

Inequalities in College Readiness

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Abstract

This paper will discuss inequalities in the United States public education system, focusing on how students of color who are in low socioeconomic standing may suffer the consequences of an unequal education system. In this study I will be sampling from a variety of YouTube videos where college students are discussing the inequities they face as a result of public school deficiencies. In addition, I will conduct participant observation of random student gatherings at SUNY Purchase in settings where they may discuss their challenges. Finally, I will also include an auto-ethnography describing my experience with both the public secondary education system and higher education. These three methods will be considered in relation to each other to explore patterns in how students experience the effects of a deficient public secondary education history on their higher education experience.

Introduction

The Equal Education Opportunity Act of 1974 made it illegal to discriminate against staff, faculty, and students and outlawed racial segregation within the school system. This act requires all school districts to dismantle barriers students faced and promote equal participation. This law lacks a clear definition of an equal education. Education is supposed to serve as a road to equal opportunity, but many disadvantaged students are dropping out of college during their first year. There is a difference in the type of education one gets from a school located in an underdeveloped community compared to wealthy ones. In today's society we see students of color or low income playing catch up trying to compete with peers who come in with college credits who are well versed in their field of study. In many science and art college programs there is a lack of representation of people of color and low income. The purpose of this study is to shed light on unequal education, while looking for ways to support students who are disadvantaged. The question that I seek to explore through this research study is: 1) How does financial inequities in secondary education affect educational challenges among students in higher education?

Literature Review

The Education/ Achievement Gap

Many disparities in the United States education system can be seen through the Education/Achievement Gap. “The Achievement Gap occurs when one group of students outperform another group, and the difference in average scores for the two groups is statistically significant”(Pitre, 2014). Students of color or lower Socioeconomic receive significantly lower test scores and grade point averages than their more affluent counterparts. According to Charisse Cowan Pitre, using data collected from the National Assessment of Education found that in 2005-2013 there was a persistent discrepancy in education achievement among different student groups. The student groups being White, Black, Hispanic Asian/Pacific Islander and American Indian/Alaska Native. They found that “African American, Latino and American Indian student outcomes at the lowest levels of achievement.” (Pitre 210) One table from the article shows the percentage of white, and Asian/Pacific Islander students who performed below the basic mathematics achievement was 25%, 19% while black, Hispanic, and American Indian 62%,46%, 50%. This table shows that all students are not performing academically on the same level, and the reason for this is could be the type of education each student is receiving.

Schools in communities with low-income ethnic children need qualified teachers, and the more education experience the better, so that they are able to support students with more challenging circumstances. In school districts around the United States, the ones that have smaller school districts receive more equal funding than larger ones in more urban settings. (Moser, 2002; Rubenstein 2002). In many of these public school districts these children are of color and low socioeconomic status.

An important finding in the article *The Equality of Public School District Funding in the United States: A National Status report*, by Michele Moser and Ross Rubenstein found that “States with fewer school districts tended to have more equal distributions of education dollars than states with more districts. States with a higher number of districts made larger equity gains than states with fewer districts. But the disparities still tended to be larger in states with more districts.” From this finding I can infer that states with more school districts had a larger student population but also had more financial disparities. When there are more school districts the more the distribution of education dollars become more unequal. Another finding in this article was that “States with higher proportions of revenue provided by state governments generally showed a more equal distribution of resources than states that were more dependent.” (PG70) When the government allows more funding towards education, funding is more likely to be distributed evenly. One issue stems from where the funds for education is coming from, which affects how it is distributed throughout school districts.

Another article found that Suburban districts scored higher than city, town and rural districts, and have a lower achievement gap. (Gagnon, 2018; Mattingly, 2018) The location of one’s school plays a huge role in the types of education they will receive. Students in schools with a higher population of students of color or lower socioeconomic attend schools that lack opportunities like access to sports, college classes and extracurricular activities. Then with these disadvantage students enter college and many are unable to keep up with the course load and are more likely to drop out. When students are exposed to more activities it can allow them more opportunities to practice time management skills. When looking at these disparities it is important to remember that social and economic forces impact racial/ethnic groups different in

urban and rural areas. In the article *Racial/Ethnic Test Score Gaps and Urban Continuum*, researchers Douglas J. Gagnon and Marybeth J. Mattingly found when examining white-black and white- hispanic students in rural areas that the achievement gaps were 16% and 22% smaller than found in city schools. This shows that the location of where a student decides to go to school affects their learning abilities. This article also sheds light on differences in schooling when comparing rural and urban settings.

High Schools in Urban settings with larger populations of students of lower SES or of color lack many education opportunities and give students only the bare necessities. The concept of Meritocratic Conception is a theory, meaning that factors such as economic goods and power should be assigned to students based on talent, achievement and effort. But ones talent, achievement and effort is not influenced by their social class background and the opportunities one was given display. The Meritocratic Conception “ on one hand a prohibition on the influence of social class on education opportunities and on the other a permission to allow unequal education opportunities on the basis of talent and effort.”(Elford 2016) These two conflict because ones talent and effort are influenced by their social class. The Meritocratic Conception is one example of unequal distribution of education opportunities.

College Resources for Disadvantage High school Students

In the study, *College Readiness Versus College Worthiness: Examining the Role of Principal Beliefs on College Readiness Initiatives in an Urban U.S High School*, by Christian Covertino and Ashley Graboski-Bauer, they discuss what college readiness actually is. This study focused on one high school in an underserved community and the efforts of a principal

getting students ready for college. According to this study a basic definition for college readiness is “ the ability to enroll and succeed in entry-level postsecondary education or job training without the need for remediation.”(Convertino46) The United States Department of education is quoted, stating that “Every student should graduate from high school ready for college and a career, regardless of their income, race, ethnic or language background, or disability.” The question that I am looking to answer is whether this is a case, based on content analysis and YouTube sampling of students of lower socioeconomic status. Another important fact listed in this article was that , “Only 22% of Blacks, 15% of Latinos, and 0.9% of American Indians/Alaska Natives, 41% whites, and 61% of Asians have completed a baccalaureate or higher degree” (U.S. Census 2014; Knapp et al.2012) These statistics are causes of students being unprepared to compete on a college level. If students begin with an equal education, ready for college students all over the country of all races or ethnic backgrounds would possibly be completing degrees at similar rates.

According to *Preparing America's Disadvantaged for College : Programs That Increase College Opportunity*, by Watson Scott Swail there are many programs geared at helping disadvantaged students but there are not enough spots available in these program. In the 1960s there was a campaign known as the Borne of War campaign, later known as the Higher Education Act of 1965 (HEA). This act consist of three different programs, Upward Bound, Talent Search and Student Support Services. They were “established to help provide supplementary academic support to low-income, historically underrepresented student.” (Swail89) The HEA program now known as TRIO serves middle to grad school students. The issue that can be found with this program and many other government based programs is that

they are not broad enough to provide services to all disadvantaged students. “It is estimated that the TRIO programs are able to serve no more than 10 percent of the eligible student population in the United States under current budget provisions. “Even though there are many programs to help support economically disadvantaged students, there is not enough money to fund all needy students.

Programs Created to Assist Students Transitions in College

In order to support students entering college who have come from lower socioeconomic settings, colleges must be ready to fill the gap. By providing students with more supportive programs like EOP (Educational Opportunity Program). Students that come from lower income communities are unable to keep up with the course load of college classes because they are given less homework and participate in less curricular activities. (Kappan 1993) Students need more opportunities to earn college credits before entering college and more preparation. Many students of color or lower socioeconomic status lack opportunities to different careers and majors because of the lack of equipment and career exploration in college settings. In Order to close the inequality of education opportunities changes need to begin on a federal government level then trickle down state by state. Every state has a different student population and different areas that cause disparities in the education system.

There are many different programs funded by the state and government in order to assist students transition into college. Some financial and others financial, academic and mentoring. Some of these programs are known as Search for Education, Elevation and Knowledge (SEEK), The Educational Opportunity Program (EOP), College Discovery (CD), Accelerated Study in

Associate Programs (ASAP), Higher Education Opportunity Program (HEOP), etc. In order to get into these programs many students must fit the academic and financial criteria and in most cases there is a limited amount of spots that can be field, leaving many students out. The support that programs like these do provide are enhance tutoring and financial assistance for public transportation/ textbooks and mentoring.

Methods

How are students in higher education affected by financial inequalities in secondary education? This exploratory study will consist of three parts: 1) auto-ethnography; 2) participant observation; 3) YouTube video sampling. As a student of color who obtained an education in an underserved community this study allows me to draw from my own experiences, experiences involving struggles that students of lower socioeconomic status can relate to. Throughout campus I will be conducting participant observation in settings where students from disadvantaged backgrounds gather to get a sense of their challenges with higher education. This will allow me to observe students' experiences while attending college. Sites will include the library, dining hall, and in classrooms. I am choosing to focus in on SUNY Purchase because of its proximity to New York City and diverse student population. According to the SUNY Purchase's website, there are 4,264 students currently enrolled at Purchase, 58% being women and 41.3% men. The population is made up of 4.3% Asian, 12% African American, 23.3% Hispanic/Latino, 5.1% Multiple Races, 52% White, 0.4% other or Unknown. Of the students enrolled at SUNY Purchase roughly 82% of the student body are New York State residents and the rest come from 43 states and 31 foreign countries. Also important to note is that the average

grade point average for incoming freshman is an 87.3%. There will also be data collected from public sources focusing on high school report cards in different school districts around New York. I will collect this information using the Department of Education's website. I will also be completing an ethnography based on my experience as an EOP student.

Findings

Observations

When sitting in and observing events held by faculty and cultural clubs that discussed inequalities at Purchase and other higher education institutions one recurring theme I found was that students of color or lower socio-economic status feel lost, underrepresented, silenced and unsupported by faculty and staff. One of the events held by the Counseling Center called "When Black Does Crack", was aimed towards white students and faculty members, to shed light on mental health consideration in the African American Communities. At this event about fifteen people showed and only two were white. One theme that I found at this event was that in order for students of lower socioeconomic status and of color to succeed they need to feel supported by their community, financially and emotionally.

YouTube Sampling

After analyzing over seven YouTube videos all pertaining to low income students and students of color I found many similarities. Some of the videos were news reports by Public Broadcasting Service (PBS) and the others were of students sharing their experiences. All of the videos I sampled focused on Students College experiences who have a low socioeconomic background and most were of color. When conducting my research the searches I used were

“Low income students college experience”, “Why poor students drop out even when financial aid covers the cost”, “EOP college experiences”, and “Low income freshman experience”. When searching I tried to use words that would narrow down my search to just experiences students of lower socioeconomic backgrounds are having. The first video I found was titled *First Gen and Low Income College Students Speaking on their Experiences at Stanford*. In this video the students talked one by one about their experiences at Stanford, at an event that had faculty members, staff and other students who attended Stanford. In this video students discussed different things that made their experiences at college successful, like having a community space where there were able to connect with other students in similar financial circumstances, backgrounds, and cultural values. All students who presented were of low Socio Economic Status (SES). Through experiences shared in this segment, one important idea to point out is that students are successful when they feel like they belong and are supported by their faculty and staff within community.

The second video I analyzed was a suggested video by YouTube under the Up Next section YouTube provides. YouTube gives you options to watch similar videos based on your search engine history. The title for this video was called, *Why Poor Students Drop out Even When Financial Aid Covers the Cost*, broadcasted by PBS. This segment was a news report that discussed the Graduation Gap, and a study conducted by a professor and senior vice provost at the University of Texas named David Laude. Professor Laude looked into the Universities student records and created academic and financial profiles and found that the most important indicator of whether a student graduated or not was their household income. He also found that Students with economic need have a 30 percent chance of graduating in four years at the

University of Texas, while students with wealthy families graduate at more than twice that rate. When interviewing students who come from lower SES he found that students end up dropping out of college because they feel like they do not fit in or inadequate when compared to their more affluent peers. In this YouTube section a student also stated “sometimes it is challenging when you don't feel like you fit in... other students have different mannerism and are really smart”. Some other similarities Laude found was that students may be dealing with , troubles at home, having to help support their families, the pressure of failure not being an option or not being free to choose a major best suited for them. Through this study brought a beginning to a program at the school that targets students if lower SES and aims to support and create a support system of students and mentors who share similar backgrounds.

The third video I analyzed was also listed under Up Next and was named *For These College Students, The Most Difficult Test May Be Basic Survival*, also broadcasted by PBS. This segment focused on lower SES and First generation students who attend Berkeley College in California. When interviewing students, collecting data based on school reports they found that students face sleepless nights worrying about rent and food and almost a third of students attending 2 and 4 year colleges are first generation. These students are more than likely to be minority and come from low income families. More than half of the students in this study lacked reliable access to food which contributes to lower graduation rates. Many students are dropping out not because of academics but because they cannot afford basic living expenses in the area. Many of the first generation students expressed not being used to the academics expectations. Many students who are financially need also expressed not knowing where to go for help. One fact depicted in the video stated that “In 2015, The U.S Reported 58,000 Homeless students on

college campuses.” Based on this segment students of lower socioeconomic backgrounds are not completing their degrees because they lack the basic necessities and do not know where to go for help if there is help provided by the institution they attend.

The fourth video I analyzed I found when searching “Why poor students drop out even when financial aid covers the cost” and found *Why Do College Students Drop Out?* This video was created by a channel called Phi Theta Kappa (PTK TV) and listed reasons students drop out and different facts. Based on this segment the main reasons students do not complete their degrees are they are overwhelmed, overextended, underfunded, and unprepared. Other facts stated were “70% of community college students need to work to support themselves or their families, 40% of college students are employed part time, 26% of undergraduate students have dependent children, 25% of students who enroll in the fall semester do not return the following semester.

The fifth video I found by searching “EOP college experiences” and came across a video titled *EOP Students Share their Experience*. In this video students from the Buffalo State Educational Opportunity Program described their experiences at their University and how the EOP program assisted them in succeeding. Some of the common experiences shared by the students was that the EOP program provided them with a support system, encouraged campus involvement and networking, pushed students to try things out of their comfort zone, and gave guidance and financial support.

The sixth video I found after searching “low income freshman college experience” was titled *Low Income College Student Realities 2017* by a YouTube blogger named Michelle whose YouTube channel is called The M blog. Michelle discussed her experiences and how the way she

felt different from her wealthy peers. Some of the differences were having less Freedom, not being financial able to keep up and get involved in different activities. She states that economically life becomes still, and it is always important to maintain what you have. She also discussed that some Scholarships are misleading and are not for low income students, because applications are long and many other students have jobs and other priorities. Which makes it impossible to apply or complete a great application. Michelle also stated that some scholarships make it a requirement to have done community service when many low income students just do not have the time when they are struggling for basic necessities themselves.

The seventh video I analyzed was listed on the UP Next section on on youtube after looking at the sixth video. The video focused on a YouTube blogger named Emmanuel Berreleza discussing his first year of college. The student stated that he came from a needy background and was a part of the first generation in his family to attend college. Emmanuel explains how he experienced culture shock when coming from a public school education system where the goal is just to get the students to graduate versus a college where students are wealthy and higher education is a priority. When beginning college Emmanuel described worrying about not being able to converse with other students or relate, and feeling guilty for leaving his family and community behind. He also experienced a lot of self-doubt and worried about not making it through.

When comparing these videos I found many overlapping points regarding low income students. These issues where that students of lower SES are not succeeding at the same rate as their financially privileged counterparts because they are financially unable to support themselves, do not feel connected to their community, and do not know where to go in order to

find help. In all of these videos students and research expressed that students who drop out are more likely to feel like they do not belong and do not have a sufficient support system. Students who did succeed discussed having faculty they can count on or a safe space on campus where they could converse with students from similar backgrounds. Students are more likely to succeed when they have ties to their community or guidance telling them what their next step should be. Many schools are now implementing more safe spaces, some student ran, and food pantries so there's one less basic need that is met so the students could focus on studies.

Auto Ethnography

I have been a member of the public school system throughout my academic years in the Bronx. My first introduction with education was through Clara Barton Elementary School P.S. 50 during kindergarten. This elementary school closed down in 2014 because of poor attendance and low performance but has since then reopened as the Samara Community School and P.S. 314. I was held back twice because of my inability to read and was a part of the Individualized Education Program (IEP) in the first and second grade. I received extra help with reading and was constantly pulled out of regular classes to work one on one with a teacher or in a small groups and had tutoring after school. I also received extra time on reading exams and was graded a little differently. Though I felt I wasn't as able as my peers, this never deterred me from engaging with them, asking for help or falling behind. I graduated as valedictorian.

That summer going into middle school I had my first visit to the ophthalmologist. I was told that my eyesight was extremely impaired and I was nearsighted. It wasn't until then that I began wearing prescription glasses. Looking back at it now, I realized my difficulty with

comprehending my teachers was because I couldn't see. How was a child supposed to tell what they're seeing was wrong if that's what they viewed their entire life? How many other children face this same problem? Perhaps if they checked my eyesight and realized where the problem derived from then I would not have had difficulties learning in elementary school. I remember my teachers being extremely supportive and we went on a trip to a farm for a week through a program called Farms for City Kids. I also was involved in many after school programs, where I received help with my homework. I was introduced to different dance styles and even learned how to play twinkle, twinkle little star on the violin.

During the years 2008-2011 I attended middle-school at Bronx Studio School for Writers and Artist (BSSWA). This was also an extremely supportive environment and I was lucky enough to have a few teachers that grew up in the Bronx. I did not start off at BSSWA, I began middle school in another school in the Bronx Called Bronx High School of Technology. I attended that school for about a month and ended up transferring to BSSWA because of recurring fights. In middle school I played flagged rugby and was a part of a program called beat breakers. Twice a week we met with a break dancing instructor and learned the history of Hip Hop culture. I was also involved in many after school programs through Casita Maria in middle school. I attended salsa classes and had the opportunity to perform during talent shows.

The middle school I attended had a high school and I decided to continue my education there. I attended high school at BSSWA from 2011-2015. Throughout high school I was pretty much a B+ student. My teachers offered me a lot of help but my writing has always been below average. I failed my earth science and algebra regents, so I had to attend summer school. I hated summer school. When I attended I remembered feeling like most of the kids there were most

likely going to drop out or be expelled. During my first two years of high school I remembered getting into two big fights, but having too many arguments. Going to school in the Bronx meant you always had to stand up for yourself, if you didn't the other kids would start to bully you.

During my second and third year of high school I played on the school's varsity rugby team. I also was a part of student government, a leadership program called Peer Group Connections (PGC) and worked after school and on weekends. I participated in PGC for my Junior and senior year of high school. PGC was a leadership course where me and a partner met with a group of ninth graders once a week and discussed social justice issues, peer pressure, grades, current events and anything else that intrigued the students.

Overall I enjoyed my high school years, but it is important to keep in mind where I attended school. When traveling to school which was about a twenty-five minute walk or fifteen minute train ride there was always the fear of getting into trouble. My school constantly had fights with other high schools in the area. There was also gang life, drug dealers and addicts in the area. When coming from school, sitting in front of my building I was held at gunpoint because a kid who lived in the area attempted to make a sexual advance towards me while I was sitting having a conversation with my boyfriend at the time. I have been with my friend while she was robbed for her iPhone while walking home from school. Coming home from a rugby game my whole team and I were harassed by a man on the bus. Even while taking the train to work in Manhattan a man threw water in my face because I did not choose to sit next to him. Being involved in a lot of afterschool program was extremely important in building my character, but it also put me at risk in many cases.

While attending middle-high school I had many difficulties at home and in my neighborhood. I love my family and the Bronx but it was not the most supportive environment. At home I had to deal with a lot of fighting, at times making me feel unsafe. On my way to school there was always a risk of me getting caught in a negative situation. But the risk was worth it because it allowed me to learn and explore different ideas that I did not have access to at home. My mother and father split before my twin sister and I were born. She gave birth to my sister and I at the age of seventeen in 1995. When my sister and I reached the age of three she had my younger brother in 1998. Then five years later she gave birth to her last son in 2003, also my youngest brother. My father was a part of my life, but there were times when I went months without seeing him. My mom and stepfather have been together since 2000. My stepfather was a huge part of my life but not for the best. He constantly verbally and sometimes physically abused my mother. He also is a recovering drug addict and has refused to get help. I remember times waking up in the middle of the night to huge fights, or my stepfather screaming at the top of his lungs in a paranoia rant that someone was after him. Then the next day I had to attend school as if the night before was just a dream. My mom also went through postpartum depression and frequently used corporal punishment on my siblings and me. For as long as I could remember I lived in a three bedroom apartment with my three siblings, mother and stepfather and my grandmother and grandfather. When I turned fifteen we moved to a three bedroom apartment, a train stop away from my grandmother's house. My home situation was not the best but I was able to get through it and still do decent in school. School frequently felt like an escape from my home life. I hated missing days of school.

During my last two years of high school I remembered being offered free SAT prep. Out of about a little over a hundred juniors and senior there were only about thirty spots available. SAT prep was offered after school for the students invited from 3:30pm-6:00pm. Though many of the students and I took advantage of this Prep, most of us still did terrible on the SAT's. I remember being in SAT Prep and learning new ways to solve every math question compared to how we did in regular classes.

When I began my process of applying for college I didn't know where I was going but I was fortunate enough that the faculty at my school helped me understand everything I needed to know. My mom did her best to help by providing all the financial documents I needed but understood little because she relied on an education that ended in the seventh grade. I was allowed to apply to reaches which were considered schools that I had a slight chance of getting into, and three where I had a good chance of getting into and two safeties that were considered school I had a clear shot of getting into. When looking at colleges with my college counselor it was important that I apply for realistic schools because I did not have the money or grades to any prestigious colleges. For some reason after visiting Manhattanville which is a private university, I believed that it was the only college for me. But after looking at my Financial Aid award and even when they offered me a four year scholarship that covered half of my tuition I still could not afford it. I remember also being told to choose a realistic major, originally I thought of being a vet or pediatrician. After discussing it over with faculty at school I was told I should try sociology because I was not that good at math or science. Even though I fell in love with sociology, and psychology as majors I always wondered what would have happened if I decided to major in nursing or biology.

Discussion

In my exploratory findings, I have found that injustices related to unequal opportunity to be extremely detrimental to the educational progress of students from low income households. They have suffered not only from poverty, but also the disadvantages of being bound by restrictions like not having, like not being able to afford tutoring or have access to more opportunities. The effects of this disadvantage include the inability to obtain food as well as other basic necessities needed for success in college. Through my analysis of many research articles related to this experience and in my findings I found that students education throughout high school are not the same. Michele Moser and Ross Rubenstein (2002) found that states that had higher proportions of revenue provided by state governments showed more equal distribution of resources than states that were more dependent. The opportunities students have really depended on their neighborhood and where the school is located. Both of these affects a quality of a students education throughout school, which makes it harder for students to compete with their more affluent counterparts. In the Youtube sampling for this study students described their experience in the first years of college. They discussed how they frequently felt inadequate and overwhelmed. According to the PBS Newshour film *Why Poor Students Drop out even When Financial Aid Covers Costs*, professor David Laud explained that students with economic need have only a 30 percent chance of graduating in four years at the University of Texas. Students coming from needy neighborhoods are not keeping up compared to those who have higher socioeconomic statuses. Through my own educational experience as explained in my ethnography I did also found myself falling behind in classes and having to seek help in order to catch up. I found myself not understanding class lessons and having to always submit my work

to the learning center at my campus. When beginning at SUNY Purchase I felt like I was starting from scratch instead of building on what I have learned. I remember many of my wealthier friends not understanding why I was not getting the basics, but to me everything I was learning was brand new.

In my own experiences and research, I have witnessed numerous people who fall victim to this experience but tend to make education a priority for one reason, to survive. Many who enroll in a university don't finish because they can't afford to live on campus or the area surrounding it. Sleepless nights, overtime working, and emotional turmoil are some of the effects this can have on a potential student with a lower socioeconomic background. Another point to take into consideration is that many students who come from disadvantaged backgrounds do not have the opportunity to focus on subjects or majors that they are passionate about if a paycheck is not guaranteed. Through my observations of students discussing this on Youtube, it was apparent that they do better when they take subjects that they are truly interested.

Within the Purchase community I also had the opportunity to listen to students of color or those from lower socioeconomic backgrounds express similar frustrations. The collective results among college students from disadvantaged backgrounds was a resounding consensus of feeling stressed, overworked, spread thin, and discouraged. Although the work they must put in is difficult, they never lose their drive. One recurring theme I found was that students of color or lower socioeconomic status felt lost, underrepresented, silenced and unsupported by faculty and staff. In order for students to have the best chance of succeeding there needs to be better supports in place, like designated spaces where students can meet others in similar predicaments or information given about resources where they can receive help.

The majority of people who have some degree of higher education are subject to higher paying jobs. Therefore, the opportunities for future endeavors are more abundant. If there were more programs instituted in communities that opened doors for people of lower socioeconomic status who are willing to learn, the generational struggle would diminish.

Communities seem to be another factor that is helping propel them throughout this tough stage in their lives. Having a mentor to give them advice, show them the way, and be there emotionally when they need them give them a support system to lean on in times of trouble. This is primarily the cause of successful higher education in low income families. Students from lower SES backgrounds who expressed the best college experiences were apart of programs like EOP or their colleges had spaces designated for supporting them. It is important for college to create a space if they want students who are struggling financially and academically to succeed.

Conclusion

In conclusion, we can gather that the resolution to this problem would be an affirmative action plan that makes outreach more effective or to change how education is financed. Producing more programs, that are dedicated to the progressiveness, and outreach of equality in education for all, would make such a difference. Programs like EOP, ASAP and SEEK where students are supported financially, and academically have been shown to help students stay on track to graduate. Instituting a mentor program, designed specifically for the student, can become a useful tool not only for low income students, but others as well. There also needs to be more research done on how these programs benefits college campus communities overall. When conducting research it was hard to find anything besides videos that captured the experience of

students of lower socioeconomic status. If we look at each student's experience it can lead to more ways to help. Another important aspect to look at is the value of an education before college. This can be done by comparing a student's academic experience before college. Many schools in Urban setting lack opportunities because of their location. A study should be done to help find a way to change how schools across the United States are funded. The systemic disadvantage students of lower socioeconomic status face goes back to how schools are funded which is mainly through property taxes. Students who live in communities that do not have many wealthy businesses and homes it affects their education.

An important program that has benefited myself and many others I found through youtube sampling and data analysis was how SUNY institutions have the educational opportunity program (EOP). This program serves students who have lower academics and come from lower SES backgrounds. They receive financial, academic and advising support. These students are also assigned mentors and get to stay on campus for a week before their first semester begins so they could become more acquainted with the campus and its resources. Whenever they need help, it is at their disposal to use. CUNY institutions also offer programs that support students and have similar programs like ASAP and SEEK. These programs are a start but there needs to be more available to all student who come from lower socioeconomic status. In conclusion students do best when basic support systems are put in place.

Appendix

Searches	Title of Video	Notes
low income students college experiences	<p>-First gen and low income college students speaking on their experiences as Stanford</p> <p>-3 Minutes and 21 seconds</p> <p>2016</p>	<p>-Stanford University Center for teaching and learning</p> <p>-strong community of color when there is a space provided</p> <p>-students build a stronger relationship to their college when professors and faculty come out to hear them speak</p> <p>-In order to have success there needs to be a strong sense of belonging amongst the community</p>
Up next after previous listed Video	<p>Why poor students drop out even when financial aid covers the cost (PBS newshour)</p> <p>7 Minutes and 37 seconds</p> <p>2015</p>	<p>-graduation gap</p> <p>-based on data collected from a professor at named David Laude , senior vice provost at the University of Texas found that the most important indicator of whether a student graduated or not was their household income</p> <p>-Students with economic need have a 30 percent of graduating in four years at the University of Texas</p> <p>-National studies have also shown the same divide, students with wealthy families graduate at more than twice that rate of students from poor families</p> <p>-one of the major reason this professor found that students of low income families drop out because they feel that they don't fit in</p> <p>-a student from low income stated that sometimes it is challenging when you don't feel like you fit in, student from wealthy families come with different mannerism and are really smart</p> <p>-another student said sometimes you feel inadequate</p> <p>-there is a program at this school that has begun and is targeted at supporting low income students, the main goal is to create a support system of students and mentors who share similar backgrounds</p> <p>-troubles at home can also affect students heavily</p>

		<ul style="list-style-type: none"> -many low income students share the same pressure of having to help support their families, and failure is not an option -students of low income families have the pressure of choosing a major they may not like but will lead them to a secure future
Up Next	<p>For these college students, the most difficult test may be basic survival (PBS News hour) 8 Minutes 2016</p>	<ul style="list-style-type: none"> -University of California -Berkeley graduates -first gen students face sleepless nights worrying about rent and food -almost a third of students attending 2 and 4 year colleges are first generation, more likely to be minority and come from low income families -more than half of them lack reliable access to food which contributes to their lower graduation rates -Many students are dropping out not because of academics but because they cannot afford basic living expenses in the area -first generation students are not use to the academics -not knowing where to go to get help -One fact shoes in the video was that “In 2015, The U.S Reported 58,000 Homeless students on college campuses.”
Why poor students drop out even when financial aid covers the cost	<p>Why Do College Students Drop Out? 1 min and 10 seconds 2017</p>	<p>Reasons student drop out</p> <ul style="list-style-type: none"> -Overwhelmed -Overextended -Underfunded -Unprepared <p>70% of community college students need to work to support themselves or their families 40% of college students are employed part time 26% of undergraduate students have dependent children 25% of students who enroll in the fall semester do not return the following semester</p>
EOP college experiences	<p>EOP Students Share their Experience 6 Minutes and 18 seconds</p>	<ul style="list-style-type: none"> -Buffalo State EOP -Gives a support system -In courageous campus involvement and networking -Encouragement doing things out of comfort zone

	2013	-Direction, tutoring and financial support -foundation
low income freshman college experience	Low Income College Student Realities 2017 6 Minutes and 21 seconds	-Less Freedom, Not being financial able to keep up with friends and get involved in different activities -Economically life becomes still, have to really focus on school -Maintaining what you have -Some Scholarships are misleading and are not for low income students, because applications are long and many other students have jobs and other priorities which make it impossible to apply or complete a great application/ some scholarships make it a requirement to have done community service when many low income students just do not have the time when they are struggling for basic necessities themselves
low income freshman college experience	Challenges of a first-gen, low-income student in the Ivy League 2018 13 Minutes 27 seconds	-Culture Shock, when coming from a public school education system where the goal is just to get the students to graduate versus a college where students are wealthy and higher education is a priority. -Worrying about not being able to converse with other students or relate -feeling guilty leaving family and community behind -Self-doubt and wariness

Citation

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