



American Youth Policy Forum &  
National Center for Postsecondary Research

## Financial Aid Practices That Support Low- and Moderate-Income Student Access and Success

Almost half of college-qualified low- and moderate-income high school graduates face financial barriers that prevent them from enrolling in four-year colleges and for those students who do enroll, they have poor rates of completion, according to a 2002 report by the Advisory Committee on Student Financial Assistance. Among academically high scoring low-SES students who do enroll in college, nearly half leave college with no credential at all. The federal government makes an annual investment of over \$86 billion in federal grants, loans, work aid and tax benefits available to students. Even with this investment, there are persistent barriers to access to and completion of higher education for low- and moderate-income individuals. Many individuals do not expect to be able to afford higher education, and do not have access to information that informs them otherwise. This forum will focus on promising practices that have demonstrated success in increasing access to financial aid, college entrance and college persistence for low- and moderate-income families.

### American Youth Policy Forum Upcoming Events

02/20/09 -- [The Role of Expanded Learning Opportunities in 21st Century Community Learning Center Middle School Programs at Children's Aid Society Community Schools in New York City](#): Measurable Results from a 3-year Longitudinal Study: The first forum in the series will highlight research on the role of expanded learning opportunities in six 21st Century Community Learning Centers (CCLC) programs at Children's Aid Society (CAS) Community Schools to highlight what makes the Children's Aid approach distinctive. Overall, the findings from a 3-year longitudinal study of 21st CCLC programs at Children's Aid Society Community Schools, conducted by ActKnowledge, indicated an increase in academic achievement and positive youth development for participants in the program over nonparticipants. Students enrolled in the 21st CCLC programs also had higher school attendance than non-participants. Presenters will include Jane Quinn, Assistant Executive Director for Community Schools at the Children's Aid Society (NY), Katherine Eckstein, Policy and Advocacy Specialist at the Children's Aid Society (NY), Helene Clark, Founder and Director of ActKnowledge (NY), a research firm housed within the Center for Human Environments at the Graduate Center of the City University of New York (NY), and Marinieves Alba, Community School Director, Mirabal Sisters Campus (NY).

02/27/09-- [The Latino Education Crisis: The Consequences of Failed Social Policies](#): This forum will feature Patricia Gándara, Professor of Education at UCLA, presenting an overview of her new book entitled *The Latino Education Crisis: The Consequences of Failed Social Policies*. The book argues that the education of Latino youth constitutes a critical policy imperative, finding that Latinos are the only group that "has not made significant progress in degree attainment in 30 years." This crisis bears broad social and economic consequences, as Latinos represent the largest and fastest-growing ethnic minority in the country. Gándara identifies a broad web of issues that contribute to low rates of college enrollment and success, and offers policy recommendations. A panel of respondents will present their suggestions and discuss the policy implications of this work.