

KIPP:Public Schools



EXECUTIVE SUMMARY

The Promise of a Fulfilling Life

MEETING STUDENTS' COLLEGE AND CAREER NEEDS,
FROM CLASSROOMS TO CONGRESS



Executive Summary

For most young people, a college degree is still the surest stepping stone to rewarding work, a steady income, self-sufficiency, and life success.

On average, college graduates earn more, vote more, volunteer more, enjoy more job security, and are healthier than people without a college degree.³ A college degree also increases the likelihood of intergenerational economic mobility.⁴ Of course, many students do not choose to go directly to college or attend college at all.

At KIPP, we believe it is our responsibility to prepare students for economically self-sufficient, fulfilling lives, whatever pathway they choose. The stakes have never been higher for our children or for our nation's prosperity.

Current outcomes are not inexorable; they are unquestionably the product of decisions adults make, from the classroom to the U.S. Congress. What decisions will we make going forward?

Students with a Bachelor's Degree^{1,2}

AMERICANS
AGE 25 TO 29



BLACK^a
AMERICANS



LATINX
AMERICANS



HIGHEST INCOME
QUARTILE



LOWEST INCOME
QUARTILE



^aThe terms Black and African American are used interchangeably by the U.S. Census Bureau to identify any person having origins in any of the Black racial groups of Africa. The terms are used interchangeably throughout this report.

KIPP BY THE NUMBERS

2018-19 SCHOOL YEAR



NEARLY
100,000
PREK-12 STUDENTS



89%

ELIGIBLE FOR FREE OR
REDUCED PRICE LUNCH
in 2017-18 school year



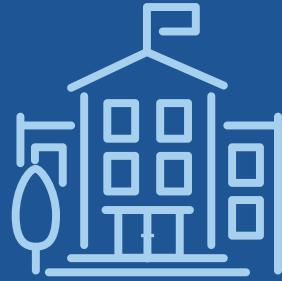
95%

BLACK OR LATINX

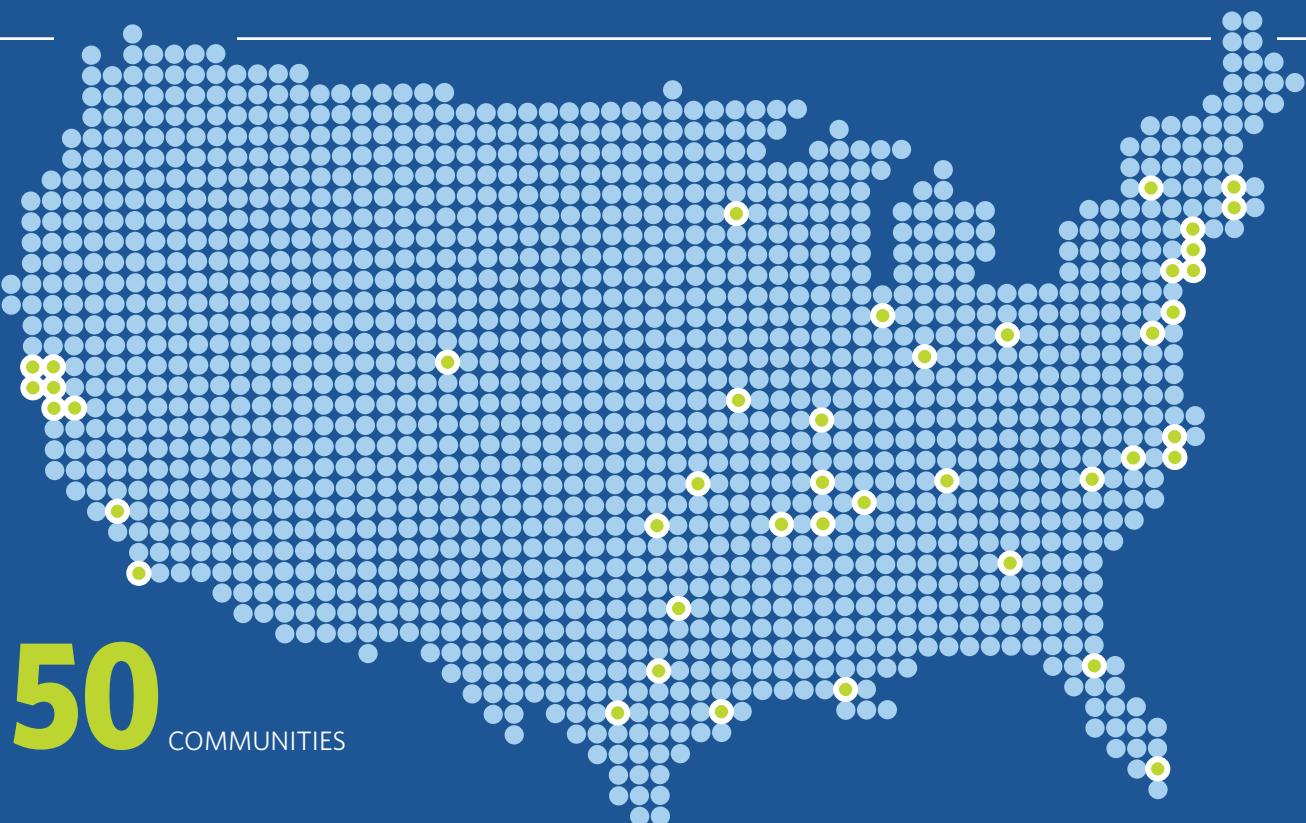


28,000+
KIPP ALUMNI
COLLEGE AGE AND OLDER
80,000 EXPECTED BY 2025

224
SCHOOLS



94 ELEMENTARY • 99 MIDDLE • 31 HIGH SCHOOLS

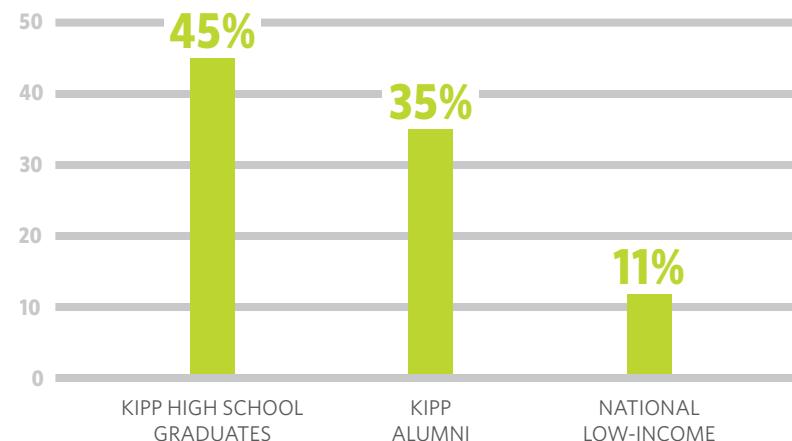


KNOWLEDGE IS POWER PROGRAM

KIPP, the Knowledge Is Power Program, began in 1994 with 47 fifth-graders in a public middle school in Houston, Texas. It is now a national network of free, public, open-enrollment PreK-12 charter schools that provides children and teenagers with a world-class education. Our schools help students develop the knowledge, skills, and character strengths that they need to succeed in college and thrive in fulfilling lives.

We are proud that our alumni enroll in college at rates above the national average. They graduate from college at a rate comparable to the U.S. average for all students and at three times the rate of their peers from similar socioeconomic backgrounds. Those who graduate from KIPP high schools do even better.

Students with a Bachelor's Degree



As of fall 2018, 5% of KIPP students earned an associate's degree.

KIPP high school graduates only includes those who graduated from a KIPP high school. KIPP alumni includes both students who completed 8th grade at a KIPP middle school and new-to-KIPP-in-high-school students who attended KIPP for one or more years. Only KIPP alumni who are six or more years out of high school are included in this figure. For national low-income we use the Pell Institute definition for low-income and the U.S. Census for U.S. average figures.

As we approach our 25th anniversary and celebrate the achievements of our KIPPsters, far too many are still being left behind. We know we can do better.



KIPP Texas Public Schools - Houston,
Photo by Ethan Pines Photography

EXPERIENCES OF KIPP ALUMNI IN COLLEGE

Every year, KIPP surveys its alumni to better understand their experiences and outcomes.⁵ Their responses yield a constant reminder that inequities do not only infiltrate the process of getting into and enrolling in college, they often define their college experience. Decades of systemic racism, low expectations, lack of resources, implicit biases, and blocked access have created an education system that too often fails students of color and students from low-income families.

Of the thousands of college-enrolled

KIPP alumni surveyed in 2016 and 2017:

- 72% of respondents did not have career-aligned summer jobs or internships
- 58% of respondents reported feeling negatively judged by others based on their race
- 57% of respondents worried about running out of food
- 43% of respondents missed meals to pay for school-related expenses
- 24% of respondents sent money home to support a family member

These inequities represent barriers to KIPP graduates' postsecondary success. Eliminating these barriers will require a collective effort from leaders and policymakers in PreK-12, higher education, business, and financial institutions.

RECOMMENDATIONS FOR HIGHER EDUCATION REDESIGN

Based on the experiences of KIPP alumni, with insights from experts across the education landscape, we've developed five recommendations for how American higher education needs to change to ensure more students have opportunities to thrive in fulfilling lives and flourish in their careers. Now is the time to act. Through the reauthorization of the Higher Education Act (HEA), America has an opportunity to make meaningful change. KIPP is calling on education leaders from PreK through postsecondary, the business community, policymakers, and advocates to collectively support efforts that students' experiences have shown will make a difference.

- 1. Create a federal funding stream to support highly-effective college counseling.** Turbocharge America's investment in high-quality, evidence-based college counseling across the nation's high schools. Through the HEA reauthorization, create a federal grant program that significantly reduces the student-to-counselor ratios, incentivizes adoption of evidence-informed counseling practices, and holds grantees accountable for results.
- 2. Reduce the financial barriers to a college degree.** Incentivize state spending on higher education through a robust federal-state partnership that prioritizes first-dollar, need-based aid programs and creates a college affordability guarantee for students from low- and middle-income families. Policymakers need to consider more nimble ways of delivering aid, like microgrants, and demand a return on their investment cost, requiring institutions that receive federal funding to report disaggregated cost, earnings, and debt data to their students.
- 3. Invest in replicating and expanding policies, programs, and practices that increase higher education graduation rates of students from low-income families, students of color, and first-generation students.** Create a tiered-evidence innovation fund that supports the piloting, replication, and expansion of successful approaches to improving access and completion in higher education for students of color, those from low-income families, those from families who immigrated to the United States, and those who are first-generation college-goers. The fund should incentivize partnerships among states, nonprofits, PreK-12 institutions, and institutions of higher education. Maintain policies, such as affirmative action, to diversify the population among both students and faculty at institutions of higher education.
- 4. Support Minority Serving Institutions and expand opportunities for undocumented students.** Invest in colleges and universities that best serve traditionally underrepresented students by fully funding HEA's Title III discretionary programs, extending the Title III mandatory programs, increasing Title V Part A and Part B funds, and supporting the infrastructure of Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs). Federal policymakers need to make federal financial aid available to undocumented students and pass comprehensive immigration reform that includes a permanent solution for DREAMers.
- 5. Prepare students to land a strong first job, regardless of their background or chosen pathway.** Improve career integration throughout the pipeline from PreK to career and modernize the federal work-study program to offer opportunities relevant to students' majors and career interests. Expand the program to include summer employment and private employers in order to enhance students' experiences, increase participation, and prepare students for the workforce.

At KIPP, we know we can do more to strengthen and improve the full PreK-through-postsecondary pipeline, and we know it needs to be in partnership with others. To that end, we are eager to share what we learned and partner with others also seeking to bring about change and greater equity.

The problems are too big for anyone to tackle on their own, but they are not so big that we cannot solve them if we tackle them together.

REFERENCES ALL URLs WERE ACCESSED BETWEEN AUGUST 2018 AND APRIL 2019.

- 1 United States Census Bureau, "Educational Attainment in the United States: 2018," <https://www.census.gov/data/tables/2018/demo/education-attainment/cps-detailed-tables.html>.
- 2 Pell Institute for the Study of Opportunity in Higher Education, *Indicators of Higher Education Equity in the United States: 2018 Historical Trend Report*, http://pellinstitute.org/downloads/publications-Indicators_of_Higher_Education_Equity_in_the_US_2018_Historical_Trend_Report.pdf.
- 3 College Board, *Education Pays 2016: The Benefits of Higher Education for Individuals and Society*, <https://trends.collegeboard.org/sites/default/files/education-pays-2016-full-report.pdf>.
- 4 R. Haskins, J. B. Isaacs, and I. V. Sawhill, *Getting Ahead or Losing Ground: Economic Mobility in America* (Washington, DC: The Brookings Institution, 2018), <https://www.brookings.edu/research/getting-ahead-or-losing-ground-economic-mobility-in-america/>
- 5 KIPP, "Alumni Survey Results," <https://www.kipp.org/approach/kipp-through-college/kipp-alumni-survey-results/>.

KIPP:Public Schools
WWW.KIPP.ORG

ON COVER

Yael Bermudez, City College of New York '18,
KIPP NYC Public Schools,
Photo by Steve Ciabattoni