2-2020

The Capabilities of Students in Poverty: Student Outcomes from a United States Department of Education TRIO Program

Arthur Valiant
The Graduate Center, City University of New York

How does access to this work benefit you? Let us know!

THE CAPABILITIES OF STUDENTS IN POVERTY: STUDENT OUTCOMES FROM A

UNITED STATES DEPARTMENT OF EDUCATION TRIO PROGRAM

by

ARTHUR VALIANT

A master's thesis submitted to the Graduate Faculty in Liberal Studies in partial fulfillment of

the requirements for the degree of Master of Arts, The City University of New York

2020

The Capabilities of Students in Poverty: Student Outcomes from a United States
Department of Education TRIO Program

by

Arthur Valiant

This manuscript has been read and accepted for the Graduate Faculty in Liberal
Studies in satisfaction of the thesis requirement for the degree of Master of Arts.

_____   _____

Date   David T. Humphries Ph.D.

                                   Thesis Advisor

_____   _____

Date   Elizabeth Macaulay-Lewis D.Phil.

                                   Executive Officer

THE CITY UNIVERSITY OF NEW YORK

ABSTRACT

The Capabilities of Students in Poverty: Student Outcomes from a United States

Department of Education TRIO Program

by

Arthur Valiant

Advisor: Dr. David T. Humphries

The aim of this thesis is to describe, analyze and support the purpose, function and outcomes of

U.S. Department of Education TRIO programs. Throughout the world educational attainment and

escape from poverty are linked. By achieving a college degree, one increases their odds of rising

from poverty; conversely, poverty reduces one's chances of attending a higher education institution

in the first place. Since 1964, TRIO programs have worked to close the achievement gap for low

income and first-generation students across America by providing supplemental assistance for

college access. After more than 50 years, these programs continue to foster college readiness

growth for underserved students in the middle school, high school, and college ranks. Since 2016,

the current administration has annually proposed budget cuts to the U.S. Department of Education

that would severely impact the size, scope, and abilities of these TRIO programs. Through the use

of historical context, relevant data, capability theory, and professional interviews, this thesis

examines the purpose and function of a Brooklyn-based TRIO program in an attempt expose the

positive impact TRIO programs have on their students and their communities. The college

attainment of America's underserved students strengthens the country's economic competitiveness

while increasing the social mobility of its citizens. A fundamental proposal in this thesis is that

TRIO programs should be kept safe from future budget cuts and that TRIO's overall budget should be increased. My findings suggest that when underserved students are exposed to supplemental college readiness initiatives, their academic standing increases, as do their options for attending college immediately after high school graduation.

ACKNOWLEDGMENTS

This project would not have been possible without the patience and thoughtful support of my advisor, David Humphries.

I am indebted to Katherine Koutsis and Elizabeth Macaulay-Lewis for providing multiple pathways to this project's completion. Thank you both so very much.

To the Chan family, thank you for providing me with a place to call home during my New York years. You are in my heart forever.

To my family, Fiona, Donna, Faja and Phil, thank you for your ever present love and support. I am an educator because you showed me the joy in learning, teaching and growing. I love you.

Finally, this thesis is dedicated to the memory of Brian Gill. He was, by far, the most dedicated TRIO counselor I ever had the pleasure of knowing. It was a privilege to work with him and an honor to call him a friend. Thanks for everything, Brian.

TABLE OF CONTENTS

LIST OF FIGURES

FIGURES

LIST OF TABLES

INTRODUCTION

"In the 21st century, one of the best anti-poverty programs is a world-class education" (Wilson, 2010). President Obama said that during his first State of the Union. He said that on January 27, 2010, a great year for American public education. In 2010, the Executive branch called for improvements in educational student outcomes, increased equity in classroom resources and instruction, the closure of achievement gaps, and an increase in college-completion rates. The President understood that earning a post-secondary degree was no longer a pathway towards economic opportunity for a limited few; instead, he saw a college degree as a prerequisite for the growing job market of a new American economy. He also understood that that one of the most pressing challenges in America was and continues to be the improvement of college access and completion for low income and first-generation college students. Perhaps that is why, in 2010, President Obama allocated over $900 million dollars for federal TRIO programs across the country. TRIO programs (TRIO) are educational outreach and student services programs designed to identify and provide assistance for individuals from disadvantaged backgrounds. At its inception, TRIO was received with great fanfare, as this was the first time the federal government had enacted legislation targeted to support the educational achievement of the nation's poor.

These programs have been in existence since 1965 and in 2015 were praised at the national level for 50 years of service for disadvantaged students, 50 years of increasing college retention and graduation rates for first-generation students, 50 years of fighting poverty through education. But 2010 was a different time than today, a far cry from this new administration's recent attempts to defund these very same programs. In March 2019, the Trump administration called for a $7.1 billion cut to funding at the Education Department, marking the third straight year this administration has asked Congress to cut education spending at the federal level (Kreighbaum,

2019). Most recently, this request included $193 million to be cut directly from TRIO programs. The U.S. Education Department's assistant secretary for planning, evaluation, and policy development, James Blew said, "The Trump administration was asking for reductions again because it believes in a need to rein in discretionary funding for the department" (Kreighbaum, 2019) This cannot be an option if we honestly wish to close this nation's achievement gap. If anything, TRIO allocations should be increased if drastic changes are to be made. Since its inception, TRIO's purpose has been to elevate Americans from poverty through the attainment of their post-secondary education. TRIO has been providing academic and social integration services since 1964 and now serves over 750,000 students annually (Federal TRIO Programs Fact Sheet, 2014). TRIO members benefit from a myriad of student support services to foster their educational opportunities and attainment. These potential budget cuts would do more to keep poor Americans below the poverty line while decreasing the country's economic competitiveness on the international stage.

In 2020's technologically-driven economy, one should be prepared to apply for a job that requires education beyond high school. The Bureau of Labor Statistics projects that 65% of American jobs will require education beyond high school by the year 2020 and that demand for employees with at least an associate's degree will exceed the supply during the same year (Carnevale, Smith, Strohl, 2013). TRIO programs are specifically designed to foster increased educational opportunities and for the academic and professional attainment of its many students. What makes TRIO programs unique is that they are designed to encourage and prepare their members for educational success from secondary school through college and onto and through graduate school studies. And while TRIO programs primarily serve low income and first-generation college students, they also serve veterans, students with disabilities, homeless youth and students underrepresented in graduate school. Therefore, increased support must be directed

towards TRIO programs dedicated to college access and completion for first-generation and low income Americans. Doing so will help to close the existing educational attainment gap and create the required number of potential workers. Currently, students from low income families attend less selective colleges and graduate at substantially lower rates than their affluent peers (Cahalan & Perna, 2015). In 2013, 77% of students in the highest income quartile had achieved their bachelor's degree, while merely 9% of students from the lowest quartile had done the same (Cahalan & Perna, 2015). TRIO programs work to close this higher education achievement gap by supplying low income student with the support they need to access and graduate from college, thereby increasing the nation's global competitiveness.

Closing America's educational achievement gap also increases the social mobility of its citizens. Throughout the world, education and escape from poverty are linked. By achieving education people increase their odds of rising from poverty; conversely, poverty reduces people's chances of receiving a beneficial education in the first place. Poverty not only affects one's educational outcomes but also one's child and adolescent development. In the United States, millions of families want their children to earn a college degree, but for many, poverty has stunted their academic readiness. For example, first-generation students (students whose parents do not possess a college degree) face a myriad of hurdles when trying to prepare for college applications. For many, there is no one in the home to ask questions about placement exams, financial aid, advanced diplomas, or personal statements. This can also create technological challenges in the home, as many of these college access components need to be submitted online. Inner city and rural high schools are often underserved and overworked, making it difficult for faculty and staff to provide adequate college readiness to hopeful students. Furthermore, teacher and administrator turnover in low-income neighborhood schools can be great, while exposure to fine arts and other programs considered "nonessential" continue to shrink. Poor students in the United States also

receive less exposure to colleges and universities via campus visits. Administrative objectives are different for principal's overseeing underperforming high schools in low-income neighborhoods. An inner city high school's primary objective might be an 80% graduation rate for a given school year, whereas a private high school in the same city celebrates a 100% college acceptance rate for its seniors. Add to this the fact that inner city high schools can lack resources and are often overpopulated, and it becomes clear that supplemental support is required if we want to bridge the gap between high school and college graduation for these students.

TRIO offers a multi-faceted, committed approach from multiple levels of college access and degree completion. Doing so increases the amount of students who are academically prepared for the college classroom and possess the financial resources to continue their studies through graduation. A college degree brings numerous benefits for students, including higher career earnings, higher employment rates, better working conditions, better health, and a longer lifespan (Carnevale et al., 2013). For many students in America, TRIO programs serve as the supplemental support students need to complete their college degrees. Despite this fact, the federal government continues to commit insufficient allotments to TRIO, thereby reducing the size and scope of higher education attainment for underrepresented students. Critics argue that structural changes in the country's K-12 public school systems would do more to support the post-secondary goals of students. The current Secretary of Education, Betsy DeVos' main contention is that school choice is the answer to closing the achievement gap. The following is the Department of Education's list of priorities for K-12 education as noted within the Federal Register:

1. Empowering Families to Choose a High-Quality Education that Meets Their Child's Unique Needs.
2. Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers.
3. Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills.

4. Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens.
5. Meeting the Unique Needs of Students And Children, including those with Disabilities and/or with Unique Gifts and Talents.
6. Promoting Science, Technology, Engineering, and Math (STEM) Education, With a Particular Focus on Computer Science.
7. Promoting Literacy.
8. Promoting Effective Instruction in Classrooms and Schools.
9. Promoting Economic Opportunity.
10. Encouraging Improved School Climate and Safer and More Respectful Interactions in a Positive and Safe Educational Environment.
11. Ensuring that Service Members, Veterans, and Their Families Have Access to High-Quality Educational Choices.

These proposed priorities involve multiple bureaucracies and take years to implement. Also, while many of these priorities could potentially flourish under the banner of bipartisanship, politicians on both sides continue to focus on the role of charter schools within public education. DeVos supporters contend that public dollars being used to fund privately run charter schools still counts as public education. Her adversaries meanwhile, maintain that this practice takes money from taxes and pumps it into private schools, leaving less funds for existing public schools. While these disputes will continue and may shape the future of American education, the fact remains that students have a gap in access, particularly with regards to college access and completion. TRIO remains a supplemental force in high schools and colleges across America. Furthermore, should large scale structural and systematic changes take place, TRIO would serve as a flagship of support services for students who were not well served under a new K-12 regime. Therefore, it is paramount that TRIO funding be increased, if we wish to avoid a decrease in economic productivity and an increase in dependence on social welfare.

TRIO works to serve students in their communities as well as in their schools through intentional outreach to parents, community-based organizations, high schools, colleges, universities, and the students themselves. Today there are eight distinct programs under the TRIO umbrella serving over 250,000 students in schools and colleges across all 50 states in the U.S., but using education to battle American poverty was not always such a popular notion. Until the 1960's the United States federal government had been minimally involved in the education of the country's youth. However, works such as *The Other America* (1962) by Michael Harrington and Dwight McDonald's article "Our Invisible Poor" (1963) shed considerable light on the severity of America's poverty. They contradicted the belief that American society was an entirely affluent one. Harrington's authorship proved to be a publisher's dream, selling well over 70,000 copies in 1962 alone (its first year). Since then, *The Other America* has garnered widespread critical claim and been championed for having significant influence of social welfare policy ever since. The book itself is less than 200 pages, but its thesis is as impactful now as it was in 1960s America. Harrington set out to prove that American poverty did not just exist in dark corners. It was, as Harrington put it, "An invisible land" comprised of more than 40 million inhabitants who, to the rich, were, "not simply neglected and forgotten; what is much worse, they are not seen" (Harrington, 1962). Harrington's work put a spotlight on the extent of poverty and pushed legislators at the highest level to recognize its existence and take action against it. Dwight McDonald's 13,000 word critique *Our Invisible Poor*, spoke more to Harrington's consistency and statistics. McDonald credits Harrington with providing the commentary necessary to enact legislation against American poverty that was substantial in size and reducing at a rate slower than anyone might hope for.

The Great Society

In his response, President Lyndon B. Johnson during his State of the Union address on January 8, 1964, declared an "unconditional war on poverty in America" and promised the most federal support in United States history be directed for education, health, job training, and disabilities services. These initiatives came to be known as the Great Society and were defined by the launching of numerous federal programs aimed at eliminating poverty as well as racial injustices throughout the country. New programs and legislation included Medicare, Medicaid, Teacher Corps, Job Corps, Head Start, the Food Stamp Act, the Elementary and Secondary Act, and the Civil Rights Act of 1964. The Great Society received a largely positive reception from the public as President Johnson's ambitious agenda and progressive achievements began to improve the lives of millions of Americans while contributing to the country's economic growth. This administration was focused on elevating the quality of life for all Americans.

Thereafter, Congress passed the Economic Opportunity Act of 1964 which guaranteed that a significant amount of federal dollars would be appropriated to students as Educational Opportunity Grants, marking the first-time federal scholarship monies would be used based on the low-income status of students' families. However, up until this point, America's higher education system had primarily served white children of upper-class families, and few high school and college personnel had experience working with diverse populations and their college access challenges. Therefore, Section 408 was added to the Higher Education Act mandating that newly founded programs would function as supplemental support specifically for low-income students wanting to go to college. The first of these programs were Upward Bound, Talent Search, and Special Services for Disadvantaged Students, referred to collectively as TRIO.

Since 1965, TRIO has grown from three to eight distinct programs: Upward Bound, Talent Search, Student Support Services, Educational Opportunity Centers, Veteran's Upward Bound,

Training Program for Federal TRIO Programs Staff, Ronald E. McNair Postbaccalaureate Achievement, and Upward Bound Math-Science (Grout, 2003). TRIO programs collectively serve students from junior high into graduate school while offering a myriad of services. Talent Search provides information and pre-college counseling to students in 6th-12th grade regarding college access and financial aid, while Upward Bound emphasizes mentorship, test preparation and an on-campus experience for its high school students. Veterans Upward bound assists in the college readiness of its veteran members, and Educational Opportunity Centers work with displaced adults from low income families who are looking to earn their bachelor's degree.

Research continues to show the positive effects of TRIO programs on educational outcomes (Maynard, 2014). For example, Talent Search increases students' financial aid applications as well as their college enrollment; Upward Bound programs have positive effects on students' enrollment in selective four-year colleges and universities as well as an increase in math or science bachelor's degrees; Student Support Services promotes persistence in college, college credit accrual, and grades; while McNair increases graduate degree awards for students from underrepresented segments of society (The Pell Institute, 2009). In fact, TRIO McNair is funded at 151 institutions across the United States and Puerto Rico. It is special in that it is designed to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities while in college. McNair participants can be first-generation college students with financial need, or members of groups that are traditionally underrepresented in graduate education. The McNair program specifically shows the benefits of supporting TRIO programs in its representation of the growth that can take place for continually supporting disadvantaged students that want to complete their graduate studies. McNair shows us that continued support can translate into structural changes in the culture of college access and attainment. By making graduate schools across America more diverse, the McNair Scholars Program is evidence of TRIOs successful expansion as a federal

education program and yet another reason why its programs should receive an increase in federal financial support.

Every year, tens of thousands of TRIO students across the country graduate from college; many of them are the first in their families to do so. Yet, despite these achievements, the current administration has proposed a $193 million-dollar funding cut for federal education grants, including TRIO. TRIO programs typically operate on five-year grant cycles, and the lifespan of these programs depends on whether or not their respective grants are renewed. Critics argue there are too few evaluations for TRIO programs and charge that TRIO has shown "limited evidence on the overall effectiveness in improving student outcomes" (Douglas-Gabriel, 2017). Recently the Bookings Institution and New America Foundation think tanks proposed for the consolidation of TRIO programs and the re-evaluation of their grant criteria. In 2013, Brookings called for a massive overhaul for federally funded college access programs. In its policy brief, Brookings proposed a consolidation of funding for all TRIO and GEAR UP programs in the country to be capped at $1 billion dollars annually. In the same year, Cecilia Rouse, dean of the Woodrow Wilson School of Public and International Affairs at Princeton, stated, "Half a century and billions of dollars after these federal college-preparation programs began we are left with programs interspersed with modest successes" (Nelson, 2013). In 2019, senior policy analyst, Stephen Burd, proposed that TRIO students are already high achievers and the program works to help individual students rather than entire schools. He too argues that the redesigning of college readiness in America may call for the tightening of TRIO grant funds as detractors label TRIO programs as redundant and question the effectiveness of the nation-wide programs (Douglas-Gabriel).

What these critics fail to conceptualize is the impact TRIO programs have on providing underrepresented students the college access and support that leads to graduation. Critics see the associated costs but would do well to look deeper into these programs' functionality and, most

importantly, the student outcomes that these programs produce. This thesis focuses on the successes of the Brooklyn College Educational Talent Search Program (BCETSP) in New York City. By focusing on the purpose, function, and student outcomes of this particular TRIO program, it becomes clear that TRIO programs can and do work to serve the needs of their communities and the country as a whole and that increased support must be directed towards programs dedicated to college access and completion for first-generation and low-income Americans.

The Capability Approach

Education is an important element for human development because it increases people's capability to rise from poverty. Conversely, insufficient education is a primal factor of generational poverty throughout the world (Moran, 2002). In his book *Development as Freedom*, economist-philosopher Amartya Sen applies what he has termed the capability approach to this relationship between education and development. Sen's capability approach can be defined as, "A theoretical framework that entails two core normative claims: first, the claim that the freedom to achieve well-being is of primary moral importance, and second, that freedom to achieve well-being is to be understood in terms of people's capabilities, that is, their real opportunities to do and be what they have reason to value" (Sandford Encyclopedia, 2016). Sen believes that people want to live a good life, free from poverty, and that the more capabilities people have the easier it is to for people to rise from poverty. For Sen, education is an economic tool which can be used to increase people's capability to elevate their socioeconomic status.

Researchers continue to use the capability approach in development studies to better shape social justice and ethical development policies. I believe the capability approach can also be used to describe how and why TRIO programs are so important in elevating America's youth from poverty through educational attainment. The application of the capability approach depends up the following three concepts.

1. The assessment of individual well-being

2. The evaluation and assessment of social arrangements

3. The design of policies and proposals about social change in society

Therefore, in applying the capability approach, one must first decide the type of information that is required to assess a person's individual well-being within a concentrated scope. For TRIO, the information required has everything to do with a student's current academic standing within the scope of their college access. From there, the evaluation and assessment of that student's social arrangements takes place. For example, a TRIO counselor will look at a student's grade level, current grade point average, extra-curricular activities, and Regents test scores. After this assessment, the counselor is able to compare the "well-being" of this student to their peers within the TRIO program as well as public and private college admissions profiles. This practice allows for the student to understand where they currently stand in regards to the admission requirements of different college and universities. It is also an opportunity for the student and counselor to create a plan of action to increase the competitiveness of that student's admission profile when the time comes to submit their applications. As a whole, the nature of this work increases the college readiness development of the student, thereby increasing the size and scope of that student's freedom to choose to attend college. Ultimately, this has a positive impact on the well-being of the student's life, as they would be expected to earn their education and eventually a career that will allow them to elevate themselves from poverty.

For Sen, a primary concern for accurately measuring well-being is the consideration of what humans are actually able to be and to do. Sen's "capability" refers to the set of opportunities that a person has access to. For example, a student's access to a TRIO test prep course after school grants that student the capability to receive supplemental instruction to prepare for their SAT examination. The more capabilities a student has, the greater the opportunity to increase their

college readiness. Thus, capability can be seen as the freedom an individual possesses to choose specific opportunities. Conversely, Sen asserts that humans can internalize the bleakness of their realities, so much so that eventually they do not desire what they feel they should never expect to achieve. This can especially true for people living in poverty being told they should go to college. For example, an 11th grader attending an inner-city high school with limited resources and low supplemental programming may scoff at the idea of spending thousands of dollars on room and board in as little as two years, especially if that student has no one at home to talk about what college is like or why they should attend. For this student, there is an absence of college readiness capabilities. The bleakness of this reality can be further magnified if the student is living in a poverty-stricken household.

Sen classifies poverty as a detriment to one's capability to live a good life while also stating that development serves as a capability expander. In Sen's theory, if poverty is present without development, then only deprivation exists. However, when development is present, then the capability to choose to live a good life expands and one can begin the process of rising from poverty (Sen, 1999, p.34). Increased means of development translates to increased amounts of capability. This applies directly to low income students trying to enter college and earn a degree. For Sen, a student would not be motivated to prepare for college if there are no means of development for college readiness. However, if a student's school receives supplemental assistance from TRIO programs like Talent Search, then that student's college readiness skills would develop and the capability to attend and graduate from college begins to grow. Still, there are many factors that prevent the poor from elevating economically and many different approaches to describe and analyze these factors. These theories are expounded upon in the book *Voices of the Poor: From Many Lands* (Narayan & Petesch, 2002), a byproduct of a longitudinal project by World Bank to collect the experiences of poor people across the planet from 1990-2000, including the interviews

of over 40,000 people in 50 countries. In it, interviewers used participatory poverty assessments (PPAs) to record responses. The PPAs were designed to be open-ended, conversational questions, rather than the traditional "Yes/No" survey style interview. World Bank interviewers would then collect and analyze the data to better understand the experiences of the interviewees and hopefully increase the effectiveness of poverty reduction. Interviewees detailed specific, personal social constrictions that they feel hindered their ability to advance in society. For many it was literal hunger; for others it was a combination of shelter and instances of rejection paired with insecurity. Others noted bad familial relationships and consistent feelings of anger, frustration and helplessness.

Ultimately, Narayan writes that joblessness is the number one concern for poor people living in rural areas and cities and many urban and rural young people feel they have no choice but to leave home in search of work, and migration is seen as both a cause of and a response to poverty (Narayan & Petesch, 2002). The author notes that of the many poverty-stricken youth who forego continuing their education to search for work, few are able to lift themselves out of poverty. However, Narayan's study also confirms that community-based institutions do much to alleviate the hardships of poverty-stricken communities. In Ghana, for example, assemblymen, chiefs, and churches are often the most successful at serving the people's needs and compiling their interests. Representatives who live and work within the community they serve are able to relate more closely to their constituents. The same can be said for constituents living and working in Brooklyn's underserved communities. COJO Flatbush, Health Bucks, the ESOL Jewish Council, Housing Connect, and NYSTART are just some of the community-based programs providing Brooklynites with housing, nutrition, adult literacy, and child and adult developmental services. Community-based organizations meet real needs and priorities for individuals and communities as a whole. Because they are localized, they are better able to focus on issues specifically related to their

respective neighborhoods resulting in the development of the nation's communities and our society as a whole. For underserved students in Brooklyn high schools the BCETSP acts as a community-based institution focused specifically on college access.

<u>Head Start</u>

To better understand the function of the BCETSP, it is best to look at another, more popular community-based program, the Head Start program. Like TRIO, Head Start is a nationally grant-funded program born from President Johnson's War on Poverty and focused on transforming the lives of poor Americans. Unlike TRIO, Head Start focuses on early childhood development and parental education. The program was created by a planning committee of experts in early education, child development, mental disabilities, and pediatrics, making it something more than just an educational program. Head Start embraces numerous areas including: nutrition, physical and mental health, parent involvement, family services, and early childhood education. Since 1965, Head Start has worked to break the cycle of poverty through the provision of its comprehensive services. What continues to make Head Start such an impactful program to this day, is its focus on both the children and parental involvement.

Head Start was the first national program to address the comprehensive needs of low-income children's development as well as their families prior to and during a child's preschool years (Raikes & Emde, 2006). A child's development is the result of their interactions with their physical and social environment. Each encounter with the social and physical environment builds the foundation upon which future gains of growth and development can build over time (Bronfenbrenner & Morris, 1998). Poverty puts children at a disadvantage for healthy growth and development. For example, children who grow up in low income neighborhoods fall behind their classmates in terms of language, social-emotional, and behavioral outcomes (Bradley & Corwyn, 2002). These disparities can appear even before children enter preschool (Klebanov, 1998). Once

in kindergarten, poverty-stricken children often fall behind their more advantaged peers by a whole standard deviation on language and social-emotional skills (Duncan & Magnuson, 2005). As we have seen with college readiness, these disparities magnify over time. Furthermore, poor adolescents who experience poverty as children are more likely to have worse outcomes in high school and adulthood when compared to their peers regarding health, career earnings, dependence on social welfare programs, and incarceration rates (Shonkoff, 2011). To combat the harmful effects of poverty and promote healthy development, Head Start's interventions are designed to compensate for the developmental gaps between disadvantaged children and their more affluent peers (Yoshikawa, Aber, & Beardslee, 2012).

Head Start uses a two-pronged approach to promote positive outcomes. First, it provides educational and developmental services for the child, and second, it provides services for parents to enhance parenting skills and family self-sufficiency (Raikes & Love, 2002). The Head Start approach adapts its programs to community needs, offering referrals to community services, dental screening for children, literacy classes for parents, to name a few, and ensuring that these services are implemented in compliance with the Head Start Program Performance Standard (HSPPS). HSPPS lists the purpose, policies, policy councils, governing bodies, training and impasse procedures for Head Start. The HSPPS works to guarantee the standard for determining community strengths, needs, resources, recruitment, selection, and enrollment into the program. Finally, the HSPPS delineates Head Start's management system, financial requirements, and methods for quality improvement. These performance standards allow for Head Start to continue providing quality services to needy families.

The services are provided through three primary program options: center-based, home-based, and a combination of center and home based services. In the center-based option, children receive 20 to 40 hours of care per week by trained providers at child care centers, plus two home

visits per year. For parents enrolled in the home-based option, families can expect weekly visits from a home visitor where parents are shown ways to support their child's healthy development, while also attending monthly socialization classes with other families enrolled in the home based option. Home-based services are scheduled around the parents' schedules for services that support parenting practices, with the ultimate goal being self-sufficiency.

In all Head Start options, families benefit from a broad array of services to address their needs. Children receive individualized educational programming, health and developmental screenings and follow-up care, nutritional services, and referrals for mental health and disability-related services. Parents can also expect assistance with family goal setting, community resource referrals, and access to adult education (Raikes & Emde, 2006). Annual evaluations of early intervention programs like Head Start find a positive association between program participation and positive development in children during infant, pre-school, and kindergarten years (Sweet & Applebaum, 2004). In the elementary school years, children who participated in these interventions demonstrated improved language skill and social-emotional development and, among boys, fewer behavior problems. In adolescence, participants were found to have fewer arrests, convictions, and probation violations (Olds, 2006). Like TRIO, consistent improvement across these areas speaks to the long term cost effectiveness of U.S. Department of Education programs.

When compared to their neighborhood peers, poor children enrolled in early prevention programs like Head Start are documented as being better prepared for preschool with stronger attention rates, language function and lower rates of aggression (Sweet & Applebaum, 2004). Because the parents had the capability to choose to enroll in Head Start Head, their children received the development necessary to prepare for early schooling. This results in substantial numbers of poor students being ready to start preschool and kindergarten on a more level playing field with their advantaged classmates. TRIO Talent Search programs operate in a very similar way

for students in higher grade levels. Through supplemental assistance in college access, TRIO

Talent Search emboldens its student members with the college readiness skills needed to apply to,

persist through and graduate from college at levels equals to their affluent peers.

TRIO Talent Search

TRIO Talent Search begins serving its students in 9th grade, and once a student becomes a

Talent Search member, they are tracked from 9th grade through the six consecutive years following

their high school graduation. All TRIO programs are charged with monitoring each of their

students' graduation rates, respectively. As stated earlier, Talent Search programs are charged with

providing supplemental pre-college counseling to its students to minimize the college readiness gap

that exists for low-income and first-generation students. Programs such as Head Start do a

remarkable job in bolstering the childhood development of many of these students which, in turn,

minimizes their school readiness gap for pre-school and kindergarten. However, Head Start

services cease after a child turns six. Therefore, before a high school freshman becomes a TRIO

Talent Search member, they have (typically) matriculated through nine years of public schools as a

low-income or first-generation student (or both) without any formal, capability support services to

supplement whatever limited resources their schools might offer. This absence in supplemental

school readiness can contribute to a decrease in literacy rate at one or more grade levels, resulting

in an increase in the college readiness gap for underserved students. This puts many potential TRIO

students at a disadvantage when they begin their high school studies. These are the students for

which TRIO Talent Search exists. By observing one TRIO Talent Search in particular, one can

better understand the purpose and functions of a TRIO program as well as the level of impact that

TRIO programs have on their communities. The following case study looks at the Brooklyn

College Educational Talent Search Program (BCETSP), to see the ways in which the program

bolsters its students' college readiness and their advancement into higher education.

Brooklyn College Educational Talent Search Program Case Study

Since 1980, the BCETSP has operated on behalf of low income and first-generation college students. Its staff is dedicated to bolstering the retention of its students as they work towards college admission and graduation. Since its inception, the program has successfully earned eight separate, five-year grants while serving nearly 10,000 students in Brooklyn. It is currently housed under the College of Education on the first floor of Ingersoll Hall and is comprised of a director, assistant director, three full-time pre-college counselors, an administrative assistant, and 10-15 volunteer tutors during a given semester. And while the TRIO program is located at Brooklyn College, TRIO staff do not promote, market or recruit on behalf of their home campus. Brooklyn College is simply listed as the base institution in the current grant, as it has been since the 1980 grant.

The program's purpose is to serve students from disadvantaged backgrounds by providing them services to facilitate the completion of their secondary education and their entry into college. It functions through collaborative efforts with target high schools in Brooklyn, supporting students in grade matriculation, completion of rigorous programs of study, New York state and SAT test preparation, financial aid and college applications, and enrollment and graduation from college. All of the services provided by TRIO programs are free to students. Through ongoing evaluation and annual assessments, BCETSP works to ensure that the program is on target with meeting the grant's goals and objectives.

The target area for the BCETSP is the borough of Brooklyn which is also known as Kings County. The BCETSP is located specifically in Flatbush, Brooklyn to better serve the numerous students who meet the low income guidelines of the program. Students attending the BCETSP target high schools typically face more economic challenges than their counterparts in the Fort Green or Park Slope neighborhoods of Brooklyn. BCETSP's location emphasizes its purpose of

meeting the local needs of its student members. During the 2013-2017 period, Brooklyn's

percentage of persons below the poverty level was 19.8% compared to New York State's 13.6%

(United States Census Bureau). In terms of income, the median per capita income in Brooklyn for

2014 was $29,928, approximately $5,824 less than the New York City median income (United

States Census Bureau). This low per capita income can be attributed in part to the fact that, while

80.7% of Brooklyn residents have a high school diploma, only 35.2% of persons twenty-five and

older have earned a bachelor's degree or higher (United States Census Bureau). And while that is

higher than New York State's average of 19.6%, New York City's graduation rate of 72% was

eight percentage points lower than the state average for the June 2017 cohort (NYSED, 2017).

This could mean students from Brooklyn are graduating at rates lower than the state average, while

people with college degrees are moving into Brooklyn. Understanding the local conditions of

college retention and graduation rates sheds light on the necessity of TRIO programs in New York

City.

 Formal partnerships have been made with five schools across five of the eighteen

community districts that make up Kings County, namely the thirteenth, fourteenth, sixteenth,

seventeenth and eighteenth community districts (Table

1). Τηεσε ηιγη σχηοολσ αρε λοχατεδ ιν Φλατβυση ανδ Εαστ Νεω Ψορκ νειγηβορηοοδσ ο

φ Βροοκλψν. Ταβλε 1 δεμονστρατεσ τηε εδυχατιοναλ ατταινμεντ μακε−υπ οφ τηε διστριχ

τσ ΒΧΕΤΣΠ σερϖεσ. Τηε διστριχτσ☐ ηιγη σχηοολσ αρε χομπρισεδ οφ στυδεντσ ωηο μεετ

ΤΡΙΟ☐σ φεδεραλ λοω ινχομε ρεθυιρεμεντσ, μανψ οφ ωηομ αρε φιρστ−γενερατιον (Ταβλε 2

).

 The program's high schools lay within the community districts listed in Figure 1. BCETSP

has established productive working relationships with principals, vice principals, counselors, and

lead teachers at each partner high school. These relationships are crucial for the implementation of

BCETSP initiatives and its data collection for new grants. Ideally, a target high school's principal

will have worked with the BCETSP for a standard five-year grant cycle and would therefore be

well informed of the program's successes and willing to remain a target high school for the next

grant. Conversely, turnover results in project directors having to justify TRIO's existence on

campus and educating new administrations about the purpose, functions and successes of the

program. It is for this reason that the BCETSP administration meets regularly with existing

administration at each target high school. Annual, semester, and often weekly meetings strengthen

professional relationships while informing key stakeholders of BCETSP events, benchmarks, goals,

statuses, and potential projects. However, turnover rates can affect the quality of student

recruitment efforts. Therefore, BCETSP targets high schools with large numbers of students who

could potentially qualify for membership. As can be seen in Table 3, the target schools are

comprised of students who are eligible for free or reduced lunch (low income). For BCETSP, this

measure tells the program that low income students make up a significant percentage of a school's

population. This increases student recruitment efforts and places the pre-college counselors in

schools where many students can be served throughout an entire school day.

In addition to the majority of students at target schools being eligible for free/reduced

lunch, a significant percentage of students struggle with grade level persistence. As shown in Table

4, students who attend BCETSP's target schools are underperforming in comparison to the borough

of Brooklyn and to New York City as a whole when it comes to earning the necessary course

credits to graduate in the standard number of years. Therefore, while students are being promoted

to the next grade level, they continue to fall behind in the accumulation of credits necessary to

graduate. This results in students re-taking classes their junior and senior years in order to graduate,

rather than taking Advanced Placement courses and preparing for college entrance exams or the

writing of their personal statements. This style of matriculation increases the size of the college readiness gap. As demonstrated in Table 5, the percentage of economically disadvantaged students who graduated within four and six years of starting high school at these target schools is low compared to New York State averages. New York State's diploma requirements match up best with the "DOE Rigor Requirements" outlined in Table 6. By attaining these requirements, a student is better qualified to persist through the academic rigors of college.

However, students in BCETSP target schools are faced with a different reality. Table 7 provides a snapshot of the inadequate assessment performance at the selected target schools in the subjects of Living Environment, Algebra I, and Global History by economically disadvantaged students during the 2014-2015 academic years. Based on this snapshot, it is obvious that disadvantaged students at these target schools are struggling to pass their required New York State Regents exams. As a result, students are unable to continue in the rigorous course sequence. They are then typically assigned to lower level mathematics and science classes, such as *Topics in Algebra* and *Forensics* that do not meet USDOE rigor standards. One long term consequence of this is that while a high percentage of students may attain a Regents Diploma at rates well above state and borough averages, as Table 8 demonstrates, very few attain an Advanced Regents diploma. In New York, Advanced Regents diplomas require a more rigorous curriculum and are given preference over a standard Regents diploma in terms of college acceptance and financial aid. Furthermore, due to the foreign language, mathematics, and comprehensive English requirements of the Advanced Regents Diploma, students can bypass required foreign language and remedial college courses. The same cannot be said for students graduating high school with the standard Regents diploma. This trajectory of falling into lower level classes results in poor college readiness as measured by completion of designated college preparatory classes and assessments as

demonstrated in Table 9. This can have a negative impact on a graduating senior's college access as they might not feel that are ready or even eligible to attend a four-year institution.

It is worth noting that, in addition to lack of academic college readiness, large numbers of graduating seniors, e.g. 60% from George Westinghouse and 30% from Brooklyn Generation, (NYSED, 2015) do not even apply for college. This results in lower rates of enrollment in programs of postsecondary education by graduates immediately following graduation (Table 10). These low enrollment rates are the result of the lack of resources and personnel that exists within these inner high schools. It is clear from these percentages that supplemental assistance is needed if schools want to see an increase in their students' college readiness and development needs. The BCETSP's grant mandates that these demonstrated needs are addressed. In doing so, the BCETSP works to develop students' college readiness skills which in turn, increases their capabilities for college access.

The Importance of Institutional Frameworks for First-Generation Students

In order to further our understanding of the realities TRIO students face it is important to look at student background characteristics which scholars recognize as the major components of persistence and attrition theory. Theoretical models spotlight the importance of interaction between students and their institutional environments, which can often dictate whether or not a student continues attending their particular college or university (Pascarella, 1980, Tinto, 1975).

For example, scholars have long been interested in studying the effects of both academic and social integration which Tinto defines as "longitudinal attrition behavior" (Tinto, 1975, p.92). These studies typically conclude that first-generation students are more likely to have lower retention rates while in college (Horn, 1998). In his 2003 study titled, "A longitudinal approach to assessing attrition behavior among first-generation students: Time-varying effects of pre-college characteristics," Terry Ishitani, Associate Professor of Higher Education at The University of

Tennessee, found that first-generation studies are also less likely to complete their degrees within a four or five year span. Ishitani investigated the longitudinal persistence behavior of low income and first-generation students' attrition, retention, and graduation from four year institutions. Using national data sets and the National Educational Longitudinal Study: 1988-2000 (NELS: 88), Ishitani discovered a higher risk of attrition for first-generation students during their first year of college and concluded that low income and first-generation students persisted and graduated at significantly lower rates than their peers (Ishitani, 2003b). He argues that the best way to explain the differences in these retention rates is to examine the pre-college characteristics of the students themselves. In 2006, Ishitani investigated the effects these pre-college characteristics had on the attrition, retention, and graduation rates of underserved students while in college. And while numerous studies have addressed educational issues using pre-college history modeling, Ishitani's study is unique in that it specifically examined attrition behavior of first-generation and low income students using a very particular data set.

The NELS:88 and NELS:1988–2000 Postsecondary Education Transcript Study (hereafter, PETS:2000) are national data sets sponsored by the National Center for Education Statistics (NCES), and were used to develop the sample for Dr. Ishitani's study. NELS:88 is a longitudinal data set that followed diverse educational characteristics of eighth-graders over a 12-year span beginning in 1988, while the PETS:2000 includes transcript information of participants within the NELS:88. 4,427 students who enrolled in public and private four-year institutions between 1991 and 1994 were selected for attrition and degree completion behavior. For this study, Ishitani defined college attrition as the first departure from the initial four-year institution a student attended (Ishitani, 2003b). For example, eight hundred forty-five students (19.1%) left their initial institutions and never attended either their initial institutions or other institutions by year 2000. This included voluntary withdrawal (dropping out) and academic dismissal. Approximately 25% of

the overall sample transferred to other institutions. Finally, more first-generation students were found in the group of students who departed from their first institutions and never attended any other institutions (24.5%).

We know that first-generation students' parents by definition never graduated from college but Ishitani's study further divided first-generation students into two subgroups. The first group of first-generation students included students with parents who never attended any post-secondary institution. The second group's students had at least one parent who had attended college but never graduated. Doing so allowed researchers to examine if significant differences existed between students whose parents had only high school education and those whose parents had some college education. Of the 4,427 first-generation students in the study, 14.7% were first-generation students and 34.8% were first-generation students of parents with some college education.

In examining the effects of pre-college academic assistance, Ishitani included students' high school class rank and high school academic intensity. For students in the BCETSP, this would include whether a student took Advanced Placement courses and whether or not they earned an Advanced Regents diploma. Types of colleges and universities (public/private) and admission selectivity of the different institutions were also incorporated into the study. NELS:88 only produced students' financial aid type for their first year in college (loan, grant, and work-study). Therefore, Ishitani examined the effects of financial aid on attrition and time to degree behavior based on their first-year aid status. Initially, a decline was observed among first-generation students in the first year. The gaps in persistence rates between first-generation students and their counterparts widened during the second year and continued until the end of the observation period.

Other variables included family income, high school class rank quintile, high school academic intensity, institution type and selectivity of admission. According to Ishitani, "Students from family incomes ranging between $20,000 and $34,999 were 72% more likely to depart than

were students with family incomes of $50,000 or higher. Students in the lowest quintile in high school class rank or high school academic intensity were about 1.9 or 1.7 times more likely to depart than were their counterparts in the first quintile in each category" (Ishitani, 2006, p. 873). First-generation students were more likely to leave their chosen institution than students of college-educated parents during years one through four. First-generation students were most likely to depart from their institution during their second year. Ishitani found that during the first two years of college, first-generation students were 1.3 times more likely to drop out compared to their counterparts. Furthermore, first-generation students who did not enroll in the semester immediately following their high school graduation were approximately 81% more likely to depart in the second year than were first-generation students who matriculated immediately after high school. High school class rank and high school academic intensity also had significant effects on attrition. These findings directly correlate to the work of the BCETSP, whereby pre-college counselors work one-on-one with each of their students to create high school degree plans that include Advanced Placement courses, a BCETSP tutoring schedule for those courses, and assistance in creating a list of colleges to apply to regarding potential financial aid packages. In doing so, BCETSP students develop competitive college applications for public and private institutions which often translates into more substantial financial aid packages. The stronger a student's financial aid award is, the more likely they are to avoid dropout and graduate from college within four or five years.

Students from lower high school class rank quintiles were more likely to drop out of college. Ishitani found that students in the second lowest class rank had the greatest likelihood of departure in the third year, while students ranked in the lowest quadrant were most likely to dropout during their second year. Regarding high school academic intensity, students from the lowest intensity were 4.3 times more likely to drop out in the third year than students from the

highest intensity. These same students were 1.9 times more likely to leave college during their fourth year than were students who graduated in the highest academic intensity category. Students from the third quintile had the highest risk of departure during the second year and were 1.4 times more likely to leave college than students from the highest category. Regarding institution type, first-generation students attending private colleges were 30% and 54% less likely to leave school than were those who attended public four-year institutions. Nonselectivity in admission also had significant effects on first-generation students' attrition. Those who attended private, selective institutions were less prone to departure in their first and fourth years in college. According to Ishitani, "Students attending private colleges were 30% and 54% less likely to leave their institutions than those who attended public four-year institutions" (Ishitani, 2006, p. 876). This may be because private universities often have more resources than public schools when it comes to supporting the retention rates of low income and first-generation students on campus. It is for reasons like this that TRIO Programs must continue to be supported.

Statistical significance for financial aid was prominent during only the first year because the data included financial aid status only for students' first year. Three types of financial aid had positive effects on first-year retention. Students who received grants or work-study jobs were either 37% or 41% less likely to leave school than were students who received no aid whatsoever. Work-study also showed its positive effect on retention in the second year; resulting in students being 43% less likely to depart during their second year in college. Overall, Ishitani's research concluded that first-generation students were 51% and 32% less likely to graduate in the fourth and fifth years than their counterparts. Regarding income, students from families with incomes of less than $19,999 were 41% and 69% less likely to graduate in the fourth and fifth years, while students whose family income ranged between $20,000 and $34,999 were 41% and 43% less likely to graduate in the fourth and fifth years than their peers. Students with higher academic intensity

were more likely to graduate in their fourth year of study while students from the lowest academic intensity level were 59% less likely to graduate in their fourth year than students from the highest academic intensity category.

Ishitani proved that low income and first-generation students were exposed to higher risks of college attrition than their counterparts. They were also less likely to complete their degree programs in a timely manner. However, while the effects of being a first-generation student had a negative effect on persistence, student persistence and timely graduation rates changed depending on their pre-college characteristics, such as high school academics. The study proved that students who graduated with a higher course-load intensity in high school were more likely to persist and graduate from college. This study illuminates the importance that specific factors have on the persistence of low income and first-generation students, i.e. high school academics, family income, financial aid. And according to Ishitani,"[I]t becomes important for us to be aware of diverse pre-college characteristics that exist within the group of first-generation students and of the prolonging effects these precollege characteristics have on students' time to degree behavior" (Ishitani, 2006). The BCETSP works to combat these attrition factors by making pre-college characteristics the primary concern for every one of its students. Addressing high school academics, financial aid, and college selectivity comprise much of the work that takes place between BCETSP students and their pre-college counselors. By bolstering each student's pre-college characteristics, including academic intensity and financial aid awards, the BCETSP prepares its members to succeed through graduation from their respective institution. The program's grant was written on behalf of this specific purpose.

Brooklyn College Educational Talent Search Mandates

According to the grant, 80% of non-senior participants served each project year must complete the current academic year and continue in school for the next academic year, at the next

grade level. The program has been successful in meeting this objective because the percentage of students who earned enough credits to be on-track for high school graduation has averaged 84% since 2016 (the first year of the grant). In meeting this particular metric, the BCETSP showcases its ability to meet grant mandates while assisting its students in their matriculation despite lower percentages of persistence coming from its partner high schools.

Secondly, for secondary school graduation (regular secondary school diploma), 75% of seniors served during the project year must graduate during the project year with a regular secondary school diploma. The program has proven effective because BCETSP focuses its primary efforts on providing students and their families with services to help meet graduation requirements. During meetings with Pre-College Counselors, students are able to ascertain the projection of future earned credits. Also, on the academic front, the program supports students' efforts to earn better grades by providing after school tutorial sessions coupled with targeted Regents and SAT preparation courses offered during school hours. These courses are taught on site at the target high schools throughout each semester. For the 2016-2017 school year, 55% of BCETSP seniors completed a rigorous secondary school program of study and graduated during the project year with a regular secondary school diploma within four years.

The BCETSP offers its Regents test preparation courses to students throughout the academic school year and summer because there are large percentages of students who attempt and fail core Regents examinations as indicated by Table 6. These students fail to score above a 65 on the end of year examinations which is required to advance in a rigorous program of study. BCETSP Regents courses build on students' knowledge of specific subject content and develop study skills, time management strategies, and test taking skills. For underserved students in New York, passing their Regents examinations could be the encouragement some of them need to apply to and enter college. With regard to the capability approach, these examples of college readiness development

directly translate into increasing BCETSP students' capability to attend college and imagine greater possibilities for themselves.

Perhaps the hardest task in the BCETSP includes an objective for 60% of students who have graduated with a regular secondary school diploma, during the project year, enrolling in an institution of higher education by the fall semester immediately following high school graduation. Students may also receive notification, by the fall semester immediately following high school, that they have deferred their enrollment to the ensuing spring semester. Yet, while the average enrollment rates for both New York City and Brooklyn are 53%, the percentage of students who graduate from a BCETSP target school and enroll in a college or other postsecondary program within six months of graduation is less than 47% for all potential target schools. To counter this, BCETSP helps students prepare for and explore their postsecondary educational institution options as early as ninth grade. This preparation includes helping to determine best college fit, identify special program eligibility (such as Higher Education Opportunity Programs & Educational Opportunity Programs), and offer financial literacy and management workshops around personal saving, PELL, Federal Work Study, and government loans. Students often receive pamphlets with this information to take home and read with their parents or they may receive a list of websites designed to answer financial aid questions. The BCETSP conducts workshops at the target high schools to ensure that its students are understanding the critical terms and functions of the college application process. These workshops also serve as an opportunity for TRIO counselors to recruit more students while engaging with current members in a group format. Often students meet with their TRIO counselors one-on-one after these workshops to answer specific questions in detail. By providing these workshops at the high school's campuses, TRIO is able to increase financial aid awareness on site while increasing student development on a larger scale. These services work collectively to secure a minimum post-secondary enrollment rate of 60% for all BCETSP students.

Finally, according to the grant, 40% of participants who enrolled in an institution of higher education by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester), have to complete a program of postsecondary education within six years. BCETSP tracks college enrollment through student outreach, parent outreach, and the use of Clearinghouse software which provides enrollment information for each student enrolled in the program. Students also take mentorship workshops offered by BCSTEP and its campus partner the Black and Latino Male Initiative at Brooklyn College (BLMI) to assist with retention efforts. BLMI is an academic support program designed to assist students academically and professionally throughout their college career. Like TRIO, BLMI aims to increase the graduation and retention rates of black, Latino, and other historically underrepresented students enrolled at Brooklyn College through mentorship, tutoring, and cultural awareness. The BLMI is funded through the City University of New York and does not require U.S. Department of Education funding. By collaborating with a department focused on the retention of underserved students, the BCETSP is able to provide its students services that otherwise would have been outside the scope of the BCETSP's budget.   Through these efforts, BCETSP is able to meet the 40% requirement annually.

BCETSP Organizational Structure

The BCETSP is housed at Brooklyn College because that was the chosen location stated in the first grant in 1980. Since then, The Research Foundation of the City University of New York has administered the monetary needs in accordance with each existing grant's budget. The BCETSP is housed under Brooklyn College's Secondary Education department as seen in Figure 4. The principal investigator is the immediate supervisor to the project director and is a member of the Secondary Education faculty. Practically speaking, the School of Education serves as a support system for the BCETSP in that it allows for a direct line of communication with a Secondary

30

Education faculty member. This can be particularly useful during the grant writing process should any sections pertaining to pedagogy or the structure of the BCETSP's academic services require doctoral editing. Furthermore, because the program is located on a college campus, students are exposed to a college environment every time they attend on-site tutoring, preparation courses, and one-on-one pre-college counselor meetings. Few programs offer this type of college access exposure.

The project director is responsible for informing the principal investigator of program successes and challenges. The project director conducts monthly one-on-one meetings with all full-time staff. This allows for the staff to inform the project director of progress at target schools, recruitment updates, etc. The project director also uses these meetings to discuss the staff member's performance towards semester and annual project goals. Bi-weekly staff meetings are conducted to discuss best practices, program progress, student concerns, administrative goals, etc. This style of open and consistent communication amongst the BCETSP staff and the support of the Secondary Education department fortify the program's purpose of developing students' college readiness skills and their college access capabilities. Figure 5 demonstrates the organizational structure within BCETSP.

And while some activities remain flexible, student recruitment is a major focus for the BCETSP that lasts the entire academic year. Thereafter, students in different grade levels receive different services throughout the academic year. Seniors, for example, have a checklist filled with priority dates due to examination and application deadlines. For the first two months of the academic year the BCETSP staff focuses on assisting these seniors with completing their checklists. Typically, these months are spent studying for and taking the SATs for a final time and finalizing their lists of colleges to apply to. During October and November, TRIO counselors are working one on one with seniors to submit required tax information to FAFSA for financial aid and

to submit the college applications themselves. By the end of the fall semester, TRIO seniors will have completed all of the required applications pertaining to entrance exams, financial aid and college admissions. For seniors, the spring semester is a time to work with their TRIO pre-college counselor to find and apply for scholarships.

BCETSP staff works to foster a stronger sense of academic responsibility as early as ninth grade through college tours in which students get to visit college support programs and offices. BCETSP provides staff outreach, office internships, volunteer hours, scholarship essay support, tutoring and, financial management maturity workshops, and parent outreach. This scaffolded approach for developing college readiness is organized to provide targeted services at specific times. For example, a BCETSP student can choose to take tutoring classes for all four years of high school because the program works to strengthen each students' cumulative grade point average. However, financial aid parent nights, for example, are reserved for 12th graders and their parents because only these students need to submit their FAFSA applications for their freshman year in college. Both targeted and all-inclusive styles of college readiness development increase BCETSP students' college access capabilities.

Beginning in the month of August, BCETSP staff conducts outreach to the principals and designated liaisons of target schools to identify a specific cohort of students from rising grades 9 through 12 who will benefit the most from being a part of BCETSP. Staff attends each target school's faculty and staff meetings to introduce the program and create awareness among school personnel. To recruit rising 9th graders, BCETSP Pre-College Counselors make recruitment presentations at the 9th grade orientations and summer bridge programs at target schools. Flyers are mailed to community centers and libraries to broaden the program's awareness amongst residents. The program then hosts campus open houses to students and parents to recruit new student members.

Furthermore, public information materials are used to help develop community awareness for the program. These documents include a BCETSP brochure, seasonal newsletters, and an annual fact sheet. Seasonal newsletters are distributed from September through July. Newsletters include student testimonials, reflections on program activities, such as college visits and career guest speakers, highlights on colleges, and other information pertinent to college readiness growth. This style of marketing increases parent and student interest. BCETSP counselors also advertise the program at their high schools' orientations, Parent Nights, awards   banquets, and classroom presentations and workshops throughout the academic year. Lastly, at the end of each grant year, a program fact sheet is created to highlight BCETSP's grant objective results, upcoming annual goals, and graduation results. Newsletters, calendar events, and enrollment information are also readily available on the BCETSP webpage. Regarding the capability approach, these marketing actions are necessary for schools, students and families who are unaware of the existence of such a supplemental college readiness program, i.e. opportunities for development. Again, Sen notes that without development only deprivation can exist. Therefore, if students do not know about the BCETSP, they will not choose to receive its services.

Paper applications are sent home with students and/or parents to be reviewed, signed and submitted. Once a student has been accepted in the program, they receive the time and resources for improving their academics, understanding of the college process, and financial literacy. Engaging the parents or guardians of these students to develop a healthy support system at home is also very important. To guarantee the overall success of these goals, BCETSP works closely with the target school faculty and staff to develop specific co-curricular activities for enrolled participants. Typically, dedicated faculty and staff within BCETSP target schools are selected by their respective principals and asked to be a part of specific workshops, Regents courses, SAT tutoring, and/or college field trips. Duties and responsibilities are delegated before a given semester

with the BCETSP counselor or academic coordinator acting as the point person for a given activity. For SAT and Regents courses, a high school faculty member serves as a second teacher with the BCETSP academic coordinator. This teaching practice maintains a lower student-teacher ratio and creates opportunities for authentic teaching assessments for the BCETSP academic coordinator.

Again, the effectiveness of these options is often mitigated as a result of high turnover of staff and administration at the partner high schools. Despite these turnover rates, BCETSP initiates a consistent plan of action before each academic school year. The BCETSP director and academic coordinator meet with the administration and staff members of each target high school before each fall, spring and summer semester to discuss program and school goals. The BCETSP calendar of events, tutoring schedules, academic courses, pre-college counselor office hours, spacing and campus visits are also discussed. Doing so informs the target high schools of the BCETSP's services and mitigates the effects of potential turnover by solidifying plans of action for each target school before each semester.

BCETSP pre-college counselors are responsible for recruiting at their respective high schools throughout the fall and spring semesters. The project director considers low income status, first generation college status, and academic need when determining whether or not a student can be accepted into the program. To verify eligibility, each student must provide the program with a copy of their birth certificate or permanent resident card. In order to document the student's low income status, a signed statement must be submitted by the student's legal guardian. Academic need is determined using the student's transcript.

Once enrolled, students are required to meet with their pre-college counselor for an assessment of services needed. These meetings serve as a supplemental college readiness service that they may not receive from their high school's counseling department due to lack of personnel and/or resources at inner city Brooklyn high schools. The intention is to create opportunities for

development that would not otherwise exist without TRIO. During a pre-college counselor's first one-on-one meeting with each student, the counselors assess the students' current level of academic intensity. They discuss topics such as current GPA, course load, and upcoming Regents or college placement exams. The counselors are responsible for informing students that by increasing their academic intensity, they become more competitive when applying for college admission, financial aid awards, and potential scholarships. The counselors are also responsible for conducting three more one-on-one meetings with each student throughout an academic year (which can include the summer). Doing so provides opportunities for the counselors and students to continuously gauge the development of the students' academic intensity, discuss potential pitfalls or setbacks that may occur throughout the school year, create semester goals, and de-stress. These meetings increase the capability and development of BCETSP students and often allow counselors the time and space to give much needed encouragement to their students throughout the entire year.

The academic coordinator oversees all of the enrichment programs throughout the course of the academic year, including the summer program. The academic enrichment programs are broken up into the following four initiatives:

(1) From September through October, the academic coordinator focuses on SAT test preparation. Four day weekly workshops are offered on campus and up to twenty-five students are allowed to enroll for each weekly workshop.

(2) From November through January, the academic coordinator is responsible for teaching SAT preparation courses at the BCETSP target high schools. This allows for students who are unable to travel to the program every day to take test prep classes at their high school during or after the school day. (This has been the program's most popular recruitment tool as students must be members of BCETSP to take test prep classes).

(3) From February through May the academic coordinator oversees all of the NYC DOE

      Regents preparation courses which run after school at BCETSP. Simultaneously, the

      SAT preparation courses are offered to students in their junior year to increase program

      enrollment and allow students to gain added preparation.

(4) On site SAT, Regents, and study skills workshops are offered at target high schools

      throughout the academic year and BCETSP tutors are selected from Brooklyn College

      Honors Academy and the Black and Latino Male Initiative.

By providing high quality academic services, the BCETSP bolster's the academic intensity of its students both on-site at their high school campus and after school at the BCETSP. Figure 2 shows the focus by grade level.

      To ensure that BCETSP students are in the best position to enter college for the semester immediately following their high school graduation, the program assists students in achieving a series of benchmarks for each grade as listed in Figure 3. The pre-college counselors monitor student progress and introduce the list of these benchmarks during the initial assessment meeting with each student. Should a student habitually underperform on meeting these benchmarks, then an intervention would take place. For example, if a BCETSP student informs their TRIO counselor that they have failed the U.S. History Regents for a second time and their GPA has gone down from fall to spring, the counselor would inform the director. The director would inform the academic coordinator and discuss a plan of action, typically pinpointing which courses the student is struggling with based on their transcript. A tutoring schedule for the student would be created and a spot reserved in a U.S. History Regents test prep course at the BCETSP. The director would then reach out to the principal of that student's school to request a meeting with the student, guardian(s), pre-college counselor, academic coordinator, and high school faculty or administrator. The student's recent academic performance would be discussed and a plan of action would be

created with a finalized schedule and adjusted benchmarks to be put in place before the conclusion of the meeting. This type of academic intervention circumvents what could potentially be a downward academic spiral for the student. It also reinforces the student's academic capabilities by consolidating their school work, developing their test-taking and study skills and keeping them on track for high school graduation and college applications. These efforts work in tandem to maintain the student's academic intensity while they work to pass a required examination and elevate their GPA simultaneously. These efforts culminate in the increased development of the student.

Finally, during August of students' senior year, they are invited to attend the program's weeklong college boot camp which includes a series of workshops focused on preparing students for the college application process. During this same week, seniors will meet with invited financial aid representatives from both the City and State University of New York systems. These academic systems are prioritized because the target high schools require their students to apply to four C.U.N.Y. institutions and six S.U.N.Y. institutions. Also, because a majority of BCETSP students live in low-income households, many eventually chose to attend either C.U.N.Y. or S.U.N.Y. colleges to save money on room and bored, and utilize their financial aid packages, including the PELL grant which covers low-income students. The meetings allow for students and parents to receive information on the FAFSA and Tuition Assistance Program processes. The program also conducts a financial opportunities curriculum during the boot camp aimed at educating students and parents about ways to develop sound money habits of saving and investing for financial stability and growth. In doing so, students and parents alike receive financial literacy that may not currently be taught at their high school. These meetings also clarify the functions of the financial aid process and the reasons for the submission of the parents' tax information.

<u>Program Interviews</u>

The following interviews were recorded during a program evaluation of the BCETSP during the 2017 fall semester. One pre-college counselor, one student, and one administrator were encouraged to answer honestly and openly regarding their experiences in the BCETSP and their thoughts regarding its student impact. The results added a collective perspective of the BCETSP and allowed for the new director of the program to gain insight regarding the program's strengths and weaknesses. The Q&A format also allows for the reader to make connections between the services of the BCETSP and the effects they have on bolstering pre-college characteristics and academic intensity of its students. In particular, the interviews shed light on how the BCETSP fosters the development of its students' college readiness skills and increases their college access capabilities. This first interview is between the interviewer and a pre-college counselor with four years of experience with the BCETSP. The pre-college counselor possesses Master's degrees in Adolescent Education and School Counseling.

Interviewer (**I**) : How long have you been a counselor with Talent Search TRIO at Brooklyn College?

Counselor (**C**) 1: In total, roughly four years.

I: In that time, which schools have you worked at as a counselor?

C : I've worked at Edward R Murrow, TPC College Prep, Automotive, and now I'm at Westinghouse High School, so four schools in four years.

I: Okay. Could you just take me through a day in the life of a counselor? What happens when you get to a campus on a normal school day?

C: On a normal school day, basically, I take the first half hour to get set up, review my itinerary for the day, whatever that may be. So typically, that deals with either giving a presentation to a class to

try to recruit students or to counsel forty-five students a day at the school. I try to focus on college prep, but ultimately I try not to be so fixated and will do counseling in other areas as well.

I: So your primary goal when you get to a school is to work with a student on a one-on-one capacity and do workshops every now and then?

C: 100 percent. Every two months, we try to give workshops to help them in a variety of capacities.

I: What would one workshop be?

C: So really depending on the grade level. So with the upperclassmen, we really try to focus more on the college process, in regards to whatever that may be because a lot of them are low-income first-generation because that's what the program entails. Parents and the family, just like I was, don't really know the process, so I take them step by step through what they need to do in regards to college. Studying for the SATS, going on college trips and fairs, helping them with financial aid, which is a huge point as well. So those are some of the initiatives we do. Other initiatives with the lower classmen and upperclassmen as well are personality assessments, just because I feel that there's a strong correlation between understanding themselves and what they want to do with their lives as a professional is really important. Other concepts include networking, which is important. Asking for help. So the workshops vary in regards to what I feel the students need based on the one-on-one interactions.

I: Fantastic. With regard to career exploration, you don't necessarily engage in career preparation, but you do ask them what they see themselves doing in the near future, is that correct?

C: Absolutely. And not only that, but I am a big proponent of having them think about options. So even if they say…a lot of students say they want to go into business. We'll have a conversation on what they mean by business. So, define business. Define what you want to do in regards to that field and let's say that you start studying business and realize that you don't like business. So, what else might you want to do? So I feel like options is a really important thing for them to understand.

I ask this question all the time. With every adult that you come in contact with, ask them these two questions: What do you do as a profession now and when you were younger, what did you want to be when you grew up? Very rarely are they congruent. Sometimes they are, and it's great if they are but rarely are they. If it's not, it just goes to show that it's important to think of other things that they might want to do.

I: It makes me wonder if the reason that TRIO counselors are so successful is that school staff doesn't necessarily have the time to engage and the wherewithal to engage in these activities.

C: I agree with that and their caseloads are just so huge and timing in schools are finite. There's only so much time that you can engage with one student. To no fault of the schools at all. But this is why I think the TRIO impact comes in so strongly. We can afford them the time and engagement to help them think of other capacities in life that otherwise would not have been possible.

I: Why do you think that Brooklyn College Talent Search students are so particularly successful in scoring high on the SATs and scoring highly on their Regents courses both during the fall and spring semesters?

C: I think it's because of the level of two things: the level of engagement that the staffing engages in because a lot of students don't get motivated on their own. And that's okay; I wasn't as well. To have other people in your life, professional individuals to help you and inspire you to get to the next level. The other reason is the resources of the TRIO program that allow them to actualize their motivation, so I know I'm going to college and I understand the importance of it. That's step one. Step two is understanding what I need to do in order to do that. Okay. We go for SAT Prep, we go for Regents Prep, we go for college trips and all those engagements. So it really is a two-pronged answer. So efforts from the staff and resources provided. Faculty engagement needs to be there. The staff does a good job at creating student motivation and inspiration. I don't think it's necessarily there from the beginning. There might be trepidation within the student to be a little

ambitious and then the professionals bring it out of them. And if the professionals bring it out of them, and there's nothing there for them to do, so there needs to be the inspiration and motivation from the staff and the follow through with the resources.

I: Just to clarify, do you think that the level of engagement on behalf of the teaching staff at Brooklyn College Talent Search is superior perhaps to the level of engagement that these students are receiving in their teaching staff at their high schools?

C: Overall, I think it's dependent on the individual. We had a lot of great individuals. We had a wonderful program director. We had individuals who truly care and are invested in the students. That does create stronger motivation and inspiration levels for the student than what the guidance counselor at the schools normally have. I think this is just human behavior. You have a job. You're tenured. Again, depending on the individual but it seems like human nature tends to just go towards the side of I get a job and do what I need to do and that's it. But individuals in TRIO and the program director care. People want to see students succeed which gives them an added advantage.

I: One last question. Do you think that TRIO is a benefit to its community and why?

C: Ultimately no matter what, and I'll say this in regards to who is the director of the program, who's in charge of the program, it is a benefit to the community. I ultimately wholeheartedly believe that it is. It works more efficiently when the individuals who are running it are more capable and personally invested, obviously, just like in any capacity. Aside from that, even if it's not, the resources are available. For the students, for their growth. If one out of fifty kids go to an SAT prep program and takes advantage of it, does better, and gets into a better college, and has a higher level of achievement because of that, that is beyond well worth it. That's what I tell the parents all the time. If you sign up and your kids go, it can't be a detriment.

I: What's your favorite thing to do as a counselor?

C: To get through to a student by far. This is the reason why I got into the profession. It's to make a difference. When you get through to a student, you have the capacity to change somebody's life for the better and that's such a beautiful thing.

The pre-college counselor touched on a number of topics that explain the need, purpose and function of the BCETSP. They begin by explaining that their primary focus is to meet with students in a one-on-one capacity throughout the day and in doing so, shed light on the common reality of underserved high schools regarding large caseloads for understaffed counseling departments. Ishitani notes that an increase in academic integration including, "meeting with an academic advisor [and] talking about academic issues outside of class" (Ishitani, 2016) has a positive effect on persistence levels. The counselor then mentions college preparation and career exploration workshops organized by grade levels. This social integration by the pre-college counselor allows for the delivery of information and focused conversations that students may not typically be having with their teachers and counselors. Ishitani notes that these types of peer interactions and atypical workshop advising have a positive effect on students' first-year college persistence. Furthermore, Ishitani states, "Given that upperclassmen are more concerned with career planning and major selection, activities may be designed to tailor toward these topics, Courses on career development, which include topics on how to choose a major and jobs related to certain academic majors, may be offered for [upperclassmen]" (Ishitani, 2016). Again, Ishitani notes that quality precollege advising begets higher rates of college retention for first-generation and low income students.

Finally, the pre-college counselor talks about motivation and inspiration. They talk about the trepidation that some students feel regarding college and their ambitions after high school. The pre-college counselor explains that, at times, TRIO staff are charged with motivating students to believe that college is in fact a very real possibility. This style of pre-college counseling encapsulates Amartya Sen's development theory as it relates to capability. Sen defines capability as

the opportunities that a person has access to. Furthermore, he explains that increased means of development translates to increased amounts of capability (Sen, 1999). The TRIO counselor represents an increase in means of development while the post-secondary options the student learns about represents the increase in capability. The combination of increased development and capability should, according to Sen, assist greatly in a student's pursuit of elevating themselves from poverty.

Further connections can be drawn from the following interview which takes place between the interviewer and a BCETSP program graduate, currently in their senior year of college. The interviewee graduated in the top 2% percent of their respective high school and received a full academic scholarship to a 4-year CUNY college. As a graduate of the BCETSP program, the interviewee brings a particular perspective to the BCETSP program. While a BCETSP student, the interviewee was categorized as a low–income and as a first generation student. The interviewee moved from Kazakhstan to America during their 8th grade year.

Interviewer (**I**): When did your join TRIO?

Administrative Assistant (**A**): I joined TRIO in my sophomore year.

I: How would you compare the start of your TRIO experience in your sophomore year to your senior year?

S: So sophomore year, I was kinda like relaxing and starting from the junior year, I was more into Regents prep. Then the TRIO Program, they had a lot of it, so they helped me with studying and passing with really good grades.

I: The first thing you kinda got started with was Regents Prep. Do you remember which Regents classes you took?

S: U.S. History

I: When did you start taking the SAT prep classes?

S: It was in my junior year. First when I took April prep in school, I got a little bit of a low score, then kinda like stick with this TRIO SAT Program, and it helped me a lot, so it bumped up my grade really high in the Regents.

I: So, you took it in April without any training, then did the TRIO SAT prep, then took it again in June and your score jumped.

S: Yes. It jumped two-hundred and forty points. Yea. Test prep was the main thing that I got from TRIO in my junior year.

I: How did TRIO help you in your senior year then?

S: Senior year, it helped me a lot as well. It helped me with my applications and searching for colleges and then just looking for it because I wanted to be like in a college that fit. It ended up really good.

I: So they helped you narrow down your search for which colleges to apply to?

S: Yes, and also my financial aid. I wouldn't be able to do it myself.

I: How did they help you with financial aid? What do you remember doing there?

S: Well, they showed me step by step how to fill it out with them.

I: How is the experience at TRIO different from your high school?

S: With my high school, they can help you if you have really specific questions, but they're not going to do it with you step-by-step. TRIO can help you step-by-step with any questions and whenever you want, they'll be there for you. It's much more of a one-on-one.

I: How was TRIO specifically helpful with selecting an appropriate college? How did they help you figure out which CUNY was good for you?

S: Well, it was based on financial aid. So, I didn't want to get any loans and things like that. I was also looking with the TRIO counselors. I want to become a dentist, so I was looking for schools that had dental programs. For CUNY schools, only Hunter College had it, so I focused on it.

I: I like that you said that one of the main factors was that you did not want to incur debt. You wanted to minimalize, if not eliminate, debt completely.

S: Yes. And after I made that clear to my TRIO counselor, we looked at it and figured out that CUNY was the best place for me.

I: Did you ever volunteer as a tutor or intern for the program?

S: Yes, it was Algebra. It was amazing. Starting at the beginning, there were less students. But by June, there were a lot of students. I was tutoring six students in Algebra as a volunteer.

I: Has TRIO prepared you for college?

S: The TRIO program has prepared me for what I should be doing now and what I should do for my future. I'm helped with the problems I have and if I need more help with what to do, counselors are there to help me.

I: So even though you've graduated, you can come back to ask for help?

S: Yes.

I: Is there anything you want to say about Talent Search specifically? Do you think it should be continued to be funded?

S: Absolutely. Without their help, a lot of students wouldn't know what to do. I've almost been in America for almost six years, and I haven't encountered any good programs other than this TRIO Program. They've helped a lot and supported me.

I: When you came to America five years ago, was there a TRIO Program in your middle school?

S: No.

I: So, how did you find out about TRIO?

S: I found out through my friend. She was attending since her freshman year and she told me about Regents prep, so I thought why not. Then I was like I love this TRIO Program!

This student's interview highlights the differences between the services students are receiving at their respective high schools versus the services they are receiving from the BCETSP. The student speaks about Regents preparation classes, SAT preparation classes, including a 240 point score increase, one-on-one financial aid counseling with her TRIO pre-college counselor, as well as finding the right college "fit" and an opportunity during her junior and senior years to serve as a volunteer Algebra tutor with the BCETSP. The interview is an example of the qualitative supplemental assistance TRIO programs provide and why they deserve an increase in funding. This student's interview highlights the academic and social integration TRIO supplies and proves what low income, first-generation students can do when development takes place and capabilities increase. It is particularly important to note that the student knew she could receive all of the services she mentioned and more just by walking from Edward R. Murrow High School to the Brooklyn College TRIO program. This student is currently set to graduate in May, 2020 with magna cum laude Honors.

The final interview takes place between the interviewer and the newly hired BCETSP director, myself. I had recently been promoted to program director after serving as academic coordinator for three years and as a pre-college counselor for one year with another TRIO Talent Search program. I have previous experience as a high school teacher and as a recruiter for a Division I university. The same interviewer was asked to allow me to provide my commentary before I started serving as the project director. For me, it was important to answer the questions from my perspective as academic coordinator before having served as the program's director. My

only request to the interviewer was that they include questions pertaining to the program's academic services.

Interviewer (**I**): Mr. V, what makes you qualified to speak on these issues?

Project Director (**P**): Well for starters, I am the project director of the program. Secondly, um, like most TRIO students I'm first generation college, um and, I was the first, you know, my mom didn't graduate from college and neither did my biological father. Um, also, we were poor. It was just my mom and I there for a while. And, until she married my stepfather you know we were just gettin' by. So, uh, I can relate to the perspective that these students have and I can say that I was there. Um, I can also say that on the flip side, many of the things that, uh, many of the things regarding literacy and the importance of child development, especially reading to your children, I did receive that despite the fact that we were poor.

I: How did you receive it? In what way did you receive it?

P: Well, I can remember, um, I can remember my mom reading to me and I can also remember my stepfather teaching me, uh, Hooked on Phonics in, um, during my kindergarten year. So, you know, from the get go I was being read to by both of my parents. Um, my mom would read me, you know, children's comic books and fun stuff, and my dad would read me you know instructional tool books, and I'll tell you what. I can remember being in kindergarten and like just taking off compared to most of my classmates because I could read. I could read at that young age. And if you look at the research, if you look at that data. Just look at the data and it will tell you that that's the number one problem with these students, these low-income students and bridging the gap that exists between them and middle and upper-class students. It's the fact that there isn't enough literacy when they're young. I was very, very fortunate despite the fact that we were poor to have literacy be a part of my young life. It, now as an educator, now I truly appreciate the importance of honestly just reading to your children and teaching them to read. I can also add to that. I can't

remember who said it. It was uh, Professor Jesus Smith from Lawrence University. And, he was telling me that if you read on a subject one hour a day for seven years, you will be a complete master of whatever that subject is. And that is so true. You can start that at any age where you can read. So, that certainly adds to why I can speak to the perspective of poor students and the importance of literacy because I've experienced both. Luckily, I succeeded while I was in school.

I: You've read the data. You've experienced the issues that poor students face in regard to literacy first hand. What would you do to address some of these needs?

P: Oh. Okay. So, that's a good question. From the high school level, I would make it a point – and I did make it a point working as an educator to re-introduce literature into the lessons. You know, I, and let me also add this. This is also extremely important. Um, I made it a point to challenge my students. I've taught in many high schools and I've seen the way that they're run in two different states. And I think that it is a disservice to make it "easy" on the kids. I don't believe in passing someone just to pass them. I have truly seen the level of effectiveness that takes place when you challenge students that aren't always expecting to be challenged in the classroom. So, at the high school level, what I did, and again, this is, uh, extremely effective, I challenged my students. I said, you know, particularly I taught U.S. History regents class. And the students that I taught, each and every single one of them that I taught had failed the Regents exam at least once. Each and every single one of 'em. And I taught this class, I would say, five or six times, once a semester. The way I approached it was, okay, if we're going to learn U.S. History the best way we can learn it, 'cause you have to understand is you're trying to teach them to pass an exam. That's the goal. Okay. The level of effectiveness that I had in teaching my way was, was extraordinary. In six semesters I had one student not pass. And each of these students had already failed it. Some of them were on their second, third time taking this exam. This was the last thing they needed to graduate.

I: What did you do differently? What did you challenge them with?

P: So, first thing I said was we're all going to go for a ninety. 'Cause to pass the exam, you just need a sixty-five. So, first day, I told them we're all going to go for a ninety. We're all gonna go for a ninety and you'd be surprised by (laughs) by how many kids would laugh at that. Like, you gotta be kidding, right? You know what the average was after five or six classes?

I: What was the average?

P: An eighty-nine. So, I missed my goal, but we almost nailed it. And, more importantly, they passed. Anyway, so, I would tell them we're going for this. We're not going to go for the minimum. We're going to go for way above the minimum. We're going to go for an "A." You guys just want a "D?" We're going for an "A." And then instead of teaching them U.S. History the way that they had been taught in high school, which I think was obvious by that point wasn't effective, I thought, well then, let's learn U.S. History through the Supreme Court. Let's look at each and every major U.S. Supreme Court case that has taken place since uh, Marbury versus Madison, Plessy versus Ferguson. I basically taught them constitutional law. That's what was so unique about this particular class. It was not at all what students were being taught in their U.S. History classes at school. The U.S. History Regents requires that students understand this country's history from its inception in 1776. So for the first three weeks of the course, I focused on teaching landmark Supreme Court cases that had been mentioned in previous Regents examinations. Like I said, we would start with Marbury v. Madison, then uh, Gibbons then Dred Scott and then into the 20th century with Plessy and Miranda and Roe. It's really a simple concept because by looking at the facts of each case the students gain an understanding of what the country was like at different times, you know? Each case brings different issues to the table so to understand the ruling you have to flesh out why the issue is an issue in the first place. This is where the teaching comes in for the history. And they really eat it up because they haven't ever been taught history like this before. It's really a simple concept. Then during the fourth week we focused specifically on political cartoons,

maps, and essay structures. The fifth week was like a comprehensive review with the last class running three hours and at the end was like a pizza party. The last class also ended the day before the U.S. History Regents. So by the time these students were set to re-take the test, they had received twenty hours of supplemental instruction. And we did the same exact thing for the Global history course.

Okay? And in doing so, when you break down those legal cases, you learn the history of the United States. So they weren't necessarily taking a U.S. History class, they were taking a constitutional law class. And my point is if we're honestly getting these students ready for college, if we truly want them to go to college, well, damn it, let's teach them the way that they'll be taught when they go to college. So that's what I did. That's what I did.

I: It's history in context?

P: Yes. It's history in a different context. It's basically law. It's a law class, but you learn the history of the United States through that. And the results speak for themselves. I mean, I don't think it's a coincidence that that class was extremely successful. And, I'm not trying to sound braggadocious. And this is something that we should take into consideration. And you know what you do when you teach kids constitutional law?

I: What's that?

P: You teach them literacy because you come across words that perhaps you hadn't read before. You come across terms that are, uh, confusing or, uh, just you know are unfamiliar with, so you learn about 'em.

I: So, when something came up, you would stop and listen to them. You would base your pedagogy on the students' needs?

P: Absolutely. I think one of the biggest things my students took away from those classes was the level that their vocabulary increased. I think perhaps it increased greatly. And, uh, that is how I

would go about introducing literacy into the classroom, and that was just for one type of class. Challenge them. They'll do it. You just gotta be honest. Be honest. Say, "Listen, if you don't pass this class, you don't graduate. Okay. It's my job to help you get there." And then they'll go with you from there. And, uh, this was a big deal as well. I'm a strict teacher. If class starts at 5:00, I'll give my students 'til 5:05. It's New York, trains and buses, et cetera. But my class starts at 5:00. At 5:05, I close the door. And we take a break at 6:00. A bathroom break. 'Cause the class is from 5:00 to 7:00. If you're late, if you come after 5:05, you have to wait outside 'till 6:00 when I open the door. And, let me tell you something. That will motivate the students to get there on time. Once they understand that you are about your business, they will become about theirs. I've seen it happen year after year. It's a respect thing. You know you have to understand that these students are coming from neighborhoods and coming from families where, you know, conversations aren't necessarily respectful. Or you're supposed to understand your role. Whereas, if you say, "Look, if we do this together, then we can move forward together," then they'll get it. Then they'll start to trust you, for one, then they'll, you know, be there for the lessons.

I: Would you like to mention any other innovative and effective techniques that you used in creating a classroom environment that's respectful?

P: I try to be very motivational. Um, I always say the same thing. No matter which class I teach, I tell 'em, "This is easy! You're gonna nail this!" You know what I mean? Um, and I mean that because it's true. Once these kids pick it up, they got it. So, my whole thing was just consistent attitude of motivation, and like I said, I was strict, but I was also positive. And, I think they took to that teaching method. Um, it's not easy, but it's doable, and if you want to see results with this particular student population, poor, low-income students, um, that do want to go to college, then you've, uh, well, it worked for me. That's what worked for me. Um, just you know, being good to them. I would reward them. So the way my class was broken down was it was four weeks. It was,

51

uh, three times a week for four weeks for two hours. And the last class was three hours because usually it was the week of the exam and that class we'd have pizza at the end. And, you know what else? Um, I started to notice that these kids would have questions about what college is like. They don't understand, you know, checking accounts. Savings accounts. Basic economics. You gotta kinda be there for that too, 'cause they're gonna have questions. Any good teacher knows that. That's something that comes up a lot. Some of these students haven't traveled. Some of them haven't left the state, the city. You know? So, they're going to have questions about things like that. Any good teacher will be there to answer those questions.

I hope that my interview illustrates how TRIO programs can tailor services to meet the specific needs of their student members. For this particular Talent Search TRIO program in Brooklyn, a significant number of students were not passing their U.S. History Regents examinations which is a prerequisite for high school graduation in New York. Therefore, the assistant director developed a curriculum for these students which proved successful. The teaching of this class is not written within the mandates of the BCETSP grant; however, the need was so great that the director requested a circumventing curriculum be designed and implemented. In doing so, the BCETSP remained sensitive to the actual achievements of its students (passing the U.S. History Regents) and the increase in their capabilities (graduating from high school, potentially attending college). The assistant director also created and implemented curriculums for the Global Regents examination, Algebra Regents examination, and the SAT examination. The Regents and SAT data accumulated during this time show that BCETSP students perform at a higher level for standardized tests than their classmates who are not enrolled in TRIO. Furthermore, these courses are not offered at these students' respective high schools which proves that the existence of the BCETSP provides services to students that may not have graduated and gone on to college otherwise. Ishitani notes that as the level of students' aptitude scores increase,

so too does the likelihood of their persistence when they go on to attend college. Finally, Ishitani states that precollege academic integration shows a, "positive and significant effect on first-year persistence" (Ishitani, 2003b, p. 272) for first-generation and low income students.

Conclusion

Improvements in college access and completion rates for low income and first-generation students continue to create pathways for economic prosperity. President Obama understood that when he said, "In the 21st century, one of the best anti-poverty programs is a world-class education" and this continues to be true. Recently, middle and upper-class families have increased their investments into their children's academic futures, including college readiness at the high school level. This includes private tutoring for entrance exams, assistance with personal statements, and even college coaches to prepare adolescents for potential interviews with admissions counselors. Such a reality will only increase the higher education gap that exists for underrepresented students (Reardon, 2012). In order to generate impactful improvements in college access and completion for low income and first-generation students, the United States government must continue funding its TRIO programs.

Low income families often send their children to underfunded, inner city high schools with fewer resources and limited college readiness support. For first-generation students, there is often no one in the household to bestow relevant information regarding college studies, let alone any advice about financial aid or how to navigate oneself into a four-year institution. By investing in TRIO the federal government invests in the process of leveling the playing field for our underrepresented students.

Furthermore, underrepresented students often have limited knowledge regarding the benefits of investing in a college degree or the different options that exist when choosing an institution of higher learning. Students and parents alike may assume their high school counselors

exist to provide this information, but many schools serving low income students suffer from overcrowding and high turnover which greatly affects the quality of assistance a given student may receive. Counselor to student ratios typically increase for larger high schools across the country. For example, in 2013, California public high schools averaged 1,000 students per counselor (Clinedist, 2013). How can every student be receiving proper guidance for college? They simply cannot. Also, counselors' responsibilities involve more than college readiness and often include individual course scheduling, personal needs counseling, and even proctoring (Clinedist, 2013). In 2009, Tierney offered two recommendation for high schools across the country to improve their college access assistance: 1. "Engage and assist students in completing critical steps for college entry" 2. "Increase families' financial awareness, and help students apply for financial aid" (Tierney, p.5, 2009). TRIO achieves both in practice.

It is true that college and financial aid processes are available via the internet; however, the existence of information is not quite the same as accessing and using it. Families must be empowered to determine the most useful information regarding the myriad of obstacles that lay in place between their child's college access and their graduation. College access in particular is a priority for low income and first-generation students as the words "college access" include: SAT prep, campus visits, "best fit" activities, personal statement writing, and the submission of the applications themselves, just to name a few. It is also imperative that these families are made aware of the availability of different types of financial aid as well as the processes for acquiring different aids, i.e. applications and award acceptance processes (Tierney, 2009). This is a job requirement for TRIO Talent Search counselors. Pre-college counselors provide assistance that cannot be replicated via technology. They work face to face with students provide the direct intervention and attention that students and their families need in person.

By now it should be clear that college access programs like TRIO provide needed assistance for schools unable to provide their students the assistance to navigate the college pathways, especially low income and first-generation students. What may not be clear, is the fact that TRIO programs serve students at nearly every stage of the education pipeline. 50% of TRIO students are middle and high school students, 26% are in college, 24% are adult learners readying to enter college and 1% are veterans (U.S. Dept. of Ed., 2015). And although the federal government has continued to invest in TRIO, the fact remains that there are many, many more students that require guidance and assistance. In fact, TRIO programs are only able to serve 5% of the country's low income and first-generation population (Mortenson, 2011). Yet despite 50 years of TRIO's continued success, the allotment for TRIO's federal funding has declined over the past decade. The opposite should be true. The federal government should increase its investment allowing TRIO to serve more students thereby creating greater improvements in the world of college access. But, like so many of the students they serve, TRIO programs are learning new ways to navigate towards additional funding.

For example, Upward Bound programs are able to apply for U.S. Department of Agriculture grants to pay for meals during their summer programs. Student Support Services programs are now partnering with their respective institution's academic support programs to maximize support without extinguishing grant funds. While an increase in annual funding is a paramount concern, the government should also work to create or incentivize campus and community partnerships to maximize the impact of its existing TRIO programs. Luckily, many of these partnerships already exist.

Critics continue to argue that TRIO programs are subject to too few assessments without offering options for the research and evaluation of TRIO programs' best practices. I, for one, would have been more than grateful to receive a best practices appendix on my first day as a TRIO

director. A compilation of program-specific research and "How To" methodologies would surely enable current and future TRIO staff to maximize their respective program's impact in ways that preserve and protect their program budgets. The challenge of assisting underserved college students has continued since TRIO's inception, but the challenges of securing funding have increased since 2016. A real investment would be a project to gather the existing information our country withholds regarding the best ways to serve low income and first-generation students as they work towards college graduation. Doing so would further ensure that TRIO funding is used as effectively as possible for our nation's underrepresented students.

Closing the achievement gap requires complex and cumulative practices from a great amount of well-intentioned people. We often hear that it takes a village to raise a child. Well, closing the achievement gap takes a nation. Achieving this goal means we must work to guarantee all of our nation's students receive the academic and supplemental assistance needed to navigate into college and perform well upon arrival, both inside and outside of the classroom. The federal government understands that financial aid is not enough for all of its hopeful youth and so it continues to fund college access programs. Programs that provide community support that cannot be replicated with a website or an algorithm. Programs whose purpose is the academic and professional success of all of America's students. Programs like TRIO.

References

Asgari, S. (2016). Peers mentors can improve academic performance: A quasi-experimental study. *Teaching of Psychology*, *43*(2), 131-135.

Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education, 50*(1), 75-87.

Black, M., & Lu, C., & Richter, L. (2007) Risk of poor development in young children in low-income and middle-income countries. *Lancet Global Health*, *4*(e), 916-922.

Bradley, R. (2002). Socioeconomic status and child development. *Annual Psychology Review, 53*(1), 371-99.

Bredo, E. (1994). Reconstructing educational psychology: Situated cognition and deweyian pragmatism. *Educational Psychologist*, *29*(1), 23-35.

Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the development of children, 2, 37-43.*

Bronfenbrenner, U. & Morris, P. (1998). The ecology of developmental processes. *Theoretical Models of Human Development, 5*(1), 993-1028.

Brooks-Gunn, J., & Leventhal, T. (2000). The neighborhoods they live in: the effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin Journal*, *126*(2), 309–337.

Cahalan, M., & Perna, L. W. (2015). *Indicators of higher education equity in the united states.* Retrieved from http://www.ahead-penn.org/sites/default/files/publications Indicators_of_Higher_Education_Equity_in_the_US_45_Year_Trend_Report.pdf

The Capability Approach. (2016). Retrieved from https://plato.stanford.edu/

Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Job Growth and Education Requirements through 2020. *Georgetown Center on Education and the Workforce*, Retrieved from https://cew.georgetown.edu/cew-reports/recovery-job-growth-and-education-requirements-through-2020/

Clinedist, M. E., Hurley, S. F., & Hawkins, D. A. (2013). State of College Admission 2013, Retrieved from https://www.nacacnet.org/globalassets/documents/publications/research/2015soca.pdf

Coleman, J. (1990). *Foundations of Social Theory*. Harvard University Press, Cambridge, MA.

Conger, R., & Donnellan. (2007), An interactionist perspective on the socioeconomic context of human development. *Annual Review of Psychology*, *58*,175–199.

Council for Opportunity in Education. (2019). Retrieved from http://www.coenet.org/trio.shtml

Danforth, S. (2006). From epistemology to democracy: Pragmatism and the reorientation of disability research. *Remedial and Special Education*, *27*(6), 337-345.

Darder, A. (2011). Embodiments of public pedagogy: The art of soulful resistance. *Policy Futures in Education, 9*(6), 780-801.

DeVos, B. *Secretary's final supplemental priorities and definitions for discretionary grant programs.* (2018, March 2). Retrieved from https://www.federalregister.gov

Douglas-Gabriel, D. (2017, March 17) College-prep programs for the poor slashed in Trump's budget. *The Washington Post,* Retrieved from https://www.washingtonpost.com/news/gradepoint/wp/2017/03/17/college-prep-programs-for-the-poor-slashed-in-trumps-budget/

Duncan, G. & Magnuson, K (2005). Can family socioeconomic resources account for racial and ethnic test score gaps? *Future Child, 15*(1), 35-54.

Engle,P. (2007). Strategies to avoid the loss of developmental potential in more than 200 million children in the developing world. *Lancet, 369*(9557) 229–242.

Federal Interagency Forum on Child and Family Statistics. (2002) America's children: Key national indicators of well-being, 2002. US Government Printing Office. Washington, DC. www.childstats.gov/ac2002/index.asp.

Federal TRIO Programs Fact Sheet. (2014). Retrieved from https://www2.ed.gov/about/offices/list/ope/trio/trio50anniv-factsheet.pdf

Gennetian, L., & Miller, C. (2002). Children and welfare reform: a view from an experimental welfare program in Minnesota. *Child Development, 73*(2), 601–620.

Giroux, H. (2004). Critical pedagogy and the postmodern/modern divide: Towards a pedagogy of democratization. *Teacher Education Quarterly*, *31*(1), 31-47.

Green, M. (1997). Teaching as possibility: A light in dark times. *The Journal of Pedagogy, Pluralism & Practice, 1*(1), 1-11.

Groutt, J. (2002). The Rockefeller programs for the disadvantaged and federal educational programs. Retrieved: http://www.rockarch.org/publications/resrep/rr2002.pdf

Harrington, Michael. (1962). *The Other America: Poverty in the United States.* New York, Macmillan.

Head Start Policy and Regulations. (2019). Retrieved from https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-12-determining-verifying-documenting-eligibility

Horn, L. (1998). Stopout or stayouts? Undergraduates who leave college in their first year (NCES 1999-087). Washington, DC: US Government Printing Office.

Ishitani,T.T. (2003b). A longitudinal approach to assessing attrition behavior among first-generation students: Time-varying effects of pre-college charactersistics. *Research in Higher Education, 44*(4), 433-499.

Ishitani, T.T. (2006). Studying Attrition and Degree Completion Behavior among First-Generation College Students in the United States. *The Journal of Higher Education, 77*(5), 861-885.

Ishitani, T.T. (2016). Time-Varying Effects of Academic and Social Integration on Student Persistence for First and Second Years in College: National Data Approach. *Journal of College Student Retention, 18*(3), 263-286.

Klebanov, P. (1998). The contribution of neighborhood and family income to developmental test scores over the first three years of life. *Child Development, 69*(5), 1420-36.

Kreighbaum (2019, March 12). *Trump Seeks Billions in Cuts*. Retrieved from https://www.insidehighered.com/news/2019/03/12/white-house-wants-12-percent-cut-education-spending

Lave, J. (1996). Teaching as learning, in practice. *Mind, Culture, and Activity*, *3*(3), 149-164.

Lee, V. & Burkman, D. (2002). *Inequality at the starting gate: Social background differences in achievement as children begin school.* Washington, DC. Economic Policy Institute.

Maynard, R. A. (2014). A systematic review of the effects of college access programs on college readiness and enrollment. Paper presented at the annual meeting of the Association for Public Policy Analysis & Management.

Mason. M. (2000). Teachers as critical mediators of knowledge. *Journal of philosophy of education*, *34*(2), 343-352.

McDonald, D. (1963, January). Our Invisible Poor. *The New Yorker,* p.22.

Moran, R. (2002). *Escaping the poverty trap: Investing in children in latin america*. Washington, DC., The Johns Hopkins University Press.

Mortenson, T. G. (2011). Public policy analysis of opportunity for postsecondary education. *Postsecondary Opportunity*, *67*(1), 3-13.

Moschetti, R. (2017). Peer mentoring as social capital for latina/o college students at a hispanic serving institution. *Journal of Hispanic Higher Education*, *10*(1), 1-14.

National Center for Educational Statistics. (2001). *Percentage distribution of 1999-2000 bachelor's degree recipients according to age at bachelor's degree completion, by gender, race/ethnicity, and parents' educational attainment.* Retrieved from http://www.nces.ed.gov/quicktables/

Narayan, D. & Petesch, P. (2002). *Voices of the Poor: From Many Lands*. Oxford University Press for the World Bank. New York.

Nelson, L. (2013, May 8). *Tough Words for TRIO.* Retrieved from https://www.insidehighered.com/news/2013/05/08/policy-brief-calls-overhauling-gear-trio-programs

New York City Department of Education Survey Guide. (2019). Retrieved from https://tools.nycenet.edu/guide/2019/#dbn=17K382&report_type=HS

Olds, John (2006). The nurse–family partnership: An evidence-based preventive intervention. *Infant Mental Health, 27*(1), 5-25.

Pascarella, E.T.,& Terenzini, P. (1980). Predicting freshman persistence and voluntary dropout decisions from a theoretical model. *Journal of Higher Education, 51*(1), 60-75.

The Pell Institute. (2009). *National studies find TRIO programs effective at increasing enrollment and graduation rates.* Retrieved from http://bit.ly/1KefKp4

Raikes, H. H., & Emde, R. N. (2006). Early Head Start: A bold new program for low-income infants and toddlers. *Developmental Psychology, 4*(1),181–206.

Raikes, H.H., & Love, J. (2005). The effectiveness of early head start for 3-year-old children and their parents: Lessons for policy and programs. *Developmental Psychology, 41*(6), 885-901.

Reardon, S. F. (2012, November). *Income, inequality, and educational outcomes: U.S. and international evidence.* Presentation at the University of Pennsylvania, Philadelphia, PA.

SAT Results. (2019). Retrieved from https://reports.collegeboard.org/sat-suite-program-results/class-2019-results

Scrimsher, S., & Tudge, J. (2003). The teaching/learning relationship in the first years of school: Some revolutionary implications of Vygotsky's theory. *Early Education and Development*, *14*(3), 293-312.

Sen, A. (1999). *Development as Freedom*. Alfred A. Knopf. New York.

Shipler, D. (2005). *The Working Poor: Invisible in America*. Alfred A. Knopf. New York.

Shonkoff, J. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics, 129*(1), 232-46.

Sweet, M.A. & Applebaum, M.I. (2004). Is home visiting an effective strategy? A meta-analytic review of home visiting programs for families with young children. *Child Development, 75*(5), 1435-1456.

Tierney, W. G. (2009, September). Helping students navigate the path to college: What high schools can do. *Institute of Education Sciences*. Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=11

Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*(1), 89-125.

TRIO Statistics. (2019). Retrieved from https://www2.ed.gov/about/offices/list/ope/trio/index.html

United States Census (2018). Retrieved from https://factfinder.census.gov

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Wilson, S. (2010, January 28). In State of the Union, Obama takes on partisan dysfunction of Washington. *The Washington Post*, Retrieved from https://www.washingtonpost.com/wp-dyn/content/article/2010/01/27/AR2010012705389.html

World Bank (2000). World Development Report 2000. A World Bank Publication.

Yoshikawa, H., Aber, J.L., Beardslee, W. (2012) The effects of poverty on the mental, emotional, and behavioral health of children and youth: implications for prevention. *American Psychology, 67*(4) 272-84.

Zigler, E & Jones, S. (2006). *A Vision for Universal Preschool Education*. Cambridge University Press. New York.

Figure 1: Target Schools for the Brooklyn College Educational Talent Search Program

Target School	Community District	Target Number of Students to Serve
Academy for College Preparation and Career Exploration (ACPCE)	14	149
Brooklyn Collegiate: A College Board School (BCCB)	16	145
Brooklyn Generation School (BGS)	18	145
Cultural Academy – Arts and Sciences (CAAS)	17	145
George Westinghouse (WESTINGHOUSE)	13	145
Total Students Served Per Grant Year	729	

Source: (NYC Department of Education, 2015)

Figure 2: BCETSP Student Consultation Topics

Grade	Topics
9th	- Course selection and projections for a rigorous program of study - Maintaining a strong Grade Point Average - College Visits & Information Sessions
10th	- Regents and PSAT Preparation - Career Awareness - Financial Literacy (The Money Ride) ☐Scholarships
11th	- Regents Preparation - SAT/ACT Preparation - College Visits & Information Sessions - Financial Literacy (The Money Ride)
12th	- College Applications & Selection - FAFSA Application - Scholarship Awareness - Advanced Regents Attainment

Figure 3: BCETSP Pre-determined Benchmarks by Grade

Grade	Benchmarks
9th	□ Visit a local college with a parent/guardian
10th	□ Take the PSAT □ Participate in an PSAT Preparation course □ For courses with a first marking period grade less than 80 (or B- equivalent), attend at least 5 tutorial sessions for the subject(s) □ Attend a BCETSP sponsored or CBO sponsored college tour
11th	□ Complete Regents requirement for graduation with a grade of 80 or above □ Take the SAT at least once □ Determine Safety/Target/Reach colleges by June 1
12th	□ Complete college applications (2 Safety Schools, 2 Target Schools, & 2 Reach Schools) prior to November 1st □ Complete initial filing of FAFSA by January 31 □ Complete FAFSA update by April 1st □ Select college and send commitment response by June 1st

Figure 4: Organizational Structure


```
                    ┌─────────────────────────┐
                    │ Brooklyn College President │
                    └─────────────────────────┘
                               │
                    ┌─────────────────────────┐
                    │     Academic Provost      │
                    └─────────────────────────┘
                               │
          ┌──────────────────────────────────────────────┐
          │ Associate Provost for Student Support Services │
          └──────────────────────────────────────────────┘
                               │
                    ┌─────────────────────────┐
                    │     Dean of Education     │
                    └─────────────────────────┘
                               │
┌──────────────────┐  ┌────────────────┐  ┌──────────────────────────┐
│ Brooklyn College │  │  Talent Search │  │ Research Foundation of CUNY │
│ Office of Research│──│   Principal    │──│                          │
│ and Sponsored    │  │  Investigator  │  │                          │
│ Programs         │  │                │  │                          │
└──────────────────┘  └────────────────┘  └──────────────────────────┘
                               │
                    ┌─────────────────────────┐
                    │  Talent Search Project    │
                    │        Director           │
                    └─────────────────────────┘
```
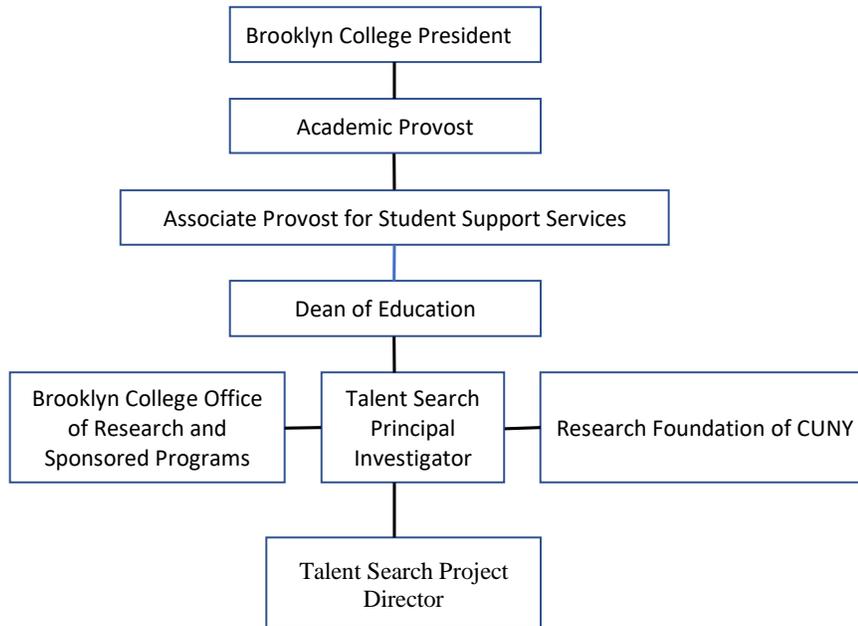
Figure 5: Management Plan


```
                              ┌──────────────────────┐
                              │ Principal Investigator │
                              └──────────────────────┘
                                        │
                                        ▼
┌──────────────┐              ┌──────────────────┐              ┌────────────────┐
│  Academic    │◄─────────────│  Project Director │─────────────►│ Office Manager  │
│ Coordinator  │              └──────────────────┘              └────────────────┘
└──────────────┘                        │                               │
        │                               ▼                               ▼
        │                   ┌──────────────────────┐            ┌──────────┐
        │                   │ Pre-College Counselors │            │  Interns  │
        │                   └──────────────────────┘            └──────────┘
   ┌────┴────┐
   ▼         ▼
┌─────────┐ ┌─────────┐
│Volunteer│ │ Summer  │
│ Tutors  │ │ Faculty │
└─────────┘ └─────────┘
```
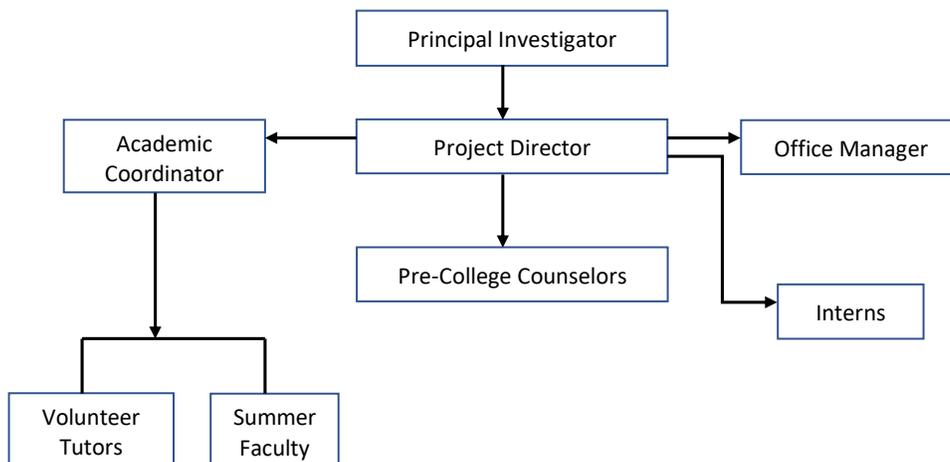
Table 1: Compiled Social Profile of Targeted Community Districts

Community District	13	14	16	17	18
Number surveyed	76185	100,750	70,677	91,985	76,185
% with high school diploma	30%	26.9%	36.8%	36.2%	31.1%
% with college credits but no degree	12.9%	16.3%	18.0%	20.5%	18.9%
% over 25 with Bachelor's Degree	21%	20.6%	7.8%	13.1%	17.0%

Source: (United States Census Bureau, 2016)

Table 2: Department of Education Income Guidelines

Size of Family Unit	48 Contiguous States, D.C., and Outlying Jurisdictions	Alaska	Hawaii
1	$18,735	$23,400	$21,570
2	$25,365	$31,695	$29,190
3	$31,995	$39,990	$36,810
4	$38,625	$48,285	$44,430
5	$45,255	$56,580	$52,050
6	$51,885	$64,875	$59,670
7	$58,515	$73,170	$67,290
8	$65,145	$81,465	$74,910

Source: (U.S. Dept. of Education, 2019)

Table 3: Percentage of students eligible for free or reduced lunch (2014-2015):

Target Schools	Total Enrollment	% Eligible for free/reduced lunch State Average: 53%
ACPCE	502	82%
BCCB	368	84%
BGS	279	79%
CAAS	346	75%
WESTINGHOUSE	628	83%

Sources: (NYSED, 2015), (Office of Governor Andrew M. Cuomo, 2015)

Table 4: Percentage of students that earn enough credits by grade to be on track for high school graduation

Target Schools	% of students who earned enough credits in 9th grade to be on track for high school graduation (2013- 2014) City Avg: 84%, Borough Avg: 83%	% of students who earned enough credits in 10th grade to be on track for high school graduation (2014- 2015) City Avg: 79%, Borough Avg: 79%	% of students to persist between grades
ACPCE	68%	54%	85%
BCCB	62%	63%	70%
BGS	82%	69%	100%
CAAS	68%	59%	65%
WESTINGHOUSE	71%	64%	95%

Source: (NYC Department of Education, 2015)

Table 5: Four-year & Six-year Graduation Rates for Economically Disadvantaged Students

Target Schools	% 4 YR Graduation Economically Disadvantaged State Avg: 78%	% 6 YR Economically Disadvantaged State Avg: 83%
ACPCE	53%	87%
BCCB	55%	78%
BGS	62%	71%
CAAS	59%	80%
WESTINGHOUSE	63%	73%

Source: (NYC Department of Education, 2016)

Table 6: USDOE Rigor Requirements Compared to NYC Regents Diplomas

Course	DOE Rigor Requirements	NYC Regents Diploma	NYC Advanced Regents Diploma
English	4 years	4 years (8 credits) with a score of 65+ on English exam	4 years (8 credits) with a score of 65+ on English exam
Mathematics	3 years including: Algebra I, AND Algebra II, OR Geometry, OR Data Analysis & Statistics	3 years (6 credits) with a score of 65+ on 1 math exam: Algebra I, AND Algebra II, OR Geometry	3 years (6 credits) with a score of 65+ on 3 math exams: Algebra I, Algebra II, AND Geometry
Social Studies	3 years	4 years (8 credits) with a score of 65+ on 1 social studies exam	4 years (8 credits)
Science	3 years including 1 year of at least 2: Biology, Chemistry, Physics	3 years (6 credits) with a score of 65+ on 1 science exam	3 years (6 credits) with a score of 65+ on Living Environment (Biology) AND one other science exam: Earth Science, Chemistry, OR Physics
Languages Other than English	1 year	1 year (2 credits) No exam required	3 years (6 credits) with a score of 65+ on the LOTE exam

Source: (NYC Department of Education, 2015)

Table 7: Percent of economically disadvantaged students scoring at or above 55, 65, or 85 on state examinations (2014-2015)

Target Schools	Living Environment				Integrated Algebra 1				Global History			
	Total tested	55	65	85	Total tested	55	65	85	Total tested	55	65	85
ACPCE	108	77	52	6	66	70	53	2	127	57	34	2
BCCB	100	83	59	5	68	66	44	0	79	73	48	10
BGS	63	84	76	19	55	67	49	0	68	74	43	9
CAASS	83	76	49	5	72	83	54	3	82	63	38	4
WESTINGHOUSE	232	65	34	1	117	74	44	1	208	56	35	2

Source: (NYSED, 2015)

Table 8: Percentage of economically disadvantaged students to graduate with an advanced Regents diploma (2014-2015)

School	Regents Diploma State Avg. 55% Borough Avg. 57%	Advanced Regents Diploma State Avg. 15% Borough Avg. 17%
ACPCE	92%	6%
BCCB	68%	2%
BGS	96%	0%
CAAS	93%	2%
WESTINGHOUSE	89%	1%

Source: (NYSED, 2015)

Table 9: Percentage of College Ready Students

Target Schools	Percentage of students successfully completed approved college preparatory courses & assessments City Avg: 46%, Borough Avg: 47%	Percentage of students graduated college ready City Avg: 33%, Borough Avg: 31%
ACPCE	21%	16%
BCCB	12%	18%
BGS	16%	17%
CAAS	45%	13%
WESTINGHOUSE	27%	11%

Source: (NYC Department of Education, 2015)

Table 10: PSE enrollment Within Six Months of Graduation

Target Schools	Percentage of students graduated from high school and enrolled in a college or other PSE program within 6 months City Avg: 53%, Borough Avg: 53%
ACE	37%
BCCB	43%
BGS	37%
CAAS	43%
WESTINGHOUSE	47%

Source: (NYC Department of Education, 2015)