National study shows scholarship students are 40 percent more likely to attend college

The study
The Urban Institute studied the Florida Tax Credit (FTC) Scholarship program for low-income students, the nation’s largest school choice program, and compared college enrollment, persistence, and attainment rates of FTC students to a matched sample of Florida public school students. The report was conducted by Matthew Chingos, the Institute’s Director of Education Policy who has a PhD in government from Harvard University, and Dan Keuhn, a research associate who has a PhD in economics from American University. The team matched data between roughly 60,000 scholarship and public school students from 2004 to 2010, representing the largest study of its kind in the nation.

MAJOR FINDINGS

■ FTC students had higher college attendance rates
Students who were on the scholarship for four or more years were 37 to 43 percent more likely than similarly disadvantaged students in public schools to attend college.

■ FTC students who entered in early grades more likely to get degrees
Students who entered the scholarship program in their elementary school years and were on the scholarship for four or more years were 29 percent more likely to earn an associate degree than similarly disadvantaged students in public school. There was no statistically significant difference for bachelor degrees.

■ Report might understate the college attendance difference
Though students who attend private elementary and secondary schools are more likely than other students to attend private postsecondary institutes, the researchers were able only to compare attendance rates at public colleges and universities. As such, they wrote: “Our results may understate the true impact of FTC participation on college enrollment and degree attainment.”

■ The scholarship serves “triply disadvantaged” students
Researchers wrote: “The available evidence indicates that FTC enrolls students who are triply disadvantaged. They have low family incomes, they are enrolled at low-performing public schools (as measured by test scores), and they have poorer initial test performance compared with their peers.”