

# HOW COLLEGES CAN DRIVE SOCIAL MOBILITY FOR LOW-INCOME STUDENTS AND STUDENTS OF COLOR

Tuesday, June 25, 2019 | Washington, DC

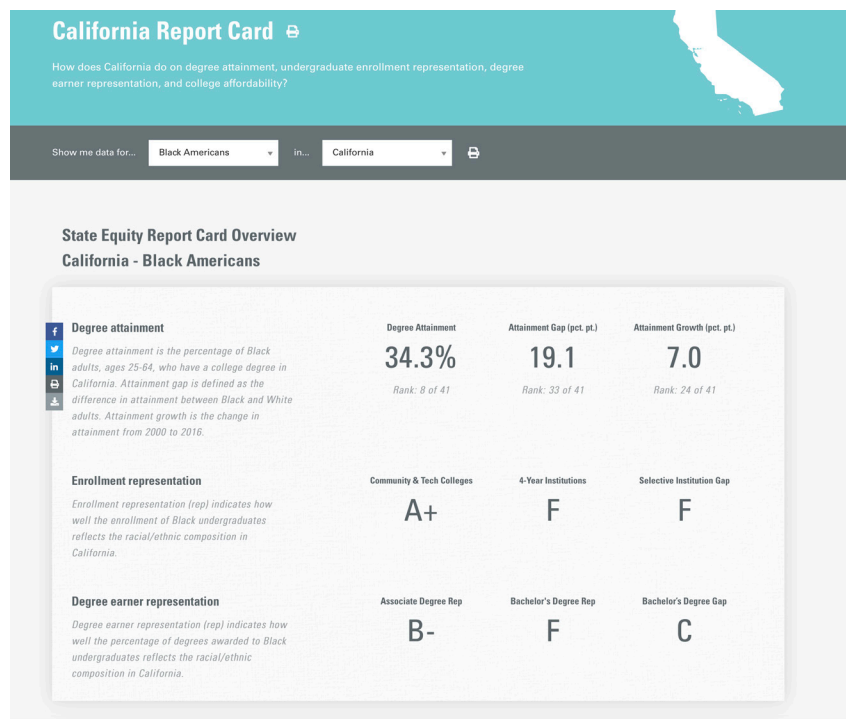


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## STATE EQUITY REPORT CARD OVERVIEW

The State Equity Report Card is a project that assesses states' commitment to equitable college opportunity and success for Black and Latino residents. It includes several research reports and a [web tool \(stateequity.org\)](http://stateequity.org) that features state-level data on who has a college degree, who enrolls in college, and who graduates. At a later date, it will also include data on college affordability for low-income students. Users can find specific information about a state or compare performance across states. This project aims to push federal and state policymakers and higher education leaders to make changes to reduce inequities in higher education, particularly for Black and Latino residents.



## DEGREE ATTAINMENT OF BLACK AND LATINO ADULTS

Nationally, there are large differences in the shares of Black, Latino, and White adults, ages 25-64, who have a college degree (known as *degree attainment*). Attainment for these groups, and the gaps between them, vary greatly across states. In two briefs, we explore the national trends and state-by-state differences in degree attainment for [Black](#) and [Latino](#) adults, respectively. The data show states have a long way to go in closing degree attainment gaps:

- Compared with 47.1% of White adults, just 30.8% of Black adults have earned a college degree (i.e., an associate degree or higher). For perspective, the current degree attainment levels of Black adults are lower than the attainment levels of White adults in 1990 — over a quarter of a century ago.
- Latino attainment is about half that of White adults. Compared with 47.1% of White adults, slightly more than 22% of Latino adults have earned a college degree (i.e., an associate degree or higher).

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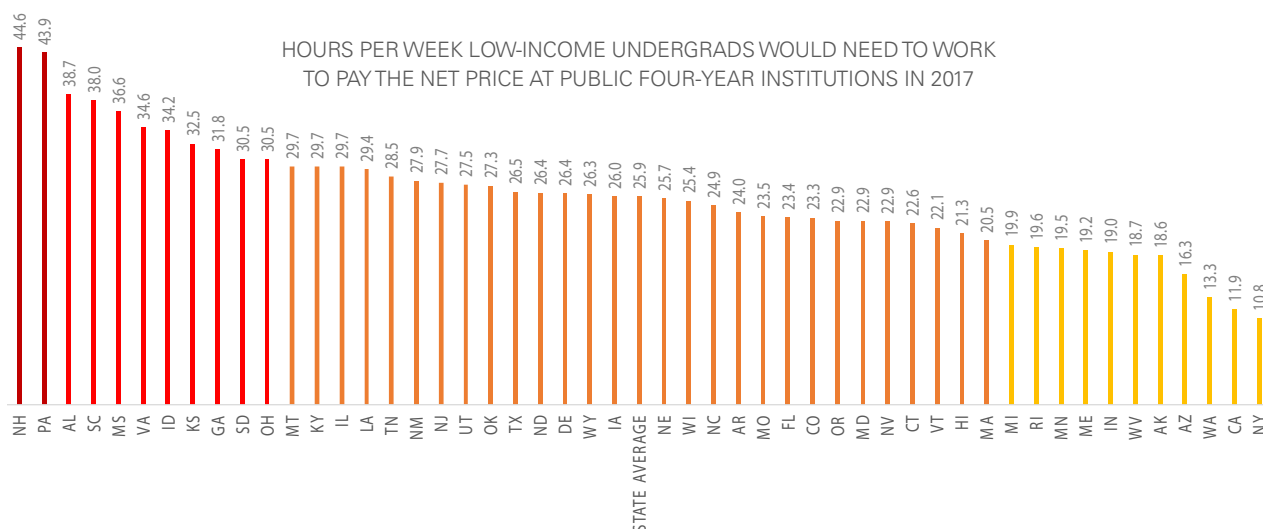
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## BROKEN MIRRORS: Black and Latino Student Representation at Public State Colleges and Universities

In these two reports, we examine how well public colleges and universities in each state enroll and graduate [Black](#) and Latino undergraduates (forthcoming in July). We place a specific emphasis on public institutions, since they educate more than 75% of undergraduate students; produce roughly 70% of undergraduate degrees; and provide state leaders with greater opportunities to examine, influence, and develop legislation and policies that influence the postsecondary experiences of students of color and students from low-income families. The reports find that Black and Latino students are severely underrepresented among undergraduates and degree earners at public colleges and universities.

## COLLEGE AFFORDABILITY

The final phase of the State Equity Report Card will highlight information on how affordable public higher education is for low-income students (family income < \$30,000). We look at the *net price* students have to pay, after counting the full cost of attendance (tuition, fees, food, housing, books, etc.) and subtracting scholarships and grant aid. In 44 of 50 states, low-income students have to pay a net price of more than \$9,000 per year to attend public four-year institutions. Community college is not much cheaper — students have to pay more than \$5,000 annually in nearly every state. Such unaffordable college costs mean that in too many states students have to work well over 20 hours per week or take out loans, which can make it harder for them to progress through their coursework and stay on track to graduation.



Source: Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid Component; [National Conference of State Legislatures](#)\*  
Hours of work per week assumes student is paid state minimum wage and works 50 weeks per year