Ten Critical Factors

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• Access to Early Childhood Programming
• College Preparatory Course Selection
• Achievement in High School Academic Course Work
• Access to Well-Qualified Teachers
• College Admissions Testing
• High School Graduation
• Applying to College
• College Enrollment
• Financial Aid
• College Persistence and Completion
Access to Early Childhood Programming
Percentage of 3-5 year olds enrolled in center-based early childhood care and education programs, 1991-2001, by poverty level

<table>
<thead>
<tr>
<th>Year</th>
<th>At or above poverty</th>
<th>Total*</th>
<th>Below poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Condition of Education 2002, Table 1-1.
Percentage of 3-5 year olds enrolled in center-based early childhood care and education programs, 1991-2001, by Race/Ethnicity

Year

Percent
35 40 45 50 55 60 65

Black
White
Total*
Hispanic

SOURCE: Condition of Education 2002, Table 1-1.
Percentage of 3-5 year olds enrolled in center-based early childhood care and education programs, 1991-2001, by mother's highest level of education

SOURCE: Condition of Education 2002, Table 1-1.
Percentage of 3-5 year olds enrolled in center-based early childhood care and education programs, 1991-2001, by mother's employment status

SOURCE: Condition of Education 2002, Table 1-1.
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Indicator ED1

Percentage of children ages 3 to 5 who were read to every day by a family member by mother’s education, 1996

NOTE: Estimates are based on children ages 3 to 5 who have yet to enter kindergarten.


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College Preparatory Course Selection
Percentage of 1998 eighth graders reporting in 1992 their type of high school program, by race/ethnicity

Percentage of 1998 eighth graders reporting in 1992 their type of high school program, by socioeconomic status (1992)

Percentage of 1998 eighth graders reporting in 1992 their type of high school program, by test quartile (1992)

Percentage of 1998 eighth graders in the highest test quartile reporting in 1992 their type of high school program, by race/ethnicity and SES

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Vocational &amp; other</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian or Pacific Islander</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Hispanic regardless of race</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Black not of Hispanic origin</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>White not of Hispanic origin</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Lowest quartile</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Middle two quartiles</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Highest quartile</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percentage distribution of 1995–96 beginning postsecondary students who enrolled in 4-year institutions, by high school academic curriculum

- Core curriculum or less: 31%
- Mid-level: 50%
- Rigorous: 19%

Percentage distribution of 1995–96 beginning students in 4-year institutions, by high school academic curriculum levels and by selected student background and high school characteristics

- Total: 19%
- Low income: 15%
- High income: 27%
- High school or less: 9%
- Bachelor's degree or higher: 25%
- Lowest quartile (400–790): 2%
- Highest quartile (1100–1600): 44%
- Free or Reduced Lunch: 27%
- 25 percent or higher: 11%

Achievement in High School
Academic Course Work

3
Percentage of 1988 eighth graders in 1992 tested achievement quartile groups, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Access to Well-Qualified Teachers
### Percentage distributions of full-time public school teachers who held various degrees, by teacher and school characteristics: 1999–2000

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>Total</td>
<td>52.6</td>
</tr>
<tr>
<td>Percent of minority students</td>
<td></td>
</tr>
<tr>
<td>Less than 10</td>
<td>50</td>
</tr>
<tr>
<td>10–24</td>
<td>52.2</td>
</tr>
<tr>
<td>25–49</td>
<td>54.7</td>
</tr>
<tr>
<td>50–75</td>
<td>56.2</td>
</tr>
<tr>
<td>More than 75</td>
<td>54.9</td>
</tr>
<tr>
<td>Percent of students eligible for free or reduced-price lunch</td>
<td></td>
</tr>
<tr>
<td>Less than 15</td>
<td>46.9</td>
</tr>
<tr>
<td>15–29</td>
<td>53.3</td>
</tr>
<tr>
<td>30–49</td>
<td>56.5</td>
</tr>
<tr>
<td>50–74</td>
<td>57.1</td>
</tr>
<tr>
<td>75–100</td>
<td>55.6</td>
</tr>
<tr>
<td>Percent of students with limited English proficiency</td>
<td></td>
</tr>
<tr>
<td>Less than 1</td>
<td>51.6</td>
</tr>
<tr>
<td>1–10</td>
<td>52.5</td>
</tr>
<tr>
<td>More than 10</td>
<td>57.1</td>
</tr>
</tbody>
</table>

SOURCE: U.S. Department of Education, Condition of Education 2002 Table 32-1
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Who Gets Underqualified Teachers?

Average percent of faculty teaching without appropriate credentials

- 0-25%: 4%
- >25-50%: 6%
- >50-75%: 10%
- >75-100%: 16%

Percentage students in school receiving free or reduced lunch
Sources: CBEDS (1999); SRI analysis

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SAT Score Distribution by Income, 2002

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Distribution of SAT Test Takers by Income, 2002

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Number of Test Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>More Than $100,000</td>
<td>149,004</td>
</tr>
<tr>
<td>$80,000 - $100,000</td>
<td>90,634</td>
</tr>
<tr>
<td>$70,000 - $80,000</td>
<td>66,446</td>
</tr>
<tr>
<td>$60,000 - $70,000</td>
<td>69,600</td>
</tr>
<tr>
<td>$50,000 - $60,000</td>
<td>79,346</td>
</tr>
<tr>
<td>$40,000 - $50,000</td>
<td>76,722</td>
</tr>
<tr>
<td>$30,000 - $40,000</td>
<td>90,955</td>
</tr>
<tr>
<td>$20,000 - $30,000</td>
<td>78,278</td>
</tr>
<tr>
<td>$10,000 - $20,000</td>
<td>66,418</td>
</tr>
<tr>
<td>Less Than $10,000</td>
<td>34,159</td>
</tr>
</tbody>
</table>

High School Graduation
Percentage of 1988 eighth graders in 1994 high school diploma status groups, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Percentage of 1988 eighth graders in the highest test quartile in 1994 high school diploma status groups, by various characteristics

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>SES</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic regardless of race</td>
<td>Highest quartile</td>
<td>100</td>
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<tr>
<td>Black not of Hispanic origin</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
<tr>
<td>White not of Hispanic origin</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
<tr>
<td>Lowest quartile</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
<tr>
<td>Middle two quartiles</td>
<td>Highest quartile</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: NCES, National Education Longitudinal Study: 1988-94
Applying to College
Percentage of 1988 eighth graders who reported numbers of PSE applications filed in 1992, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Percentage of 1988 eighth graders in the highest test quartile who reported numbers of PSE applications filed in 1992, by various characteristics

Percent

0 25 50 75 100

Total
Asian or Pacific Islander
Hispanic regardless of race
Black not of Hispanic origin
White not of Hispanic origin
Lowest quartile
Middle two quartiles
Highest quartile

Source: NCES, National Education Longitudinal Study: 1988-94
College Enrollment

8
Percentage of 1988 eighth graders reporting attendance at a postsecondary institution (PSE) by 1994, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
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Percentage of 1988 eighth graders in the highest 1992 test quartile reporting attendance at a postsecondary institution (PSE) by 1994, by various characteristics

- Did not attend a PSE
- Attended at least one PSE

Source: NCES, National Education Longitudinal Study: 1988-94
Percentage of 1988 eighth graders with postsecondary enrollment by 1994 by type of first institution attended, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Percentage of 1988 eighth graders in the highest 1992 test quartile with postsecondary enrollment by 1994 by type of first institution attended, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Financial Aid
Percentage of 1988 eighth graders attending public or private not-for-profit four-year institutions by 1994 who rated financial aid as very important in their consideration of which institution to attend, by various characteristics

Source: NCES, National Education Longitudinal Study: 1988-94
Percentage of 1988 eighth graders in the highest 1992 test quartile attending public or private not-for-profit four-year institutions by 1994 who rated financial aid as very important in their consideration of which institution to attend

Source: NCES, National Education Longitudinal Study: 1988-94
Average total price of attendance according to type of institution, by institutional and student characteristics: 1999–2000

Average net price (total price of attendance less total aid) of postsecondary education among undergraduates according to type of institution, by institutional and student characteristics: 1999–2000

Average net price (total price of attendance less grant aid) of postsecondary education among undergraduates according to type of institution, by institutional and student characteristics: 1999–2000

College Persistence and Completion
Percentage of 1989 beginning postsecondary students who received a bachelor’s degree or higher as of 1994 (by socioeconomic status and race/ethnicity).

Persistence and attainment rate of 1995-96 BPS students 3-years after enrollment

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