



THE PELL INSTITUTE

for the Study of Opportunity in Higher Education

INDICATORS OF HIGHER EDUCATION EQUITY IN THE UNITED STATES

2022 Historical Trend Report: Higher Education as a Human Right

PELL INSTITUTE

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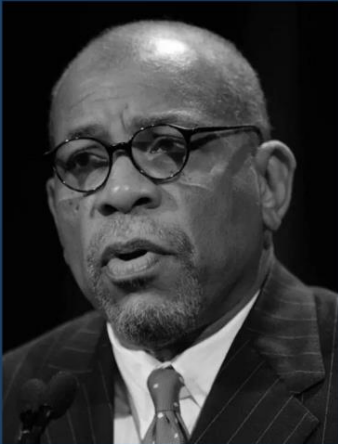
PENNAHEAD

Laura Perna | Pooja R. Patel



Special Dedication

Arnold Mitchem



Special Dedication

Tom Mortenson



SPECIAL THANKS FOR SUPPORT
FROM



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GATES *foundation*

OVERVIEW

- Higher Education as Human Right – Challenges and Possibilities
- Highlights from the 2022 Indicators Report
- Contextualizing the Data – Reflection and Responses from the Pell Team
- Q&A

UNESCO Right to Higher Education Project

Purposes

Promote

Principle of Universal Access to Higher Education that combines the Education for All movement with the Inclusion movement

Educate Stakeholders About Existing Articulations

Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education (Article 13 of International Covenant on Economic, Social and Cultural Rights).

Identify Key Challenges

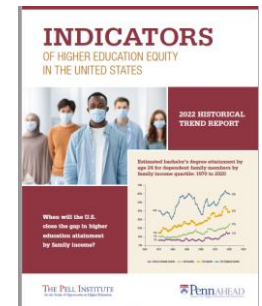
Articulate Global Principles



2022: Reimagining Higher Education as a Human Right

Goals of the Equity Indicators Project

1. Annual Report and Track Our Progress
2. Hold Stakeholders' Shared Solutions Dialogues
3. Support Equity Actions



SIX KEY CHALLENGES IN THE U.S. CONTEXT TO THE RIGHT TO HIGHER EDUCATION

1. **No Direct Provision** of the Right to Education in U.S. Constitution or Founding Documents.
2. **U.S. Non- Ratification of Major International Articulations** of the Right to Higher Education. Higher Education as an International Human Right
3. **Large U.S. State Geographic Variation** of Articulations and Implementations
4. **Cultural Dominance of the Paradigm of HE as a Consumer Commodity**
5. **Normative Acceptance of a Highly Stratified HE system Based Upon “Merit”** Criteria for Admissions and Stark Differences in Associated Educational Spending.
6. **Strong Financial Barriers to Access and Completion--** Decline of Grant Aid Relative to College Cost and Debt Burden.

Shared Solutions Dialogues for 2022

Reimagining Higher Education as a Human Right

1. What changes in the US Higher Education System would be needed if Roosevelt's Second Bill of Rights were Implemented?
2. How to Address the **Geographies of Exclusion** in the U.S. Context?
 - a) Crisis of Student Debt and unequal burden by family income and race/ethnicity
 - b) Stark Inequity of Institutional Spending by Selectivity
 - c) Growing Gender Imbalance in Higher Education Enrollment and Outcomes
 - d) State differences in access to and attainment of higher education
3. Which elements of the current system already represent progress toward achieving a right to higher education with a **“Win-win Non-Zero-Sum Game”**?



FDR Second Bill of Rights Speech Footage

<https://youtu.be/3EZ5bx9AyI4>

The 8 Interrelated Rights in the *Second Bill of Rights Speech* were :

1. **Employment (right to work)**
2. **Food, clothing and leisure, via enough time to support them**
3. **Farmers' rights to a fair income**
4. **Freedom from unfair competition and monopolies**
5. **Housing**
6. **Medical care**
7. **Social security**
8. **Education.**

A PERSONAL VISION FOR NEW PARADIGM CHANGES

Shared Dialogue: 2022—Reconstruction for Equity—Vision for Mature Eco-System of Higher Education (HE) in the United States	
New Equity Higher Education Eco-System	Current Higher Education Human Capital – Commodity System
1. HE as human right —each person has right and a responsibility to prepare for full participation in the society	1. HE as Investment consumer commodity —human capital with expected return on investment (ROI) driving decisions
2. Co-operation and co-learning drives excellence	2. Competition for achievement and rank drives excellence
3. Intentional equalization of institutional resources is necessary for healthy and just system	3. Intentional cost differentiation permits broadening access with lower cost and spending options
4. Open Broad Admissions promotes excellence, strength, resilience, diversity, and complexity	4. “Merit” Based Selective Admissions is needed for excellence --grouping by achievement levels promotes excellence
5. Education agenda driven by individual talent development and public common good system needs with a focus on innovative problem solving for equity and environmental sustainability driving agenda	5. Education agenda driven by individual consumer market and extractive system needs with focus on rank and selective system maintenance and growth driving agenda

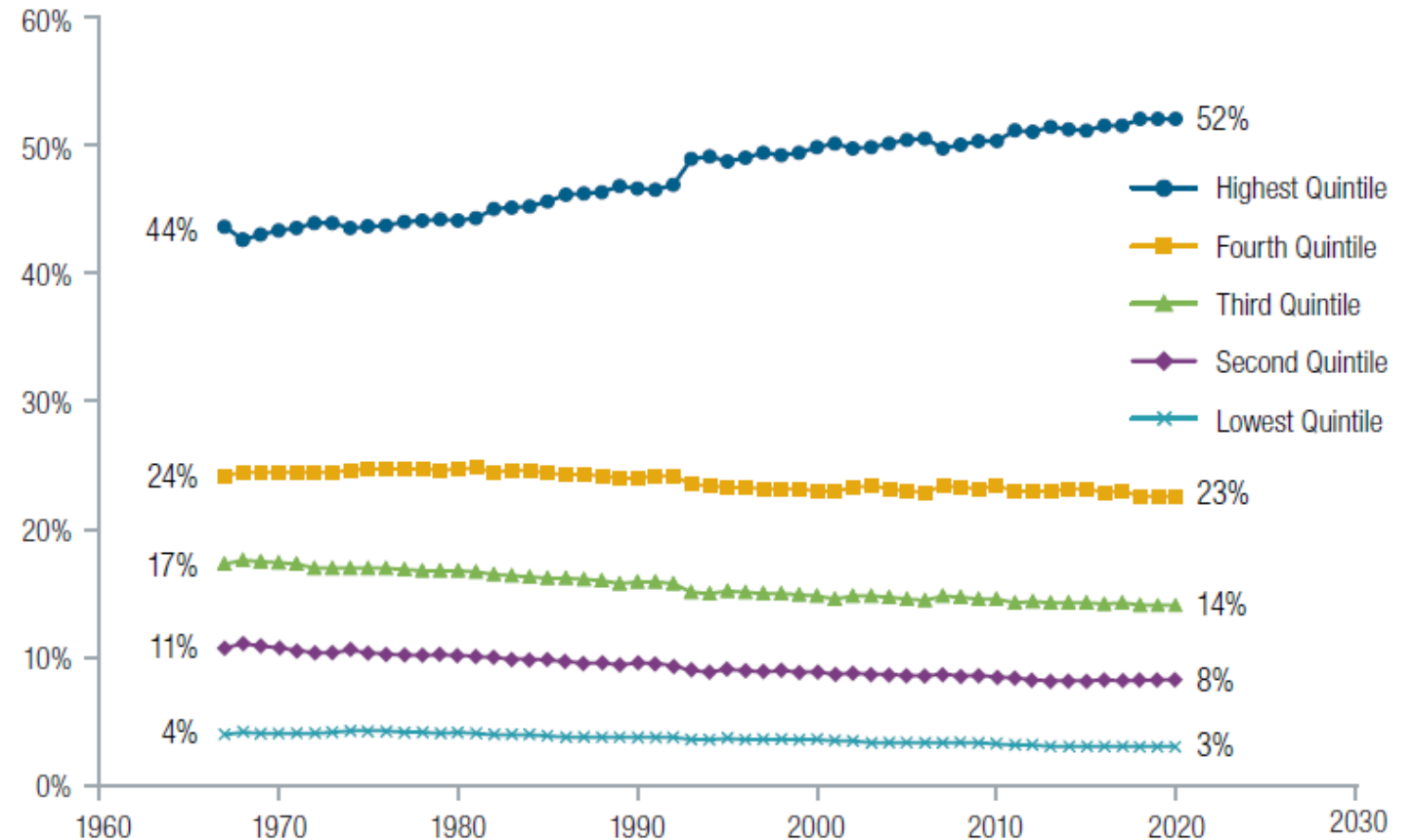
SETTING THE STAGE

Explores the context and structure of the US and its education system to provide a better understanding of the Equity Indicators that are presented throughout the report.

Growing Wealth & Income Inequality

- Highest quintile shows growth
- The other 4 quintiles have declined over the last 50 years

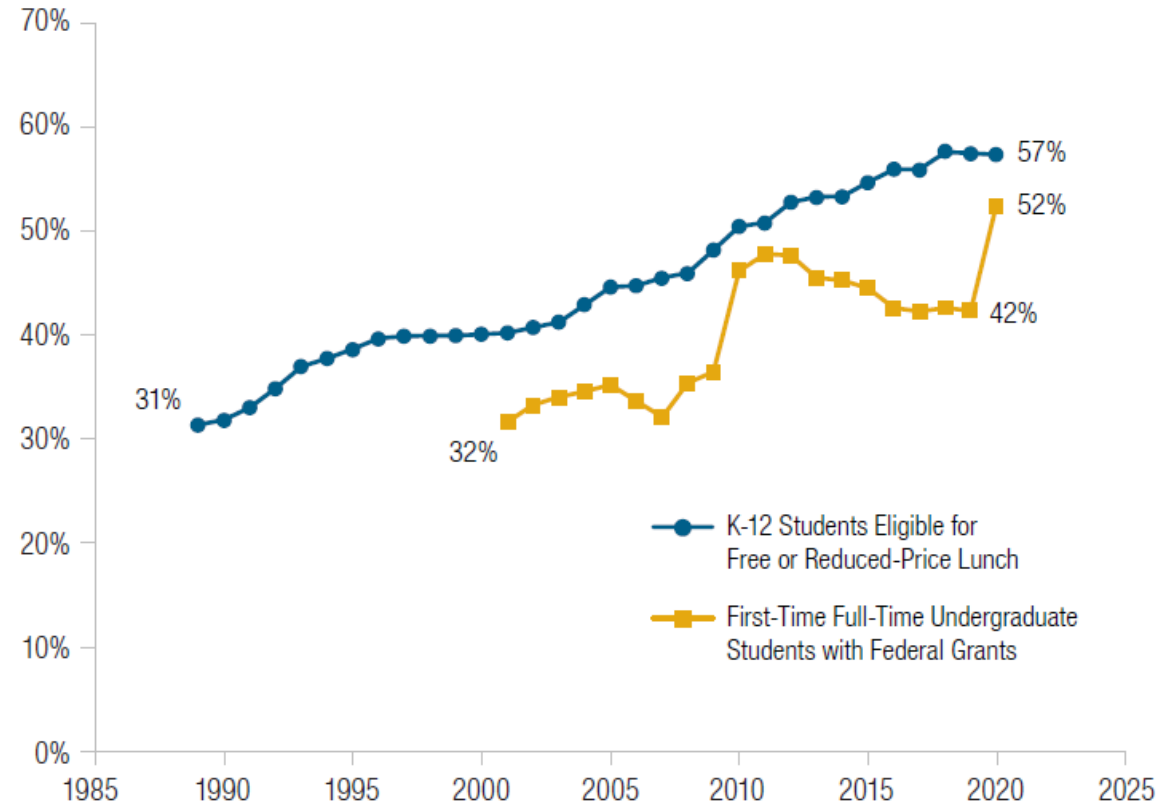
STS Figure 8c: Shares of United States household income by quintiles: 1967-2020



Growth of Low-Income Students

- 57% of students in the k-12 education system approved for free or reduced-price school lunches
- 52% of full-time degree-seeking undergraduates received Pell or other federal Grants

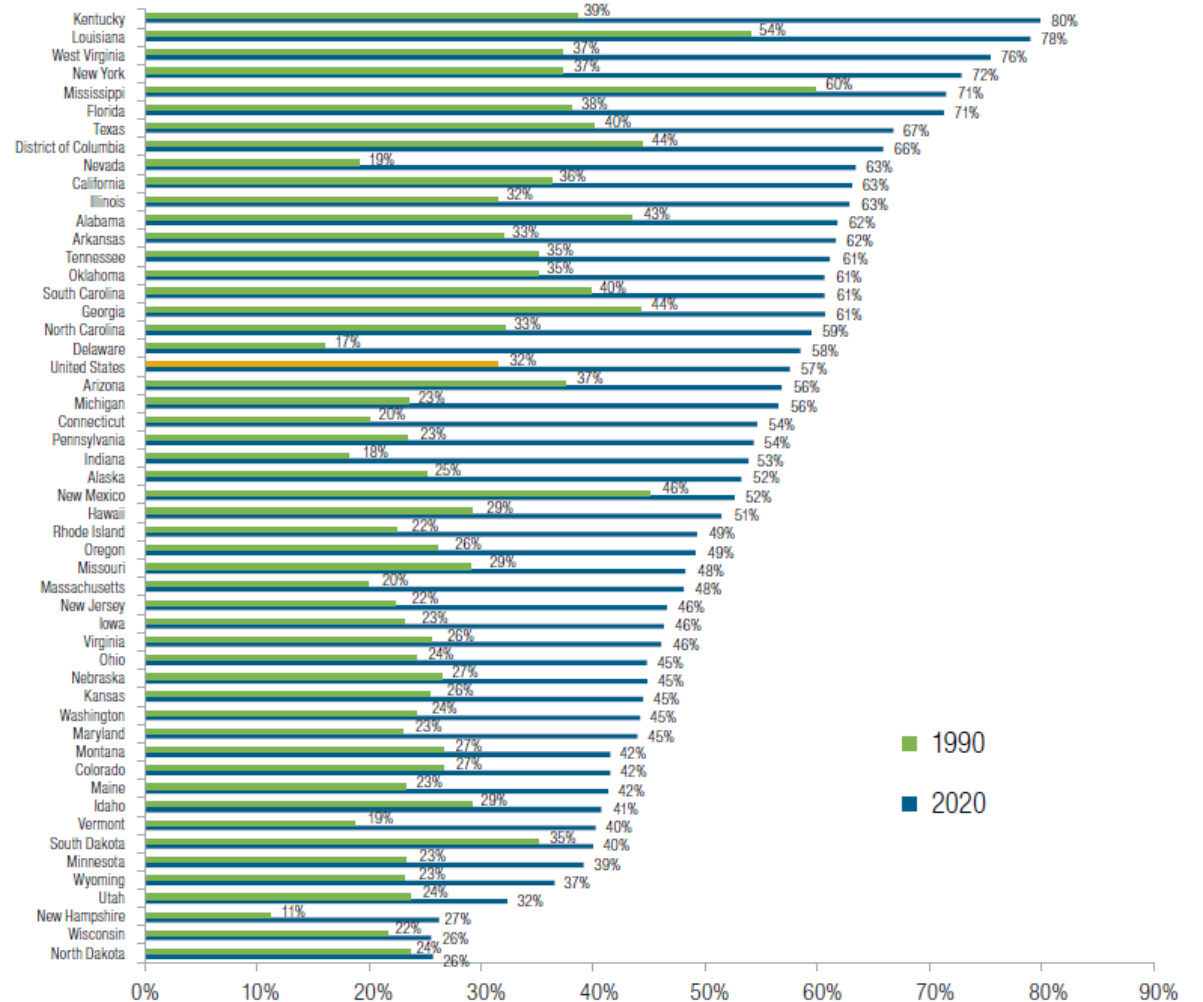
STS Figure 6a: Percentage of K-12 students approved for Free or Reduced-Price Lunch (1989 to 2020) and percentage of first-time full-time degree-seeking undergraduates with Pell or other Federal Grants (2001 to 2020)



Growth of Low-Income Students Varies by State

- Higher participation in the school lunch program from southern states
 - Kentucky 80%
 - Louisiana 78%
 - West Virginia 76%
- Lower participation from western and northeastern states
 - North Dakota 26%
 - Wisconsin 26%
 - New Hampshire 27%
 - Utah 32%

STS Figure 6b: Percentage of K-12 students approved for Free or Reduced-Price Lunch by state: 1990 and 2020

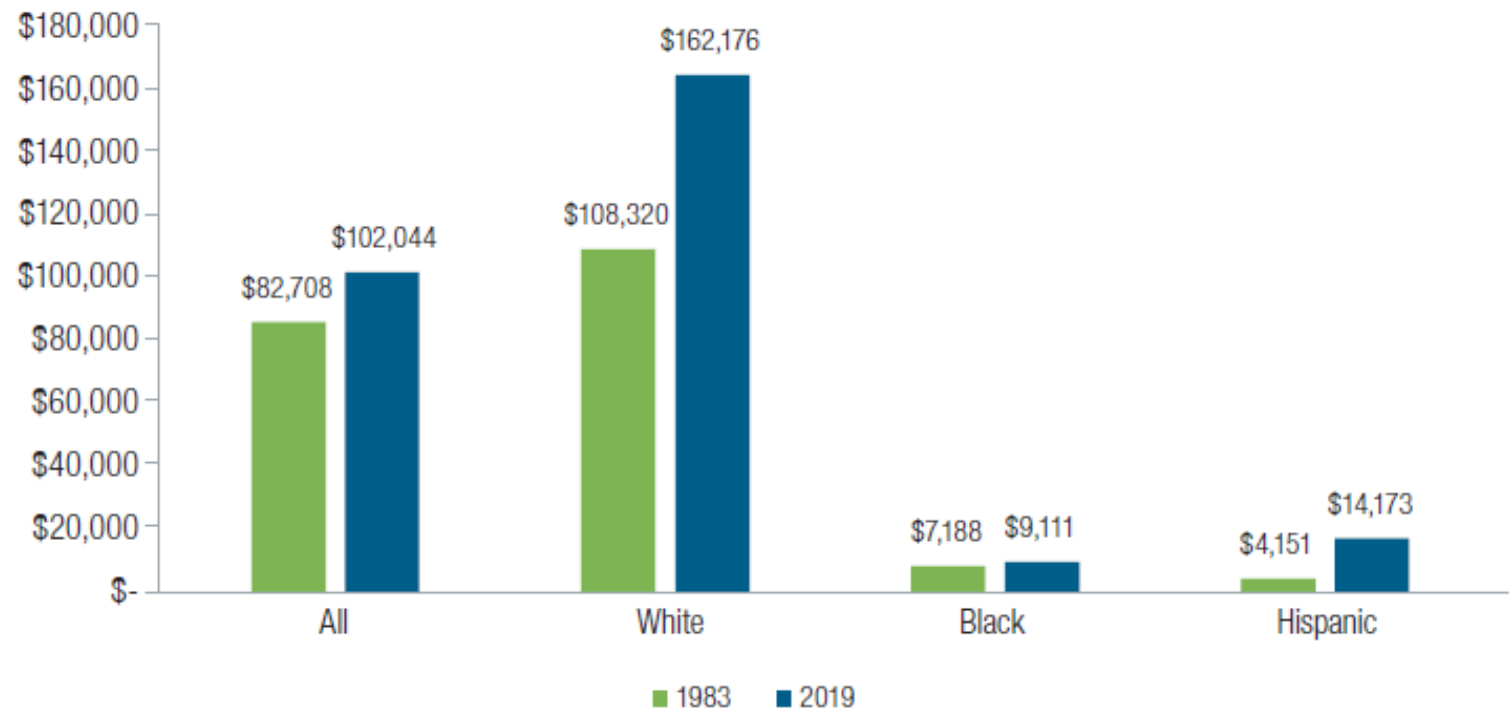


Imbalance of Wealth by Race/Ethnicity

- Median wealth rose by 23% between 1983 and 2019
- White median income is significantly higher than that of Black or Hispanic median income

STS Figure 8b(ii): Median family wealth and percent of families with negative wealth by race/ethnicity: 1983 and 2019 (in 2020 Constant Dollars)

Median Wealth in 2020 Constant Dollars

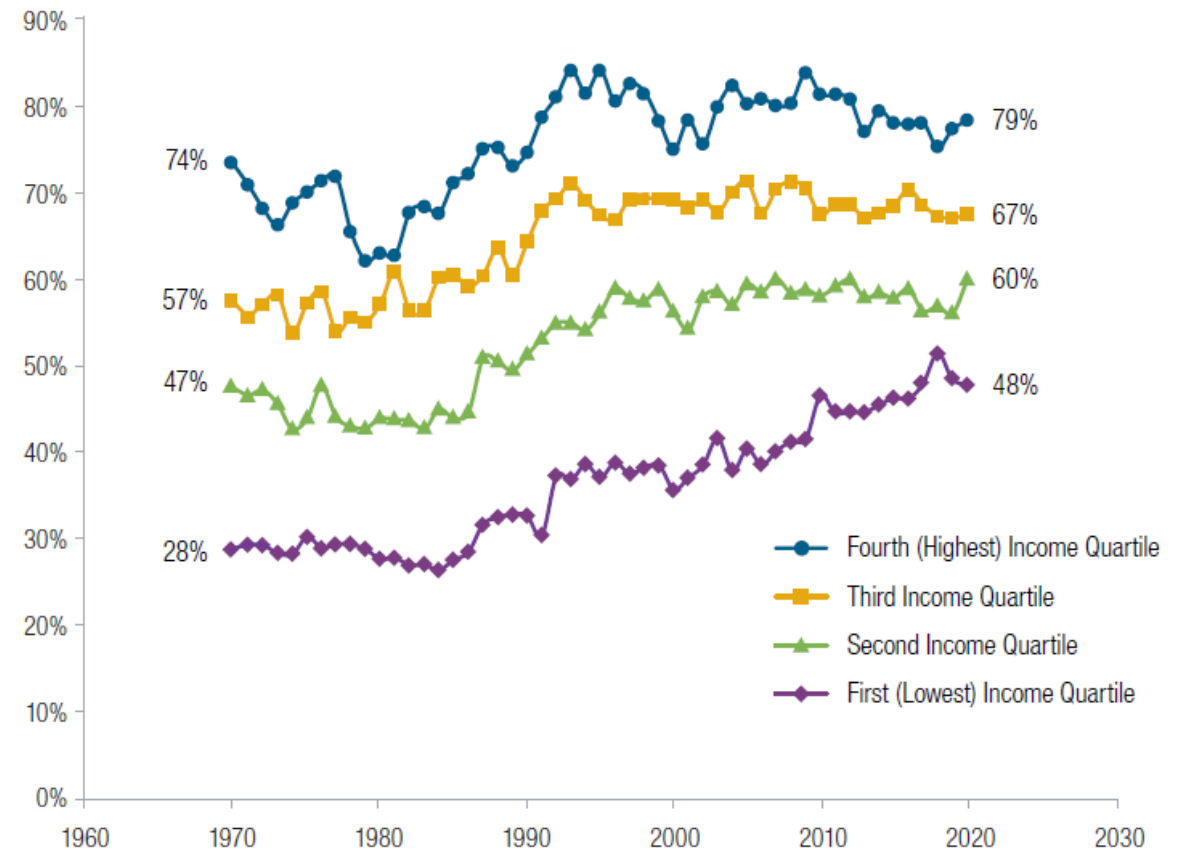


INDICATOR 1: WHO ENROLLS IN POSTSECONDARY EDUCATION?

College Participation of Dependent 18- to-24-year-olds Varies by Family Income

- More growth from the bottom quartile than the other 3 quartiles
- Bottom quartile still significantly lower than that of the highest income quartile, 48% vs. 79%

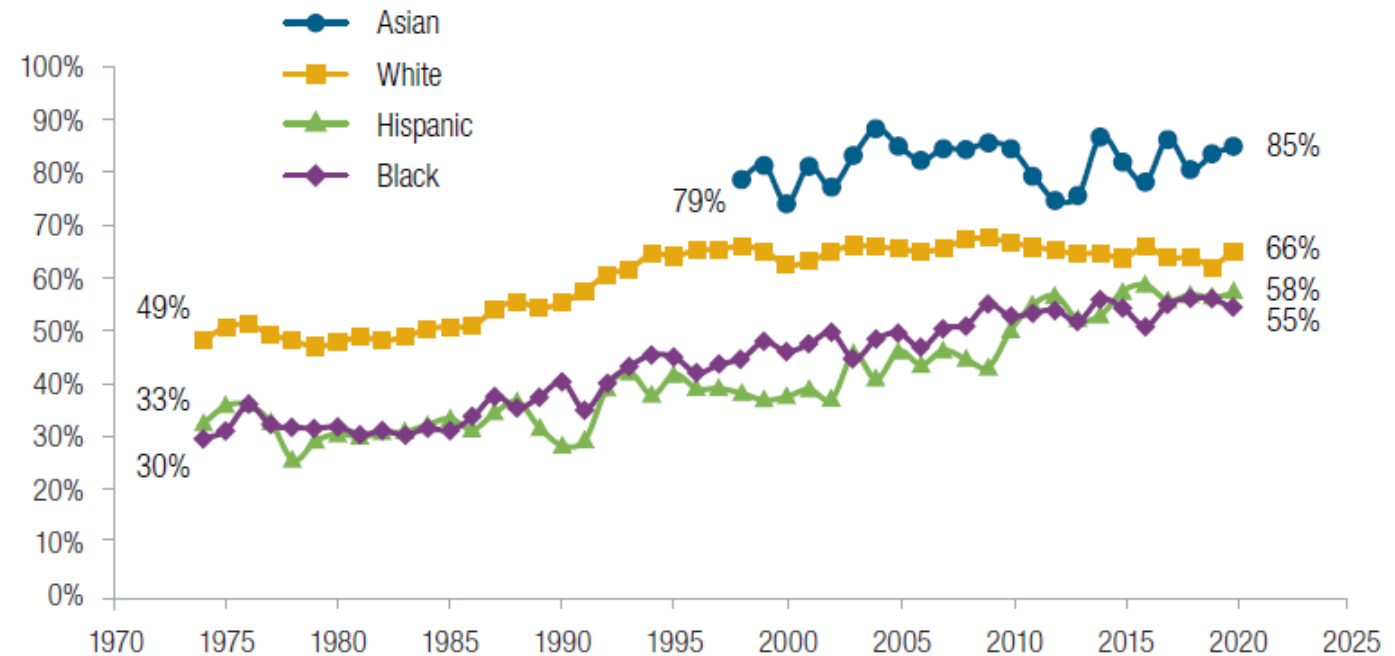
Equity Indicator 1a: Dependent 18-to-24-year-olds Cohort College Participation Rates by family income quartile: 1970 to 2020



College Participation of Dependent 18- to-24-year-olds Varies by Race/Ethnicity

- More growth from Hispanics and Blacks than Whites or Asians
- Black and Hispanic participation rates are lower than Whites or Asians

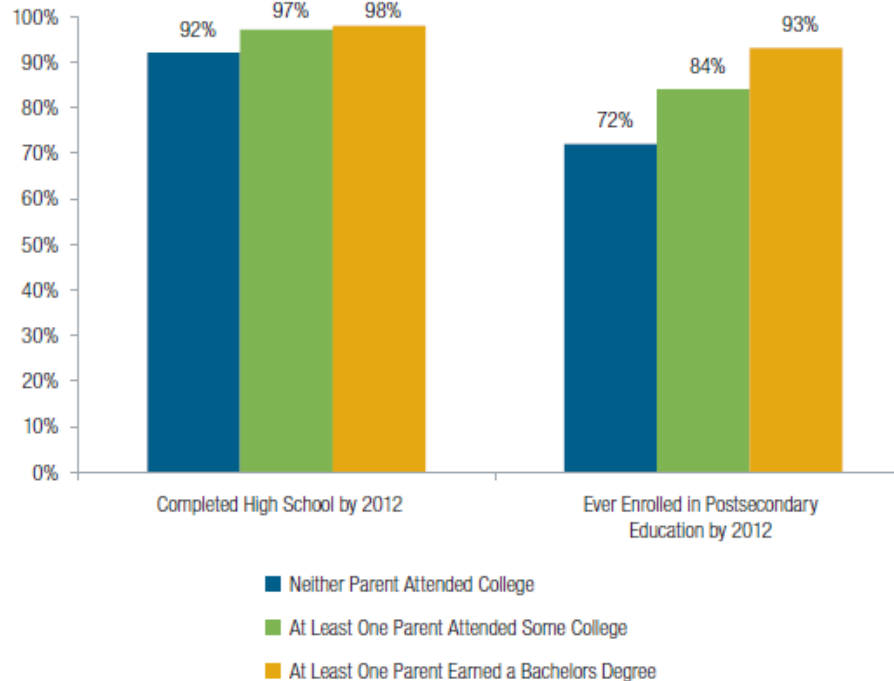
Equity Indicator 1c(i): Dependent 18-to-24-year-olds Cohort College Participation Rates of recent high school leavers by race/ethnicity: 1974 to 2020



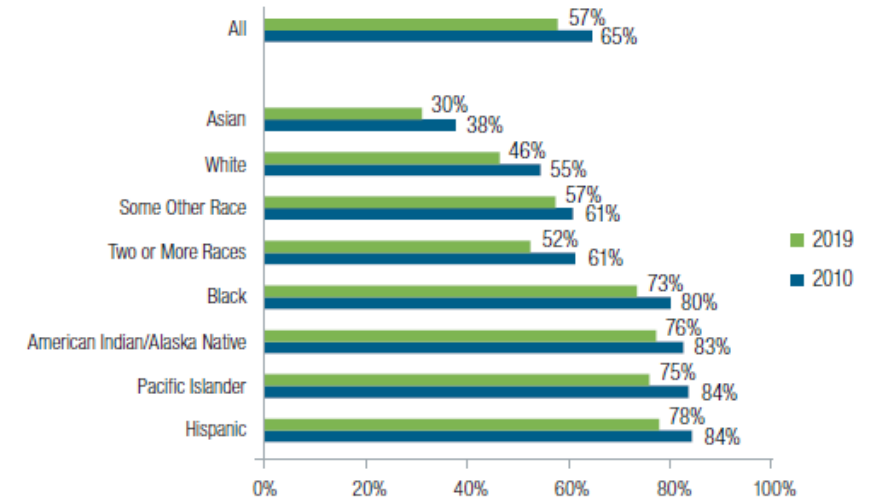
Enrollment in College Varies by First-Generation Status

- Rates of enrollment increase with parental education
- Hispanics, Pacific Islanders, American Indian/Alaska Natives, and Blacks are more likely to be first-generation students

Equity Indicator 1h(i): Percentages of 10th grade students who completed high school and enrolled in postsecondary education within 8 years of their scheduled high school graduation by highest level of education of either parent (ELS:2002/2012)



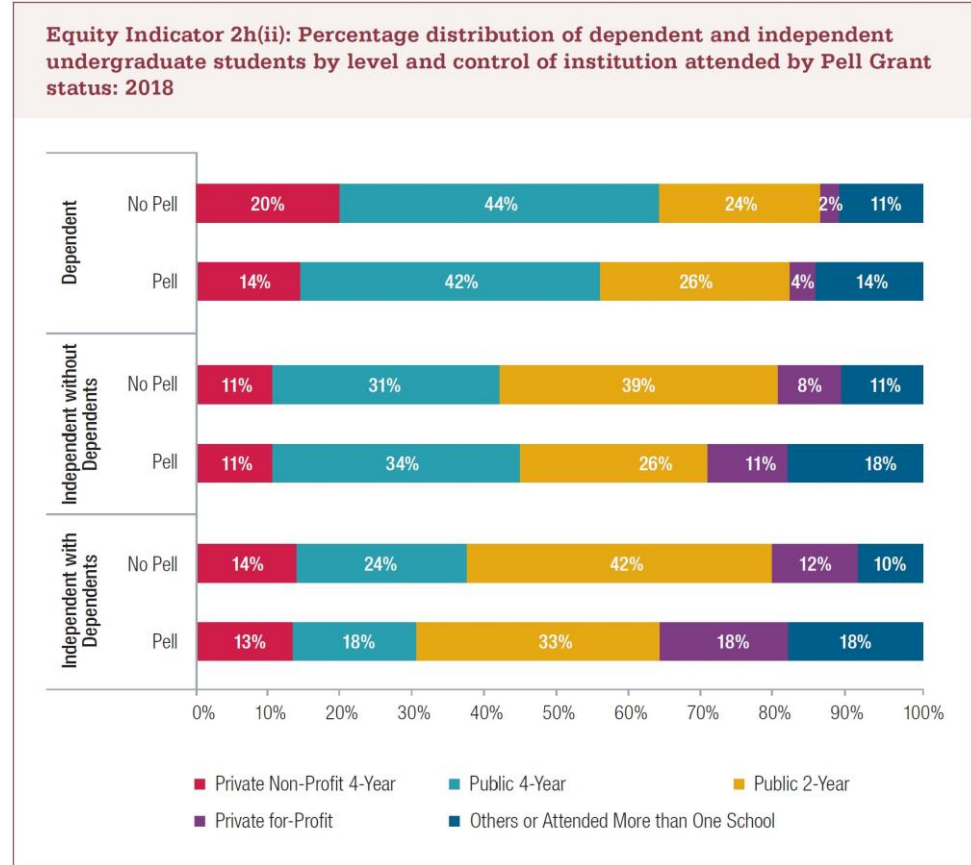
STS Figure 7b: Percentage of children under 18 with the potential to be first-generation college by race/ethnicity: 2010 and 2019



INDICATOR 2: WHAT TYPES OF POSTSECONDARY EDUCATIONAL INSTITUTIONS DO STUDENTS ATTEND?

Percentage Distribution of Dependent and Independent Undergraduate Students by Level and Control of Institution Attended by Pell Grant Status: 2018

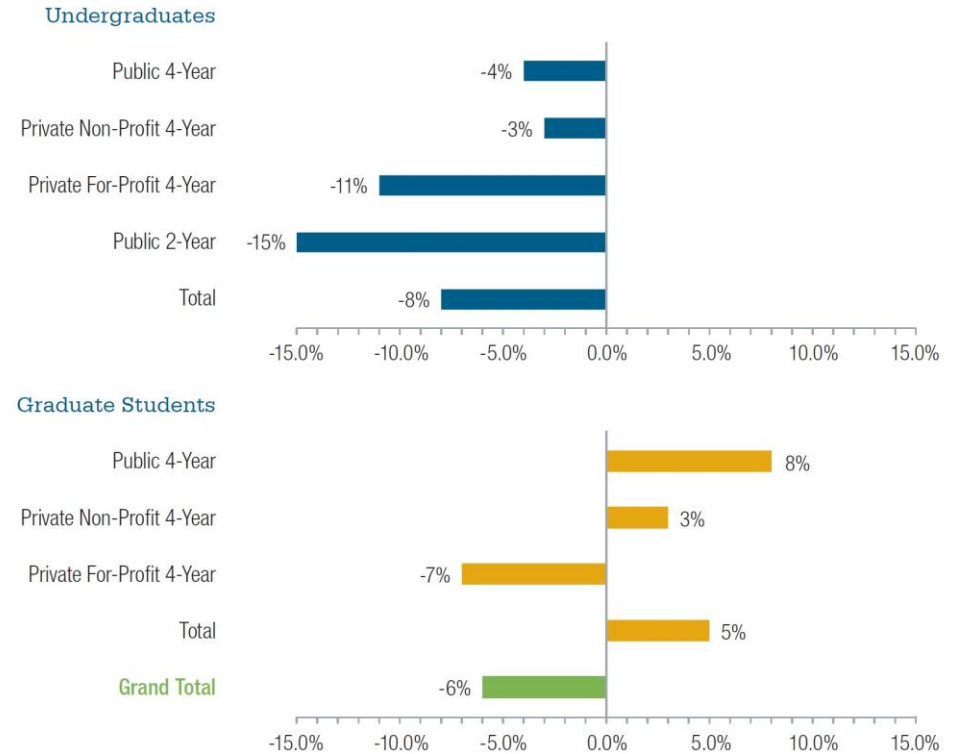
- Pell recipients were most likely to attend a for-profit college compared to non-Pell recipients
- Pell recipients were most likely to attend more than one institution than non-Pell recipients



Percent change in enrollment from Fall 2019 to Fall 2021 for Undergraduate and Graduate Students by Institutional Sector

- Between fall 2019 and fall 2021, overall student **enrollment declined by 6%**.
- Undergraduate enrollment decreased by 8% and graduate enrollment saw a net gain of 5%

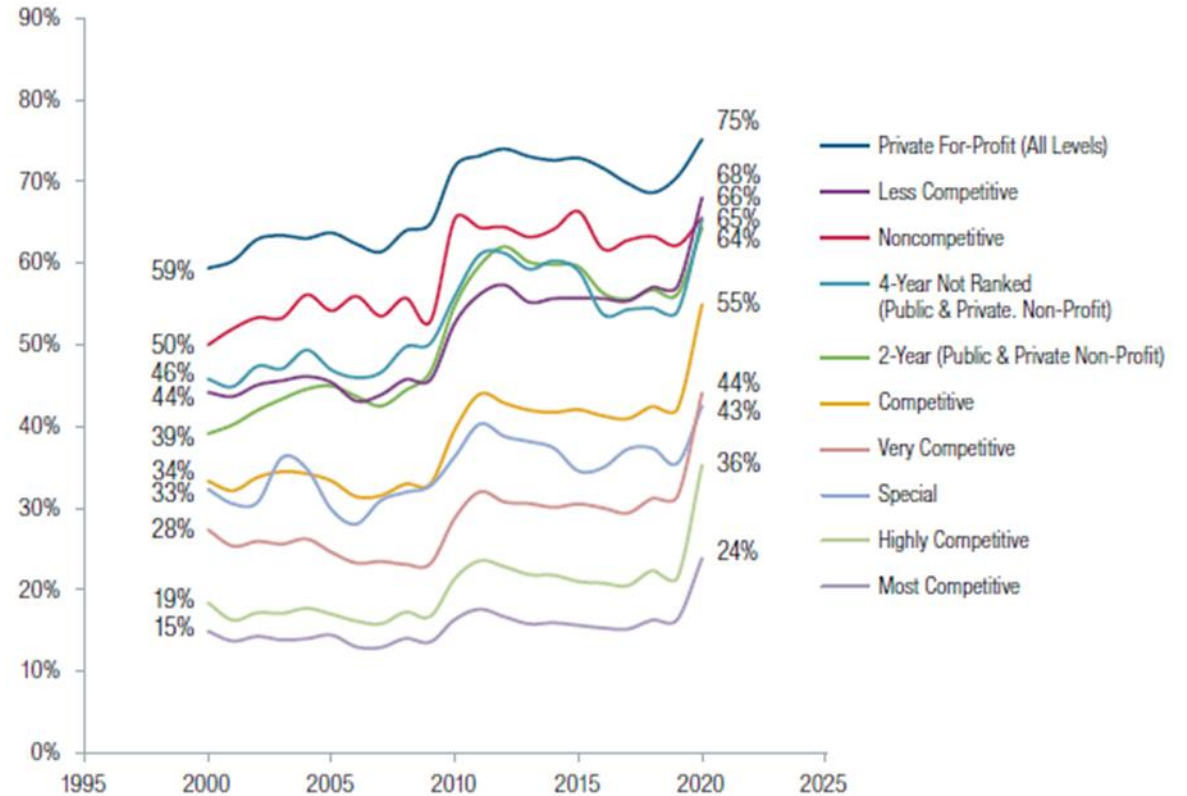
Equity Indicator 2j: Percent change in enrollment from fall 2019 to fall 2021 for undergraduate and graduate students by institutional sector



Average percentage of full-time, first-time degree/certificate-seeking undergraduate students who were awarded Pell or other Federal Grants by Institutional Selectivity

- The gap in the average share of undergraduates receiving Pell or other Federal Grants at the “most competitive” and “less competitive” institutions **widened from 29 percentage points in 2000 to 44 percentage points in 2020.**

Equity Indicator 2e: Average percentage of full-time, first-time degree/certificate-seeking undergraduate students who were awarded Pell or other Federal Grants by institutional selectivity: 1999-00 to 2019-20



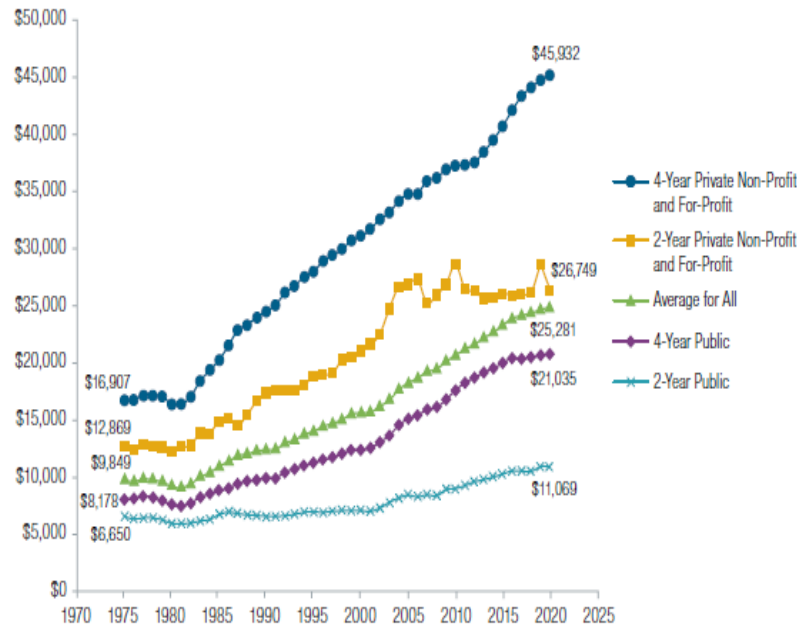
INDICATOR 3: DO FINANCIAL AID AND DIFFERENCES IN COLLEGE COST ELIMINATE THE BARRIERS TO COLLEGE EQUITY?

INDICATOR 4: HOW DO STUDENTS IN THE UNITED STATES PAY FOR COLLEGE?

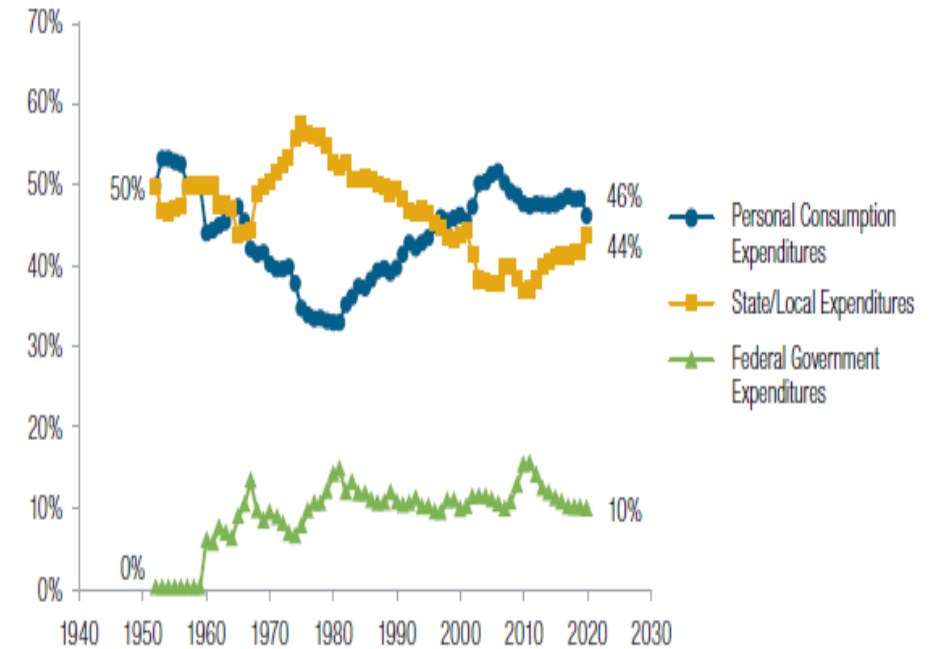
Federal & State Financial Support Has Not Kept Pace With Rising Average College Costs

- Average college costs in 2019-20 were **2.6** times what they were in 1974-74
- The share of higher education expenditures paid by students and families has been gradually increasing since the late 1970s

Equity Indicator 3a(i): Average college costs (undergraduate tuition, fees, and room and board) charged for full-time students in degree-granting postsecondary institutions, by institutional level and control: 1974-75 to 2019-20 (in constant 2020 dollars)



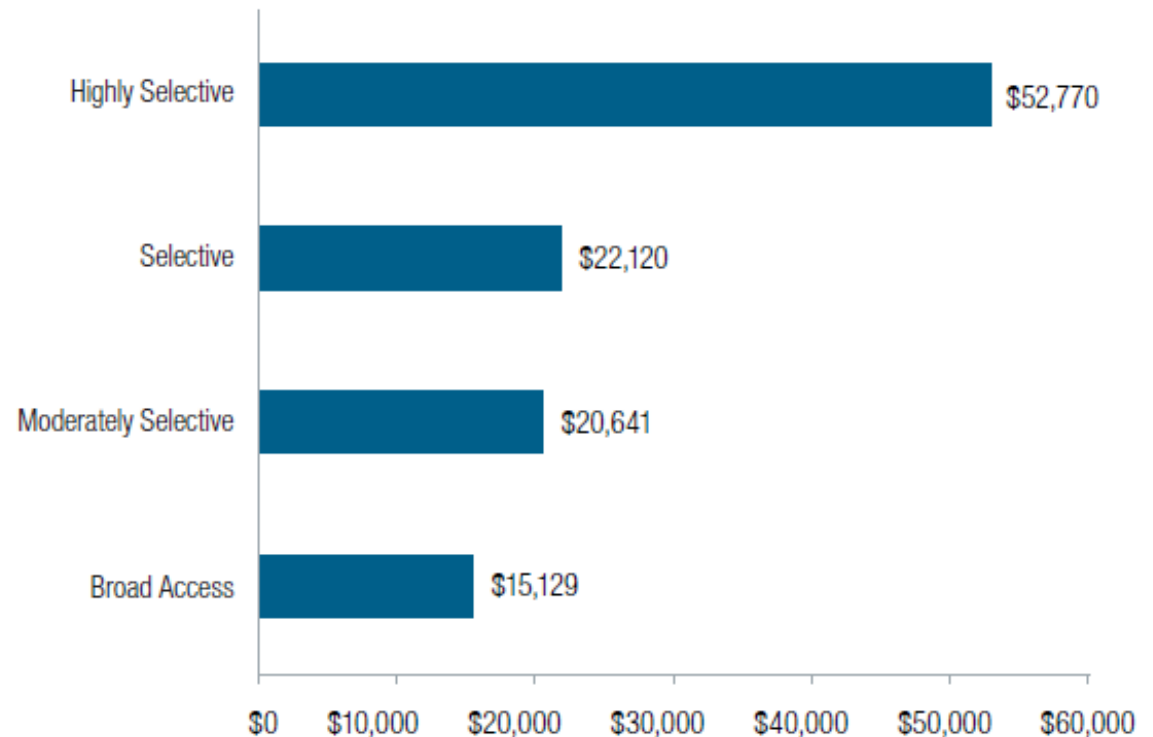
Equity Indicator 4a(i): Percentage distribution of higher education funding responsibilities: 1952 to 2020



Differences in College Spending by Institutional Selectivity

- Spending per FTE student was **3.5** times higher at Highly Selective institutions than at Broad Access institutions

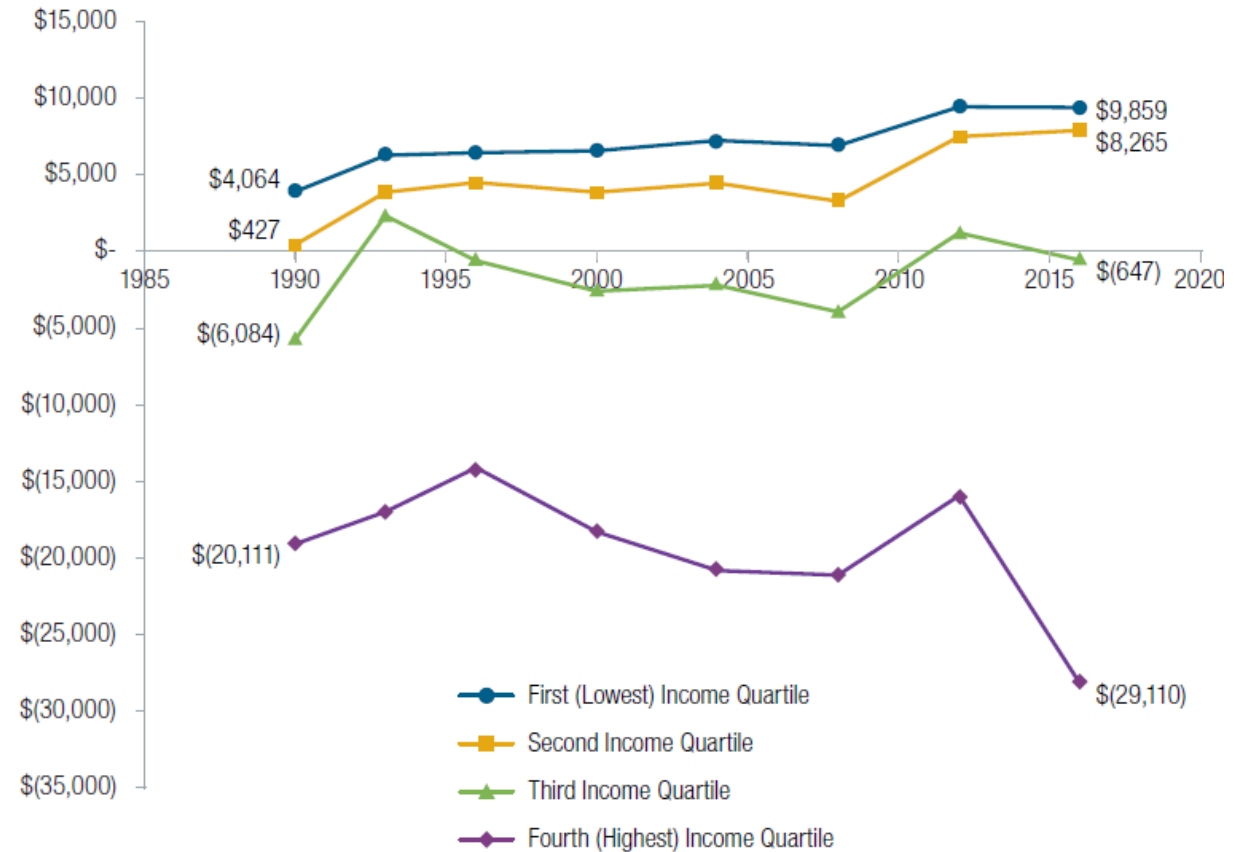
Equity Indicator 3d(i): Education and Related (E&R) spending per FTE (Full-Time-Equivalent) enrollment by institution selectivity: IPEDS data 2018-2019 (constant 2020 dollars)



Unequal Unmet Financial Needs by Income Quartiles

- Large and growing differences in the unmet need (costs after expected family contribution, and all grants and discounts are taken into account) of dependent students from the lowest and highest family-income quartiles
- Students from the lowest income quartile average \$9,859 yearly in unmet need

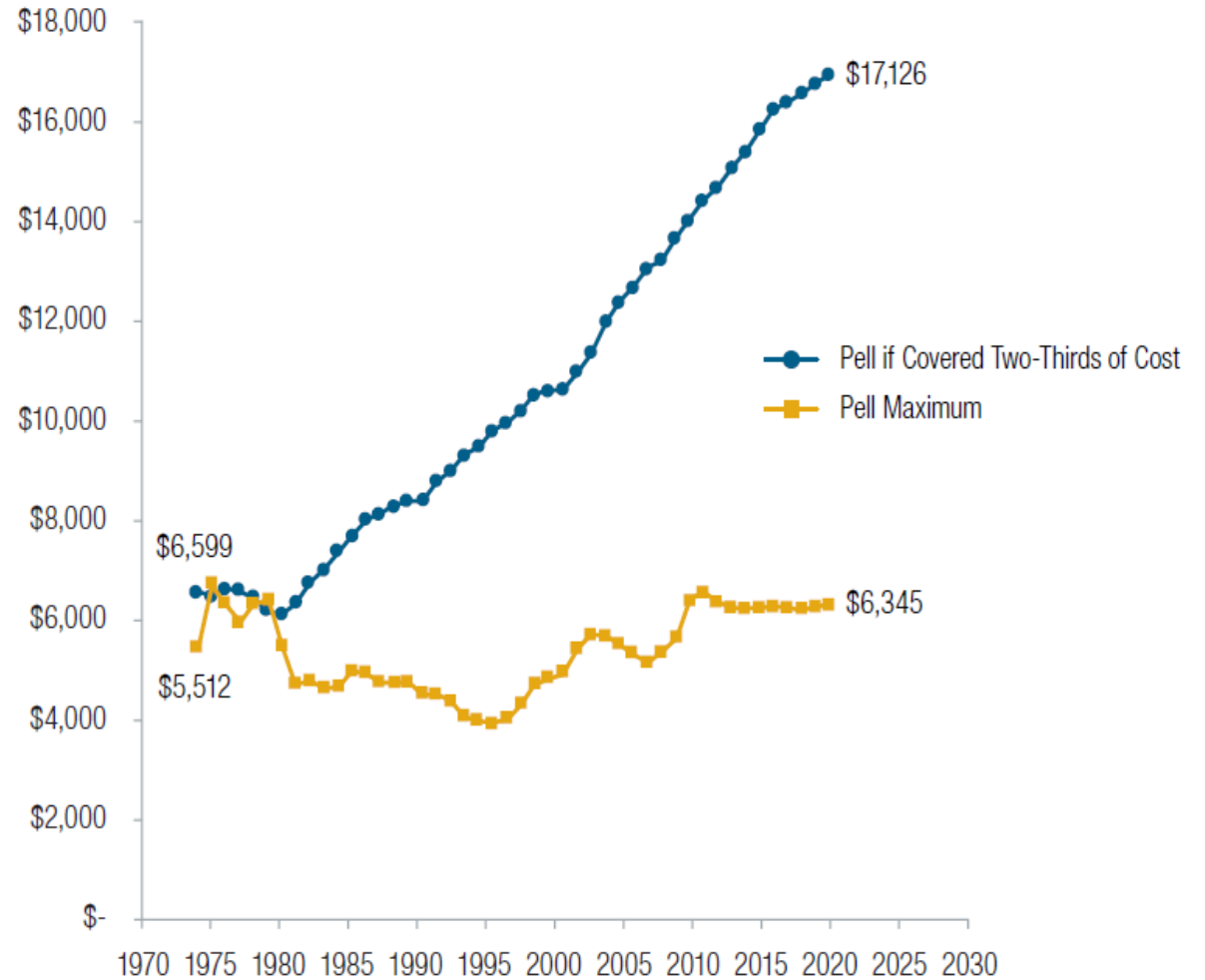
Equity Indicator 3c(i): Unmet financial need per year of dependent full-time undergraduates by family income quartile: 1990 to 2016 (in constant 2020 dollars)



Restoring the Pell Grant Purchasing Power

- The maximum Pell Grant in 2020-21 would be \$17,126 rather than \$6,345 if it covered about two-thirds of average college costs as in 1974-75

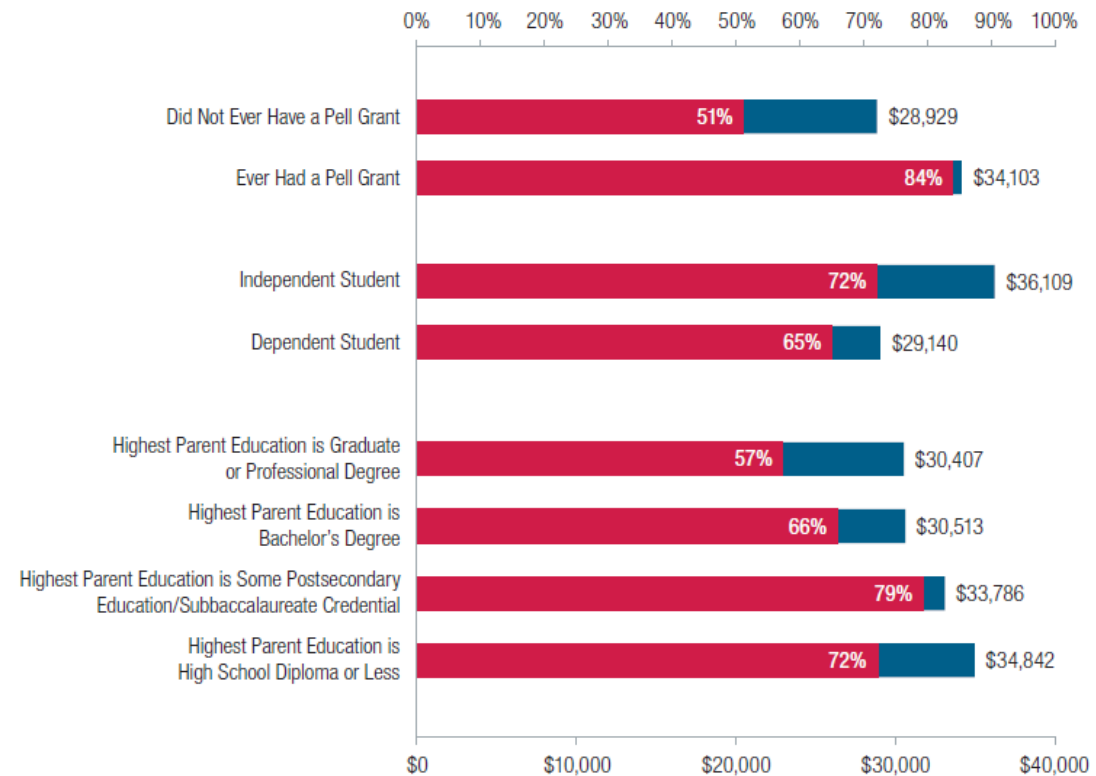
Equity Indicator 3b(iii): Maximum Pell Grant if the Pell Grant maximum covered two-thirds of average college costs (tuition and fees; room and board): 1974-75 to 2020-21 (in constant 2020 dollars)



Varying Debt Amount for Bachelor's Recipients by Selective Characteristics

- 84 percent of Pell Grant recipients had to borrow to complete a bachelor's degree, compared with 51 percent of students who had not received Pell Grant
- First-generation college graduates borrowed on average more

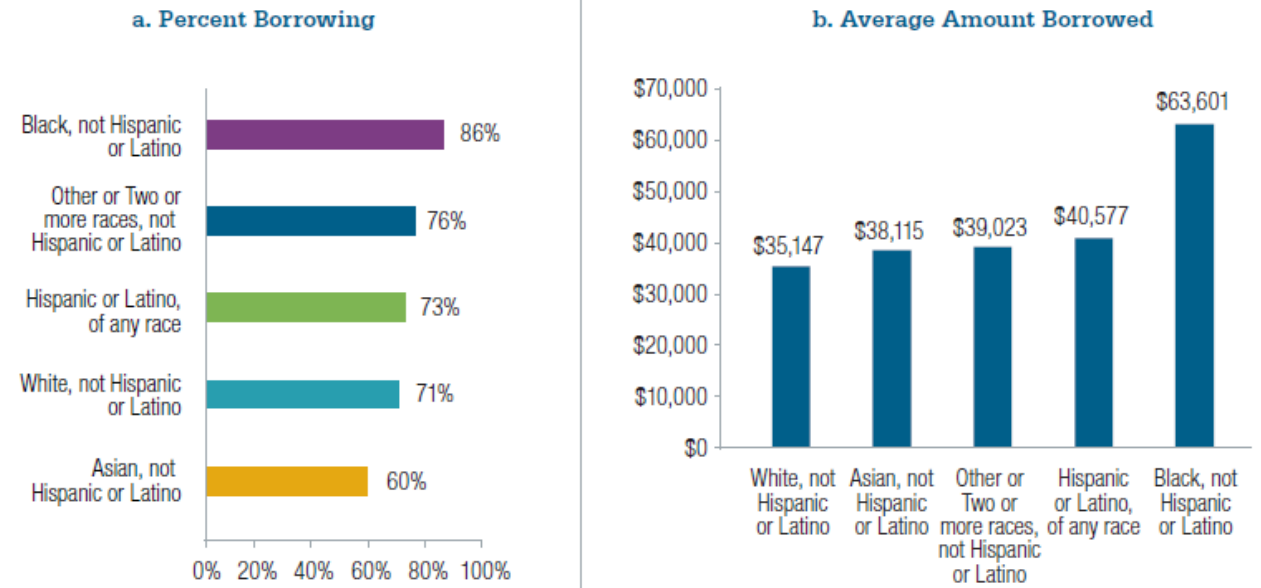
Equity Indicator 4e(i): Percent of bachelor's degree recipients who borrowed and average amount borrowed (in 2020 dollars) to finance their undergraduate education by Pell Grant receipt status, dependency status, and highest parental education level: 2016 graduation cohort interviewed 1 year after graduation: Baccalaureate and Beyond B&B:16/17



Debt-Gap Grows After Graduation

- Ten years after completing their bachelor's degrees, 86 percent of Blacks had borrowed for undergraduate or graduate education, compared with 71 percent of Whites
- The debt gap between Blacks and Whites borrowers rose to \$28,454 in 2020 dollars

Equity Indicator 4e(v a&b): Percent borrowing and average amount (includes nonborrowers as zero) in 2020 dollars for undergraduate and graduate enrollment by 10 years after bachelor's completion by race/ethnicity: Baccalaureate and Beyond (B&B:08/18)

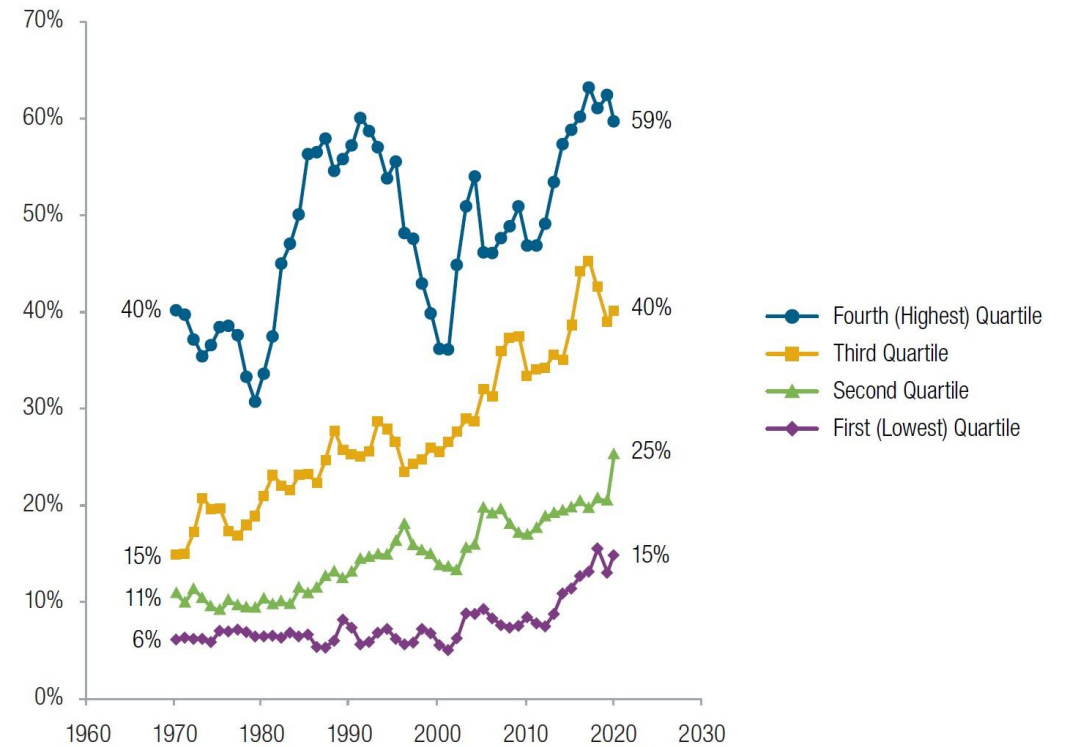


INDICATOR 5: HOW DO EDUCATIONAL ATTAINMENT RATES AND OUTCOMES VARY BY STUDENT CHARACTERISTICS?

Estimated Bachelor's Degree Attainment by Age 24 for Dependent Family Members by Family Income Quartile: 1970 to 2020

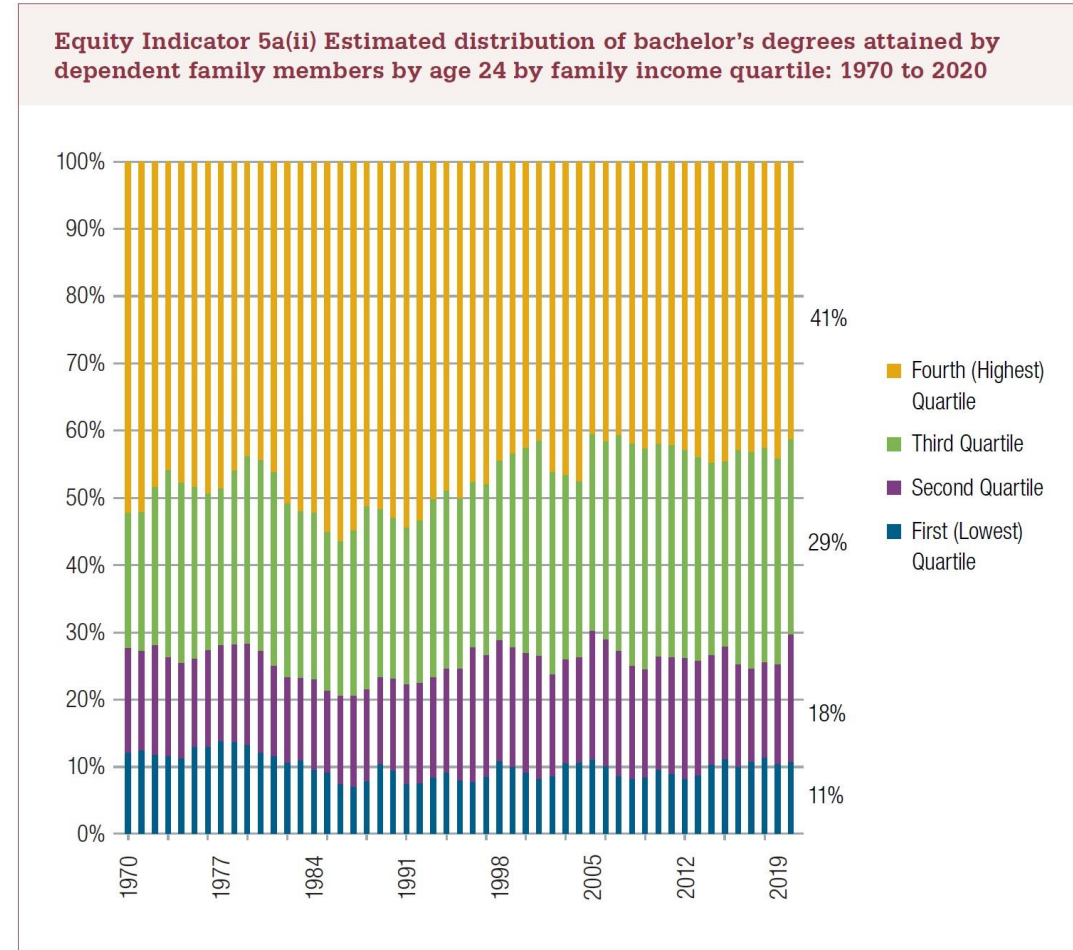
- Students from wealthier family backgrounds are **4 times** more likely to attain a college degree

Equity Indicator 5a(i): Estimated bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970 to 2020



Estimated Distribution of Bachelor's Degrees Attained by Dependent Family Members by age 24 by Family Income Quartile: 1970 to 2020

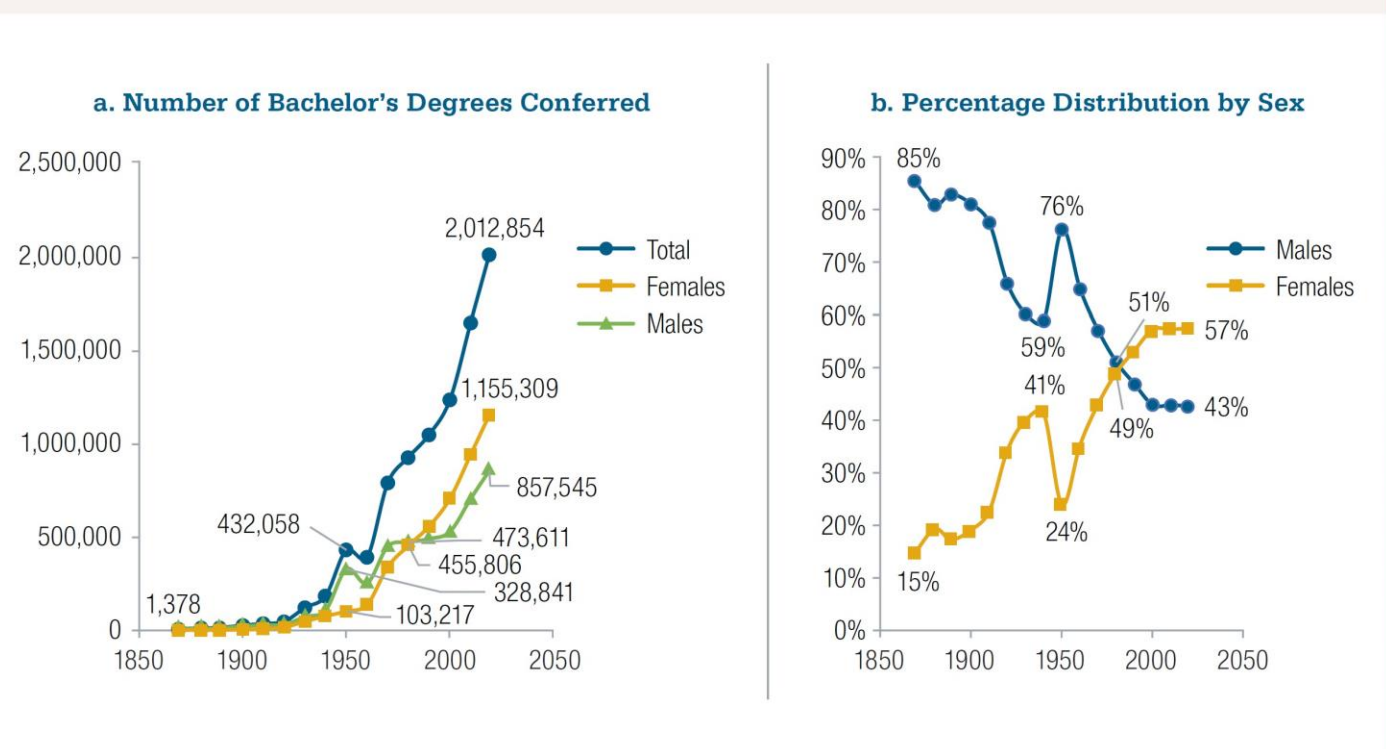
- Students from wealthier family backgrounds accounted for **approximately 70% of bachelor's degrees** between 1970 to 2020



Number and Percent of Bachelor's Degrees Conferred by Sex: 1869 to 2019

- In 2019, **women account for 57%** of college degrees earned compared to 43% of men

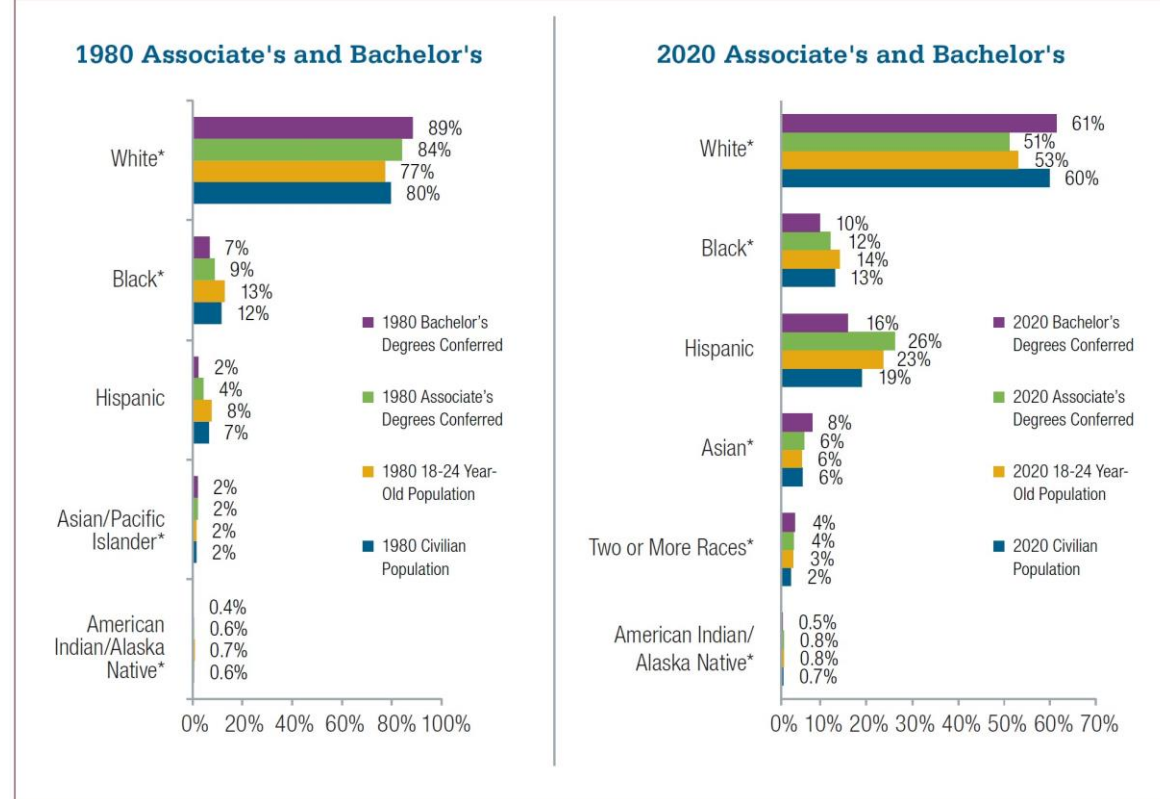
Equity Indicator 5a(iii a&b): Number and percent of bachelor's degrees conferred by sex: 1869 to 2019



Distributions of Associate's and Bachelor's Degrees Conferred to U.S. Citizens and Distribution of the Civilian Population by Race/Ethnicity: 1980 and 2020

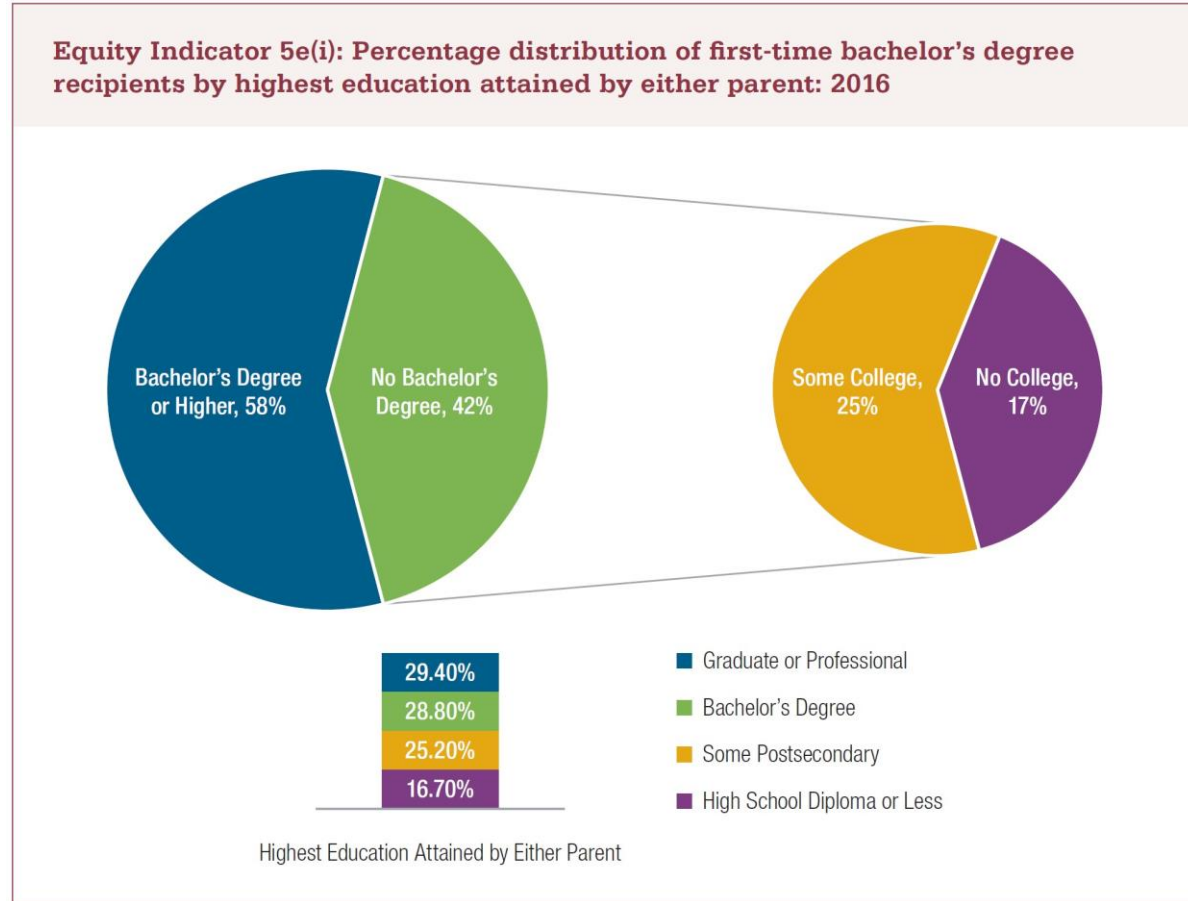
- In 1980, **84%** of Associate's degrees were attained by white students compared to **51% in 2020**.
- In 1980, **89%** of Bachelor's degrees were attained by white students compared to **61% in 2020**.

Equity Indicator 5d(i): Distributions of associate's and bachelor's degrees conferred to U.S. citizens and distribution of the civilian population by race/ethnicity: 1980 and 2020



Percentage Distribution of First-Time Bachelor's Degree Recipients by Highest Education Attained by Either Parent: 2016

- In 2016, 42% of all bachelor's degrees attained were by students who were first-generation.
- Of the 42%, 25% had parents with some college experience and 17% had parents with no college experience.

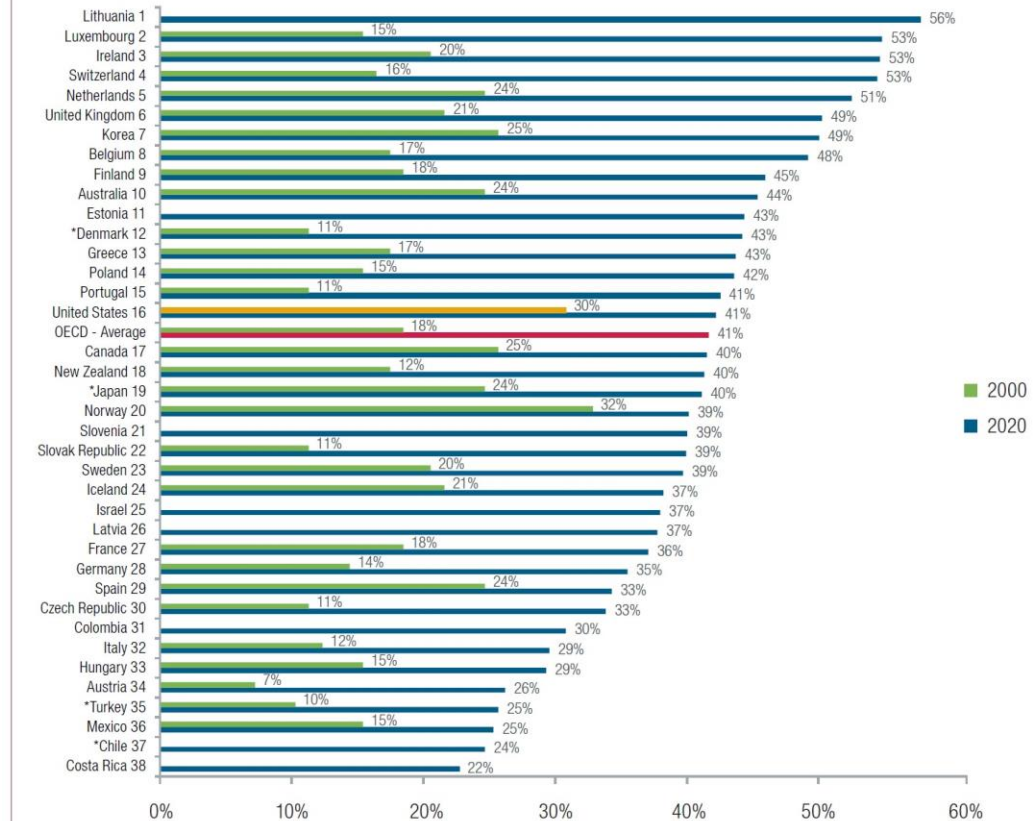


**INDICATOR 6: HOW DOES POSTSECONDARY EDUCATIONAL
ATTAINMENT AND SPENDING IN THE U.S. COMPARED WITH OTHER
COUNTRIES?**

Percentage of Adults Age 25 to 34 with a Type A (Equivalent of Bachelor's Degree or Above) Tertiary Degree: 2000 and 2020

- In 2020, **41% of adults** between the age of 25 to 34 have a Type A Tertiary Degree in the United States

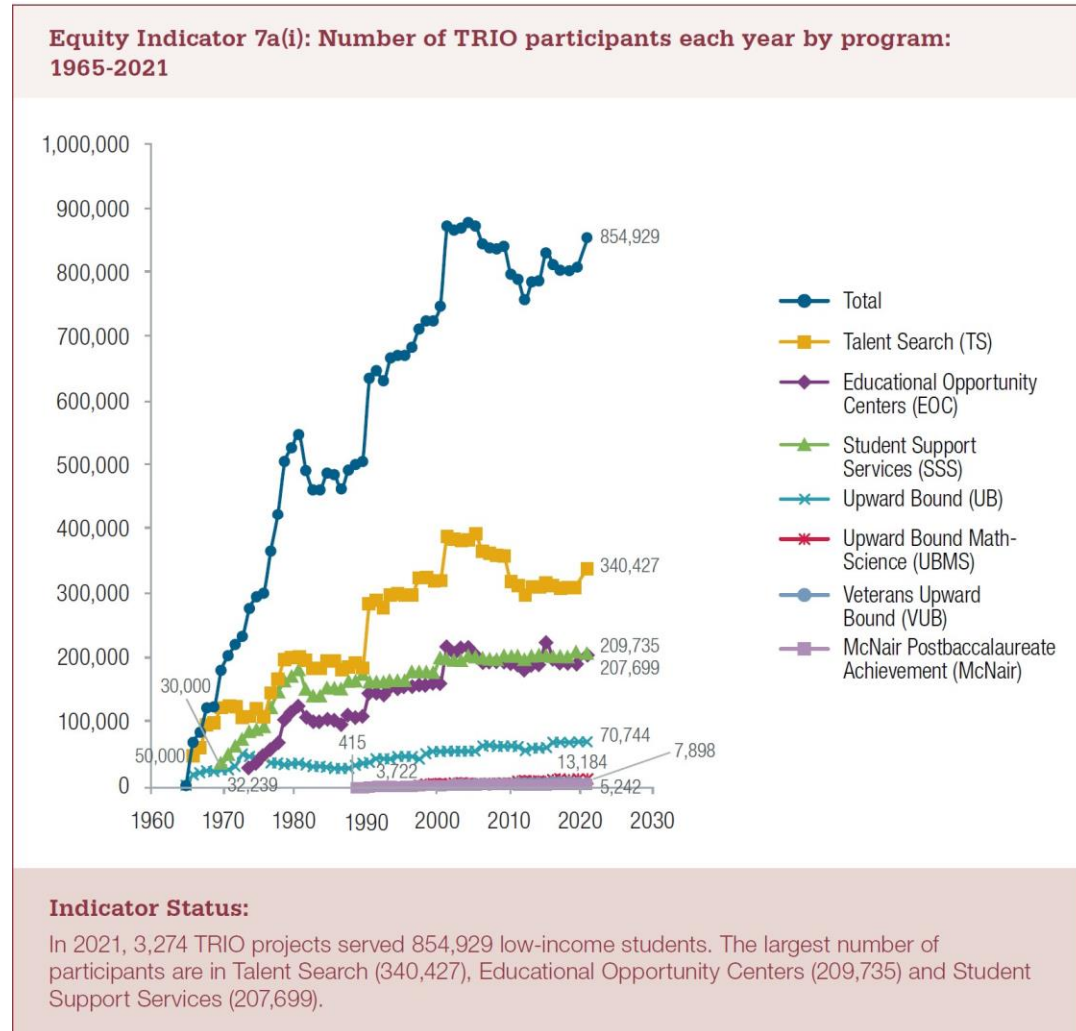
Equity Indicator 6a: Percentage of adults age 25 to 34 with a type A (equivalent of bachelor's degree or above) tertiary degree: 2000 and 2020



INDICATOR 7: THE FEDERAL TRIO PROGRAMS: WHO, WHAT, WHERE, WHEN, WHY AND HOW DOES TRIO WORK?

Number of TRIO Participants each Year by Program: 1965 - 2021

- In 2021, over **800K students participated in TRIO programs**
- Largest number of participants were in Talent Search, Educational Opportunity Centers, and Student Support Services



HUMANIZING THE DATA: REFLECTING ON MY PERSONAL STORY



Images from pixabay.com

WHO I AM



MY EDUCATION JOURNEY



MY EDUCATION JOURNEY

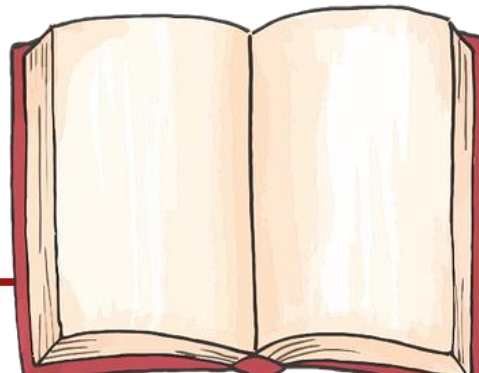
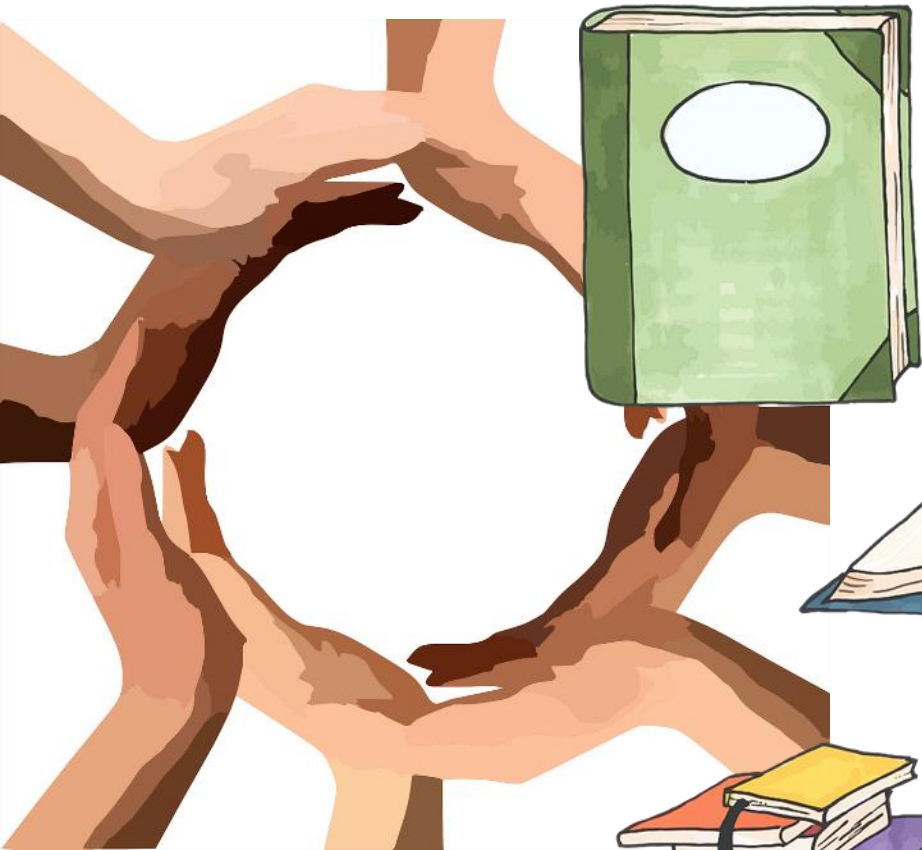
Gates Mille



MY EDUCATION JOURNEY



ACCESS & PERSISTENCE



Economic Opportunity Act of 1964

FINDINGS AND DECLARATION OF PURPOSE

SEC. 2. Although the economic well-being and prosperity of the United States have progressed to a level surpassing any achieved in world history, and although these benefits are widely shared throughout the Nation, poverty continues to be the lot of a substantial number of our people. The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this Act to strengthen, supplement, and coordinate efforts in furtherance of that policy.

S. 2642

PUBLIC LAW 88-452

Eighty-eighth Congress of the United States of America

AT THE SECOND SESSION

Began and held at the City of Washington on Tuesday, the seventh day of January, one thousand nine hundred and sixty-four

An Act

To mobilize the human and financial resources of the Nation to combat poverty in the United States.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Economic Opportunity Act of 1964".

FINDINGS AND DECLARATION OF PURPOSE

SEC. 2. Although the economic well-being and prosperity of the United States have progressed to a level surpassing any achieved in world history, and although these benefits are widely shared throughout the Nation, poverty continues to be the lot of a substantial number of our people. The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this Act to strengthen, supplement, and coordinate efforts in furtherance of that policy.

TITLE I—YOUTH PROGRAMS

PART A—JOB CORPS

STATEMENT OF PURPOSE

SEC. 101. The purpose of this part is to prepare for the responsibilities of citizenship and to increase the employability of young men and young women aged sixteen through twenty-one by providing them in rural and urban residential centers with education, vocational training, useful work experience, including work directed toward the conservation of natural resources, and other appropriate activities.

ESTABLISHMENT OF JOB CORPS

SEC. 102. In order to carry out the purposes of this part, there is hereby established within the Office of Economic Opportunity (hereinafter referred to as the "Office"), established by title VI, a Job Corps (hereinafter referred to as the "Corps").

JOB CORPS PROGRAM

SEC. 103. The Director of the Office (hereinafter referred to as the "Director") is authorized to—

- (a) enter into agreements with any Federal, State, or local agency or private organization for the establishment and operation, in rural and urban areas, of conservation camps and training centers and for the provision of such facilities and services as in his judgment are needed to carry out the purposes of this part, including but not limited to agreements with agencies charged with the responsibility of conserving, developing, and managing the public natural resources of the Nation and of developing, managing, and protecting public recreational areas, whereby the enrollees of the Corps may be utilized by such agencies in carrying out, under the immediate supervision of such agencies, programs



Equity Indicator 7a(ii): Number of participants in each TRIO program: 2021

The number of students served in TRIO programs increased 261% in the span of 56 years.

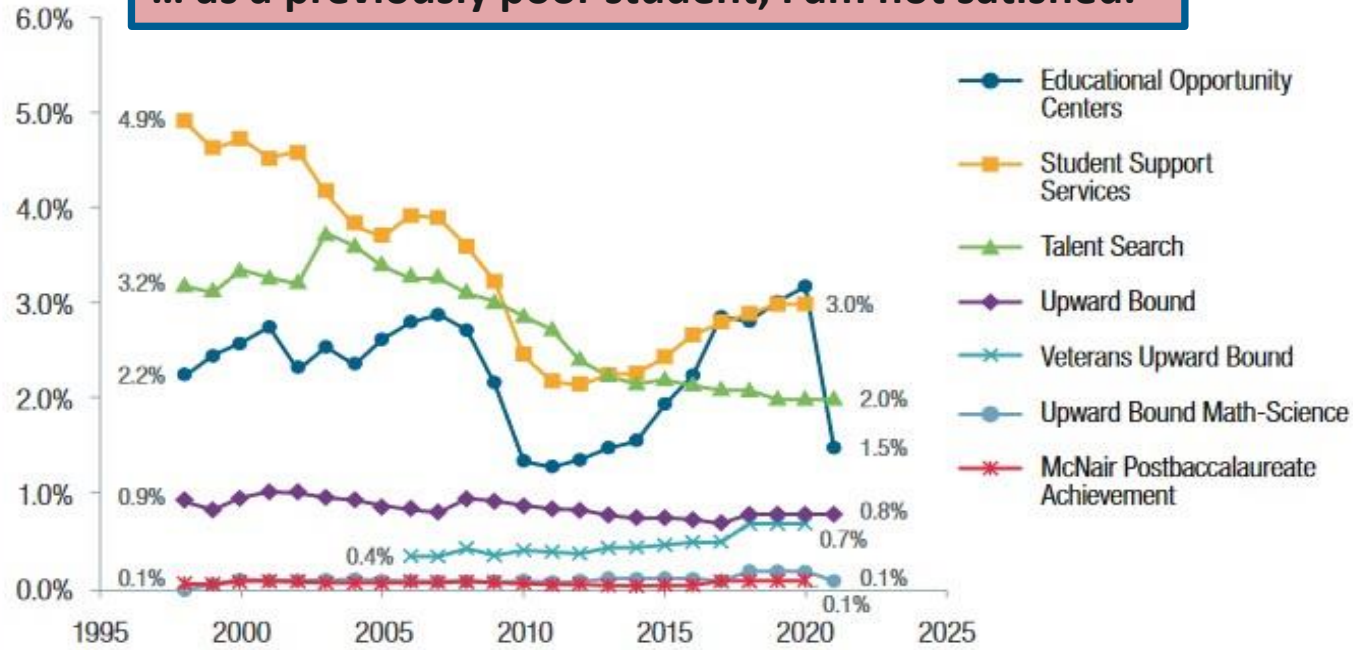


Indicator Status:

TRIO programs range in size from the McNair program, which serves just over 5,000 students per year to Talent Search, which serves about 340,000 per year. In 2021, Upward Bound Programs (UB, UBMS, and VUB) combined served 91,826 low-income, first-generation students.

Equity Indicator 7b(iii): Estimated TRIO yearly coverage: ratio of number of participants to estimated eligible population by TRIO project: 1998-2020/21

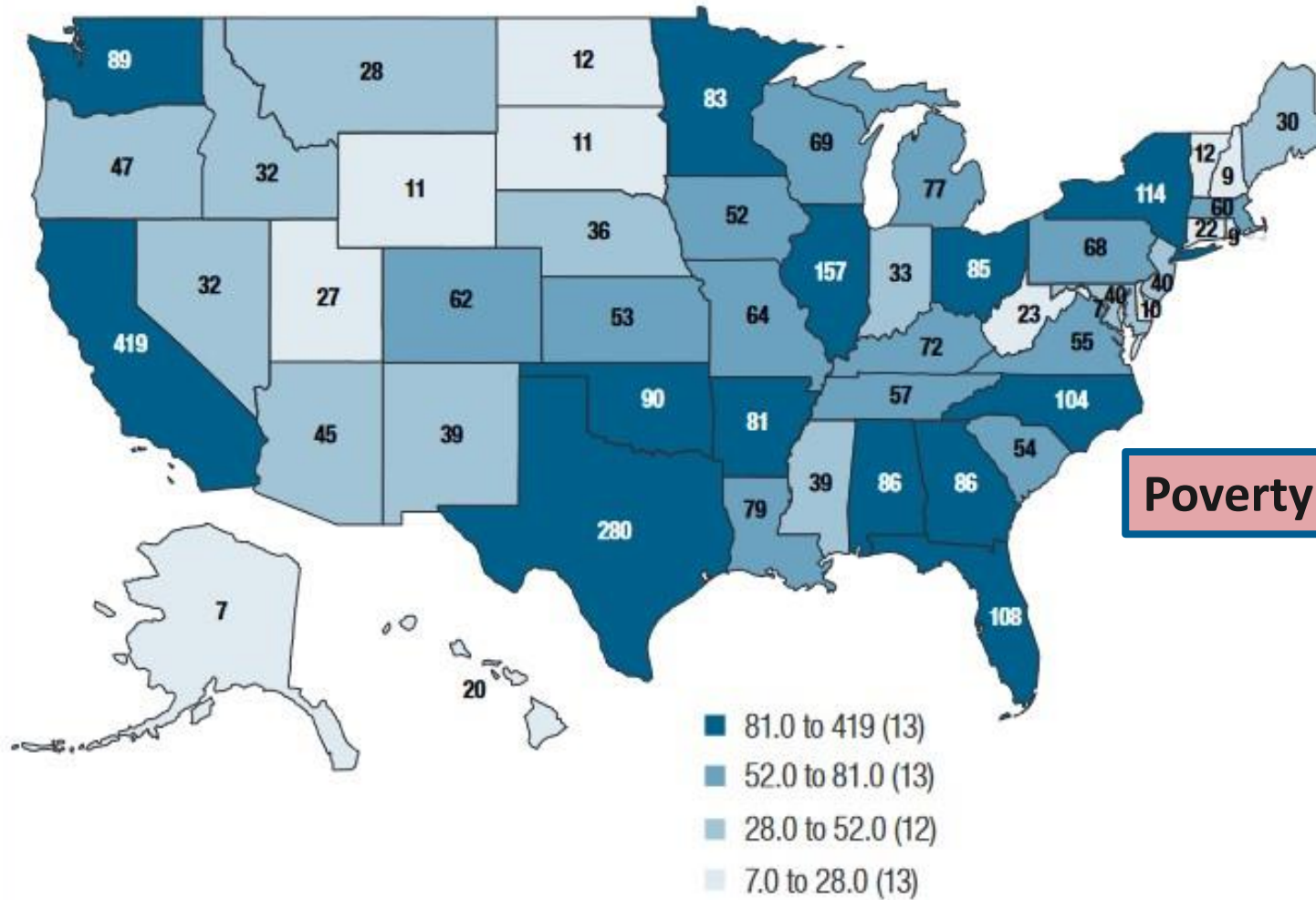
... as a previously poor student, I am not satisfied."



Indicator Status:

These ratios indicate that in any given year, TRIO is serving a very small portion of those individuals who might be eligible for the programs based on national statistics. Estimated coverage (pre-pandemic) ranged from 3.2 percent for the least intensive of the TRIO programs (Educational Opportunity Centers) and 3.0 percent for Student Support Services (SSS) to 1 percent for UB/UBMS and .1 percent for the most intensive program (McNair). Note that estimates for 2021 show that EOC coverage declined to 1.5 percent. The decline may be attributed to the COVID-pandemic.

Equity Indicator 7a(iv): Number of TRIO projects by state: 2021-22



Poverty is a truly violent life.

Economic Opportunity Act of 1964

FINDINGS AND DECLARATION OF PURPOSE

SEC. 2. Although the economic well-being and prosperity of the United States have progressed to a level surpassing any achieved in world history, and although these benefits are widely shared throughout the Nation, poverty continues to be the lot of a substantial number of our people. The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the workings of our society. It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this Act to strengthen, supplement, and coordinate efforts in furtherance of that policy.

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TITLE I—YOUTH PROGRAMS

PART A—JOB CORPS

STATEMENT OF PURPOSE

SEC. 101. The purpose of this part is to prepare for the responsibilities of citizenship and to increase the employability of young men and young women aged sixteen through twenty-one by providing them in rural and urban residential centers with education, vocational training, useful work experience, including work directed toward the conservation of natural resources, and other appropriate activities.

ESTABLISHMENT OF JOB CORPS

SEC. 102. In order to carry out the purposes of this part, there is hereby established within the Office of Economic Opportunity (hereinafter referred to as the "Office"), established by title VI, a Job Corps (hereinafter referred to as the "Corps").

JOB CORPS PROGRAM

SEC. 103. The Director of the Office (hereinafter referred to as the "Director") is authorized to—

- (a) enter into agreements with any Federal, State, or local agency or private organization for the establishment and operation, in rural and urban areas, of conservation camps and training centers and for the provision of such facilities and services as in his judgment are needed to carry out the purposes of this part, including but not limited to agreements with agencies charged with the responsibility of conserving, developing, and managing the public natural resources of the Nation and of developing, managing, and protecting public recreational areas, whereby the enrollees of the Corps may be utilized by such agencies in carrying out, under the immediate supervision of such agencies, programs



QUESTIONS?

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