

**TRIO
FACTS
AND
FIGURES**

TRIO

FACT SHEET

The Federal TRIO Programs (“TRIO”) are a set of educational opportunity programs that enable students from low-income backgrounds to become the first members of their families to earn college degrees. Currently serving more than 880,000 students from middle school through adult education, TRIO provides academic tutoring, personal counseling, mentoring, financial guidance, and other supports necessary to promote college access, retention, and graduation. Since its inception, TRIO has helped more than 6 million Americans earn college degrees.

UPWARD BOUND

Established in 1964

TALENT SEARCH

Established in 1965

STUDENT SUPPORT SERVICES

Established in 1968

EOC

Established in 1972

VETERANS UPWARD BOUND

Established in 1972

MCNAIR

Established in 1986

UPWARD BOUND MATH SCIENCE

Established in 1990

Talent Search: Talent Search focuses on early intervention, working with students deemed to have “college potential” in grades 6-12. Students receive information about college admissions, scholarships, and various student financial aid programs.

Upward Bound: Upward Bound is

an intensive intervention program that prepares students for higher education through various enrichment courses. These campus-based programs provide students with instruction in literature, composition, mathematics, science, and foreign language during the academic year and the summer. Upward Bound also provides intensive mentoring and support for students to prepare for college entrance exams and tackle admission applications, financial aid, and scholarship forms.

Upward Bound Math/Science: Using a model like the classic Upward Bound program, Upward Bound

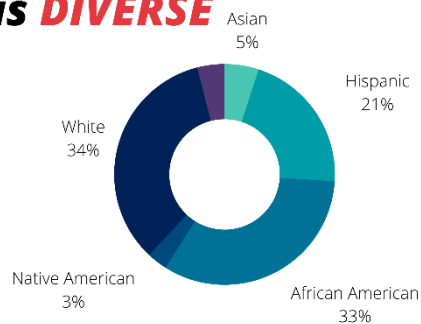
Math/Science aims to strengthen academic preparedness in math, science, and technology. The program assists students in a rigorous math and science curriculum in high school to encourage and enable them to pursue majors in science, technology, engineering, and math (STEM) disciplines in college.

Veterans Upward Bound: Veterans Upward Bound provides a unique service to veterans returning to college, aiding them in the transition process through intensive basic skills development and short-term remedial courses. Additionally, participants receive assistance in navigating the services offered by the Department of Veterans Affairs, veterans associations, and other organizations that aid veterans.

Student Support Services: Student Support Services programs help low-income and first-generation students and students with disabilities to successfully begin and stay in college. Participants receive tutoring, counseling, and remedial instruction to achieve their college completion goals. Colleges can also apply for additional targeted SSS grants for students with disabilities, English Language Learners, students in STEM, Veterans, and students in Teacher Education.

Educational Opportunity Centers: Educational Opportunity Centers target displaced or underemployed workers from low-income families. These centers help students achieve their high school equivalency or pursue post-secondary education, guiding them through the often-confusing admissions and financial aid processes.

TRIO is DIVERSE



Ronald E. McNair Post Baccalaureate Achievement:

The McNair program encourages and prepares low-income and minority students for doctoral study and to pursue careers in college teaching. The McNair program provides research opportunities and faculty mentoring.

For more information about the Federal TRIO Programs, please e-mail **Zach Farmer** (zach.farmer@coenet.org), **Diane Shust** (diane.shust@coenet.org) or call (202) 347-7430.

Current TRIO Alumni in Congress



Sen. Raphael Warnock (D-GA)
Upward Bound (Savannah State University)



Rep. Nikema Williams (D-GA-05)
Talent Search, Upward Bound, Student Support Services & McNair (Talladega College)



Rep. Gwen Moore (D-WI-04)
Upward Bound (Boys & Girls Club Milwaukee),
Student Support Services (Marquette University)



Rep. Steven Horsford (D-NV-04)
Student Support Services (University of Nevada
Reno)



Rep. Ilhan Omar (D-MN-05)
Student Support Services (North Dakota State
University)



Rep. Emilia Sykes (D-OH-13)
McNair Postbaccalaureate Program Scholar
(Kent State University)

Former TRIO Alumni in Congress



Rep. Henry Bonilla (R-TX)
1993-2007



Rep. Cleo Fields (D-LA)
1993-1997



Rep. Al Wynn (D-MD)
1993-2008

Other Elected Officials



Aaron Ford
(Attorney General of Nevada, 2019- present)
 Upward Bound, Texas A&M University



Melissa Hurtado
(CA State Senator, 2018-present)
 Upward Bound, Fresno State University



Sandra Cano
(RI State Senator, 2018-present)
 Educational Opportunity Program, Community College of Rhode Island



Nick Mosby (President of the Baltimore City Council, Serving on the Council 2011 - Present)
 Upward Bound, Tuskegee University



Pierna Sanchez
(NY City Council District 14, 2022-present)
 Upward Bound, Bronx Community College



Chantel Jackson (NY State Rep. 2021-present)
 Talent Search, City College of New York



Kambrell Garvin (SC State Rep. 2018-present)
 Student Support Services, Winthrop University



D. Antonio (Tony) Bridges (2019-present)
 Maryland House of Delegates (District 41, Baltimore City)
 Student Support Services, Frostburg State University



Dora Drake (WI State Assembly, 11th District, 2020-present)
 Student Support Services, Marquette University



Marvin Pendarvis (SC House of Representatives, 2017-present)
 Student Support Services, University of South Carolina



Jada Holmes (City Council Member, Woodbury, GA, 2022-present)
 Talent Search & Upward Bound, Morehouse College



Michael Cashman (Town Supervisor, Plattsburgh, NY 2017-present)
 Student Support Services, SUNY Plattsburgh



Kim Morton, PhD (City Council, Jennings, MO)
 Upward Bound, University of Northern Iowa



Hilda Guzman (City Council, Granger, WA)
 Student Support Services, Washington State University

Other Government Officials and Notable TRIO Alumni



Julia Gusse
Senior Advisor to the
Undersecretary of
Benefits
U.S. Department of
Veterans Affairs



Trey Baker
Senior Advisor
Public Engagement
The White House



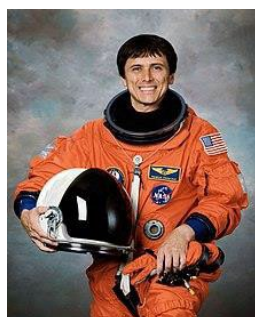
Chris Williamson
Senior Counsel National
Labor Relations Board



Krystal Brumfield
Associate Administrator
for the Office of
Governmentwide Policy
General Services
Administration (GSA)



Bernard Harris, Jr.
**(First African-
American astronaut
to do extra-vehicular
spacewalk)**
Ronald E McNair
Scholars, Texas Tech



Franklin Chang Díaz
**(First Hispanic
astronaut)**
Student Support
Services (University of
Connecticut)



Jose Hernandez
(NASA astronaut)
Student Support Services
(University of the Pacific)



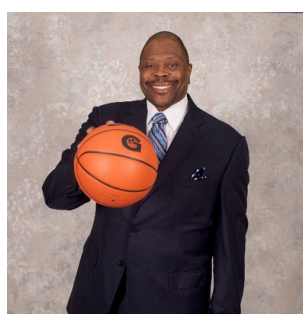
Angela Bassett
(Actress)
Upward Bound (BocaCiega
High School)



John Quinones
**(ABC News
Correspondent)**
Upward Bound (St.
Mary's University)



**Wil Haygood (Boston
Globe feature writer)**
Upward Bound, Ohio
Dominican College



Patrick Ewing
**(NBA All Star and Head
Basketball Coach
Georgetown University)**
Upward Bound Program
(MIT-Wellesley)



Viola Davis (Actress)
Upward Bound, Student
Support Services (Rhode
Island College)



WHY TRIO PROGRAMS WORK

Our programs work because TRIO staff understand the needs of low-income, first-generation students and possess the expertise to support student in their pursuit of a college degree.

TRIO IS FOCUSED

We Target First-Generation & Low-Income Students: 2/3 of TRIO students come from a low-income background where neither parent has earned a 4-year college degree.

TRIO SUPPORTS STUDENTS

One-on-One Counseling Services: TRIO counselors are personally committed to student success.

Built on Relationships: TRIO staff build lasting personal and professional relationships with their students, serving as role models and provide a climate of support to assist students as they move out of poverty and dependence into a life of successful and responsible citizenship.

Consistent and Accessible Staff: TRIO professionals are regularly available to students throughout the year in schools, on college campuses, out in the community, and in students' homes.

Comprehensive and Cultural: Services include academic enrichment, tutorial support, academic advising, personal counseling, help with college and financial aid applications, and exposure to cultural events.

TRIO EDUCATORS ARE EXPERTS

Performance-Based: Programs operate against specific measurable outcome objectives as defined in each approved grant proposal, and must annually meet these objectives in order to preserve funding.

The Voice of Experience: Professionals who serve TRIO students have overcome class, academic, social, and cultural barriers to succeed in higher education. Many of these individuals are first-generation college graduates, mentors and educators.

Committed to Tough Cases: A single parent raising several children; an older child helping to raise younger siblings; a physically disabled person with few resources; a struggling high school student trying to escape a life of poverty; these are the faces of TRIO!

Focused on Early Intervention: Upward Bound and Talent Search successfully reach students in grades 6-12 in order to keep promising students in school and focused on college attendance and career success.



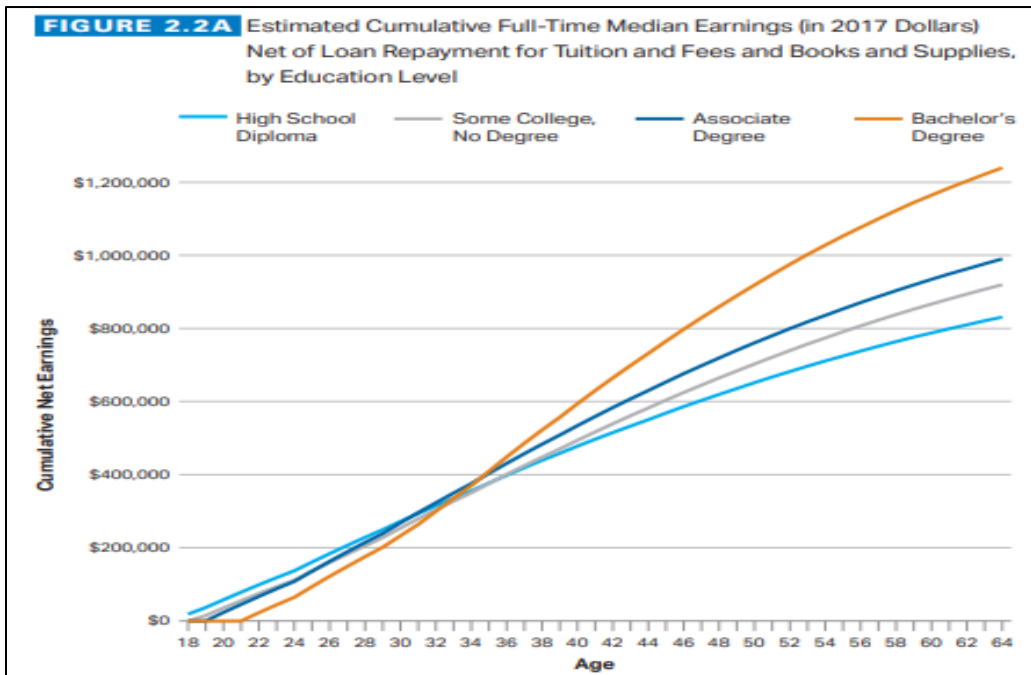
A RETURN ON INVESTMENT

Educational Attainment = Increased Economic Outcomes. With each degree, people have higher median earnings, pay more taxes, are less likely to be unemployed, and earn more over their lifetimes.

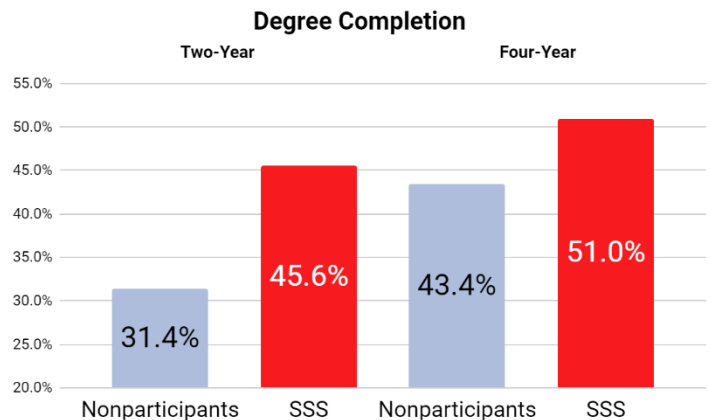
Federal TRIO Programs increase college attainment at every level of the pipeline to and through college.

TRIO Student Support Services yields a return on investment of 13 to 1.

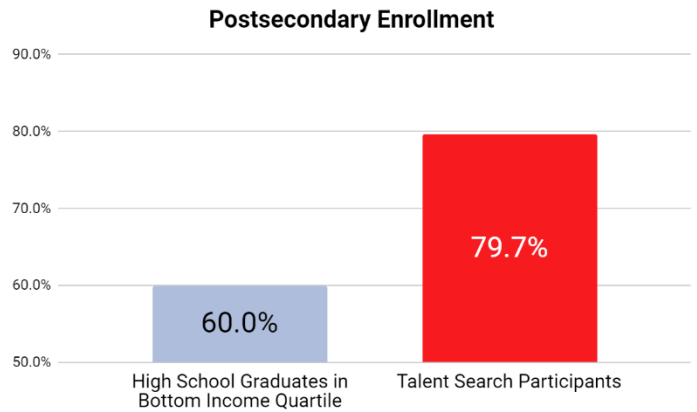
Educational Attainment	Unemployment Rate	Median Earnings	Tax Payments
Professional Degree (2%)	2.1%	\$120,500	\$32,400
Doctoral Degree (3%)		\$102,300	\$26,700
Master's Degree (12%)		\$80,200	\$20,100
Bachelor's Degree (27%)		\$65,400	\$15,800
Associate Degree (11%)	2.8%	\$50,100	\$11,400
Some College, No Degree (15%)	3.7%	\$46,300	\$10,300
High School Diploma (25%)	4.1%	\$40,500	\$8,700
Less Than High School (6%)	5.6%	\$30,800	\$6,200



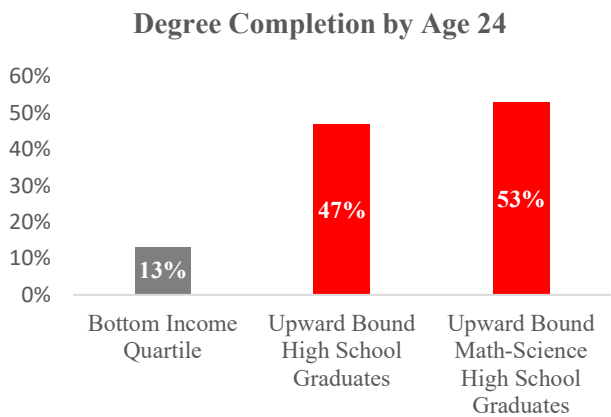
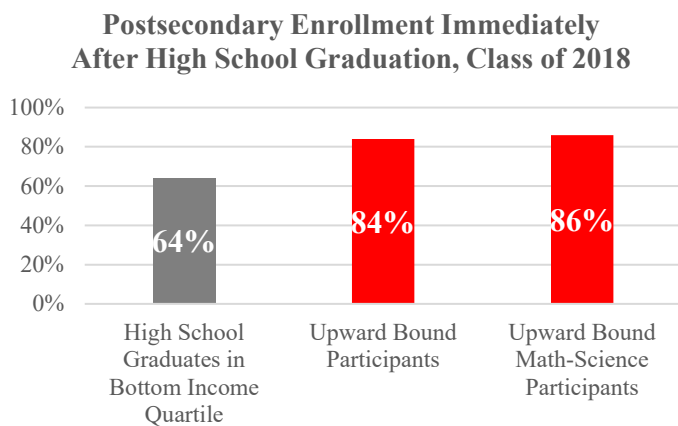
TRIO Student Support Services (SSS): At two-year institutions, 45.6% of TRIO SSS participants completed an associate degree or certificate or transferred to a four-year institution, compared to 31.4% of eligible nonparticipants. After six years of college at four-year institutions, 51% of SSS participants had completed a bachelor's degree, compared to 43.4% of eligible nonparticipants.²⁶ Given that college graduates earn over \$300,000 more over their lifetimes than those with some college and no degree, Student Support Services gives a **return on investment of at least \$13 for every \$1 spent by the federal government.**³



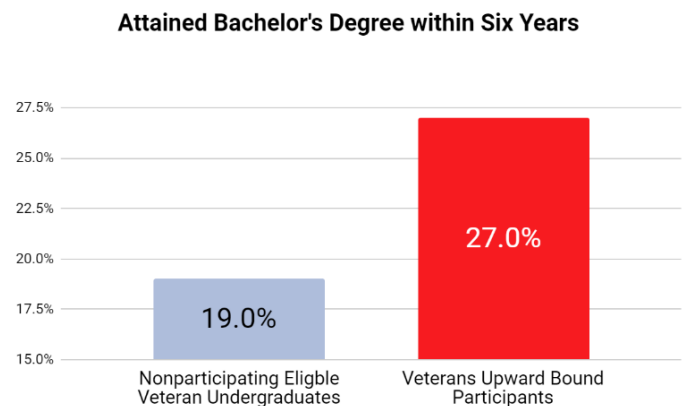
Talent Search: Data from 2014 indicates that 79.7% of Talent Search participants enrolled in a postsecondary education program immediately after high school graduation. Only 60% of students from the bottom income quartile enroll in a postsecondary education program immediately after high school graduation.^{4 5}



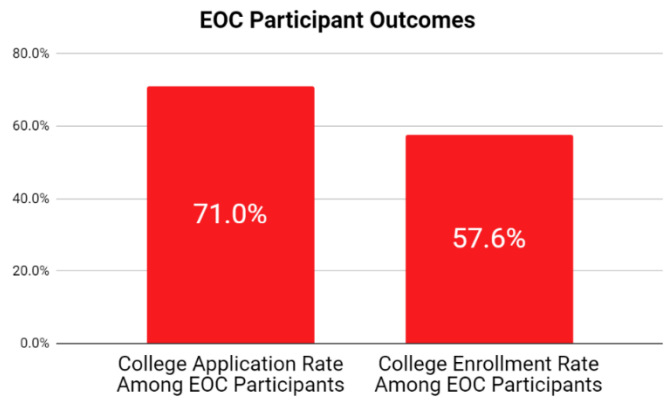
Upward Bound & Upward Bound Math/Science: For the high school class of 2018, 84% of Upward Bound and 86% of Upward Bound Math-Science participants enrolled immediately in college, compared to only 64% of high school graduates in the bottom income quartile. In 2018, 53% of Upward Bound participants and 47% of Upward Bound Math-Science high school graduates attained a bachelor's degree by age 24. Only 13% of students from the bottom income quartile in the same graduating class had attained a bachelor's degree by age 24.^{6 7}



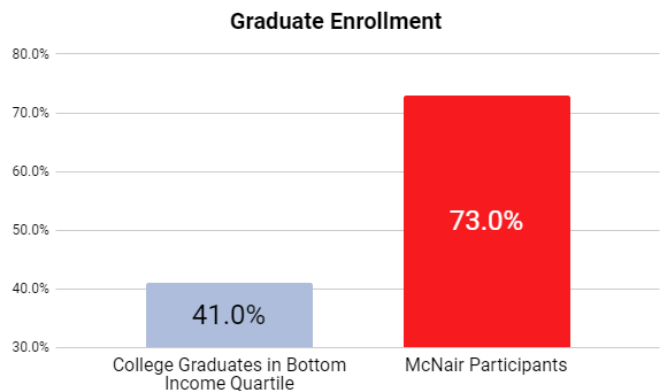
Veterans Upward Bound: In 2009, 27% of Veterans Upward Bound had attained a bachelor's degree within six years of enrollment. Nationally, only 19% of comparable low-income first-generation veteran undergraduates had attained a bachelor's degree within six years of enrollment.⁸



Educational Opportunity Centers: An analysis of EOC participants in 2011-12 found that more than half (60.6%) of “college-ready” students were enrolled in institutions of higher learning and 71% of eligible EOC participants (high school seniors, postsecondary dropouts, etc.) applied to college.⁹



Ronald E. McNair Postbaccalaureate Achievement: Of McNair participants who graduated by 1993, 73% had enrolled in graduate school by 2004. Only 41% of individuals from the bottom income quartile who had attained a bachelor’s degree in 1993 were enrolled in graduate school by 2004.^{11 12}



¹ Ma, J. et al. (2019), *Education Pays 2019: The Benefits of Higher Education for Individuals and Society*. College Board. Retrieved from <https://trends.collegeboard.org/education-pays>.

² U.S. Department of Education, Office of Postsecondary Education, Student Service, Comparing Student Outcomes Between Student Support Services Participants and Nonparticipants in the 2004/09 Beginning Postsecondary Students Longitudinal Study, Washington, D.C., 2019. Calculations of percent increase were completed by Council for Opportunity in Education.

³ Calculation: $(\$300,000 * (.51 - .434) * 54,337) / \$95,100,000 = 13$. Earnings data retrieved from Ma, Jennifer et al. (2019), *Education Pays 2019: The Benefits of Higher Education for Individuals and Society*. College Board. Retrieved from <https://trends.collegeboard.org/education-pays>.

⁴ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Talent Search Program*, Washington, D.C., 2016.

⁵ Cahalan, M., Perna, L., Addison, M., Murray, C., Patel, P., & Jiang, N. (2020). *Indicators of Higher Education Equity in the United States: 2020 Historical Trend Report*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennaAHEAD).

⁶ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Upward Bound and Upward Bound Math-Science Fast Facts, 2017-18*, Washington, D.C., 2016. <https://www2.ed.gov/about/offices/list/ope/trio/ububmsfastfactsreport1718.pdf>

⁷ Cahalan, M., Perna, L., Addison, M., Murray, C., Patel, P., & Jiang, N. (2020). *Indicators of Higher Education Equity in the United States: 2020 Historical Trend Report*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennaAHEAD).

⁸ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Veterans Upward Bound Program*, Washington, D.C., 2020.

⁹ U.S. Department of Education, *Educational Opportunity Centers Grantee Level Performance Results: 2013-14*, available at <http://www2.ed.gov/programs/trioeoc/eoc-gl-discussion-1314.pdf>; U.S. Department of Education, Federal TRIO Programs, *A Report on the Educational Opportunity Centers Program: 2007-08, with Select Comparative Data, 2002-07*, available at <http://www2.ed.gov/programs/trioeoc/eocpublication07-08.pdf>.

¹⁰ Baum, S. and Steele P. (2017). *The Urban Institute, Who Goes to Graduate School and Who Succeeds?*. Washington, D.C: Urban Institute.

¹¹ U.S. Department of Education, *Educational and Employment Outcomes of Ronald E. McNair Postbaccalaureate Achievement Program Alumni*, Washington, D.C., 2008.

¹² Jaschik, Scott, “What the Protests Mean.” *Inside Higher Ed*. 16 Nov. 2015, available at <https://www.insidehighered.com/news/2015/11/16/experts-consider-what-protests-over-racial-tensions-mean>.



TRIO Helps Students Get to and Through College!

TRIO programs make college more affordable by providing critical financial information and non-financial supports to First-Generation and Low-Income Students.

Federal TRIO Programs:

- *Upward Bound
- *Upward Bound Math/Science
- *Talent Search
- *Veterans Upward Bound
- *Student Support Services
- *Educational Opportunity Centers
- *McNair

880,000+ students in all 50 states and U.S. territories

At least 2/3 of all TRIO students are both **low-income and first-generation students.**

TRIO also serves students with disabilities, veterans, homeless and foster youth

TRIO Promotes Financial Literacy

Programs inform students about the financial aid process and options available to them. TRIO professionals assist students and families with making educated personal financial choices to fund postsecondary education.

TRIO Helps Students Succeed Academically

Through tutoring, academic coaching, supplemental coursework, and other supports, TRIO helps students achieve the academic competence to progress from year to year.

TRIO Provides Peer Mentoring and Support

In an often isolating environment, TRIO provides critical connections that foster the tools necessary for postsecondary persistence.

TRIO Shortens the Time to Degree Completion

Compared to their low-income peers, TRIO students are 47% more likely to attain an associate's degree or transfer and 18% more likely to earn a bachelor's degree.

Hear From TRIO Students!

“When figuring out what college I would attend, and how I would pay for it, the staff sat down with me and helped me fill out scholarship essays and even wrote recommendation letters for me; because of them I was able to get the rest of my bachelor’s degree completely paid for.” – Brian J., Talent Search, Oklahoma

“As a 33 year-old single parent trying to earn a better living, I rely heavily on the SSS staff for personalized financial aid and academic guidance, especially for financial aid issues which are often overwhelming and complicated.” – Dawn H., SSS, Louisiana

“As a first-generation college student from a low-income background I entered college with no financial support from my family.... More than any other program with which I have been involved, [TRIO] has helped me to leave poverty behind me by equipping me with necessary skills to advance my education and career without accruing unmanageable debt along the way.” – Sarah S., McNair, Kansas

TRIO

STUDENT SUPPORT SERVICES

Student Support Services (SSS) is the largest and most expansive program promoting college persistence for low-income students, as it provides academic tutoring, personal counseling, and other supports necessary for such students to persist and ultimately graduate from college.

The U.S. Education Department (ED or the Department) released a study of the SSS programs in 2019. The study compared academic achievement of students who first joined SSS as college freshman in 2003-04 with a sample of matched nonparticipants with similar demographics and high school achievement, including GPA, SAT, and GPA.⁸ Key findings included the following:

DEGREE COMPLETION

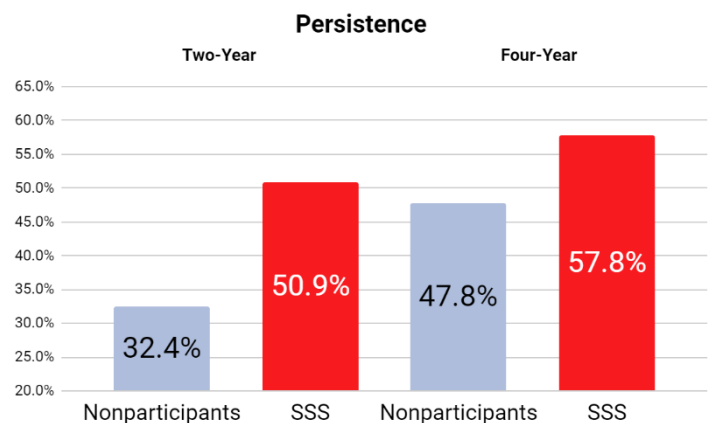
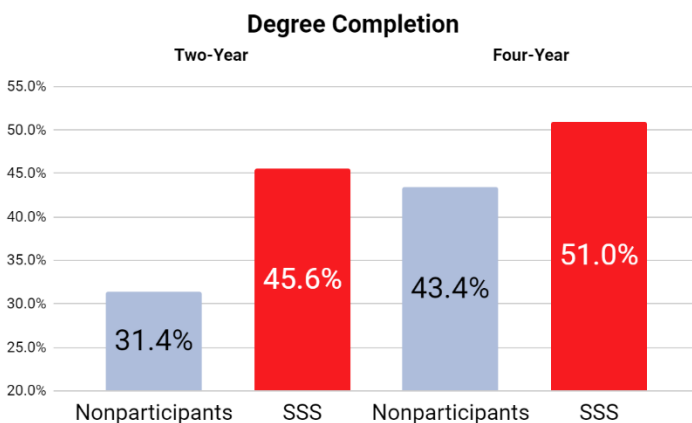
SSS students earned more degrees than matched nonparticipants:

- **Two-Year Institutions:** After four years of college, SSS students were **47% more likely** to complete an associate's degree or certificate or transfer to a four-year institution.
- **Four-Year Institutions:** After six years of college, SSS students were **18% more likely** to complete a bachelor's degree.

PERSISTENCE

SSS students were more likely to complete a degree or stay enrolled than nonparticipants.

- **Two-Year Institutions:** By fall of the fourth year, SSS students were **57% more likely** to have completed an associate degree or certificate or persist in enrollment than matched nonparticipants.
- **Four-Year Institutions:** By fall of the sixth year, SSS students were **21% more likely** to have completed a bachelor's degree or stay enrolled than matched nonparticipants.



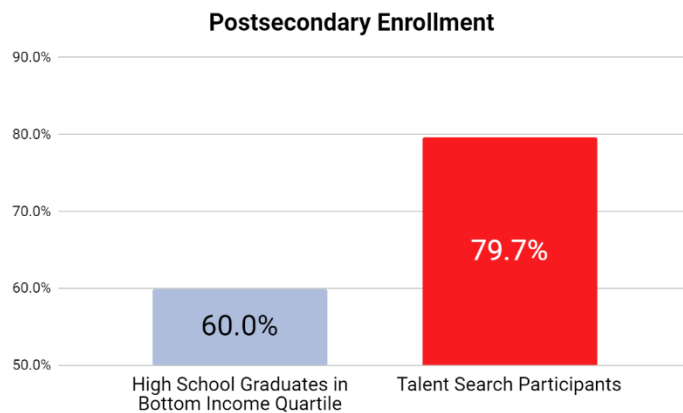
⁸ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Comparing Student Outcomes Between Student Support Services Participants and Nonparticipants in the 2004/09 Beginning Postsecondary Students Longitudinal Study*, Washington, D.C., 2019. Calculations of percent increase were completed by Council for Opportunity in Education.

TRIO

TALENT SEARCH

Talent Search focuses on low-cost, early interventions for students in grades 6-12. Students receive academic, career, and financial counseling; participate in college visits; and receive assistance with college entrance exams, admission applications, and financial aid forms.

In the recently released *Fast Facts for the Talent Search Program*, the Department reported favorable postsecondary enrollment rates among Talent Search participants. More specifically, the Department found that, between 2011–12 and 2013–14, about **80 percent** of college-ready seniors enrolled in institutions of higher education.⁹



Number and Percentage of Talent Search Seniors Who Were College-Ready and Enrolled in Postsecondary Institutions				
Reporting Year	Participating High School Seniors	College-Ready Participants	College-Ready Participants Who Enrolled in Postsecondary Education	Postsecondary Enrollment Rate
2011-12	63,365	61,695	49,235	79.8%
2012-13	63,752	62,057	50,023	80.6%
2013-14	62,812	61,183	48,750	79.7%

Source: U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Talent Search Program*, Washington, D.C., 2016, available at <https://www2.ed.gov/programs/triotalent/ts-fastfacts2016.pdf>.

⁹ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Talent Search Program*, Washington, D.C., 2016, available at <https://www2.ed.gov/programs/triotalent/ts-fastfacts2016.pdf>.



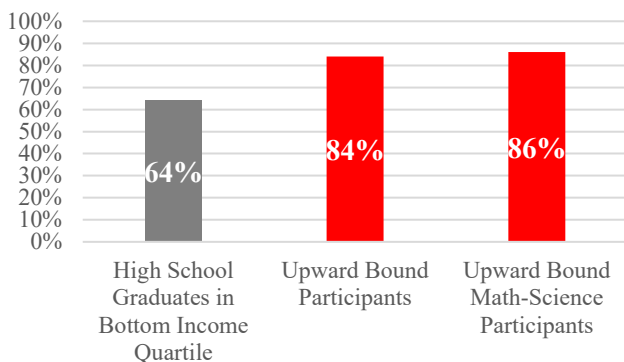
Upward Bound (UB) is an intensive intervention program that prepares students for higher education through various enrichment courses. Campus-based UB programs provide students instruction in literature, composition, mathematics, science, and foreign language during the school year and during a six-week residential component in the summer. UB also provides intensive mentoring and support for students as they prepare for college entrance exams and tackle admission applications, financial aid, and scholarship forms.

Using a model similar to the classic Upward Bound program, Upward Bound Math-Science (UBMS) addresses the need for specific instruction in the fields of math and science and encourages students to pursue postsecondary degrees and careers in disciplines like science, technology, engineering, and mathematics.

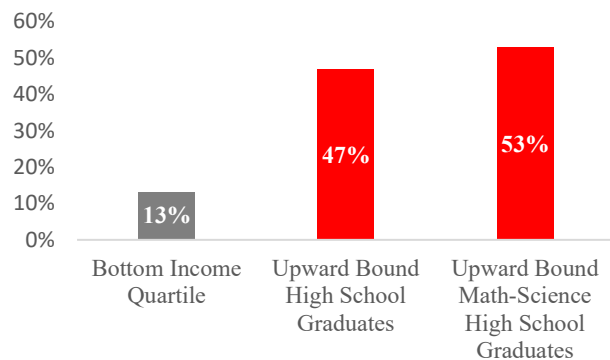


For the high school class of 2018, 84% of Upward Bound and 86% of Upward Bound Math-Science participants enrolled immediately in college, compared to only 64% of high school graduates in the bottom income quartile. In 2018, 53% of Upward Bound participants and 47% of Upward Bound Math-Science high school graduates attained a bachelor’s degree by age 24. Only 13% of students from the bottom income quartile in the same graduating class had attained a bachelor’s degree by age 24.^{10 11}

Postsecondary Enrollment Immediately After High School Graduation, Class of 2018



Degree Completion by Age 24



¹⁰ U.S. Department of Education, Office of Postsecondary Education, Student Service, *Upward Bound and Upward Bound Math-Science Fast Facts, 2017-18*, Washington, D.C., 2016.

<https://www2.ed.gov/about/offices/list/ope/trio/ububmsfastfactsreport1718.pdf>

¹¹ Cahalan, M., Perna, L., Addison, M., Murray, C., Patel, P., & Jiang, N. (2020). *Indicators of Higher Education Equity in the United States: 2020 Historical Trend Report*. Washington, DC: The Pell Institute for the Study of Opportunity in Higher Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennaHEAD).

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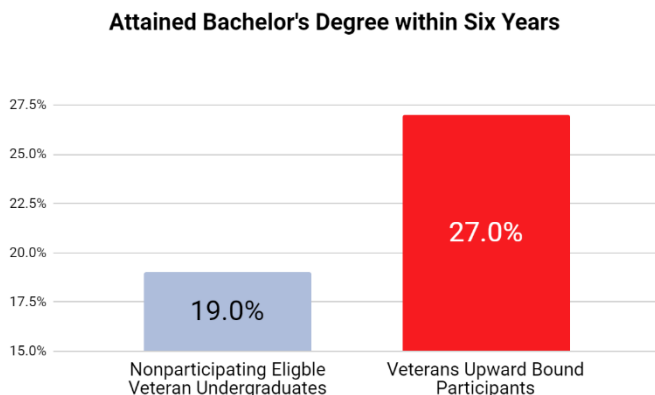
VETERANS UPWARD BOUND

Why We Need Veterans Upward Bound. Upon their return home from military service, many veterans feel disconnected and have difficulty integrating themselves back into their communities, let alone the classroom. This is particularly true for those veterans who lacked proper academic preparation prior to their military service. Indeed, many veterans initially turned to the military because they were ill-prepared for college. As a result, they approach academic re-entry with much trepidation and fear. This is manifested in the low completion rates for recent veterans.

Why Financial Aid Alone Is Insufficient. Despite the generous financial aid offered through the Post-9/11 GI Bill and other federal programs, many veterans lack the academic tools and emotional support necessary to succeed. Many colleges report that returning veterans face numerous difficulties and often fail to successfully complete their degree programs. Veterans Upward Bound addresses these factors directly by creating a safe environment and camaraderie that fosters learning and advancement for these young veterans.

Veterans Upward Bound has a strong record of success.

According to the National Association of Veterans Upward Bound Program Personnel, in 2015-2016, 74% of recent program graduates were enrolled in postsecondary education programs by the following year. In 2009, 27% of Veterans Upward Bound had attained a bachelor's degree within six years of enrollment. Only 19% of nonparticipating eligible veteran undergraduates had attained a bachelor's degree within six years of enrollment. Beyond the raw data, the preparation, testing, and counseling services provided by Veterans Upward Bound allows program graduates to move more efficiently through their postsecondary education programs.¹²



Program Need. In recent years, more and more young Americans have turned to the military due to financial necessity. As the conflicts overseas draw to a close, the need for supportive services for recent veterans will only continue to grow. With limited resources, Veterans Upward Bound can only serve about 2% of low-income veterans. It is our hope that Congress will capitalize on the experience of and expertise within Veterans Upward Bound and broaden the program's reach.

¹² U.S. Department of Education, Office of Postsecondary Education, Student Service, *Fast Facts Report for the Veterans Upward Bound Program*, Washington, D.C., 2020.

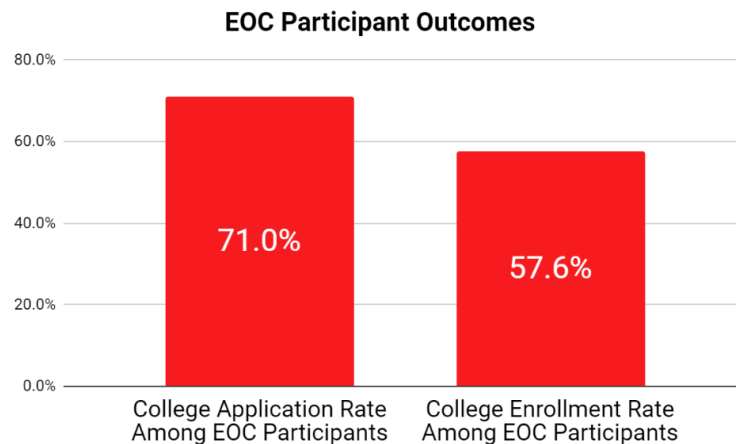
TRIO

EDUCATIONAL
OPPORTUNITY CENTERS

Educational Opportunity Centers (EOCs) target adult learners and prepare them to go back into the workforce by arming them with the educational supports necessary to succeed. EOCs – along with Veterans Upward Bound – is one of the few national initiatives that assist adults in identifying, enrolling in, and paying for college.

There is a critical need for EOC programs as more and more adults are enrolling in higher education programs.¹³ For instance, according to the National Center for Education Statistics, in fall 2013, 27% of full-time undergraduates at 2-year public institutions were aged 25 years or older.¹⁴

These programs work! During the 2013-2014 program year, more than half (57.6%) of “college-ready” EOC participants enrolled in institutions of higher learning; similarly, a recent assessment of EOC found that 71% of eligible participants (i.e., high school seniors, high school graduates, high school equivalency graduates, postsecondary dropouts or transfers, etc.) applied for college admission.¹⁵



¹³ Ross-Gordon, Jovita. “Research on Adult Learners: Supporting the Needs of a Student Population that Is No Longer Nontraditional.” *Peer Review*. 13.1 (2011), available at <https://www.aacu.org/publications-research/periodicals/research-adult-learners-supporting-needs-student-population-no>.

¹⁴ National Center for Education Statistics, *Characteristics of Postsecondary Students* (2016), available at https://nces.ed.gov/programs/coe/indicator_csb.asp.

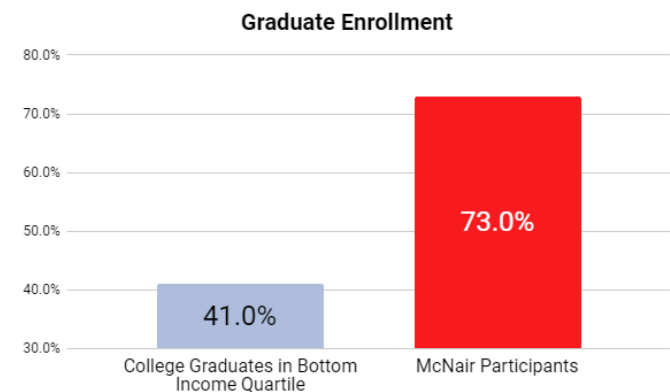
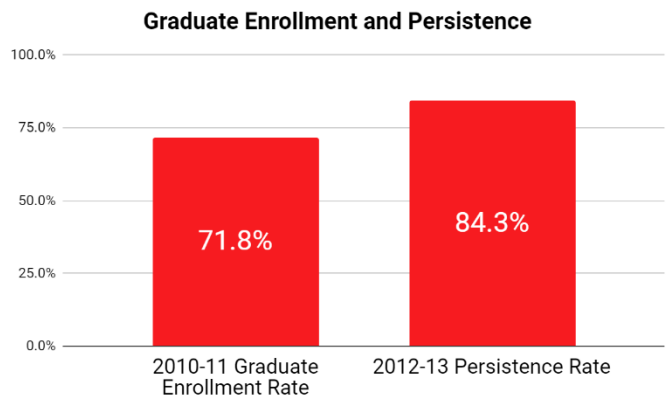
¹⁵ U.S. Department of Education, *Educational Opportunity Centers Grantee Level Performance Results: 2013-14*, available at <http://www2.ed.gov/programs/trioeoc/eoc-gl-discussion-1314.pdf>; U.S. Department of Education, *Federal TRIO Programs, A Report on the Educational Opportunity Centers Program: 2007-08, with Select Comparative Data, 2002-07*, available at <http://www2.ed.gov/programs/trioeoc/eocpublication07-08.pdf>.

TRIO

RONALD E. MCNAIR POST-BACCALAUREATE ACHIEVEMENT PROGRAM

The Ronald E. McNair Postbaccalaureate Achievement program not only helps low-income, first-generation, and minority students graduate from college, but also enables them to successfully pursue postgraduate study. According to an analysis of performance data by the U.S. Department of Education, **71.8%** of McNair students who obtained bachelor's degrees during the 2010-2011 program year enrolled in postgraduate education within three years.¹⁶ In 2013-2014, McNair programs reported a graduate school persistence rate of **84.3%** among students who enrolled in 2012-2013—a **6.3% increase** in postgraduate persistence rates of participants who first enrolled in 2011-12. Of McNair participants who graduated by 1993, **73%** enrolled in graduate school by 2004, compared to **41%** of other low-income individuals who graduated by 1993.^{17, 6}

As students continue to demand greater equity and inclusion on college campuses, it becomes more and more evident that the McNair program is critical to addressing this need.²¹⁸ Institutions as a whole benefit from faculty diversity as professors of color influence learning among all students for the better. Such thought leaders also provide important role models and mentors for undergraduates from minority backgrounds. The McNair program is critical as it provides research opportunities and mentoring to low-income, first-generation, and underrepresented students in preparation for postgraduate study.



¹⁶ U.S. Department of Education, *Ronald E. McNair Postbaccalaureate Achievement Program Grantee Level Performance Results: 2013-14*, available at <http://www2.ed.gov/programs/triomcnair/mcn-gl-discussion-2013-14.doc>.

¹⁷ Baum, S. and Steele P. (2017). The Urban Institute, *Who Goes to Graduate School and Who Succeeds?*. Washington, D.C: Urban Institute.

¹⁷ U.S. Department of Education, *Educational and Employment Outcomes of Ronald E. McNair Postbaccalaureate Achievement Program Alumni*, Washington, D.C., 2008.

¹⁸ Jaschik, Scott, "What the Protests Mean." *Inside Higher Ed*. 16 Nov. 2015, available at <https://www.insidehighered.com/news/2015/11/16/experts-consider-what-protests-over-racial-tensions-mean>.

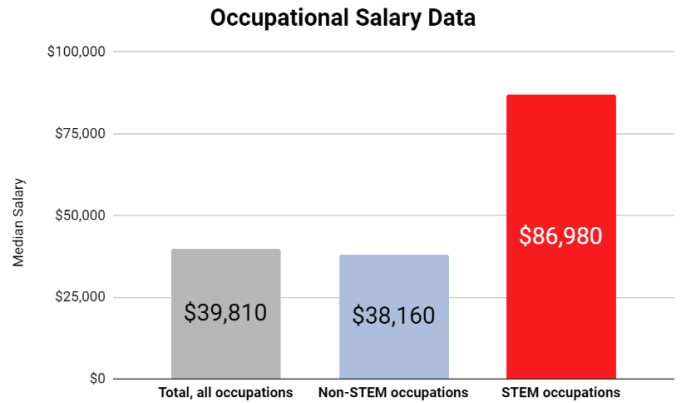


STEM Fast Facts

STEM Educational Attainment = Increased Economic Outcomes

STEM and Economic Outcomes

According to data from the Bureau of Labor Statistics, the median salary for those in Science, Technology, Engineering, and Math (STEM) occupations is **more than double** than the median salary for non-STEM occupations. A 2017 report from BLS found that “Over 99 percent of STEM employment was in occupations that typically require some type of postsecondary education for entry, compared with 36 percent of overall employment.”^{1,2}



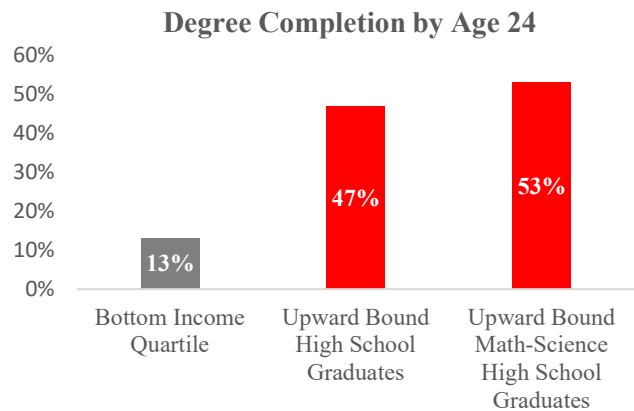
STEM and Racial Disparities

A report from Pew Research Center found that Black Americans and Hispanic Americans are underrepresented in the STEM workforce. Though Black Americans make up 11% of the total workforce, they only make up 9% of the STEM workforce. Hispanic Americans comprise 16% of the total workforce and just 7% of the STEM workforce. In order to ensure that underrepresented minority groups have access to these high-paying jobs, it is vital that they first have access to the education needed to qualify for them. If education is the great equalizer of society, then it is critical that underrepresented minorities are given greater access to STEM education.³

STEM Return on Investment

Increasing access to STEM education will not only benefit the individual student, but it will also bolster the American economy. The STEM workforce supports 69% of American GDP, as increased wages leads to increased discretionary spending. **Federal TRIO programs provide services such as course counseling and academic tutoring to disadvantaged students with the goal of increasing postsecondary enrollment and graduation rates, some of which focus on STEM education. These programs benefit students who would not otherwise have access to STEM education and they benefit the American economy by increasing the number of high-wage earners in the workforce.** There are three programs within the TRIO umbrella that are specific to STEM education.⁴

Upward Bound & Upward Bound Math/Science: For the high school class of 2018, 84% of Upward Bound and 86% of Upward Bound Math-Science participants enrolled immediately in college, compared to only 64% of high school graduates in the bottom income quartile. In 2018, 53% of Upward Bound participants and 47% of Upward Bound Math-Science high school graduates attained a bachelor’s degree by age 24. Only 13% of students from the bottom income quartile in the same graduating class had attained a bachelor’s degree by age 24.

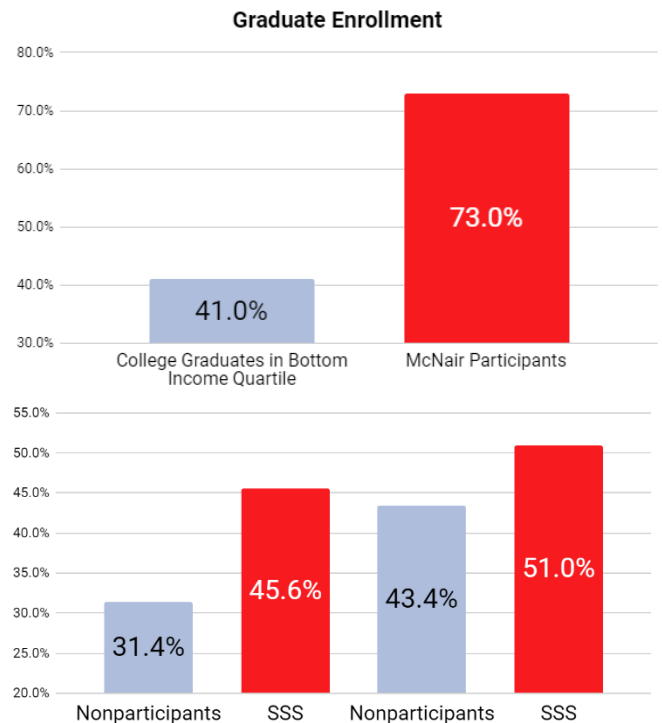


Ronald E. McNair Postbaccalaureate Achievement:

The Ronald E. McNair Postbaccalaureate Achievement program not only helps low-income, first-generation, and minority students graduate from college, but also enables them to successfully pursue postgraduate study. **Of McNair participants who graduated college, 73% had enrolled in graduate school within ten years. Only 41% of individuals from the bottom income quartile who had attained a bachelor’s degree the same year were enrolled in graduate school in the same time frame.**¹

Student Support Services:

Student Support Services (SSS) is the largest and most expansive program promoting college persistence for low-income students, as it provides academic tutoring, personal counseling, and other supports necessary for such students to persist and ultimately graduate from college. Some SSS programs are STEM specific and help participants graduate on-time with a STEM degree. **After six years of college, SSS students were 51% more likely to complete a bachelor’s degree than other eligible non-participants.**⁸



TRIO and STEM Programs

TRIO Program	Number of Programs	Number of Participants	FY22 Funding
UBMS	241	14,963	\$73,699,494
Ronald E. McNair	206	5,677	\$56,378,254
SSS (STEM)	97	11,957	\$25,530,089

These three TRIO programs are indispensable tools in the effort to provide disadvantaged students with the supports and skills needed to achieve gainful employment in a lucrative field. When we invest in these students, we invest in the entire American economy.

¹ U.S. Department of Education, *Educational and Employment Outcomes of Ronald E. McNair Postbaccalaureate Achievement Program Alumni*, Washington, D.C., 2008.

TRIO and Historically Black Colleges and Universities: Partnering for Access and Completion

Overview: The Federal TRIO Programs' effective student supports promote undergraduate and graduate enrollment, retention, and completion. TRIO helps improve outcomes for Black students and can even help bring additional federal dollars to HBCUs beyond the resources provided by TRIO. At HBCUs, the Federal TRIO Programs currently:

- **Serve 34,803 first-generation, low-income students and students with disabilities;**
- **Provide \$48.8 million in annual funding;**
- **Provide 114 program grants; and**
- **Are sponsored by 50 HBCU institutions (nearly two-thirds of all HBCUs).** (See full list below.)

Historically Black Colleges and Universities (HBCUs) play a crucial role in providing Black students with access to postsecondary education. Together, HBCUs enroll approximately 20 percent of Black undergraduate students, and HBCU enrollment continues to increase among Black students. An examination of data on Black student enrollment and Pell Grant recipients indicates that HBCUs have better graduation rates among low-income students than non-HBCU institutions.¹ Therefore, HBCUs play a crucial role in Black student graduation, because among all institutions, only 26 percent of students in the lowest family income quartile graduate within six years, compared to 69 percent of students from families in the highest income quartile.² Nationwide, about 56 percent of undergraduates are first-generation,³ and about 40 percent are Pell recipients. At four-year institutions overall, 49 percent of Pell recipients graduate within six years of enrollment.⁴

Ensuring the success of low-income students is critical for HBCUs because of the unique funding formulas in Title III Part B of the Higher Education Act (HEA). The formula states that 50 percent of Section 324 institutional aid funding for strengthening HBCUs is based on the number of Pell Grant eligible students enrolled, 25 percent of the grant is based on the number of Pell Grant eligible students who graduate from the institution, and the remaining 25 percent is based on the number of graduates who attend graduate school in areas where Blacks are underrepresented within 5 years.⁵ Further, the formula for HBCU graduate and professional programs in Section 326 (which funds institutional programs to improve graduate degree attainment) is based in part on graduate student enrollment and degree completion.⁶

Federal TRIO Programs Can Improve HBCU Enrollment and Completion for Black Students

The Federal TRIO Programs are a set of college access and success programs for first-generation and low-income students, founded by President Johnson in the Civil Rights Era and strengthened in the Higher Education Act and appropriations by champions in the Congressional Black Caucus. Today, two-thirds of TRIO's 880,000 students are students of color.

¹ Nichols, Andrew H. and Evans-Bell, Denzel. "A look at Black Student Success: Identifying Top and Bottom Performing Institutions." The Education Trust. 2017. <https://edtrust.org/wp-content/uploads/2014/09/A-Look-at-Black-Student-Success.pdf>.

² Cahalan, M.W., Perna, L.W., Addison, M., Murray, C., Patel, P.R., & Jiang, N. "Indicators of Higher Education Equity in the United States: 2020 Historical Trend Report." The Pell Institute for the Study of Opportunity in Higher

Education, Council for Opportunity in Education (COE), and Alliance for Higher Education and Democracy of the University of Pennsylvania (PennAHEAD). Washington, DC: 2020. http://pellinstitute.org/downloads/publications/indicators_of_higher_education_equity_in_the_us_2020_historical_trend_report.pdf.

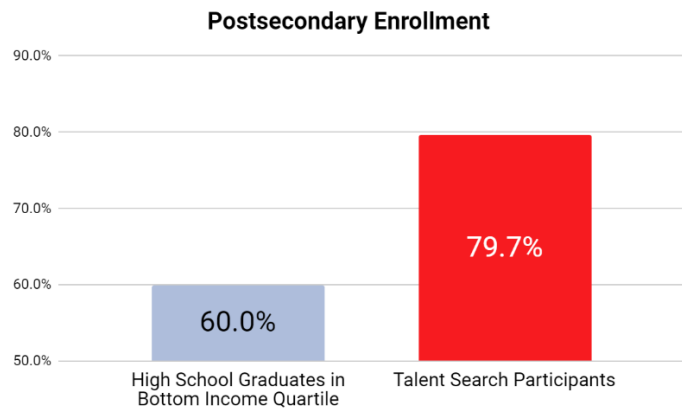
³ U.S. Department of Education. "New U.S. Department of Education Report Highlights Colleges Increasing Access and Supporting Strong Outcomes for Low-Income Students." 2016. <https://www.ed.gov/news/press-releases/new-us-department-education-report-highlights-colleges-increasing-access-and-supporting-strong-outcomes-low-income-students>.

⁴ Whistle, W. and Hiler, T. *The Pell Divide: How Four-Year Institutions are Failing to Graduate Low- and Moderate-Income Students*. Third Way. 2018. <https://www.thirdway.org/report/the-pell-divide-how-four-year-institutions-are-failing-to-graduate-low-and-moderate-income-students>.

⁵ Higher Education Act of 1965, as amended, Sec. 324. <https://www.govinfo.gov/content/pkg/COMPS-765/pdf/COMPS-765.pdf>

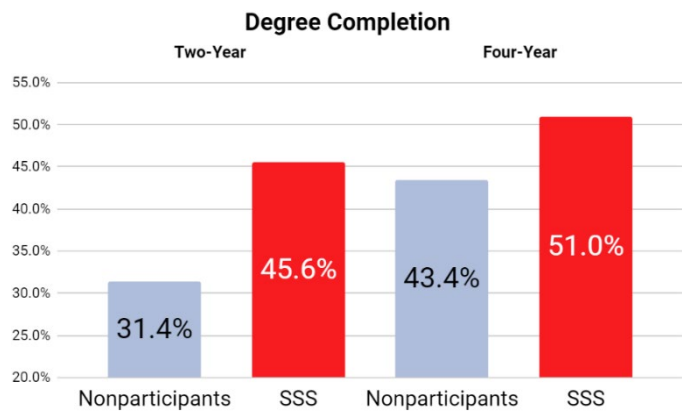
⁶ Higher Education Act of 1965, as amended, Sec. 326. <https://www.govinfo.gov/content/pkg/COMPS-765/pdf/COMPS-765.pdf>

Improving Pell Enrollment: TRIO’s Upward Bound and Talent Search programs serve low-income first-generation middle and high school students and help them enter the college pipeline. More than 350,000 students are enrolled in 552 Talent Search TRIO projects. According to the most recent data collected by the U.S. Department of Education, 80 percent of Talent Search participants enrolled in postsecondary institutions immediately following high school graduation.¹ Additionally, nearly 74,000 students are being served by 1023 Upward Bound projects. Recent analysis from the U.S. Department of Education showed that 83.9 percent of Upward Bound students in the 2017–18 high school graduation cohort enrolled immediately in college following high school graduation.² 79.7 percent of Talent Search high school graduates enrolled immediately. TRIO students are Pell eligible and often enroll in HBCUs thereby helping to enhance their enrollment and Pell Grant metrics. Together, TRIO programs and Historically Black Colleges and Universities can work to serve low-income, first-generation students of color and provide them with access to college and a realistic chance of completion.



Improving Completion: TRIO’s Student Support Services program has been shown to help enhance retention and graduation rates. Most recently, a 2019 study contracted by the U.S. Education Department found that SSS participants were more likely to persist, accumulate credits, and complete a degree than matched nonparticipants with similar demographics and high school achievement levels.³ At two-year institutions, SSS students were 47 percent more likely to complete an associate degree or certificate or transfer to a four-year institution in four years.⁴ At four-year Institutions, SSS students were 18 percent more likely to complete a bachelor's degree in six years.⁵ By helping to retain Pell-eligible students programs can also help increase funding for Title III formula-driven HBCU grants.

2019 study contracted by the U.S. Education Department found that SSS participants were more likely to persist, accumulate credits, and complete a degree than matched nonparticipants with similar demographics and high school achievement levels.³



Strengthening the Pipeline to Graduate School: TRIO’s Ronald E. McNair Postbaccalaureate Achievement program is designed to encourage low-income students and minority undergraduates to consider careers in college teaching as well as prepare for doctoral study. Students who participate in this program are provided with research opportunities and faculty mentors. This program was named in honor of the astronaut who died in the 1986 space shuttle explosion. Currently, there are 206 projects, serving more than 5,600 students. According to recent performance data, in 2013-14, 72% of McNair participants who graduated in 2010-11 were enrolled in graduate school; meanwhile, 84% of students who first enrolled in graduate school in 2012-2013 persisted in their studies.⁶

¹ U.S. Department of Education, Office of Postsecondary Education, Student Service. Fast Facts Report for the Talent Search Program. Washington, D.C.: 2016. <https://www2.ed.gov/programs/triotalent/ts-fastfacts2016.pdf>.

² Fast Facts Report for the Upward Bound and Upward Bound Math-Science Programs: 2017-18 . Washington, D.C.: 2021 . <https://www2.ed.gov/programs/trioupbound/ub-ubms-outcomes2016.pdf>.

³ 13 U.S. Department of Education. Comparing Student Outcomes Between Student Support Services Participants and Nonparticipants in the 2004/09 Beginning Postsecondary Students Longitudinal Study. Washington, D.C.: 2019.

<https://www2.ed.gov/about/offices/list/ope/trio/sssparticipantsinbpsls.pdf>.

⁴ 45.6% for SSS vs. 31.1% for nonparticipants. (45.6-31.1)/31.1=0.47.

⁵ 51.0% for SSS vs. 43.4% for nonparticipants. (51.0-43.4)/43.4=0.18.

⁶ U.S. Department of Education. Ronald E. McNair Postbaccalaureate Achievement Program Grantee Level Performance Results: 2013-14. Washington, D.C.: 2015. <https://www2.ed.gov/programs/triomcnair/mcn-gl-discussion-2013-14.doc>.