

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The main title is centered in a large, bold, black sans-serif font.

POVERTY: IT'S NOT JUST RAMEN FOR DINNER

HELPING STUDENTS COMING FROM A CULTURE OF POVERTY
SUCCEED IN HIGHER EDUCATION

LEAH FIGUEROA, M.A.

AUSTIN COMMUNITY COLLEGE

OBJECTIVES

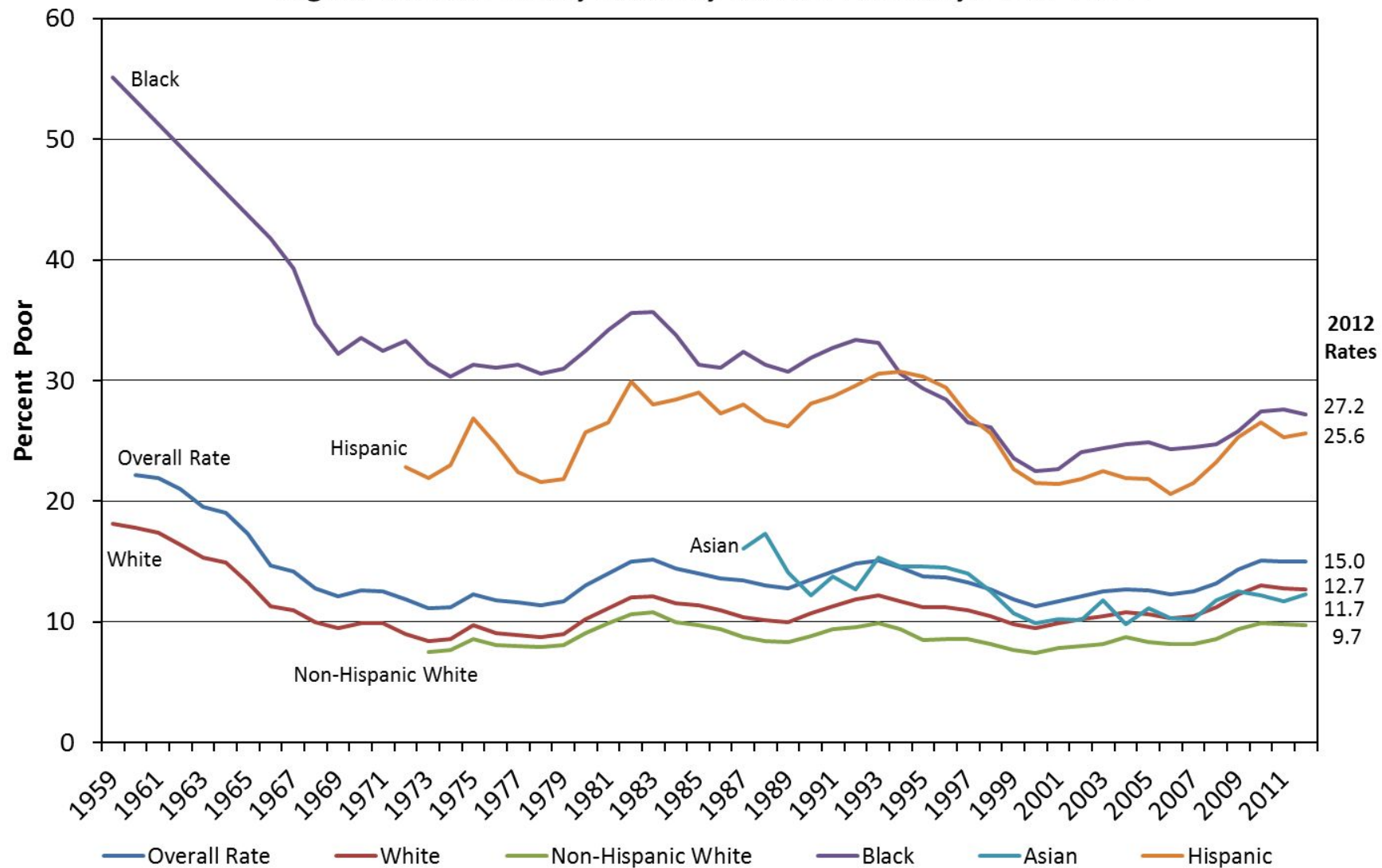
- DEFINE A WORKING DEFINITION OF POVERTY FOR USE IN HIGHER EDUCATION
- PROVIDE A SET OF INTERVENTIONS THAT CAN BE IMPLEMENTED TO HELP COMBAT THE IMPACT OF POVERTY ON STUDENTS

DEFINING POVERTY

- THE FEDERAL DEFINITION OF POVERTY (POVERTY GUIDELINE) IS THE MINIMUM LEVEL OF RESOURCES THAT ARE ADEQUATE TO MEET BASIC NEEDS

2015 Poverty Guidelines for the 48 Contiguous States and the District of Columbia	
Persons in family/household	Poverty guideline
1	\$11,770
2	15,930
3	20,090
4	24,250
5	28,410
6	32,570
7	36,730
8	40,890
For families/households with more than 8 persons, add \$4,160 for each additional person.	

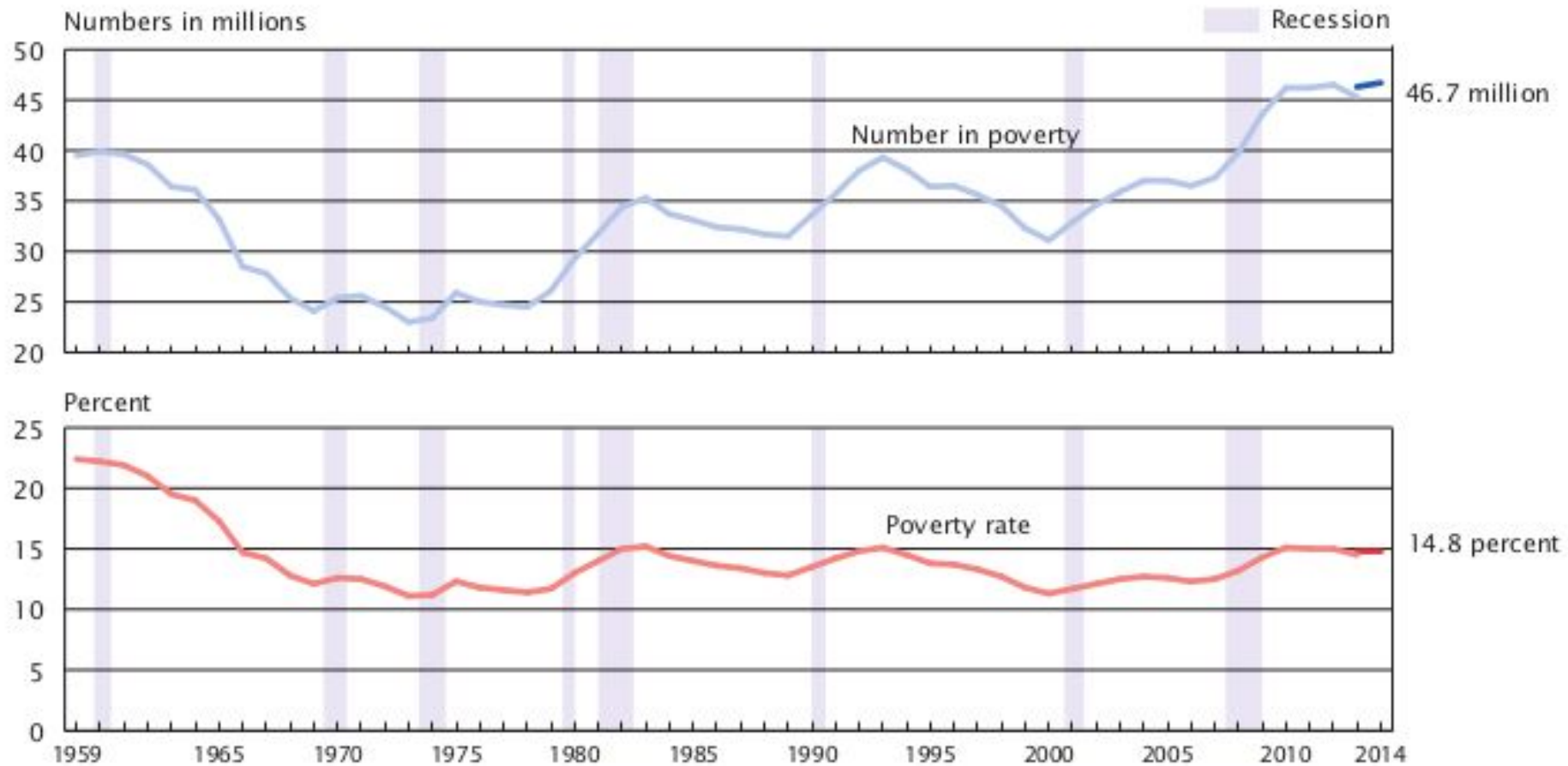
Figure 1: U.S. Poverty Rates by Race or Ethnicity: 1959–2012



Source: U.S. Census Bureau, Historical Poverty Table 2; 2012 Census Report.

Note: Black poverty rate data from 1960 to 1965 is not available. The line shown connects the 1959 rate of 55.1 percent to the 1966 rate of 41.8 percent and is included to represent the trend but not to imply specific numerical data.

Figure 4.
Number in Poverty and Poverty Rate: 1959 to 2014



Note: The 2013 data reflect the implementation of the redesigned income questions. See Appendix D for more information. The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see <ftp://ftp2.census.gov/programs-surveys/cps/techdocs/cpsmar15.pdf>.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2015 Annual Social and Economic Supplements.

FURTHER DEFINING POVERTY

- PAYNE (2005) DEFINED POVERTY AS:
 - “EXTENT TO WHICH AN INDIVIDUAL DOES WITHOUT RESOURCES” (P. 7).
- LACK OF THE FOLLOWING RESOURCES CAN PROFOUNDLY IMPACT THE EFFECT OF POVERTY:
 - FINANCIAL
 - EMOTIONAL
 - MENTAL
 - SPIRITUAL
 - PHYSICAL
 - SUPPORT SYSTEMS
 - RELATIONSHIPS AND ROLE MODELS
 - KNOWLEDGE OF HIDDEN RULES

CULTURE OF POVERTY

- CURRENTLY, THERE IS NOT ONE COHESIVE DEFINITION FOR THE CULTURE OF POVERTY
- WHAT IT IS NOT:
 - IT IS **NOT** A GENERATIONAL PERPETUATION OF THE STATE OF POVERTY
 - IT IS **NOT** BASED ON LEWIS(1966)' IDEA THAT POVERTY IS A SET OF VALUES, ATTITUDES AND BEHAVIORS THAT ARE DIFFERENT FROM THE MIDDLE CLASS

WORKING DEFINITION OF POVERTY


- FOR THIS PRESENTATION, THE WORKING DEFINITION WILL BE:
 - FIRST GENERATION STUDENTS WHO COME FROM A FAMILY THAT IS DETERMINED TO BE LOW SES, REGARDLESS OF RACIAL OR ETHNIC IDENTIFICATION OR
 - FIRST GENERATION STUDENTS OR
 - LOW SES/WORKING-CLASS STUDENTS

POVERTY'S IMPACT





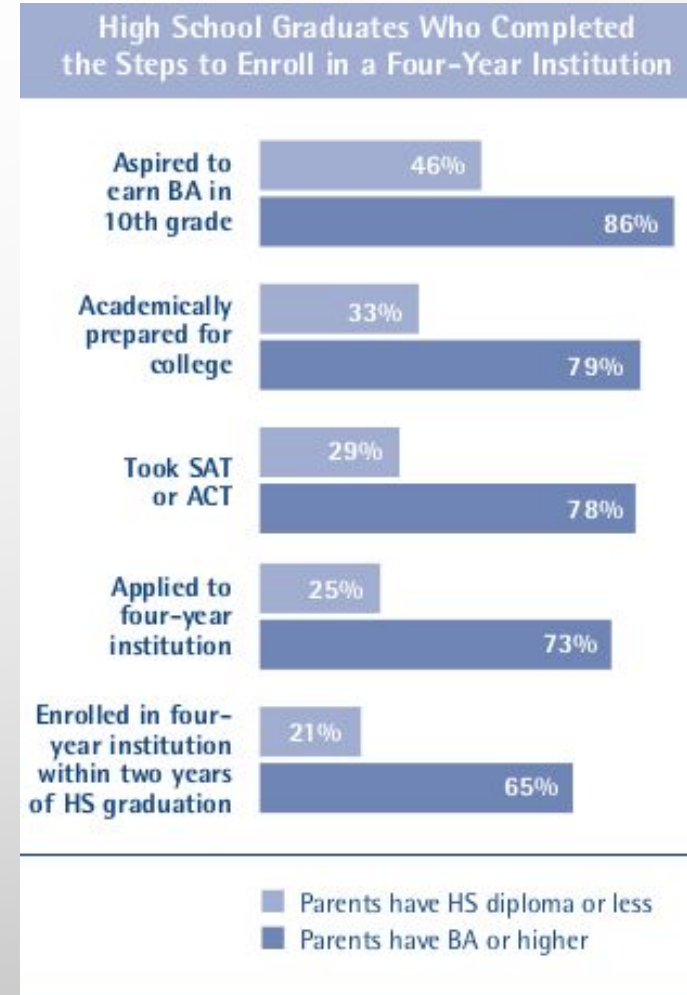
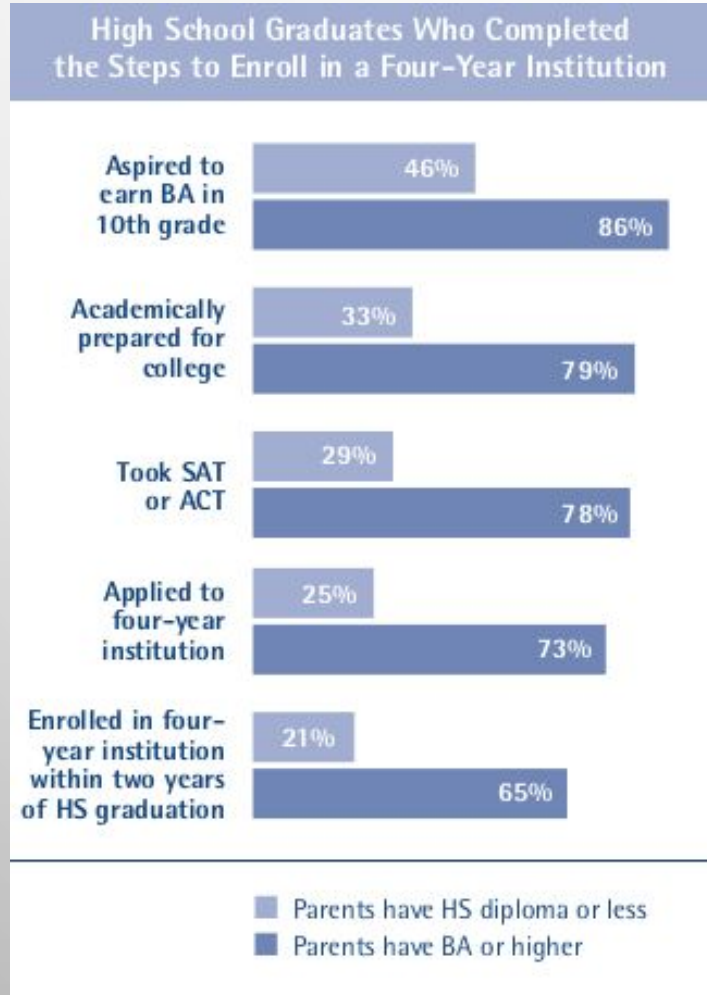
POVERTY'S IMPACT ON COLLEGE ATTENDANCE

- RESEARCHERS HAVE FOUND THAT LOW SES STUDENTS:
 - **LESS LIKELY** TO ATTEND COLLEGE
 - **MORE LIKELY** TO ATTEND LESS SELECTIVE INSTITUTIONS WHEN THEY DO ENROLL
 - HAVE UNIQUE COLLEGE CHOICE PROCESSES
 - **LESS LIKELY** TO PERSIST OR TO ATTEND GRADUATE SCHOOL
- 

POVERTY AND COLLEGE DEGREES

- IN 2005, THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS AND THE U.S. DEPARTMENT OF EDUCATION REPORTED THAT **24%** OF FIRST-GENERATION STUDENTS NATIONALLY WHO ENROLL IN POSTSECONDARY EDUCATION EARN A BACHELOR'S DEGREE AS OPPOSED TO **68%** OF STUDENTS WHOSE PARENTS WERE COLLEGE GRADUATES

POVERTY AND COLLEGE



POVERTY AND CHALLENGE

- FIRST-GENERATION STUDENTS ARE MUCH **MORE LIKELY** TO LEAVE COLLEGE WITHOUT A DEGREE
 - THIS RISK INCREASES GREATLY DURING THE SECOND YEAR OF COLLEGE
- FIRST-GENERATION STUDENTS ENCOUNTER **GREATER CHALLENGES** THAN THEIR NON-FIRST-GENERATION COUNTERPARTS

POVERTY AND FINANCIAL CHALLENGE

Parents' Education Level	Average Tuition and Fees	Average Total Cost of Attendance	Mean Expected Family Contribution	Financial Need ²	Mean Total Amount of Aid		Unmet Need ³	
					w/loans	w/out loans	w/loans	w/out loans
Total	\$4,698	\$14,149	\$9,645	\$4,504	\$6,571	\$3,460	-\$2,067	\$1,044
HS or Lower	\$3,550	\$12,538	\$4,829	\$7,709	\$6,742	\$3,857	\$967	\$3,852
Some College	\$4,379	\$13,585	\$6,778	\$6,807	\$7,223	\$3,776	-\$416	\$3,031
BA or Higher	\$5,664	\$15,550	\$14,588	\$962	\$6,092	\$3,023	-\$5,130	-\$2,061

POVERTY'S IMPACT UPON LIFE

Adult Outcomes by Poverty Status between the Prenatal Year and Age 5			
	Income below the official poverty line	Income between one and two times the poverty line	Income more than twice the poverty line
Completed schooling (years)	11.8	12.7	14
Adult earnings between ages 25 and 37 (in US\$10,000)	\$17.90	\$26.80	\$39.70
Annual work hours between ages 25 and 37	1,512	1,839	1,963
Food stamps between ages 25 and 37	\$896	\$337	\$70
Ever arrested (men only)	26%	21%	13%
Non-marital birth (women only)	50%	28%	9%

Note: The sample consists of individuals born between 1968 and 1975. Earnings and food stamp values are in 2005 dollars.

POVERTY'S IMPACT ON HEALTH

Adult Outcomes by Poverty Status between the Prenatal Year and Age 5			
	Income below the official poverty line	Income between one and two times the poverty line	Income more than twice the poverty line
Poor health in 2005	13%	13%	5%
Obese in 2005 (BMI > 30)	45%	32%	26%
Hypertension in 2005	25%	10%	9%
Arthritis in 2005	7%	7%	3%
Diabetes in 2005	4%	6%	2%
Work-limiting hypertension in 2005	4%	2%	2%

Note: The sample consists of individuals born between 1968 and 1975. Earnings and food stamp values are in 2005 dollars.

MITIGATING THE IMPACT OF POVERTY IN HIGHER EDUCATION



CAVEATS

- WE WILL BE SPEAKING ABOUT EACH INTERVENTION INDIVIDUALLY
- INTERVENTIONS WORK BEST BY WORKING IN COLLABORATION WITH EACH OTHER
- INTERVENTIONS GEARED TOWARD LOW-INCOME STUDENTS HAVE SHOWN TO BE SUCCESSFUL AT HELPING ALL STUDENTS IF SCALED UP SUCCESSFULLY

SUMMER COUNSELING

- PROVIDING POTENTIAL STUDENTS (STUDENTS WHO HAVE RECENTLY GRADUATED FROM HIGH SCHOOL) WITH ACCESS TO COUNSELORS/ADVISORS YIELDS POSITIVE RESULTS
 - STUDENTS ARE MORE LIKELY TO ENROLL ON-TIME TO COLLEGE
 - STUDENTS WHO RECEIVED SUMMER COUNSELING ARE MORE LIKELY TO BE CONTINUOUSLY ENROLLED THROUGH THREE SEMESTERS OF COLLEGE
- SUMMER COUNSELING PROVIDES OPPORTUNITIES TO:
 - REALIZE COLLEGE PLANS
 - PERSIST IN COLLEGE PLANS
 - ACCESS AND COMPLETE REQUIRED PAPERWORK, INCLUDING FINANCIAL AID PAPERWORK
- THE STUDIES FOCUSED ON RECENT HIGH SCHOOL GRADUATES, BUT SCALING THIS TO ALL STUDENTS (BETWEEN HIGH SCHOOL AND COLLEGE AND BETWEEN YEAR 1 AND YEAR 2) MAY SHOW GREATER GAINS IN PERSISTENCE

AID WITH FAFSA

- INDIVIDUALS WHO RECEIVED AID FILLING OUT THE FAFSA AND INFORMATION ABOUT FINANCIAL AID ELIGIBILITY WERE MORE LIKELY TO ATTEND AND COMPLETE TWO YEARS OF COLLEGE WHEN COMPARED WITH THE CONTROL GROUP (36% VS 28%)
- THE GROUP THAT RECEIVED ONLY THE PERSONALIZED INFORMATION AND THE CONTROL GROUP DID NOT EXPERIENCE IMPROVED OUTCOMES
- PROVIDING HELP WITH THE FAFSA SUGGESTS THAT THIS CAN INCREASE STUDENT ATTENDANCE AND RETENTION WITH REGARD TO LOW-INCOME STUDENTS

PERSONALIZED CONNECTIONS

- PERSONALIZE CONNECTION WITH STUDENTS:
 - EARLY CONTACT WITH STUDENTS VIA FIRST YEAR PROGRAMS AND SEMINARS
 - CLOSELY MONITORING STUDENT PROGRESS THROUGH ADVISING AND EARLY WARNING SYSTEMS
 - LIMITING CLASS SIZE AND/OR REDUCING THE NEGATIVE EFFECTS OF LARGER CLASS SIZES THROUGH SUPPLEMENTAL INSTRUCTION PROGRAMS
 - OFFERING STUDENTS INDIVIDUALIZED SERVICES AND SUPPORT IN SPECIAL PROGRAMS
- ENCOURAGING WORKING-CLASS STUDENTS TO CONNECT WITH FACULTY INSIDE AND OUTSIDE OF CLASS AND HELP STUDENTS TO DEVELOP CONFIDENCE IN SPEAKING WITH FACULTY ABOUT ACADEMIC MATTERS CAN HELP INCREASE STUDENT SUCCESS
 - FACULTY CAN SERVE AS MENTORS
 - PROVIDES STUDENTS WITH A FACULTY OR STAFF MEMBER TO HELP NAVIGATE ACADEMIC NORMS AND EXPECTATIONS

CONNECTIONS ACROSS CAMPUS

- POSITIVE INTERACTION WITH FACULTY, STAFF, AND OTHER STUDENTS IS ONE OF THE STRONGEST PREDICTORS OF STUDENT PERSISTENCE AND LEARNING OUTCOMES
- ACTIVE AND COLLABORATIVE LEARNING STRATEGIES INCREASE INTERACTION AND ENGAGEMENT IN THE CLASSROOM
- ADVISORS/FACULTY MEMBERS CAN HELP STUDENTS CONNECT WITH OTHER STUDENTS VIA STUDY GROUPS BY HELPING:
 - LOCATE STUDY SPACES ON CAMPUS
 - FORM STUDY GROUPS WITHIN CLASSES
 - WORKING WITH OTHER CAMPUS MEMBERS TO ENSURE ADEQUATE STUDY SPACE IS AVAILABLE IN ALTERNATIVE LOCATIONS.

MENTORSHIP

- FACULTY AND PEER MENTORING PROGRAMS HAVE SHOWN TO BE VERY BENEFICIAL FOR STUDENTS
- PEER MENTORS CAN SERVE AS CULTURE BROKERS
 - HELP STUDENTS GAIN EDUCATIONAL EXPERIENCES
 - ACQUIRE SKILLS FOR SUCCESS IN SCHOOL
 - EMOTIONAL SUPPORT
 - PRACTICAL SUPPORT
 - PEER MENTORSHIP, SPECIFICALLY WITH A STUDENTS WITH A SIMILAR BACKGROUND CAN HELP:
- PEER MENTORS WHO HAVE SUCCESSFULLY COMPLETED ONE YEAR OF COLLEGE CAN HELP
 - ORIENT NEW STUDENTS TO THE COLLEGE EXPERIENCE
 - PROVIDE SUPPORT FOR THE STUDENT'S TRANSITION IN THE FIRST YEAR

SPECIALIZED SEMINARS/SUPPLEMENTAL ORIENTATIONS/STUDENT SUCCESS SEMINARS

- SUCCESSFUL STUDENT RETENTION PROGRAMS FOCUS ON SPECIALIZED SEMINARS/SUPPLEMENTAL ORIENTATIONS/STUDENT SUCCESS SEMINARS
- EFFECTIVE IMPLEMENTATION
 - MANDATORY, WELL-ADVERTISED AND/OR PROACTIVELY IDENTIFY STUDENTS IN NEED OF ADDITIONAL SERVICES
 - WELL-COORDINATED AND/OR CENTRALLY-OPERATED
 - RUN BY CAREFULLY SELECTED, WELL-TRAINED FACULTY AND STAFF
- SPECIALIZED SEMINARS/SUPPLEMENTAL ORIENTATIONS/STUDENT SUCCESS SEMINARS GEARED TOWARD FIRST-GENERATION COLLEGE STUDENTS SHOULD ADDRESS ITEMS SUCH AS :
 - SELECTING APPROPRIATE COURSES
 - NAVIGATING COURSES, INCLUDING DEVELOPMENTAL EDUCATION COURSES
 - EFFECTIVE STUDY HABITS
 - HEALTH, INCLUDING STRESS MANAGEMENT
 - TEST TAKING STRATEGIES
 - TERM PAPER PREPARATION

SPECIALIZED ADVISING

- SPECIALIZED OR PROACTIVE ADVISING CAN HELP KEEP STUDENTS IN SCHOOL BY
 - ACTIVELY MONITORING STUDENT PERFORMANCE
 - MID-TERM PROGRESS REPORTS SENT TO STUDENTS AND ADVISORS
 - IDENTIFY STUDENTS WHO ARE IN NEED OF ADDITIONAL ASSISTANCE
 - SPECIALIZED ACADEMIC ADVISING
 - PERSONAL COUNSELING
 - TUTORING
 - STUDY SKILLS WORKSHOPS
 - INTERVENE WHEN STUDENTS EXPERIENCE ACADEMIC DIFFICULTY
 - LETTERS SENT TO STUDENTS WITH LOW GRADES AT MID-TERM PERSONALIZED TO THEIR NEEDS, INCLUDING RESOURCES LISTED ABOVE AS WELL AS OFFERS FOR ADDITIONAL ADVISING
 - FOLLOW-UP ON STUDENT PROGRESS
- SPECIALIZED ADVISORS WHO FOCUS MAINLY ON FIRST-GENERATION, LOW SES STUDENTS CAN HELP PROVIDE SERVICES GEARED TOWARDS THE NEED OF THOSE STUDENTS INCLUDING ALTERNATIVE SCHEDULES TO HELP MEDIATE THE IMPACT OF OUTSIDE WORK AND/OR INCREASED TRAVEL TIMES

TOOL SETS

- PROVIDE STUDENTS WITH TOOL SET TO HELP
 - DEVELOP A CONCRETE SET OF STEPS FOR ATTAINING GOALS (ACADEMIC AND NON-ACADEMIC)
 - FOLLOW REALISTIC PLAN OF STUDY
 - PROVIDE CONCRETE REASONING BEHIND PLAN OF STUDY
 - ENCOURAGE COMMITMENT TO COLLEGE AND POSITIVE OUTCOMES
- TOOL SETS CAN BE PROVIDED VIA TWO MECHANISMS
 - INTENSIVE, MULTI-SESSION ADVISING
 - STUDENT SUCCESS COURSES

TEXT MESSAGING

- SERIES OF TEXTS (8 TO 10 TEXT REMINDERS) SENT TO STUDENTS (RECENT HIGH SCHOOL GRADUATES) AND PARENTS SUMMER BEFORE COLLEGE
 - TEXTS CONSISTED OF PERSONALIZED MESSAGE
- OVERALL, RESEARCHERS FOUND THAT TEXT MESSAGING SHOWED POSITIVE RESULTS (INCREASE IN ENROLLMENTS ACROSS SITES - BETWEEN 3 AND 14%)
 - LESS THAN FOUR PERCENT OF MESSAGE RECIPIENTS ASKED FOR MESSAGES TO STOP, DESPITE NOT BEING ASKED TO PROVIDE INFORMED CONSENT FOR THE STUDY
- VERY LOW COST INTERVENTION (APPROXIMATELY \$7 PER STUDENT)
- INTERVENTION COULD BE APPLIED TO ALL STUDENTS, NEW AND RETURNING

WRAP-UP

- HELPING LOW INCOME STUDENTS SUCCEED IS A MULTIFACETED SET OF INTERVENTIONS
- NOT ALL INTERVENTIONS NEED TO BE COST-PROHIBITIVE

QUESTIONS?

- LEAH FIGUEROA
- LEAH.FIGUEROA@AUSTINCC.EDU

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