Fatherhood Research & Practice Network

Policies and Programs Affecting Fathers
A State-by-State Report

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Chapter 6: Education

The educational deficits of poor men, especially minority men, are well documented.[1, 2] Less educated men suffer lifelong disadvantages with respect to employment and earnings. This is often compounded with the extreme deficits associated with incarceration.

This chapter highlights some of the programs and policies at the state level that aim to reduce educational disparities. For all 50 states and the District of Columbia, we review access to services aimed at boosting high school graduation rates and achieving alternative certification; programs to make postsecondary education more accessible and affordable to vulnerable low-income populations including parents and those aging out of the foster care or the juvenile justice system; and career and technical education programs for secondary, postsecondary, and adult populations.

With the exception of educational attainment rates, we are unable to present information for men or fathers since this breakdown is not available. Better data tracking is clearly needed to identify and address patterns for various subgroups, including but not limited to men and fathers and different racial and ethnic groups.

Educational Attainment for Males

Table 1 presents information on educational attainment that is drawn from the American Community Survey in 2019. It shows the percentage of males aged 25 and older who did not have a high school diploma (or an equivalent level of education) in each state and the District of Columbia in 2019.[3] Nationally, the percentage

1 Edelman, P., Holzer, H. J., & Offner, P. (2006). *Reconnecting disadvantaged young men: An introduction.* Center for American Progress. Retrieved from https://www.americanprogress.org/article/reconnecting-disadvantaged-young-men-an-introduction/.
2 Heinrich, C. J., & Holzer, J. (2011). Improving education and employment for disadvantaged young men: Proven and promising strategies. *The Annals of the American Academy of Political and Social Science*, *635*(1), 163–191.
3 U.S. Census Bureau. (2021). *2019 1-year American Community Survey estimates*. Retrieved from https://www.census.gov/programs-surveys/acs.

of males aged 25 and older who lacked a high school diploma in 2019 was 12.0%. At the opposite end of the educational spectrum, the table shows the percentage of males aged 25 and older who have attained an associate degree or higher (bachelor's degree, master's degree, professional degree beyond a bachelor's degree, or a doctorate degree).[4] Nationally, the percentage of males aged 25 and older who had attained an associate degree or higher in 2019 was 40.1%. Rates of educational attainment for males vary by state. Mississippi had the highest percentage of adult males who lacked a high school diploma (17.0%) while Alaska had the lowest (6.2%). In 18 states, the percentage of males who lacked a high school diploma was greater than the national average of 12.0% and in 32 states and the District of Columbia, it was lower than the national average. The rate of male educational attainment was highest in the District of Columbia, with 64.2% holding an associate degree or higher. It was lowest in West Virginia, with 26.7% of adult males holding an associate degree or higher. In 22 states and the District of Columbia, the percentage of males with an associate degree or higher was greater than the national average of 40.1% and in 28 states, it was lower than the national average.

Chapter 6, Table 1. **State Educational Attainment Rates for Males Aged 25 and Older in 2019**

State	Percentage of Males With < High School Diploma (2019)	Percentage of Males With >= Associate Degree (2019)
Alabama	14.2%	33.4%
Alaska	6.2%	38.5%
Arizona	12.7%	38.3%
Arkansas	13.7%	28.0%
California	16.1%	41.8%
Colorado	7.8%	49.6%
Connecticut	9.6%	46.0%
Delaware	10.2%	40.6%
DC	8.9%	64.2%
Florida	12.3%	39.3%
Georgia	13.4%	38.3%
Hawaii	6.9%	41.2%
Idaho	8.5%	38.4%
Illinois	10.7%	42.4%
Indiana	11.1%	34.4%
Iowa	7.7%	39.1%
Kansas	9.0%	40.4%
Kentucky	14.1%	30.5%
Louisiana	15.9%	28.4%
Maine	7.8%	39.6%
Maryland	10.4%	45.6%
Massachusetts	8.9%	50.5%
Michigan	8.9%	37.4%
Minnesota	6.6%	46.6%
Mississippi	17.0%	28.7%
Missouri	10.1%	36.0%
Montana	6.2%	41.0%
Nebraska	8.1%	43.3%
Nevada	13.2%	33.4%
New Hampshire	7.7%	44.7%
New Jersey	9.9%	46.5%
New Mexico	14.4%	35.4%
New York	12.6%	44.6%
North Carolina	12.9%	39.6%
North Dakota	7.8%	37.7%
Ohio	9.7%	35.5%
Oklahoma	12.6%	32.1%
Oregon	9.7%	41.9%
Pennsylvania	9.4%	39.5%
Rhode Island	11.0%	41.9%
South Carolina	13.3%	37.6%
South Dakota	9.0%	40.4%
Tennessee	13.2%	33.8%
Texas	15.9%	37.4%
Utah	7.4%	46.0%
Vermont	7.9%	45.4%
Virginia	10.4%	45.8%
Washington	8.9%	46.1%
West Virginia	13.7%	26.7%
Wisconsin	8.1%	39.6%
Wyoming	6.2%	38.2%

Source: U.S. Census Bureau. (2021). *2019 1-year American Community Survey estimates.* Retrieved from https://www.census.gov/programs-surveys/acs.

4 U.S. Census Bureau. (2021). *2019 1-year American Community Survey estimates.* Retrieved from https://www.census.gov/programs-surveys/acs.

The following discusses some state-level programming and initiatives in secondary education, postsecondary education, adult education, and career and technical education that may benefit low-income young men and fathers.

Secondary Education

Although most complete their high school education in classroom settings and before they turn 18, high school may be completed at any age through GED examinations and other methods of earning credentials. The following describes the accessibility of state-level opportunities and initiatives to improve high school completion, before, during and after students reach the age at which enrollment is no longer compulsory.

Alternative High School Graduation Options

Adult High Schools. The Excel Center is a unique example of an adult high school. Operated by Goodwill, it is a tuition-free, public charter high school for adults and older youth.[5] It offers attendees a high school diploma and provides support services such as flexible schedules, accelerated courses, onsite childcare, transportation assistance, and employment services. The first Excel Center location opened in Indianapolis in 2010, and there are now multiple sites in Indiana and locations in four other states and the District of Columbia.[6]

High School Equivalency (HSE). HSE is a recognized alternative to a high school diploma, and there are three common exams that are used: the General Educational Development (GED) test, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC).[7] States vary in the exam, or exams, that they offer. As of November 2021, the GED is offered in 40 states and the District of Columbia, the HiSET is offered in 24 states, and the TASC is offered in four states. Some state-level initiatives in Illinois, Michigan, New Mexico, Ohio, and Tennessee help test takers with the cost of the GED and/or the HiSET.

Created for adults who have been marginalized or needed an alternative to the traditional K–12 school system, 97% of colleges and employers accept the GED credential. The GED has four subject tests (Math, Science, Social Studies, and Reasoning Through Language Arts), and they can be taken together or one at a time.[8] The requirements (regarding age, residency, etc.) and prices for GED testing vary by state.[9] In some states, the cost varies depending on whether the test is taken in-person at a test center or online at home. In Connecticut, the test is free for residents. In the District of Columbia, each subject test only costs $3.75 both in-person and online for residents. In Arkansas, each subject test only costs $4.00 in-person for residents.

5 The Excel Center. (2021). Retrieved from https://excelcenter.org/.
6 The Excel Center (2021). *Locations*. Retrieved from https://excelcenter.org/locations/.
7 CareerOneStop. (2021). *High school equivalency*. U.S. Department of Labor, Employment and Training Administration. Retrieved from https://www.careeronestop.org/FindTraining/Types/high-school-equivalency.aspx.
8 GED Testing Service LLC. (2021). Retrieved from https://ged.com/.
9 GED Testing Service LLC. (2021). *Pricing and state rules*. Retrieved from https://ged.com/about_test/price_and_state_rules/.

The HiSET has five subject tests (Language Arts, Reading; Language Arts, Writing; Mathematics; Science; Social Studies) that do not need to be taken at the same time. It is available both in computer- and paper-delivered formats, depending on the test center.[10] In Georgia and Indiana, there is also a remote proctoring option to accommodate for special needs and allow the test to be taken at home. The requirements (regarding age, residency, etc.) and prices for the HiSET vary by state and by format.[11] In Maine, the HiSET is free for residents.

The TASC has five subject tests (Reading, Writing, Mathematics, Science, Social Studies) that also do not need to be taken at the same time. It is available both in a computer-based and in a paper-and-pencil format.[12] The requirements (regarding age, residence, etc.) and prices for the TASC vary by state but not by format.[13] In New York, if you are a resident, the TASC is free. In West Virginia, the TASC is free, even if you are not a resident. New Jersey and West Virginia only offer the TASC in the computer-based format.

The National External Diploma Program (NEDP). The NEDP is a self-directed high school diploma program for adults and out-of-school youth that incorporates hands-on learning and requires participants to demonstrate their high school level abilities by applying them to simulated, academic, workplace, and life contexts. The program usually takes about six to twelve months to complete and assesses three foundation content areas (Communication and Media Literacy; Applied Math/Numeracy; Information and Communication Technology) and seven functional life skill content areas (Civic Literacy and Community Participation; Consumer Awareness and Financial Literacy; Cultural Literacy; Geography and History; Health Literacy; Science; Twenty-First Century Workplace).[14] NEDP programs are available in eight states and the District of Columbia through 91 NEDP agencies that are affiliated with accredited diploma granting agencies. The fees associated with the program vary by location.[15]

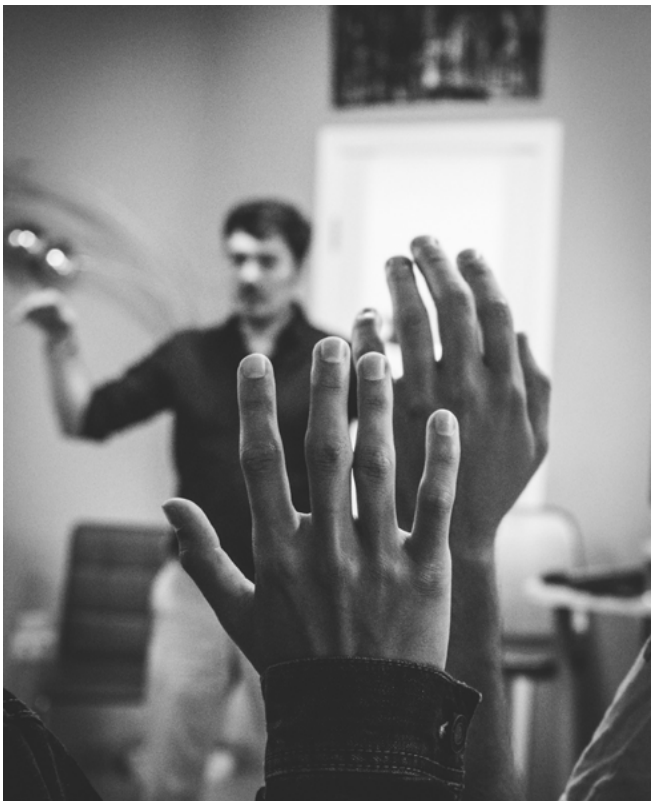

Table 2 summarizes, for each state and the District of Columbia, whether they have an Excel Center location or locations, the high school equivalency exams that they offer and the corresponding fees, and whether they offer the National External Diploma Program. States with highlighted initiatives to help with the cost of the GED and/or the HiSET are identified with an asterisk.

10 Educational Testing Service. (2021). *The HiSET exam (for test takers).* Retrieved from https://hiset.ets.org/test-takers/.
11 Educational Testing Service. (2021). *HiSET exam requirements by state or jurisdiction.* Retrieved from https://hiset.ets.org/requirements/state/.
12 Data Recognition Corporation. (2021). *TASC Test Assessing Secondary Completion: The national high school equivalency exam.* Retrieved from https://tasctest.com/
13 Data Recognition Corporation. (2021). *TASC test state rules.* Retrieved from https://tasctest.com/demo-home/test-takers/state-testing-rules/.
14 CASAS. (2021). *National External Diploma Program (NEDP).* Retrieved from http://www.casas.org/nedp.
15 CASAS. (2021). *Locations.* Retrieved from http://www.casas.org/nedp/locations.

Chapter 6, Table 2. **State Alternative High School Graduation Options**

State	Adult High Schools	High School Equivalency Exams			National External Diploma Program
		GED Fee (Per Subject)	HiSET Fee (Per Subject)	TASC Fee (Per Subject)	
Alaska		$30.00; $36.00			
Arizona		$35.00; $41.00			
Arkansas	Yes	$4.00; $36.00			
California		$35.00; $41.00	$12.75; $17.00		Yes
Colorado		$37.50; $43.50	$28.25; $32.50		
Connecticut		$0.00; $0.00			Yes
Delaware		$30.00; $36.00			
DC	Yes	$3.75; $3.75			Yes
Florida		$32.00; $32.00			
Georgia		$40.00; $46.00	$26.75; N/A		
Hawaii		$37.50; N/A	Varies		
Idaho		$30.00; $36.00			
Illinois		$30.00; $36.00	$18.75; $23.00*		
Indiana	Yes		Varies	$23.00	
Iowa			$10.75; $15.00		
Kansas		$33.00; $39.00			
Kentucky		$30.00; $36.00			
Louisiana			$16.75; $21.00		
Maine			$0.00; $0.00		
Maryland		$11.25; $17.25			Yes
Massachusetts		$31.25; $37.25	$19.75; $24.00		
Michigan		$37.50; $43.50*	$48.75; $53.00*		
Minnesota		$30.00; $36.00			
Mississippi		$30.00; $36.00	$17.75; $22.00		
Missouri	Yes		$17.75; $22.00		
Montana			$15.75; $20.00		
Nebraska		$30.00; $36.00			
Nevada		$23.75; $36.00	$15.75; $20.00		
New Hampshire			$25.00; $25.00		
New Jersey		$30.00; $36.00	$20.75; $25.00	$22.80	
New Mexico		$20.00; $36.00*	$10.75; $15.00*		Yes
New York				$0.00	Yes
North Carolina		$20.00; $36.00	$10.75; $15.00		
North Dakota		$30.00; $36.00			
Ohio		$30.00; $36.00	$18.75; $23.00*		
Oklahoma		$34.00; $40.00	$18.25; $22.50		
Oregon		$38.00; $40.00			
Pennsylvania		$30.00; $36.00	$18.75; $23.00		
Rhode Island		$30.00; $36.00			Yes
South Carolina		$37.50; N/A			
South Dakota		$37.50; $37.50			
Tennessee	Yes		$15.75; $20.00*		
Texas	Yes	$36.25; $42.25			
Utah		$30.00; $36.00			
Vermont		$30.00; N/A			
Virginia		$30.00; $41.00			Yes
Washington		$30.00; $36.00			
West Virginia				$0.00	Yes
Wisconsin		$33.75; $39.75			
Wyoming		$20.00; $36.00	$10.75; $15.00		

Sources: The Excel Center (2021). Locations. Retrieved from https://excelcenter.org/locations/.
GED Testing Service LLC. (2021). *Pricing and state rules*. Retrieved from https://ged.com/about_test/price_and_state_rules/.
Educational Testing Service. (2021). *HiSET exam requirements by state or jurisdiction*. Retrieved from https://hiset.ets.org/requirements/state/.
Data Recognition Corporation. (2021). *TASC test state rules*. Retrieved from https://tasctest.com/demo-home/test-takers/state-testing-rules/.
CASAS. (2021). *Locations*. Retrieved from http://www.casas.org/nedp/locations.
Notes: * indicates that state-level initiatives to help with the cost of the GED and/or HiSET were highlighted on the test websites.
For the GED, the in-person fee is listed first and the online fee is second. N/A indicates that the GED is not available online in that state.
For the HiSET, the computer-format fee is listed first and the paper-format fee is second. N/A indicates that the HiSET is not available in a paper-format in that state. "Varies" indicates that fees vary depending on the test center in that state. There may also be additional administration fees or test center fees and the fee may be different for subsequent attempts depending on the state.

Other Initiatives to Improve High School Graduation Rates

Other recognized initiatives to improve graduation rates operate in a single state (e.g., the Harlem Children's Zone) and in every state (e.g., Big Brothers Big Sisters). The Harlem Children's Zone Project, which began in the 1990s, aims to end intergenerational poverty in Central Harlem, New York, with education and youth programs (including early childhood programs, charter schools, college preparation) and health and community initiatives (including community centers and community benefits support).[16] More than 1,100 Harlem Children's Zone students have graduated college since 2011, and while the program is only in New York City, 535 groups from the United States and 196 international groups have visited their Practitioners Institute to learn more about the model.[17] Big Brothers Big Sisters, which began in 1904 as an alternative to the juvenile justice system, matches adult volunteers with children, ages five through young adulthood, to develop positive mentoring relationships. It operates in over 5,000 communities in every state and the District of Columbia in the United States and in 12 other countries.[18] Educational success is a key program outcome. Research on the program found that children matched with a Big Brother or Big Sister were less likely to skip school or a class and felt more competent about doing their schoolwork than children waiting to be served by Big Brothers Big Sisters.[19]

The following are initiatives to improve high school graduation rates that operate in some states.

Advancement Via Individual Determination (AVID). Established in 1980, AVID aims to accelerate college readiness among first-generation, low-income students by teaching academic and social skills not addressed in other classes. It offers in-class tutors, strong student-teacher relationships, a positive peer group, and a focus on hard work and determination.[20] During the 2019–2020 school year, it served 2 million students in approximately 7,500 K–12 schools in 47 states, with 67% qualifying for free or reduced lunch.[21] The AVID website highlights the program's impact in 31 states and does not identify the other states that offer the program.[22] Rigorous evaluations of AVID find that it promotes college enrollment and persistence, particularly among Black and Hispanic students.[23]

KIPP Public Schools. KIPP Public Schools, a network of 270 tuition-free public charter schools (pre-K–12), primarily serve students who are Black or Latinx and students who are eligible for federal free or reduced-price lunch. Forty-three percent of KIPP high school graduates earn a bachelor's degree, which is four times the national rate.[24] KIPP schools are primarily funded by local and state dollars, along with some funding from the federal government; there are no admission requirements.[25] There are KIPP schools in 20 states and the District of Columbia.[26]

16 Harlem Children's Zone. (2021). *Our history & zone map*. Retrieved from https://hcz.org/our-purpose/our-history-zone-map/.
17 Harlem Children's Zone. (2021). *Our impact*. Retrieved from https://hcz.org/our-purpose/our-impact/.
18 Big Brothers Big Sisters of America. (2021). *About us*. Retrieved from https://www.bbbs.org/about-us/.
19 Big Brothers Big Sisters of America. (2021). *Our impact on education*. Retrieved from https://www.bbbs.org/impact-on-education/.
20 AVID. (2021). Retrieved from https://www.avid.org/.
21 AVID. (2020). *AVID national snapshot: 2019–2020*. Retrieved from https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/8/AVID_National_Snapshot_032521.pdf.
22 AVID. (2021). *AVID impact by state*. Retrieved from https://www.avid.org/data#states.
23 AVID. (2020). *Making college and career readiness more equitable: The AVID college and career readiness framework*. Retrieved from https://info.avid.org/framework-white-paper.
24 KIPP Foundation. (2021). *KIPP at a glance*. Retrieved from https://www.kipp.org/wp-content/uploads/2021/08/KIPP-Public-Schools_FY21-One-Pager_072721.pdf.
25 KIPP Foundation. (2021). *Frequently asked questions*. Retrieved from https://www.kipp.org/faq/.
26 KIPP Foundation. (2021). *Find a KIPP public school*. Retrieved from https://www.kipp.org/schools/kipp-school-directory/.

National Academy Foundation (NAF). NAF partners with high-need communities to improve educational outcomes by implementing NAF academies, small learning communities within existing high schools. There are 619 NAF academies, and they promote open enrollment and provide STEM-infused, industry-specific curricula and work-based learning experiences. In 2020, NAF academies reported that 99% of seniors graduated and that 87% of graduates planned to go to college.[27] NAF academies are in 34 states and the District of Columbia.[28] As Robert Schwartz explains, NAF academies are a continuation of the career academy movement aiming to restructure large high schools and create a better pathway from high school to further education and the workplace.[29] MDRC analyzed 18 career academies in three states (California, Florida, Georgia) that implemented a program called "Exploring Career and College Options" (ECCO) from 2009 to 2012 and found that ECCO improved the offerings of and participation in college and career exploration activities, including the placement of students into internships.[30]

Middle College and Early College High Schools. Middle College High Schools are small secondary schools that are located on college campuses and provide students, primarily those who have been historically underserved and underrepresented in college, the opportunity to earn a high school diploma and take some college courses at no cost. Early College High Schools have the same structure and serve the same target population but enable high school students to earn both their high school diploma and their associate degree in four to five years.[31] The Middle College National Consortium (MCNC), created in 1993 as a professional development organization, provides technical assistance and support for middle and early college high schools. As Marilyn Villalobos at the National Conference of State Legislatures explained, middle and early college students graduate high school at a rate of 93%, compared to the national rate of 78%, students of color make up 77% of middle and early colleges, and students from low-income families make up 57% of middle and early colleges.[32] MCNC oversees approximately 40 middle and early college high schools on college campuses in 16 states.[33] Villalobos noted that certain states have enacted policy to create middle and early colleges, including California, Connecticut, Michigan, and Texas.[34]

Pathways in Technology Early College High School (P-TECH) Schools. P-TECH schools were created by IBM in 2011 as a specialized form of technical/vocational high schools. These schools are public–private partnerships between secondary and postsecondary institution and industry partners. Students participate in work-based learning and graduate with both a high school diploma and a two-year postsecondary degree in a STEM-related field. P-TECH schools are cost free and have no grade or testing requirements for admission. Funding for P-TECH schools comes from the local school district and from Perkins V funding.[35]

27 NAF. (2021). *About us*. Retrieved from https://naf.org/about.
28 NAF. (2021). *Find an academy*. Retrieved from https://naf.org/naf-network/find-an-academy.
29 Schwartz, R. (2015). *The case for career-focused charter schools*. Thomas Fordham Institute. Retrieved from https://fordhaminstitute.org/national/commentary/case-career-focused-charter-schools.
30 Visher, M. G., Altuna, J. N., & Safran, S. (2013). *Making it happen: How career academies can build college and career exploration programs*. MDRC. Retrieved from https://www.mdrc.org/publication/making-it-happen.
31 MCNC Middle College National Consortium. (2020). *Frequently asked questions*. Retrieved from https://mcnc.us/faq/.
32 Villalobos, M. (2019). *Early and middle colleges offer high school alternative*. National Conference of State Legislatures. Retrieved from https://www.ncsl.org/research/education/early-and-middle-colleges-offer-high-school-alternative.aspx.
33 MCNC Middle College National Consortium. (2020). *Location and profile*. Retrieved from https://mcnc.us/location-and-profile/#.
34 Villalobos, M. (2019). *Early and middle colleges offer high school alternative*. National Conference of State Legislatures. Retrieved from https://www.ncsl.org/research/education/early-and-middle-colleges-offer-high-school-alternative.aspx.
35 P-TECH. (2021). *Learn about P-TECH schools*. Retrieved from https://www.ptech.org/about/.

As of November 2021, there are P-TECH schools in 10 states and in 25 other countries besides the United States.[36] The first cohort of students graduated at four times the on-time national community college graduation rate and for low-income students, the graduation rate was five times the national rate.[37] Robert Schwartz highlights P-TECH schools as a promising example of a career-focused, early college charter school.[38]

Job Corps Scholars Program. Administered by the U.S. Department of Labor, Job Corps is the largest nationwide residential career training program in the country. Young people, ages 16–24, are provided tuition-free housing for up to three years while they complete their high school education and obtain career technical skills in ten high-growth industry sectors. Job Corps also provides support services including help finding employment, childcare, and transportation.[39] There are 123 Job Corps Centers nationwide; Job Corps Centers are located in each state and the District of Columbia.[40] In 2020, the U.S. Department of Labor awarded 26 grants in 15 states as part of the Job Corps Scholars Program, a new demonstration project focused on providing job skills instruction, educational opportunities, and individualized employment counseling for at-risk youth. The grantees included accredited public community colleges, historically Black colleges and universities (HBCUs), and tribally controlled colleges and universities (TCCUs).[41]

Credit Recovery. Credit recovery programs allow students who have failed a high school class to earn credit by successfully redoing the coursework or by retaking the class in an alternative manner. While these programs are widespread, with 89% of high schools in the United States offering a credit recovery program, participation varies by state. Nate Malkus, from the American Enterprise Institute, summarized credit recovery participation of high school students, by state, in 2015–2016 using data from the National Center for Education Statistics, Common Core Data and data from the 2015–2016 Civil Rights Data Collection. Nine states had low participation rates of 3% or less, and four states and the District of Columbia had high participation rates of 10% or more.[42] Referencing Malkus's research, Kalyn Belsha recommends ways to strengthen credit recovery programs including improving the quality of online classes, finding out why students fail courses, and focusing support accordingly.[43]

Table 3 summarizes, for each state and the District of Columbia, whether they have a highlighted AVID program, KIPP schools, NAF academies, Middle College and Early College High Schools, P-TECH Schools, Job Corps Scholars Programs, and their credit recovery participation.

36 P-TECH. (2021). *Our schools*. Retrieved from https://www.ptech.org/our-schools/.
37 P-TECH. (2021). *Results: Latest outcomes from P-TECH*. Retrieved from https://www.ptech.org/results/.
38 Schwartz, R. (2015). *The case for career-focused charter schools*. Thomas Fordham Institute. Retrieved from https://fordhaminstitute.org/national/commentary/case-career-focused-charter-schools.
39 Employment and Training Administration. (2021). *Job Corps*. U.S. Department of Labor. Retrieved from https://www.dol.gov/agencies/eta/jobcorps.
40 Job Corps. (2017). Retrieved from https://www.jobcorps.gov/.
41 Employment and Training Administration. (2021). *Job Corps Scholars Program*. U.S. Department of Labor. Retrieved from https://www.dol.gov/agencies/eta/jobcorps/job-corps-scholars.
42 Malkus, N. (2018). *Second chance or second track? Credit recovery participation in US high schools*. American Enterprise Institute. Retrieved from https://www.aei.org/wp-content/uploads/2018/09/Second-Chance-or-Second-Track.pdf?x91208.
43 Belsha, K. (2021). *A surge in pandemic Fs raises old concerns about credit recovery. Here's how schools could make it better*. Chalkbeat. Retrieved from https://www.chalkbeat.org/2021/7/15/22579393/pandemic-failing-grades-credit-recovery-high-school.

Chapter 6, Table 3. **State Initiatives to Improve High School Graduation Rates**

State	Highlighted AVID Program	KIPP Schools	NAF Academies	Middle and Early College Schools	P-TECH Schools	Job Corps Scholars Program	Credit Recovery Participation
Alabama			Yes				4–5%
Alaska							4–5%
Arizona	Yes		Yes				8–9%
Arkansas		Yes					10+%
California	Yes	Yes	Yes	Yes	Yes	Yes	10+%
Colorado	Yes	Yes	Yes	Yes	Yes		6–7%
Connecticut	Yes		Yes		Yes		0–3%
Delaware	Yes		Yes				6–7%
DC		Yes	Yes				10+%
Florida	Yes	Yes	Yes			Yes	0–3%
Georgia	Yes	Yes				Yes	4–5%
Hawaii	Yes		Yes				4–5%
Idaho	Yes		Yes				4–5%
Illinois	Yes	Yes		Yes	Yes		6–7%
Indiana	Yes	Yes	Yes				8–9%
Iowa						Yes	0–3%
Kansas	Yes		Yes				6–7%
Kentucky			Yes			Yes	0–3%
Louisiana		Yes	Yes		Yes	Yes	4–5%
Maine							6–7%
Maryland	Yes	Yes	Yes	Yes	Yes		6–7%
Massachusetts	Yes	Yes	Yes	Yes			0–3%
Michigan	Yes		Yes	Yes		Yes	6–7%
Minnesota	Yes	Yes	Yes				6–7%
Mississippi							0–3%
Missouri	Yes	Yes	Yes	Yes		Yes	6–7%
Montana							6–7%
Nebraska			Yes				6–7%
Nevada	Yes		Yes	Yes			4–5%
New Hampshire			Yes				6–7%
New Jersey	Yes	Yes	Yes		Yes		4–5%
New Mexico	Yes						8–9%
New York	Yes	Yes	Yes	Yes	Yes	Yes	4–5%
North Carolina	Yes	Yes	Yes			Yes	0–3%
North Dakota							4–5%
Ohio	Yes	Yes		Yes		Yes	4–5%
Oklahoma		Yes	Yes	Yes			6–7%
Oregon	Yes					Yes	8–9%
Pennsylvania		Yes	Yes	Yes			0–3%
Rhode Island			Yes		Yes		10+%
South Carolina	Yes		Yes	Yes			8–9%
South Dakota			Yes				10+%
Tennessee	Yes	Yes	Yes	Yes			6–7%
Texas	Yes	Yes	Yes	Yes	Yes	Yes	8–9%
Utah	Yes						8–9%
Vermont							0–3%
Virginia	Yes		Yes				4–5%
Washington	Yes		Yes	Yes		Yes	4–5%
West Virginia						Yes	6–7%
Wisconsin	Yes		Yes				8–9%
Wyoming							8–9%

Sources: AVID. (2021). *AVID impact by state.* Retrieved from https://www.avid.org/data#states.
KIPP Foundation. (2021). Find a KIPP public school. Retrieved from https://www.kipp.org/schools/kipp-school-directory/.
NAF. (2021). *Find an academy.* Retrieved from https://naf.org/naf-network/find-an-academy.
MCNC Middle College National Consortium. (2020). *Location and profile.* Retrieved from https://mcnc.us/location-and-profile/#.
P-TECH. (2021). Our schools. Retrieved from https://www.ptech.org/our-schools/.
Employment and Training Administration. (2021). *Job Corps Scholars Program*. U.S. Department of Labor. Retrieved from https://www.dol.gov/agencies/eta/jobcorps/job-corps-scholars.
Malkus, N. (2018). Second chance or second track? *Credit recovery participation in US high schools.* American Enterprise Institute. Retrieved from https://www.aei.org/wp-content/uploads/2018/09/Second-Chance-or-Second-Track.pdf?x91208.

Postsecondary Education

Postsecondary Education Programs for Low-Income Students

Researchers find strong returns for low-income youths or adults who complete at least a year of community college if not an associate degree.[44] Another report finds strong returns for low-income youths who can complete certificate programs in high-demand occupations and sectors, especially if they involve at least some technical training.[45] Improving access and retention to community colleges through financial assistance, support, and counseling is critical. The following programs aim to support low-income students at community colleges. As noted, some of the programs specifically focus on supporting parents.

Tuition-Free Community College. A tuition-free program means that eligible students can go to the specified community college for free. While these programs cover tuition, there are still other fees associated with attendance such as room, board, transportation, and textbooks. There are 20 states that offer tuition-free community college programs although their eligibility criteria and details vary.[46] Inder Singh Bisth, in an article for the *College Post*, highlights the California Promise program as one of the best examples of a tuition-free program. The California Promise program provides tuition waivers to eligible students, regardless of additional funding or grants that they are eligible for. The Nevada Promise Scholarship program is highlighted as one of the most flexible options as it covers up to three years of tuition for students enrolled in any of the four community colleges in the state. The Tennessee Promise program provides students with a mentor to help navigate the college admission process in addition to tuition-free education at one of the state's community colleges or technical schools or eligible public and private universities with two-year programs.[47]

Aspen Policy Acceleration Partnerships. Aspen Policy Acceleration Partnerships are awards to public entities to promote postsecondary completion for students who are parents by increasing access to supports ad public benefits.[48] Public entities in six states were recently awarded 18-month grants of $150,000 to stimulate coalition building and work with Ascend at the Aspen Institute to develop effective student parent supports and raise awareness of relevant resources.

Benefits Access for College Completion (BACC) Program. Many low-income college students are already working a full-time job in addition to schoolwork, and 27% of community college students have children. Consequently, though these students might qualify for various federal, state, local, or institutional assistance programs, many lack the time or know-how to apply. BACC was instituted in seven community college systems to remedy this problem by "provide[ing] students with access to a full range of public benefits in order to reduce financial barriers to college completion." The BACC project targeted benefit programs in food assistance, childcare subsidies, assistance for children, cash assistance, subsidized health insurance, housing assistance, and transportation assistance. Supported by Ford and Kresge Foundations and managed by the Center for Law and Social Policy (CLASP), funding for BACC expired in 2015 although benefits access work

44 Lerman, R. (2007). Career-focused education and training for youth. In H. J. Holzer & D. S. Nightingale (Eds.), *Reshaping the American workforce in a challenging economy*. Urban Institute Press.

45 Jacobson, L., & Mokher, C. (2009*). Pathways to boosting the earnings of low-income students by increasing their educational attainment.* Hudson Institute and Center for Naval Analysis. Retrieved from https://files.eric.ed.gov/fulltext/ED504078.pdf.

46 Bisht, I. S. (2021). *Is community college free? In these 19 states, yes*. College Post. Retrieved from https://thecollegepost.com/free-community-college-states/.

47 *Ibid.*

48 White, J. (2021). *Aspen Institute announces Policy Acceleration Partnership grant awardees*. Ascend at the Aspen Institute. Retrieved from https://ascend.aspeninstitute.org/aspen-institute-announces-policy-acceleration-partnership-grant-awardees/.

continues. For example, LaGuardia and Northampton Community Colleges, have hired employees to maintain BACC services and help students access benefits.

Though fathers only constituted 11% of the BACC target population, the CLASP final report notes that promoting benefits access has been particularly effective for "fathers who have previously [as in before having children] not had to seek outside resources to make ends meet" as the services incorporate child-centered benefits.[49]

Single Stop Services in Community Colleges. Single Stop USA is national nonprofit that provides coordinated single-stop services and benefits to low-income individuals and families, primarily on community college campuses, with the goal of ending intergenerational poverty and increasing economic mobility.[50,51] The organization was formally founded in 2007, an offshoot of the New York City based Robin Hood Foundation. Standard Single Stop services include free tax preparation, full benefits access, comprehensive legal services, and financial counseling.

An independent evaluation conducted in 2016 and updated in 2017 by the RAND Corporation verified the efficacy of Single Stop services at community colleges. RAND found "Single Stop users were at least 3 percentage points more likely to persist into a second year of community college," and that "Single Stop users attempted at least one additional credit in their freshman years." A 3% increase in student retention is significant, as fewer than one-third community college students graduate or transfer to a four-year institution within three years. The study also noted the particular success of Single Stop services on nonwhite students.[52] As of April 2021, Single Stop USA has locations in 13 states.

Child Care Access Means Parents in School (CCAMPIS) Program. As of 2018, 22% of undergraduate students in the United States were parents, of which 30% were fathers. This totaled to approximately 1.1 million student–fathers in undergraduate institutions.[53] Childcare is a significant impediment to low-income parents pursuing higher education, usually due to its expense.

CCAMPIS is a program legislatively provided for and funded by the U.S. Department of Education to "support the participation of low-income parents in postsecondary education through the provision of campus based childcare services." Individual institutions of higher education apply for funds each financial year. Institutions are only eligible to apply if, during the previous FY, the student body was awarded at least $250,000 in Federal Pell Grants. In FY 2020, CCAMPIS funded childcare programs at 287 institutions of higher education across the United States.

49 Duke-Benfield, A. E., & Saunders, K. (2016). *Benefits Access for College Completion: Lessons learned from a community college initiative to help low-incomes students*. Center for Law and Social Policy. Retrieved from https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Benefits-Access-for-College-Completion-Lessons-Learned.pdf.

50 Single Stop. Retrieved from https://ccleague.org/sites/default/files/pdf/single_stop_-_overview.pdf.

51 Single Stop USA. *Single Stop USA response to the Department of Education RFI: Promising and practical strategies to increase post-secondary success*. Retrieved https://www2.ed.gov/documents/college-completion/providing-single-stop-services.pdf.

52 Daugherty, L., Johnson, W. R., & Berglund, T. (2020). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR1740-1.html.

53 Institute for Women's Policy Research. (2018). Institute for Women's Policy Research (IWPR) analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2015–16 National Postsecondary Student Aid Study (NPSAS:16).

The funds are allocated generally for childcare, but individual institutions have some freedom in the manner in which childcare is provided. The two most common uses of CCAMPIS funds are providing or enriching on-campus childcare services, or a providing childcare through subsidy payments directly to parent–students.

In FY 2020, 41 states and the District of Columbia had at least one institution of higher education that received a CCAMPIS grant. The individual awards range in value from $14,294 to $563,169, with a mean award value of $159,053. The total amount distributed through the CCAMPIS program in FY 2020 was $45,648,300.[54]

Recent Legislation. The National Conference of State Legislatures (NCSL) highlighted, in September 2021, state higher education efforts aimed at adult learners. As they note, almost 40% of current college students are 25 years old or older and this generation of college students is more diverse than any other previous generation in terms of age, race, and income level. Current college students often have work and family responsibilities competing with their education goals.[55] In two states, recent legislation has focused on tuition costs. In Utah, the Adult Learners Grant Program, established through legislation in 2021, provides financial assistance to adult students pursuing education online. Eligibility for this program is limited to students who are at least 26 years old, who are financially needy, and who are pursuing an online degree or certificate in a field with an industry need. Additionally, this program will prioritize students from rural areas, minority students, low-income students, and first-generation students. In Washington, the Washington College Grant Program, established through legislation in 2019, guarantees financial aid to qualified students to attend college for free or at a discounted rate. This program also applies to registered apprenticeships and is available to adults as well as recent high school graduates.[56]

Recent legislation has also focused on helping students navigate available assistance regarding food, housing, childcare, and transportation. In 2021, Oregon enacted legislation requiring each community and public university to hire a benefits navigator to help students determine eligibility and apply for federal, state, and local benefits programs. This bill also creates a statewide consortium to enable coordination amongst benefits navigators. Illinois enacted legislation in 2021 requiring higher education institutions to designate at least one employee to serve as a liaison between the institution and homeless students to assist students in accessing resources. In 2021, Maryland enacted legislation establishing a Hunger-Free Campus Grant Program to help connect eligible students with Supplemental Nutrition Assistance Program (SNAP) application assistance and with local SNAP retailers.[57]

Table 4 summarizes, for each state and the District of Columbia, whether they have a tuition-free community college program, whether they received an Aspen Policy Acceleration Partnership grant, whether they had a BACC program funded at a community college system, whether they have a Single Stop USA location, whether they received a CCAMPIS Grant at an institution of higher education in 2020, and whether they have enacted recent legislation aimed at helping adult students, as highlighted by the NCSL.

54 U.S. Department of Education. (2021). *Child Care Access Means Parents in School program*. Retrieved from https://www2.ed.gov/programs/campisp/awards.html.

55 Deye, S. (2021). *State higher education efforts aimed at adult learners*. National Conference of State Legislatures. Retrieved from https://www.ncsl.org/research/education/state-higher-education-efforts-aimed-at-adult-learners.aspx.

56 *Ibid.*

57 *Ibid.*

Chapter 6, Table 4. **State Postsecondary Education Programs for Low-Income Students**

State	Tuition-Free Community College	Aspen Grant	BACC Program	Single Stop USA Location	CCAMPIS Grant (FY 2020)	Recent Legislation
(FY 2020)	Recent Legislation				Yes	
Alaska						
Arizona					Yes	
Arkansas	Yes				Yes	
California	Yes	Yes	Yes	Yes	Yes	
Colorado		Yes	No	Yes	Yes	
Connecticut	Yes				Yes	
Delaware	Yes					
DC					Yes	
Florida				Yes	Yes	
Georgia		Yes			Yes	
Hawaii	Yes				Yes	
Idaho					Yes	
Illinois					Yes	Yes
Indiana	Yes				Yes	
Iowa					Yes	
Kansas					Yes	
Kentucky	Yes		Yes		Yes	
Louisiana	Yes			Yes	Yes	
Maine						
Maryland	Yes				Yes	Yes
Massachusetts	Yes			Yes	Yes	
Michigan			Yes		Yes	
Minnesota		Yes			Yes	
Mississippi				Yes	Yes	
Missouri	Yes				Yes	
Montana	Yes				Yes	
Nebraska					Yes	
Nevada	Yes				Yes	
New Hampshire						
New Jersey				Yes	Yes	
New Mexico					Yes	
New York	Yes		Yes	Yes	Yes	
North Carolina				Yes	Yes	
North Dakota						
Ohio			Yes		Yes	
Oklahoma	Yes				Yes	
Oregon	Yes			Yes	Yes	Yes
Pennsylvania		Yes	Yes	Yes	Yes	
Rhode Island	Yes	Yes				
South Carolina					Yes	
South Dakota						
Tennessee	Yes			Yes	Yes	
Texas					Yes	
Utah					Yes	Yes
Vermont						
Virginia	Yes			Yes	Yes	
Washington	Yes				Yes	Yes
West Virginia					Yes	
Wisconsin					Yes	
Wyoming						

Sources: Bisht, I. S. (2021). *Is community college free? In these 19 states, yes.* College Post. Retrieved from https://thecollegepost.com/free-community-college-states/.
White, J. (2021). *Aspen Institute announces Policy Acceleration Partnership grant awardees.* Ascend at the Aspen Institute. Retrieved from https://ascend.aspeninstitute.org/aspen-institute-announces-policy-acceleration-partnership-grant-awardees/.
Duke-Benfield, A. E., & Saunders, K. (2016). *Benefits Access for College Completion: Lessons learned from a community college initiative to help low-incomes students.* Center for Law and Social Policy. Retrieved from https://www.clasp.org/sites/default/files/public/resources-and-publications/publication-1/Benefits-Access-for-College-Completion-Lessons-Learned.pdf.
Single Stop. Retrieved from https://ccleague.org/sites/default/files/pdf/single_stop_-_overview.pdf.
U.S. Department of Education. (2021). *Child Care Access Means Parents in School program.* Retrieved from https://www2.ed.gov/programs/campisp/awards.html.
Deye, S. (2021). *State higher education efforts aimed at adult learners.* National Conference of State Legislatures. Retrieved from https://www.ncsl.org/research/education/state-higher-education-efforts-aimed-at-adult-learners.aspx.

Postsecondary Education Programs for System-Involved Youth

Students in foster care and juvenile justice institutions are "distinctly disadvantaged subgroups" that perform worse than their peers in academic performance. Only half of foster care youth graduate from high school by age 18.[58] Young offenders in the Juvenile Justice System face even worse educational outcomes. Although 90% of students transitioning out of juvenile facilities want to reenroll in traditional schools, only-one third actually do.[59] For those who do reach postsecondary education and training, they need funding and supports to achieve success. The following describes programs targeted to these populations.

Tuition Assistance for Foster Youth. As Emily Parker at the Education Commission of the States explained, foster youth have disparate postsecondary degree attainment compared to their non-foster peers, and some states have tuition assistance programs specifically targeted for foster youth. As of March 2017, 20 states had a tuition waiver program for foster youth and nine state had a scholarship or grant program for foster youth.[60]

State Financial Aid Programs and Students Impacted by the Justice System. The eligibility rules of state financial aid programs for students impacted by the justice system vary by state and by program. The Education Commission of the States analyzed, for each state and the District of Columbia, the written rules an agency practices that result in aid ineligibility for students impacted by the justice system. As of 2020, students impacted by the justice system were eligible for state financial aid in 22 states and the District of Columbia.[61]

Table 5 summarizes for each state and the District of Columbia, whether they have a tuition assistance program specifically for foster youth (either a tuition waiver or a grant/scholarship) and whether students impacted by the justice system are eligible for state financial aid.

58 Juvenile Law Center. (2020). *Education*. Retrieved from https://jlc.org/issues/education.

59 McCluskey, M. A. (2017). *What if this were your kid?* The Atlantic. Retrieved from https://www.theatlantic.com/politics/archive/2017/12/juvenile-solitary-confinement/548933/.

60 Parker, E. (2017). *State-level tuition assistance programs for foster youth in postsecondary education*. Education Commission of the States. Retrieved from https://www.ecs.org/state-level-tuition-assistance-programs-for-foster-youth-in-postsecondary-education/.

61 Education Commission of the States. (2020). *State financial aid barriers for students impacted by the justice system.* Retrieved from https://reports.ecs.org/comparisons/state-financial-aid-barriers-01.

Chapter 6, Table 5. **State Postsecondary Education Programs for Systems-Involved Youth**

State	Tuition Assistance for Foster Youth	Students Impacted by the Justice System Eligible for Aid
Alabama	Grant/Scholarship	Yes
Alaska	Tuition Waiver	Yes
Arizona	Tuition Waiver	Yes
Arkansas		
California		
Colorado		Yes
Connecticut	Tuition Waiver	Yes
Delaware		
DC		Yes
Florida	Tuition Waiver	
Georgia		
Hawaii		
Idaho		Yes
Illinois	Grant/Scholarship	
Indiana		
Iowa	Grant/Scholarship	Yes
Kansas	Tuition Waiver	Yes
Kentucky	Tuition Waiver	
Louisiana		
Maine	Tuition Waiver	Yes
Maryland	Tuition Waiver	
Massachusetts	Tuition Waiver	
Michigan	Grant/Scholarship	
Minnesota	Tuition Waiver	Yes
Mississippi		
Missouri	Tuition Waiver	
Montana		
Nebraska		Yes
Nevada		Yes
New Hampshire	Tuition Waiver	Yes
New Jersey	Grant/Scholarship	Yes
New Mexico	Tuition Waiver	Yes
New York	Grant/Scholarship	
North Carolina	Tuition Waiver	
North Dakota		Yes
Ohio		
Oklahoma	Tuition Waiver	
Oregon	Tuition Waiver	Yes
Pennsylvania		
Rhode Island	Grant/Scholarship	Yes
South Carolina		
South Dakota		
Tennessee	Grant/Scholarship	
Texas	Tuition Waiver	
Utah	Tuition Waiver	
Vermont		Yes
Virginia	Grant/Scholarship	Yes
Washington	Tuition Waiver	
West Virginia	Tuition Waiver	Yes
Wisconsin		Yes
Wyoming		

Sources: Parker, E. (2017). *State-level tuition assistance programs for foster youth in postsecondary education.* Education Commission of the States. Retrieved from https://www.ecs.org/state-level-tuition-assistance-programs-for-foster-youth-in-postsecondary-education/.
Education Commission of the States. (2020). *State financial aid barriers for students impacted by the justice system.* Retrieved from https://reports.ecs.org/comparisons/state-financial-aid-barriers-01.

Career and Technical Education

Career and technical education (CTE), also referred to as career technical education, provides specialized real-world skills, practical knowledge, and an introduction to workplace competence to prepare students for success in college and/or a future career. While CTE programs can start as early as elementary school, federal data focuses on secondary, postsecondary, and adult CTE programs. CTE programs are delivered in a variety of settings including traditional high schools, technical/vocational high schools, P-TECH schools (discussed above), community colleges, and Area Technical Centers (discussed below).[62] Sixteen CTE Career Clusters provide an organizational framework for CTE programs and their curriculum design.[63] Advance CTE

62 Advance CTE. (2020). *Delivering career technical education.* Retrieved from https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_DeliverySystems_2020.pdf.
63 Advance CTE. (2021). *Career clusters.* Retrieved from https://careertech.org/career-clusters.

reports annually on state activity related to CTE and career readiness. In 2020, 31 states enacted or passed 67 policy actions related to CTE and career readiness. The most frequently addressed topics were funding; industry partnerships and work-based learning; access and equity; dual/concurrent enrollment, articulation, and early college; data, reporting, and/or accountability.[64]

Perkins V

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), enacted in July 2018, reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued the federal commitment to providing funding for CTE for youths and adults.[65] Each state receives a proportional share of the overall appropriation based on a formula. Perkins V is the largest source of federal funding for CTE programs. An October 2019 brief from CLASP emphasized that effectively implementing CTE can help states improve opportunity and access to employment for adults with low incomes, adults with barriers to obtaining family-sustaining jobs, English learner adults, and out-of-school youth.[66] Perkins V enrollment data for CTE concentrator students (including both secondary and postsecondary) in 2019-2020 indicates that nationally (including territories), 46.2% were individuals from economically disadvantaged families, 22.1% were individuals prepping for non-traditional fields, 2.6% were single parents, 1.7% were out of workforce individuals, 4.8% were English learners, 0.9% were homeless individuals, 0.3% were students in foster care, and 0.9% were migrant students.[67] CTE concentrator students have completed at least two courses and/or 12 credits within a CTE program. CTE participant students, on the other hand, have completed at least one course within a CTE program but less than two courses and/or 12 credits.[68]

Table 6 shows, for secondary and for postsecondary education, the percentage of enrolled CTE concentrator students who were male in 2019-2020 out of enrolled CTE concentrator students whose gender is provided. This data suggests that the percentage of enrolled male CTE concentrator students tends to decrease as students move from secondary to postsecondary education. Nationally, the percentage of enrolled secondary CTE students who were male in 2019-2020 was 53.7% and 29 states were above the national average. The percentage of enrolled secondary CTE students who were male was lowest in the District of Columbia (47.0%) and highest in Iowa (66.6%). Nationally, the percentage of enrolled postsecondary CTE students who were male in 2019-2020 was 46.3% and 23 states were above the national average. The percentage of enrolled postsecondary students who were male was lowest in Oklahoma (36.8%) and highest in Delaware (65.5%).

64 Advance CTE. (2021). *State policies impacting CTE: 2020 year in review*. Retrieved from https://careertech.org/resource/2020-year-in-review.
65 Perkins Collaborative Resource Network. (2021). *Perkins V*. U.S Department of Education, Office of Career, Technical, and Adult Education, Division of Academic and Technical Education. Retrieved from https://cte.ed.gov/legislation/perkins-v.
66 Lufkin, M. (2019). *Special populations in Perkins V state plans: Guidance for states*. Center for Law and Social Policy. Retrieved from https://www.clasp.org/publications/report/brief/special-populations-perkins-v-state-plans-guidance-states.
67 Office of Career, Technical, and Adult Education. (2022). *Perkins state plans and data*. U.S. Department of Education. Retrieved from https://cte.ed.gov/dataexplorer/.
68 Office of Career, Technical, and Adult Education. (2022). *About*. U.S. Department of Education. Retrieved from https://cte.ed.gov/dataexplorer/about.

Area Technical Centers

An Advance CTE February 2021 report discusses Area Technical Centers (ATCs) and argues that while ATCs are prevalent and there are more ATCs in the United States than there are community colleges, they are underutilized and not well understood public educational institutions that can help expand access to and opportunities for CTE programs.[69] The National Defense Education Act (NDEA) in 1958 introduced the initial concept of specialty CTE institutions that would serve wider geographic areas and the Vocational Education Act of 1963 (VEA-63) provided the first federal funds for the construction of ATCs. Today, the federal government no longer plays a role in the construction or growth of ATCs. The report identifies 34 states that have ATCs. The report does not include information on the District of Columbia and notes that Texas is considered not to have ATCs since it does not comprehensively track and report on these institutions and has no way of validating the ATCs that can be found throughout the state. The structure, governance, and funding of ATCs varies amongst states and often reflects the states' circumstances and contexts. ATCs are primarily secondary-serving institutions, but many offer some access for postsecondary learners. The majority of states have ATCs governed by the local school district, and around a third of states have them governed via the same system in which the state's Perkins eligible agency resides. In terms of funding, most states' ATC funding comes from K–12 funding from the state education agency and/or from federal Perkins V funding. The report notes that while there is variation in funding structures and funding sources amongst states, most ATCs receive financial support primarily from local, rather than state or federal, funding sources.

CTE Dual Enrollment

Dual enrollment, also referred to as concurrent enrollment, involves a high school student taking a credit-bearing postsecondary course. Research suggests that dual enrollment programs have positive impacts on academic achievement, high school completion, college access and enrollment, and postsecondary degree attainment. Additionally, economically disadvantaged students who take dual enrollment courses are more likely to attend a postsecondary institution than their peers with similar backgrounds.[70] The Education Commission of the States notes that, as of April 2019, all states had policy in place regarding dual enrollment.[71] Relatedly, as of April 2020, state policy allows secondary students to earn industry-recognized credentials through CTE coursework in 27 states.[72]

Table 6 summarizes, for each state and the District of Columbia, the percentage of enrolled secondary and postsecondary CTE concentrator students who were male in 2019-2020, whether they have an ATC (or ATCs), and whether their state policy allows for secondary students to earn credentials through CTE coursework.

69 Advance CTE. (2021). *Building better futures for learners: A 50-state analysis of Area Technical Centers*. Retrieved from https://careertech.org/resource/area-technical-centers.

70 Advance CTE. (2020). *CTE and dual enrollment*. Retrieved from https://cte.careertech.org/sites/default/files/documents/fact-sheets/CTE_Dual_Enrollment_2020.pdf.

71 Education Commission of the States. (2021). *Dual/concurrent enrollment: Statewide policy in place*. Retrieved from https://ecs.secure.force.com/mbdata/MBQuest2RTanw?Rep=DE1901.

72 Education Commission of the States. (2020). *Secondary career and technical education*. Retrieved from https://reports.ecs.org/comparisons/secondary-career-and-technical-education-06.

Chapter 6, Table 6. **State CTE Enrollment, Programs, and Policies**

State	Percentage of Enrolled Secondary CTE Concentrator Students Who Were Male (2019-2020)	Percentage of Enrolled Postsecondary CTE Concentrator Students Who Were Male (2019-2020)	Area Technical Center(s)	Credentials Through CTE Coursework
Alabama	57.0%	44.2%	Yes	
Alaska	57.0%	42.2%		
Arizona	53.6%	48.1%	Yes	Yes
Arkansas	51.4%	38.5%	Yes	Yes
California	53.0%	50.4%	Yes	Yes
Colorado	54.5%	56.0%		Yes
Connecticut	54.5%	40.1%	Yes	
Delaware	52.7%	65.5%	Yes	
DC	47.0%	39.7%	N/A	
Florida	52.0%	45.5%	Yes	Yes
Georgia	49.8%	38.4%		Yes
Hawaii	55.3%	52.2%		
Idaho	53.7%	55.3%	Yes	Yes
Illinois	63.3%	45.7%		
Indiana	59.7%	46.7%	Yes	Yes
Iowa	66.6%	60.8%	Yes	
Kansas	51.3%	58.1%		
Kentucky	53.3%	46.5%	Yes	
Louisiana	47.8%	41.4%	Yes	Yes
Maine	61.6%	46.8%	Yes	
Maryland	55.1%	37.3%	Yes	Yes
Massachusetts	55.1%	38.8%	Yes	
Michigan	55.9%	45.8%	Yes	
Minnesota	59.2%	51.4%		Yes
Mississippi	48.7%	52.2%	Yes	
Missouri	53.3%	44.2%	Yes	
Montana	57.6%	45.0%		
Nebraska	53.9%	48.1%		
Nevada	52.1%	55.5%		
New Hampshire	55.4%	43.3%	Yes	Yes
New Jersey	50.3%	49.4%	Yes	Yes
New Mexico	56.5%	46.1%		Yes
New York	56.7%	48.1%	Yes	
North Carolina	51.3%	41.8%	Yes	Yes
North Dakota	57.7%	58.4%	Yes	
Ohio	55.8%	42.5%	Yes	Yes
Oklahoma	53.3%	36.8%	Yes	Yes
Oregon	57.4%	61.0%		Yes
Pennsylvania	57.9%	40.8%	Yes	Yes
Rhode Island	52.6%	42.7%	Yes	Yes
South Carolina	49.4%	38.3%	Yes	
South Dakota	53.9%	51.2%		Yes
Tennessee	51.4%	49.4%	Yes	Yes
Texas	51.6%	44.5%		Yes
Utah	52.7%	57.4%	Yes	
Vermont	61.6%	37.1%	Yes	
Virginia	56.6%	56.7%	Yes	Yes
Washington	55.6%	43.2%	Yes	Yes
West Virginia	57.8%	40.0%	Yes	Yes
Wisconsin	61.3%	42.2%		Yes
Wyoming	62.0%	42.4%		

Sources: Office of Career, Technical, and Adult Education. (2022). *Perkins state plans and data.* U.S. Department of Education. Retrieved from https://cte.ed.gov/dataexplorer/. Advance CTE. (2021). *Building better futures for learners: A 50-state analysis of Area Technical Centers.* Retrieved from https://careertech.org/resource/area-technical-centers. Education Commission of the States. (2020). *Secondary career and technical education.* Retrieved from https://reports.ecs.org/comparisons/secondary-career-and-technical-education-06.

Additional Information Needed to Assess Effective Programs to Improve Educational Outcomes for Fathers

There is almost no information on participation and outcomes in educational programs for disadvantaged men. Since outcomes for programs for low-income populations are almost always more favorable for female participants relative to males, the lack of information for males in various racial and ethnic groups is a serious problem. Future data gathering efforts should address this omission and generate and report breakdowns on participation and outcome by sex and race.

Another data gap is our inability to track educational attainment for individuals across time and space. Thus, we do not know whether an individual who has dropped out of high school has subsequently reenrolled elsewhere and/or at a later date. Knowing this information would fill gaps on retention for states and help to document the effectiveness of various programs in improving graduation rates and secondary education attainment.

We lack information on the frequency and intensity of many programs designed to engage disadvantaged youth and promote their school success. Evaluations of educational and employment programs for low-income youth and adults frequently find that positive outcomes are stronger for high-quality programs that are of longer duration. Simple measures of program intensity (e.g., number of hours of student participation) and quality (e.g., rates of attrition for case managers, mentors and other staff) should be used on a consistent basis to improve accountability and to assess effectiveness.

Finally, we lack data on how child support policies interact with the education and training needs and experiences of young fathers. Child support agencies have different policies when noncustodial parents with child support orders pursue education and training and are not earning income. Some may modify the order and impose a minimal one. Others will put the order in abeyance during the training period and refrain from taking enforcement measures when it is not paid. Still others take a business-as-usual approach. And all agencies will treat unpaid child support accumulated during education and training as debt and add it to the child support balance to be repaid at a later date. It would be helpful to know how state child support agencies treat the failure to earn income during periods of education and training and whether and how it affects rates of parent success in these programs.

Conclusions

Although this chapter does not provide a full inventory of programs that aim to improve the chances of educational success for disadvantaged students, an unknown proportion of which are men, our compilation highlights some prevalent ones and shows the extent to which they are being pursued in states and the District of Columbia. They include youth development programs that use mentoring and supportive relationships with adults to promote school success; academic achievement programs that accelerate students into more rigorous courses and provide academic support; charter schools and academies that aim to create smaller, more responsive environments within larger schools; career academies that offer technical education within a broader high school; and credit recovery initiatives that permit students who fail classes to make them up through online formats. For students who drop out, we highlight the accessibility and cost of alternative graduation options including self-directed learning and testing programs. At the postsecondary level, we feature some opportunities available through community colleges to reach disadvantaged students and parents, engage them in certificate programs in high-demand occupations and sectors, and address the financial and childcare challenges that frequently impede their performance by providing wraparound services and supports. Finally, we note programs to improve educational outcomes for specific populations such as youth who age out of the foster care and/or juvenile justice systems and young parents.

While we do not know the effectiveness of every category of program, there are many approaches to improving educational outcomes for disadvantaged fathers at all different stages of school participation and failure. Since we know that those who can obtain an associate's degree or at least a certificate in a high-demand occupation or sector can do well in the labor market, efforts to improve attendance and completion of community college should be a priority. In partial response, President Biden's American Families Plan includes a $62 billion grant program to increase postsecondary completion rates by offering wraparound services and supports.[73]

Policy efforts to improve education and employment outcomes for low-income men and fathers should seek to promote a range of approaches in order to prevent and address the different stages at which individuals experience dislocation. This should be coupled with data collection and evaluation research to improve our understanding of what works for different subgroups, including nonresident fathers. These efforts will require more public resources than they get right now. States that have been more reticent about pursuing these programming areas should be incentivized to do so through competitive grants. States that have pursued them should be incentivized to bring them to scale, leverage private resources, and combine education and labor market services so that resident and noncustodial fathers can pursue education and training with paid work. Failure to invest in improving the educational outcomes of disadvantaged men and fathers will only further the disconnection from their children and the larger society that these groups currently experience.

73 The White House. (2021). *Fact sheet: The American Families Plan*. Retrieved from https://www.whitehouse.gov/briefing-room/statements-releases/2021/04/28/fact-sheet-the-american-families-plan/.

Fatherhood Research & Practice Network

About the FRPN

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To the best of our knowledge, the information we provide is current as of report publication and/or the date indicated in the report and table sources. Nevertheless, since state policies and programs continually evolve, there are inevitable changes and developments that we have not captured. The views expressed in the report are those of the authors.