

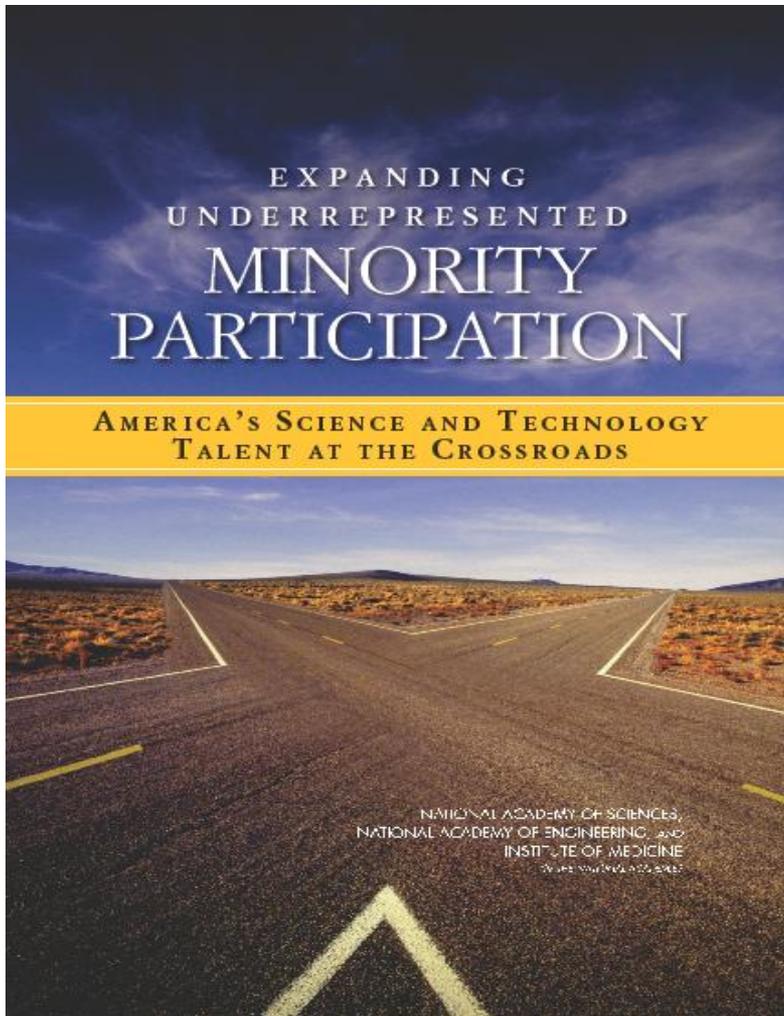


The Path Forward...

HUD HBCU Conference
March 8, 2011

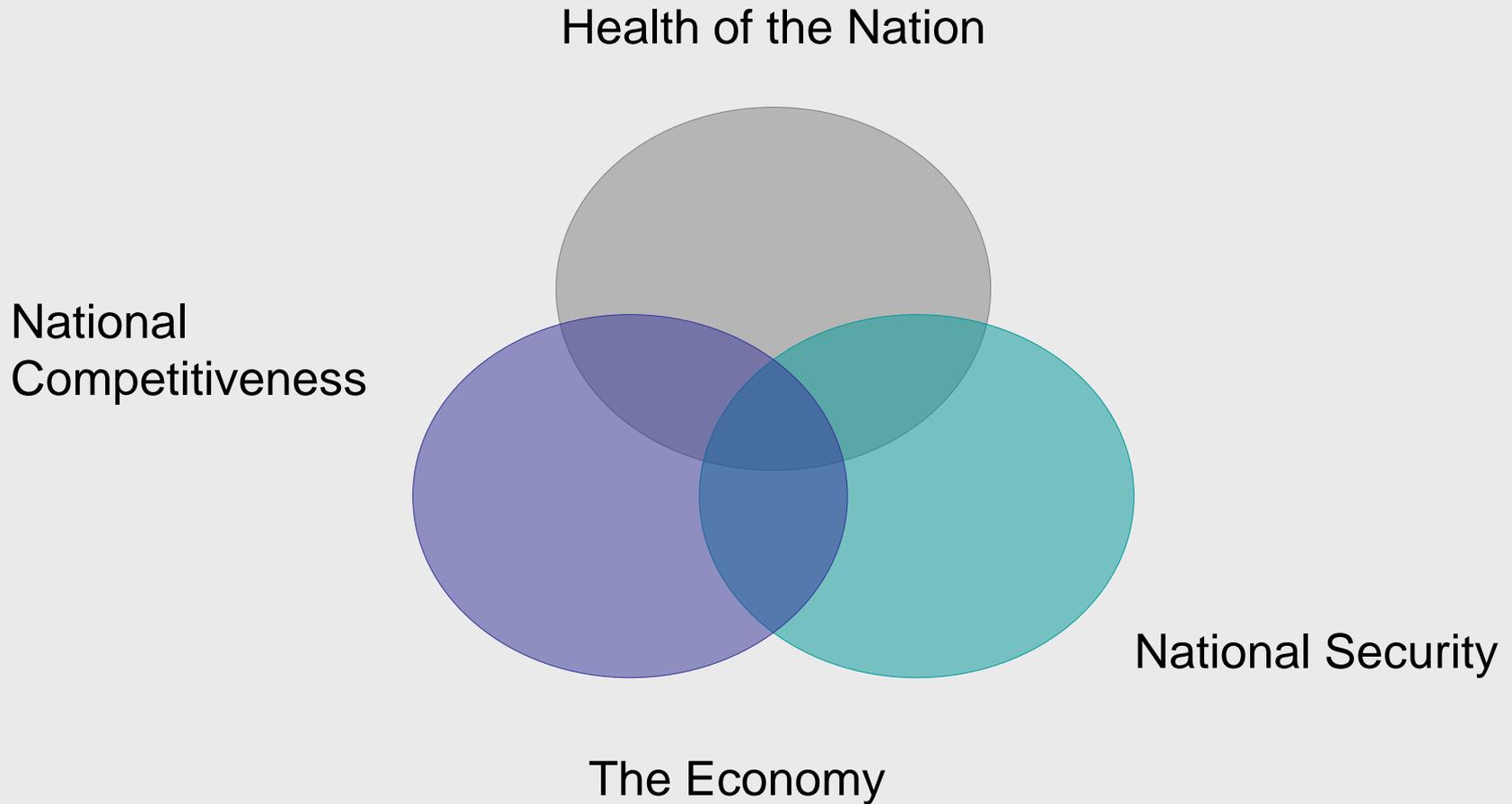


Earnestine Psalmonds
Senior Program Officer
The National Academies



- Our sources for the S&E workforce are uncertain.
- The demographics of our domestic population are shifting dramatically.
- Diversity is an asset and an opportunity.
- This is a transformative moment for the nation to seize so that we do not fail future generations.

CURRENT POLICY DRIVERS



HIGHER EDUCATION INDICATORS

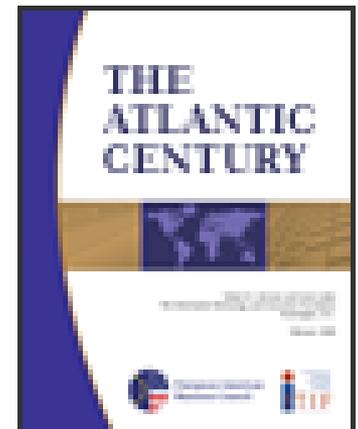
- Demographic shifts
- Workforce trends
- Enrollment and degree production
- Cost of higher education in U.S.
- National report card
- International comparisons



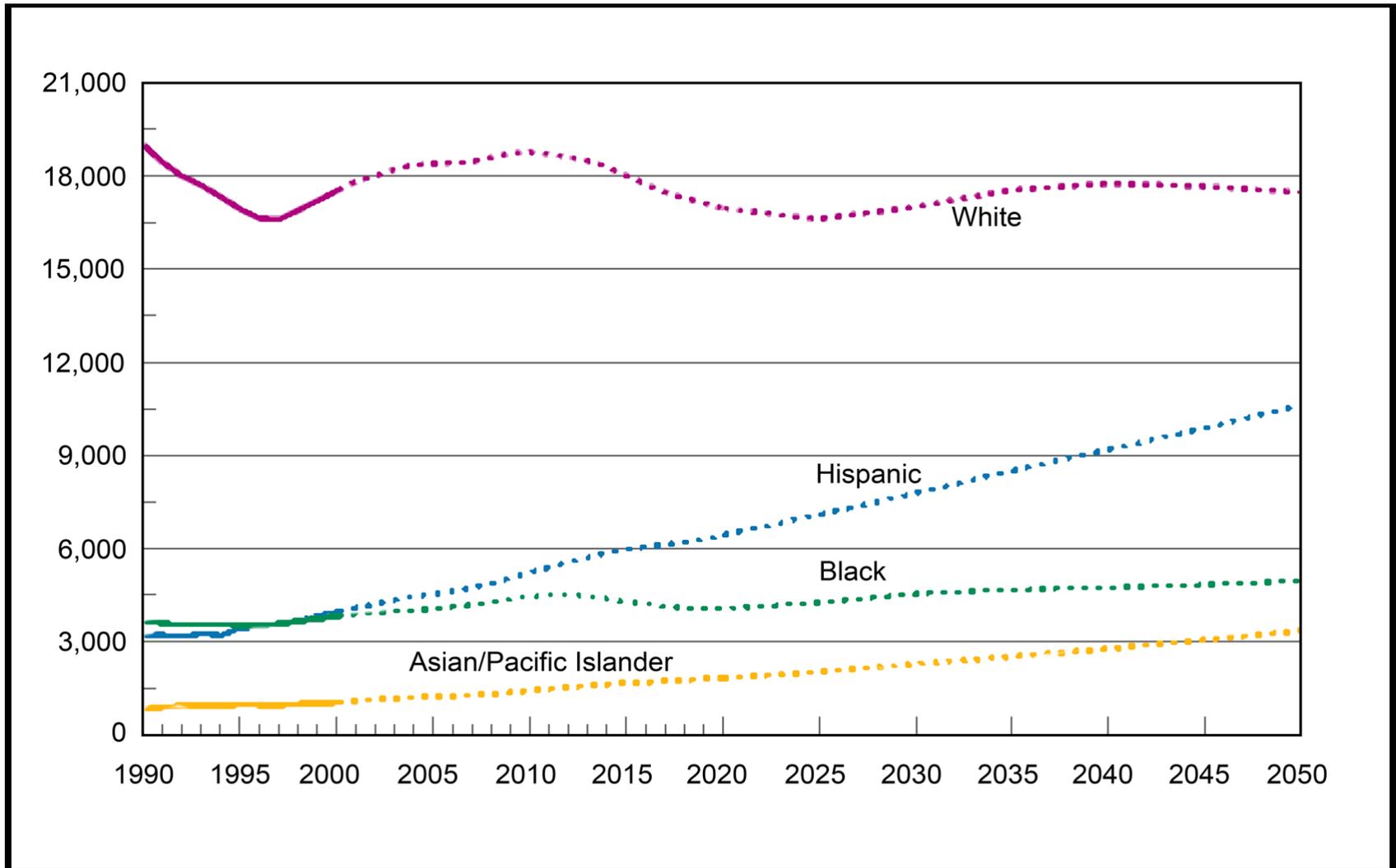
Determinants of Global Competitiveness

- Human capital
- Innovation capacity
- Entrepreneurship
- Information Technology Infrastructure
- Economic policy
- Economic performance

SOURCE: *The Atlantic Century: Benchmarking EU & U.S. Innovation and Competitiveness* (2009), European-American Business Council, The Information Technology & Innovation Foundation



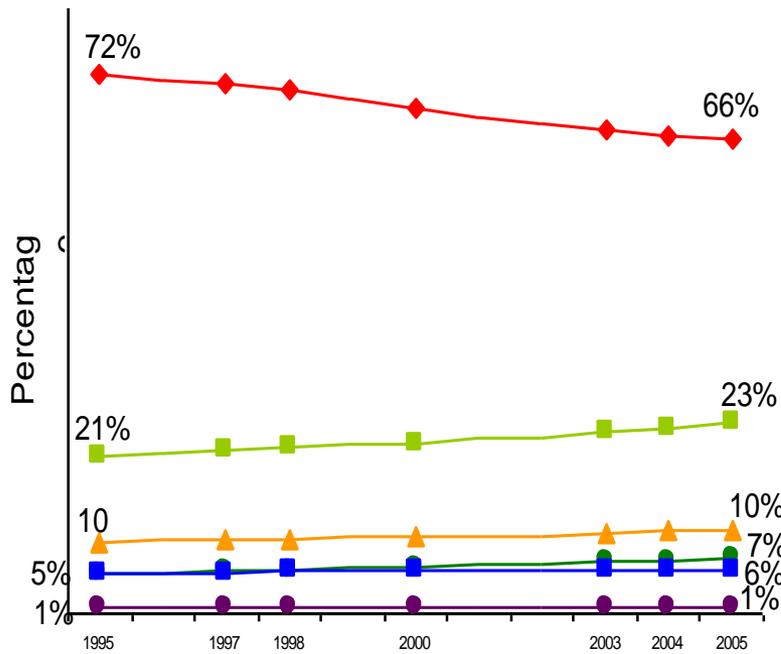
Student Population Projected to be 50% URMS by 2050 U.S. Population 18-24 Years Old, by Race/Ethnicity: July 1990-99 & Projections to 2050



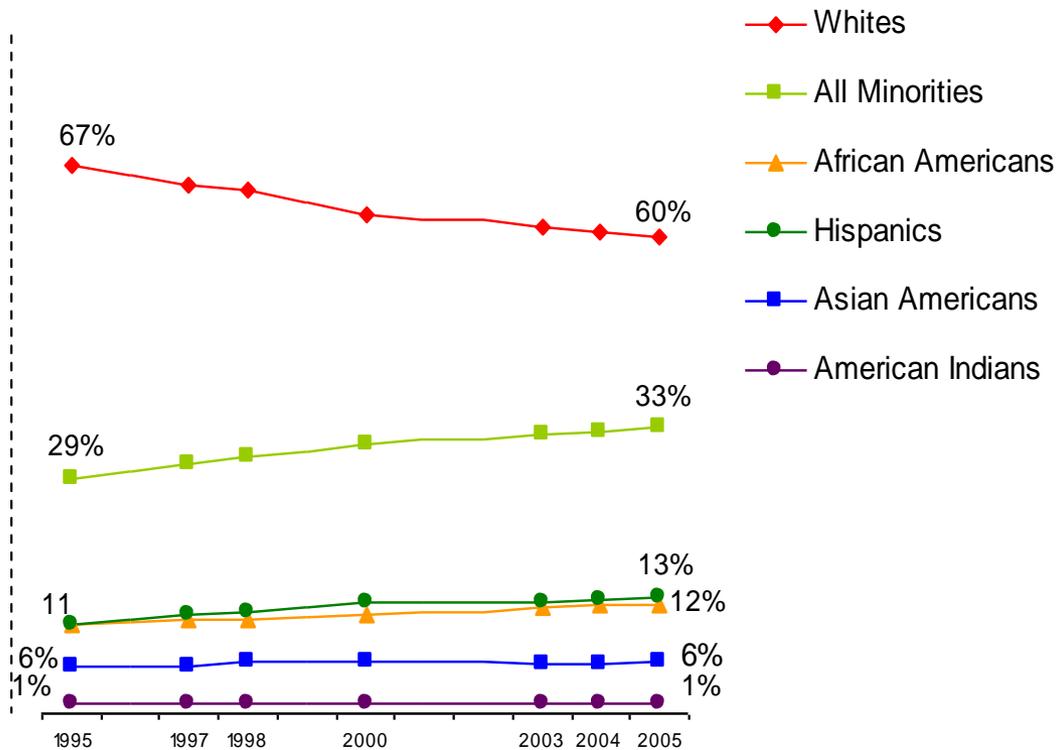
Source: National Science Foundation, *Women, Minorities and Persons with Disabilities in Science and Engineering*, 2004.

Racial/Ethnic Group as a Share of Total Enrollment, by Type of Institution: 1995 to 2005 (Selected Years)

Four-Year Institutions



Two-Year Institutions



Note: Details do not add to 100 percent due to foreign students and students of unknown race/ethnicity who are not shown but accounted for in the total enrollment.

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data Systems (IPEDS), Fall Enrollment Survey (analysis by author).

****Minorities in Higher Education 2008, American Council on Education**

Postsecondary Attainment

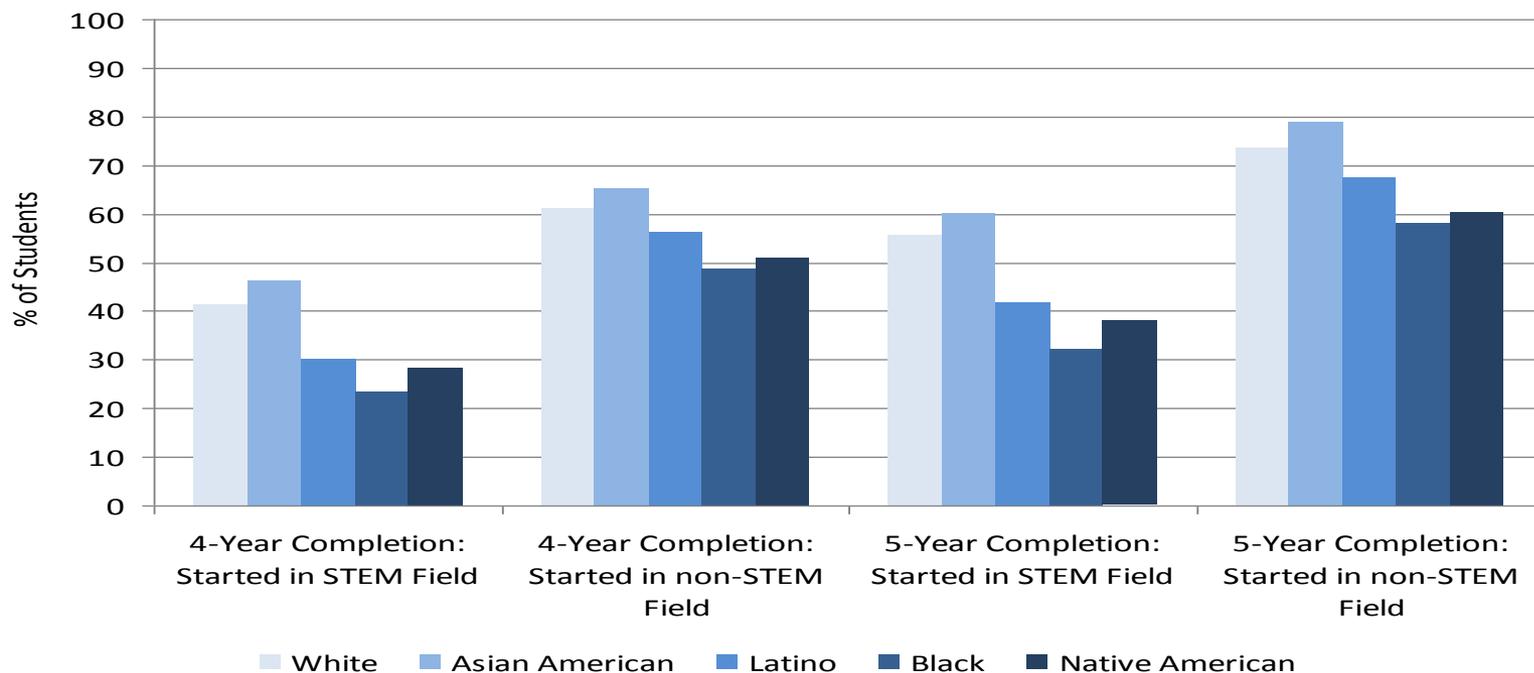
- There is a strong connection between increasing educational attainment in the United States and the global leadership of our economy.
- Calls—from the College Board, the Lumina and Gates Foundations, and the Administration—to increase the postsecondary completion rate from 39 to 55 or 60 percent.
- The challenge is greatest for underrepresented minorities:
 - In 2006 only 26 percent of African Americans, 24 percent of Native Americans and Pacific Islanders, and 18 percent of Hispanics in the 25-34-year old cohort had attained at least an associate degree.

Coming to Our Senses: Education and the American Future (2008)

- Provide preschool education
- Improve middle and high school counseling
- Implement dropout prevention programs
- Improve teacher quality
- Provide more need-based grant aid
- Keep college affordable
- Increase college completion rates
- Align K-12 system with international standards and college admissions expectations
- Clarify and simplify the admissions process
- Enable postsecondary opportunity as element of adult education

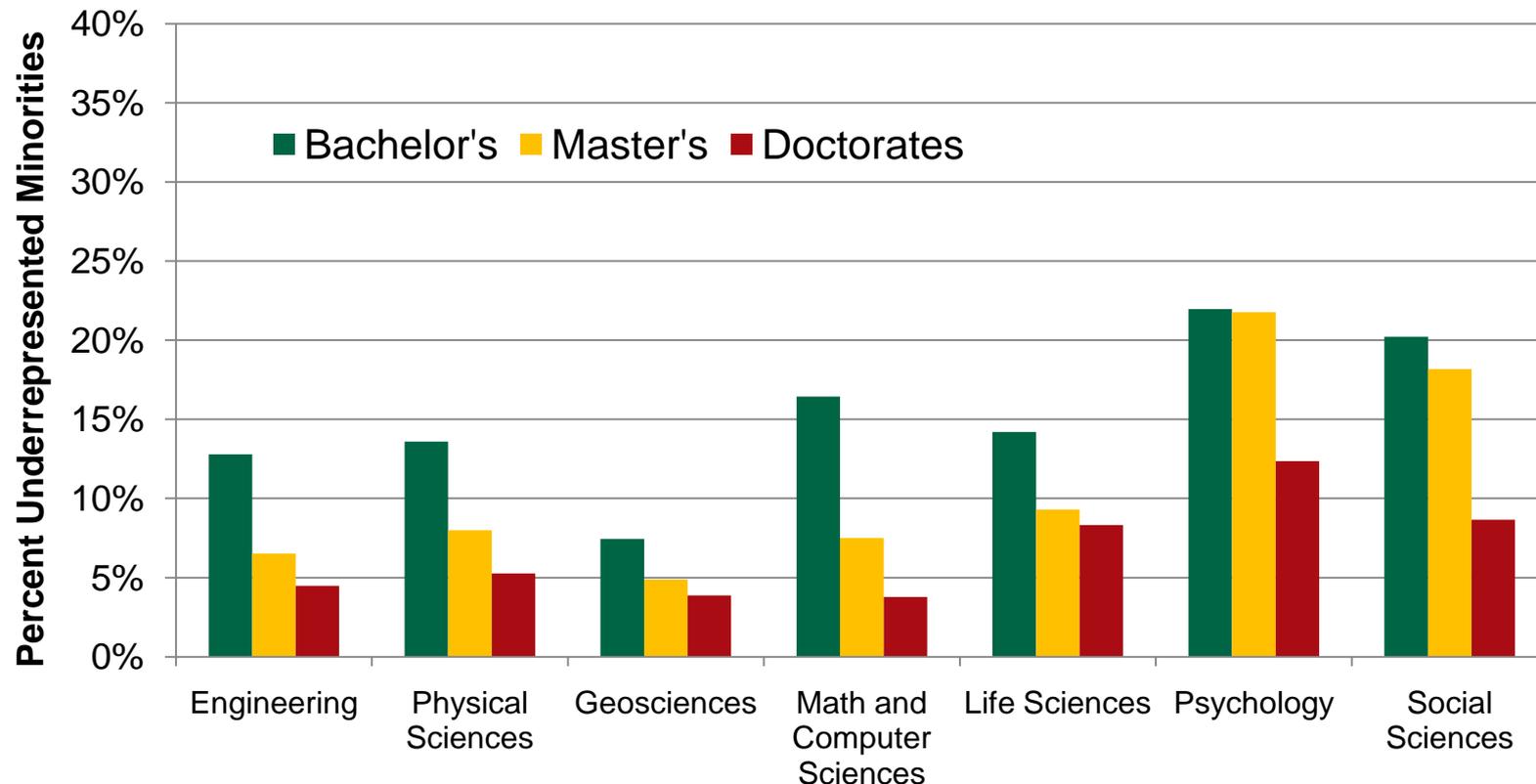
Source: Report of the Commission on Access, Admissions and Success in Higher Education, The College Board

Four- and Five-Year Completion Rates of 2004 Freshmen, by Initial Major Aspiration and Race/Ethnicity



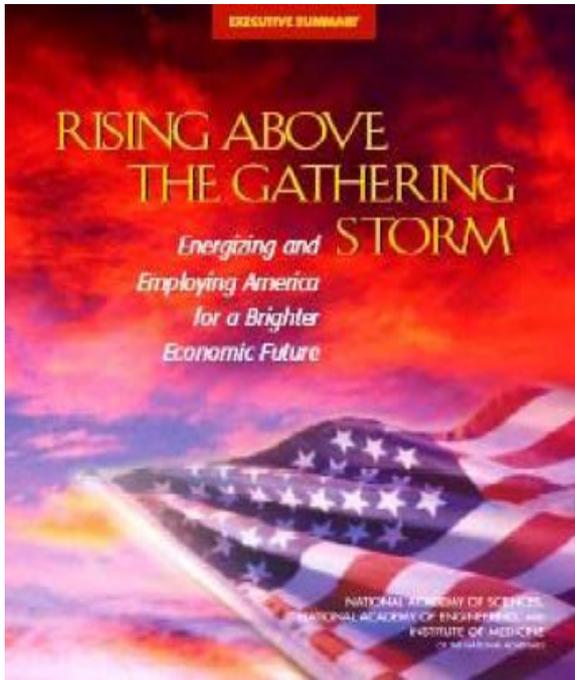
SOURCE: University of California Los Angeles Higher Education Research Institute

Underrepresented minorities represent 36% of 18-24 year olds account for a small percentage of degree



Source: Analysis of data from Integrated Postsecondary Education Data System accessed via National Science Foundation's WebCASPAR system, December 2010. *Underrepresented Minorities as a Percent of All STEM Degrees, by Degree Level and Broad Field, 2009*. Underrepresented minorities includes U.S. citizens and permanent residents who are African American, American Indian/Alaska Native or Hispanic. Members of these groups account for 36% of U.S. 18-24 year olds. "Life Sciences" excludes the health and medical fields at the Bachelor's and Master's levels consistent with the NSF definition of "STEM". Denominators: all degrees within the field awarded by U.S. colleges and universities.

National Academies' Committee on Prospering in the Global Economy of the 21st Century: Recommendations



- 10,000 teachers, 10 million minds, and K-12 science and mathematics education
- Sowing the seeds through science and engineering research
- Best and brightest in science and engineering higher education
- Incentives for innovation

America's Perfect Storm: Three Forces Changing Our Nation's Future (2007)



- Divergent skill levels
- Changing economy
- Demographic shifts

Source: The Educational Testing Service

HUD Policy Drivers

- Housing crisis
- Homelessness
- Poverty
- Changing demographics
- Community revitalization



Program Development Guidelines

- Resources and sustainability
- Coordination and integration – agencies, programs
- Focus on multiple dimensions of the issue
- Program design – innovative or replicative, strategic
- Solid program execution
- Program evaluation
- Knowledge sharing with community of practice

SOURCE: Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads

Moving Forward ...

- Align program priorities with national needs
- Connect to K-12 and community colleges
- Create a synergistic community of scholars around community development themes
- Implement promising practices that are replicable and scalable (design principles)
- Leverage strengths, intellectual assets, and resources
- Establish brain trusts for innovative programs
- Develop realistic metrics to assess impact



Dear God, be good to me;
The sea is so wide,
And my boat is so small.



Lines from the Breton Fisherman's Prayer