



Advancing Opportunity,  
Prosperity, and Growth

## **THE ECONOMIC IMPERATIVE OF EXPANDING COLLEGE OPPORTUNITY**

*New Papers for Release on Wednesday, June 26, 2013*

### **INFORMING STUDENTS ABOUT THEIR COLLEGE OPTIONS: A PROPOSAL FOR BROADENING THE EXPANDING COLLEGE OPPORTUNITIES PROJECT**

*A Hamilton Project Discussion Paper*

By Caroline Hoxby (Stanford) and Sarah Turner (University of Virginia)

In a new discussion paper for The Hamilton Project, Caroline Hoxby of Stanford University and Sarah Turner of the University of Virginia present proposals aimed at improving college outcomes for high-achieving, low-income students. Building on previous research showing that most high-achieving, low-income students do not even apply to selective colleges, Hoxby and Turner propose expanding a recently piloted informational intervention called the Expanding College Opportunities (ECO) Project. In that intervention, low-income high achievers received customized informational packets on their college options and potential costs. At an average cost of only \$6 per student, the intervention significantly increased the number of applications that students sent to selective colleges. In their new paper, Hoxby and Turner propose extending the ECO intervention to all high-achieving, low-income college students by partnering with respected third parties like the College Board and ACT. The authors also discuss the importance of improving access for researchers and administrators to already-existing federal databases so that targeting for this—and other similar educational interventions—can be improved.

### **THIRTEEN ECONOMIC FACTS ABOUT SOCIAL MOBILITY AND THE ROLE OF EDUCATION**

*A Hamilton Project Policy Memo*

The income divide in the United States has increased substantially over the last few decades, particularly for families with children. In fact, for those at the bottom of the income distribution, family income has actually declined, even as families at the top of the distribution have experienced large gains. Furthermore, investments in education and skills—factors that increasingly determine outcomes in the job market—are becoming more stratified by family income. Given how important education and, in particular, a college degree are in the labor market, these trends hint at a perpetuation of last generation's inequities into the next generation—and diminishing opportunities for upward economic mobility. Policies that improve the quality of and expand access to early-childhood, K–12, and, higher education in the United States are likely to be among the most effective tools for ameliorating these stark differences in economic opportunities across households. In this spirit, we offer a new Hamilton Project policy memo: "Thirteen Economic Facts about Social Mobility and the Role of Education." In section 1, we explore the growing gap between children born into high and low income families in the United States, and the increasing difficulty that American wage-earners face working their way up the income ladder. In section 2, we provide evidence on the growing divide in educational opportunities and outcomes based on family income. And in section 3, we explore the great potential of education to increase upward mobility for all Americans, with a special focus on what we know about how to increase college attendance and completion for low-income students.

*The new papers will be available here on Wednesday, June 26, 2013 at 10:00 am ET.*

*For more information or to register for the event, [click here](#).*