

Helping Our Students Begins with Knowing Them

Comparing Students Awarded a Pell Grant and
Students Residing in a Low Income Neighborhood

Xiaoling Liang, PhD

F.C. Caranikas, PhD

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Presentation Objectives



- **Learn more about our first time in college students, especially those who come from low income environments.**
- **Compare usefulness of different measures of Socio-Economic Status in assessing academic outcomes for low income students.**

Two SES Proxies



Pell Grant eligibility has been used as proxy for low income or low socio-economic status for many years.

A new approach identifies a student as low income based on the neighborhood in which they live.

Identifying Resides-Low-SES

Resides-Low-SES Neighborhood

- Based on American Community Survey median income and average household size for census tract block-group associated with student's local or preferred address
- If median household income in the block-group is below 200% of Federal Poverty Guideline, then "Resides-Low-SES" = Yes

Research Assumptions

Assume students residing in low income neighborhoods and students eligible for Pell grants (due to low estimated family contribution to education) have similarly limited access to:

- High quality primary and secondary education.
- Community resources such as libraries, extracurricular activities, cultural events, etc.
- Parents, guardians, or older siblings with postsecondary education credentials.
- High quality food, parks, and other resources that support good health.

Research Questions



Are students awarded a Pell grant doing better or worse academically than students who are not awarded a Pell grant?

Are students who reside in a low income neighborhood doing better or worse than students who do not reside in low income neighborhood ?

Research Questions

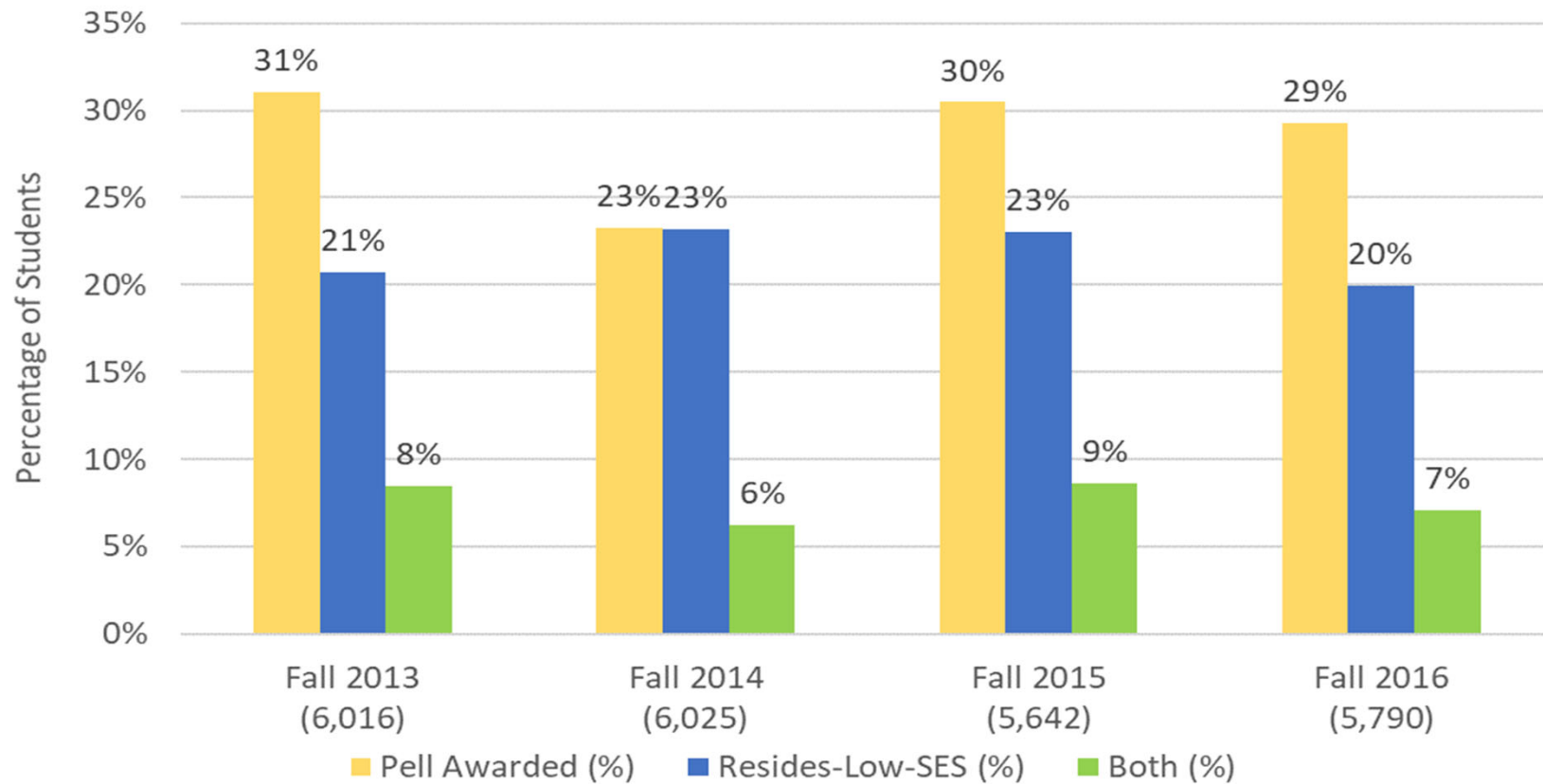


- **For the Pell-awarded students, are there gaps between white and Black/African-American/Black students, or between white and Hispanic/Latino students?**
- **For the students who reside in low income neighborhoods, are there gaps between white and Black/African-American students, or between white and Hispanic/Latino students?**

Comparing SES Measures



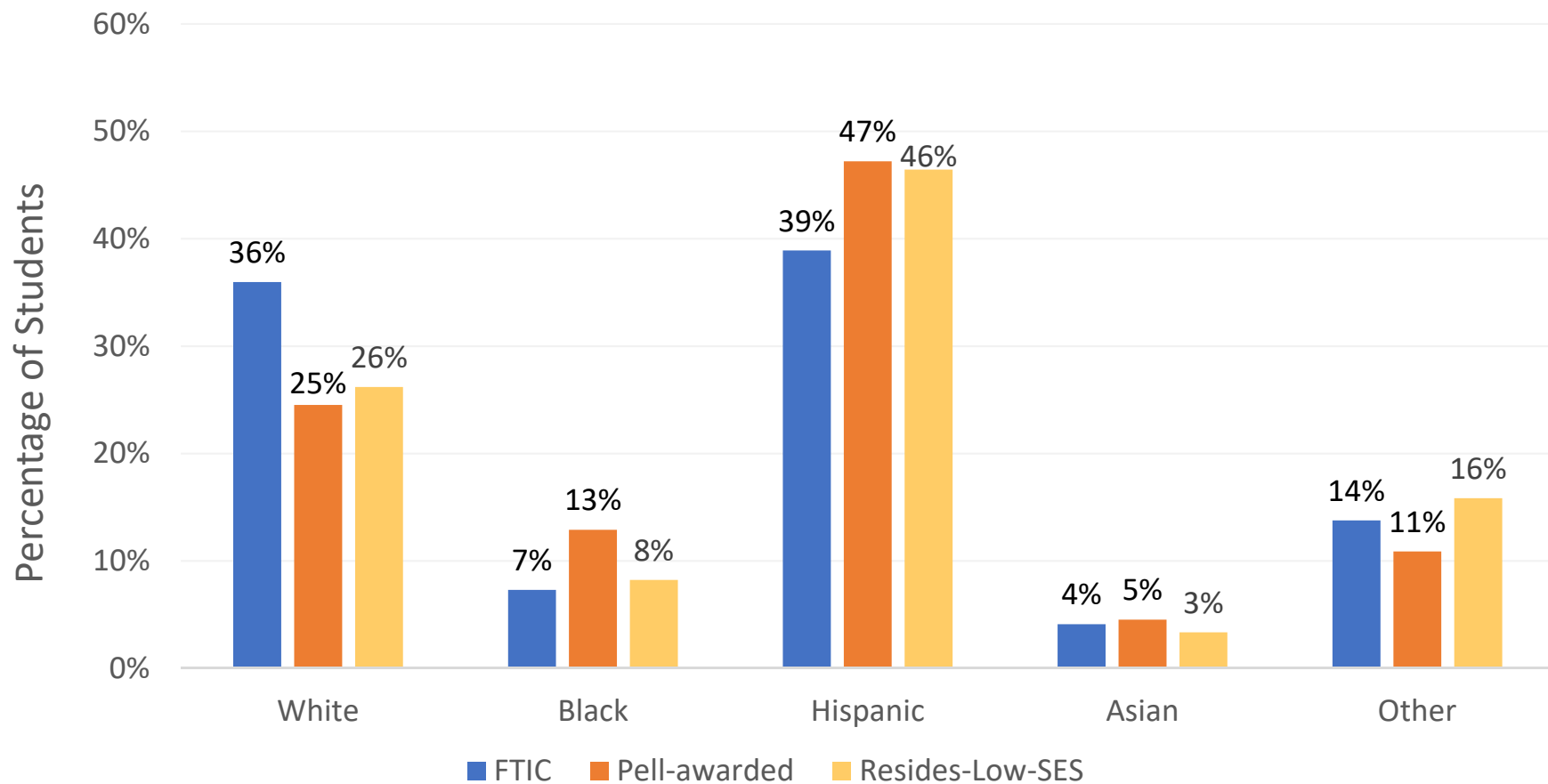
FTIC Cohorts: Students Awarded Pell Grants & Students Residing in Low Income Neighborhoods



Comparing SES Measures



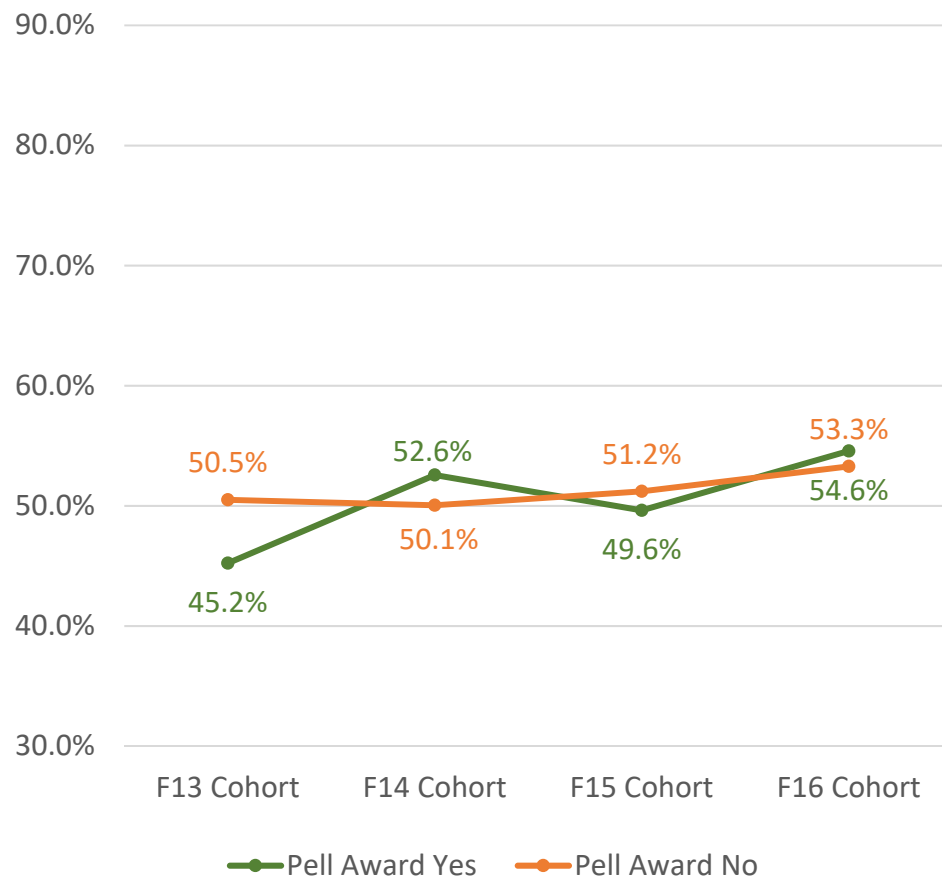
Race/Ethnicity Distribution, 2013-2016



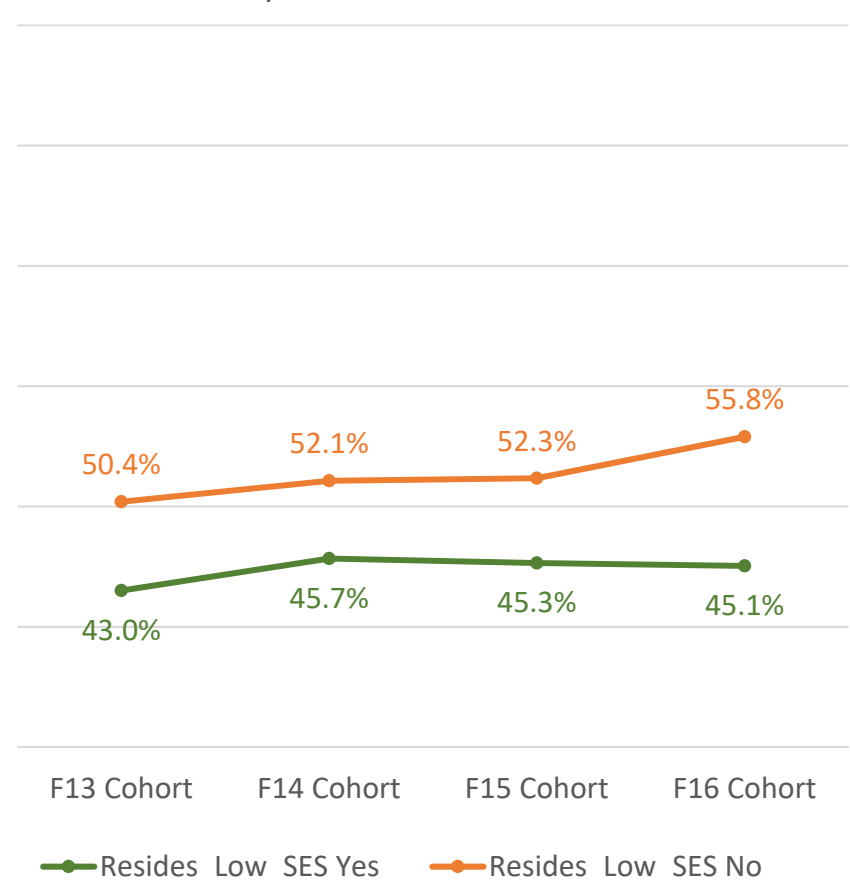
Fall to Fall Persistence



FTIC Fall to Fall Persistence
by Pell Awarded Status

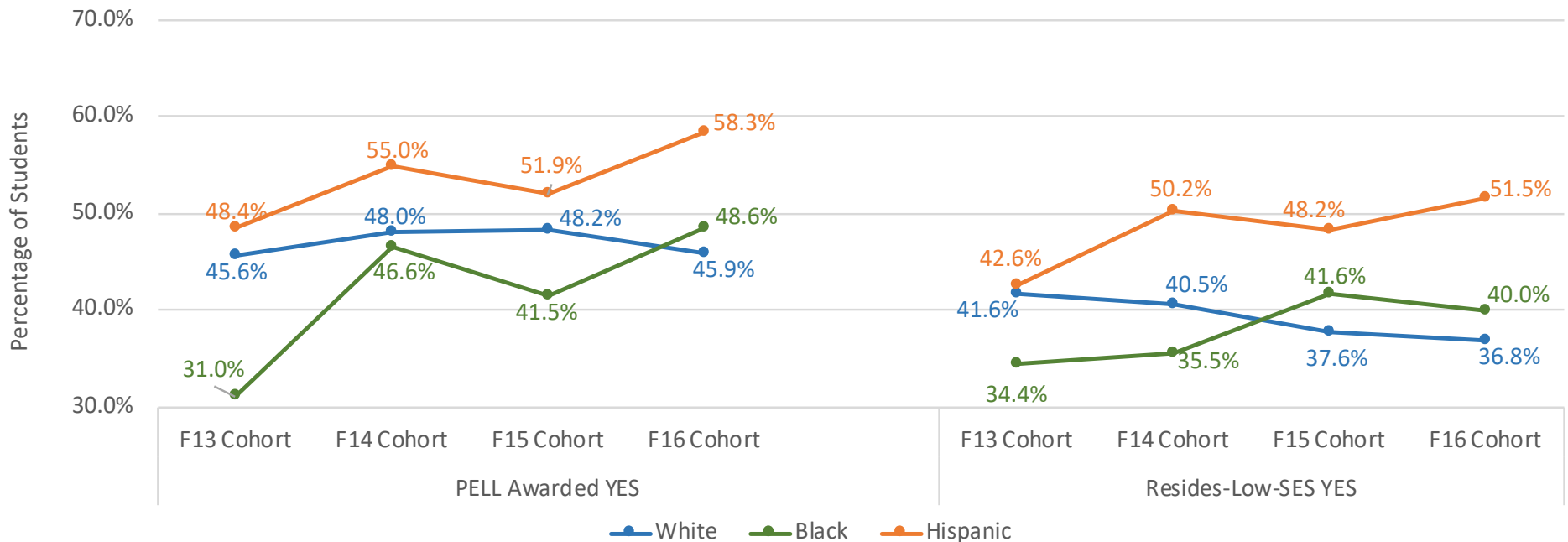


FTIC Fall to Fall Persistence
by Resides-Low-SES Status



Fall to Fall Persistence

FTIC Fall to Fall Persistence by Race/Ethnicity

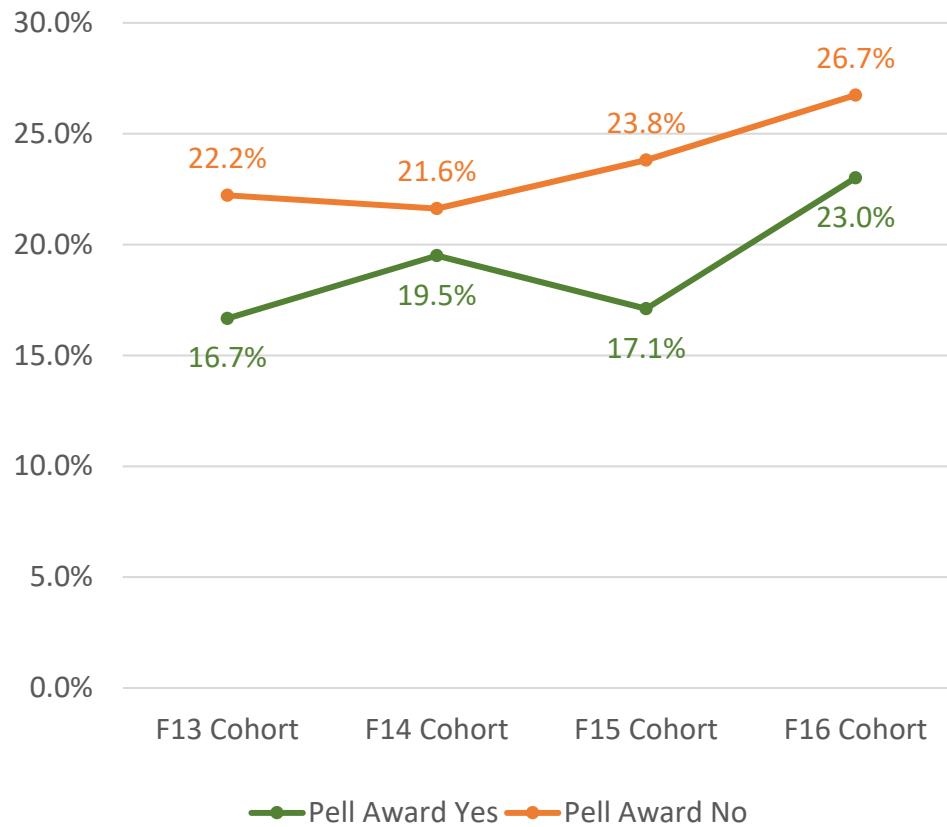


Higher Persistence Rates for Hispanic/Latino Students.
 => Both SES measures are helpful in seeking differences by race/ethnicity.

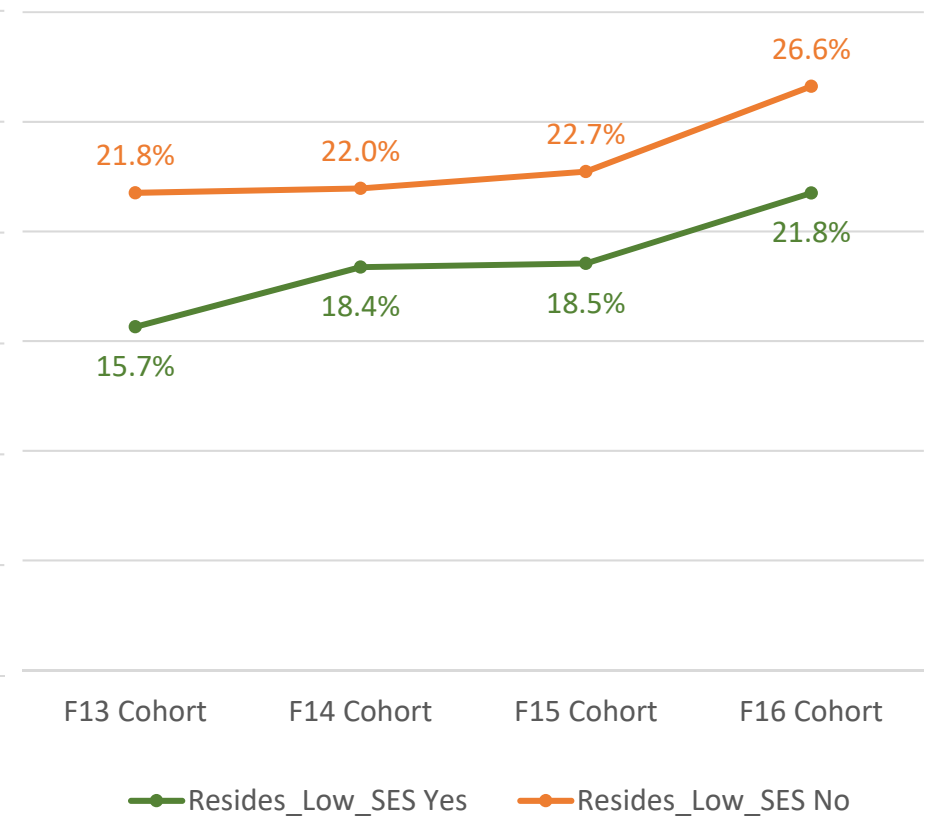
Math Completion



FTIC College-Level Math Completion by 1st Year by Pell Awarded Status

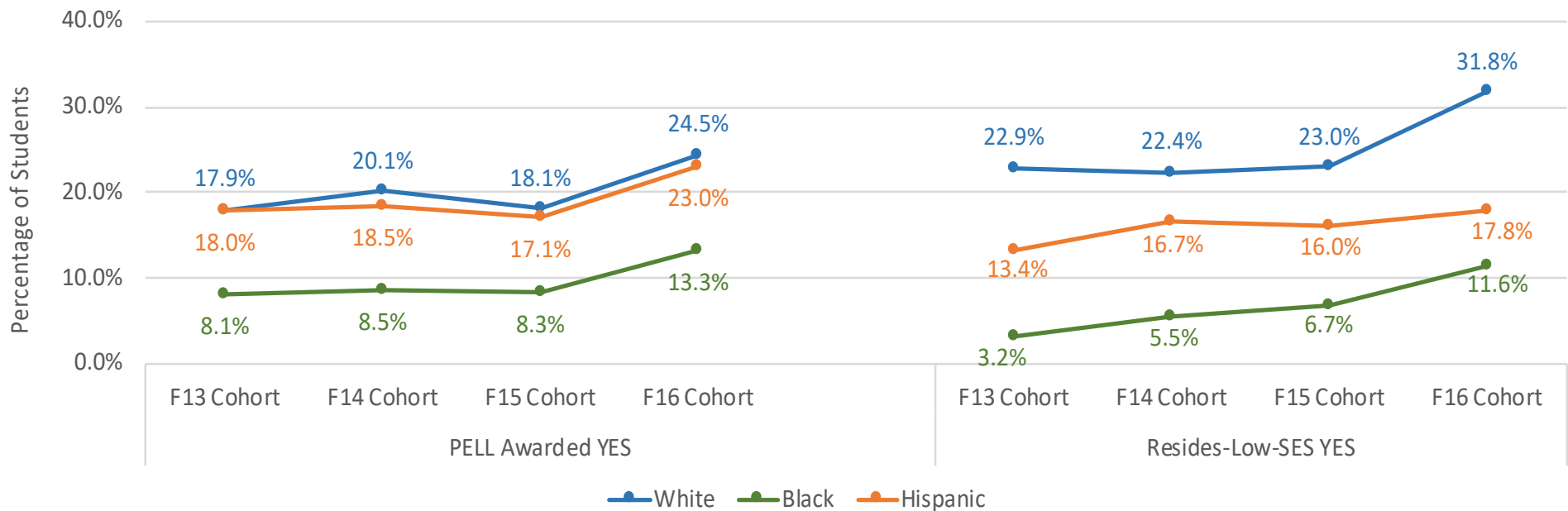


FTIC College-Level Math Completion by 1st Year by Resides-Low-SES Status



Math Completion

FTIC College-Level Math Completion by 1st Year
by Race/Ethnicity



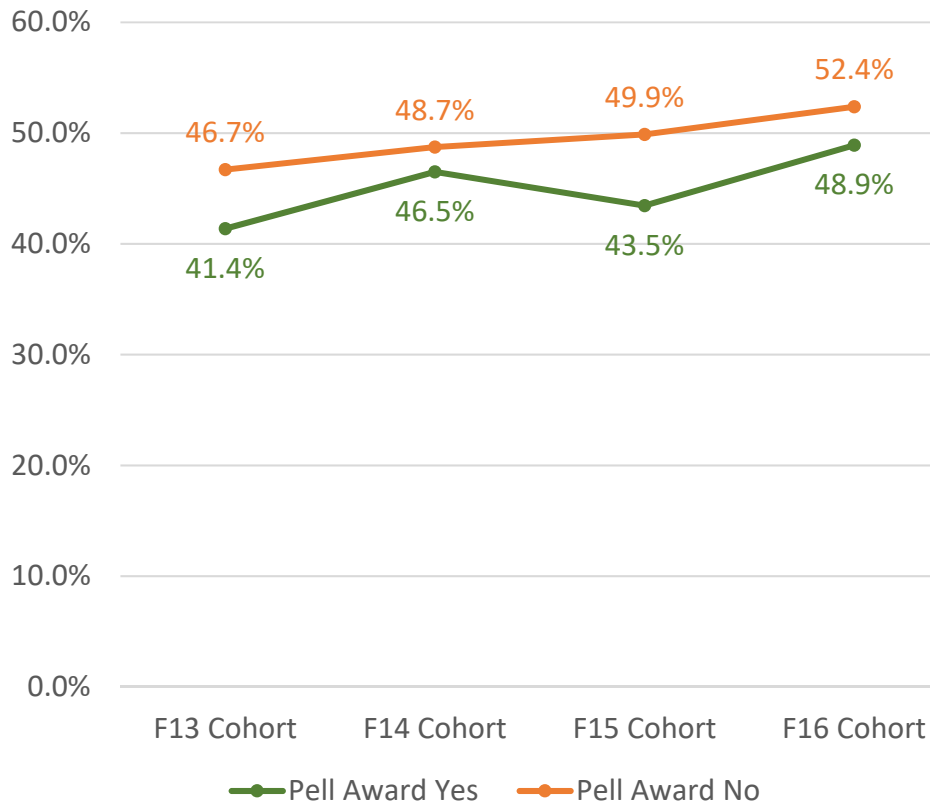
Much Higher Completion Rates for Whites residing in a low income neighborhood. Equity gaps among all groups.

=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.

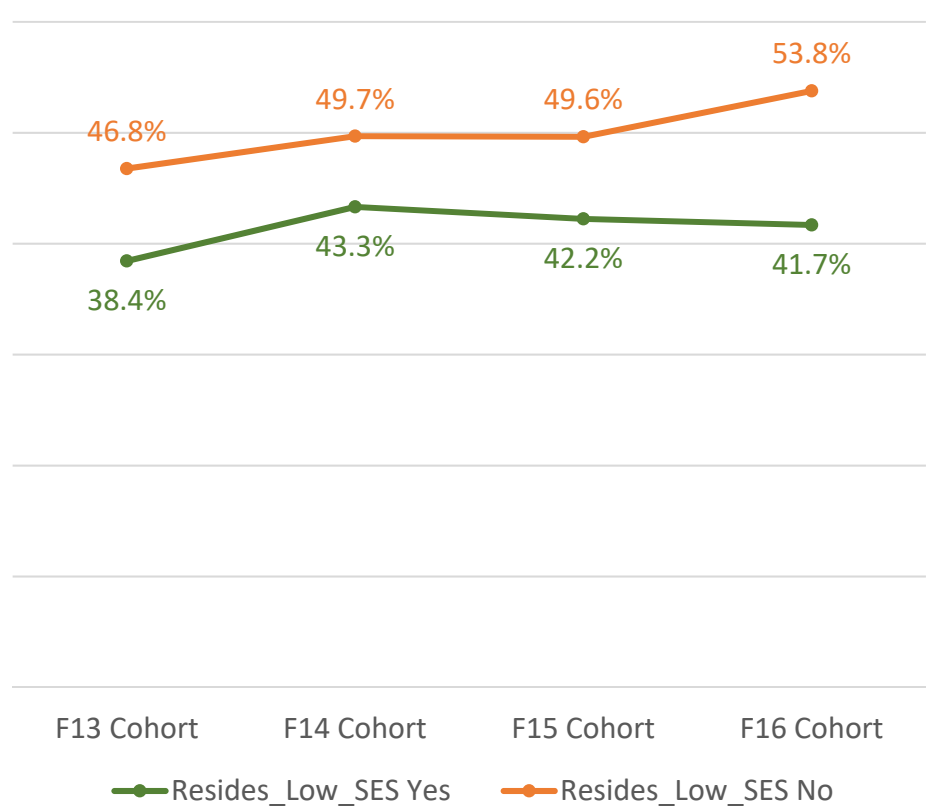
English Completion



FTIC College-Level ENGL Completion by 1st Year by Pell Awarded Status

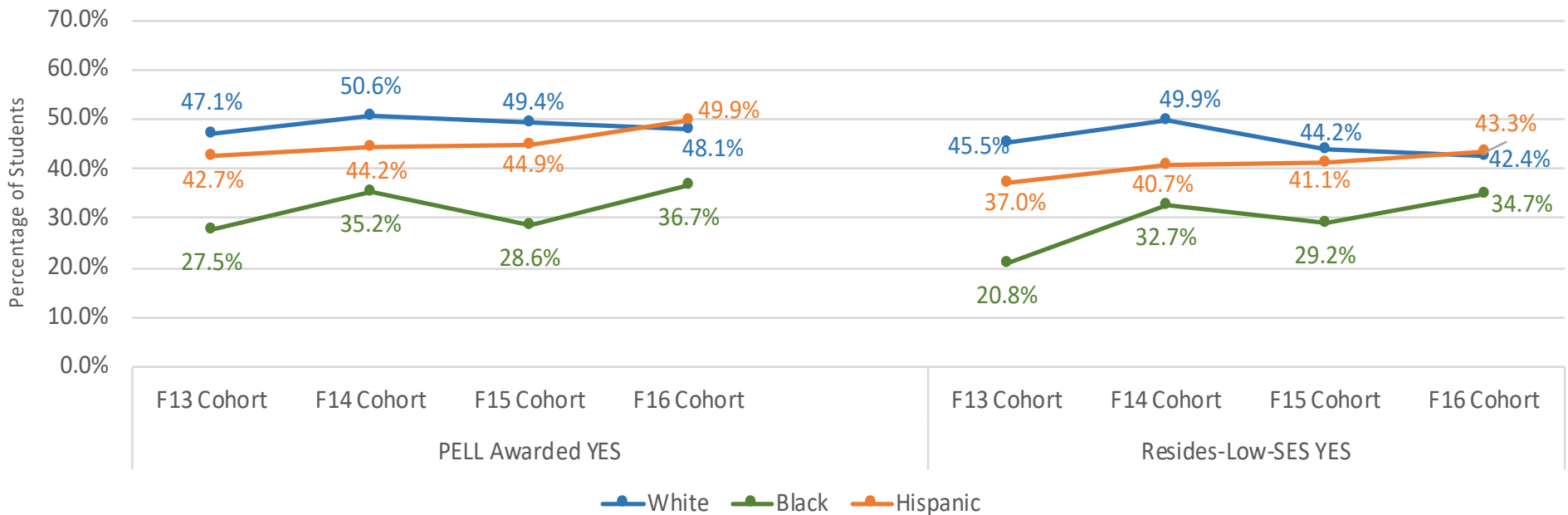


FTIC College-Level ENGL Completion by 1st Year by Resides-Low-SES Status



English Completion

FTIC College-Level English Completion by 1st Year
by Race/Ethnicity

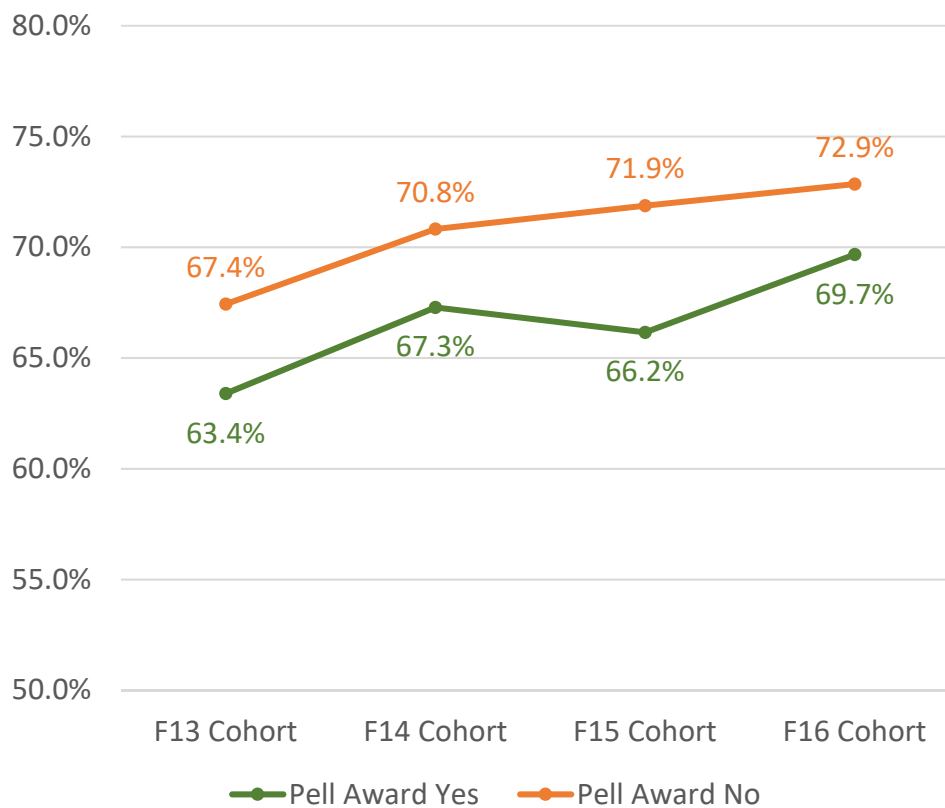


Equity gaps narrow between White and Hispanic/Latino.
=> Both SES measures are helpful in seeing differences by race/ethnicity.

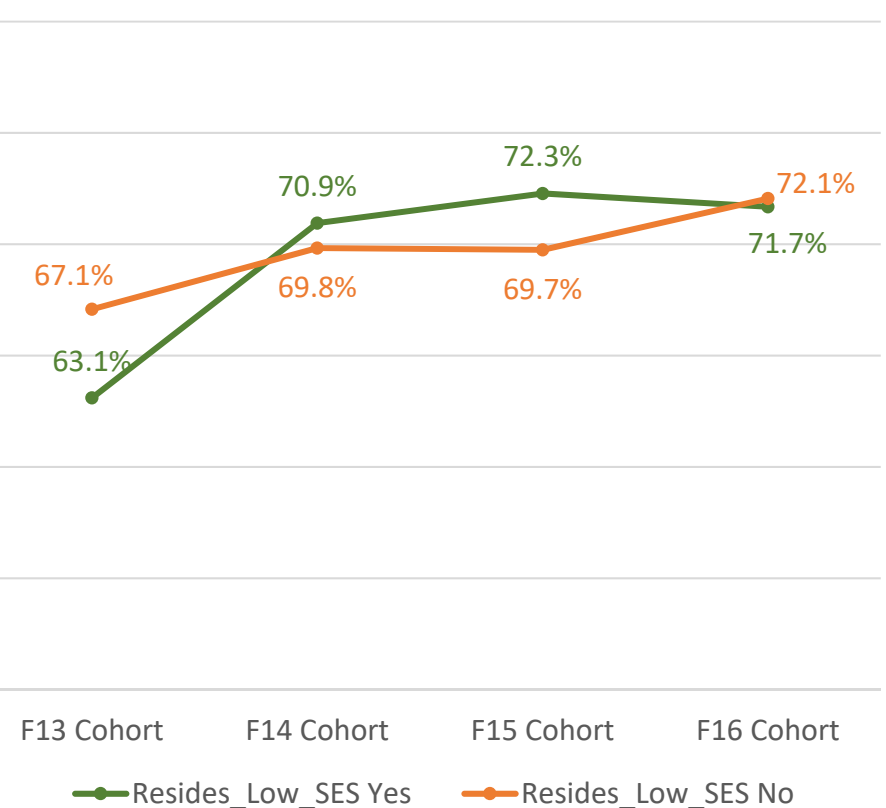
College-level Attempted Credit Hours Completed



FTIC College-Level Course Completion in 1st Year by Pell Awarded Status



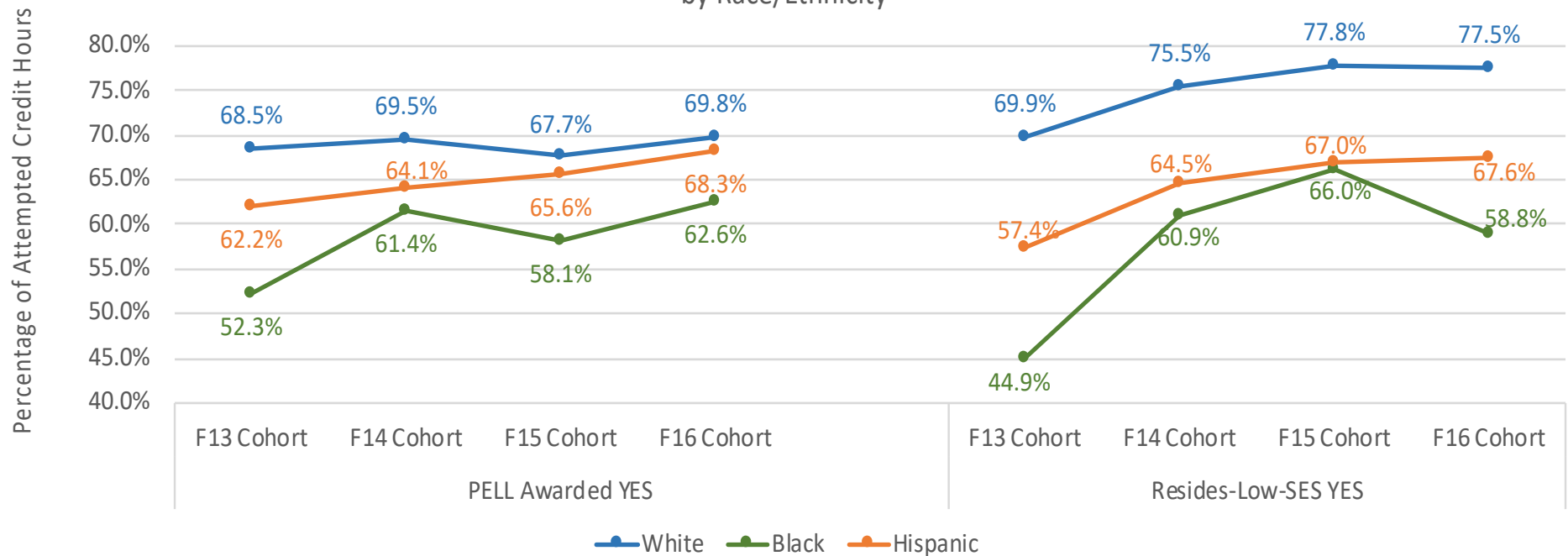
FTIC College-Level Course Completion in 1st Year by Resides-Low-SES Status



College-level Attempted Credit Hours Completed



FTIC College-Level Course Completion by 1st Year
by Race/Ethnicity

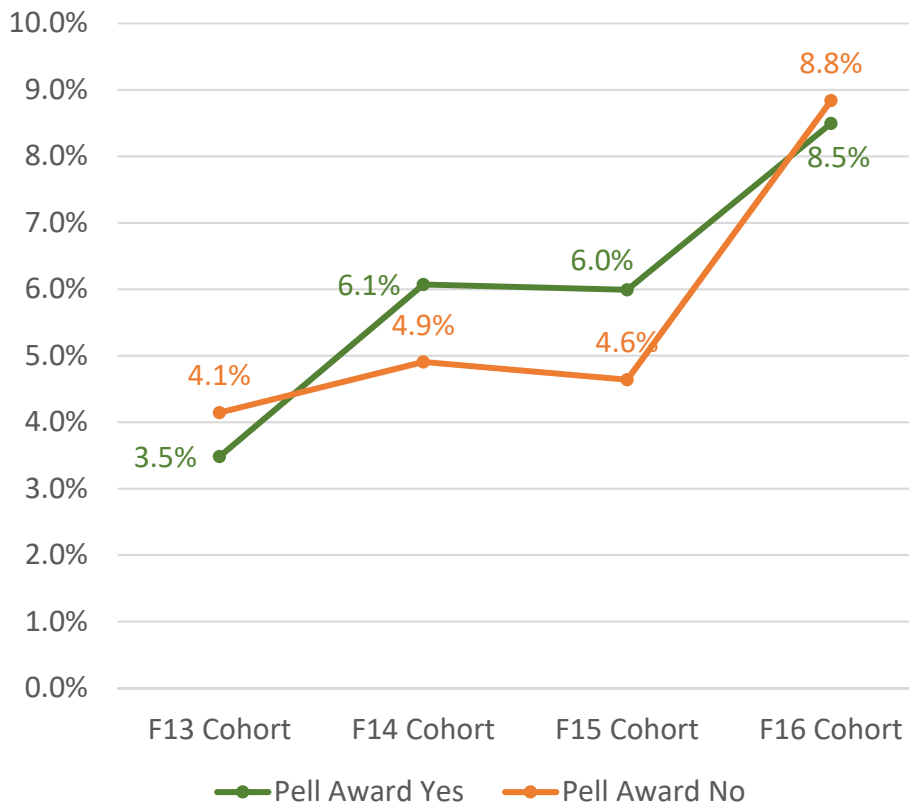


Much Higher Completion Rates for Whites residing in low income neighborhoods.

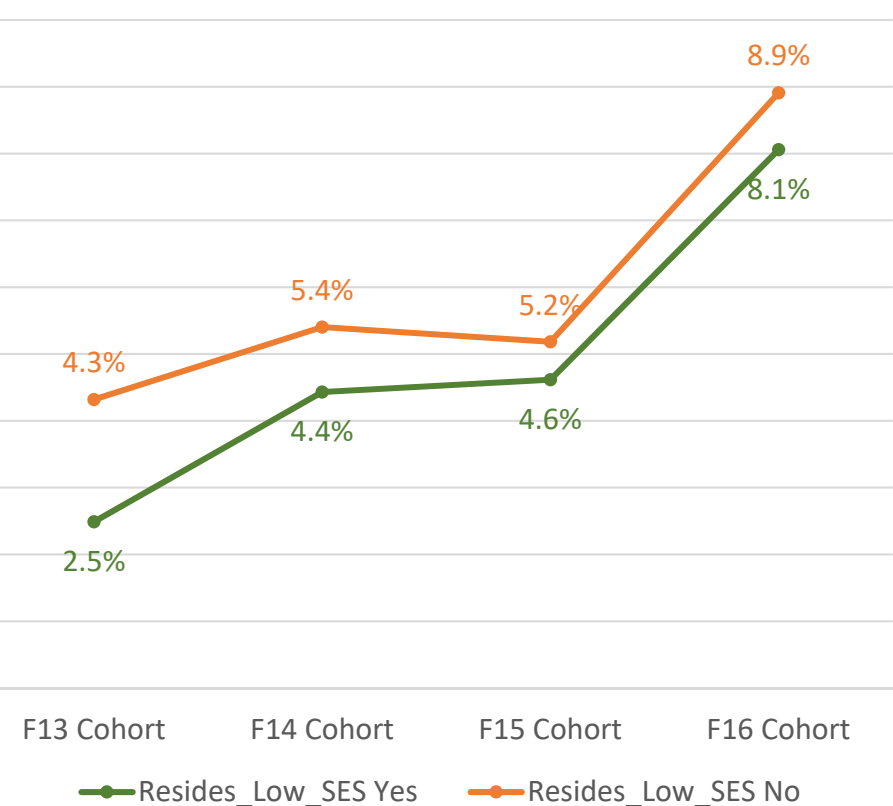
=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.

Credential within 3 Years

FTIC Completion within 3 years
by Pell Awarded Status

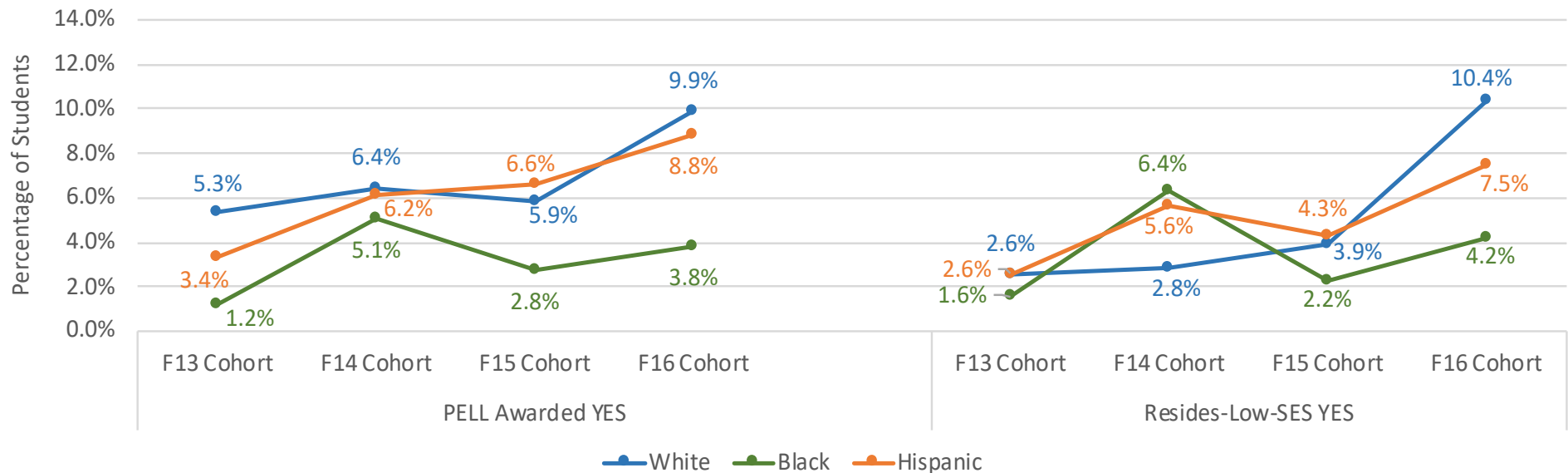


FTIC Completion within 3 years
by Resides-Low-SES Status



Credential within 3 Years

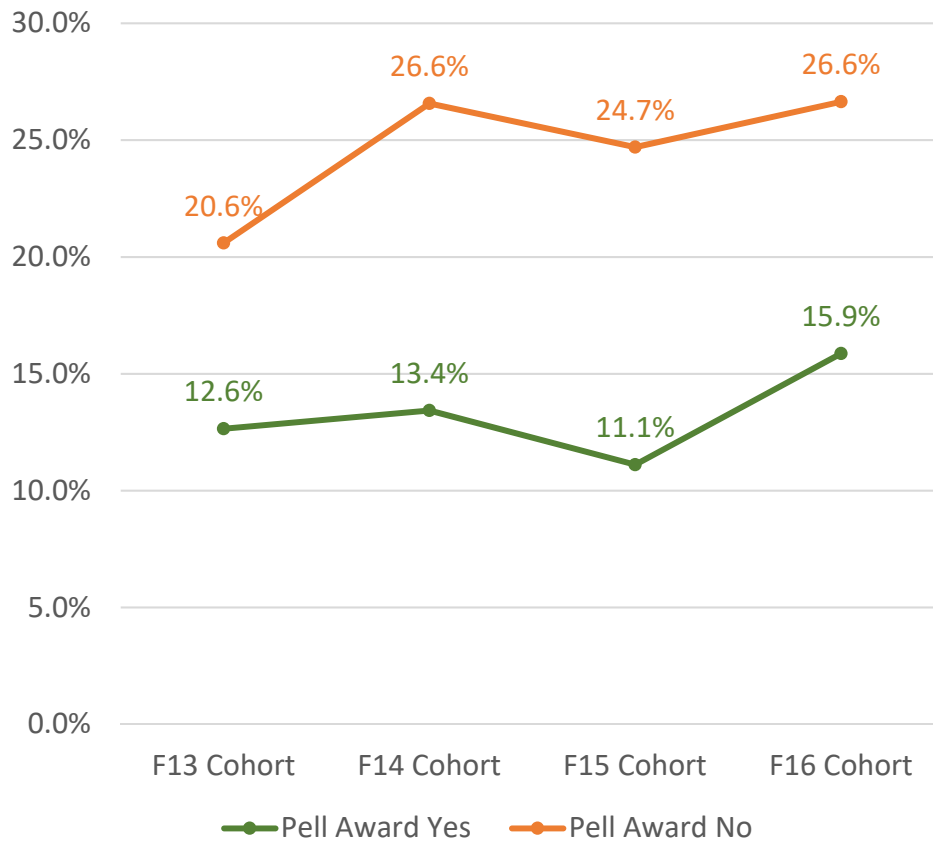
FTIC Credential Completion within 3 years
by Race/Ethnicity



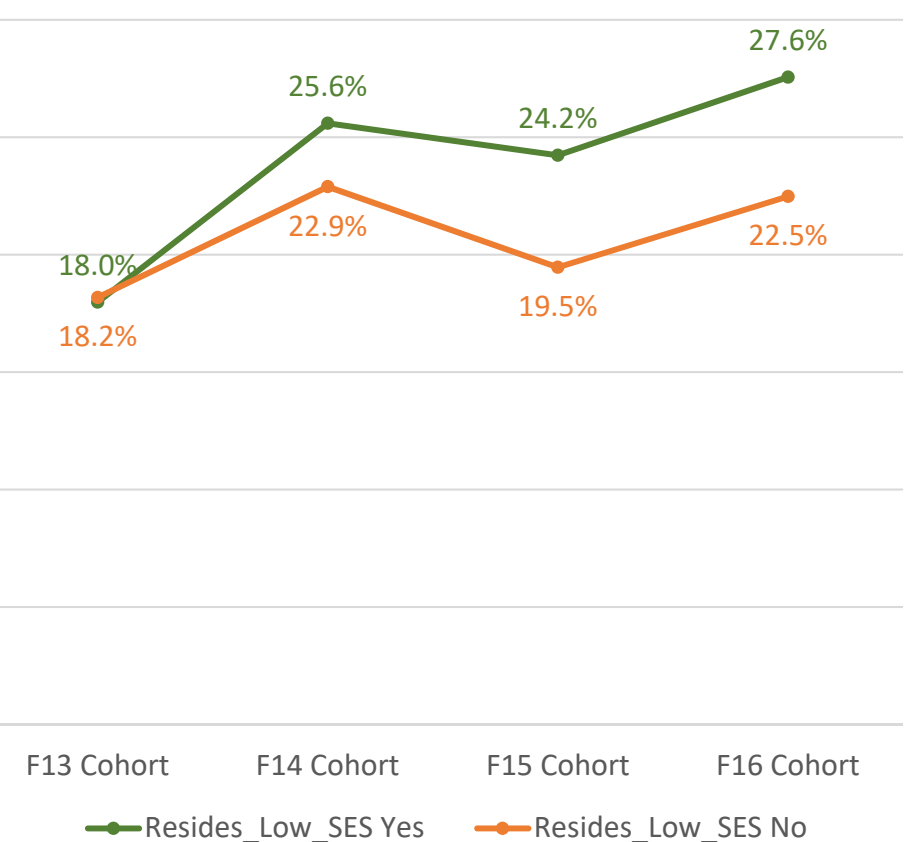
Equity gaps between White and Hispanic/Latino groups are wider in 2016 for students residing in a low income neighborhood.
=> Both SES measures are helpful in seeing differences by race/ethnicity.

Transfer within 3 Years

FTIC Transfer to 4-Year School within 3 years
by Pell Awarded Status

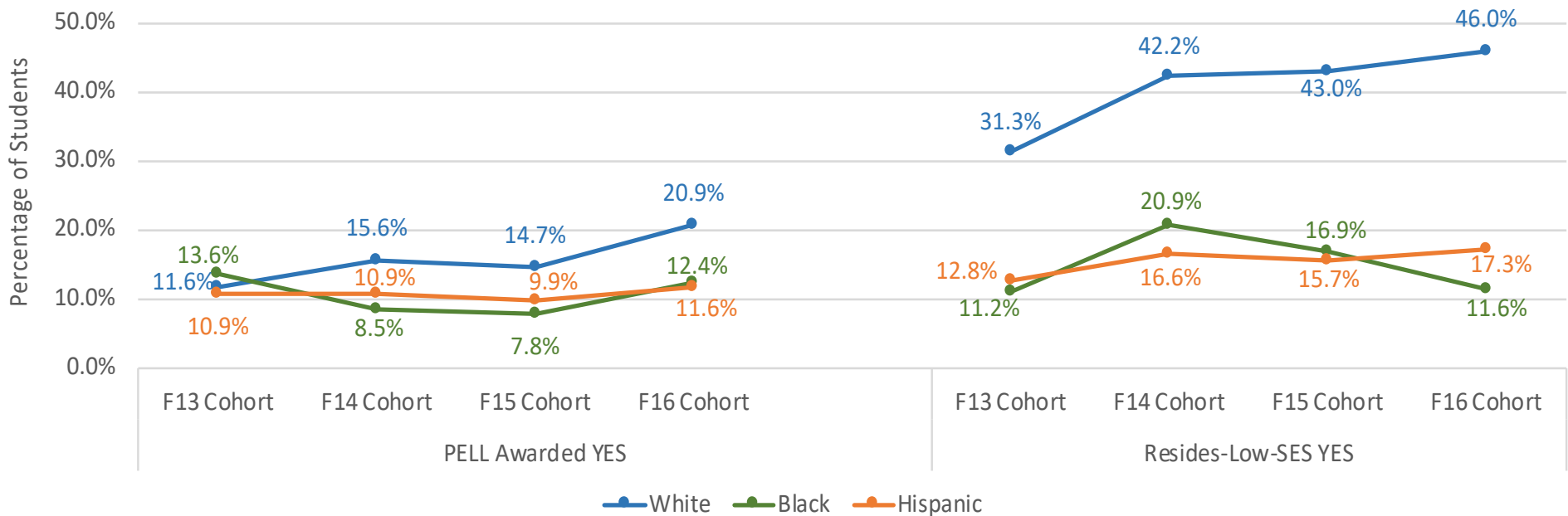


FTIC Transfer to 4-Year School within 3 years
by Resides-Low-SES Status



Transfer within 3 Years

FTIC Transfer to 4-year School within 3 years
by Race/Ethnicity



Much higher Transfer Rates for Whites residing in a low income neighborhood.

=> Resides-Low-SES measure is helpful in seeing differences by race/ethnicity.

Conclusions

- Academic outcomes for FTIC student cohorts are improving each year.
- Students identified as low income appear to have lower success rates than non-low income students, except for:
 - In completions, Pell-awarded students had higher success rates.
 - In transfers, students residing in low income neighborhoods had higher success rates.

Conclusions

- The effectiveness of the Resides-Low-SES as a proxy for economic disadvantage is considerable.
- It's hard to say which measure is better as a proxy of social economic status, but Resides-Low-SES tells more of the story about race/ethnicity disparity.

Future Research



- Why are success rates higher for Hispanic/Latino students residing in low income neighborhoods? What supports are working that can be scaled for all students?
 - **Fall to Fall Persistence**
- Why are white students in low income neighborhoods doing so much better than Pell-awarded and other groups?
 - **Math Completion by End of 1st Year**
 - **Attempted College-level Credit Hours Completed in 1st Year**
 - **Transfer to 4-Year Institution within 3 Years**

Limitations of this study

- Populations: The numbers of FTIC students are small, especially when disaggregated by race/ethnicity.
- Pell-awarded measure of low income: FAFSA data is submitted by less than one-third of all students.
- Resides-Low-SES measure of low income: Missing data for some block groups. Some block groups may not be comprised of homogeneous households due to gentrification, out-migration, rapid growth.



Thank you!