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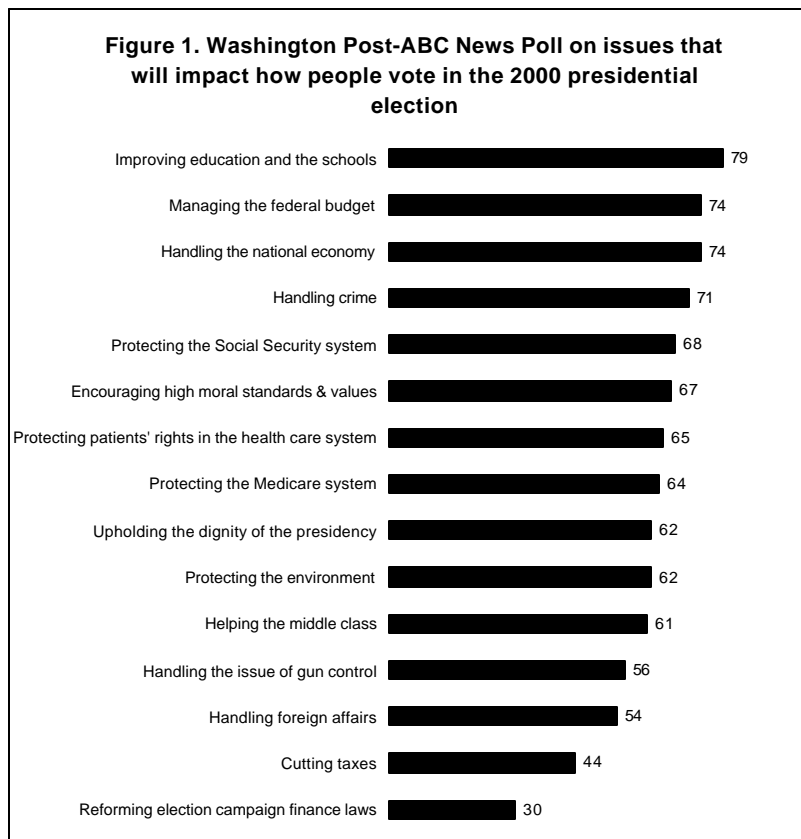
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Educational Opportunity and the Role of Pre-College Outreach Programs

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"The answer for all our national problems, the answer for all the problems of the world, comes down, when you really analyze it, to one single word—education."   *-- Lyndon B. Johnson*

Education has traditionally been a high priority among citizens and policymakers in the United States. This has never been as true as during the 1990s, when education issues began to top national opinion polls. In fact, a September 1999 Washington Post-ABC News Poll rated the improvement of our schools as the number one issue in helping voters determine whom they would vote for in the 2000 Presidential Elections, significantly above a number of other important national concerns, including the economy, crime prevention, medicare, and social security (Figure 1). And while a historical review can illustrate the understanding and importance of education among our presidents and national leaders, many political pundits and analysts would agree that the nation as a whole didn't embrace education until recently.

Figure 1. Washington Post-ABC News Poll on issues that will impact how people vote in the 2000 presidential election

Issue	Value
Improving education and the schools	79
Managing the federal budget	74
Handling the national economy	74
Handling crime	71
Protecting the Social Security system	68
Encouraging high moral standards & values	67
Protecting patients' rights in the health care system	65
Protecting the Medicare system	64
Upholding the dignity of the presidency	62
Protecting the environment	62
Helping the middle class	61
Handling the issue of gun control	56
Handling foreign affairs	54
Cutting taxes	44
Reforming election campaign finance laws	30

Source: Washington Post (1999, September 9). Issues 2000. Washington, DC: Washington Post.
Note: Washington Post-ABC News Poll; random telephone interviews with 1,526 adults between August 30 and September 2, 1999. Margin of error equal to plus or minus 3 percent.

Perhaps the communications era has served to solidify the importance of education in the education and welfare of our nation. With unemployment at its lowest level in decades and our economy stronger than ever, we have come to accept the importance of education as the key to opportunity in the land of the free. If the explosion of the communications industry and the world wide web hasn't illustrated the importance of a bright, educated workforce, maybe nothing ever will. And this message hasn't gone unnoticed by our youth, nor our adults. Over 14 million students attend college every year, and the growth in the number of adult learners going back to some form of postsecondary education is growing at exponential rates (NCES, 2000).

But for a large group of students, the new job market isn't within their reach because getting access to postsecondary education isn't a seemingly realistic option. Simply put, going to college isn't a well-articulated goal in their lives. A significant amount of research shows that traditionally underserved students are less likely to attend, to persist, and to graduate from college than other, more fortunate students (Mortenson, 2000; Gladieux & Swail, 1998; Horn & Chen 1998; Berkner & Chavez, 1997). Thus, they are also less likely to earn advanced degrees and reap the rewards of a grand economy. These students look like you might expect. Statistically speaking they are much more likely to be of color, from low-income families and/or migrant families, and have parents without college experience. To be fair, a higher percentage of students from all backgrounds are going to college than ever before, but gaps still exist in who goes to college, who goes where, and who graduates (Gladieux & Swail, 2000). And while some college experience is better than none, in most cases, degree completion is still the ultimate determinant of success in our economy (Adelman, 1999).

Access to and success in college is tied to a number of factors that can be, for the purpose of this discussion, narrowed down to three particular parts: predisposition to college, access to quality educational experiences, and postsecondary op-

portunity[1]. Predisposition refers to the environmental aspects that impact the decision of a student to aspire, prepare, and go to college (Hossler, Braxton, and Coopersmith, 1989). Ultimately nurtured by a family's commitment to education as a life goal, but also impacted by one's surroundings, peer relationships, and experiences, a child more predisposed to college as an opportunity is also more likely to take the necessary steps to go to college, including taking the appropriate courses and other steps required for college admissions (Horn and Chen, 1998). Sometimes support and guidance come from a family member, and other times through devoted teachers and mentors. Lack of predisposition is a major hurdle facing students from poor, neglected neighborhoods where college is but a pipedream.

Access to quality educational experiences is also a formidable barrier. Many people would subscribe to the notion that America has the best higher education system and institutions in the world. But it is arguable that we also have the best public school system in the world, given the fact that our decentralized system of authority in education educates in excess of 55 million students each year (NCES, 2000). Although many researchers and critics jumped on the poor international ranking of the U.S. compared to other nations in the TIMSS study (Third International Mathematics and Science Study), the differences disappear completely when our best is compared with their best. While there may be comfort in that fact, it also illustrates the painfully obvious: that we do an inadequate job of providing a solid, educational foundation for too many of our youth.

Educational Reform and Pre-College Outreach

Since *A Nation at Risk*, educators, policy makers, and researchers have been spinning yarn about what needs to happen within our school systems

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[1] It is only appropriate to acknowledge the influence of Hossler, Braxton, & Coopersmith's work on college choice process (1989) in developing this ideology.

to overcome the "sea of mediocrity" reported in the infamous 1983 Carnegie report. Empirically, the evidence is clear: we need higher-academic standards, a better-prepared cadre of teachers, motivated instructional leaders and the professionalization of teaching, safe school buildings and learning environments, and equal and appropriate access to technology. Educators, policymakers, and parents across the nation are working hard to make our schools work better. In a political environment that makes consensus-building a difficult, mind-numbing task, change is incremental at best. While we work toward a more well-suited system for our youth, we also must understand that those left behind will continue to play catch-up for the rest of their lives. At the risk of sounding cynical, it is possible that we will never be able to reform the system such that all problems are fixed, or that all students are prepared sufficiently to participate effectively in our democracy. In fact, in a system of 55 million plus, even a small percentage of students underserved represents a huge number of individuals left to navigate life with fewer tools than others.

The dichotomy we have created between the better and the not-so-better systems—the educational haves and the have nots—presents problems in terms of educational reform. Schools, communities, and students at the upper end of the educational spectrum make change quicker and more powerfully than others. They have the resources to make these changes, and, perhaps more importantly, the political will within the community to ensure that change occurs. Less fortunate school systems have a much more difficult time navigating the waters of change. They are often ill-equipped to implement complex policies that bring about dynamic, positive systemic change.

The sheer magnitude of our system suggests that some students will ultimately "fall through the cracks." Even if it was a small percentage, say one percent, we would lose 500,000 students a year. Too many. But the reality is that we lose more than one percent. We do a pretty good job, on average, with students from middle class and higher upbringings. We don't do nearly as well with less fortunate students. For them, with consideration of all the other barriers along the journey, the educa-

tional system is a place rather than a process. It is an end rather than a means.

Regardless of how much the system improves, whether we draw a line in the sand 10, 20, or 50 years down the road, students on the lower end of things will receive less than other, more fortunate students. There is no evidence to suggest that things will change in a capitalist environment where money translates directly into influence and advantage. Education is not an island.

Fingers in the Dike

Programs focused on providing additional or supplementary support services to needy students can help fill gaps where the system fails. These programs, emanating from colleges and universities, the community, and occasionally from within the school system itself, provide a wide array of services for needy students, including tutoring, mentoring, test-taking skill development, study and time-keeping skills, college awareness, financial planning and a host of other strategies aimed at making college possible. These programs are, for lack of a better term, the "finger in the dike" component of our educational system. They fill the holes where students of need flow out of the system.

Pre-college outreach designed to motivate and prepare students for postsecondary education is part of all schools in some fashion or another. Some would argue that the ideals behind early intervention and college preparation programs are truly at the core of the American educational school system—preparing students for lifelong learning and college opportunities. But that which takes the form of separate and distinct early intervention and college outreach efforts for some students is often considered normal or average scholastic practice for others.

SAT and ACT preparation, college awareness activities, academic support services—our higher-echelon schools entrench these activities into their core curricula. Other, less fortunate schools, struggle to include these important issues as add-ons, or rely on outside entities to provide this in-

formation to their schools and children. In other words, what is a de facto facet of some children's education is either entirely missing for others, or included in an ad hoc, and often incomplete fashion.

A Brief History

Pre-college intervention programs are certainly not new. Programs supporting the needs of at-risk, unidentified, or underrepresented youth have been in operation for years. The federal TRIO programs are perhaps the most notable of all outreach efforts. Borne of the War on Poverty era of the 60s, Upward Bound, Talent Search, and Student Support Services were established to help provide supplementary academic support to low-income, historically underrepresented students. Later reauthorization of the Higher Education Act of 1965 broadened the program to include the McNair program and other, specialized Upward Bound programs. Currently, the TRIO menu now offers services from middle school to graduate level, serving over 750,000 students annually. The TRIO programs represent one out of every four programs in the National Survey of Outreach Programs.

More recently, Congress created the GEAR UP program (Gaining Early Awareness and Readiness for Undergraduate Programs) as part of the 1998 reauthorization of the Higher Education Act. While some may argue that GEAR UP and TRIO are similar programs, there are a few fundamental differences between the two. The most salient difference is that GEAR UP programs must target a cohort of students rather than individual students who meet the criterion for services. Second, the GEAR UP statute demands a coordinated web of partnerships between LEAs (local educational agencies, AKA "schools"), community partners, and postsecondary institutions. Many TRIO programs do these things as well, but the articulation in federal law mandates these partnership in GEAR UP.

The federal government has not been alone in providing programs to help students prepare for

college. A number of states have legislated similar efforts. California is perhaps the most notable of the states investing heavily in early intervention programs, and is spending about $40 million each year in support of outreach to middle and high school students.

Community groups and not-for-profit organizations also play a role. I Have A Dream™, perhaps the most well-known entity, operates 180 programs around the country. Other networks have been formed to provide support services, such as AVID (Advancement Via Individual Determination) and MESA (Mathematics, Engineering, and Science Achievement). Additionally, local church groups, business groups, and other civic programs, while small, do help students prepare for life beyond high school.

The basic problem lies in the fact that none of these programs are broad enough to provide services to all needy students. For instance, it is estimated that the TRIO programs are able to serve but 10 percent of the eligible student population in America under current budget provisions. Based on current congressional funding, serving the entire eligible population would require an annual expenditure of over $6 billion. Other programs, like I Have a Dream, are not structured so students or schools can "sign up." Rather, students can only participate if they are lucky enough to be in the right district, school, and in some cases, classroom.

What We Don't Know

Anecdotally speaking, we understand that many of the intervention programs identified and reported in this handbook provide a valuable service for the students they target. Each year at the Council for Opportunity in Education's Annual Conference, conference goers are introduced to a group of TRIO Achievers: individuals who have beaten the odds due in part to their participation in one or several of the TRIO programs. The stories are inspiring, and project staff leave thinking that they have done a great service to the broad community. And they have. But we don't know

enough about what program strategies work best and for whom. Politely states, the research is limited. Gandara and Bial (in press), in their national study of early intervention programs, found only 13 studies that had enough empirical rigor to be used in their analysis of best practices. Bill Tierney of USC puts it this way: "Simply making sense of all of these programs has proven to be a challenge for researchers. An overall evaluation schema of what to look for, what to evaluate, and how to evaluate has proven elusive" (Tierney, in press). What we have found in the research basically reiterates what others have suggested for years about these programs. That close, committed mentors and peer groups, cultural sensitivity, and scholarship and financial support are among the attributes that work (Gandara and Bial, in press; Perna and Swail, 1998, Levine and Nidiffer, 1996). There are other factors, to be sure. Parental involvement, academic rigor and support, linkages with schools and colleges, and access to technology. All of these are important. But we don't know empirically the impact of these and other factors to a point where we can definitively say what works and what doesn't. We know in most cases, but we can't prove it in many of them.

The Long Road

Certainly our long-term strategy of lifting up those on the lower rungs of the educational and economic ladder involves the redefinition of our public-school system. Without large-scale reform, we don't have much chance of changing the direction of mass numbers of lives. Art Levine and Jana Nidiffer (1996) suggest that the task of changing lives is retail not wholesale, and that it takes one arm around one child to make a significant impact on students, especially those who don't have many role models. During ConnectED 2000, a national summit held in January 2000 by the College Board and its partners, students who had beaten the odds stated that it took more than one arm around one child to help them break the cycle. In some cases, it took 4 or 5 pairs of arms to help get them through. The problem with retail-type, one-by-one policy is that it is hard to ramp up any significant programming at a national level

that can have an impact at the grassroots. Federal programs do their best, but there simply is not the human or fiscal resources to conduct the retail work—the one on one—that is needed to break down the barriers for all students of need.

In the meantime, the outreach programs described in this handbook provide the "fingers in the dike" safety net that many students need. It is our hope that maybe one day none of these programs will exist because the public and private schools in our nation have responded to the need. However, that possibility is both lofty and unlikely. Knowing that these programs are here for at least the short haul, if not the long haul, there are some areas we can focus on to improve service to students.

Ramping-up current outreach activities to reach more of our youth. It is not enough to serve only a small percentage of our youth through outreach. We need to ensure that each and every young person is offered the opportunity to be involved in an outreach or college preparation program in middle and high school. At the federal level, we need to provide more money to proven programs. TRIO, currently budgeted at approximately $600 million, could easily be doubled or tripled to meet current need. The GEAR UP program, while in its infancy, would also benefit from a much larger investment from Congress. Many other non-federal programs are enjoying rapid expansion, but are still relatively small and cover only certain geographic territories across the nation.

Improving the instructional quality and delivery of outreach programs. Providing a service isn't necessarily good enough. We must strive to provide quality services to all students in a public school environment, regardless of their school or community's socio-economic status. Outreach programs must consider issues of standards of practice to ensure that proven strategies to help students are the norm rather than the exception. For example, although mentoring programs have proven very successful in many communities, several programs have found that appropriate training and careful mentor selection is critical to a positive experience for the student. Unfortunately, too many outreach programs in existence today are not held to any standard of excellence as

they serve the young people in our communities. We believe that each of the programs operating in a public school environment must show that they have the tools and expertise to provide the very best service and most current information to the students and families they serve.

Expand opportunities for networking among programs. If one asks educators what the single greatest professional development tool is, they'll tell you it is the opportunity to network with their colleagues. Unfortunately, staff from different programs almost never have the opportunity to meet and share experiences. In many cases, the programs are considered competitive, thus discouraging communication. We need to open up these lines of communication and provide more opportunities for programs to interact and work together to help kids.

Link outreach programs directly to our schools and long-term systemic plans. We cannot expect outreach programs themselves to have any long-term or systemic impacts on our educational systems unless they have, at their core, a desire to help change the very system whose failure required their existence. Simply put, if outreach programs do not work closely and as a partner with our schools, they won't become part of the long-term solution to our educational woes. In fact, some would argue that they become a distraction from real change in our schools. By communicating and working toward the same goals, schools can partner effectively with programs and receive support from the higher education, business, and community sectors to provide a better education for all students—and plug more of the holes in the dike.

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A View of the Landscape

Highlights from the National Survey of Outreach Programs

In Summer of 1999, the College Board began collecting data through the National Survey of Outreach Programs in order to help practitioners, researchers, policymakers, and philanthropists better understand the programs currently serving underrepresented students around the country. The programs contained in the database are described in more detail in this handbook, but the following is a brief presentation of the highlights from the survey findings. An expanded discussion may be found in the essay following these highlights.

General information
- 1,091 programs are listed in the directory, representing all 50 states, the District of Columbia, Puerto Rico, Guam, and Micronesia.

- Federal TRIO programs (Upward Bound and Talent Search) account for one-third of the respondents (n = 363), while GEAR UP programs account for 9 percent (n = 102).

- On average, our survey found that responding programs have been operating for an average of 11 years, or since 1989.

- The average early intervention program responding to the survey served 827 students in 1998-99.

- More than one-half (57 percent) of the responding programs are based or operated at a college or university, 16 percent at a school, and 13 percent within the community.

Goals, Services, And Instruction
- About 90 percent of programs reported that the promotion of college attendance, college awareness, and college exposure were important program goals. Building student self-esteem and providing role models are also common goals, reported by 84 percent and 81 percent of respondents, respectively. Other common goals include increasing college completion (73 percent), increasing high school retention and reducing dropouts (72 percent), and involving parents (71 percent).

- Thirty-seven percent of the responding programs specified a particular academic focus, the most common of which are science, mathematics, and technology.

- Particular services offered mirror reported program goals to some degree. College awareness, social-skill development, campus visitations, and cultural activities were the highest ranked services. As well, critical thinking skills, study-skills training, mathematics and science instruction, reading and writing instruction, grade and attendance monitoring, and academic enrichment were major academic services offered by a majority of programs.

- About three-fourths of all programs utilize workshops (79 percent) and classroom instruction (75 percent). Role modeling, tutoring, and mentoring are also frequently used by programs. More than one-half of all programs also use assessment and testing practice for their students (60 percent) or peer group learning groups (56 percent).

- More than two-thirds (69 percent) of all programs offer a parental component, while about one-fifth (22 percent) mandate that component. One-in-six programs actually offer parents the opportunity to develop their own academic skills

- About one-half of all programs require parents to sign a contract in order for their children to begin participating in the program.

Program Operation and Student Characteristics

- Sixty-seven percent of programs provide services year round, while about one-fifth operate specifically during the school year and 15 percent operate summer-only programs.

- More than half (53 percent) of all programs offer services to students both during school hours and after school, and approximately 60 percent offer weekend services.

- The duration of program services varies significantly across programs, some offered for a few days and others for several years.

- Two-thirds of the programs (67 percent) offer services to students at the ninth grade or earlier, with the other third of programs focusing on the high-school years.

- About two-thirds (66 percent) of all programs require students to apply for admission. Only one-fifth of all programs claim to have open enrollment. Just 16 percent of programs admit students on a first-come, first-served basis, while about one-third report they have "competitive admissions. Thirty-seven percent of programs report rejecting students because of inadequate program space and funds.

- Sixty-two percent of all programs report that they target students with certain characteristics for program participation. Four-fifths of survey respondents indicate that their program specifically targets low-income students. Minority and potential first-generation college students are also common target populations for early intervention programs (69 percent and 71 percent, respectively). Only about one-third of all programs report targeting students at-risk of dropping out of high school (36 percent) or students of low academic ability or achievement (38 percent).

- Sixty-nine percent of students enrolled or participating in outreach programs are non-white. One-third of participants are African American, 24 percent Hispanic, and 12 percent representing other minority groups.

- Two-thirds (67 percent) of all programs get the majority of their funding externally, compared to 17 percent internal funding and 4 percent tuition/fees. The main source of financial support for these programs is the federal government (49 percent). One-fourth receive support from state governments and colleges/universities, and one-in-five programs get funding from philanthropic organizations. Most programs receive financial support from more than one source.

- Seventy-nine percent of responding programs indicated that they had at least one full-time paid staff member, with an average number of paid staff of 5.3.

- Almost all (94 percent) responding programs reported that they conducted program evaluations. About three-fourths (75 percent) report that they track program completion and 64 percent report that they track high school graduation.

A View of the Landscape

Results of The National Survey of Outreach Programs

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Introduction

In late Fall 1998, the Policy Analysis unit of the College Board's Washington office set out to develop a survey to help gather information on programs in operation around the nation designed to help historically underrepresented students gain the prerequisite academic skills, aptitude, and aspirations to attend college. Recent congressional appropriation increases for the TRIO programs, as well as the introduction of the Department of Education's GEAR UP program (Gaining Early Awareness and Readiness for Undergraduate Programs), have fueled interest in these supplemental programs, but very little information has been readily available to describe these programs in any real detail.

Over the years a number of surveys have been conducted to help identify programs, including two studies sponsored by the U.S. Department of Education. The first focused on college-sponsored elementary and secondary school tutoring and mentoring programs (Cahalan & Farris, 1990) while the second focused on college-sponsored early intervention programs (Chaney, Lewis, & Farris, 1995). A third study by AAHE in 1994 collected information on partnerships and programs between secondary and postsecondary institutions (Albert & Wilbur, 1995). These surveys have all provided much-needed information for policy makers and practitioners. However, as with all surveys, each has its own particular set of limitations. The National Survey of Outreach Programs (NSOP), developed by the College Board in association with The Education Resources Institute (TERI) and the National TRIO Clearinghouse of the Council for Opportunity in Education (COE), was specifically designed to address some of these limitations and provide a broader view of the landscape of pre-college programs in operation. To be fair, the NSOP builds strongly on the 1994 Department of Education (NCES) survey, but goes beyond the original parameters which limited survey participation to only the largest program at each institution of higher education. It was our view that some colleges would have several programs compared to some that may have only one, so it seemed hardly fair to limit an institution to only their largest program, effectively eliminating all others on campus from view. While the College Board study does not result in a national representative data set (and the NCES sample was specifically designed to do so), it does provide a snapshot of a variety of pre-college early intervention and outreach programs that are currently operating around the nation.

The project was undertaken for several reasons. First, it is our hope that information gained from the study will help practitioners, researchers, policymakers, and philanthropists better understand the programs currently serving underrepresented students around the country. Second, the survey data provides the backbone for a web-based searchable database system, facilitating greater understanding, access, and networking between programs. Finally, the data collected from the survey will provide much needed information to support future research through analysis of the survey database as well as primary research based on these findings.

Instrumentation, Methodology, and Data Collection Procedures

The NSOP survey was designed as a closed-response instrument partitioned into eight sections: general information, program goals and services, program operation, program staffing, student characteristics, operating budget, program needs, and program outcomes. The instrument was primarily designed as a web-based survey to take advantage of the economics associated with web-based data collection, including lower mailing and data entry costs, as well as several technological advantages, such as e-mail forwarding and a lower rate of data entry error.

The survey was designed to focus on programs to increase the access and success of **educationally or economically disadvantaged** elementary and secondary students to higher education. Programs must have enrolled a minimum of 12 students per calendar year, and could include, for example:

- Talent Search, Upward Bound, and GEAR UP programs;
- Non-federal, community-based programs;
- Summer-bridge programs that help students during the transition between high school and college;
- Programs that bring students to campus to learn the academic, social, and study skills necessary to succeed in college;
- Programs to enhance the self-esteem and motivation of disadvantaged students; and
- Programs with local schools to provide tutoring for students, or enrichment courses to increase their skills in special areas such as mathematics and science.

Examples of programs not allowed in the handbook include:

- Sports camps, unless they are designed to increase the access of disadvantaged students to higher education;

- Articulated high school programs, such as tech-prep or 2+2 programs with high schools;

- Programs allowing high school students to enroll in college courses, unless the programs are designed to increase college-going rates among disadvantaged students; or

- Short one-time events such as sending institutional representatives to a high school's "college day" or bringing students to campus for "college weekends."

Because the population of existing early intervention programs is largely unknown, a primary purpose of the study was to collect information that would help identify the program population at large. To increase the effectiveness of the survey in accomplishing this goal, efforts focused on notifying known programs and otherwise generating interest in the study. A number of complementary strategies were used. First, databases maintained by the survey's sponsors and the Department of Education were used to notify known programs by e-mail about the survey. The e-mail notice contained a hyperlink to the survey website for potential respondents. This e-mail was also placed on a number of listserves.

Second, more than 4,500 letters were mailed to the presidents/CEOs of all colleges and universities nationwide. Letters were also mailed to more than 900 Upward Bound and Talent Search Programs, all GEAR UP programs and GEAR UP applicants, as well as to other programs identified through secondary-source information. In addition, the survey was "advertised" to the broad educational community through presentations, focus groups, and booths at conferences across the nation.

Finally, before the data were generated for this publication and the online database, all programs were faxed a copy of pertinent contact information from their original survey for verification. Since this information was for public consumption, we felt more comfortable running a redundancy check before final sign off on the data.

Data Analysis

The analyses of the survey data in this essay focus on comparing and contrasting the responding programs based on program type. At the center of this categorization are the two major federal programs, TRIO and GEAR UP, and the privately-funded 'I Have a Dream' (IHAD) program. Remaining programs were then classified into groups based on the source of financial support. Because the remaining programs receive financial support from a variety of sources, categorization of these programs is less clear-cut. "Other" includes programs that did not receive financial support from the federal government, a state government, or a college or university. These programs are supported primarily by business, industry, and private foundations. "University-funded" programs are those that received financial support from a college or university but did not receive financial support from the federal or state governments. "State funded" programs describe programs that received financial support from a state government but not from the federal government. "Other federal" programs include those non-TRIO, non-GEAR UP programs that received financial support from the federal government[2]. While other methods of categorizing the programs are certainly possible, this approach appears to be among the most useful for policymakers and program administrators who are interested in understanding the characteristics of different types of early intervention programs.

In the analysis of the National Survey of Outreach Programs that follows, thirteen exhibits have been provided to illuminate major issues and findings. Additionally, a compendium of 19 tables may be found at the end of this essay.

Characteristics of Programs

Distribution of Respondents

The survey yielded useable responses from 1,110 programs nationwide, with programs from all 50 states, the District of Columbia, Puerto Rico,

Guam, and Micronesia (see Table 1). About one in four programs represented California, New York, and Texas. Federal TRIO programs (Upward Bound and Talent Search) account for one-third of the respondents (n = 363), while GEAR UP programs account for 9 percent (n = 102) (Exhibit 1, Table 1). On average, our survey found that responding programs have been operating for an average of 11 years, or since 1989. Not surprisingly, TRIO programs are the elder statesmen of outreach programs, with an average age of 16 years. At the time of this survey, most GEAR UP programs had just received funding. The only GEAR UP programs more than a year old were carry-overs from a previous congressional program (the National Early Intervention Scholarship Program, or NEISP).
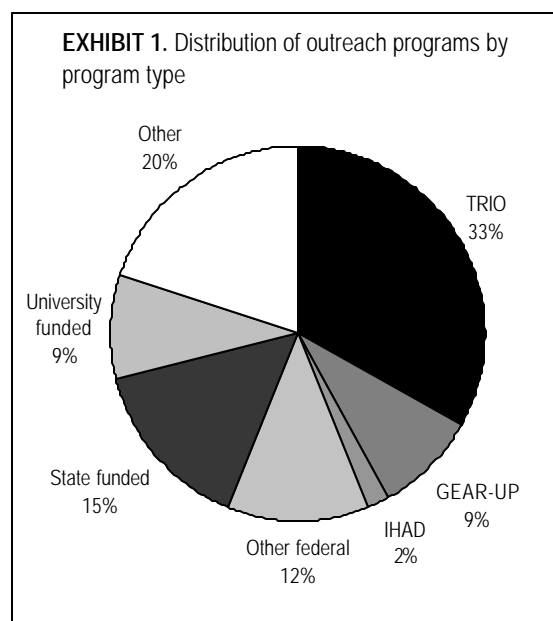
EXHIBIT 1. Distribution of outreach programs by program type

Other 20%
TRIO 33%
University funded 9%
GEAR-UP 9%
State funded 15%
IHAD 2%
Other federal 12%

The average early intervention program responding to the survey served 827 students in 1998-99. In this category, GEAR UP held the high end of the spectrum, serving over 2,500 students on average, compared with IHAD programs, which average approximately 121 students. Considering that GEAR UP is a broad, multi-partnered community effort, and IHAD is a targeted cohort program, these data comply with conventional thought.

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[2] IHAD programs were also removed from this analysis.

Program Sponsors

More than one-half (57 percent) of the responding programs are based or operated at a college or university, 16 percent at a school, and 13 percent within the community (Exhibit 2; Table 2). TRIO programs are more likely to operate out of post-secondary institutions (80 percent), while GEAR UP programs were more evenly distributed be-tween schools (39 percent), colleges (28 percent), and other domains (26 percent). IHAD programs are largely community-based (69 percent). The majority of other federally and non-federally funded programs are based on college campuses.

EXHIBIT 2. Distribution of outreach programs by sponsoring institution type

College university 57%

Other 14%

Community 13%
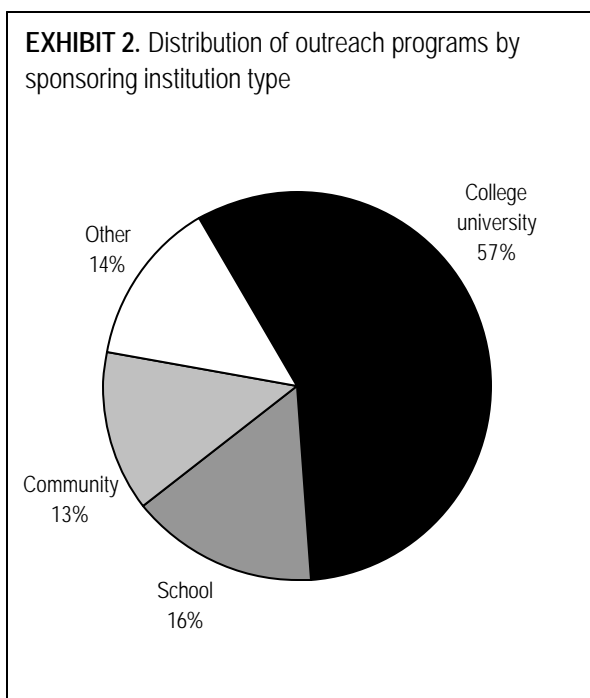
School 16%

Location of Services

For nearly one-half (46 percent) of all programs, the primary location of program services is a col-lege campus, with the elementary and secondary schools the second most likely location (Exhibit 3; Table 3). In contrast, GEAR UP programs are much more likely to provide services at elemen-tary or secondary schools (80 percent) than any other program type in our sur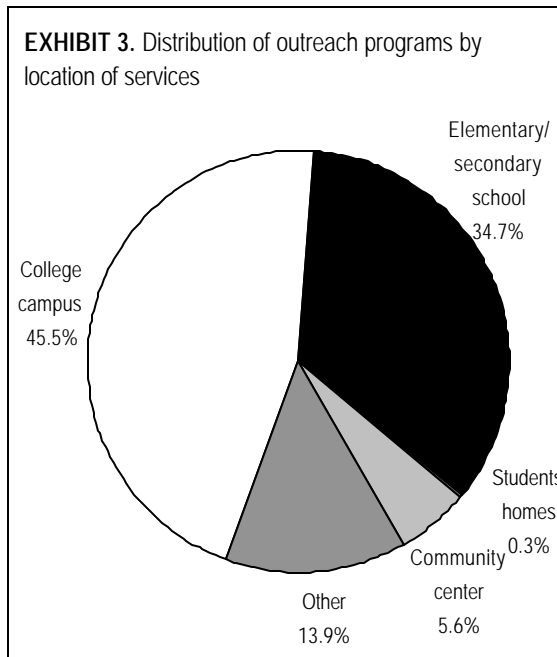vey. Elementary and secondary schools are also the primary location of services for about one-half of IHAD programs, one-third of TRIO and state-funded programs, and one-fifth of university funded programs, suggest-ing that a substantial number of programs have

strong ties to K-12 schools and school systems. About one-half of all programs serve students of a particular school or school district, and one-fourth target a particular community (Table 4).

EXHIBIT 3. Distribution of outreach programs by location of services

Elementary/ secondary school 34.7%

College campus 45.5%

Students' homes 0.3%

Community center 5.6%

Other 13.9%

Goals, Services, And Instruction

Program Goals

Building college awareness and college exposure are likely to be associated with higher educational aspirations, one of the most important predictors of college enrollment (Hossler, Braxton, & Coop-ersmith, 1989; Hossler, Schmit, & Vesper, 1999; Perna, 2000). Thus, it is assuring to see that the promotion of college attendance, college aware-ness, and college exposure are the highest-rated goals of NSOP programs, with about 90 percent of programs reporting each of these goals (Exhibit 4; Table 5). These goals appear to be relatively more common for TRIO and GEAR UP programs, likely because both programs were explicitly cre-ated to focus on college access.

Building student self-esteem and providing role models are also common goals, reported by 84 percent and 81 percent of respondents, respec-tively. As Levine and Nidiffer (1996) concluded, support and encouragement from a mentor, whether a parent, relative, or empathetic member

of the community, can play a critical role in college enrollment for students from lower-income families. Role modeling is a particularly highly ranked goal for the GEAR UP programs, likely because mentoring strategies are emphasized in the evaluation of program proposals. Other common goals include increasing college completion (73 percent), increasing high school retention and reducing dropouts (72 percent), and involving parents (71 percent).

EXHIBIT 4. Goals of Outreach Programs

Goal	Percent
College attendance	91
College awareness	89
Exposure to college	88
Improve academic skills	88
Student self-esteem	84
Role models	81
Increase retention	73
College completion	72
Parental involvement	71
Recreational & cultural	66
Rigorous course-taking	65

Percent of programs with goal
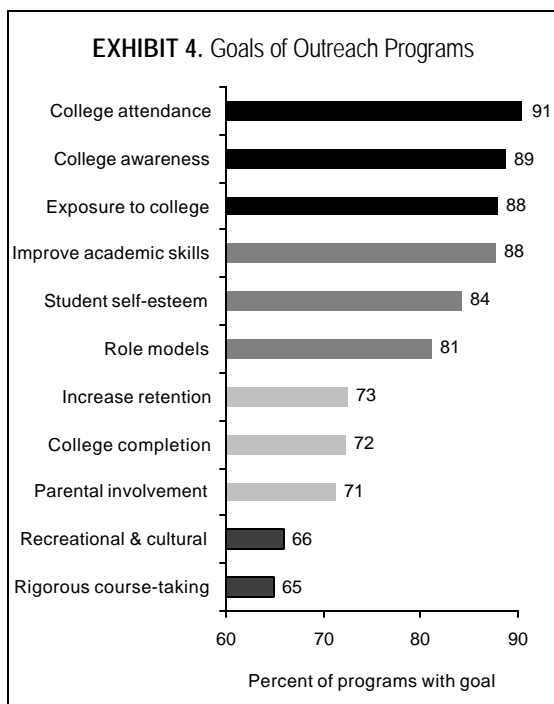
Improving academic skills was also among the most frequently reported goals, likely reflecting the research showing that academic achievement and preparation are important predictors of both predisposition toward and actual enrollment in a college or university (Hossler, Braxton, & Coopersmith, 1989; Manski & Wise, 1983; Perna, 2000; St. John, 1991; Hossler, Schmit & Vesper, 1999). Nonetheless, the goal of promoting rigorous course-taking is less common, ranking only 11th out of 14. This may suggest a potential weakness of some programs, given that researchers have shown that the quality and intensity of the high school curriculum is a more important predictor of bachelor's degree completion than test scores or class rank, particularly for African American and Latino students (Adelman, 1999).

As well, research shows that taking at least one advanced mathematics course is associated with a higher probability of enrolling in and completing a four-year degree program among students who are at-risk of dropping out of high school after controlling for other variables (Adelman, 1999; Horn & Chen, 1998).

Slightly more than one-third (37 percent) of the responding programs specified a particular academic focus. The most common areas of focus are science, mathematics, and technology.

Program Services

To some extent, the particular services offered mirror the reported program goals just reported. Exhibit 5 (Table 6) shows that the most common service is college awareness, reported by 86 percent of the programs. Social integration and orientation of students into a college environment has long been considered an important predictor of college success (Tinto, 1975; Swail, 1995). Programs have picked up on this vein, providing social-skill development (79 percent), campus visitations (77 percent), and cultural activities (75 percent) to students in hopes of directing them toward postsecondary opportunities. In addition, programs also provided the requisite academic development activities, including critical thinking skills (72 percent), study-skills training (71 percent), mathematics and science instruction (66 percent), reading and writing instruction (63 percent), grade and attendance monitoring (60 percent), and academic enrichment (57 percent). It is important to note that the goals and activities of programs are often dictated by the policies from whence they came. While the research shows the importance of more rigorous academic work for students, not all programs are designed to focus specifically on that aspect of personal development. It isn't that the programs are short-sighted in any way, but rather, that they have different foci as prescribed by either the funding or sponsoring agency in many cases. Upward Bound, for instance, has specific requirements to provide academic support and enrichment. Talent Search, another TRIO program, does not have such a stipulation, although some Talent Search programs may incorporate such activities.

Instructional Approaches

Program services are delivered via a variety of instructional approaches (Table 7). About three-fourths of all programs utilize workshops (79 percent) and classroom instruction (75 percent). Role modeling, tutoring, and mentoring are also frequently used by all types of programs but particularly by IHAD programs. More than one-half of all programs also use assessment and testing practice for their students (60 percent) or peer group learning groups (56 percent), a well-documented approach to academic and social development among underrepresented populations.

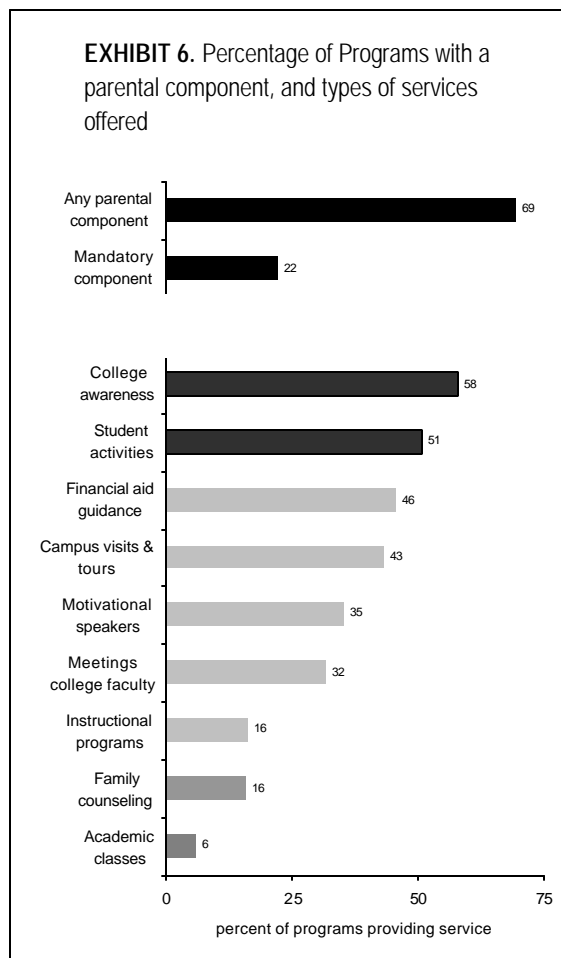**EXHIBIT 5**. Services offered by outreach programs

Service	percent
College awareness	86
Social skills development	79
Campus visits	77
Cultural activities	75
Critical thinking skills	72
Study-skills training	71
Career counseling	71
Meetings faculty/students	69
Leadership development	69
Academic advising	68
Math/science instruction	66
Reading/writing instruction	63
Grade/attendance monitoring	60
Academic enrichment	57
Personal counseling	57
Computer-skills training	56
Preparatory courses	54
SAT/ACT training	54
College fairs	48
Career days	41

percent of programs providing service

Parental Components

Research on college enrollment supports the perception that parental involvement is critical, as researchers have shown that the amount of parental support and encouragement for attending higher education influences both the decision to enroll in postsecondary education and actual post-secondary enrollment behavior (Hossler, Braxton, & Coopersmith, 1989; Hossler, Schmit, & Vesper, 1999). Some evidence suggests that parental support and encouragement is the single most important predictor of postsecondary educational plans (Hossler, Schmit & Vesper, 1999). In focus groups conducted across the country in support of the National Survey of Outreach Programs, participants agreed that involving parents in the programs, and, ultimately, in the pathway to college, was critical to student success. Participants were also quick to note that effectively involving parents is perhaps the most challenging component of operating a successful outreach program.

EXHIBIT 6. Percentage of Programs with a parental component, and types of services offered

	percent
Any parental component	69
Mandatory component	22
College awareness	58
Student activities	51
Financial aid guidance	46
Campus visits & tours	43
Motivational speakers	35
Meetings college faculty	32
Instructional programs	16
Family counseling	16
Academic classes	6

percent of programs providing service

The survey data show that most programs place a high regard on parental involvement (Exhibit 6; Table 8). More than two-thirds (69 percent) of all programs offer a parental component, while about one-fifth (22 percent) mandate that component. Parental involvement appears to be more common

in GEAR UP (97 percent) and IHAD programs (92 percent). Nearly one-half (45 percent) of the GEAR UP programs surveyed mandate their parental components.

About one-half of all programs require parents to sign a contract in order for their children to begin participating in the program (Table 12). Parental contracts are most common among TRIO programs (71 percent) and least common among GEAR UP programs (19 percent).

Because many of the students participating in early intervention programs have parents with no postsecondary experience, a primary function of a majority (58 percent) of the parental programs is to provide opportunities for parents to learn about college and realize that college is possible for their child. About one-half (51 percent) of the programs request parents to participate in activities with the student. Other services designed to increase knowledge and information about college include financial aid guidance, campus visitations, and meetings with college faculty and students. One-in-six programs actually offer parents the opportunity to develop their own academic skills (Table 8). As Hoover-Dempsey and Sandler (1997) have argued, improving parents' sense of efficacy for helping their children succeed in school may increase their level of involvement in the child's education.

As mentioned from the focus group discussions, learning ways to effectively coordinate with parents appears to be a challenge many programs are facing. About one-fourth (27 percent) of all programs—and 40 percent of all GEAR UP programs—reported that coordination with parents was a somewhat or high problem area or area requiring additional resources (Table 19).

Program Operation and Student Characteristics

Period and Hours of Operation

About two–thirds (67 percent) of programs provide services to students year round, during both the academic year and the summer (Exhibit 7;

Table 9). Four out of five TRIO, GEAR UP, and IHAD programs report that they are year round, compared with only one in three university-funded programs. About one-fifth (18 percent) of all programs operate specifically during the school year and 15 percent operate summer-only programs. Thirty-eight percent of university funded programs offer services only during the summer.

EXHIBIT 7. Distribution of outreach programs by period of operation

Academic year & summer 67%

Academic year only 18%

Summer only 15%
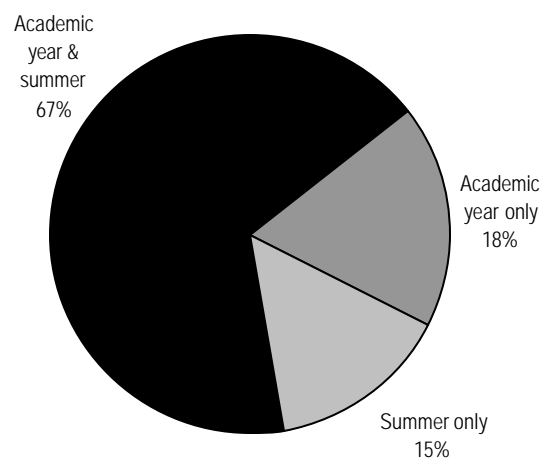
In terms of hours of operation, more than half (53 percent) of all programs offer services to students both during school hours and after school (Table 10). Approximately 60 percent offer weekend services.

The duration of program services varies, with some programs offered for a few days and others for several years. Program capacity also varies, averaging 636 students and ranging up to the tens of thousands (e.g., large state-wide programs). Almost half of all programs (46 percent) have a program capacity of fewer than 100 students per year, while one quarter can serve between 100 and 500 students, and a further quarter have a total capacity of more than 500 students. These are, however, gross averages and do not adjust for the types of programs. We know from practice that academically-oriented programs are generally

more intense than other types of programs, and therefore tend to serve fewer students. Therefore, we caution against the perception that more is always better.

Student Targeting

An underlying premise of early intervention programs is that support services and information about college and financial aid are provided to students and their parents early enough in their schooling so as to influence educational outcomes. Two-thirds of the programs (67 percent) offer services to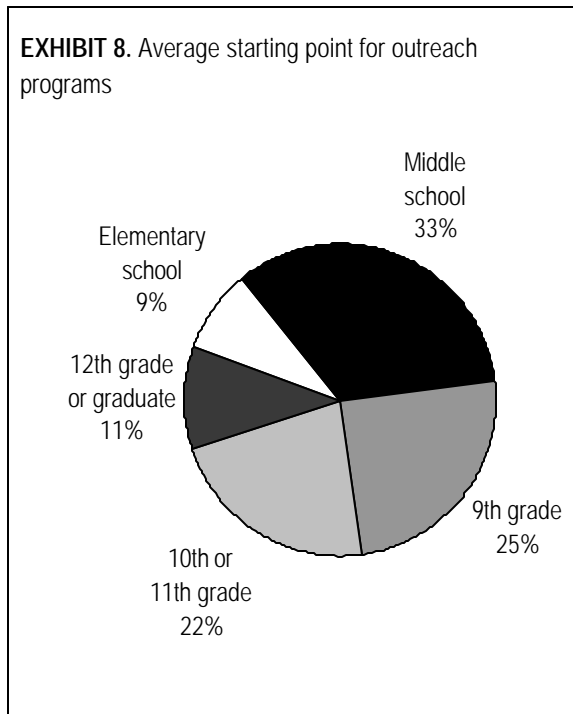 students at the ninth grade or earlier, with the other third of programs focusing on the high-school years (Exhibit 8; Table 11). As with the setting of program goals and services, specific targeting of students varies largely by program, and each has its own specific focus. GEAR UP programs, for instance, are legislated to begin at the 7th grade or earlier. Talent Search serves middle schools, but Upward Bound can only serve high school students. Again, this knowledge is important when looking at gross data.

Admissions and Selection

About two-thirds (66 percent) of all programs require students to apply for admission (Table 12). Only one-fifth of all programs claim to be "open enrollment." While nearly one-half (46 percent) of GEAR UP programs consider themselves to be open enrollment programs, most GEAR UP programs, like some other programs, are limited to working in certain districts, and sometimes schools. I Have a Dream is more limiting due to its design. Since the IHADs are separate foundations unto themselves, each has its own special focus, both in terms of what the project provides (scholarship and support) and the geography that it covers. Some critics suggest that IHAD and other similar models are much like a "wheel of fortune" for children and families; one must be fortunate enough to be in the right district, school, and sometimes even classroom or year, to gain access to programs (Gladieux & Swail, 1998).

Just 16 percent of programs admit students on a first-come, first-served basis, while about one-third report they have "competitive admissions," likely due to restrictions in financial and human resources. Very important to note is that 37 per-

cent of programs report *rejecting students because of inadequate program space and funds*.

EXHIBIT 8. Average starting point for outreach programs

Middle school 33%

Elementary school 9%

12th grade or graduate 11%

9th grade 25%

10th or 11th grade 22%

By definition, early intervention programs generally focus on helping "educationally or economically disadvantaged students" aspire to and prepare for higher education (Exhibit 9; Table 13). About two-thirds (62 percent) of all programs report that they target students with certain characteristics for program participation. Targeting of services based on economic disadvantage appears to be more common than targeting of services based on educational disadvantage. Four-fifths of survey respondents indicate that their program specifically targets low-income students. The extent to which services are targeted toward low-income students varies by program sponsor, ranging from 70 percent of university and state funded programs to 99 percent of TRIO programs (as mandated by congressional legislation). Minority and potential first-generation college students are also common target populations for early intervention programs (69 percent and 71 percent, respectively).

Only about one-third of all programs report targeting students at-risk of dropping out of high school

(36 percent) or students of low academic ability or achievement (38 percent). Thirty-nine percent target students of high academic ability or achievement and 22 percent target gifted and talented students.

EXHIBIT 9. Student Groups Targeted by Outreach Programs

Group	Percent
Low-income	80
First-generation college	71
Minorities	69
High school students	66
Middle academic	61
Middle school students	46
Females	42
Males	41
High academic	39
Low academic	38
At-risk	36
ESL students	25

percent of programs targeting group
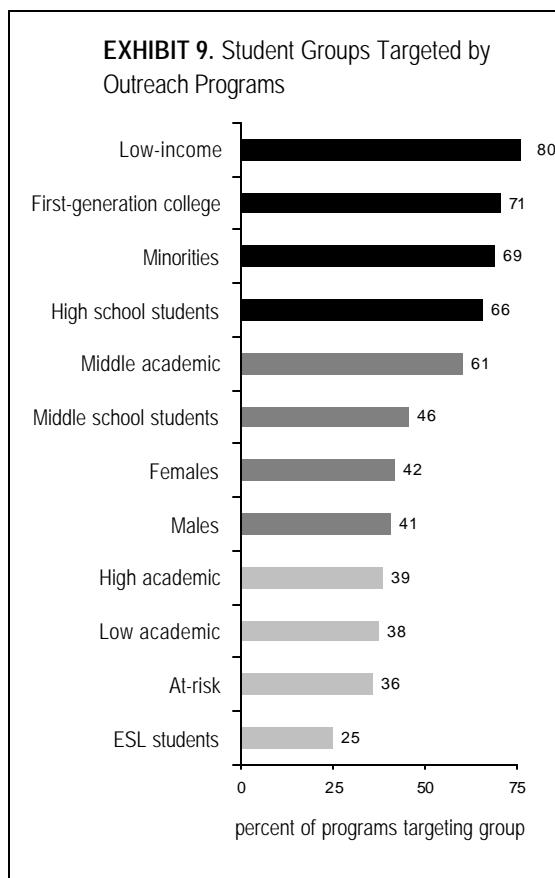
As illustrated above, over two-thirds of programs target minority students; thus it follows that about the same proportion of students are served by these programs. As seen in Exhibit 10, 69 percent of students enrolled or participating in outreach programs are non-white. One-third of participants are African American, 24 percent Hispanic, and 12 percent representing other minority groups. This data is based on about 70 percent of respondents to our survey. Based on this information, we roughly project that about one million students are served by the 1,100 programs identified through the National Survey of Outreach Programs. Considering that the survey was certai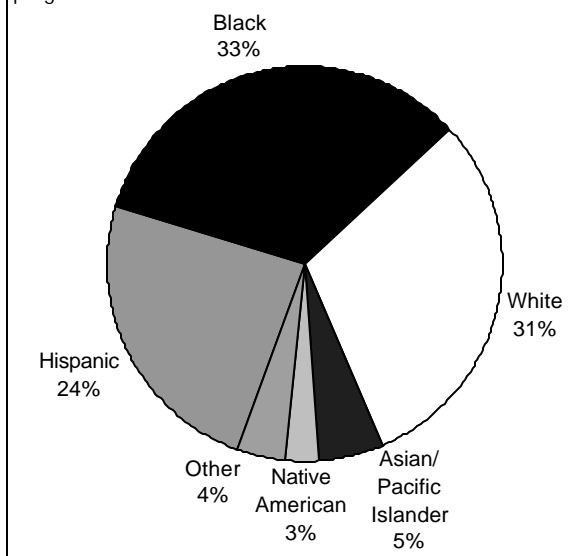nly unable to identify and survey every program in the nation, it is plausible to suggest that in excess of two million or more students are served through these programs.

EXHIBIT 10. Distribution of students served by outreach programs

Black 33%
White 31%
Hispanic 24%
Other 4%
Native American 3%
Asian/Pacific Islander 5%

Incentives for Participation

The most common external reward provided to program participants is a certificate of recognition, used by 69 percent of survey respondents (Table 14). The certificate is an integral part of the GEAR UP program. Other incentives include dinner or party (61 percent) and special recommendation (39 percent). Almost two-thirds of programs offered scholarships and/or cash stipends. IHAD, GEAR UP, and university-funded programs were the most likely programs to offer scholarships. IHAD, of course, is a scholarship-based program, and all students served under a State GEAR UP grant are to receive a scholarship upon entry into postsecondary institution.

Financial Support

None of these programs would be in operation if not for the financial support of either government, private, or philanthropic agencies. It should be no surprise that our focus groups participants consistently pointed to funding and sustainability as critical issues for their programs. As exhibit 11 illustrates, about two-thirds of all programs get the majority of their funding externally, compared to 17 percent internal funding and 4 percent tuition/fees.

EXHIBIT 11. Primary source of funding for programs

External
67%

Internal
17%

Tuition
fees
4%

Other
Missing
12%

tions, business or industry, private foundations, and other donors (fundraising). If anything, these data show that programs scrape around for funding from anywhere they can get it. As well, if it were not for federal investment in these programs, over half of the those surveyed in this study would not exist.

EXHIBIT 12. Sources of financial and in-kind support for programs

Source	financial	in-kind
Federal government	49	2
College or university	26	53
State government	26	11
Private foundation	21	6
Business or industry	17	16
Fundraising	13	6
Local school system	10	33
Community organization	8	17
Local government	6	7
AmeriCorps	3	4

Percent support

Support comes to outreach programs in financial and in-kind contributions (Exhibit 12; Table 15). The main source of financial support for these programs is the federal government (49 percent). About one-fourth receive financial support from state governments and colleges/universities, and one-in-five programs get funding from philanthropic organizations. Colleges and universities provide much of their support by way of in-kind contributions (e.g., staffing support, faculty involvement, materials supplies, facilities, and transportation). Fifty-three percent of programs receive in-kind support from colleges and universities, and one-third receive similar support from their local school system.

Most programs receive financial support from more than one source. For example, one-half of the non-TRIO, non-GEAR UP, and non-IHAD programs that received federal funding also received financial support from a state government. More than one-fourth of these programs received financial support from a college or university, and one-fourth received financial support from business or industry. About 50 percent of remaining programs receiving state funding also received financial support from a college or university. A higher share of IHAD programs than of other responding programs appear to receive financial support from AmeriCorps, community organiza-

Program Staffing and Training

Seventy-nine percent of responding programs indicated that they had at least one full-time paid staff member, with an average number of paid staff of 5.3.[3] More than three-fourths (74 percent) of all programs require an average of 17 hours of pre-service training for staff members (Table 16). Training appears to be more common among TRIO programs, with 87 percent requiring an average of 20 hours of training. Nearly all (95 percent) of all programs hold regular meetings between program staff and coordinators, of which about one-half (47 percent) of all programs meet weekly, 16 percent meet biweekly, and 20 percent meet monthly (Table 17).

[3] Among programs with at least one paid staff member.

Program Evaluation

Almost all (94 percent) responding programs reported that they conducted program evaluations. About three-fourths (75 percent) report that they track program completion and 64 percent report that they track high school graduation (Exhibit 13; Table 18). Only 29 percent of all programs report tracking graduation from college. Just 17 percent of all responding programs indicated that program evaluation was a somewhat or high problem area.

EXHIBIT 13. Percentage of programs engaging in evaluation activities
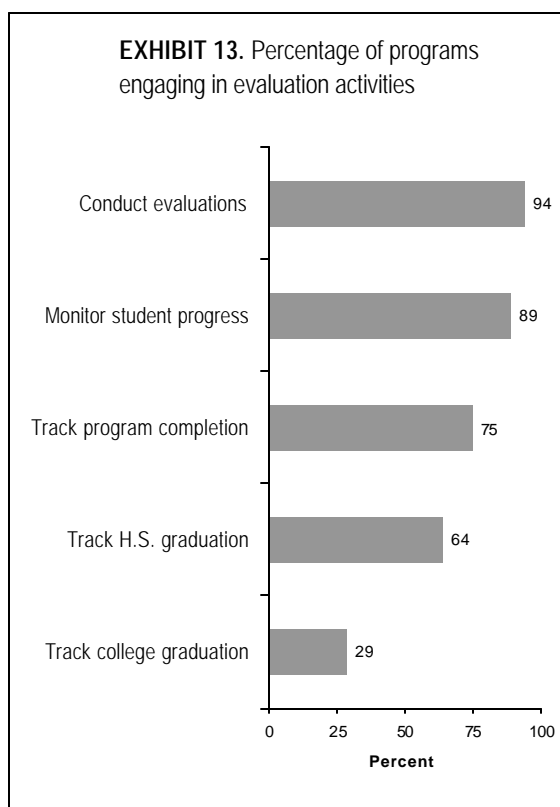
As with other issues discussed, one must understand the context that these programs share. Researchers generally agree that programs that evaluate and assess progress toward stated goals are more likely to be responsible and do what they are supposed to do. They become learning organizations, building from their program data. Recent research confirms what many of us have always believed or known: that programs do very little empirical self-study. Gandara and Bial (in press) found very few empirical studies of programs in their national search for information and evidence of success in outreach programs. Of those found, few studies were conducted at a level one might

consider rigorous or even acceptable. But one must note that most programs evaluate to a level dictated to them by funders and sponsors. Since most programs strive to put all funding toward the students, there is generally very little program budget focus on evaluation. This is perhaps poor program policy, but nonetheless it is policy that programs deal with, and in most cases, is defined not by the programs themselves, but by their sponsors.

Beyond the issue of availability of empirical data, there is also an issue with appropriate use of data and reporting. Tierney (in press) and Gandara and Bial (in press) have all suggested that reporting of program data is a major problem for programs, especially data related to program retention. For example, let's say that Program 'A' reports a retention level of 90 percent at the end of their three-year program in 12th grade. That is, 9 out of 10 students who started in the 10th grade completed the program in the 12th grade. However, in almost all reported instances, programs calculate their retention rate by using only those students who are "live" in the program at the beginning of the final year as the denominator, and those who finish that year as the numerator. Thus, they are actually reporting a "within-year" retention rate, not a "program duration" retention rate, thus giving an artificially high rate of retention. A recent study of Upward Bound by Mathematica Policy Research found that 37 percent of all Upward Bound students drop out of the program within the first twelve months and that less than 45 percent of participants continue through their senior year (Myers & Schirm, 1999). But from reading annual reports from various programs, one would never know that these issues exist due to the problems cited above. Given that 75 percent of programs said they track program completion (and 64 percent high school graduation), it is unlikely that these programs do so longitudinally.

Conclusion: From Data to Action

The data from the National Survey of Outreach programs is illuminating. This survey data provides a much better view of the landscape than we have seen before, which was one of the primary reasons for undertaking this large-scale study. Important to note is that the NSOP is not an evaluation or assessment on the services and outcomes of programs. That was never the intent of the study, nor would it have been possible. However, now that we know more about what these programs look like, we need to know what works best, for what students, and in what environments. With the exception of a very few empirical studies, our knowledge in this area is extremely limited. What we know is mostly anecdotal.

After spending considerable time with the data, as well as visiting with and discussing key issues with program directors around the nation, it is our belief that the majority of the 1,100 programs in this directory—if not all—are providing a very important service to students. To be sure, not all programs do all things, nor do they do them all well. But in every interaction with a program director or staff member, discussion always came back to how best to serve students, and how to focus resources on outcomes rather than the bureaucracy. In our sessions, we discussed barriers to goal achievement and other problems associated with operating these programs, but ultimately the goal of supporting the development of student aspirations and achievement was foremost in the minds of all.

So this is a starting point. In closing, we offer the following challenges. To those in the program trenches, we challenge you to conduct more rigorous internal evaluations of your programs and utilize this information to make your programs more efficient, more productive, and perhaps serve more students. Funders and sponsors of programs must also hold these programs to a high standard, and provide the necessary resources that will allow them to reach those standards. Policymakers must learn more about these programs to ensure that future policy builds on what we have learned through the federal efforts to expand opportunity to the educationally disadvantaged. As well, we call for policymakers to expand research opportunities so we can learn more about effective program operation and best practices in serving students. And finally, to those in the research trenches, we need to focus more on programmatic and policy-related issues impacting pre-college outreach to support policy makers, program directors, and the funding community.

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Tables

Table 1. Distribution of survey respondents, by program type, average year of first operation, and average number of students served.

Characteristic	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Number programs	1,110	363	102	26	137	166	97	219
% of respondents	100%	33%	9%	2%	12%	15%	9%	20%
Year first operated	1989	1984	1998	1992	1989	1989	1989	1991
Avg. # students served 1998-99	827	425	2,585	121	748	1,203	717	1,264

Table 2. Distribution of programs by primary base

Program type	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
College/university	57.2	79.9	28.4	--	48.2	54.8	69.1	42.0
School	15.6	7.7	39.2	19.2	17.5	15.1	10.3	18.7
Community	13.4	8.8	6.9	69.2	16.1	11.4	6.2	20.5
Other	13.8	3.6	25.5	11.5	18.2	18.7	14.4	18.7

Table 3. Distribution of programs by primary location of services

Location	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
College campus	45.5	54.0	7.8		46.7	47.6	62.9	44.3
Elementary/secondary school	34.7	34.2	80.4	46.2	28.5	33.7	21.5	21.5
Students' homes	0.3	--	--	7.7	--	--	--	0.5
Community center	5.6	4.4	2.0	23.1	4.4	4.2	4.1	9.6
Other	13.9	7.4	9.8	23.1	20.4	14.5	11.5	24.2

Table 4. Distribution of programs by primary service area

Characteristic	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
School or school district	55.3	64.5	81.4	69.2	38.7	51.2	47.4	43.4
School	30.8	34.2	61.8	53.8	19.0	26.5	22.7	22.4
School district	39.5	44.4	53.9	46.2	28.5	40.4	36.1	32.0
Community	23.9	17.9	25.5	57.7	27.0	25.9	23.7	25.6
Rural area	20.3	33.3	20.6	3.8	18.2	14.5	8.2	11.4
Urban area	24.9	23.1	22.5	15.4	24.8	25.9	29.9	26.9

Table 5. Most common goals of early intervention programs by program type

Goal	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
College attendance	90.6	97.5	96.1	100.0	81.0	90.4	86.6	83.6
College awareness	88.8	97.2	96.1	92.3	79.6	89.2	87.6	77.2
Improve academic skills	87.9	94.5	95.1	100.0	84.7	87.3	78.4	79.0
Exposure to college	87.8	97.2	93.1	92.3	80.3	86.1	84.5	76.7
Student self-esteem	84.3	95.9	85.3	100.0	81.8	81.9	71.1	72.1
Role models	81.1	84.8	90.2	92.3	83.2	83.7	76.3	68.0
College completion	72.5	86.5	81.4	88.5	62.8	67.5	62.9	57.5
Increase retention	72.3	88.2	87.3	100.0	67.2	65.1	56.7	51.6
Parental involvement	71.3	86.8	95.1	92.3	60.6	65.1	48.5	53.4
Recreational & cultural	65.9	90.9	58.8	96.2	55.5	57.2	52.6	43.4
Rigorous course-taking	65.0	76.3	91.2	61.5	53.3	60.2	56.7	48.9
Long-term financial planning	52.3	68.6	88.2	73.1	41.6	45.2	28.9	28.8
Interest in particular subject	37.3	28.1	38.2	11.5	58.4	41.0	44.3	36.1
Vocational skills	23.7	24.5	35.3	61.5	28.5	18.7	10.3	19.2

Table 6. Services offered by different types of programs

Service	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
College awareness	85.8	97.0	98.0	96.2	77.4	84.3	72.2	72.6
Social skills development	79.1	89.5	73.5	92.3	83.9	73.5	76.3	65.3
Campus visits	76.8	97.2	95.1	88.5	62.0	72.3	59.8	53.4
Cultural activities	75.3	95.6	71.6	96.2	67.9	71.1	62.9	54.3
Study -skills training	71.9	93.9	81.4	88.5	63.5	69.3	47.4	47.0
Academic advising	70.9	97.0	84.3	92.3	59.9	63.9	48.5	41.1
Career counseling	70.6	96.4	84.3	76.9	62.0	63.9	51.5	39.7
Critical thinking skills	69.4	72.7	77.5	50.0	78.8	68.7	58.5	61.6
Leadership development	68.9	84.8	67.6	84.6	70.8	63.3	54.6	50.7
Math/science instruction	67.6	73.8	73.5	76.9	67.2	71.5	55.7	56.6
Meetings college faculty	66.4	71.1	75.5	57.7	61.3	69.3	75.3	52.5
Reading & writing	62.8	73.0	72.5	80.8	56.9	63.3	52.6	47.0
Grade monitoring	60.1	83.2	69.6	100.0	51.1	57.2	34.0	32.0
Personal counseling	56.8	85.1	62.7	76.9	49.6	45.8	34.0	27.9
Academic enrichment	56.7	69.7	70.6	50.0	52.6	53.0	43.3	40.6
Computer-skills training	56.2	71.9	52.9	53.8	63.5	48.2	45.4	38.4
Preparatory courses	54.2	73.3	59.8	73.1	55.5	48.8	28.9	32.4
SAT/ACT training	54.1	87.9	64.7	61.5	35.8	42.2	21.6	26.9
College fairs	47.7	73.8	74.5	73.1	28.5	34.9	21.6	22.4
Career days	41.2	60.3	65.7	69.2	36.5	27.7	19.6	17.4
Remedial instruction	33.7	42.4	48.0	69.2	30.7	30.1	17.5	20.1
Employability skills	25.9	30.0	30.4	57.7	32.1	20.5	17.5	16.9
Accelerated courses	25.5	35.0	44.1	15.4	20.4	19.9	9.3	17.4
College-level courses	23.3	30.6	28.4	11.5	21.2	16.9	21.6	17.4
Job placement	17.4	16.8	24.5	69.2	22.6	15.1	6.2	12.3
Other academic service	14.5	13.8	11.8		21.2	12.7	20.6	13.2
Other non-academic	11.8	9.4	12.7	11.5	16.1	9.0	17.5	12.3

Table 7. Instructional approaches used by different types of programs

Instructional method	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Workshops	78.5	91.7	89.2	84.6	68.6	77.7	66.0	63.0
Classroom instruction	74.6	80.4	76.5	42.3	72.3	74.7	74.2	69.4
Role models	73.4	74.9	79.4	96.2	78.8	76.5	72.2	60.3
Tutoring	71.9	89.3	89.2	100.0	63.5	68.1	52.6	48.4
Mentoring	68.3	63.1	94.1	100.0	75.9	69.3	59.8	59.4
Assessment & testing	59.5	84.3	62.7	42.3	59.1	53.6	34.0	34.7
Peer group learning groups	56.2	56.2	52.9	53.8	66.4	63.3	52.6	47.9
Other	25.0	18.7	18.6	15.4	40.1	25.3	25.8	29.2

Table 8. Percentage of programs with a parental component

Parental component	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Any parental component	69.4	78.5	97.1	92.3	59.9	69.3	43.3	56.2
Mandatory component	22.4	22.3	45.1	26.9	18.2	22.9	15.5	16.9
Type of service offered								
College awareness	58.0	72.5	96.1	57.7	40.1	53.6	35.1	41.1
Participate student activities	50.8	65.0	84.3	84.6	40.1	45.2	28.9	28.3
Financial aid guidance	45.8	75.2	65.7	34.6	20.4	36.1	19.6	23.7
Campus visits & tours	43.2	47.9	84.3	38.5	34.3	45.2	26.8	27.9
Motivational speakers	35.2	43.8	62.7	46.2	25.5	31.3	21.6	21.9
Meetings college faculty	31.8	27.5	68.6	23.1	30.7	30.7	29.9	25.1
Instructional programs	16.4	12.9	45.1	26.9	15.3	15.1	9.3	12.3
Family counseling	15.7	19.3	37.3	50.0	7.3	15.1	4.1	6.4
Academic classes	5.8	4.1	15.7	23.1	4.4	6.6	1.0	4.1

Table 9. Distribution of programs by period of operation

Time program offered	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Academic year & summer	67.2	87.8	84.2	84.6	60.3	61.2	30.9	48.1
Academic year only	18.1	11.4	12.9	15.4	12.5	18.8	30.9	29.4
Summer only	14.6	0.8	3.0	--	27.2	20.0	38.1	22.4

Table 10. Time when program services are typically offered

Grade level	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
During school hours	70.0	68.3	91.2	57.7	69.3	71.1	70.1	63.9
After school hours	74.1	81.8	90.2	100.0	69.3	74.1	51.5	63.9
On weekends	59.6	72.5	68.6	73.1	54.0	54.8	44.3	46.6

Table 11. Grade level at which services typically first offered by program type

Grade level	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Elementary school	8.7	--	8.2	80.8	15.8	3.2	8.0	15.1
Middle school	33.8	24.3	87.1	15.4	24.2	42.6	28.4	30.8
9th grade	24.7	47.1	--	3.8	20.8	18.1	9.1	13.0
10th or 11th grade	22.2	25.1	4.7	--	20.8	24.5	28.4	23.8
12th grade or graduate	10.7	3.5	--	--	18.3	11.6	26.1	17.3

Table 12. Admissions requirements of early intervention programs

Requirement	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Must apply	65.5	92.3	12.7	7.7	66.4	62.7	62.9	55.3
Specifically targeted	62.2	69.7	43.1	73.1	64.2	70.5	53.6	53.4
Parent contract	48.8	70.5	18.6	53.8	46.7	47.0	38.1	33.8
Financial information	37.8	84.8	5.9	3.8	24.1	18.7	13.4	12.8
Competitive admission	33.8	45.5	3.9	3.8	39.4	30.7	34.0	30.6
Open enrollment	20.5	9.1	46.1	3.8	27.0	17.5	23.7	26.5
First-come, first-serve	15.6	20.4	5.9		16.8	17.5	12.4	13.2
Other requirement	28.3	30.6	27.5	38.5	26.3	26.5	30.9	25.1

Table 13. Special populations served by early intervention programs

Population	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Low-income	79.7	98.6	79.4	88.5	79.6	71.7	70.1	58.0
Low academic	37.5	36.4	57.8	50.0	37.2	42.2	26.8	29.7
Middle academic	60.5	74.1	50.0	42.3	62.0	58.4	52.6	48.9
High academic	38.7	35.8	42.2	42.3	41.6	41.0	44.3	35.6
Gifted/talented	22.4	14.3	32.4	23.1	20.4	22.9	29.9	28.8
Minorities	69.2	63.1	71.6	50.0	72.3	79.5	81.4	65.3
ESL students	25.1	20.1	45.1	26.9	28.5	27.1	15.5	24.7
First-generation college	70.8	98.1	63.7	50.0	60.6	63.3	57.7	49.3
Learning disabilities	17.7	20.1	42.2	26.9	19.7	6.6	5.2	13.7
Females	41.8	43.3	46.1	53.8	49.6	36.7	38.1	36.5
Males	40.7	46.3	45.1	53.8	44.5	35.5	35.1	32.0
At-risk	35.6	38.3	49.0	57.7	34.3	36.1	24.7	27.4
High school grads	12.8	12.9	12.7	7.7	16.1	13.3	11.3	11.4
High school students	66.0	82.4	40.2	30.8	67.5	67.5	54.6	58.9
Middle school students	45.6	33.9	83.3	46.2	42.3	56.6	37.1	44.7
Elementary school students	16.2	6.1	14.7	38.5	30.7	10.8	16.5	26.0
Other	10.3	6.1	9.8	7.7	16.8	10.2	15.5	11.4

Table 14. Incentives provided to participants

Program needs	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Certificate of recognition	68.6	79.6	63.7	46.2	75.2	65.7	68.0	53.9
Dinner/party	61.1	74.1	42.2	73.1	58.4	63.3	60.8	47.0
Special recommendation	38.6	54.0	23.5	57.7	40.1	35.5	26.8	24.7
Scholarship	32.7	24.2	41.2	88.5	36.5	35.5	40.2	27.9
Cash stipend	30.5	60.1	13.7	3.8	30.7	14.5	13.4	11.9
Academic credit	21.0	27.3	22.5	7.7	20.4	19.9	22.7	11.9
Tuition & fee reimbursement	19.0	33.3	10.8	26.9	15.3	13.3	10.3	8.7
Other	27.2	28.4	10.8	30.8	32.8	29.5	34.0	24.2

Table 15. Operating budget for early intervention programs

Budget	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Budget 1998-99	290,100	304,912	333,473	248,543	419,285	314,853	99,472	229,287
N responding programs	856	306	42	20	114	149	79	146
Primary source of funding	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tuition/fees	4.1	--	--	--	5.1	5.4	6.2	11.0
Internal	16.8	3.0	4.9	34.6	12.4	25.9	57.7	20.5
External	67.2	89.8	36.3	57.7	79.6	66.9	32.0	53.4
Other/Missing	11.9	7.2	58.8	7.7	2.9	1.8	4.1	15.1

Table 16. Percent of programs with pre-service training

Pre-service training	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Training required	73.6	87.3	72.5	61.5	68.6	72.3	69.1	58.9
# hours training/staff	17.0	19.6	15.8	14.6	18.8	16.2	13.9	12.1

Table 17. Frequency of meetings with program staff

Meetings	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Meetings held	94.9	97.5	89.2	100.0	94.2	95.2	97.9	91.3
Frequency of meetings								
Weekly	46.7	51.2	34.3	61.5	48.2	47.0	45.4	42.5
Biweekly	16.0	17.9	26.5	15.4	12.4	18.1	12.4	10.5
Monthly	19.9	19.6	19.6	23.1	24.8	19.9	16.5	18.7
Less than monthly	7.5	6.1	4.9		5.1	7.8	12.4	11.0

Table 18. Percentage of programs that report engaging in evaluation activities

Evaluation activities	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Monitor student progress	89.2	96.1	82.4	92.3	93.4	93.4	81.4	78.1
Track program completion	74.8	89.5	66.7	76.9	75.9	75.3	64.9	57.1
Track H.S. graduation	63.5	88.7	63.7	84.6	48.9	57.2	48.5	39.7
Track college graduation	29.2	44.1	19.6	53.8	28.5	16.3	25.8	17.8
Conduct evaluations	94.0	96.4	79.4	96.2	97.8	98.8	95.9	89.5

Table 19. Percent of programs indicating area is a problem or needs additional resources or improvement
(4 or 5 on scale of 1 to 5)

Area	All	TRIO	GEAR UP	IHAD	Other federal	State funded	University funded	Other
Program staff recruitment	12.0	13.7	11.6	23.1	12.1	10.0	7.5	11.2
Staff training	12.1	12.2	21.7	28.0	10.1	11.2	10.9	9.0
Staff monitoring	6.3	5.1	7.5	12.0	8.1	6.0	6.6	6.0
Coordinating partnering agencies	19.0	21.3	20.3	28.0	21.3	16.3	17.8	14.2
Coordinating with parents	26.9	31.3	40.3	34.8	20.8	31.5	21.3	16.1
Targeting students most need	14.2	11.4	7.4	16.0	17.6	20.7	21.1	10.6
Transportation	24.6	27.6	27.9	30.8	21.8	27.5	22.8	17.3
Physical space	24.7	33.8	22.4	23.1	20.9	24.0	16.1	16.8
Retention of students	12.9	16.7	9.2	28.0	12.3	11.9	12.9	6.5
Program curriculum or activities	11.8	13.6	14.3	16.0	11.8	8.7	7.6	11.8
Learning or recreational materials	13.7	15.9	11.6	28.0	15.5	8.2	13.2	12.0
Program evaluation	16.6	13.6	16.7	19.2	20.3	15.8	16.1	20.1
Program sustainability	19.3	11.4	23.9	16.0	31.0	16.8	20.7	26.3