

ADDRESSING FINANCIAL AID IN COLLEGE PREPARATION PROGRAMS

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This report was commissioned by TERI to provide a review of existing research findings, focused on the impact of student aid program design, operations, and marketing. This report was prepared under the direction of Ann Coles (Senior Vice President of TERI, coles@teri.org) and David Mundel (a consultant to TERI, david.mundel@comcast.net).

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Summary

This paper considers research pertaining to financial aid in college preparation programs. The paper begins by defining college preparation programs and how financial aid has been utilized in these programs. The authors point out that information pertaining to financial aid in college preparation programs has been rarely employed and rarely researched. Using the little research that does exist on college preparation programs and financial aid, the authors then suggest a research agenda that might be undertaken to determine the utility of having a financial aid component in college preparation programs. By considering the current research on college preparation programs, the authors conclude with the following question: *If research on college preparation and financial aid were to be conducted what might it look like?*

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Introduction

Even though billions of federal, state, and private dollars have been spent to increase enrollment and degree attainment for underrepresented students, gaps in these groups' persistence and degree completion are still dismally low (Gladieux & Swail, 1998). The continued lack of participation in higher education for underrepresented groups is due to inadequate academic and socio-cultural preparation, coupled with a lack of understanding about how to pay for college. Becoming prepared for college is a matrix of social, academic, cultural and economic elements (Swail & Perna, 2002a; 2002b). In recognition of this complex challenge, a number of early intervention or college preparation programs have been put into place to address these issues of college access in "unique and progressive ways" (Murphy, et. al., 2001, p.1).

The general mission of college preparation programs is to increase college going among underrepresented or educationally disadvantaged students (Tierney & Hagedorn, 2002; Tierney & Jun, 1998). Educationally disadvantaged students are defined as low-income, first generation, Latino, Native American, and African American students (Swail & Perna, 2002a). *We define college preparation programs as those student-centered academic social and economic program activities that help prepare students for college.* Financial aid programs, such as the Federal Pell grant program are not considered college preparation programs, insofar as they do not provide college preparatory services in addition to basic financial support. Financial aid components of college preparation programs occur in two basic ways: the programs either provide financial aid as an incentive for students to go to college, or students receive information about how to apply for financial aid, but do not receive monetary support from the program. Intervention programs that serve these student populations use different techniques to prepare students for college going, though most programs commonly stress academic and social preparation for college (Tierney, et. al, in press; Perna, 2002). Although these key elements have been affirmed through further research, very little is known about the actual impact of specific elements of college preparation programs increasing college enrollment and attendance (Gándara & Moreno, 2002; Tierney, et. al. 2003).

Of the research that has been done on college preparation programs, there has been little mention of increasing access to financial aid or increasing awareness of aid availability, even though research has shown that financial aid is crucial for low-income students and underrepresented students of color (Levine & Nidiffer, 1996; Macy, 2000; Flint, 1993). Research on the impact, design, operations and marketing of financial aid in college preparation programs is virtually non-existent. When finance is mentioned in studies on college preparation programs, it usually appears as a discussion of program budgets and the cost/benefits of services, rather than devising ways to increase access to financial aid (Swail, in press; Timpane & Hauptman, 2004). What is not known is the ways in which these early intervention programs address students' understandings of college price, student aid, scholarships, and financial aid form preparation. There also is virtually no mention of how these programs might influence parental and familial understandings of financial aid.

In this paper, we suggest a framework for creating a research agenda that examines the role of financial aid in college preparation programs. Accordingly, we first define early intervention programs and discuss how they are conceptualized. We then highlight the importance of understanding student aid as a part of the college preparation process. Next, we turn to a closer discussion of the research pertaining to college preparation programs. We conclude by considering the following question: If research on college preparation and financial aid were to be conducted, what might it look like?

Conceptualizations of college preparation programs

College preparation programs are geared toward increasing opportunities for students who have been historically underrepresented in postsecondary education. They are designed to increase and improve college preparation and access through a myriad of activities and programs. In this section, we highlight the types of programs and services that are offered to students and their families. As supplemental enhancement opportunities, early intervention services serve as additional means to support the social and academic curriculum that exists within the public school system. One caveat: We have focused on published reports that have utilized research.

These programs are focused on the student as the unit of change, and provide a number of services targeted toward meeting students' needs. A 1999-2000 national survey of 1,110 college preparation programs conducted by The Education Resources Institute (TERI) and the College Board, as well as Tierney and Jun's 1998 taxonomy of college preparation programs in California, can be used together to set the stage for a discussion of college preparation programs. There is enormous variation in the ways that programs are administered. In terms of timing, programs take place before or after school, on Saturdays, or occasionally as a class period during the regular school day. Some programs begin as early as the 7th grade and others do not start until the senior year in high school. While 67% of programs serve students all year, 15% serve students only in the summer, and another 18% are limited to serving students during the school year (TERI, 2000). Over 57% of prep programs are housed on a college or university campus. Another 16% of programs function at high school sites exclusively; 13% are community based organizations. (Swail & Perna, 2002b). The general features of most college preparation programs include the articulation of a primary role and mission, a strategy for delivery of services and a specific target population (Tierney & Jun, 1998). Also central to main program features are primary sources of funding, program size and location (Perna, 2000; Swail & Perna, 2002b; Gullatt & Jan, 2002). At the federal level the bulk of fiscal support goes for the TRIO programs and GEAR-UP. States also support programs such as MESA, AVID and Puente. National and regional foundations also provide funding for a veritable potpourri of local initiatives.

Delivery of services in college preparation programs

The delivery of services in early intervention programs can be divided by their functions as either in-school activities or after-school programs. Accordingly, the timing and placement of program interventions impact modes of delivery and services (Tierney, et. al, 2003). In-school programs provide daily classroom instruction, including accelerated and/or remedial courses. In-

school programs may also function as supplemental courses that provide assessment and testing practice. Like in-school programs, after-school or out-of-school programs may also offer many of the same resources. In addition to providing many of the same kinds of in-school opportunities, after-school or out-of-school programs also include field trips, college fairs, cultural activities, motivational seminars, and mentoring. A recent development in college preparation programs is the inclusion of programming that targets family involvement in program inventions (Jun & Colyar, 2002).

Program offerings are also organized to meet specific academic, social, or cultural objectives. Examples of academic program offerings include class instruction, SAT preparation, and tutorials. Emphasis is usually placed on math and science activities as well as reading and writing practice. For example, the academic portion of the Math Engineering Science Achievement (MESA) program primarily employs an after-school and weekend format. Using a combination of high school and college based resources, students receive math and science tutoring after school for up to two days per week, and they then participate in supplemental instruction in science and writing practice on Saturdays (Tierney, et. al, 2003). The purpose of academic programming in college preparation programs is to make sure that students are academically eligible for admission to college and persist to degree attainment.

Non-academic services are organized to meet the social and cultural objectives of college preparation programs. Career guidance, motivational seminars, academic advisement, cultural awareness, mentoring, college visits, and social skills development activities address the social and cultural aspects of students' college preparation. The Puente program, which has been targeted primarily toward Latino students, utilizes cultural programming to help students learn more about Latino history and role models in an effort to help students understand that they have a place in postsecondary education (Gándara, 2002). Academic counseling, a service which is foundational in most programs, is a crucial part of program design, especially because the national counselor ratio is as much as 800:1 in many urban high schools (NCES, 1999).

College visits provide students with exposure to colleges that they might otherwise not have. For example, Upward Bound, a federally funded program, networks with colleges across the country to create summer exchange workshops. It is not uncommon for a high school student from Southern California to spend her summer experiencing a taste of college life at a university in Washington DC. These experiences presumably widen students' awareness of the possibilities of college and can represent a compelling social experience, especially for students who have never left their immediate neighborhoods (Venegas, forthcoming).

Research on families and college-going suggest that parental support is a critical predictor for whether students will consider participating in postsecondary education (Choi, 2001; Flint, 1993). Additional research that focuses on parents' understanding of the college and financial aid process however, shows that while parents have a strong influence, they are quite often not aware of the basic requirements for college-going or the processes for seeking financial aid (Tornatzy, Culter, & Lee, 2002; McColloch, 1990; Tomás Rivera Institute, forthcoming). As such, finding ways to integrate parents into program activities has proven to be a challenge for most college preparation programs (Jun & Colyar, 2002). Some programs have created formal mechanisms that attempt to address the needs of students' families as part of the college access

process. Services that are targeted to families include parent information sessions, family counseling, participation in activities, and other forms of parent involvement. In the case of MESA, for example, this could be participating as a parent judge during a science fair (Tierney, et. al, 2003). For parents who participate in Upward Bound, this would mean participating in yearly academic meetings with the student, parents, and program counselor (Venegas, forthcoming). As we shall elaborate, very few programs have developed systematic and on-going parental sessions pertaining to access and financial aid.

Hand in hand with the program components, there are short term and long term desired outcomes that are common across a number of programs (Tierney & Jun, 1998). In the short term, program participants are expected to have an awareness of their postsecondary options, improved study skills leading to a higher GPA, and to a certain extent, relevant financial aid information. An immediate result of these short term goals is student persistence and college attendance. Long term goals include high school completion, college completion, and self regulated learning. Academic preparation and the enhanced ability to learn are main goals in the short and the long term. The attention to increasing academic performance is in many ways the core goal of early intervention programs. Although a minority of programs may say that they deal with financial aid information, the reality is that the information that is provided is usually minimal and more often than not falls by the wayside as the programs struggle to meet their primary goal.

In all cases, the role of early intervention programs is not to replace the main curriculum of the school. Rather, they serve as additive programs that are meant to enrich the offerings already in place at the school site, which raises two important points about the purpose and existence of these programs. The first assumption is that schools do not adequately prepare students for college. The second assumption is that postsecondary institutions should have a strong commitment to enrolling students who have traditionally been underrepresented on their campuses (Tierney & Hagedorn, 2002). Both assumptions are plausible because of the lack of a linkage between K-12 and college curricula (Timpane & Hauptman, 2004), and public higher education's attempts to use college preparation programs as a form of affirmative action outreach (Murphy, et. al, 2001).

Student aid in college preparation programs

For low-income students, such as those who participate in college preparation programs, financial aid is a crucial part of the college going process (Levine & Nidiffer, 1996; Macy, 2000). Regardless of the correlation between college participation and financial aid, few early intervention programs provide significant financial support or information regarding the aid process (Gándara, 1998). The most common forms of direct financial support to individual students are SAT I, SAT II, ACT, and AP test waivers (Tierney, et. al., 2003). It is important to note however, that many of the students who receive these waivers through the prep program also are eligible for the same types of waivers through their high school college centers. However, recent research shows that students are not aware of the resources of college offices and often look to external support and access to resources from college representatives and other college outreach personnel (Venegas, forthcoming.)

There are a small number of programs that guarantee financial aid for students who are able to become academically prepared for college, thereby coupling financial aid with academic achievement. A review of programs that guarantee financial aid shows that there are great differences in program design and implementation. For example, Eugene Lang's "I Have a Dream program" or IHAD has been working with low income students of color to reach educational and career goals (<http://www.ihad.org/projects.php>). The program, which began in 1981, is organized around preparing small cohorts of students for college going, beginning in elementary school and working with them through high school graduation. Rather than choosing one particular child, IHAD selects an entire class of students at one particular low income school or housing project and works exclusively with those students. The students and families in the projects, called "dreamers" are supported by IHAD sponsors. Local community organizations and project coordinators provide academic and motivational support as well as financial resources. Students who complete the program are guaranteed that they will receive tuition for a vocational school, college, or university of their choice. There are currently IHAD projects in over 20 states. Of the original IHAD cohort the claim has been made that 90% graduated from high school, 70% went onto higher education, and 40% completed a college degree (http://www.ihad.org/facts_figs.php). In a study commissioned by the National Postsecondary Education Cooperative, however, the authors commented that "few attempts [had] been made to carefully evaluate [IHAD]" (Gándara and Bial, 2001, p. 49). Interestingly, in the *one* study that NPEC cites about IHAD the authors' state, "the *essential* element that had contributed to the successful outcomes in the IHAD program as it was implemented in these *two* sites was the development of strong trusting relationships" (Gándara and Bial, 2001, p. 50). Thus, we are hesitant to make claims of success of a program because of the incentive of financial aid for college.

Indiana's 21st Century Scholars program is an example of a statewide effort to increase college-going. This program, based only in the state of Indiana offers a guarantee of state college tuition to middle school students who meet the following criteria: (1) maintain a 2.0 grade point average, (2) graduate from an Indiana high school, (3) apply for admission to an Indiana college, (4) apply for financial aid, (5) refrain from using illegal drugs and alcohol, (6) refrain from committing a crime, and (6) enroll as a full-time college student within two years of high school graduation (St. John, et. al, 2002). The Scholars program is targeted for students who are deemed low-income based on their eligibility to participate in the state level free and/or reduced lunch program. Students who meet these basic requirements are asked to take the "Scholars Pledge" where they commit to follow the six conditions named above. An analysis of the program found that the students who received support in meeting the conditions of that pledge were more successful than those who took the pledge but did not participate or have access to additional forms of support (St. John, et. al., 2002). Increased academic support services, opportunities for parent involvement, and particularly campus visits were the most effective strategies in helping students meet their college goals. Nevertheless, college participation for even these students when compared with their middle and upper class peers remains below average.

The Neighborhood Academic Initiative (NAI) is a program that is coordinated as part of a local partnership at the University of Southern California (USC). Students who participate in this program are promised full tuition, room, board, and a stipend if they are admitted to USC. NAI

uses strategies similar to Indiana's "pledge" approach, requiring both student and parents to sign a statement promising to assist students in preparing for college. Approximately 30 students are selected to participate in the program each year. The NAI scholars process begins at the middle school with a very "high touch" approach; NAI students and their parents are required to attend college preparation workshops throughout the middle school and high school years that emphasize academic and socialization activities, as well as application and financial aid workshops. NAI students are also tracked into classes with one another during high school to ensure that students are following an appropriate college preparatory curriculum. There is a reported high rate of success of this program. The program boasts that approximately 45% of students who participate in the program attend USC and 50% attend other local state colleges and universities (<http://www.usc.edu/ext-relations/nai/results.html>). Unlike the Indiana program however, this program targets a very small number of students within a specific region. As a result, the NAI program is able to target programming and services to meet the specific needs of the population.

The Kauffman Foundation is a privately funded organization that also has an interest in providing financial aid to low income students (<http://www.kauffman.org>). The foundation's first commitment to financial aid cast a wide net, much like the Indiana 21st Century Scholars program. The initial effort included all low-income students in the state of Missouri who pledged their interest and commitment to the Kauffman foundation program. The foundation staffed 11 administrators to work with the over 1,300 students who signed the pledge and enrolled in the program. Administrators worked with the students over the span of six years, providing academic, mentoring, and other forms of support to students. At the end of the first phase of this project, approximately \$22 million had been spent in school site support services, and 56% of students had graduated from high school, with about 16% earning a four year degree and another 6% earning an associates degree.

The Foundation has since turned to a "Kauffman Scholars" model. The pledge of commitment has remained, but a selection process has been implemented shaping the number and type of student who participates in the program. The commitment to college and the scholars program begins, as with the other programs mentioned here, during the end of middle school. The program is available to students who attend "Kauffman Choice Schools" that have been identified as low achieving and low income high schools in Kansas City, Kansas and Kansas City, Missouri. The Foundation offers academic and social support, in addition to the promise of aid, for students who graduate from high school on time, meet low-income status, and are recommended by teachers or counselors at their school site. About 200 students are selected each year to participate in the program. The program is only its second year so there is no strong evidence of their success (<http://www.kauffmanscholars.org/>). The Foundation has pledged to spend 70 million dollars over a nineteen year period on this project.

In an earlier draft of this document we were requested to discuss The Gates Millennium Scholars (GMS) program which is funded by a grant from the Bill & Melinda Gates Foundation. GMS seeks to provide opportunities to underrepresented minorities in the areas of mathematics, science, engineering, education, and library science (<http://gmsp.org/about/index>). Unlike the Kauffman Scholars program which targets a particular state and local student population and uses a cohort approach, the GMS program is a scholarship program that does not provide

additional college preparatory support. Instead, it functions as a scholarship granting agency that awards financial aid to students who have been accepted to a college or university and have an unmet financial need. The program targets students who have exemplary academic records, community service, leadership potential, and must be Pell grant eligible. The GMS program is similar to many college scholarship programs in that it seeks to reward the most talented low income students who met particular criteria. The program is unique however in that it is a large scale award- over 7,000 students have received GMS support since 1999 (<http://www.gsmp.org/FAQS>). The program is administered by the United Negro College Fund which coordinates with the American Indian Graduate Center Scholars, the Hispanic Scholarship Fund, and the Organization of Chinese Americans. These kinds of private partnerships are not uncommon in the college preparation arena. But is such a program a “college preparation program?” If it is, then presumably Pell Grants, state aid, and virtually every aspect of financial aid may be considered “college preparation.” Such an assertion expands the notion of college preparation in a not very useful direction.

There are similar linkages in the public sector as well. For example, some states have used funding from the federal program entitled “Gaining Early Awareness and Readiness for Undergraduate Programs” (GEAR UP). This discretionary grant program is designed to supplement a state’s efforts to increase access to postsecondary education for low income students (<http://www.ed.gov/programs/gearup.fundin.html>). Over 35 states participate in this program; most emphasize academic preparation, though a few have attempted to link academic performance to financial aid. For example, Oklahoma has utilized its GEAR UP funding to increase outreach and funding to its statewide program. In 2000-2001, the state college tuition program increased program participation nearly eight fold from the 1999-2000 school year enrolling 9,735 students. The program funds tuition for Oklahoma students who attend any two-year or four-university for students who successfully complete the college tuition scholarship program, which includes various college preparation activities. The state of Virginia uses its supplemental GEAR UP money by tracking ninth graders’ performance in algebra; the state promises scholarship money based on a grade of “C” or better in math, missing no more than two days of school each year, and parental involvement. The first group of Virginia scholars have yet to graduate and receive their scholarships as the program is only in its third year of operation (<http://www.ed.gov/programs/gearup/performance.html>).

Although there has not been any significant comparative study in enrollment and persistence rates for programs that offer aid versus those that do not, a few researchers have suggested that programs that offer aid are moderately successful (Macy, 2000; Gullatt and Jan, 2002). Gullatt and Jan (2002) cite a study by Bailis et al about the Baltimore College Bound program. The Bailis et al study, that Gullatt and Jan cite, however, was never published and never went through peer review. The document apparently resides in a Center that no longer exists in a Graduate School that has been eliminated or redesigned at Brandeis University. Thus, we hesitate to come to any conclusion about the veracity of the document.

Nevertheless, Bailis et al found that senior high school students who participated in the program in 1989 had an approximately 70% higher rate of retention than students who did not participate in the program. Gullatt and Jan state that Bailis et al concluded that in the case of Baltimore College Bound, the carefully timed interventions and personalized assistance of this type of

program were most effective when coupled with possible scholarships, an assertion that is somewhat corroborated by other research on high school students and their transitions to college (Macy, 2000; MacGowan, 2002; Levine and Nidiffer, 1996). An additional caution here is that many, if not most, reports of college preparation programs with or without financial aid support offer stunning success rates. Previous work we have done show that self-reports by college preparation programs state that upwards of 80% of their participants went on to college. Our investigations of these rates found that the findings from most of these evaluations were anecdotal and based on imprecise units of analysis.

Because there is not much research on the ways in which financial aid support is communicated or implemented in early intervention programs, the next section of this paper provides a discussion of research on college preparation programs in general. This discussion serves as a means for understanding how and why a research agenda that considers college preparation programs and students' financial aid preparation might be useful.

Research on college preparation programs

Research on college preparation programs has identified between nine (Tierney, et. al.), seven (Gándara, 2002), and up to eleven key programmatic elements (Swail & Perna, 2002a; 2002b; Gullatt & Jan, 2002). The programmatic elements noted below blend academic enrichment opportunities with activities that provide systemic knowledge about the processes of college and college life. In an effort to include all possible considerations, we list twelve elements here:

- (1) high student and staff standards,
- (2) individualized attention to students (such as tutoring and academic advisement),
- (3) long term involvement of students and staff,
- (4) access to mentors,
- (5) positive peer integration,
- (6) early preparation-beginning in middle school,
- (7) a program connection in the K-12 environment,
- (8) time relevant programming,
- (9) socialization/cultural relevance,
- (10) parent involvement,
- (11) financial aid, and;
- (12) program evaluation.

Some elements like tutoring and advisement are more common to all programs. Other components, such as financial aid, are mentioned but not clearly addressed. For example, Gándara and Bial's (2001) NPEC study of college preparation programs, which evaluated about 50 programs, found that only ten programs formally award grants or scholarships. Other programs claimed to provide some sort of formalized financial aid counseling but the extent to which these services are provided is not clear. Additionally, Perna and Swail's (2002) research on college preparation programs found that there are four primary objectives for college preparation programs. These objectives are general academic skills, high school graduation, college attendance and college completion.

In terms of programmatic elements, some are considered to be more crucial than others (Tierney, et. al, in press). For example, there is general agreement that academic preparation is a fundamental piece of the college access and persistence pie (Perna, in press; Hagedorn & Tierney, 2002; Gándara & Moreno, 2002). Likewise, time relevant programming and appropriate academic counseling are considered to be necessary for college preparation; these are the kinds of programmatic elements that have a direct link to the primary objectives that Perna and Swail posit (Gándara, 2002; Grubb, Lara, & Valdez, 2002). Additionally, these program components are easy to justify. All college bound students need to be adequately academically prepared to persist and complete their degrees. In order to make sure that this preparation happens, students need to be counseled and placed in the right kinds of classes at the right time (Grubb, Lara & Valdez, 2002).

Other components of college preparation programs have been more difficult to demonstrate as crucial to the college preparation process. These elements are more difficult to standardize in a consistent manner. Perhaps one of the most controversial possible programmatic elements is the inclusion of culture (Tierney, et. al, 2003). Using a review of the literature, Villalpando and Solórzano (in press) suggest that college preparation programs attend to students' cultures in three ways. Some programs view culture from a deficit perspective, in which a student's home culture is deemphasized in an effort to persuade students to adopt a particular type of college culture and identity. Another approach to culture in college preparation programs is one that strongly emphasizes the home culture of the student, by attending to the particular characteristics of the dominant group in a college preparation program. A program that is predominately Asian would attempt to emphasize the aspects of Asian culture that values academic achievement. A third possible way to incorporate culture into a college preparation program is a process of cultural synthesis in which students' home cultures are valued and incorporated into the college preparation program curriculum. The Futures project, a program organized through the University of California, Los Angeles, is an example of such an effort. The work of this project focuses on the intersections between college access research and interventions, and a critical pedagogy that emphasizes socio-cultural learning theory. The main aim of the program is to promote college going for a small group of students of color at one Southern California high school (<http://idea.gseis.ucla.edu/projects/futures/index.html>). This socio-cultural approach, when employed in college preparation programs, such as the Futures program, shows that a culturally integrative model may be effective in helping students prepare and transition into to college. Gonzalez and Moll (2002) found that the implementation of culture in this way not only helps students to prepare for college, it also inspires program practitioners to provide better services. A valuing of "non-traditional" funds of knowledge created a starting point for students and teachers to connect with one another achieve program goals of academic achievement and college enrollment. A continuing challenge in program evaluation is quantifying almost all of the elements of college preparation programs- even though we know that some are more necessary than others.

Although there is a growing body of research that identifies and evaluates college preparation programs, a gap in these evaluative processes remains. Where does financial aid support and information fit in the "what is essential and what is not" college preparation program component spectrum? Implications for future research in many key studies of college preparation programs point toward a closer evaluation of the ways in which post-high school graduation goals are, or

are not, met (Hagedorn & Tierney, 2002; Tierney, Corwin, and Colyar, in press; Gándara & Moreno, 2002). Research on financial aid suggests that each students' financial situation plays a large role in this type of persistence (MacGowan, 2002; Haro, Gonzalez, & Rodriguez, 1994; Levine & Nidiffer, 1996. Terenzini, Cabrera, & Bernal, 2001; Flint, 1993). Financial aid would be considered a “non-academic” service which builds upon the college cultural capital that help students prepare for college (Gullatt & Jan, 2002). In this final section of the paper, we explore the possibilities of investigating financial support, not only from a primary outcome perspective, but also as an informational process as part of the college preparation program experience.

Financial aid in college preparation programs: A research agenda

Since the majority of college preparation programs only tangentially consider student aid, it is not surprising that there is virtually no research on student aid in college preparation programs. As we noted, of the research and program evaluations that do exist, it appears that financial aid is treated in one of two ways. On the one hand, programs that guarantee financial aid upon completion of the program and college enrollment eliminate the need for students to be concerned about aid. On the other hand, interventions that do not offer a promise of aid try to provide counseling about opportunities for financial aid.

In this final section of the paper, we offer potential avenues for further investigation. A first possible stream of research would be to create a formalized analysis of the state, federal, and private pre-college intervention programs to identify the programs that include financial aid information or support as part of their program offerings and how they implement these strategies or services within their program structures. As a mixed method endeavor, this study would create a foundational starting point for future research on college preparation programs and financial aid. A possible next step from this research project would be to compare college preparation programs that provide financial aid after college enrollment with those programs that do not. Although both types of programs report high rates of high school graduation and college enrollment, it is not clear whether programs that provide college aid or heavy assistance in accessing aid are more effective than those which do not. The purpose of this comparative study would also potentially influence programs to realign their spending priorities, encouraging more strategic budgeting practices. A better understanding of actual costs and budgeting practices for college preparation programs have remained a little explored area of research for some time, although there have been recent attempts to address this issue (Swail, forthcoming; Torres, 2004).

Torres' recent evaluation of the costs and benefits of outreach programs offered by the University of California serves as a prototype for this kind of study (2004). Using the Puente programs and its participants as units of analysis, Torres suggests that certain activities, such as tutoring and mentoring, may have more programmatic value. To calculate the potential long term benefits of these services versus the immediate program costs, two formulas might be considered. First, “total program funds ÷ number of participants = cost per student” must be determined. In the case of the Puente program, for example, cost is approximately \$400 per year. The second set of numbers to consider relate to the long-term economic benefit of program participation. A formula to represent this calculation might be “per student program costs x number of students = total long term economic benefit.” Although this set of formulas was only

applied to one program in the Torres study, approaches like these might be used in a comparative study between programs that offer aid and those that do not.

In thinking about college preparation programs from an individual program perspective, it also might be worthwhile to understand how pre-college financial aid dollars are spent in college preparation programs. By “pre-college financial aid” we mean those costs related to applying for college (e.g. college application fees, SAT fees, and the like). Although a study of this nature might initially appear not to have a direct relationship to student financial aid for college, recent research shows that low-income students’ relationships to financial aid begins prior to college acceptance and enrollment; students’ aspirations begin during the preparation stage. Financial aid appears to have a great deal to do with decreasing low-income youths’ desire for college (Timpane & Hauptman, 2004; Venegas, forthcoming). However, there are many costs of college preparation that low-income students seek access to prior to paying for even one dollar of tuition or fees. Understanding the “real” costs of college preparation, in the form of per-student spending in areas such as individual costs for fee waivers for testing and applications, test preparation, college trips and other services which are directly related to the college and financial aid process is one way to get at yet another barrier for low-income students in accessing college. There are more opportunities to seek college-going dollars than there are for pre-college/ college preparation activities. Using a quantitative approach, a survey distributed to programs nationally would allow researchers to identify actual pre-college costs per program participant. Knowledge of actual per-student expenses would inform policy makers of what it really costs for a student to get to college. The results of this survey could also be used to inform students and families of the “pre-costs” of college going. As the shift of responsibility for paying college tuition moves to students and parents (Fitzgerald, 2003; Flint, 1993), so too does the financial responsibility for appropriate college preparation.

Another possible research approach is inspired by recent findings by the Tomás Rivera Institute (2003; forthcoming) which suggest that Latino students and their families do not have a clear understanding of college preparation or financial aid. Other studies have found similar results for African American and low-income White and Asian students (Macy, 2000; MacGowan, 2002; Venezia, Kirst, & Antonio, 2002). Since college preparation programs are intended to be sites of college going information, a study which investigates the ways that financial aid information is communicated is useful. Close attention to the specifics of the transmission of financial aid information and the effects of financial aid assistance in college preparation programs would create a realistic picture of how the day-to-day actions of these programs increase students’ financial aid knowledge and attainment. During a time of intense budget cuts to outreach programs, it would be useful to know if students’ and parents’ knowledge of financial aid is something that is best learned through one or two “drop-in” financial aid workshops, or if understanding and participating in the financial aid process is something that needs to not only begin early but continue over time.

A recent evaluation of the Upward Bound program suggests that students who participate in this intervention program over a significant period of time report better student outcomes. Intensive interaction with students and frequent interaction with parents over time are some of the main features of this program’s design. A key finding of the study found that for each additional year of participation beyond the initial year and a half program commitment, there was a 9 percentage

point increase in postsecondary enrollment (Myers, et. al., 2004). These findings suggest that early and consistent access to financial aid information may increase students and parent knowledge about funding programs and requirements.

An additional stream of research pertains to the relationship between the design, operations, and marketing of aid as it relates to college preparation programs. As we noted, virtually no research exists in this area. One might investigate, for example, what the strategic possibilities and outcomes for early intervention programs are that align and market themselves primarily as financial aid focused services. A review of existing programs, such as the Indiana Scholars Program or the Neighborhood Academic Initiative, with particular attention to their advertising and program administration techniques, might reveal best practice approaches for other programs that offer financial aid information and support. Likewise, a review of programs that do not put forward direct financial support, such as MESA, could provide insight into creating financial aid information approaches for those types of preparation programs.

We have suggested here that financial aid might play an integral part in college preparation programs. If financial aid were incorporated, several avenues for research might be taken. Because these programs are targeted towards attracting and/or developing high achieving, yet educationally disadvantaged students, the importance of financial aid can not be underestimated. However, at present there is very little research that gauges the effectiveness of the financial aid component in college preparation programs because very few programs have incorporated financial aid into their programmatic structures.

Annotated Bibliography

Choi, S.P. (2001). Student whose parents did not go to college. Findings from *The Condition of Education 2001*. National Center for Education Statistics. U.S. Department of Education: Office of Educational Research and Improvement, Washington, DC. NCES 2001-126.

This report summarizes the findings of NCES studies about the experiences of high school graduates and postsecondary students whose parents did not attend college. Findings suggest these students are disadvantaged in terms of postsecondary access, even after controlling for other factors including academic performance and formal college preparation activities.

Fitzgerald, B.K. (2003). The opportunity for a college education: Real promise or hollow rhetoric? *About Campus*.

Using the findings of two recent reports, *Access Denied* and *Empty Promises*, the author asserts that although more low-income students are academically prepared for college, the rising costs of tuition preclude these students from attending college. Low-income students are less likely to take the appropriate entrance tests and be informed about the financial aid process. To address these problems, Fitzgerald suggests that, among other changes, additional resources and aid advisement be given to low-income students who participate in early intervention programs.

Flint, T.A. (1993). Early awareness of college financial aid: Does it expand choice? *The Review of Higher Education* 16(3): 309-327.

Flint's study examines the influence of parents' knowledge of and plan to apply for student financial aid. Using a parent survey of college bound, pre-high school students, the study includes an examination of background variables, savings and financial aid awareness variables, and college search variables to understand parents' knowledge and intentions. The results of the study highlight two important conclusions: (1) aid influences choice of institution and (2) not all types of aid appear to be equally effective in promoting choice. The article concludes by suggesting that early intervention programs positively impact parents' knowledge and choices about financial aid.

Futures Project. (2004). Institute for Democracy, Education & Access. University of California, Los Angeles. Available online: <http://www.idea.gseis.ucla.edu/projects/futures/index.html>. Retrieved on April 28, 2004.

A description of the Futures I project at this website highlights the main goals of this early intervention program. The project page includes a detailed description of the intersecting goals of the program. These goals are preparing students for college and empowering students to be active agents in their own educational experiences. Curriculum design for this project includes tutoring and other academic support as well as instruction in activist oriented educational research.

Gaining early awareness and readiness for undergraduate programs (GEAR UP). (2004). United States Department of Education. Washington, DC. Available online at: <http://www.ed.gov/programs/gearup>. Retrieved on May 26, 2004.

Information on federally funded discretionary grant program “Gaining early awareness and readiness for undergraduate programs” (GEAR UP) is housed at this website. Available program information includes the program purpose, eligibility, applicant information, awarding information, performance information, funding status of select grants, and the laws, regulations and guidance that define this program. Links to additional resources and contacts are also listed.

Gándara, P. (2002). A study of high school Puente: What we have learned about preparing Latino youth for postsecondary education. *Educational Policy* 16(4): 474-495.

Gándara’s article focuses on the impact of the high school Puente program on increasing Latino participation in postsecondary education. Using survey data from approximately 1000 program participants and 1000 non program participants at 18 high schools, the author reports on the differences between participating and non-participating students with regard to attitudes, GPA, and academic preparation for college. After finding a significant positive impact for students who participate in the Puente program, the author discusses the program elements which might be the most influential in creating these gains.

Gándara, P. and Bial, D. (2001). *Paving the way to postsecondary education: K-12 intervention programs for underrepresented youth*. Report of the National Postsecondary Education Cooperative Working Group on Access to Postsecondary Education, Washington, DC. Available online at: <http://nces.ed.gov/pubsearch/index.asp>. Retrieved online June 14, 2004.

Based on a national evaluation of college preparation programs, the authors address the task of identifying how these programs attempt to bridge the pathway from high school to college. The report accomplishes this goal by creating a typology of college preparation programs, identifying and reviewing selected access programs, and pinpoint areas for further research. In doing so, the report considers key program practices and limitations to establish a basis for evaluating the value and effects of intervention programs.

Gándara, P. and Moreno, J.F. (2002). The Puente project: Issues and perspectives on preparing Latino youth for higher education. *Educational Policy* 16(4): 463-473.

As an opening chapter of a special issue on the Puente project, this piece provides an overall discussion of the successes of the Puente project, a college preparation program targeted towards Latino students that emphasizes Latino culture and college attendance. Their findings suggest that when working with Latino students, college preparation programs need to include three key elements: mentoring, supplemental instruction, and academic counseling.

Gates Millennium Scholars. (2004). The Gates Millennium Scholars Program. Fairfax, VA. Available online at <http://gmsp.org>. Retrieved on May 26, 2004.

A basic overview of the Gates Millennium Scholars Program can be found at this website. Program highlights include a brief description of the program, its origins, and administrations. Scholar profiles as well as application and nomination information is also listed. Links include resources to other scholarships.

Gladieux, L.F. (2004). Low-income students and the affordability of higher education. In R.D. Kahlenberg. *America's untapped resource: Low-income students in higher education*. New York, NY: The Century Foundation Press. Pgs.17-58.

This chapter of R.D. Kahlenberg's edited text discusses the results of a quantitative analysis of the relationship between family income and college affordability. Findings show that low-income students are more likely to participate in low cost community colleges and other state schools. Gladieux suggests that in order to counteract this trend, the purchasing power of the federal Pell grant must be restored and that states should make efforts to hold down the rising costs of tuition while finding ways to provide more support for the neediest students.

Grubb, W.N., Lara, C.M., and Valdez, S. (2002). Counselor, coordinator, monitor, mom: The roles of counselors in the Puente program. *Educational Policy* 16(4): 547-571.

Using a qualitative approach that includes individual interviews and focus groups with counselors and students, the authors discuss the role of counselors in the Puente college preparation program. After identifying "what counselors do all day," the study describes counselor perspectives on students and parents who participate in the program. The article concludes with a discussion of the need to struggle for counselor reform on the K-12 system and outlines possible steps to take in that effort.

Gullatt Y. and Jan, W. (March, 2002). *How do pre-collegiate academic outreach programs impact college-going among underrepresented students?* Paper prepared for the Building School Capacity Committee of the Pathways to College Network. Available online at: <http://www.pathwaystocollege.net>. Retrieved March 5, 2003.

Commissioned by the Pathways to College Network, this paper offers a brief overview of college preparation programs and presents four program case studies. In these studies, a "promising practices" approach reviews state and federally funded outreach programs that boast high level of success. The main conclusions of this study are that students need to engage in constructive learning activities, enroll in college preparation courses, and obtain information about college going in the early stages of academic study.

Haro, R.P., Rodríguez, Jr., G. and González, Jr., J.L. (1994). *Latino persistence in higher education: A 1994 survey of University of California and California State University Chicano/Latino students*. San Francisco, CA: Latino Issues Forum.

With the support of the Ford Foundation, this study reports on the persistence patterns of Latino students based on a state wide telephone survey of 150 UC and CSU students. Several factors appear to influence student persistence, including the role of Latino family, the influence of peers; mentors, gender, outreach programs at target institutions; campus climate, and finances. Researchers assert that a majority of students worked while attending college, which affects campus engagement and course load. Over 60% of participants cited financial aid as one of the most influential factors in determining persistence and degree attainment.

“I Have a Dream” Program website. (2004). Available online at <http://www.ihad.org>. Retrieved online April 28, 2004.

This program website contains a wealth of information on the “I Have a Dream” project. The home page begins with an introduction and history of the project. From this opening page, there are links to descriptions of the over 100 current project spanning 20 states. Other information includes recent program results and alumni pages.

Jun, A. and Colyar, J.A. (2002). Parental guidance suggested: Family involvement in college preparation programs. In W.G. Tierney and L.S. Hagedorn (eds.) *Increasing access to college: Extending possibilities for all students*. Albany, NY: State University of New York Press.

Beginning with a discussion of previous research, this article emphasizes the importance of parent involvement in college preparation. After identifying common practices for parent involvement, the authors consider the possibility that family involvement behaviors may be different based on ethnic and/or class differences. Using social network and cultural capital theories to review these findings, the article concludes with a set of suggestions for involving all types of parents in college preparation program activities. These suggestions include associating academic achievements with cultural norms and contexts.

Kauffman Scholars website. Available online at: <http://www.kaufmanscholars.org>. Kansas City, MI. Retrieved April 23, 2004.

The Kauffman Scholars website offers specific information about the Kauffman’s Foundation “Scholars” program. The site includes highlights of the activities offered to current scholars. A discussion of past college access and the financial aid efforts of the foundation, as well as media related to the scholar program are located on this site. Links to other Missouri education websites are also listed.

Levine, A. & Nidiffer, J. (1996). *Beating the odds: How the poor get to college*. San Francisco, CA: Jossey-Bass Publishers.

This text is most often cited for the statement “the bottom line is that financial aid is necessary but insufficient condition for college attendance by the poor” (p. 156). This statement frames a discussion of the role of early intervention program as a part of the college preparation process. Levine and Nidiffer’s qualitative study highlights the experience of twenty four low-income, successful “college persisters”. Findings accentuate the factors that promote degree attainment and reveal other factors that act as barriers to college going and persistence.

MacGowan, B.R. (2000). *A student centered model of college choice: Opportunity structures for college-bound black students*. Alexandria, VA: National Association for College Admission Counseling.

This study considers the information processes used for the enrollment choices of college bound Black students. Using individual interviews to gather information about students’ perceptions of their college choices, the author posits a new model of college choice to explain the process for Black students. This model, organized as a process that evolves over time, emphasizes the importance of early awareness of college options and financial aid. When asked what top pieces of advice they would get to prospective Black college students, 65% of participants gave advice about the financial aid process.

Macy, B. (2000). *From rusty wire fences to wrought iron gates: How the poor succeed in getting to—and through—college*. Washington, DC: The College Board.

Macy’s qualitative study emphasizes the stories of several first generation federal Pell grant recipients. Each of the 20 interviews used as data for this study include detailed social histories and highlight the various barriers that students experience on their journeys to and through college. The stories reveal six key themes for enabling low income college students in college access and degree attainment. These themes are: early awareness of higher education and the availability of financial aid; the ability to break from family patterns; the importance of peers; the critical role of mentors and college outreach; the desire for personal growth and enhanced self esteem; and the importance of early college success and personal goal setting.

McColloch, S.K. (1990). The financial planning gap. *Journal of college admissions* 127: 12-17.

Beginning with the central question: “What expectations do students and their families have about the costs of an education and how to pay for it?” the author in this essay outlines the perceptions of both student and parents using quantitative data sets available from the Education Testing Service (ETS). Based on her sample of 15,000 students, the author found that college hopefuls can be divided into workers, borrowers, and savers. Despite these behaviors, however, large gaps in how to make decisions about financial aid are revealed, especially for low income students and students whose parents had not attended college.

Murphy, L.P., Affolter-Caine, B., Conger, A.J. and Heller, D.E. (2002). *Alternative access strategies: An analysis of university outreach in the context of anti-affirmative action policies*. Paper presented at the Annual conference of the Association for the Study of Higher Education. Richmond, VA.

This paper addresses alternate strategies that universities use to maintain academic excellence while addressing the unequal access to and preparation for higher education for low-income and/or students of color. Based on a case study of the University of Washington, this study illustrates the ways in which this institution alters its K-12 outreach efforts to address issues of affirmation action.

Myers, D., Olsen, R., Seftor, N., Young, J., and Tuttle, C. (2004). *The impacts of regular Upward Bound: Results from the third follow-up data collection*. U.S. Department of Education. Office of the Under Secretary. Mathematica Policy Research, Inc.: Washington, DC.

This study assesses the impact of the Upward Bound program on students' preparation for college, college enrollment, persistence, and completion. Based on a representative sample of 67 Upward Bound programs, evaluators found positive impacts for certain groups of students, and for students who participated in the program over time. Findings also suggest little overall impact on academic readiness for college and no effect on postsecondary enrollment for students overall.

National Center for Education Statistics. (1999). *Public school student, staff, and graduate counts by state, school year 1997-98*. NCES report 1999-327.

This report from the National Center for Education Statistics reveals that counselors in low income urban environments have average student caseloads of 800:1. As a statistic, this finding shows that students in these educational environments have less access to college preparation information and college going resources.

Neighborhood Academic Initiative website. University of Southern California, Los Angeles, CA. Available on line at: <http://www.usc.edu/ext-relations/nai/results.html>. Retrieved April 23, 2004.

The Neighborhood Academic Initiative (NAI) website provides information about the NAI program in place at the University of Southern California. The opening page outlines eligibility requirements and program offerings. The results page provides updates on the status of past NAI scholars by quantifying the progress of past and current program participants.

Perna, L.W. (2002). Pre-college outreach programs: Characteristics of programs serving historically underrepresented groups of students. *Journal of College Student Development* 43(1).

Perna's article on pre-college outreach program identifies key programmatic elements of different programs. After defining five critical components, Perna questions the ability of

programs to meet these services goals, finding that only 25% of programs adequately address these objectives.

Perna, L.W. (2004). *The Key to College Access: Rigorous Academic Preparation*. In W.G. Tierney, J. Colyar, and Z. B. Corwin (eds.) *Preparing for college: Nine elements of effective outreach*. Albany, NY: State University of New York.

In this chapter of an edited book on college access, the author reviews the literature on high school academic preparation in college preparation programs. Beginning with the assertion that academic preparation is a central component of college-going, Perna discusses the ways that academic preparation has been addressed in college preparation programs. The work concludes with possible strategies for supporting and strengthening academic preparation in college prep programs.

Perna, L.W. and Swail, W. S. (2002a). Pre college outreach and early intervention programs. In D.E. Heller (ed). *Condition of access: Higher education for lower income students*. Westport, CT: Praeger Press.

This chapter argues for a more comprehensive approach to college access programs. Using examples from existing programs, the authors consider the effectiveness of early outreach programs to frame their work. After delineating differences between federally funded and non-government sponsored programs, the authors highlight the most effective intervention strategies and suggest that more research in the area of effective program components needs to be endeavored and that the value of early intervention programs can not be under estimated.

Perna, L.W. & Swail, W.S. (2002b). Pre college outreach programs. In W.G. Tierney and L.S. Hagedorn (eds). *Increasing access to college: Extending possibilities for all students*. Albany, New York: State University of New York Press.

Using data from the 1999-2000 National Survey of Outreach Programs sponsored by the College Board and TERI, this chapter outlines the general characteristics of college preparation programs. Authors describe “the landscape” of outreach programs including funding sources, program location, and program goals and services. Findings regarding parent involvement and staffing and training are also discussed. The chapter concludes with ten suggestions for program practitioners to use in improving program services.

St. John, E. P., Musoba, G.D., Simmons, A., Chung, C.G., Schmit, J., Peng, C.Y. P. (2002). *Meeting the access challenge: An examination of Indiana’s Twenty-First Century Scholars Programs*. Paper presented at the Association for the Study of Higher Education Annual Meeting. Sacramento, CA.

In this paper, the authors suggest that early intervention programs can promote access by providing encouragement for academic preparation and aid applications. This study examines the impact of Indiana’s Twenty-first Century scholars program—an intervention that combines supplemental grant aid with academic support for low income middle and high school students.

The results of this student show that participation in the program increased students' chances of applying for and enrolling in college.

Swail, W.S. (in press). Value added: The costs and benefits of college preparatory programs in the United States. In W.G. Tierney, J. Colyar, and Z.B. Corwin (eds.) *Preparing for college: Nine elements of effective outreach*. Albany, NY: State University of New York Press.

Swail's work uses a cost/benefit analysis to consider the impact of college preparation programs. With three case studies, he considers the value added of supplemental instruction programs, pre-school interventions, and broad school based interventions. Swail suggests four possible comparisons to assess the value of early intervention programs. These are the differences in the quality of information from program evaluation, the value of long term versus short term interventions, the assessment of tangible versus intangible outcomes, and finally, the differences between micro and macro-sized interventions.

Terenzini, P.T., Cabrera, A.F., and Bernal, E.M. (2001). *Swimming against the tide: The poor in American higher education*. College Board Report No. 2001-1: New York, NY.

Swimming against the tide synthesizes research on low-income students and their experiences with college going. The report employs a meta-analysis of 24 studies of college access, persistence, and financial aid to create an analysis of the college search, choice and selection process for low-income students. The comparison of low-income and moderate-to-high income students reveals that low-income students are likely to be inadequately prepared for college, have less financing resources, and are less likely to persist than their higher income counterparts.

Tierney, W.G., Colyar, J., Corwin, Z.B. (in press) *Preparing for college: Nine elements of effective outreach*. Albany, NY: State University of New York Press.

This edited text frames the work of several scholars in the area of college access. Focusing on nine core elements of college preparation programs, each chapter of the text summarizes past research and provides practical and research based implications. In Tierney, Colyar and Corwin's opening chapter, attention is paid to creating a context for understanding the rest of the text by defining college preparation programs. This introduction outlines "what we know" about effective college going practices. These practices include academic preparation, the development of positive self efficacy, instrumental knowledge about college going including financial aid and financial planning skills, and socialization and acculturation to meet college goals.

Tierney, W.G, Corwin, Z.B., Auerbach, S.A, and Venegas, K.M. (2003) *Improving Access: Determining the Effective Parameters of Academic Outreach Program*. Report submitted to the U.S. Department of Education Award # R305T010143. University of Southern California, Los Angeles, CA.

Presented to the U.S Department of Education as a report on the MESA (Math, Engineering, Science Achievement) programs, this work includes nine mini-reports on key elements of the college preparation programs, including cost, mentoring, peers, families, culture, academic preparation, timing, mentors, and counselors. The main findings of this report suggest that

counseling, timing, and academic preparation are key elements in a successful program. Programmatic elements such as attention to families, mentoring, and culture can create an environment that will empower students to persist in the program and on to college enrollment.

Tierney, W.G. and Hagedorn, L.S (2002). *Increasing access to college: Extending possibilities or all students*. Albany, NY: State University of New York Press.

This edited text provides an overview of the landscape of college access, the “real world” of college preparation programs, and offers suggestions for policy and the future. In Tierney and Hagedorn’s introduction to the book, an emphasis on the struggle for educational equity and its relationship to cultural capital shapes later chapters. As part of this discussion, they critique the existence of college preparation programs and suggest that a close evaluation of these programs would serve both policy makers and the students who participate in these programs.

Tierney, W.G. & Jun, A. (1998). *1998 Resource guide and directory: For teachers, counselors, and other educators working to create a better tomorrow for today’s youth*. Monograph prepared for the Center for Higher Education Policy Analysis. Los Angeles, CA: University of Southern California.

Designed as a resource guide and directory, this monograph provides a taxonomy of college preparation programs. The first part of the monograph defines the different kinds of college preparation programs, such as career based, race based, or college campus affiliated programs. After identifying some key programmatic elements of college preparation programs, the second section of the monograph provides a list of active intervention programs in California with a brief summary of the services provided by each organization.

Timpane, P.M. and Hauptman, A.M. (2004). Improving the academic preparation and performance of low-income students in American higher education. In R. Kahlenberg (ed.) *America’s untapped resource: Low-income students in higher education*. New York, NY: Century Foundation Press.

Focusing on the importance of academic preparation for college, this chapter begins with a discussion of broken links between K-12 and college curriculums. Using 1998-2003 NCES data from The Condition of Education reports and the Digest of Educational Statistics, the authors illustrate the differences in graduation rates and postsecondary education for low-income students. The key implications from this work suggest that academic preparation needs to be strengthened at the K-12 level, a link between K-12 and postsecondary curriculum should be created, and attention needs to be paid to improving the performance of students once they are enrolled in college.

Tomás Rivera Policy Institute. *Caught in the Financial Aid Divide: News release and preliminary results*. Available online at: <http://www.trpi.org>. Retrieved April 23, 2004.

Preliminary results of this study are based on a nationwide phone survey conducted with the support of the Sallie Mae Loan Corporation. Initial findings suggest that Latino participation in postsecondary education would increase by up to 40% with information and access to financial

aid. Further the process and practices of securing financial aid need to become more publicly available in both English and Spanish. A full report and analysis of this survey is scheduled to become available in summer 2004.

Tornatzy, L.G., Cutler, R., and Lee, J. (2002) *College Knowledge - What Latino Parents Need to Know and Why They Don't Know It*. Tomás Rivera Policy Institute Policy Report. University of Southern California. Los Angeles, CA.

Based on the results of a nationwide phone survey, this report reveals the gaps in knowledge for Latino parents about the college going process. The report shows that most Latino parents are unaware of the basic requirements for college admission including the meaning of the SAT. One of the main findings of the report is that Latino parents often expect school counselors and other school staff to be knowledgeable about the college going process and that they will advise students appropriately.

Torres, C. (June 2004). *Eliminating outreach at the University of California: Program contributions and the consequences of their reductions*. The Tomás Rivera Policy Institute. University of Southern California, Los Angeles, CA.

Torres' policy brief outlines the history of California higher education and then presents the current educational conditions, which include the threat of major budget cuts that threaten the continuance of college access outreach programs funded through the state.

Venegas, K.M. (forthcoming) *Touched by information: Qualitative differences in female Latina students who participate in college preparation programs and those who do not*. Working paper. Center for Higher Education Policy Analysis. University of Southern California.

A working paper, this piece reports on the findings of a nine month qualitative study of eight low-income Latina senior high school students and two focus groups of their peers. By comparing the information structures of students who are in linked to college preparation programs versus those who are not, this study shows that students are connected to college preparation programs are more likely to have access to college going and financial aid information.

Venezia, A., Kirst, M.W. and Antonio, A.L. (2002). *Betraying the college dream: How disconnected K-12 and postsecondary education systems undermine student aspirations*. Final Report from Stanford University's Bridge Project: Palo Alto, CA.

The findings in this report suggest that many students and parents are confused or uninformed by what is expected of students when they enter college and that these misunderstandings are related to poor preparation for college. Student participants in this study consistently overestimated the tuition costs. Parents reported an inequitable distribution of college information. Early access to college and financial aid information emerged as one of the three main findings of this report.

Villalpando, O. and Solórzano, D. (in press). The role of culture in college preparation programs: A review of the Literature. In W.G. Tierney, J. Colyar, and Z.B. Corwin (eds.) *Preparing for college: Nine elements of effective outreach*. Albany, NY: State University of New York Press.

Beginning with the question, “To what extent is it essential for college preparation programs to emphasize the culture of the student in order to enable her or him to get into a college or university?” the authors discuss the role of culture in college preparation programs. Once culture and cultural capital is delineated, an analysis of the differences of cultural wealth and cultural integrity are explored. The authors conclude by suggesting that culture can be used on college preparation programs to meet students’ individual needs, inspire a diverse array of program components, and have an impact on academic preparation and increase college enrollment.