But, what about the other four?

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@gtf_wynn
“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”
Who Said That?

A. President Franklin Roosevelt
B. President Harry Truman
C. President John F. Kennedy
D. President Barak Obama
E. None of the above
“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

—President Truman, in releasing a report of the President’s Commission on Higher Education, 1947
Creating Connections
Creating Opportunity
But, what about the other four?

Creating connections for whom?

Creating opportunity for whom?
The Good News

Closing the Gaps worked in a lot of ways. Over a 15-year period:

Access and completions increased.

1.6 mm students enrolled—an increase of 600,000.

IHEs awarded 250,000 credentials—an increase of about 130,000.

But there is a lot more work to do....
Texas is BIG.

- 1 in 14 (1.5 million)
- 1 in 10 (5 million)
- 894,086
- 80 percent
- 70 Percent

But, what about the other four?
Every year, Texas has about 300,000 8th graders.

Using THECB data, the Texas Tribune tracks their educational attainment for 11 years.
Texas 8th Graders Who Earn a Certificate, Associates, or Baccalaureate

1 in 5 Overall

1 in 10 Low-Income, African American or Hispanic

1 in 14 Latino & African American Males

But, what about the other four?
More than 60% of Texas K-12 students live in poverty.

Hispanic students are 51.8% of Texas K-12 enrollment.

Texas graduated its last Anglo majority high school class in 2014. There will never be another one.
Harris County 8th Graders Who Earned a Certificate, Associates, or Baccalaureate

An example:
2004 Cohort
10,814 Low-income Hispanic males
474 Baccalaureates
287 Associates
179 Certificates
9,874 Do not show up in postsecondary outcomes

Are we connecting? Are we creating opportunity?
Unemployment and Earnings Correlated with Educational Attainment

http://www.bls.gov/emp/ep_chart_001.htm

But, what about the other four?
“If the argument for public support of opportunity focuses too much on the individual economic gains to be made from a college degree, the impetus for public investment is lessened. The result? Increased reliance on financial aid in the form of self-help such as loans and work, decreased support for grant aid, and the potential for more low-income and disadvantaged students to get only as much education as they can afford, not as much as they, or the country, need in order to succeed in the long term.”

But, what about the other four?

More than the Individual

The Pervasive Leakage in Texas’ Higher Education Pipeline Will Have Stark Implications for Texas’ Prosperity

College Access to Completion Pipeline 2006

Of 100 9th graders, how many ...

- Graduate from High School: 69%
- Enter College: 42%
- Enroll Sophomore Year: 28%
- Graduate Within 150% of Program Time: 20%

Texas: 14%
United States: 20%

Effects on Texas Economy by 2040, if current trends continue:

- 12% decline in average household income
- 15% increase in number of households living in poverty
- $15B per year less in state tax revenue
- An increase of 100,000 in the prison population and an additional $1.5B per year in incarceration costs

The gap between Texas and US average will widen unless Texas’ performance across the higher education pipeline improves

Source: College Access / Completion Pipeline Chart from NCES and THECB data in the State of Texas’ Report of the Select Commission on Higher Education and Global Competitiveness, January 2009; Steve Murdock, Institute for Demographic and Socioeconomic Research, UT San Antonio; projections based on 1.0 population growth scenario.

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According to the US Census, Texas is a net importer of college educated talent.
34% of Texans 25-34 have an associate degree or higher.
34% of Texans 25-34 have an associate degree or higher.

*In a bygone era, that was “good enough.”*
“34% of Texans 25-34 have an associate degree or higher.”

But, we’re not in a bygone era.

“59% of all new jobs in Texas will require postsecondary training or education by 2020.”
26% of Texas’s 2014 high school graduating class was college ready according to ACT.

Based on 40% of graduating class or 116,547 students. Considering all four benchmarks.
#2 nationally in high school graduation.

Below average nationally in direct enrollment in higher education.

#33 & 43 respectively in university and community college graduation rates (nationally).
80% of Texas students placed into developmental education had an A or B average in high school.
80% of Texas students placed into developmental education had an A or B average in high school.

When was the last time you read the Texas Essential Knowledge and Skills?
When was the last time a college algebra instructor consulting the TEKS when designing their course?
Do we plan and coordinate the handoff?
Are we using the “sink or swim” mentality of a bygone era?
“...[If] formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”
3 Best Predictors

• Parental Education
• Family Income
• Rigor of the High School Curriculum
3 Best Predictors

- Parental Education
- Family Income
- Rigor of the High School Curriculum

But, what about the other four?
### 3 Best Predictors

- Parental Education
- Family Income
- Rigor of the High School Curriculum

Opportunity

But, what about the other four?
Income Trumps Preparation

Equity Indicator 5a: Bachelor’s degree attainment by age 24 for dependent family members by family income quartile: 1970-2013

How Are We Doing? High Inequality and Widening Gap
In 2013 those from high-income families were 8 times more likely to obtain a bachelors’ degree by age 24 than those from low-income families. In 1970 individuals from high-income families were 5 times more likely to obtain a bachelor’s degree than those from low-income families.


But, what about the other four?
Income Trumps Preparation

FIGURE 5
Poor Children Less Likely to Enroll in College; Even Less Likely to Graduate

Parents' Income Quintile

<table>
<thead>
<tr>
<th>Quintile</th>
<th>Enroll</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>55%</td>
<td>29%</td>
</tr>
<tr>
<td>TOP</td>
<td>79%</td>
<td>53%</td>
</tr>
<tr>
<td>FOURTH</td>
<td>68%</td>
<td>38%</td>
</tr>
<tr>
<td>MIDDLE</td>
<td>52%</td>
<td>25%</td>
</tr>
<tr>
<td>SECOND</td>
<td>43%</td>
<td>20%</td>
</tr>
<tr>
<td>BOTTOM</td>
<td>34%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Source: Brookings tabulations using data from the Panel Study of Income Dynamics; See Haskins, 2008a

But, what about the other four?
Income Trumps Preparation
For the Poor, the Graduation Gap Is Even Wider Than the Enrollment Gap

The Advantage of Wealth in College
A low-income college student with top math scores has the same chance of graduating with a bachelor’s degree (41 percent) as a rich student with mediocre scores.

B.A. completion rate in three socio-economic groups, ranked in four groups of math test scores.

<table>
<thead>
<tr>
<th>Socio-economic Group</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest quartile</td>
<td>5%</td>
<td>8%</td>
<td>21%</td>
</tr>
<tr>
<td>Second</td>
<td>12%</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>Third</td>
<td>23%</td>
<td>35%</td>
<td>61%</td>
</tr>
<tr>
<td>Highest</td>
<td>41%</td>
<td>53%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Source: Department of Education: Education Longitudinal Study

Here’s another startling comparison: A poor teenager with top scores and a rich teenager with mediocre scores are equally likely to graduate with a bachelor’s degree. In both groups, 41 percent receive a degree by their late 20s.

And even among the affluent students with the lowest scores, 21 percent managed to receive a bachelor’s degree, compared with just 5 percent of the poorest students. Put bluntly, class trumps ability when it comes to college graduation.

http://www.nytimes.com/2015/06/02/upshot/for-the-poor-the-graduation-gap-is-even-wider-than-the-enrollment-gap.html?rref=upshot&abt=0002&abg=1&_r=1
Are we connecting research to policy and practice?

But, what about the other four?
Are we connecting research to policy and practice?

Low Income Student Rate Doubled for PreCalculus as Highest Mastery

Percent of Low Income Students by Highest Math Passed in High School, Texas 9th Grade Cohort

Pre 4X4

2004 Cohort

18% 9% 12% 42% 14% 4%

4X4 & Pre HB 5

2009 Cohort

12% 6% 36% 29% 4% 2% 1%

% of Low Income Students in High School for 4 Years

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

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But, what about the other four?
Are we connecting research to policy and practice?

But, what about the other four?
Are we connecting research to policy and practice?

Why connecting research to policy matters.

We’re having the wrong conversation about math and Algebra II.

3 in 4 Higher Ed Enrollees with AP for Highest Math Completed

Texas Higher Education Enrollees’ 6 Year Completion Rates by Highest Math, Texas 2004 First Time 9th Grade Cohort

- 80% more likely to complete compared to PreCalc
- 83% more likely to complete compared to Algebra II

<table>
<thead>
<tr>
<th>Highest Math Passed in High School</th>
<th>% of Higher Education Enrollees</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; Geom</td>
<td>15% (587)</td>
</tr>
<tr>
<td>Geom</td>
<td>23% (1,532)</td>
</tr>
<tr>
<td>Math Models</td>
<td>16% (786)</td>
</tr>
<tr>
<td>Algebra II</td>
<td>36% (17,741)</td>
</tr>
<tr>
<td>PreCalc</td>
<td>58% (19,639)</td>
</tr>
<tr>
<td>Statistics*</td>
<td>75% (2,617)</td>
</tr>
<tr>
<td>Calc AB*</td>
<td>76% (9,711)</td>
</tr>
<tr>
<td>Calc BC*</td>
<td>83% (2,501)</td>
</tr>
</tbody>
</table>

Odds ratios take into account demographics & prior achievement; 2004 cohort
Source: E³ Alliance analysis of data at the UT Austin Education Research Center

© E³ Alliance, 2015
More Topics at the Intersection of Connections and Opportunity

- Affordability (Pell Institute 2005)
- Time to degree
- Transfer between community colleges and universities (especially Latino)
  - 70%/30%--80%/20%--44%--Too Few
- Workforce alignment and connections
- PSE outcomes and economic development in developing areas of Texas and our rural regions
“If the argument for public support of opportunity focuses too much on the individual economic gains to be made from a college degree, the impetus for public investment is lessened. The result? Increased reliance on financial aid in the form of self-help such as loans and work, decreased support for grant aid, and the potential for more low-income and disadvantaged students to get only as much education as they can afford, not as much as they, or the country, need in order to succeed in the long term.”

More Topics at the Intersection of Connections and Opportunity

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- PSE outcomes and economic development in developing areas of Texas and our rural regions
When we get the connection right, opportunity results—beyond individual economic gain.

~More Good News~

• The student’s voice. Click here for a video featuring South Texas College and PSJA North ECHS graduate Jaime Lopez (http://www.edtx.org/media-center/videos/jaime-lopez/).
One generation influences another.

Tony’s mother made the decision to go back to school as a result of his participation in the program [ECHS].

“At first [my parents] disliked the idea of college in high school,” Tony said. “They thought it wasn’t necessary. I convinced them and told them I wanted to get ahead. They’re very supportive now. My mom is also enrolled in community college.

“We kind of study together. She had always been thinking about it, but she never really had the initiative. When she saw my transcript, she wanted to do something also.”

Over multiple studies, we see the same results: dual credit and early college are effective.

At UT Pan American

- four-year graduation rates are 20% higher, and
- five- and six-year rates are 30% higher.

Source: Cohort Data, Office of Enrollment Services, UTPA, Edinburg, TX.

Over multiple studies, we see the same results: dual credit and early college are effective.

In a statewide study, degree attainment was 20% higher for students who had dual enrollment hours.

http://www.jff.org/publications/taking-college-courses-high-school-strategy-college-readiness

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At El Paso Community College, persistence rates and completion rates increase with increased hours of dual credit prior to enrollment.

Over multiple studies, we see the same results: dual credit and early college are effective.

http://www.thecb.state.tx.us/files/dmfile/SerrataPowerPointFINAL.pdf

http://www.thecb.state.tx.us/files/dmfile/SerrataPowerPointFINAL.pdf

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Over multiple studies, we see the same results: dual credit and early college are effective.

65% of cohort 1 GTF Scholars have a GPA of 3.0 or better

Are Universities Connected to this Strategic Population of College Ready Transfer Students?

...who can finish a baccalaureate in two years.

35,000 and growing enrollment.
When it works well, students can complete a baccalaureate in two years. Six GTF Scholars graduated from UT Brownsville in two years.

- None of the six changed majors.
- None of the six had problems with transfer courses being applied to their course of study.

Front row seated (Left to Right): Melissa Millan, Maria Cisneros, Ana Saldaña, and Sonia Figueredo. Back row standing (Left to Right): Sergio Vasquez, Dr. Juliet V. García, Eduardo Zavala.
When it works well, students can complete a baccalaureate in two years.

We just need it to work well for more students.

Last year, 108,000 of Texas’s 1.4 million high school students enrolled in dual credit classes (inclusive of the 35,000 students in Texas early college high schools).

The role of HB 5 endorsements is an unknown. The role of HB 505 and increased availability of dual credit is an unknown.
“If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

—President Truman, in releasing a report of the President’s Commission on Higher Education, 1947
Where I Began....

“...then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

What is Greater Texas Foundation doing about connecting and creating opportunity...?
Collective Impact: RGV Focus

**Our Vision**

*All RGV learners will achieve a degree or credential that leads to a meaningful career*

We will achieve this by strengthening each step of the educational pathway; better connecting our education system; and aligning community resources to provide the supports learners need to succeed throughout high school and postsecondary in order to pursue a meaningful career in the RGV and beyond.

**Our Goals**

- All RGV students graduate high school college ready
- All high school graduates transition to postsecondary within a year
- All postsecondary students can achieve a degree or credential on time
- All postsecondary graduates can be employed within 6 months

**Why This Work Will Succeed**

- We are focused on students and their experiences, strengths, challenges, and aspirations
- The strategies we pursue are transformational both for individual institutions and the RGV at large
- We collaborate across institutions and sectors, and invest the resources to ensure this collaboration will be sustained
- Our work is community centered and depends on the voices of many organizations and individuals across the RGV
- We are evidence driven in our approach and use shared data and metrics to drive constant improvement across the region

But, what about the other four?

• Local leaders
• Using shared local data
• To agree on local priorities
• Nationally informed
The Rio Grande Valley is the Four Southmost Counties in Texas

- More than a local approach; RGV Focus includes 5,000 square miles at the southmost point of Texas
- 500,000 students P-16
- Both rural and urban

112,000 students in grades 9-12

But, what about the other four?

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It really is all about partnerships.

Over 40 Organizations and 100+ Individuals Are Currently Working Together on this RGV FOCUS Collective Impact Effort

Common Agenda
Shared Measurement
Mutually Reinforcing Activities
Constant Communication
Backbone Organization

But, what about the other four?

@gr8rtxfdtn @gtf_wynn
“...then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

As you connect and create opportunity, what are you going to do about it...

How can we ensure more Texans are prepared, connected, and that opportunities are realized?
Contact Information

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• 979-779-6100
• www.greatertexasfoundation.org
• @gr8rtxfdttn
• @gtf_wynn

But, what about the other four?