf>>.

Appendix A: Opening Doors and Paving the Way Forum: Format and Structure

As described in the white paper, on November 9-10, 2006, the Princeton University Preparatory Program (PUPP) and The Goldman Sachs Foundation hosted, “Opening Doors and Paving the Way.” The event brought together over 100 professionals from more than 70 institutions and programs from across the United States, as well as representatives from the London School of Economics, Trinity College in Ireland, and the University of Witwatersrand. The invited participants brought with them a wide range of professional and personal experiences in identifying, recruiting, preparing, and supporting students from underrepresented backgrounds on the road to successful completion of an undergraduate education.

The goals of the Forum were to:

- Explore the complex challenges of college access and success for low-income students;
- Discover the best practices of programs working in this field; and
- Create a national network of programs and professionals working to prepare promising students from economically disadvantaged families for success at selective colleges and universities

The Forum consisted of a series of six working-group meetings held over two days at Princeton University. Trained facilitators led the forum meetings and followed similar lines of questioning for each session. The discussed themes were developed in collaboration with participants to develop partnerships and create a unique forum for program practitioners developed by program practitioners.

The working-group sessions generated discussion on how supplemental education programs can improve college access and success for economically disadvantaged high school students. Each thematic session raised a different set of questions intended to elicit conversation regarding the challenges, opportunities, and best practices in the field of college access and student support. Comments made by participants represented the real-world experiences of practitioners. The themes for the six sessions included program goals and defining success, key components of college preparation programs, curriculum options, college admissions advising, family and school partnerships, and institutional partnerships. See Appendix B for a comprehensive list of the related questions of interest associated with each thematic session.

In addition to overwhelmingly positive feedback from Forum participants, the recording and compiling of working group conversations produced over 300 pages of information. The conversations from the working groups provided the findings for this white paper and will also be valuable in the development of a comprehensive “how to” manual for colleges, universities, and community-based organizations that seek to engage in this work.

Appendix B: Thematic Sessions and Related Questions of Interest

Session 1: Program Goals and Defining Success

1. What are the most important goals for college preparation programs that target high-achieving low-income students for selective colleges and universities?
2. How should programs define success based on those program goals? And, to what extent do college retention and college graduation rates impact whether a college preparation program is successful?
3. How should programs measure success based on those program goals? And, what data and methods are used to evaluate whether the program goals have been achieved?

Session 2: Key Components of College Preparation Programs

1. What are the most important student services (e.g., academic enrichment courses, test preparation, college visits, and social skills development) for successful college preparation programs that target high-achieving low-income students for selective colleges and universities?
2. What types of intervention models have proven most successful in preparing high-achieving low-income students for admission and success at selective colleges and universities?
 - a. What is the variation in the success stories and challenges among programs that operate in the summer, during the academic year, or both?
 - b. What is the variation in the success stories and challenges among programs that are single-year versus multiple-year programs?
 - c. What is the variation in the success stories and challenges among programs that begin at different grade levels (e.g., middle school versus junior year of high school)?
 - d. What services, if any, do programs offer to their graduates once they have been admitted to college?
3. What are the on-campus challenges faces by successfully admitted students? And, what can those challenges tell us about the gaps in existing college preparation programs?

Session 3: Curriculum Options

1. What types of instructional approaches (e.g., classroom instruction, tutoring, mentoring, personal advising, etc.) have proven most successful in preparing high-achieving low-income students for selective colleges and universities?
2. What types of instructional approaches have been most effective with regard to academic enrichment in specific fields of knowledge, such as reading, writing, math, science, or art?
3. Beyond academic enrichment, what other curriculum options (e.g., arts and cultural enrichment offerings, health and athletics, personal goal setting, time management, public speaking, college planning, or stress management) have proven most beneficial in enhancing the application and likelihood of college admittance for low-income students?

Session 4: College Admissions Advising

1. What strategies have proven most successful for preparing low-income students and their families for the college admission and financial aid application process?
2. What practices have proven most effective for increasing high-achieving low-income student awareness of selective colleges and universities?
3. What are some of the biggest challenges and solutions for assisting individual low-income students secure admission into selective colleges and universities?

Session 5: Partnerships — Families and Schools

1. What are the most important parental services (e.g., financial aid information, participation in program activities, family counseling) for successful college preparation programs that target high-achieving low-income students for selective colleges and universities?
2. What are the varieties of successful methods used to identify, develop, and maintain partnerships with local primary schools, secondary schools, and/or school districts?
3. What are the varieties of successful methods used identify, develop, and maintain college admissions partners?

Session 6: Partnerships — College, University, Institutional, and Philanthropic Supporters

1. What is the range of support received from the college, university, institution, or philanthropic organization that sponsors college preparation programs?
 - a. To what extent does support come in the form of monetary contribution, donated materials, donated space, donated employee staffing assistance, access to volunteer workforce, etc.?
 - b. What are the varieties of successful strategies used to maintain long-term institutional support?
 - c. What kind of institutional cooperation is received from faculty, undergraduate students, or graduate students to serve as college preparation program staff, faculty, or advisory committee members?
2. What are the varieties of successful strategies used to secure cooperation and assistance from institutional members (e.g., students and faculty at colleges, employees at institutions and philanthropic organizations)?
3. Are there any key program components for which it has been difficult to secure funding or convince supporters of the components' necessity in achieving the program objectives? And, what are varieties of successful strategies used to secure support for those less popular, yet essential, program components?

Appendix C: Forum Participants

Institution / Organization	Program Name or Office Represented	City	ST	Country
Bank Street College of Education	Liberty LEADS	New York	NY	USA
Bright Prospect Scholar Support Program		Pomona	CA	USA
Brown University	Office of Minority Medical Affairs	Providence	RI	USA
Brown University	Swearer Center for Public Service	Providence	RI	USA
Carleton College	Carleton Liberal Arts Experience	Northfield	MN	USA
Carson High School	Guidance	Carson	CA	USA
Center for Community Arts Partnerships at Columbia College Chicago	Saturday Scholars	Chicago	IL	USA
Citizen Schools Boston		Boston	MA	USA
College Match		Santa Monica	CA	USA
College Summit		Washington	DC	USA
Columbia University	Undergraduate Financial Aid and Admissions	New York	NY	USA
Cornell University	Outreach	Ithaca	NY	USA
Cornell University	Multicultural Recruitment	Ithaca	NY	USA
Dartmouth College	Summer Enrichment at Dartmouth Program	Hanover	NH	USA
Duke University	Talent Identification Program	Durham	NC	USA
Educational Testing Service	Policy Evaluation and Research Center	Princeton	NJ	USA
Elon University	Elon Academy	Elon	NC	USA
Emory University	Multicultural Programs and Services	Atlanta	GA	USA
Ewing High School	Guidance	Ewing	NJ	USA
Fordham University	CSTEP/STEP	Bronx	NY	USA
Fulfillment Fund		Los Angeles	CA	USA
Georgetown University	Academic Resource Center	Washington	DC	USA
Georgetown University	Educational Community Involvement Program	Washington	DC	USA
Georgetown University	Pathways to Success	Washington	DC	USA
Harlem Educational Activities Fund		New York	NY	USA
Harvard University	Harvard Financial Aid Initiative	Cambridge	MA	USA
Harvard University	Office of the Dean of Harvard College	Cambridge	MA	USA
Harvard University	The Crimson Summer Academy	Cambridge	MA	USA

Institution / Organization	Program Name or Office Represented	City	ST	Country
Hispanic Scholarship Fund		New York	NY	USA
Institute for Higher Education Policy	Kids2College	Washington	DC	USA
Jack Kent Cooke Foundation	Youth Programs	Lansdowne	VA	USA
Johns Hopkins University	Center for Talented Youth	Baltimore	MD	USA
Leadership Enterprise for a Diverse America	The LEDA Scholars Program	New York	NY	USA
Level Playing Field Institute	SMASH Academy	San Francisco	CA	USA
London School of Economics	LSE Widening Participation	London		UK
Making Waves Education Program	Making Waves Education Program	San Francisco	CA	USA
Massachusetts Institute of Technology	SEED Academy and the STEM Program	Cambridge	MA	USA
Massachusetts Institute of Technology	Admissions	Cambridge	MA	USA
Michigan State University	Broad Summer High School Program	East Lansing	MI	USA
New Jersey SEEDS		Newark	NJ	USA
New York University	Office of the Provost	New York	NY	USA
Northern Illinois University	Guidance	Batavia	IL	USA
One Voice	Scholars Program	Santa Monica	CA	USA
Oxford College of Emory University		Oxford	GA	USA
Pomona College	Summer Scholars Enrichment Program	Claremont	CA	USA
Prep for Prep		New York	NY	USA
Princeton University	Education Research Section	Princeton	NJ	USA
Princeton University	Office of the Vice President for Campus Life	Princeton	NJ	USA
Princeton University	Princeton University Preparatory Program	Princeton	NJ	USA
Princeton University	Undergraduate Admissions	Princeton	NJ	USA
Santa Ana College	Student Services	Santa Ana	CA	USA
Spartanburg High School	Summer Enrichment at Dartmouth	Spartanburg	SC	USA
Sponsors for Educational Opportunity	Scholars Program	New York	NY	USA
Stanford University	Upward Bound	Stanford	CA	USA
Syracuse University	Higher Education Opportunity Program	Syracuse	NY	USA
Syracuse University	Student Support Services	Syracuse	NY	USA
The College of New Jersey	The Collegebound Program	Ewing	NJ	USA
The Met Center		Providence	RI	USA

Institution / Organization	Program Name or Office Represented	City	ST	Country
The Ohio State University	OMA Young Scholars Program	Columbus	OH	USA
The Posse Foundation		New York	NY	USA
The Preuss School UCSD		La Jolla	CA	USA
The University of Texas at Austin	University Outreach Centers	Austin	TX	USA
The Wight Foundation		Newark	NJ	USA
Trenton Central High School	Guidance	Trenton	NJ	USA
Trinity College (Dublin, Ireland)	Trinity Access Programmes	Dublin		Ireland
UCLA	Early Academic Outreach Program	Los Angeles	CA	USA
University of California, Berkeley	Early Academic Outreach Program	Berkeley	CA	USA
University of Chicago	Collegiate Scholars	Chicago	IL	USA
University of Florida	University of Florida Alliance	Gainesville	FL	USA
University of Illinois at Urbana-Champaign	Principal's Scholars Program	Chicago	IL	USA
University of Maryland Baltimore County	Meyerhoff Scholarship Program	Baltimore	MD	USA
University of New Mexico	ENLACE	Albuquerque	NM	USA
University of Pennsylvania	Upward Bound	Philadelphia	PA	USA
University of Pennsylvania	Undergraduate Admissions	Philadelphia	PA	USA
University of Southern California	Center for Higher Education Policy Analysis	Los Angeles	CA	USA
University of the Witwatersrand (South Africa)	Targeting Talent	Johannesburg		South Africa
University of Wisconsin	School of Education (PEOPLE)	Madison	WI	USA
White-Williams Scholars		Philadelphia	PA	USA
William B. Travis High School	Project ADVANCE	Pflugerville	TX	USA

Appendix D: Profile of College Access and Preparation Programs Attending the Forum

Forum participants provided us with details of their program including structure, goals, services, and population targeted. Half of the organizations participating in the Forum primarily function as college access and preparation programs. The remaining half of the organizations participating in the Forum were comprised of high-school preparation programs, general high-school academic enrichment programs, college scholarship-only programs, and student support programs within colleges and universities. The 34 organizations that function primarily as college access and preparation programs provided the data presented in the remainder of this section.

Program Types

There is no one size fits all formula for increasing college access for low-income students, as evidenced by the range of program types exhibited by our Forum participants. We were able to differentiate programs by those that provide services and support to students directly or indirectly. Twenty-eight programs provide only direct student support often in the form of summer or school-year enrichment courses, test preparation, college counseling, or financial support. Six programs provide some form of direct support, but primarily serve students indirectly by providing high schools with supplemental education resources, curriculum design options, teacher training, and consulting services.

Program Structure and Duration

Nearly all of the programs provide service to junior and senior high school students.¹ Most (56 percent) of the programs begin providing services to students in the ninth grade. Some (21 percent) programs begin in the sixth grade, and one program starts as early as second grade. Program length varied greatly from one year (or summer session) to more than seven years (including college support and programming). The median program length was four years.

Programs serve widely varying numbers of students. Some programs provide very direct one-on-one services resulting in a small student population of 25–75 students. Some state-managed programs provide primarily information materials and access to enrichment opportunities and serve thousands of students. In addition, programs that provide indirect support through professional development for teachers and curriculum design can report serving thousands of students, as well.

Most programs offered a combination of summer and academic-year programming: 82 percent offered summer programming and 68 percent offered academic-year programming. Among programs with a summer session component, the mean and median number of summer programming hours reported was 156 and 184, respectively. Summer programs tended to run for an average of five weeks. Among programs with an academic-year component, the mean and median number of academic-year programming hours reported was 135 and 187, respectively. Academic-year programming most often occurred after school and on-weekends.

The tables below describe the range and variation of self-reported program goals, services provided, and target populations served. These data deepen our understanding of the complexity of the work that college access and preparation programs are doing to increase opportunities for talented low-income youth.

¹ The lone exception was a collaborative effort between a university and the state whereby talented low-income students who applied to the university received admission, financial support, and specialized transition and support services aimed at promoting collegiate success and retention.

More than half of the programs attending the Forum reported that their program goals included improving their students' academic skills, likelihood of attending a selective college, likelihood of attending any college, college awareness, subject area competence, and high school course selection.

Table 1: Program Goals

Program Goals	Percent
Improve academic skills	79%
Increase likelihood of attending selective college	76%
Increase likelihood of attending college	76%
Increase college awareness	74%
Promote interest/strength in a particular subject area	74%
Encourage rigorous course-taking	65%
Increase likelihood of completing college	50%
Improve student confidence	24%
Help students secure financial aid for college	24%
Encourage parental involvement	21%

More than half of the programs attending the Forum reported that their program services included test preparation, and academic enrichment courses, in particular, instruction in math, science, reading, and writing.

Table 2: Program Services

Program Services	Percent
Test preparation (e.g., SAT, ACT, high school exit exams)	65%
Math/Science instruction	59%
Academic enrichment courses	59%
Reading/Writing instruction	56%
Preparatory courses (e.g. problem solving, decision making)	47%
Study-skills training	38%
Leadership development	35%
Academic advising	35%
College awareness (e.g. admissions and financial aid)	32%
Arts instruction	29%
Social skills development/confidence building	29%
College residential component	29%
College application assistance	26%
Cultural activities and field trips	26%
Grade and attendance monitoring	24%
Computer skills training	24%
Research internship/experience	24%
Campus visits and tours	24%
Financial aid application assistance	24%
Dual-enrollment/college-credit courses	18%
Personal counseling	18%

Program Services	Percent
Meetings with college faculty/students	18%
Financial aid (scholarships, etc.) for college costs	12%
College fairs	9%
Career counseling and information	9%
AP and/or IB courses	3%
Fee waivers	3%
Employability skills training	3%

More than half of the programs attending the Forum reported that their program targeted students who were low-income, high academic achievers, and from historically underrepresented minority groups.

Table 3: Target Student Population

Demographic	Percent
Low-income ²	65%
High-academic	62%
Historically unrepresented minorities	50%
Urban area	44%
First generation to attend college	41%
Specified school districts	35%
Specified schools	24%
Specified communities	18%
Rural area	12%
Low-academic	6%

²Although the focus of discussion was with regard to low-income, high-achieving students, our forum participants also included college access and preparation programs that target students from underrepresented minority groups and high-achievement backgrounds regardless of income.





The Goldman Sachs Foundation
Princeton University Preparatory Program
Opening Doors and Paving the Way

PRINCETON UNIVERSITY PLANNING AND IMPLEMENTATION CO-SPONSORS:

*Program in Teacher Preparation
Conference and Event Services
Office of Development*

*Educational Research Section, an interdisciplinary unit within Princeton University's
Industrial Relation Section of the Woodrow Wilson School*

FORUM PLANNING COMMITTEE

- Donnell Butler; Conference Coordinator and Evaluation Specialist, Program in Teacher Preparation
- Anne Catena; Director of Special Projects, Program in Teacher Preparation
- Miguel Centeno; Professor of Sociology; Director, Princeton Institute for International and Regional Studies
- Jason Klugman; Director, Princeton University Preparatory Program; Lecturer and Program Administrator, Program in Teacher Preparation
- Lisa Markman; Associate Director, Education Research Section, Woodrow Wilson School; Outreach Director, Future of Children Journal
- Catherine Millett; Research Scientist, Educational Testing Services
- Laurie Russen; Associate Director, Development Priorities, Individual and Institutional Giving, Office of Development
- John Webb; Director, Program in Teacher Preparation
- Tee Williams; Senior Associate Director, Leadership Gifts, Office of Development
- Torey Wilson; Associate Director, Princeton University Preparatory Program; Program Administrator, Program in Teacher Preparation
- Tara Zarillo; Associate Director, Conference and Event Services

Special Thanks

President Shirley Tilghman
Janet Gruschow
Miguel Satut
Cecilia Rouse
Misako Urayama and Prospect House
Kristin Kirchner
Sharon Torres
Suzette Escobar

Camilo Azcarate and Nicholas Diehl from the Ombuds Office

All of our Forum participants, facilitators, and recorders!

Photo Credits

Page 6, page 9, page 10: Denise Applewhite, Princeton University. Outside front cover, inside front cover, page iii, page iv, page 1, page 3, page 12, page 14, page 26, page 27: Photographs of the Princeton University Preparatory Program's Class of 2009 on the campus of Princeton University by Jason Klugman.



The Goldman Sachs Foundation



Princeton University Preparatory Program (PUPP)
c/o Program in Teacher Preparation
41 William Street • Princeton, NJ 08540 • Phone: 609-258-3337
Web: <http://www.princeton.edu/teacher/pupp/>

TeacherPrep
PRINCETON UNIVERSITY PROGRAM IN TEACHER PREPARATION