U.S. DEPARTMENT OF EDUCATION

Academic Competitiveness and National SMART Grant Programs: 2006–07 Through 2008–09

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Executive Summary

Background

The *Higher Education Reconciliation Act of 2005 (HERA),* which was signed into law in February 2006, created two new grant programs for low-income undergraduate students—the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (National SMART) Grant. The ACG, for first- and second-year students, is intended to increase students' chances of success in college by encouraging them to take challenging courses in high school and enroll in college full-time. The National SMART Grant, for third- and fourth-year students, was designed to encourage students to major in fields considered to be in high demand in the global economy (science, technology, engineering, and mathematics) and in languages deemed critical to the national interest. The U.S. Department of Education estimated that about 425,000 students would be eligible for an ACG and about 80,000 for a National SMART Grant. Both programs are scheduled to end after the 2010–11 award year.

To receive either grant, students had to qualify for a Federal Pell Grant (a need-based grant for low-income undergraduates), enroll full-time, and be a U.S. citizen. First-year students in degree programs at two- or four-year institutions who met these conditions could receive an ACG up to $750 (depending on their financial need) if they graduated from high school after Jan. 1, 2006, and if they completed a rigorous high school program as defined by the secretary of education. Second-year students could receive up to $1,300 if they graduated from high school after Jan. 1, 2005, met all the other conditions for an ACG, and had a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale or its numeric equivalent at the end of their first year of college. Third- and fourth-year students with eligible majors at four-year institutions could receive a National SMART Grant worth up to $4,000 (depending on their financial need) if they started with and maintained a cumulative GPA of at least 3.0.

Subsequent legislation[1] expanded the eligibility criteria to bring them more in line with Pell Grant eligibility requirements, opening both programs to part-time students and noncitizen permanent residents. In addition, this legislation opened the ACG program to students in certificate programs lasting a year or longer at a degree-granting institution and the National SMART Grant program to students in the fifth year of an eligible five-year program. These criteria became effective July 2009 and therefore did not apply to the period covered by this report (2006–07 to 2008–09).

[1] The *Ensuring Continued Access to Student Loans Act of 2008* (H.R. 5715) and the *Higher Education Opportunity Act of 2008* (H.R. 4137).

Three years of experience have now accumulated, making it possible to determine whether the number of recipients is increasing, whether students have been able to meet the criteria for renewing their grants the following year, and whether they seem to be persisting at higher rates than other Pell Grant recipients.

Purpose of This Study

MPR Associates, Inc., and JBL Associates are assisting the Department in evaluating the outcomes of the ACG and National SMART Grant programs. Of interest is whether or not the financial incentives provided by the ACG will induce more economically disadvantaged high school students to complete a rigorous high school program and enroll and succeed in postsecondary education. And, will the National SMART Grants motivate more students to major and receive degrees in science, technology, engineering, mathematics, and critical languages? Answers to these questions require longitudinal data, sufficient time for students to adjust their behavior in response to the grant incentives, and multivariate analytic techniques that might help to separate out the effects of the grant programs from other factors influencing which students seek to benefit from the grants. Our efforts to examine the impacts of the program will be reported in the final report of this study. The analysis presented in this report provides only descriptive information on program participation during its first four years.

This report uses data from the Common Origination and Disbursement (COD)-Central Processing System (CPS) Interface Grant Recipient File maintained by the Office of Federal Student Aid to document participation in the first three ACG and National SMART Grant award years (2006–07, 2007–08, and 2008–09). Earlier reports described participation in the first two years, documented the legislative and regulatory history of the programs, and reported on initial stakeholder concerns and how they were addressed (Choy et al. 2009 and 2010).

Specific questions addressed in this report include the following:

- What percentages of students with a Pell Grant also received an ACG or National SMART Grant, and are these percentages increasing over time?

- What percentages of students who obtained ACGs and National SMART Grants in 2006–07 and 2007–08 received awards again in the following year?

- Is there any evidence to suggest that students who received ACGs or National SMART Grants are more likely to persist in college than students who received only Pell Grant awards?

Major Findings

1) The number of ACG and National SMART Grant recipients has increased, although the percentage of Pell Grant recipients with these grants has remained low.

ACG Participation

In the first year of the program (2006–07), 301,700 students received an ACG, considerably lower than the 420,000 estimated prior to implementation (Exhibit A). A lack of awareness about the new grant program, administrative difficulties typical of new programs in general, and problems with institutions identifying and verifying student eligibility almost certainly contributed to the lower-than-expected initial participation. However, it is also possible that the estimate of the number of eligible students was too high, because accurately estimating the number of students meeting the complex eligibility requirements was difficult.[2]

The following year (2007–08), the number of recipients rose to 398,700. Some of this increase was probably due to institutions identifying more eligible students as awareness increased and implementation difficulties were resolved, but an expanded pool of potentially eligible recipients most likely was responsible for at least some of the increase. The pool expanded for two reasons.

- There was a 12 percent increase in the number of Pell Grant awards to first- and second-year students at ACG-participating institutions (from 3.0 to 3.4 million). However, the number of ACG awards increased proportionately more than the number of Pell Grant awards (32 vs. 12 percent), so the increase in Pell Grant recipients was not the sole reason for the increase in ACG awards.
- In 2007–08 (and subsequent years), students who delayed entering college became eligible for a first-year ACG, while in 2006–07, only immediate college entrants were eligible for a first-year ACG because high school graduation after Jan. 1, 2006, was required. How much this increased the pool is unknown.

The increase in ACG awards between 2006–07 and 2007–08 was particularly notable at two-year institutions. The number of students receiving ACG awards in these institutions increased by 71 percent, compared with a 5 percent increase in the number of those receiving Pell Grants.

[2] Estimates were derived using national data collected by the National Center for Education Statistics (NCES). Assumptions, limitations, and data sources are described in the Federal Register (Vol 71, No. 127, page 37998).

Exhibit A. Number of undergraduates, numbers of Pell Grant, ACG, and SMART Grant recipients, and number and percent change: 2006–07 through 2008–09

Undergraduates and grant recipients	2006–07	2007–08	2008–09	Change 2006–07 to 2007–08		Change 2007–08 to 2008–09	
				Number	Percent	Number	Percent
Undergraduates							
Fall enrollment in degree-granting institutions	15,184,000	15,604,000	16,366,000	419,000	2.8	762,000	4.9
Pell Grant recipients							
Total[a]	5,165,000	5,543,000	6,157,000	378,000	7.3	614,000	11.1
First- and second-year students in institutions with any ACGs	3,010,000	3,382,000	3,889,000	372,000	12.4	507,000	15.0
Third- and fourth-year students in institutions with any SMART Grants	1,208,000	1,289,000	1,329,600	81,000	6.7	40,600	3.2
ACG recipients							
Number estimated number prior to implementation[b]	420,000	460,000	†	†	†	†	†
Total ACG recipients	301,700	398,700	441,900	97,000	32.2	43,200	10.8
SMART Grant recipients							
Number estimated prior to implementation[b]	80,000	80,000	†	†	†	†	†
Total SMART Grant recipients	62,400	65,400	64,400	3,000	4.8	-1,000	(1.4)

Exhibit reads: Fall enrollment in degree-granting institutions was 15,184,000 in 2006–07 and increased by 2.8 percent to 15,604,000 in 2007–08.

† Not applicable.

[a] Totals for 2007–08 and 2008–09 include 2,690 and 2,911 students, respectively, with unknown institution type.

[b] *Federal Register,* Vol. 71, No. 127, p. 37998.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), tables 193 and 194 and *Digest of Education Statistics, 2009 (NCES 2010-013),* table 194; U.S. Department of Education, Office of Postsecondary Education, 2006–07, 2007–08, and 2008–09 Federal Pell Grant Program End-of-Year Reports; U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

In 2008–09, the number of ACG awards increased again, to 441,900. This represented an 11 percent increase over the previous year but was less than the growth in the number of Pell Grant recipients (15 percent). The increase in ACG awards was proportionately greater at two-year institutions than at four-year ones (24 vs. 8 percent) but at both levels the increase from 2007–08 to 2008–09 was less than the increase from 2006–07 to 2008–09.

Although the number of ACGs awarded has increased, the overall proportion of Pell Grant recipients who meet all the criteria for an ACG has remained low (between 10 and 12 percent). Participation has been highest at public and private nonprofit four-year institutions, where about a quarter of all Pell recipients at participating institutions received an ACG. The percentage rose slightly each year at these two types of institutions but not appreciably at others.

National SMART Grant Participation

Because National SMART Grants are available only to students in certain majors and only to students in four-year programs, there are naturally fewer of these grants than ACGs. In 2006–07, 62,400 students received a National SMART Grant. The number of recipients increased by 5 percent in 2007–08 to 65,400. This was less than the 7 percent increase in the number of Pell Grants awarded to third- and fourth-year students at institutions participating in the SMART Grant program. Moreover, about 1,800 of the additional 3,000 National SMART grants were awarded to students in newly eligible fields (identified in Appendix B). No new fields were added in 2008–09, when a total of 64,440 grants were awarded, which was slightly fewer than in the previous year despite a 3 percent increase in the number of Pell Grant recipients. In short, the increase in National SMART Grant awards did not keep pace with the increase in Pell Grant awards.

Overall, 5 percent of third- and fourth-year Pell Grant recipients received a National SMART Grant each year. The percentage of Pell Grant recipients with a science, technology, engineering, or mathematics (STEM) major has remained about the same in recent years. In both 2003–04 and 2007–08, about 17 percent of third-year Pell Grant recipients and about 19 percent of fourth-year Pell Grant recipients had a STEM major (Appendix Table F-1).

2) Many recipients could not meet the strict conditions required to renew their grants the following year.

Among those who received an ACG as first-year students in 2006–07, only 27 percent met all the requirements for another grant in 2007–08 (Exhibit B). That is, they still had an income low enough to qualify for a Pell Grant, re-enrolled full-time in a degree program, and had a cumulative 3.0 GPA at the end of their first year. Another 48 percent received another Pell Grant but not an ACG, which means that they still had low incomes but could not meet the stricter ACG enrollment and GPA requirements. The rest either dropped out of school or lost Pell Grant

eligibility and thus did not have records in the data file. The pattern was similar for 2008–09 recipients.

The renewal rate for National SMART Grants has been higher. More than one-half of third-year students who received a National SMART Grant have had their grants renewed for their fourth year, including 57 percent of those who were third-year students in 2006–07 and 54 percent of those who were third-year students in 2007–08. To receive another National SMART Grant in their fourth year, third-year National SMART recipients had to re-qualify for a Pell Grant; enroll full-time in an eligible major and take courses meeting requirements for that major each term in which the grant is received; and maintain a cumulative 3.0 GPA. In both years, 22 percent of the third-year National SMART Grant students did not qualify for a National SMART Grant renewal in their fourth year, but they did receive a Pell Grant.

Exhibit B. Percentage distribution of 2006–07 and 2007–08 first-year ACG recipients and third-year SMART Grant recipients by grant receipt status the following year

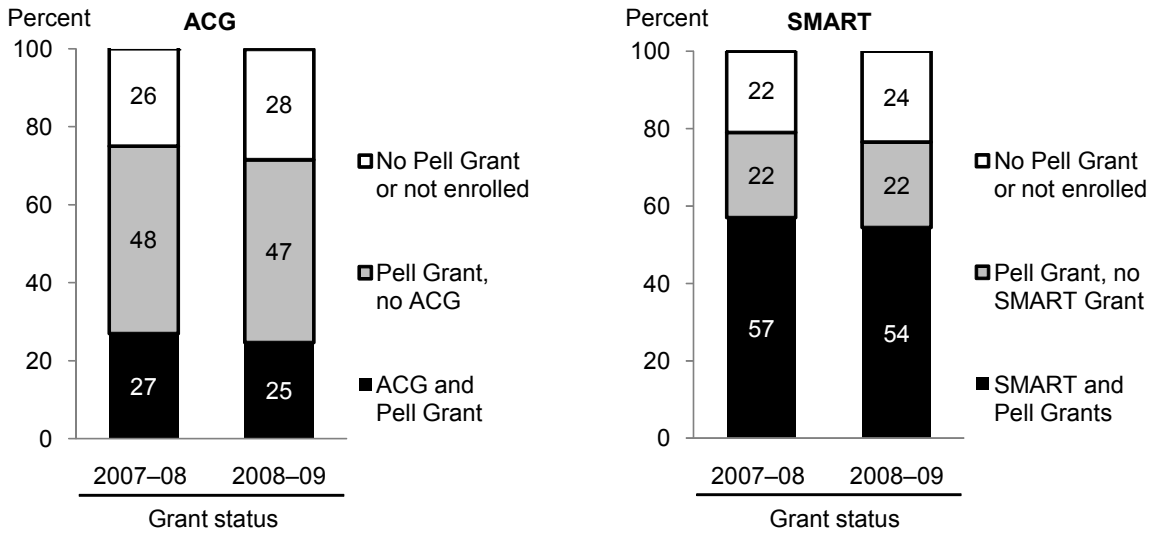

Exhibit reads: Among first-year ACG recipients in 2006–07, 27 percent received another ACG in 2007–08; 48 percent received another Pell Grant but not an ACG; and 26 percent received no Pell Grant or were not enrolled.
NOTE: Detail may not sum to totals because of rounding. Each year, Pell Grant, no ACG includes 1 percent who achieved third-year status and received a SMART Grant.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

3) First-year ACG recipients and third-year National SMART Grant recipients persisted at higher rates than their counterparts with only a Pell Grant.

The Pell Grant renewal rate can be used as a conservative estimate of persistence. The appearance of a Pell Grant recipient's name in the award file the next year is evidence that the student persisted. It is not a complete measure, however. If the recipient's name does not appear in the file the following year, he or she may have dropped out of school but alternatively may have persisted but not qualified for a Pell Grant for income-related reasons.

The Pell Grant renewal rates for first- and second-year students who received an ACG in addition to their Pell Grant in 2006–07 or 2007–08 were considerably higher than for their counterparts who had received only a Pell Grant (Exhibit C). For example, 72 percent of those who had received an ACG as a first-year student in 2007–08 received another Pell Grant in 2008–09. In comparison, just 57 percent of first-year students who had received only a Pell Grant in 2007–08 received another one in 2008–09.

Exhibit C. Percentage of 2006–07 and 2007–08 Pell Grant–only and ACG recipients who received a Pell Grant the following year

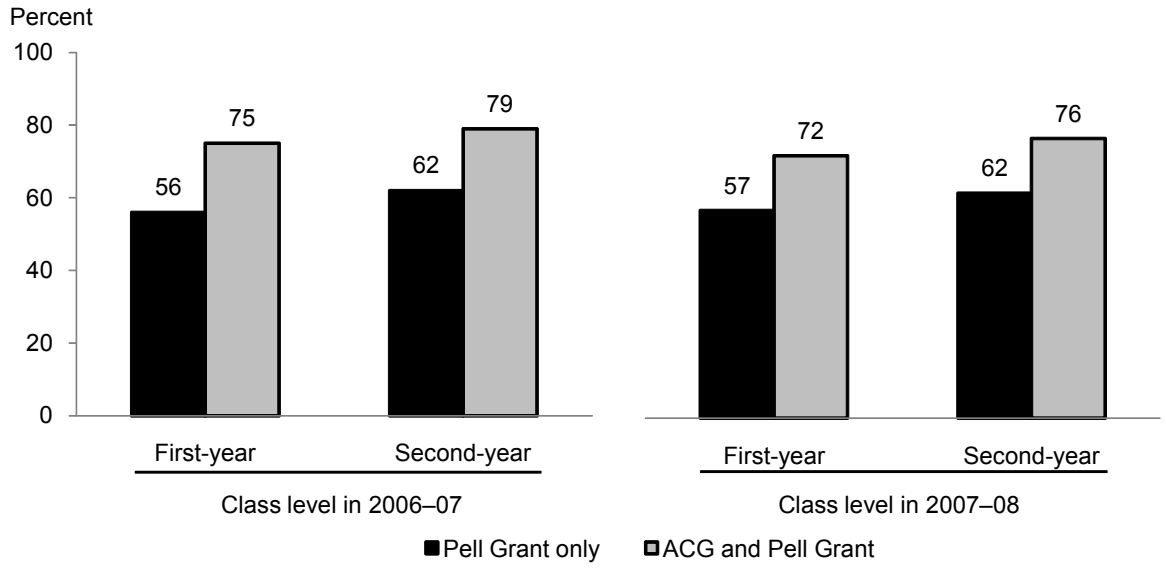

Exhibit reads: Among first-year students in 2006–07 who received only a Pell Grant, 56 percent received another Pell Grant in 2007–08; and among those who received an ACG in 2006–07, 75 percent received another Pell Grant in 2007–08 (whether or not they received another ACG).
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

The Pell Grant renewal rates for 2006–07 and 2007–08 third-year students who had also qualified for a National SMART Grant were nearly 10 percentage points higher than those of their counterparts who had received only a Pell Grant (Exhibit D). Among third-year Pell Grant recipients in 2007–08, 68 percent of those who had received only Pell Grants received another Pell Grant in the next year. In comparison, 77 percent of their counterparts who had also qualified for a National SMART Grant received another Pell Grant in the next year.

Exhibit D. Percentage of 2006–07 and 2007–08 Pell Grant–only and SMART Grant recipients who received a Pell Grant the following year

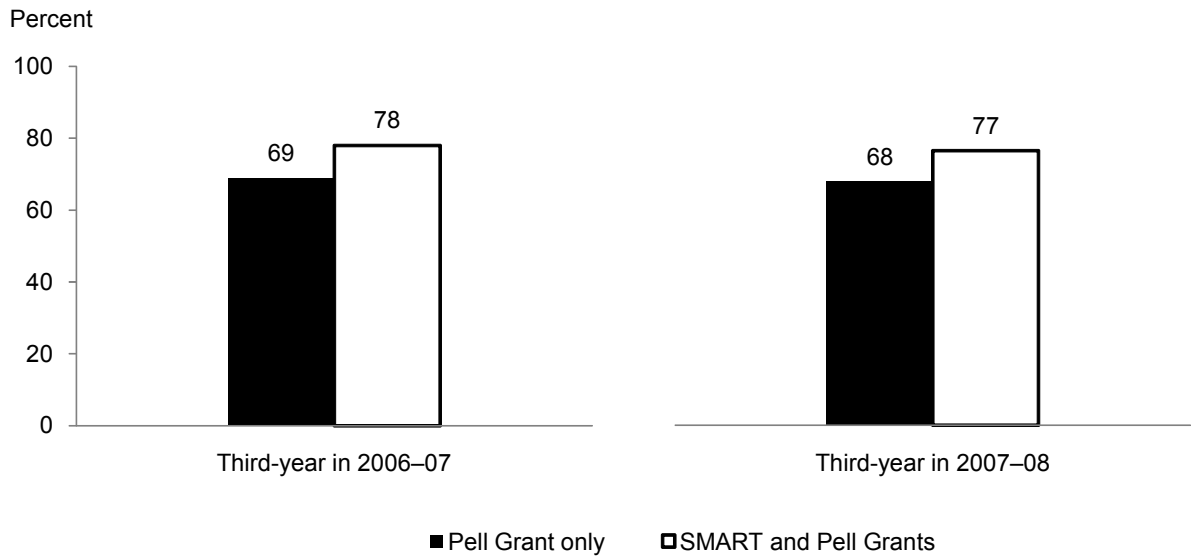

Exhibit reads: Among third-year students in 2006–07 who received only a Pell Grant, 69 percent received another Pell Grant in 2007–08; and among those who received a SMART Grant in 2006–07, 78 percent received another Pell Grant in 2007–08 (whether or not they received another SMART Grant).
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

While the additional financial support provided by the ACG and National SMART Grants may contribute to the observed higher persistence rates for the recipients of these grants (perhaps reducing the need to work during the school year), other factors may be equally or even more important. Particularly, ACG and National SMART Grant recipients are among the most academically qualified Pell Grant recipients and therefore would be expected to persist at higher rates even without the additional grants.

CHAPTER 1

Introduction

The *Higher Education Reconciliation Act of 2005 (HERA),* which was signed into law in February 2006, created two new grant programs for low-income students—the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (National SMART) Grant. The ACG, available to first- and second-year undergraduate students, is intended to increase students' chances of success in college by encouraging them to take challenging courses in high school and enroll in college full-time. The National SMART Grant program, for third- and fourth-year students, was designed to encourage students to major in fields considered to be in high demand in the global economy (science, technology, engineering, and mathematics) and in languages deemed critical to the national interest.

To fund these grants, Congress authorized $4.5 billion over five years (2006–07 through 2010–11), after which both programs are currently scheduled to end. Funds not expended in one year could be carried forward to the next. During the first three award years, $1.5 billion was awarded ($891 million for the ACG program and $610 million for the National SMART Grant program).[3]

Eligibility Criteria

The authorizing legislation specified that recipients of either grant had to qualify for a Federal Pell Grant (a need-based grant for low-income undergraduates),[4] enroll full-time, and be a U.S. citizen. First-year students in degree programs at two- or four-year degree-granting institutions meeting these conditions could receive an ACG up to $750 (depending on their financial need) if they graduated from high school after Jan. 1, 2006, and if they completed a rigorous high school program as defined by the secretary of education.[5] Second-year students could receive up to $1,300 if they graduated from high school after Jan. 1, 2005, met all the other conditions for an ACG, and had a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale or its numeric equivalent at the end of their first year of college. Third- and fourth-year students with eligible majors at four-year institutions could receive a National SMART Grant worth up to $4,000 (depending on their financial need) if they started with and maintained a cumulative GPA of at least 3.0.[6]

[3] U.S. Department of Education (2010).
[4] The Pell Grant program is described in detail at: http://www.ed.gov/programs/fpg/index.html.
[5] Appendix A describes what constitutes a rigorous high school program and the process for recognizing one.
[6] Appendix B includes a complete list of eligible majors.

Subsequent legislation modified the eligibility criteria to bring them more in line with Pell Grant eligibility. The *Ensuring Continued Access to Student Loans Act of 2008* (H.R. 5715), signed into law in May 2008, expanded eligibility for both types of grants to include part-time students and noncitizen permanent residents. In addition, it opened up the ACG program to students in certificate programs lasting a year or longer at a degree-granting institution and allowed students in the fifth year of an eligible five-year program to receive a National SMART Grant. These changes were to be effective in January 2009.

However, the *Higher Education Opportunity Act of 2008* (H.R. 4137), enacted in August 2008, delayed implementation of the eligibility changes until July 2009 so that they would coincide with a new award year. Thus, students who enrolled in the 2009–10 academic year were the first allowed to qualify under the expanded eligibility rules. This legislation also allowed state officials—rather than the secretary of education—to identify the rigorous secondary school programs of study in their states. Now, states must simply report these programs rather than request that they be approved. Rigorous secondary school programs of study established by a State Education Agency or Local Education Agency that were previously recognized by the secretary as rigorous after January 2005 but before July 1, 2009, continue to be considered rigorous programs of study, however.

Implementation

The timing of the legislation creating the ACG and National SMART Grant programs posed significant challenges for the Department, colleges and universities, and students and their families. Within just a few months (the legislation was signed into law in February 2006 and the first grants were to be awarded for fall 2006), the Department had to publicize the programs, notify potentially eligible students, develop interim regulations, and set up processes to disburse funds. At the same time, institutions had to identify and verify eligible students and incorporate the new awards into students' financial aid packages.

The programs initially generated a considerable amount of controversy because they added a merit component to the Pell Grant award process, which had previously been entirely need-based. Postsecondary administrators and their stakeholder organizations perceived the merit-based feature as a significant (and often unwanted) change in federal financial aid policy for undergraduates (Choy et al. 2009).

Financial aid administrators were also concerned about fulfilling the statutory requirements given their budgetary and administrative constraints, especially in the first award year when they had such a short time to prepare for disbursement. In addition, the statutory requirements meant that colleges and universities had to verify and document academic achievement using student

transcripts, which previously had not been necessary. These additional activities required new types of coordination among admissions officers, financial aid officers, and registrars.[7]

As with any new program, there was a certain amount of confusion at first about how to implement various provisions. To assist institutions, the Department issued a number of explanatory Dear Colleague letters, posted Interim Regulations in July 2006, and published Final Regulations in November 2006. After a negotiated rulemaking process that began in February 2007, the Department amended the regulations to reduce the administrative burden and clarify program requirements, publishing Final Regulations in October 2007. The regulations became effective in July 2008, but they could be implemented earlier at the discretion of individual institutions. To implement the changes introduced by the *Ensuring Continued Access to Student Loans Act of 2008* (H.R. 5715) and the *Higher Education Opportunity Act of 2008* (H.R. 4137), the Department posted new Final Regulations in November 2009, with an implementation date of January 2010.[8]

With the expansion of program eligibility and changes to ease the administrative burden (such as allowing schools to award grants based on student class level, consistent with Title IV loan program rules rather than a student's academic year progress), implementation issues and other concerns have mostly been addressed. The scheduled award amounts have not changed from the originally authorized levels.

Student Awareness

Prior to the first awards, the Department (in July 2006) notified students who met the nonacademic requirements (based on their financial aid applications) by e-mail and regular mail that they might be eligible for an ACG or National SMART Grant if they met the academic requirements. Students had to self-identify, with their institutions verifying their eligibility. After July 1, 2006, students applying for financial aid could self-identify for an ACG on their application by answering questions about their high school course taking.

Nevertheless, student awareness appears to be low. The student interview administered as part of the 2007–08 National Postsecondary Student Aid Study (NPSAS:08) included questions designed to find out about student awareness of the grant programs. Among first- and second-year students who were U.S. citizens, in a degree program, and seemed likely to be eligible for a Pell Grant based on their income, just 7 percent reported that they had heard of the ACG program (Choy et al. 2010). Later, when these data were checked against award files, it was discovered that more than half (56 percent) of those who had received an ACG had responded in

[7] Implementation difficulties and stakeholder concerns are described in detail in reports on the first and second years of the programs (Choy et al. 2009 and 2010).

[8] Appendix C includes a detailed summary of the history of the programs, including legislation, regulations, guidance received from the Department, and other program milestones.

the interview that they had not heard of the program. Whether they simply did not recognize the name or were truly unaware of the type of grant they had received is unknown. Of third- and fourth-year students who were U.S. citizens and had low incomes, only 5 percent had heard of the National SMART Grant, and 29 percent of those who later were determined to have the grant reported that they had not heard of it.

After the disappointing participation in the first year, the Department set a goal of doubling participation in both programs by 2010–11, which is the final year of the program. Toward this end, the Department asked states to promote the participation of low-income students in rigorous high school courses, especially those that prepare them for National SMART-eligible majors, and to support efforts to increase program awareness. These efforts included, for example, developing a core high school curriculum for college admissions that meets ACG eligibility requirements, having states provide colleges with lists of students receiving recognition through programs that make them potentially eligible for an ACG, and having institutions review the transcripts of all Pell Grant recipients to ensure that eligible students are not overlooked (see Choy et al. 2009 for a more detailed description).

Purpose of This Study

MPR Associates, Inc. and JBL Associates are assisting the Department in evaluating the outcomes of the ACG and National SMART Grant programs. Of interest is whether the financial incentives provided by the ACG will induce more economically disadvantaged high school students to complete a rigorous high school program and enroll and succeed in postsecondary education. And, will the National SMART Grants motivate more students to major and receive degrees in science, technology, engineering, mathematics, and critical languages? Answers to these questions require longitudinal data, sufficient time for students to adjust their behavior in response to the grant incentives, and multivariate analytic techniques that might help to separate out the effects of the grant programs from other factors influencing which students seek to benefit from the grants. Our efforts to examine the impacts of the program will be reported in the final report of this study. However, the following important questions can be addressed with participation data from 2006–07 through 2008–09:

- What percentages of students with a Pell Grant also received an ACG or National SMART Grant, and are these percentages increasing over time?

- What percentages of students who obtained ACGs and National SMART Grants in 2006–07 and 2007–08 received awards again in the following year?

- Is there any evidence to suggest that students who received ACGs or National SMART Grants are more likely to persist in college than students who received only Pell Grant awards?

The first report from this study describes the numbers and characteristics of Pell Grant, ACG, and SMART Grant recipients in 2006–07 (Choy et al. 2009). It also documents the legislative and regulatory history up to that point. Finally, it summarizes information on stakeholder concerns collected from focus groups, websites, and published sources and reports on the Department's responses to those concerns.

A second report updates the information on implementation and participation data through the 2007–08 award year (Choy et al. 2010). It also examines renewal rates—i.e., how many students with grant awards in 2006–07 were able to re-qualify the following year.

This third report summarizes participation data from the first three years of the ACG and National SMART Grant programs (2006–07 through 2008–09), including renewal rates in the last two years. Students included in this analysis were all subject to the original eligibility requirements and will be the last cohorts qualifying under the original rules. The expanded criteria took effect in 2009–10 and will continue in 2010–11, the final year of the programs.

Data

The Office of Federal Student Aid provided the 2008–09 program participation data used in this report by merging student-level records of all Pell Grant recipients with ACG and National SMART Grant award records and information from the Free Application for Federal Student Aid (FAFSA). To determine renewal rates, data for 2007–08 and 2008–09 were merged with similar files for the previous year. See Appendix D for more detail on these data.

Note that the numbers of Pell Grants, ACGs, and National SMART Grants reported here may not exactly match the numbers reported elsewhere. Because the FSA files used to generate the participation data are updated continuously with data from institutions on disbursements and cancellations, the exact number of awards can vary slightly from day to day. By September, however, most financial aid data for the previous academic year have been finalized so differences between the numbers reported here and in other publications using data generated after September 30 should be minor.

Unless otherwise indicated, the Pell Grant totals reported here are limited to recipients at institutions participating in the ACG or National SMART Grant programs. They are lower than Pell Grant totals reported elsewhere because they exclude Pell Grant recipients at less-than-two-year institutions and at two- and four-year institutions that did not award ACGs or National SMART Grants.

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CHAPTER 2

Academic Competitiveness Grant (ACG) Program Participation

In fall 2008, a total of 16.4 million undergraduates were enrolled in degree-granting institutions, and 6.2 million (38 percent) of them received a Pell Grant (Exhibit 1). Among all Pell Grant recipients, 3.9 million were first- or second-year students at an institution participating in the ACG program and therefore were potentially eligible for an ACG.

ACG participation is sensitive to changes in the Pell Grant program because of the requirement that ACG recipients be eligible for Pell Grants. If the number of Pell Grant recipients grows or declines, the pool of students eligible for an ACG expands or contracts as well. In addition, ACG award amounts may be affected by changes in the size of the maximum Pell Grant. Because total grant aid cannot exceed calculated financial need, the maximum Pell Grant amount, as it increases, may meet more of a student's need and consequently reduce the amount that he or she can receive through the ACG program.[9]

The exhibits in this chapter provide comparisons of participation across the first three program years (2006–07 through 2008–09). Appendix E contains additional detail on 2008–09 awards by institution type, class level, and student characteristics. Corresponding tables in appendixes to earlier reports contain comparable detail for 2006–07 and 2007–08 (Choy et al. 2009 and 2010).

ACG Awards

The number of institutions participating in the ACG program increased after the first year but then remained about the same.

Institutions participating in the Pell Grant program are required by law to participate in the ACG program as well, but some institutions that award Pell Grants may not have any qualifying students. Some institutions that offer primarily certificate programs, cater to part-time students, or have nonselective admissions policies, for example, may not have any students who meet the more stringent requirements for an ACG.

[9] Congress legislates a maximum Pell Grant amount, but the actual maximum in a given year depends on the amount appropriated. The actual maximum Pell Grant was $4,050 in 2006–07, increasing to $4,310 in 2007–08, and $4,731 in 2008–09. The maximum increased again to $5,350 in 2009–10. An individual student's eligibility for a Pell Grant award depends on family income and the number of students in the family in college, and the amount of the award is affected by the price of attending, attendance status, and number of terms enrolled.

Exhibit 1. Number of undergraduates, Pell Grant recipients, and ACG recipients and year-to-year change: 2006–07 through 2008–09

Undergraduates and grant recipients	2006–07	2007–08	2008–09	Change 2006–07 to 2007–08 Number	Change 2006–07 to 2007–08 Percent	Change 2007–08 to 2008–09 Number	Change 2007–08 to 2008–09 Percent
Undergraduates							
Fall enrollment in degree-granting institutions	15,184,000	15,604,000	16,366,000	419,000	2.8	762,000	4.9
Two-year institutions	6,518,000	6,618,000	6,971,000	99,000	1.5	353,000	5.3
Four-year institutions	8,666,000	8,986,000	9,395,000	320,000	3.7	409,000	4.5
Pell Grant recipients							
Total Pell Grant recipients[a]	5,165,000	5,543,000	6,157,000	378,000	7.3	614,000	11.1
Two-year institutions	2,357,000	2,486,000	2,832,000	130,000	5.5	346,000	13.9
Four-year institutions	2,808,000	3,054,000	3,322,000	245,000	8.8	268,000	8.8
First- and second-year Pell Grant recipients in institutions with any ACGs	3,010,000	3,382,000	3,889,000	372,000	12.4	507,000	15.0
Two-year institutions	1,561,000	1,710,000	1,971,000	149,000	9.5	261,000	15.3
Four-year institutions	1,449,000	1,672,000	1,918,000	224,000	15.4	246,000	14.7
ACG recipients							
Number estimated prior to implementation[b]	420,000	460,000	†	†	†	†	†
Total ACG recipients	301,700	398,700	441,900	97,000	32.2	43,200	10.8
Two-year institutions	38,300	65,600	81,300	27,300	71.3	15,700	23.9
Four-year institutions	263,400	333,100	360,600	69,700	26.5	27,500	8.3

Exhibit reads: Fall enrollment in degree-granting institutions was 15,184,000 in 2006–07 and increased by 2.8 percent to 15,604,000 in 2007–08.

† Not applicable.

[a] Totals for 2007–08 and 2008–09 include 2,690 and 2,911 students, respectively, with unknown institution type.

[b] *Federal Register,* Vol. 71, No. 127, p. 37998.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2008* (NCES 2009-020), tables 193 and 194 and *Digest of Education Statistics, 2009* (NCES 2010-013), table 194; U.S. Department of Education, Office of Postsecondary Education, 2006–07, 2007–08, and 2008–09 Federal Pell Grant Program End-of-Year Reports; and U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

In 2006–07, about 3,600 degree-awarding institutions were eligible to participate in the Federal Pell Grant program (Choy et al. 2009, Appendix Table E-1). The number increased to about 4,100 in 2007–08 and remained the same in 2008–09 (Appendix Table E-1 and Choy et al. 2009, Appendix Table D-1). The number of institutions participating in the ACG program (defined as awarding at least one grant) also increased, but proportionately less, from 2,800 the first year to about 3,000 in each of the next two years. As a result, the percentage of Pell Grant–eligible institutions awarding ACGs has declined from 78 to 75 percent over the three-year period.

Caution is needed when comparing institutional participation rates for any program over time, however. The actual numbers of eligible and participating institutions are difficult to determine because some multicampus institutions report data centrally, while others report data separately by campus. What may appear to be a change in the number of eligible or participating institutions may reflect, in part, a change in how institutions report their data. In particular, community college systems and for-profit institutions with multiple campus locations often do not provide information at the campus level.

Public four-year institutions had the highest participation rate in the ACG program (about 95 percent each year) (Exhibit 2). Participation by private nonprofit four-year institutions was lower but increased slightly (from 83 to 87 percent). Most notable has been the increase in participation among for-profit four-year institutions (from 62 to 80 percent), but the number of such institutions is relatively small (just 182 in 2008–09). The institutional participation rate for public two-year colleges declined from 87 to 81 percent.

Exhibit 2. Percentage of eligible institutions awarding ACGs, by type of institution: 2006–07 through 2008–09

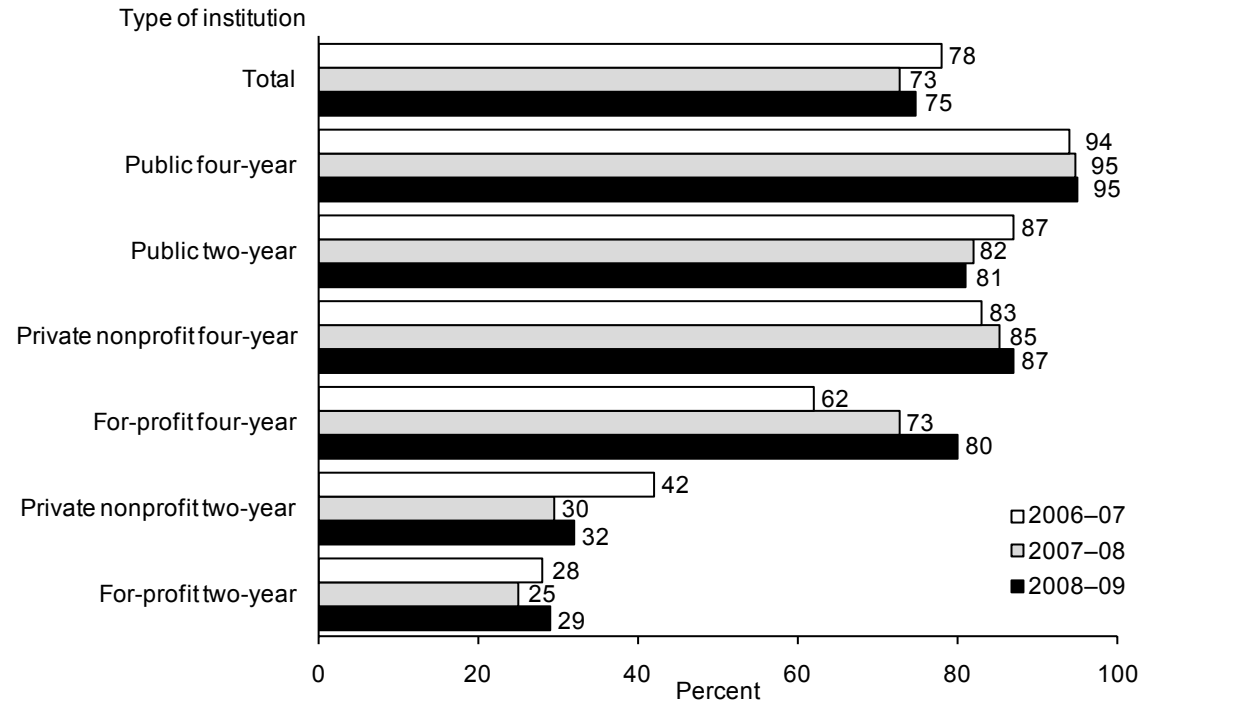

Exhibit reads: Overall, 78 percent of all eligible institutions awarded ACGs in 2006–07.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

The number of students receiving an ACG has increased.

In the first year of the program (2006–07), 301,700 students received an ACG, considerably lower than the 420,000 estimated prior to implementation (Exhibit 1). A lack of awareness about the new grant program, administrative difficulties typical of new programs in general, and problems that institutions had identifying and verifying student eligibility almost certainly contributed to the lower-than-expected initial participation. However, it is also possible that the estimate of the number of eligible students was too high. Estimating the number of students meeting complex eligibility requirements precisely with available data is difficult.[10]

The following year (2007–08), the number of recipients rose to 398,700. Some of this increase was probably due to institutions identifying more eligible students as awareness increased and implementation difficulties were resolved, but an expanded pool of potentially eligible recipients

[10] Estimates (prepared by ED's Budget Service) were derived using national data collected by the National Center for Education Statistics (NCES). Assumptions, limitations, and data sources are described in the Federal Register (Vol 71, No. 127, page 37998).

most likely was responsible for at least some of the increase. The pool expanded for two reasons. First, there was a 12 percent increase in the number of Pell Grant awards to first- and second-year students at ACG-participating institutions (from 3.0 to 3.4 million). However, the number of ACG awards increased proportionately more than the number of Pell Grant awards (32 vs. 12 percent), so the increase in Pell Grant recipients was not the sole reason for the increase in ACG awards. Second, in 2007–08 (and subsequent years), students who delayed entering college became eligible for a first-year ACG, while in 2006–07, only immediate college entrants were eligible for a first-year ACG because high school graduation after Jan. 1, 2006, was required. How much this increased the pool is unknown.

The increase in ACG awards was particularly notable at two-year institutions. The number of students receiving ACG awards in these institutions increased by 71 percent, compared with a 5 percent increase in the number of those receiving Pell Grants.

In 2008–09, the number of ACG awards increased again, to 441,900. This represented an 11 percent increase over the previous year but was less than the growth in the number of Pell Grant recipients (15 percent). The increase in ACG awards was proportionately greater at two-year institutions than at four-year ones (24 vs. 8 percent) but at both levels the increase from 2007–08 to 2008–09 was less than the increase from 2006–07 to 2008–09.

The proportion of Pell Grant recipients receiving an ACG has remained low.

Although the number of ACGs awarded has increased along with the number of Pell Grants, the overall proportion of Pell Grant recipients that meet all the criteria for an ACG (completion of a rigorous high school program, full-time enrollment in a postsecondary degree program, and a 3.0 GPA at the end of their first year of college for a second-year student) has remained low (between 10 and 12 percent) (Exhibit 3). At public and private nonprofit four-year institutions, about a quarter of all Pell recipients at participating institutions received an ACG. The percentage rose slightly each year at these two types of institutions but not appreciably at others.

Exhibit 3. Percentage of first- and second-year Pell Grant recipients who received an ACG, by type of institution attended: 2006–07 through 2008–09

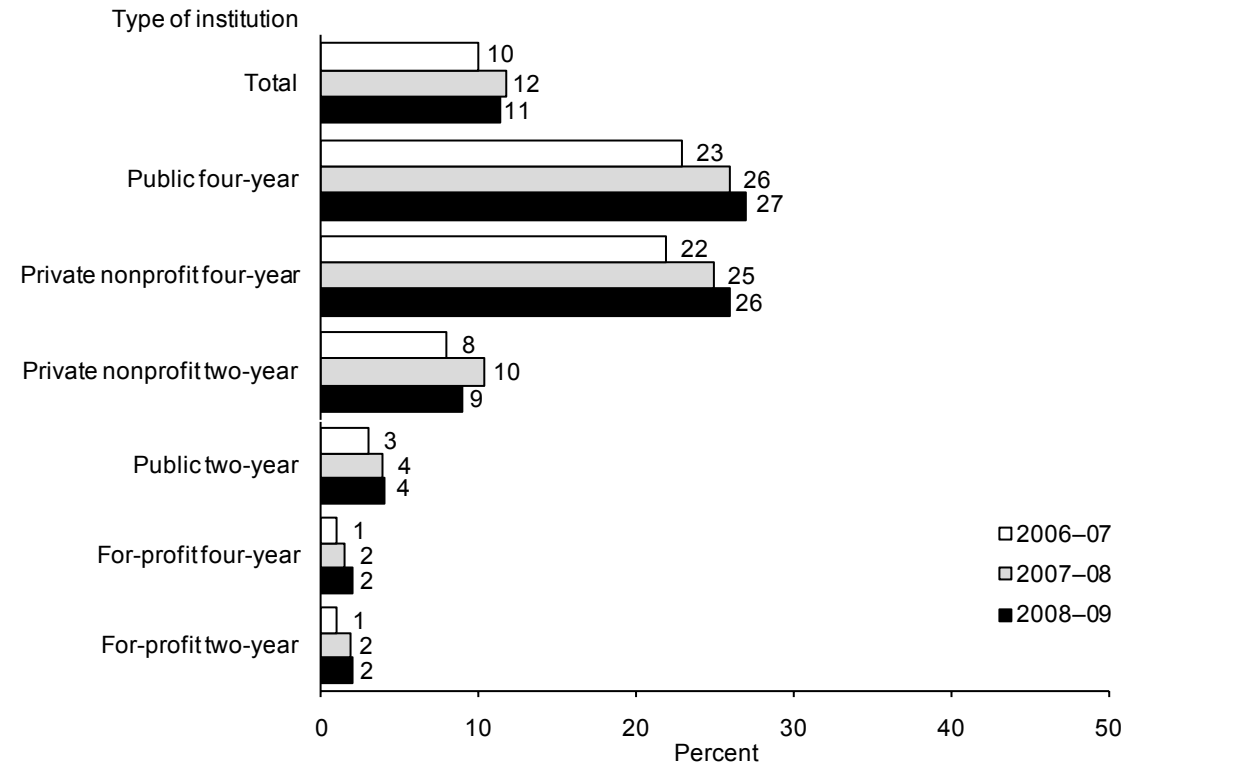

Exhibit reads: Overall, 10 percent of first- and second-year Pell Grant recipients also received an ACG in 2006–07.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Most of the grants went to students at four-year institutions.

More than half (242,500) of the 441,900 ACGs awarded in 2008–09 went to students at public four-year institutions, and another 107,800 went to students at private nonprofit four-year institutions (Appendix Table E-2). Students at public two-year institutions received a much smaller number (76,900) of ACGs, even though they accounted for almost half of all first- and second-year Pell Grant recipients.

Although students at public two-year institutions may be less likely to meet the academic requirements for an ACG, the relatively small number of ACGs awarded to students at public two-year institutions also reflects the large proportion of students who would have been ineligible because they did not meet the other requirements. In 2007–08, 71 percent of students at public two-year institutions attended part-time, 18 percent were enrolled in certificate or nondegree programs, and 50 percent were 24 years or older, which means that they most likely graduated from high school before 2005 (Staklis 2010). With ACG eligibility expanded in 2009–10 to include students in certificate programs at degree-granting institutions and part-time

students, both the number of grants and the percentage of Pell Grant recipients receiving an ACG should increase.

Each year, a majority of ACG students received the maximum award.

Colleges disburse ACGs and Pell Grants one term at a time, with students receiving equal amounts each term. In the first year of the ACG program (2006–07), 83 percent of first-year recipients received a full award ($750), meaning that they enrolled for the entire academic year (Exhibit 4). The percentage receiving a full award dropped over the next two years (to 77 and 76 percent, respectively). The pattern was similar for second-year recipients. In 2006–07, 72 percent received the maximum of $1,300, later dropping to 68 and 67 percent. The average award each year was about $680 for first-year recipients and about $1,100 for second-year recipients.

Exhibit 4. Percentage distribution of ACG recipients by amount received, and average amount received: 2006–07 through 2008–09

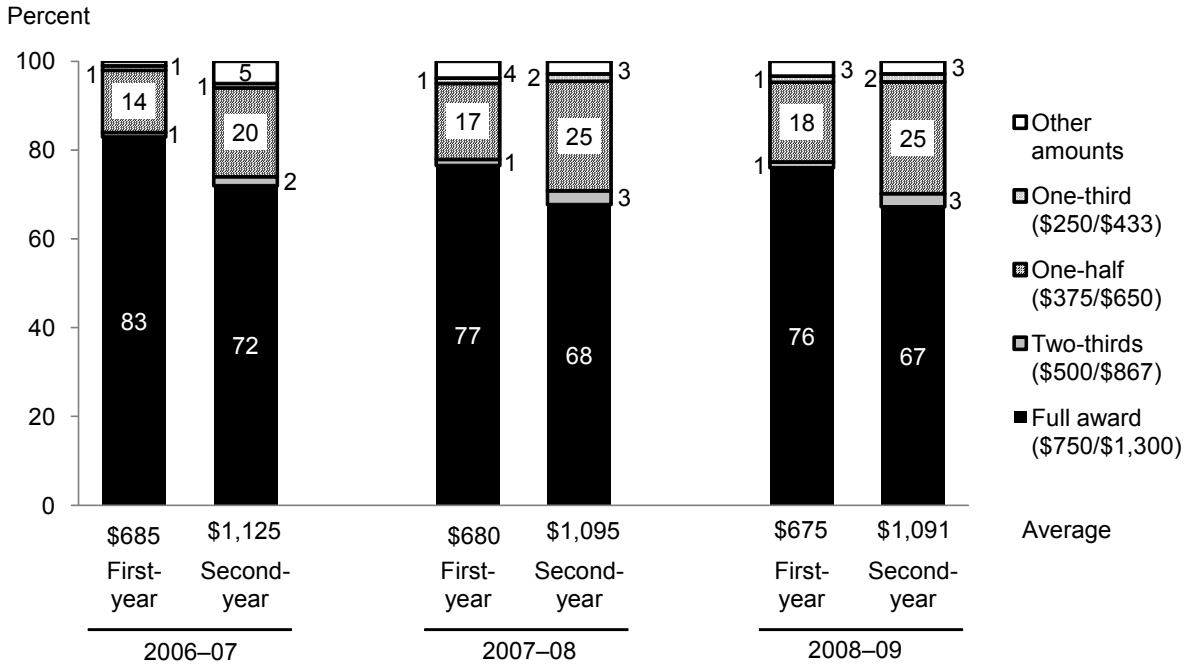

Exhibit reads: Among first-year ACG recipients in 2006–07, 83 percent received a full award, and the average award was $685.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Students who attended for only one term would have received one-third, one-half, or two-thirds of the full amount, depending on their colleges' academic calendar. Students with "other" amounts may have received less than the full amount for a term or the year because the full

amount would have exceeded their financial need. However, there were relatively few such students. Additionally, first-year students may have received an "other" amount if they advanced to second-year status during the year.

The average number of ACGs awarded per institution has increased.

The average number of ACGs awarded increased from 107 per institution in the first year of the program, to 134 in the second year, and then to 146 in the third year (Exhibit 5). Nevertheless, the ACG program remains small in many institutions: 45 percent awarded 50 or fewer ACGs in 2008–09.

The number of awards an institution makes is likely to reflect, in large part, the size of the institution and the number of low-income students enrolled. Some public four-year institutions handled relatively high volumes, with 51 percent of them awarding between 201 and 1,000 ACGs and another 9 percent awarding more than 1,000 in 2008–09 (Appendix Table E-4). Other types of institutions, however, made fewer awards. For example, 38 percent of private nonprofit four-year institutions and 55 percent of public two-year institutions awarded 50 or fewer grants. Appendix Table E-5 provides additional detail on the distribution of ACGs.

Exhibit 5. Percentage distribution of institutions participating in the ACG program by the number of ACGs awarded: 2006–07 through 2008–09

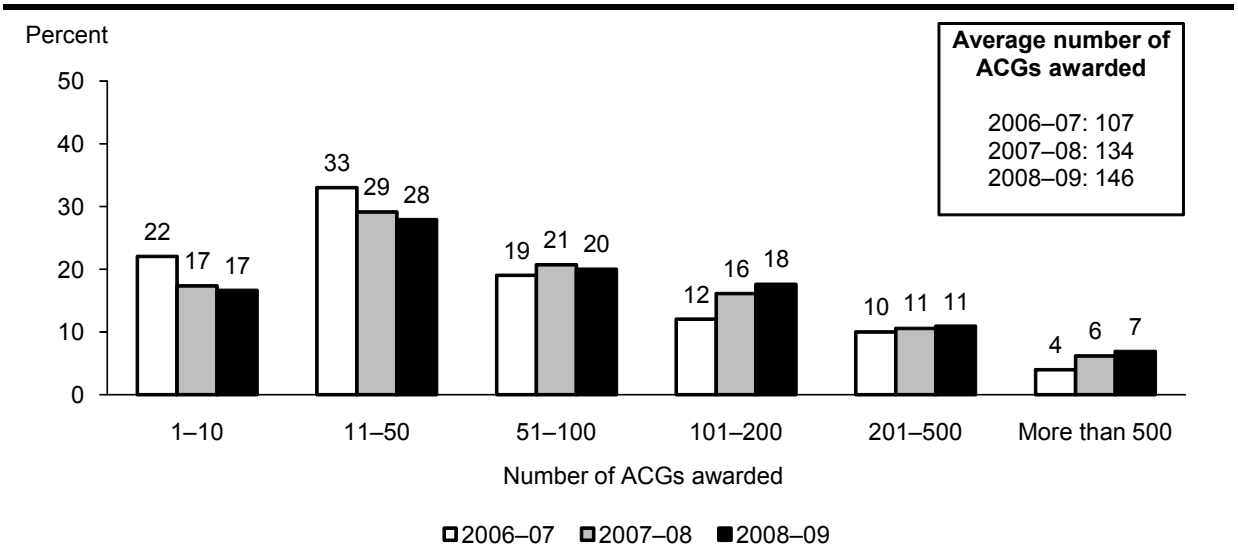

Exhibit reads: Among institutions participating in the ACG program in 2006–07, 22 percent awarded 1–10 ACG grants.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Most ACG awards have gone to first-year students.

Each year, 77 percent of all ACG recipients were in their first year, and 23 percent were in their second year. However, in each year, about 33 percent of all students who received a Pell Grant only were in their second year (Appendix Table E-6; Choy et al. 2010, Appendix Table D-6; Choy et al. 2009, Appendix Table E-6). The lower percentage of ACG than Pell Grant–only awards for second-year students suggests that it is difficult for low-income students to meet the cumulative 3.0 GPA required for a second-year ACG.

The ACG program was signed into law in spring 2006. Therefore, second-year students who received an ACG for 2006–07 could not have known a year earlier that earning a 3.0 GPA in their first year would make them eligible for this grant. In contrast, students who received an ACG for 2006–07 or 2007–08 as a first-year student would have been told that if they had a cumulative 3.0 GPA at the end of their first year, they could get another, even larger, ACG in their second year. One might expect this prospect to motivate first-year ACG recipients to make an extra effort to obtain a 3.0 GPA. If this had happened, however, the proportion of grants going to second-year students should have increased after 2006–07, but it has not. Either the grants did not have the expected motivating effect or the effect was overshadowed by other factors.

ACG recipients have been disproportionately at the higher end of the family income distribution of all Pell Grant recipients.

Among dependent students,[11] a majority of both Pell Grant–only and ACG recipients were from families with incomes less than $30,000 in each of the first three years (Exhibit 6). However, proportionately more ACG recipients than Pell Grant–only recipients had incomes higher than $30,000. For example, 8 percent of ACG recipients came from families with incomes of $50,000 or more in 2008–09 (compared with 5 percent of their Pell Grant–only counterparts), and another 12 percent came from families with incomes of $40,000–49,999 (compared with 9 percent of their Pell Grant–only counterparts). The pattern was similar in the two previous years.

[11] For financially dependent students, parents' financial resources are considered in determining financial aid eligibility. For independent students, only the student's and spouse's financial resources are considered. Students under 24 years of age are considered financially dependent unless they have a dependent, are married, or are a graduate student, a ward of the court, an orphan, or a veteran.

Exhibit 6. Percentage distribution of dependent ACG and Pell Grant–only recipients at ACG-participating institutions by parents' income: 2006–07 through 2008–09

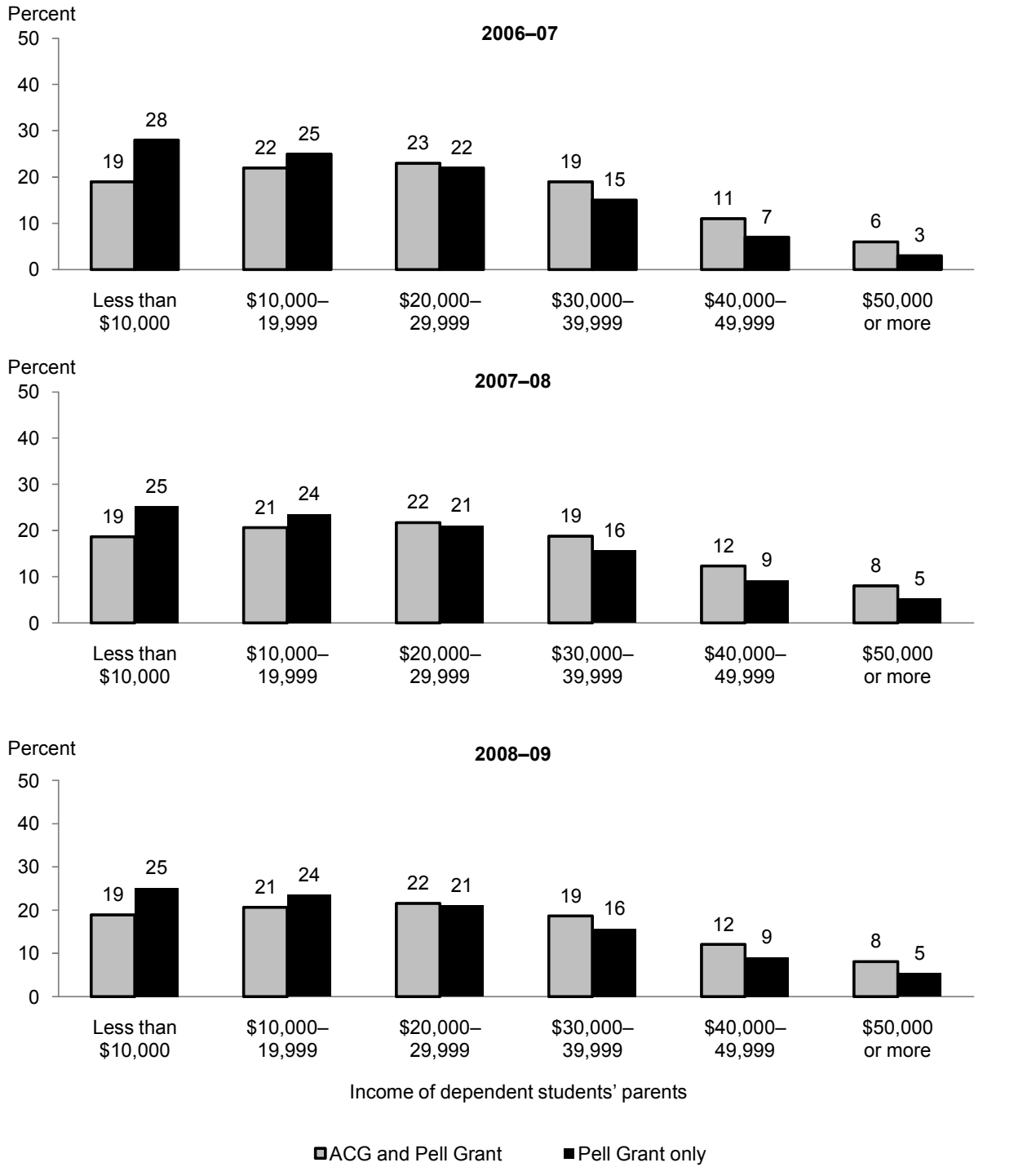

Exhibit reads: Among dependent Pell Grant recipients in 2006–07, 19 percent of those with an ACG and 28 percent of those with a Pell Grant only came from families with incomes less than $10,000.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

As the Expected Family Contribution (EFC) increased, the ACG award accounted for a greater proportion of the combined ACG and Pell Grant amount.

The Expected Family Contribution (EFC) is a measure of a family's financial strength and is used as an index number to determine the Pell Grant amount for which a student is eligible. As income increases, the EFC increases and the size of the Pell Grant decreases. Because the ACG amount depends on income only in terms of being restricted to Pell Grant–eligible students, the ACG accounts for an increasing proportion of the total ACG and Pell Grant award as income increases (Exhibit 7). The minor differences in the average ACG across EFC levels and over time reflect different mixes of first- and second-year students.

As the maximum Pell Grant has increased, however, it has contributed more to the total award because the ACG amount has remained constant. In 2006–07 and 2007–08, for example, the average ACG amount for dependent students with an EFC of 3,000 or more was greater than the average Pell Grant amount. In 2008–09, the reverse was true.

Completing the course work specified by the U.S. Department of Education has been the most common way for students to qualify for an ACG.

Students have at least four ways to meet the rigorous high school program requirement for an ACG (see Appendix A for details). In every state, students have at least two options: completing the course work specified by the U.S. Department of Education or passing at least two Advanced Placement (AP) or International Baccalaureate (IB) courses with sufficiently high scores (assuming their schools offered all the required courses and that they had access to AP or IB courses). Students in states participating in the State Scholars Initiative (SSI) had a third option, and those in states with approved state programs had at least one additional option and sometimes several.

Since the program began, the vast majority of students have qualified either by completing the course work specified by the U.S. Department of Education or meeting the requirements of a state-specific rigorous program. Over the three years of the program, the method of qualification has shifted slightly away from the former (from 57 to 53 percent) toward the latter (from 35 to 38 percent) (Exhibit 8). Students may have qualified on more than one basis, but their institutions reported just one and may have chosen the easiest to verify. When an institution has student transcripts, students' courses can be matched with the U.S. Department of Education's requirements; other information may be less readily obtained unless it is recorded on the transcript.

Exhibit 7. Average Pell Grant and ACG amounts awarded to dependent ACG recipients, by Expected Family Contribution (EFC): 2006–07 through 2008–09

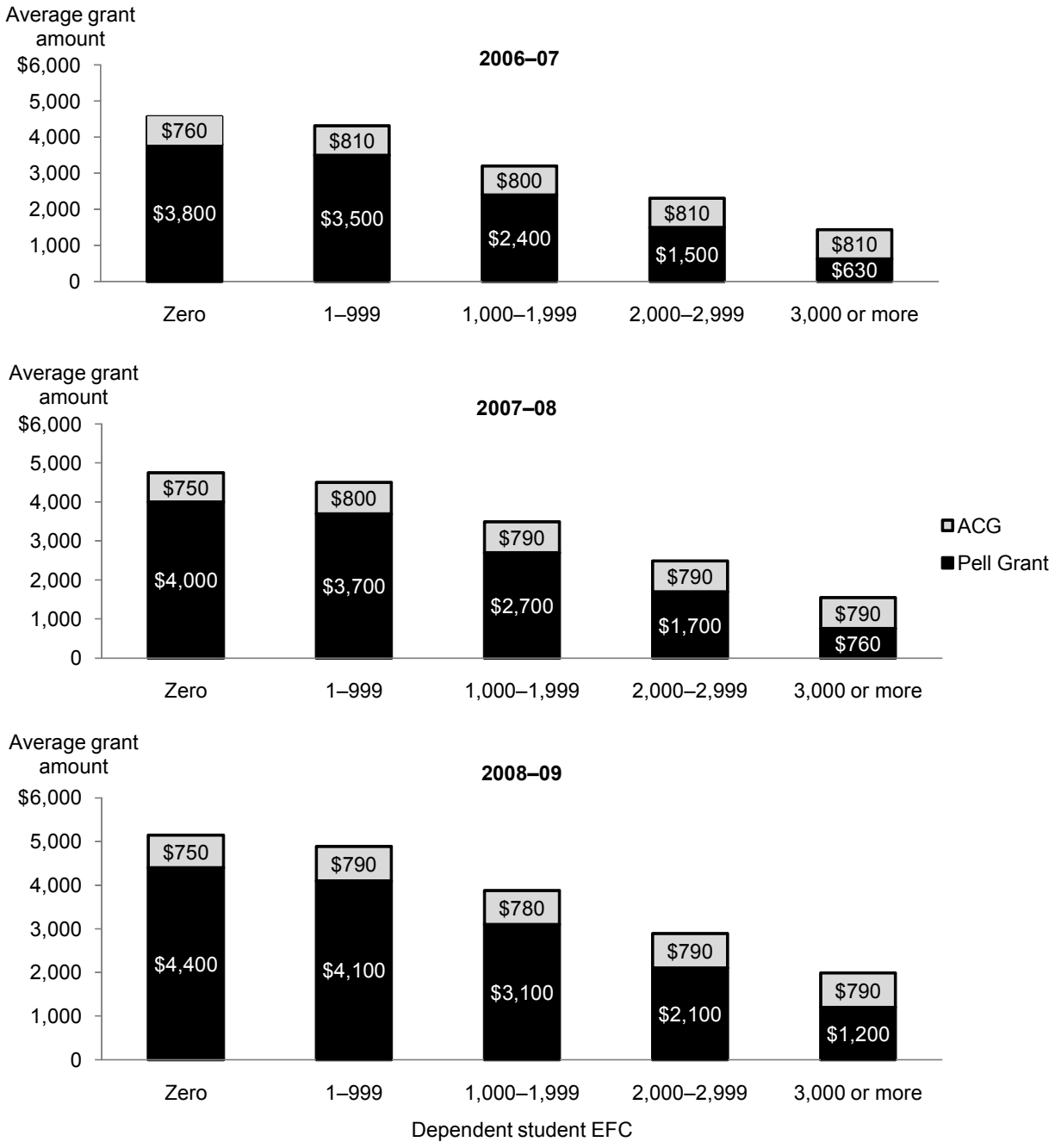

Exhibit reads: Among dependent ACG recipients with a zero EFC in 2006–07, the average Pell Grant amount was $3,800, and the average ACG amount was $760.
NOTE: The federal Expected Family Contribution (EFC) is a measure of a family's financial strength and indicates how much of a student's and family's financial resources (for dependent students) should be available to help pay for a student's education. The EFC is an index number used to determine the Pell Grant amount. In 2006–07, for example, the average family incomes corresponding to these EFC categories were $9,900, $21,500, $31,400, $36,300, and $40,400.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 8. Percentage distribution of ACG recipients by method of qualifying for an ACG: 2006–07 through 2008–09

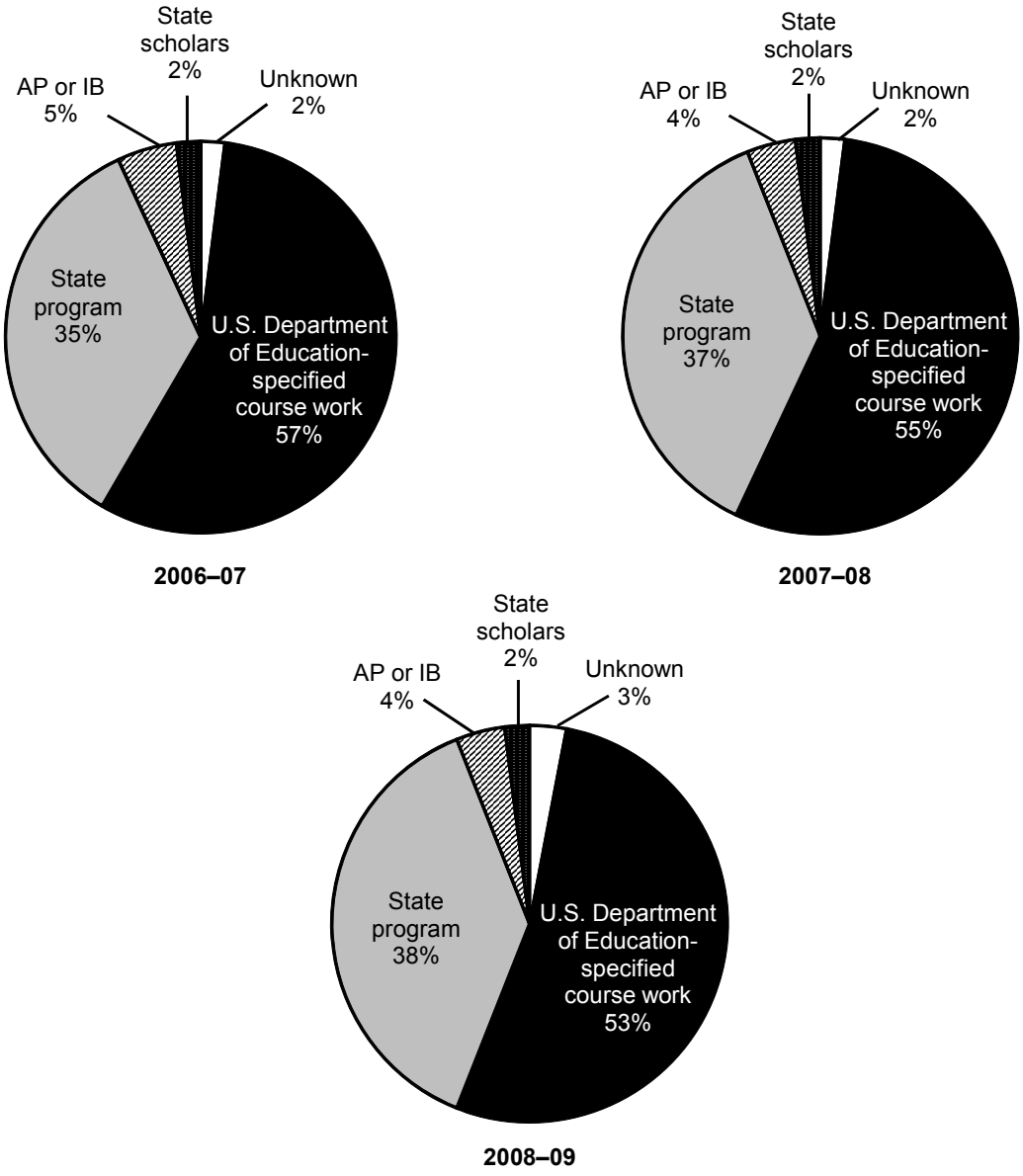

Exhibit reads: Among ACG recipients in 2006–07, 57 percent qualified for an ACG by completing the ED course-based curriculum.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Participation rates have varied widely by state.

Based on the percentage of first- and second-year Pell Grant recipients at four-year institutions who received an ACG, Massachusetts residents had the highest level of participation in 2008–09, with 35 percent of Pell Grant recipients receiving an ACG (Exhibit 9).[12] Nevada and Alaska had the lowest participation rates (5 percent in each case). The overall participation rate at four-year institutions was relatively stable across the three program years, but eight states (Rhode Island, Vermont, Connecticut, Maine, New Hampshire, Washington, and Kentucky) and Puerto Rico all increased their participation rates by 4 percentage points or more between 2006–07 and 2008–09. Except in Rhode Island, each of these states had most or all of their gain in 2007–08.

At two-year institutions, the overall participation rate remains low but increased from 2.5 to 4.2 percent between 2006–07 and 2008–09 (Exhibit 10). Seven states (Texas, Florida, Mississippi, New York, Maine, Nebraska, and Wyoming) and the District of Columbia had participation rates of over 6 percent in 2008–09.

As indicated earlier, a number of factors may contribute to lower participation rates at two-year institutions. First, many students at these institutions are excluded from eligibility because they enroll in certificate or nondegree programs, attend part-time, or graduated from high school before January 2005. Second, two-year institutions often do not require high school transcripts and therefore may find it difficult to verify rigorous high school course taking. Finally, students at two-year institutions may be less likely than those at four-year institutions to have completed a rigorous high school curriculum.

[12]The table is based on students' state of residence, regardless of where they attended college.

Exhibit 9. Number of first- and second-year students at four-year ACG-participating institutions with Pell Grants, number and percentage of Pell Grant recipients with ACGs, and change in percentage, by student's state of residence: 2006–07 through 2008–09

State	Number of first- and second-year students with Pell Grants 2008–09	Number of Pell Grant recipients with ACGs 2008–09	Percent of first- and second-year Pell Grant recipients with ACGs			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Total	1,869,004	358,283	18.5	20.3	19.2	0.7
Massachusetts	23,978	8,494	32.0	36.7	35.4	3.4
Vermont	3,247	1,066	26.4	32.6	32.8	6.4
Pennsylvania	64,385	19,429	28.1	30.8	30.2	2.1
California	124,510	37,400	28.8	30.9	30.0	1.2
Maine	8,649	2,535	24.8	28.4	29.3	4.5
Nebraska	9,878	2,864	29.2	31.4	29.0	-0.2
Iowa	13,721	3,765	26.3	31.7	27.4	1.1
Connecticut	12,105	3,310	22.7	28.1	27.3	4.6
Rhode Island	4,775	1,267	19.7	23.8	26.5	6.8
Wisconsin	29,123	7,440	25.3	27.7	25.5	0.2
New Hampshire	6,362	1,598	20.7	25.4	25.1	4.4
New Jersey	34,276	8,482	24.4	25.0	24.7	0.3
Minnesota	28,363	7,011	23.8	26.9	24.7	0.9
South Dakota	7,062	1,547	19.2	22.3	21.9	2.7
Texas	128,302	27,966	20.0	21.8	21.8	1.8
Washington	22,097	4,812	17.7	21.8	21.8	4.1
Illinois	62,020	13,403	18.7	22.8	21.6	2.9
North Carolina	50,849	10,951	24.4	25.2	21.5	-2.9
Kentucky	30,077	6,403	17.3	21.2	21.3	4.0
Indiana	49,683	10,535	17.5	22.5	21.2	3.7
South Carolina	29,701	6,119	21.3	25.8	20.6	-0.7
Louisiana	30,190	6,092	20.2	23.1	20.2	0.0
Oklahoma	22,973	4,373	16.5	19.5	19.0	2.5
Maryland	24,460	4,654	20.3	21.7	19.0	-1.3
Kansas	13,627	2,530	20.2	20.6	18.6	-1.6
Tennessee	42,645	7,896	15.2	18.0	18.5	3.3
North Dakota	4,520	836	20.6	24.4	18.5	-2.1
Ohio	93,617	17,170	20.9	21.3	18.3	-2.6
Puerto Rico	92,580	16,924	13.4	16.1	18.3	4.9
New York	165,137	29,278	19.4	17.7	17.7	-1.7
Oregon	14,261	2,486	20.7	23.2	17.4	-3.3
Colorado	23,529	4,063	16.6	19.2	17.3	0.7
All others*	5,576	938	20.4	16.5	16.8	-3.6
Hawaii	5,259	866	14.2	16.2	16.5	2.3
Georgia	78,536	12,854	16.0	17.5	16.4	0.4
Virginia	37,975	6,051	19.7	17.9	15.9	-3.8
Idaho	13,308	2,118	13.6	16.8	15.9	2.3

Cont'd. next page. See notes at end of exhibit.

Exhibit 9. Number of first- and second-year students at four-year ACG-participating institutions with Pell Grants, number and percentage of Pell Grant recipients with ACGs, and change in percentage, by student's state of residence: 2006–07 through 2008–09—Continued

State	Number of first- and second-year students with Pell Grants 2008–09	Number of Pell Grant recipients with ACGs 2008–09	Percent of first- and second-year Pell Grant recipients with ACGs			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Montana	7,599	1,202	13.8	16.6	15.8	2.0
Arkansas	23,286	3,647	15.9	16.0	15.7	-0.2
Missouri	41,856	6,267	14.8	16.1	15.0	0.2
Wyoming	1,500	223	16.5	16.6	14.9	-1.6
Delaware	3,409	504	12.2	16.8	14.8	2.6
Michigan	71,685	9,584	9.9	12.9	13.4	3.5
West Virginia	13,775	1,689	12.6	15.1	12.3	-0.3
Mississippi	22,539	2,752	16.1	15.5	12.2	-3.9
Florida	152,332	17,331	11.3	12.1	11.4	0.1
District of Columbia	4,712	509	11.7	15.7	10.8	-0.9
Alabama	34,834	3,257	10.0	10.4	9.4	-0.6
Arizona	25,382	2,327	7.3	10.8	9.2	1.9
New Mexico	17,840	1,309	6.5	9.1	7.3	0.8
Utah	18,940	1,188	4.1	5.5	6.3	2.2
Nevada	13,569	732	11.3	6.7	5.4	-5.9
Alaska	4,390	236	3.5	6.6	5.4	1.9

Exhibit reads: Among first- and second-year students at four-year ACG-participating institutions in 2008–09, a total of 1,869,004 had a Pell Grant, and 358,283 had an ACG.

* Including all other U.S. jurisdictions except Puerto Rico (i.e., American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, and the Virgin Islands). Also included are ACG-eligible students with an unknown residence state.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 10. Number of first- and second-year students at two-year ACG-participating institutions with Pell Grants, number and percentage of Pell Grant recipients with ACGs, and change in percentage, by student's state of residence: 2006–07 through 2008–09

State	Number of first- and second-year students with Pell Grants 2008–09	Number of Pell Grant recipients with ACGs 2008–09	Percent of first- and second-year Pell Grant recipients with ACGs			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Total	1,923,430	80,363	2.5	3.9	4.2	1.7
District of Columbia	767	71	3.1	2.0	9.3	6.2
Texas	169,617	14,613	5.2	7.5	8.6	3.4
Florida	86,355	6,798	5.5	7.0	7.9	2.4
Mississippi	43,806	3,303	3.6	7.2	7.5	3.9
New York	67,678	4,572	3.5	6.4	6.8	3.3
Maine	6,608	432	2.0	7.1	6.5	4.5
Nebraska	11,666	737	4.4	7.2	6.3	1.9
Wyoming	2,936	184	5.4	6.4	6.3	0.9
South Dakota	1,901	113	3.5	3.9	5.9	2.4
Oklahoma	20,396	1,158	5.5	6.1	5.7	0.2
Tennessee	36,660	1,913	3.8	5.4	5.2	1.4
New Hampshire	3,208	167	2.7	4.7	5.2	2.5
Kansas	16,768	869	3.3	5.7	5.2	1.9
Arkansas	23,664	1,196	4.0	5.2	5.1	1.1
Alabama	39,542	1,947	3.8	5.2	4.9	1.1
Montana	2,905	138	4.2	4.7	4.8	0.6
Wisconsin	30,732	1,428	2.0	4.8	4.6	2.6
Delaware	4,369	203	1.3	2.3	4.6	3.3
Pennsylvania	63,902	2,952	2.2	4.3	4.6	2.4
North Carolina	78,365	3,571	2.1	3.9	4.6	2.5
Iowa	24,535	1,112	1.8	4.1	4.5	2.7
South Carolina	32,883	1,461	2.4	3.7	4.4	2.0
Maryland	30,068	1,331	2.0	3.1	4.4	2.4
North Dakota	2,229	97	5.3	4.1	4.4	-0.9
Massachusetts	26,991	1,079	1.8	3.0	4.0	2.2
New Jersey	48,412	1,886	3.1	4.2	3.9	0.8
Puerto Rico	17,008	646	3.0	3.9	3.8	0.8
Hawaii	5,106	190	1.2	3.7	3.7	2.5
Rhode Island	5,152	189	0.4	3.0	3.7	3.3
Louisiana	23,768	851	3.6	4.5	3.6	0.0
Minnesota	34,175	1,160	2.1	3.4	3.4	1.3
Alaska	354	12	1.6	2.3	3.4	1.8
Missouri	38,938	1,313	2.9	3.8	3.4	0.5
Georgia	55,989	1,885	1.9	2.6	3.4	1.5
Idaho	5,707	192	1.5	3.0	3.4	1.9
Utah	7,003	231	1.0	3.4	3.3	2.3
California	290,820	8,854	1.1	2.5	3.0	1.9
Connecticut	15,403	423	0.7	2.5	2.7	2.0

Cont'd. next page. See notes at end of exhibit.

Exhibit 10. Number of first- and second-year students at two-year ACG-participating institutions with Pell Grants, number and percentage of Pell Grant recipients with ACGs, and change in percentage, by student's state of residence: 2006–07 through 2008–09—Continued

State	Number of first- and second-year students with Pell Grants 2008–09	Number of Pell Grant recipients with ACGs 2008–09	Percent of first- and second-year Pell Grant recipients with ACGs			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Virginia	38,682	1,052	2.1	2.6	2.7	0.6
Ohio	87,590	2,348	1.5	2.4	2.7	1.2
All others*	3,782	96	2.6	2.5	2.5	-0.1
Illinois	87,669	2,136	1.5	2.3	2.4	0.9
West Virginia	6,908	166	1.4	2.1	2.4	1.0
Indiana	43,694	950	1.5	2.6	2.2	0.7
Kentucky	36,452	687	1.1	2.0	1.9	0.8
Oregon	31,068	582	1.1	2.0	1.9	0.8
Arizona	43,755	768	0.7	1.8	1.8	1.1
New Mexico	14,457	233	1.0	1.5	1.6	0.6
Michigan	86,189	1,224	0.7	1.3	1.4	0.7
Colorado	21,849	298	0.6	0.8	1.4	0.8
Washington	38,916	501	0.7	1.5	1.3	0.6
Vermont	2,175	18	1.0	1.2	0.8	-0.2
Nevada	3,858	27	1.0	1.1	0.7	-0.3

Exhibit reads: Among first- and second-year students at two-year ACG-participating institutions in 2008–09, a total of 1,923430 had a Pell Grant, and 80,363 had an ACG.

* Including all other U.S. jurisdictions except Puerto Rico (i.e., American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, and the Virgin Islands). Also included are ACG-eligible students with an unknown residence state.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

ACG Renewals

ACG renewal rates were calculated by merging recipient files for two consecutive years (i.e., 2006–07 with 2007–08, and 2007–08 with 2008–09). First-year ACG recipients appeared in the data file the following year if they received another ACG and Pell Grant combination or a Pell Grant only. If they did not have a record in the second year, it means that either they dropped out of school or they were enrolled but had lost their Pell Grant eligibility. There is no way to know which was the case or how many who received ACGs and Pell Grants in the first year would have been able to receive another ACG if they had not lost their Pell Grant eligibility.

Only about one-quarter of first-year ACG recipients received another one the following year.

To receive an ACG as a second-year student, a first-year ACG recipient must again have an income low enough to qualify for a Pell Grant, enroll full-time again in a degree program, and

have a cumulative 3.0 GPA at the end of their first year. Only 27 percent of the first-year students who received an ACG in 2006–07 met all these requirements for another one in 2007–08 (Exhibit 11). There was little difference the next year: 25 percent of first-year ACG recipients in 2007–08 received another one in 2008–09.

Exhibit 11. Percentage distribution of 2006–07 and 2007–08 first-year ACG recipients by ACG and Pell Grant receipt status the following year

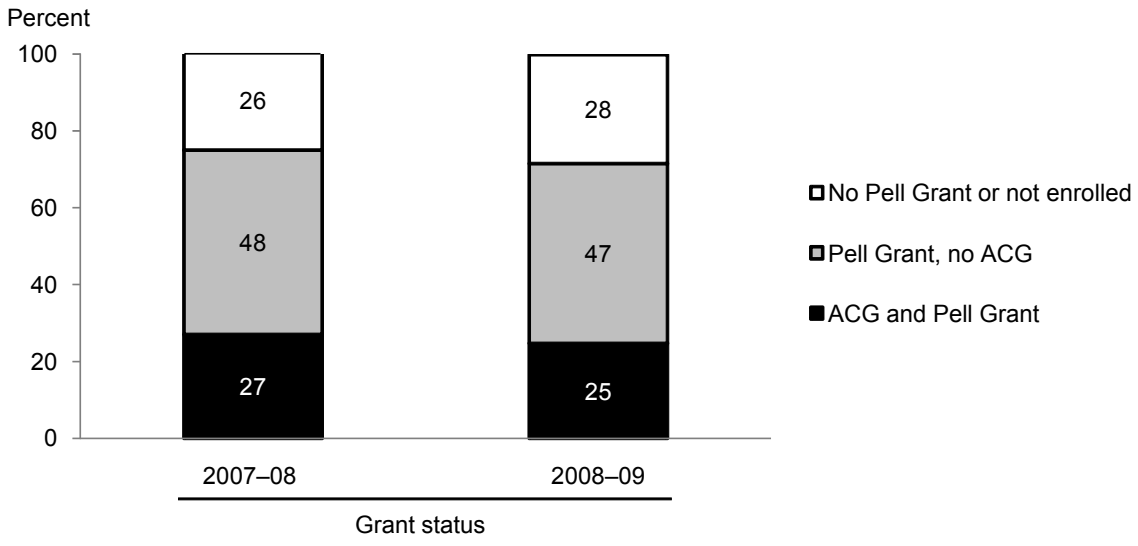

Exhibit reads: Among first-year ACG recipients in 2006–07, 27 percent received another ACG in 2007–08; 48 percent received another Pell Grant only but not an ACG; and 26 percent received no Pell Grant or were not enrolled.
NOTE: Detail may not sum to totals because of rounding. Each year, the category Pell Grant, no ACG includes 1 percent who achieved third-year status and received a SMART Grant.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Just under half of first-year ACG recipients received another Pell Grant the following year but not another ACG.

Among those who received an ACG as first-year students in 2006–07 or 2007–08, just under half (48 percent of the former and 47 percent of the latter) received another Pell Grant in the following year but could not meet the stricter ACG requirements. In other words, they did not have a cumulative GPA of 3.0 at the end of their first year of college, did not reenroll full-time, or switched to a certificate program. They were, however, able to maintain their Pell Grant eligibility, which means that they still had low incomes but could not meet the stricter ACG enrollment and GPA requirements. Being eligible for a Pell Grant does not require full-time attendance, and each college can set its own academic progress criteria, which are usually based on course completion (minimum credits earned per term) rather than a minimum GPA.

ACG renewal rates for first-year recipients were lower in the public than in the private sector.

At public four-year institutions, 24 percent of the first-year ACG recipients in 2007–08 had their grants renewed in 2008–09, in contrast to 31 percent of their counterparts at private nonprofit four-year institutions and 27 percent at for-profit institutions (Exhibit 12). The lowest renewal rate was at public two-year institutions (19 percent). The pattern was similar the previous year.

Pell Grant Renewals

Are low-income students who receive ACGs are more likely than their peers without these grants to persist in college and ultimately graduate? Answering this question requires longitudinal enrollment data, which are not available for the students in this study. However, if a student who received a Pell Grant in 2006–07 also received one in 2007–08, it means that the student persisted. As already indicated, if the student did not receive a Pell Grant the second year, the student may still have persisted but no longer qualified for a Pell Grant for income-related reasons. Thus, the Pell Grant renewal rate can be viewed as a conservative indicator of persistence.

Based on Pell Grant renewal rates, first-year ACG recipients persisted at a higher rate than their peers with a Pell Grant only.

The Pell Grant renewal rates for first- and second-year students who received an ACG in addition to their Pell Grant in 2006–07 or 2007–08 were considerably higher than for their counterparts who had received only a Pell Grant (Exhibit 13). For example, 72 percent of those who had received an ACG as a first-year student in 2007–08 received another Pell Grant in 2008–09. In comparison, just 57 percent of first-year students who received only a Pell Grant in 2007–08 received another one in 2008–09.

While the additional financial support provided by the ACG may contribute to the observed higher persistence rates for the recipients of these grants (perhaps reducing the need to work during the school year), other factors may be equally or even more important. Particularly, ACG recipients are among the most academically qualified Pell Grant recipients and therefore would be expected to persist at higher rates even without the additional grants.

Exhibit 12. Percentage distribution of 2006–07 and 2007–08 first-year ACG recipients by ACG and Pell Grant receipt status the following year, by type of institution

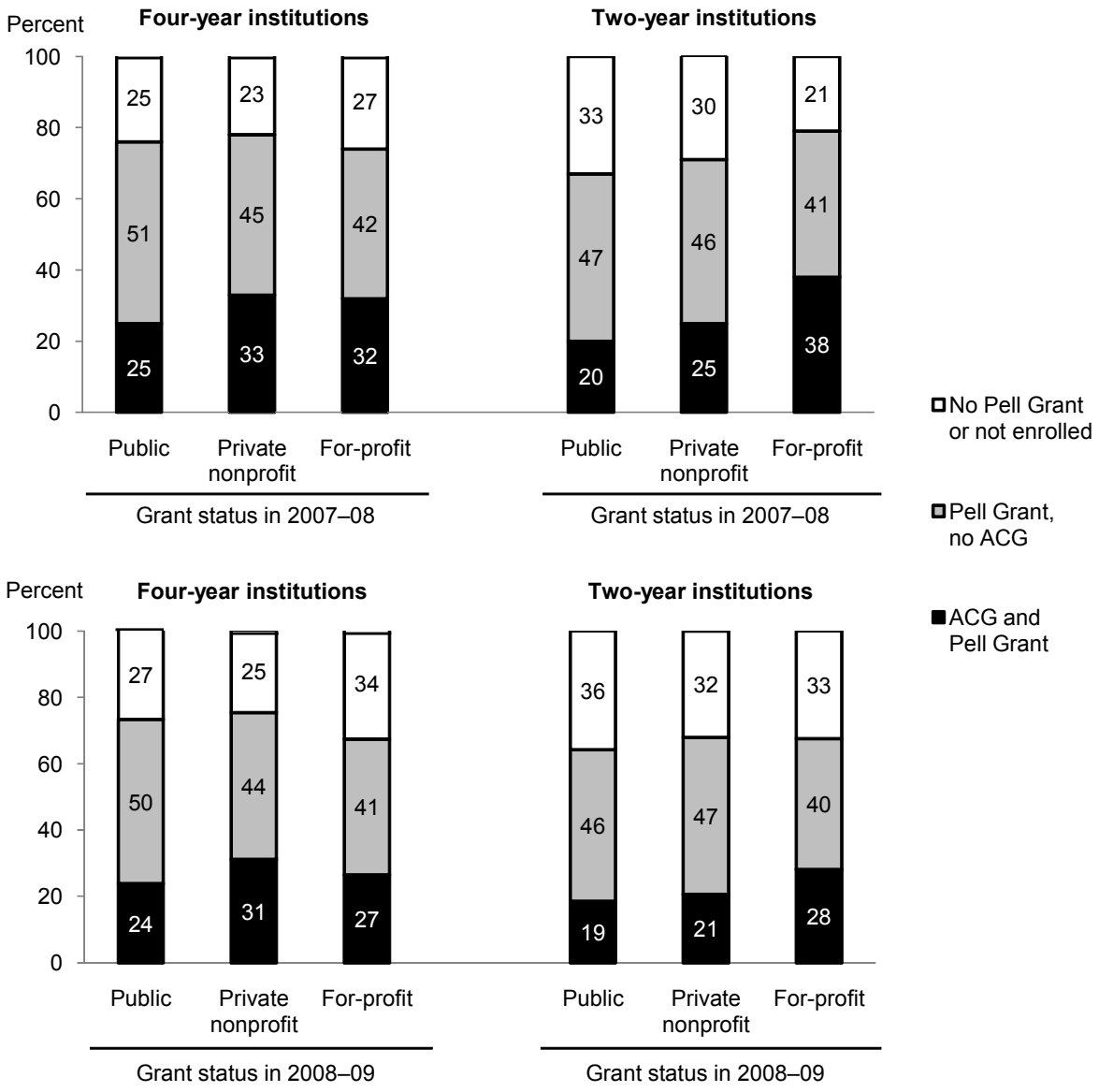

Exhibit reads: Among first-year ACG recipients at public four-year institutions in 2006–07, 25 percent received another ACG in 2007–08; 51 percent received another Pell Grant but not an ACG; and 25 percent received no Pell Grant or were not enrolled.

NOTE: Detail may not sum to totals because of rounding. Each year, the category Pell Grant, no ACG includes 1 percent who achieved third-year status and received a SMART Grant.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 13. Percentage of 2006–07 and 2007–08 Pell Grant–only and ACG recipients who received a Pell Grant the following year

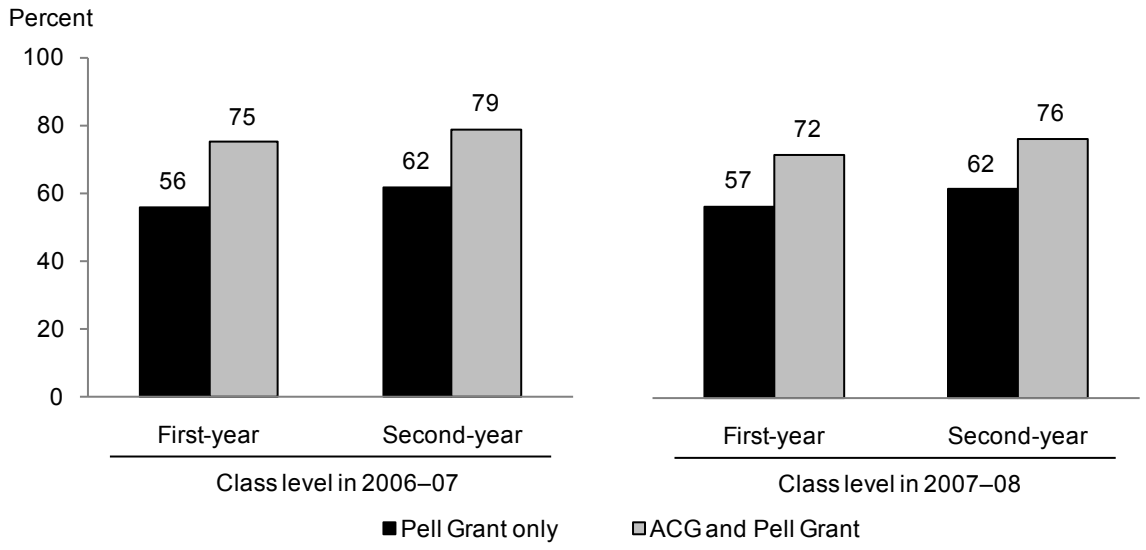

Exhibit reads: Among first-year students in 2006–07 who received only a Pell Grant, 56 percent received another Pell Grant in 2007–08; and among those who received an ACG in 2006–07, 75 percent received another Pell Grant in 2007–08 (whether or not they received another ACG).
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

CHAPTER 3

National SMART Grant Program Participation

In 2006–07, there were 1.2 million third- and fourth-year Pell Grant recipients in institutions that awarded any National SMART Grants. The Department of Education estimated that 80,000 of these students would be eligible for a National SMART Grant in that year (Exhibit 14). As is the case with ACGs, National SMART Grant participation is sensitive to changes in Pell Grant participation and also to changes in the maximum Pell Grant. Overall, the number of Pell Grant recipients at four-year institutions increased by about 9 percent each year (Exhibit 1). However, the number at four-year institutions that made any National SMART Grant awards increased less: 7 percent from 2006–07 to 2007–08 and 3 percent from 2007–08 to 2008–09 (Exhibit 14).

The exhibits in this chapter present comparisons of National SMART Grant participation across the first three program years (2006–07 to 2008–09). Appendix E contains additional detail on 2008–09 awards by type of institution, class level, and student characteristics. Corresponding tables in appendixes to earlier reports contain comparable detail for 2006–07 and 2007–08 (Choy et al. 2009 and 2010).

National SMART Grant Awards

To participate in the National SMART Grant program, institutions must be eligible to participate in the Pell Grant program and offer bachelor's degrees in one of the designated science, technology, engineering, mathematics, or critical language fields. In 2006–07 through 2008–09, approximately 2,100 four-year colleges and universities were eligible to participate in the Pell Grant program. The number of institutions participating in the National SMART Grant program increased slightly from 1,425 in 2006–07 to 1,478 in 2007–08 and then remained at about that level (1,480) in 2008–09 (Appendix Table E-1; Choy et al. 2010, Appendix Table D-1; and Choy et al. 2009, Appendix Table E-1).

The overall National SMART Grant participation rate for institutions with Pell Grant recipients was about 70 percent each year (Exhibit 15). The participation rate in 2008–09 was highest at public four-year institutions (85 percent) and lowest at for-profit four-year institutions (45 percent). Participation rates at all types of institutions were about the same as in the previous year. Institutional participation rates are lower than the ACG participation rates for four-year institutions because not all colleges offer National SMART Grant-eligible majors.

Exhibit 14. Number of Pell and SMART Grant recipients and year-to-year change: 2006–07 through 2008–09

Undergraduates and grant recipients	2006–07	2007–08	2008–09	Change 2006–07 to 2007–08 Number	Change 2006–07 to 2007–08 Percent	Change 2007–08 to 2008–09 Number	Change 2007–08 to 2008–09 Percent
Pell Grant recipients							
Third- and fourth-year recipients in institutions with any SMART Grants	1,208,000	1,289,000	1,329,600	81,000	6.7	40,600	3.2
SMART Grant recipients							
Number estimated prior to implementation[a]	80,000	80,000	†	†	†	†	†
Total SMART Grant recipients	62,400	65,400	64,400	3,000	4.8	-1,000	-1.4
Major[b]							
Life sciences	23,800	26,000	25,500	2,200	9.2	-500	-1.8
Engineering	13,200	13,600	12,800	400	3.0	-800	-5.6
Computer science	9,800	10,000	11,000	200	2.0	1,000	9.5
Physical science	6,000	6,200	5,800	100	3.3	-400	-5.9
Mathematics	4,200	4,000	3,900	-200	-4.8	-100	-3.7
Technology	3,000	3,100	2,900	0	3.3	-200	-5.5
Multidisciplinary studies	1,700	1,700	1,600	0	0.0	-100	-9.6
Foreign language	600	800	1,000	200	33.3	200	23.1

Exhibit reads: In 2006–07, there were 1,208,000 third- and fourth-year Pell Grant recipients in institutions with any SMART Grants, and that number increased by 6.7 percent to 1,289,000 in 2007–08.

† Not applicable.

[a] *Federal Register,* Vol. 71, No. 127, p. 37998.

[b] New eligible majors were added to life sciences and multidisciplinary studies for 2007–08 (see Appendix B). No new majors were added for 2008–09.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 15. Percentage of eligible institutions awarding SMART Grants, by type of institution: 2006–07 through 2008–09

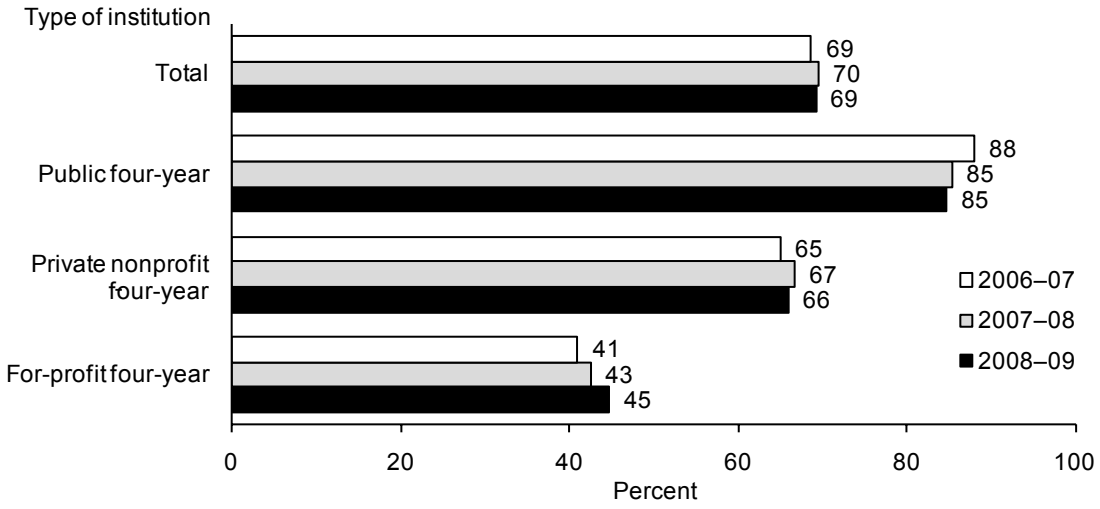

Exhibit reads: Overall, 69 percent of all eligible institutions awarded SMART Grants in 2006–07.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

The number of students receiving a National SMART Grant has increased only slightly since the program's inception.

In 2006–07, the first year that National SMART Grants were awarded, 62,400 students received one (Exhibit 14). As with the ACG program, both the difficulty in accurately estimating the number of students who would be eligible and the start-up difficulties common with new programs may have contributed to the discrepancies between estimated and actual participation. In 2007–08, the number of recipients increased by 5 percent to 65,400. This was less than the 7 percent increase in the number of Pell Grants awarded to third- and fourth-year students at institutions participating in the SMART Grant program. Moreover, about 1,800 of the additional 3,000 National SMART Grants were awarded to students in newly eligible fields of study.[13] Appendix B contains a list of all eligible majors, with newly added ones indicated in italics. In 2008–09, a total of 64,400 grants were awarded, about the same number as in the previous year despite a 3 percent increase in the number of Pell Grant recipients. In short, the increase in National SMART Grant awards did not keep pace with the increase in Pell Grant awards.

About two-thirds (66 percent) of the 2008–09 National SMART Grant recipients were enrolled at public four-year institutions (42,400). Another 26 percent (16,700) were enrolled at private

[13]For 2007–08, certain scientifically oriented majors within the following broader fields were made eligible: natural resources and conservation; psychology; food science and technology. Two interdisciplinary majors were also added: biopsychology and nutrition sciences. No new majors were added for 2008–09.

nonprofit four-year institutions, and the remaining 8 percent (5,270) were at for-profit four-year institutions. Between 2007–08 and 2008–09, the number of awards decreased slightly at public and private nonprofit institutions (by 3 and 1 percent, respectively) but increased by 15 percent at for-profit institutions (Appendix Table E-2 and Choy et al. 2010, Appendix Table D-2).

Overall, 5 percent of third- and fourth-year Pell Grant recipients received a National SMART Grant in 2008–09, the same percentage as in previous years. There was no meaningful variation by type of institution. The percentage of Pell Grant recipients with a science, technology, engineering, or mathematics (STEM) major has remained about the same in recent years. In both 2003–04 and 2007–08, about 17 percent of third-year Pell Grant recipients and about 19 percent of fourth-year Pell Grant recipients had a STEM major (Appendix Table F-1).

Just over half of all National SMART Grant recipients received the maximum $4,000 award.

In 2008–09, 55 percent of third-year and 51 percent of fourth-year National SMART Grant recipients received the full-year award of $4,000 (Exhibit 16). Most of the rest received half, a third, or two-thirds of that amount, most likely because they attended only part of the year or graduated mid-year. The relatively small proportions receiving some other amount would include students at colleges with nontraditional calendars (primarily for-profit institutions) and any students who received reduced National SMART Grant awards because their financial need was fully met with a Pell Grant and partial National SMART Grant.

The decline in the percentage of students with full awards after the first year of the program may be at least partly attributable to clarification of the requirement that students be enrolled in at least one course that meets the specific requirements of their National SMART Grant-eligible major each term they receive a grant. This clarification did not come until October 2007.[14] However, the percentage of ACG recipients receiving the full amount has also declined, so this is not the only possible explanation.

[14]This clarification came in a Dear Colleague letter (GEN-07-06) issued in October 2007, which is available at: http://www.ifap.ed.gov/dpcletters/GEN0707.html.

Exhibit 16. Percentage distribution of SMART Grant recipients by amount received, and average amount received: 2006–07 through 2008–09

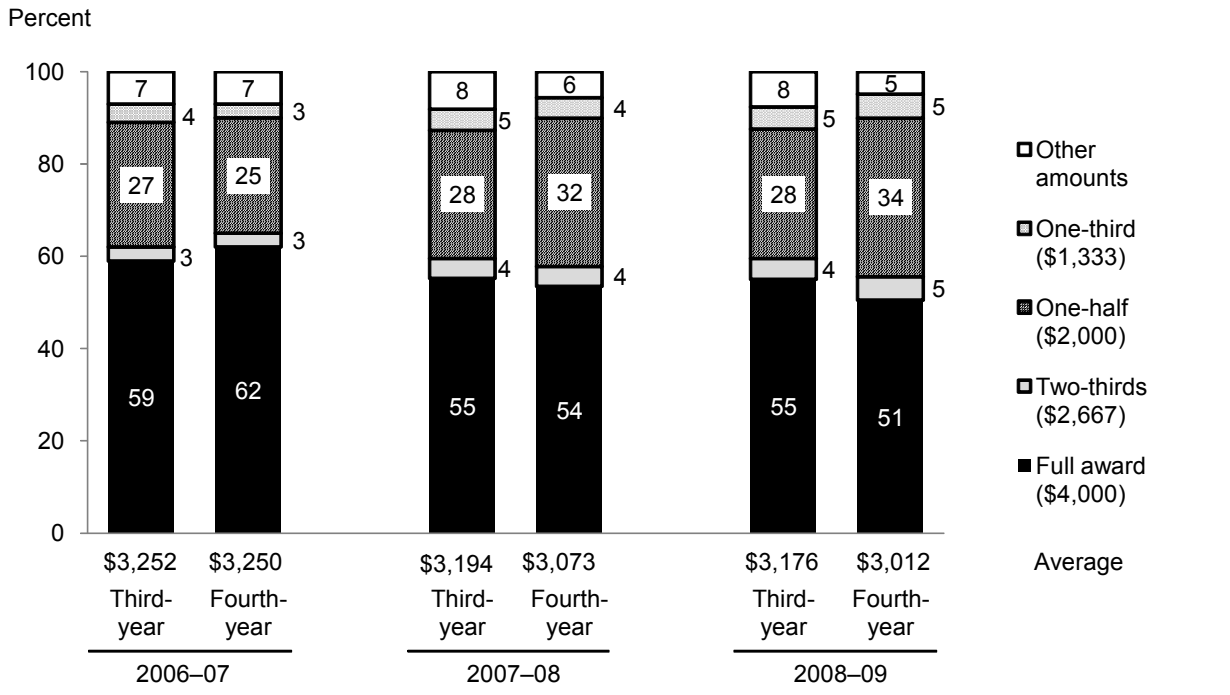

Exhibit reads: Among third-year SMART Grant recipients in 2006–07, 59 percent received a full award, and the average award was $3,252.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

For most institutions, the National SMART Grant program is small.

The average number of National SMART Grant awards in 2008–09 was 44 per institution, the same as in the previous two years (Exhibit 17). Each year, about 80 percent of all participating institutions awarded 50 or fewer of these grants, about evenly divided between 1–10 and 11–50 awards.

In 2008–09, public four-year institutions awarded an average of 80 National SMART Grants (the highest number of any type of institution), but just 9 percent of these institutions awarded more than 200 grants (Appendix Tables E-3 and E-4). Private nonprofit four-year colleges awarded an average of 20 grants, and 94 percent of them awarded 50 or fewer grants. For-profit four-year colleges awarded an average of 52 grants, and 80 percent of them awarded 50 or fewer grants.

Exhibit 17. Percentage distribution of institutions participating in the SMART Grant program by the number of SMART Grant recipients: 2006–07 through 2008–09

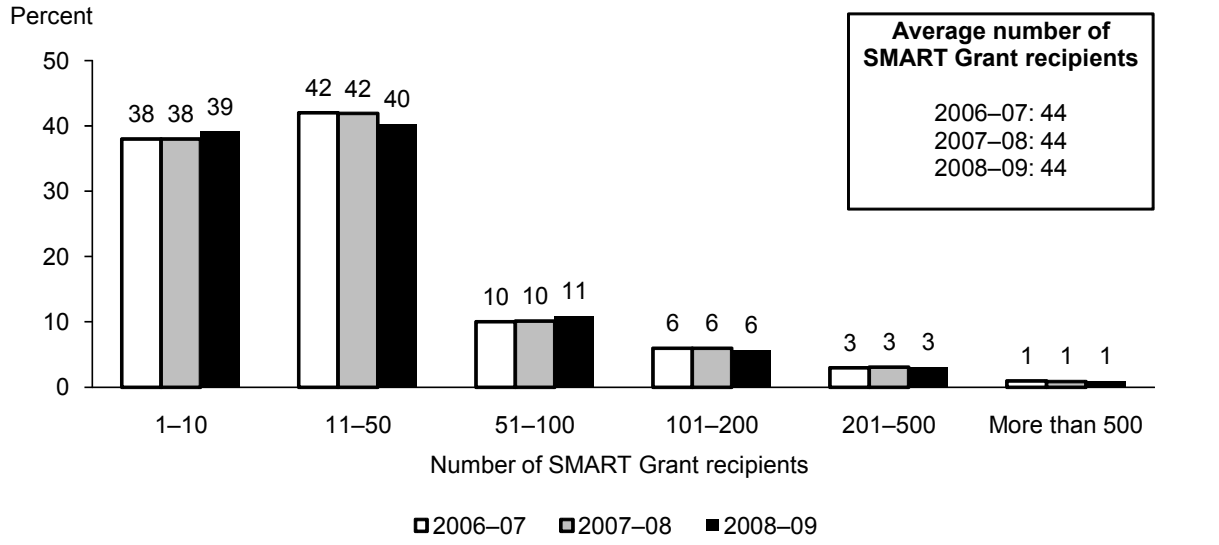

Exhibit reads: Among institutions participating in the SMART Grant program in 2006–07, 38 percent awarded 1–10 SMART Grants.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

The distribution of National SMART Grants was slightly skewed toward third-year students in the most recent year of the program.

In 2008–09, slightly more than half (54 percent) of National SMART Grants went to third-year students, and 46 percent went to fourth-year students, representing a shift from the two previous years (Appendix Table E-7; Choy et al. 2010, Appendix Table D-7; and Choy et al. 2009, Appendix Table E-7). In 2007–08, National SMART Grants were evenly divided between third- and fourth-year students, and in 2006–07, proportionately more grants went to fourth-year students. There is no obvious explanation for this shift. Pell Grant-only recipients were about evenly divided between third- and fourth-year students. In 2008–09, third-year recipients accounted for 51 percent, and fourth-year students for 49 percent. In each of the two previous years 50 percent were at each level.

Dependent National SMART Grant recipients were overrepresented at the higher end of the family income distribution of Pell Grant recipients.

Like their ACG counterparts, dependent National SMART Grant recipients were overrepresented at the higher end of the family income distribution of Pell Grant recipients compared with recipients who received Pell Grants only. In 2008–09, 21 percent of all dependent National

SMART Grant recipients came from families with incomes of $40,000 or more, compared with 17 percent of third- and fourth-year students who received Pell Grants only (Exhibit 18).

Exhibit 18. Percentage distribution of dependent SMART Grant and Pell Grant–only recipients at SMART Grant–participating institutions by parents' income: 2006–07 through 2008–09

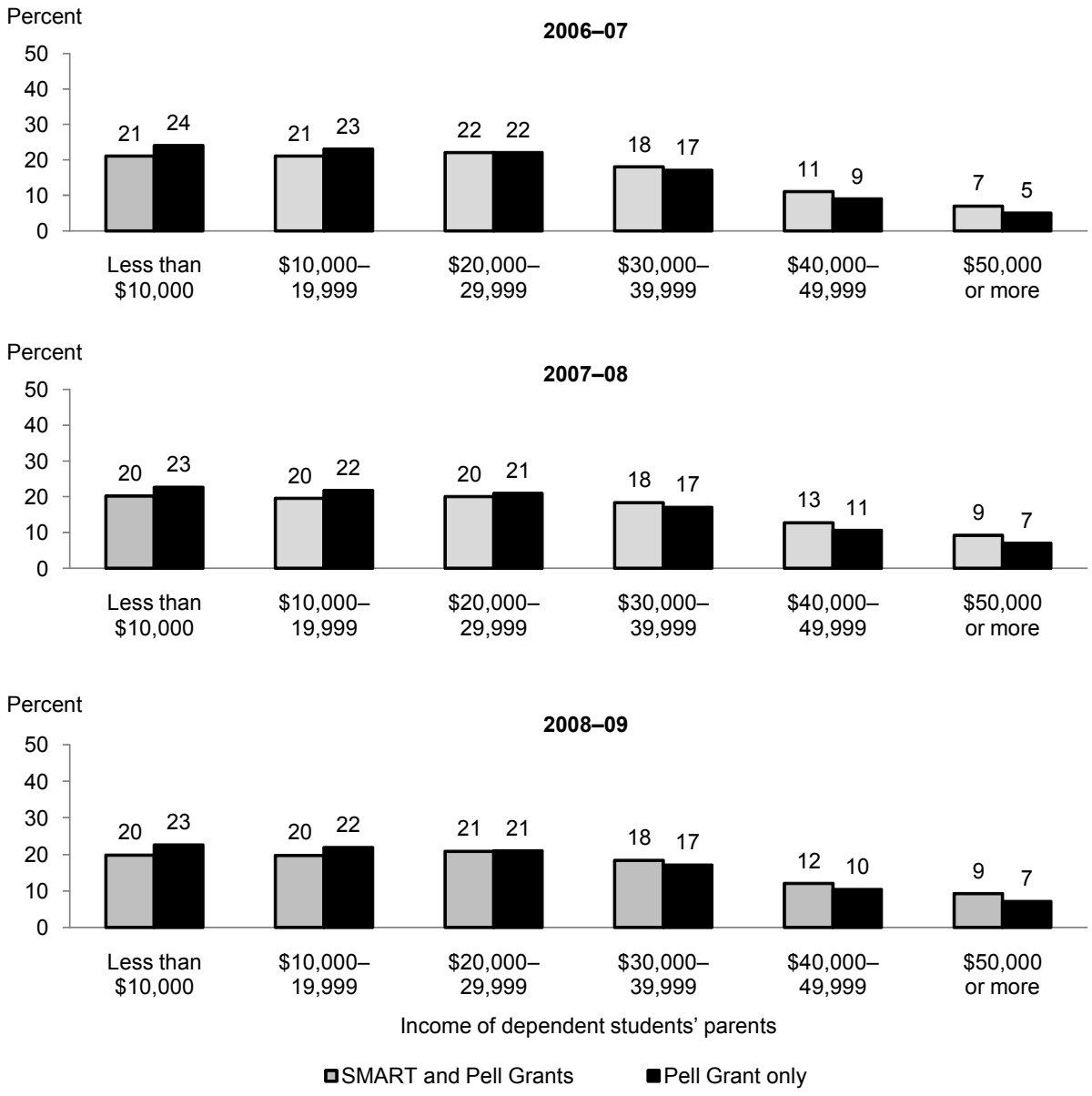

Exhibit reads: Among dependent Pell Grant recipients in 2006–07, 21 percent of those with a SMART Grant and 24 percent of those with only a Pell Grant came from families with incomes less than $10,000.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

At the higher EFC levels, the average National SMART Grant was much larger than the average Pell Grant.

Because the size of the Pell Grant decreases as the Expected Family Contribution (EFC) increases and the National SMART Grant amount is not related to the EFC, the National SMART Grant contributes more to the combined amount as EFC increases (Exhibit 19). Each year, the average National SMART Grant amount was larger than the average Pell Grant amount for all students with an EFC of 1,000 or higher.

Life science was the most common major of National SMART Grant recipients.

In 2008–09, about three-quarters of National SMART Grant recipients majored in one of three fields of study: life sciences (40 percent), engineering (20 percent), or computer science (17 percent) (Exhibit 20). The pattern was similar in previous years. Just 2 percent of the 2008–09 awards went to students majoring in critical foreign languages. However, beginning in 2009–10, almost all foreign language majors became eligible for a National SMART Grant.

For-profit institutions have awarded a growing proportion of the National SMART Grants in computer science.

Public four-year institutions awarded 70–76 percent of the National SMART Grants in life sciences, engineering, physical sciences, mathematics, and technology each year (Appendix Table E-13). Private nonprofit four-year institutions awarded 44 percent of the grants for critical foreign languages in 2006–07, increasing to 53 percent, then 60 percent in the next two years.

For-profit four-year institutions awarded relatively few National SMART Grants overall in 2008–09 (accounting for just 8 percent of all recipients). Nevertheless, they have awarded a growing percentage of all the grants in computer science (increasing from 33 percent in 2006–07 to 38 percent in 2007–08, and 40 percent in 2008–09) (Exhibit 21). In absolute numbers, they awarded more National SMART Grants in computer science (4,400) than did public four-year institutions (4,100) or private nonprofit four-year institutions (2,400) in 2008–09 (Appendix Table E-13).

For-profit four-year institutions also awarded about 20 percent of the grants in technology fields each year. Awards to students in computer science and technology together accounted for 96 percent of the National SMART Grants awarded at for-profit four-year institutions in 2008–09.

Exhibit 19. Average Pell and SMART Grant amounts awarded to dependent SMART Grant recipients, by Expected Family Contribution (EFC): 2006–07 through 2008–09

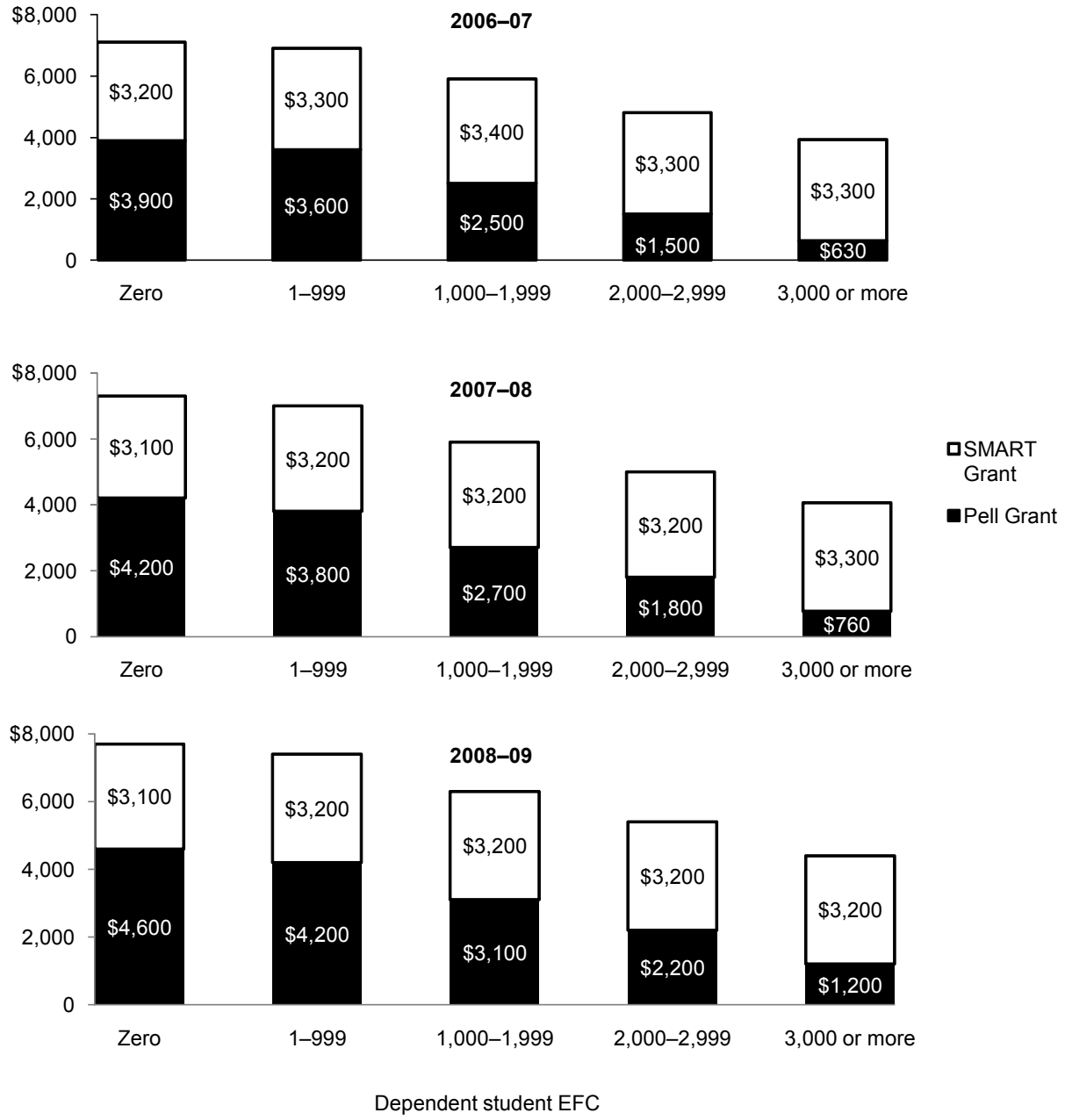

Exhibit reads: Among dependent SMART Grant recipients with a zero EFC in 2006–07, the average Pell Grant amount was $3,900, and the average SMART Grant amount was $3,200.
NOTE: The federal Expected Family Contribution (EFC) is a measure of a family's financial strength and indicates how much of a student's and family's financial resources (for dependent students) should be available to help pay for a student's education. The EFC is an index number used to determine the Pell Grant amount. For example, the average family incomes corresponding to these EFC categories were $9,700, $19,700, $31,000, $36,000, and $39,900 in 2006–07.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 20. Percentage distribution of SMART Grant recipients by field of study: 2006–07 through 2008–09

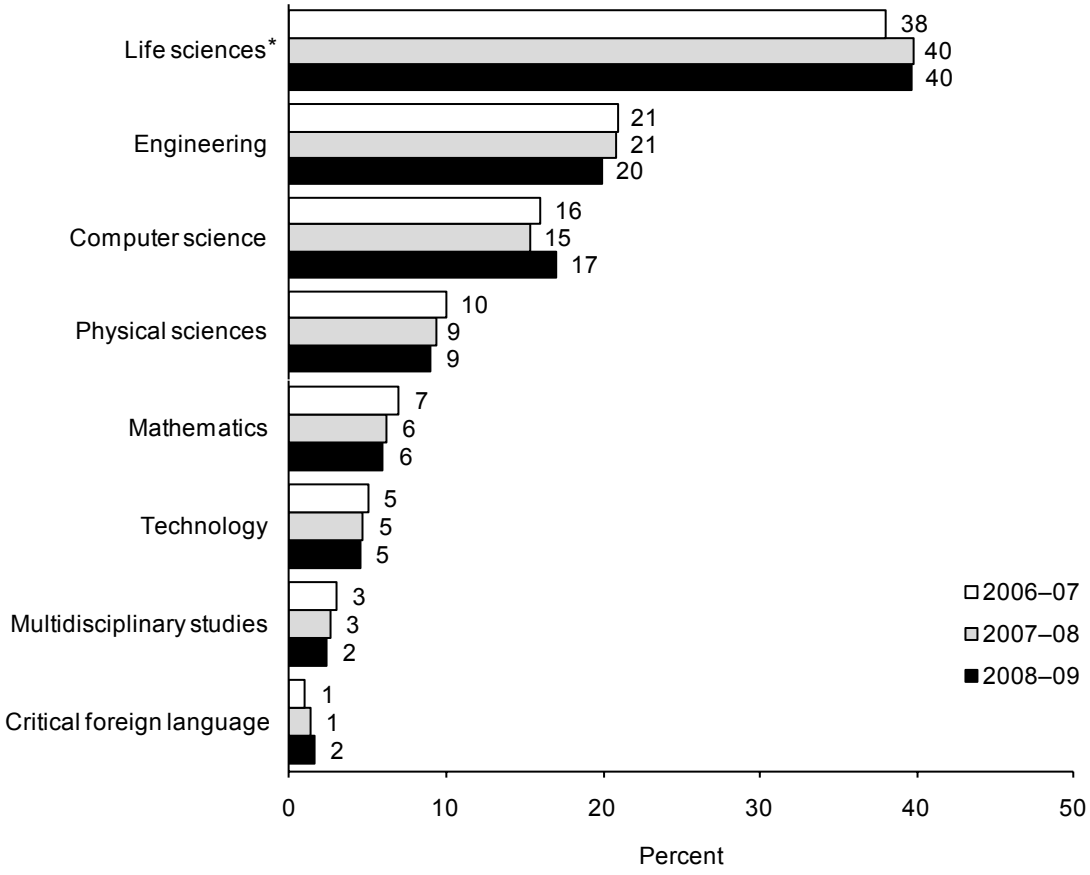

Exhibit reads: In 2006–07, 38 percent of all SMART Grants were awarded to students majoring in one of the life sciences.
* Life sciences includes biological and biomedical sciences, agriculture, natural resources and conservation, and psychology (physiological psychology and psychobiology only).
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0607 (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 21. Percentage distribution of SMART Grants in computer science by type of institution: 2006–07 through 2008–09

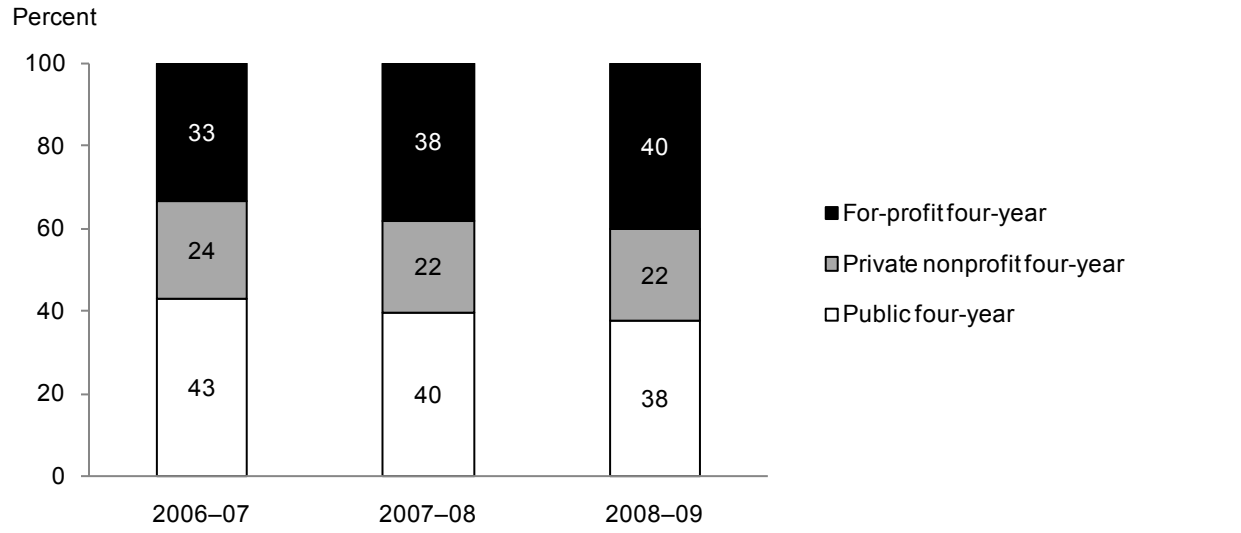

Exhibit reads: Among SMART Grant recipients majoring in computer science in 2006–07, 43 percent attended a public four-year institution, 24 percent attended a private nonprofit four-year institution, and 33 percent attended a for-profit institution.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

National SMART Grant participation rates varied widely by state, with no obvious patterns.

The percentage of third- and fourth-year Pell Grant recipients at participating institutions who received a National SMART Grant ranged from a high of 11 percent to less than 3 percent in Arkansas, Delaware, and the District of Columbia in 2008–09 (Exhibit 22). Earlier comparisons showed no apparent relationship between the state-level National SMART Grant participation rate and the percentage of bachelor's degrees awarded in eligible fields by institutions in that state. State differences could reflect varying levels of diligence in administering the program, the mix of offerings at institutions in a state, or differing proportions of students meeting the other eligibility requirements (full-time attendance, U.S. citizenship, and maintaining a cumulative GPA of 3.0) (Choy et al. 2009 and 2010).

National SMART Grant Renewals

More than one-half of third-year students who received a National SMART Grant received another one the following year.

To receive another National SMART Grant in their fourth year, third-year National SMART recipients had to re-qualify for a Pell Grant; enroll full-time in an eligible major and take courses meeting requirements for that major each term in which the grant is received; and maintain a cumulative 3.0 GPA. More than one-half of third-year students who received a National SMART Grant have had their grants renewed for their fourth year, including 57 percent of those who were third-year students in 2006–07 and 54 percent of those who were third-year students in 2007–08 (Exhibit 23).

The National SMART Grant renewal rates have been substantially higher than the ACG renewal rates, which were 27 percent from 2006–07 to 2007–08, then 25 percent from 2007–08 to 2008–08 (Exhibit 11). However, it is not surprising that students who have successfully reached their third year would meet the renewal requirements more easily than first-time freshmen.

About one-fifth of third-year National SMART Grant recipients received another Pell Grant the following year but not another National SMART Grant.

In both years, 22 percent of the third-year National SMART Grant students did not qualify for a National SMART Grant renewal in their fourth year, but they did receive a Pell Grant (Exhibit 23). This means that either they did not meet the GPA requirement, were not enrolled full-time, changed their major, or were not taking at least one course to meet the requirements of the major. The remaining students (22 percent of third-year recipients in 2006–07 and 24 percent in 2007–08) were either not enrolled or no longer qualified for a Pell Grant.

Exhibit 22. Number of third- and fourth-year students at SMART Grant–participating institutions with Pell Grants, number and percentage of Pell Grant recipients with SMART Grants, and change in percentage, by state of student's residence: 2006–07 through 2008–09

State	Number of third- and fourth-year students with Pell Grants 2008–09	Number of Pell Grant recipients with SMART 2008–09	Percent of third- and fourth-year Pell Grant recipients with SMART Grants			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Total	1,329,550	64,440	5.2	5.1	4.8	-0.4
Utah	24,255	2,581	14.1	13.2	10.6	-3.5
Idaho	11,908	1,071	9.2	3.5	9.0	-0.2
Washington	19,080	1,483	8.4	8.1	7.8	-0.6
Massachusetts	20,626	1,554	7.1	5.5	7.5	0.4
Vermont	2,790	191	5.3	4.4	6.8	1.5
South Dakota	5,608	359	6.1	7.0	6.4	0.3
Oregon	16,060	1,021	7.4	7.4	6.4	-1.0
Colorado	20,570	1,241	6.7	7.4	6.0	-0.7
Pennsylvania	48,416	2,869	6.0	6.2	5.9	-0.1
California	135,758	7,973	5.4	5.6	5.9	0.5
Indiana	32,501	1,904	4.7	5.7	5.9	1.2
New Jersey	23,669	1,328	3.9	5.2	5.6	1.7
Puerto Rico	58,438	3,208	5.7	5.2	5.5	-0.2
Illinois	53,309	2,926	5.3	9.6	5.5	0.2
New Hampshire	3,218	176	7.3	4.4	5.5	-1.8
Nevada	4,068	209	5.0	4.9	5.1	0.1
Minnesota	20,155	1,069	6.0	5.9	5.3	-0.7
Montana	5,024	264	7.0	7.3	5.3	-1.7
Alaska	1,627	82	3.7	3.4	5.0	1.3
Michigan	44,192	2,213	4.9	5.0	5.0	0.1
Wisconsin	21,323	1,011	5.8	4.1	4.7	-1.1
New York	91,154	4,310	4.7	3.8	4.7	0.0
Maryland	14,696	681	4.4	4.3	4.6	0.2
Nebraska	8,142	368	4.4	3.8	4.5	0.1
Florida	60,172	2,644	5.0	5.2	4.4	-0.6
Maine	5,361	231	4.1	7.4	4.3	0.2
Georgia	40,798	1,756	4.5	4.4	4.3	-0.2
Connecticut	7,679	329	4.8	4.2	4.3	-0.5
Oklahoma	18,018	762	4.9	5.1	4.2	-0.7
Kansas	13,614	570	4.9	5.3	4.2	-0.7
West Virginia	10,676	441	4.8	5.6	4.1	-0.7
Arizona	63,653	2,582	5.3	3.0	4.1	-1.2
Virginia	24,796	997	4.5	7.7	4.0	-0.5
Kentucky	19,079	762	4.4	4.1	4.0	-0.4
South Carolina	16,437	653	4.4	4.5	4.0	-0.4
Rhode Island	5,149	200	3.6	3.2	3.9	0.3
North Dakota	3,995	155	7.1	5.0	3.9	-3.2
Missouri	28,114	1,085	4.5	3.1	3.9	-0.6

Cont'd. next page. See notes at end of exhibit.

Exhibit 22. Number of third- and fourth-year students at SMART Grant–participating institutions with Pell Grants, number and percentage of Pell Grant recipients with SMART Grants, and change in percentage, by state of student's residence: 2006–07 through 2008–09—Continued

State	Number of third- and fourth-year students with Pell Grants 2008–09	Number of Pell Grant recipients with SMART 2008–09	Percent of third- and fourth-year Pell Grant recipients with SMART Grants			
			2006–07	2007–08	2008–09	Change 2006–07 to 2008–09
Ohio	43,409	1,670	4.3	3.9	3.8	-0.5
Iowa	21,276	798	4.3	6.2	3.8	-0.5
North Carolina	35,331	1,320	4.1	5.5	3.7	-0.4
Tennessee	25,471	911	4.3	4.1	3.6	-0.7
Hawaii	3,920	140	4.6	5.3	3.6	-1.0
Wyoming	1,287	45	5.3	4.7	3.5	-1.8
Texas	95,323	3,244	3.6	3.5	3.4	-0.2
Alabama	24,609	837	4.4	5.4	3.4	-1.0
Louisiana	20,020	664	4.2	3.6	3.3	-0.9
New Mexico	11,438	371	4.6	3.9	3.2	-1.4
Mississippi	17,725	553	3.0	4.4	3.1	0.1
Arkansas	14,407	393	3.5	4.3	2.7	-0.8
Delaware	2,019	54	2.9	2.1	2.7	-0.2
All others*	812	18	0.6	4.7	2.2	1.6
District of Columbia	8,375	163	1.9	3.2	1.9	0.0

Exhibit reads: Among third- and fourth-year students at SMART-Grant participating institutions in 2008–09, a total of 1,329,550 had a Pell Grant, and 64,440 (or 4.8 percent) had a SMART Grant.

* Including all other U.S. jurisdictions except Puerto Rico (i.e., American Samoa, the Federated States of Micronesia, Guam, the Marshall Islands, the Northern Marianas, Palau, and the Virgin Islands). Also included are ACG-eligible students with unknown residence state.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 23. Percentage distribution of 2006–07 and 2007–08 third-year SMART Grant recipients by SMART Grant and Pell Grant receipt status the following year

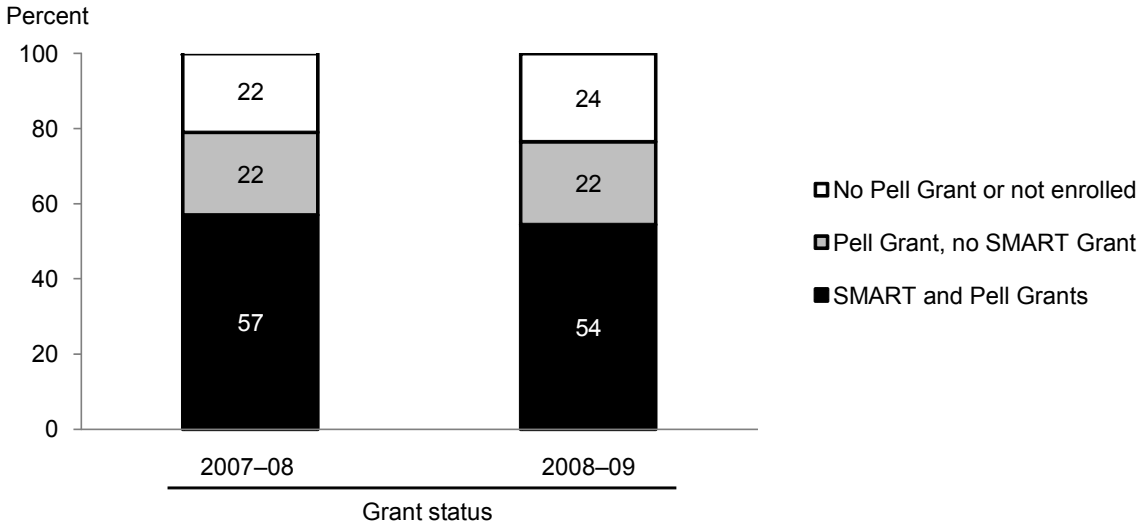

Exhibit reads: Among third-year SMART Grant recipients in 2006–07, 57 percent received another SMART Grant in 2007–08; 22 percent received another Pell Grant but not a SMART Grant; and 22 percent received no Pell Grant or were not enrolled.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Private nonprofit institutions had the highest renewal rates for National SMART Grants.

Third-year students at private nonprofit institutions had National SMART Grant renewal rates of 59–60 percent (Exhibit 24). At for-profit institutions, where almost all National SMART Grant students are computer science or technology majors, the renewal rates were lower (41–43 percent) (Appendix Table E-15 and Choy et al. 2010, Appendix Table D-15).

National SMART Grant recipients studying critical foreign languages had the highest renewal rates.

Renewal rates for 2007–08 third-year National SMART Grant recipients ranged from a low of 47 percent among computer science majors to a high of 63 percent among critical foreign language majors (Exhibit 25). Renewal rates for National SMART Grant students in the life sciences, engineering, physical sciences, and mathematics were all between 54 and 57 percent. The pattern was similar for 2006–07 third-year recipients.

Exhibit 24. Percentage distribution of 2006–07 and 2007–08 third-year SMART Grant recipients by SMART and Pell Grant receipt status the following year, by type of institution

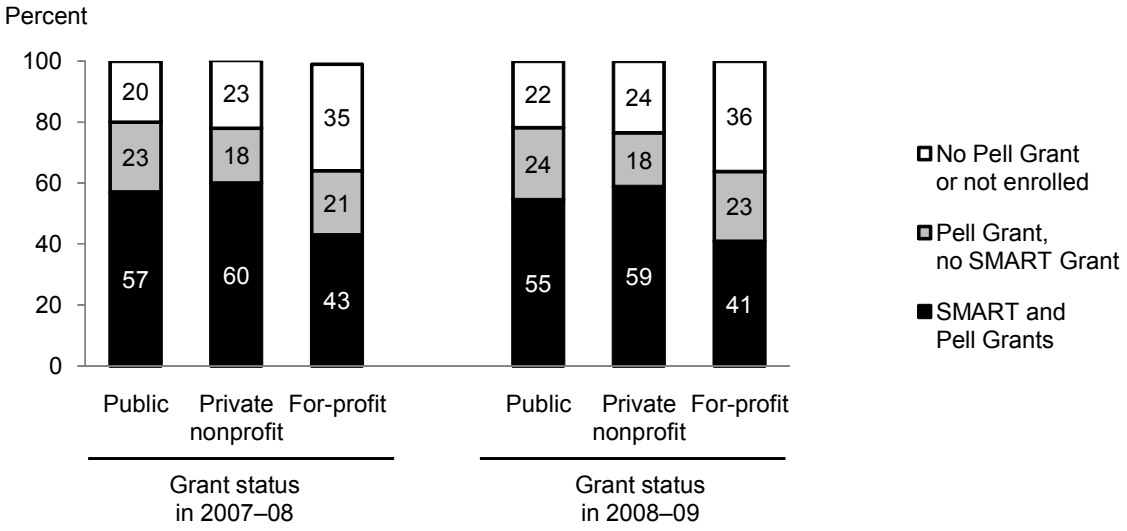

Exhibit reads: Among third-year SMART Grant recipients at public institutions in 2006–07, 57 percent received another SMART Grant in 2007–08; 23 percent received another Pell Grant but not a SMART Grant; and 20 percent received no Pell Grant or were not enrolled.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Exhibit 25. Percentage of 2006–07 and 2007–08 third-year SMART Grant recipients who received another SMART Grant the following year, by field of study

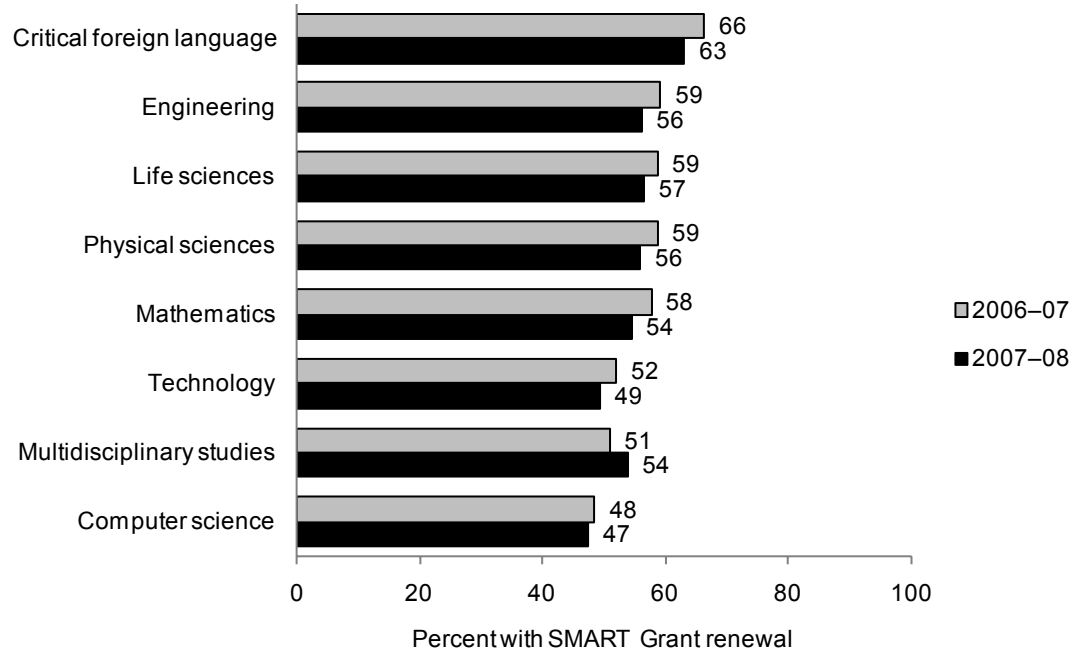

Exhibit reads: Among SMART Grant recipients majoring in a critical foreign language in 2006–07, 66 percent received another SMART Grant in 2007–08.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

Pell Grant Renewals

While the primary purpose of the National SMART Grant is to encourage students to major in eligible fields, the additional grant aid might also help promote persistence. As was done with ACG recipients, the Pell Grant renewal rates of those receiving National SMART Grants and Pell Grants only were compared and used as a measure of persistence.

Based on Pell Grant renewal rates, third-year National SMART Grant recipients persisted at a higher rate than their peers with a Pell Grant only.

The Pell Grant renewal rates for 2006–07 and 2007–08 third-year students who had also qualified for a National SMART Grant were nearly 10 percentage points higher than those of their counterparts who had received a Pell Grant only (Exhibit 26). Among third-year Pell Grant recipients in 2007–08, 68 percent of those who had received only Pell Grants received another Pell Grant in the next year. In comparison, 77 percent of their counterparts who had also qualified for a National SMART Grant received another Pell Grant in the next year.

Exhibit 26. Percentage of 2006–07 and 2007–08 Pell Grant–only and SMART Grant recipients who received a Pell Grant the following year

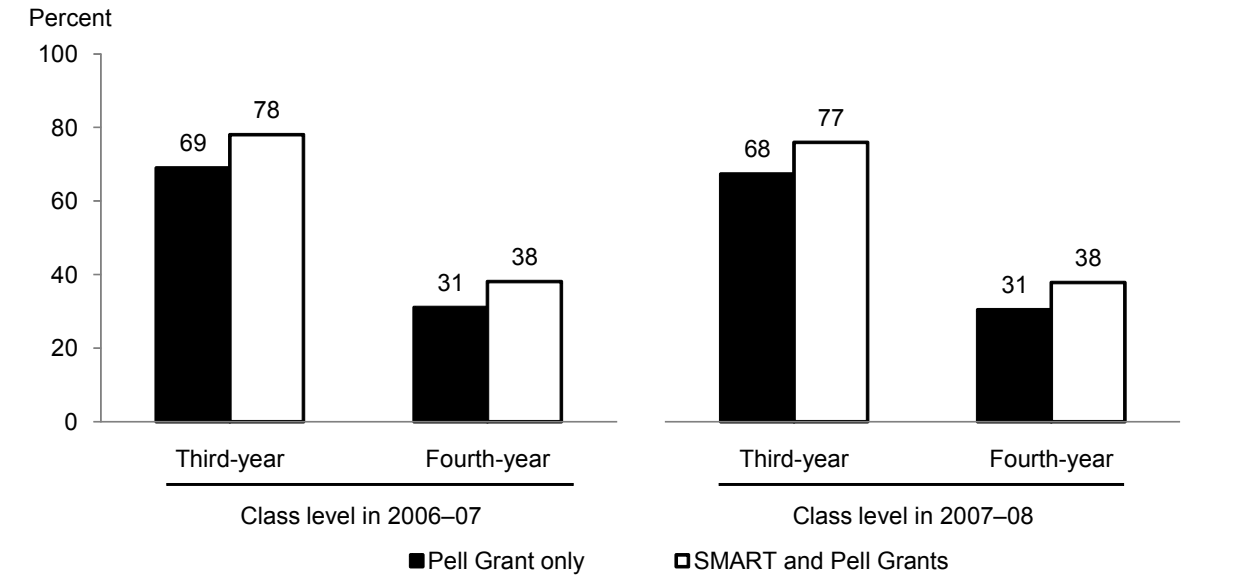

Exhibit reads: Among third-year students in 2006–07 who received a Pell Grant only, 69 percent received another Pell Grant in 2007–08; and among those who received a SMART Grant in 2006–07, 78 percent received another Pell Grant in 2007–08 (whether or not they received another SMART Grant).
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, (Sept. 21, 2007), AY0708 (Nov. 25, 2008), and AY0809 (Feb. 17, 2010).

As was pointed out earlier for ACG recipients, the additional financial support provided by the National SMART Grants may contribute to the observed higher persistence rates for the recipients of these grants (perhaps reducing the need to work during the school year). However, other factors may be equally or even more important. Particularly, National SMART Grant recipients are among the most academically qualified Pell Grant recipients and therefore would be expected to persist at higher rates even without the additional grants.

The Pell Grant renewal rates of fourth-year students reflect the amount of time needed to complete their degree programs.

Fourth-year Pell Grant renewal rates cannot be compared with those of third-year students, because they only apply to students taking more than four years to complete their degree programs. Fourth-year National SMART Grant students could not receive another one the next year because the regulations in effect at the time limited these grants to two academic years and two class levels. Students who were in programs that usually take five years (e.g., engineering) and those who needed to take additional courses to meet all requirements for graduation could be eligible for an additional Pell Grant in order to complete their degrees, but they could not get an additional National SMART Grant.

Among fourth-year Pell Grant recipients in both 2006–07 and 2007–08, National SMART Grant recipients persisted (based on Pell Grant renewals) at a higher rate than those who received Pell Grants only (38 vs. 31 percent).

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APPENDIX A

Recognized Rigorous High School Programs

To be eligible for an Academic Competitiveness Grant (ACG), a student must have completed a rigorous high school program of study after Jan. 1, 2006, if enrolled as a first-year student and after Jan. 1, 2005, if enrolled as a second-year student. The secretary of education provided three options (described below) and also accepted all existing state-established advanced and honors diploma programs as "rigorous." States could request recognition of other programs, and for the first year of the ACG program, the secretary approved at least one advanced, honors, or other program in 40 states, and more than one program in 22 states.[15]

Effective July 1, 2009, the secretary no longer recognizes new rigorous secondary school programs of study. Starting with the 2009–10 award year, designated state officials report to the secretary the rigorous secondary school programs of study that prepare students for college in their state, including such programs of study in home schools and private schools.

In every state, students potentially had at least two ways to meet the rigorous high school curriculum: completing the course work specified by the Department or passing two Advanced Placement (AP) or International Baccalaureate (IB) courses with sufficiently high scores (assuming their schools offered all the required courses and that they had access to AP or IB courses). Students in states participating in the State Scholars Initiative (SSI) had a third option, and those in states with approved state programs had at least one additional option and sometimes several.

1. Participating in the State Scholars Initiative (SSI) (offered in selected districts in 22 states in 2006–07 and 24 states in 2007–08). The SSI is a national initiative funded by the Department's Office of Vocational and Adult Education (OVAE) and administered by the Western Interstate Commission for Higher Education (WICHE). It is designed to motivate high school students to complete a rigorous course of study that prepares them for success in postsecondary education or training and in their future careers.[16] To achieve recognition, students in participating states must complete all state-mandated high school graduation requirements and also the following course work: four years of English; three years of mathematics (including algebra I, algebra II, and geometry); three years of laboratory science

[15] A description of the recognized programs in each state is available at: http://www.ed.gov/admins/finaid/about/ac-smart/state-programs.html.

[16] More information on this initiative and a current list of participating states is available at: http://www.wiche.edu/statescholars/.

(biology, chemistry, and physics); three and a half years of social studies (chosen from U.S. and world history, world geography, economics, and government); and two years of a language other than English.

2. Completing a curriculum similar to the State Scholars Initiative (SSI). This option is available to high school students in all states and within each state to students attending high schools that offer the courses. The requirements are slightly less demanding than those of the SSI, with more flexibility in meeting the mathematics, science, and social science requirements and a reduced language requirement. To qualify under this option, students must earn passing grades in the following: four years of English; three years of mathematics (including algebra I and a higher-level course such as algebra II, geometry, or data analysis and statistics); three years of science (including at least two courses chosen from biology, chemistry, or physics); three years of social studies; and one year of a language other than English.

3. Completing at least two Advanced Placement (AP) or International Baccalaureate (IB) courses. Students are required to pass these two courses with a score of 3.0 or higher (out of 5.0) on the AP exams or 4.0 or higher (out of 7.0) on the IB exams. This option is available to students in all states, but not necessarily in all schools. In 2002–03, 67 percent of public high schools offered AP courses, and 2 percent offered IB courses (Waits, Setzer, and Lewis 2005). However, students can take AP courses through independent study (or online in some states).[17]

4. Completing an existing advanced, honors, or other approved program. In most cases, the approved programs were unique to a state. Some of the state programs were based solely on completing specific courses, while others had additional or different requirements.[18]

Seven states were approved to use the *High Schools That Work (HSTW)* Award of Educational Achievement in 2006–07 and 2007–08. To earn this award, students must complete the curriculum recommended by *High Schools That Work (HSTW)* initiative in at least two of the three subject areas (English, mathematics, and science); complete a concentration in a career and technical field, mathematics and science, or the humanities; and meet all three of the performance goals on the HSTW assessment.

The recommended curriculum consists of the following:

English: four credits in college-preparatory level courses.

[17] Available at: http://www.collegeboard.com.
[18] These included, for example, passing a state or local assessment test, achieving a minimum GPA or score on a PSAT, SAT, or ACT test, completing AP or IB courses or exams or dual-enrollment courses, or completing a senior project.

Mathematics: four credits in college-preparatory level courses, including algebra I, geometry, algebra II, and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus, or AP mathematics.

Science: three or more credits in science, including at least two credits in college-preparatory biology, chemistry, anatomy and physiology or physics and applied physics.

The concentrations consist of the following:

Career and Technical: four or more credits in a coherent sequence in a career and technical field or major.

Mathematics and Science: four college-preparatory courses each in mathematics and science. At least one higher-level course in either mathematics or science must be at the AP level.

Humanities: four college-preparatory courses each in English or language arts and social studies and four courses in an area of the humanities, such as foreign language, fine arts, or additional English and social studies courses. At least one course in either English or social studies must be at the AP level.

Performance Goals:

The performance goals on the HSTW assessment are a score of 279 in reading, a score of 297 in mathematics, and a score of 299 in science on a scale of 0–500.

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APPENDIX B

National SMART Grant–Eligible Majors

Prior to the implementation of the National Science and Mathematics Access to Retain Talent (SMART) Grant program, the secretary of education designated the eligible fields of study. This list was expanded for 2007–08 to include additional fields of study in Agriculture, Natural Resources and Conservation, Psychology, and Multidisciplinary Studies. Fields added for 2007–08 are shown below in bolded italics. There were no changes for 2008–09.

Computer Science: The branch of knowledge or study of computers, including such fields of knowledge or study as computer hardware, computer software, computer engineering, information systems, and robotics.
Associated NCES CIP CODES: 11.xxxx

Engineering: The science by which the properties of matter and the sources of energy in nature are made useful to humanity in structures, machines, and products, as in the construction of engines, bridges, buildings, mines, and chemical plants, including such fields of knowledge or study as aeronautical engineering, chemical engineering, civil engineering, electrical engineering, industrial engineering, materials engineering, manufacturing engineering, and mechanical engineering.
Associated NCES CIP CODES: 14.xxxx

Foreign Language: Instructional programs that focus on foreign languages and literatures, the humanistic and scientific study of linguistics, and the provision of professional interpretation and translation services.
Associated NCES CIP CODES: 16.xxxx

Life Sciences: The branch of knowledge or study of living things, including such fields of knowledge or study as biology, biochemistry, biophysics, microbiology, genetics, physiology, botany, zoology, ecology, and behavioral biology, except that the term does not encompass the health professions. This category also includes agriculture, agricultural operations, and related sciences.
Associated NCES CIP CODES: 26.xxxx; 01.xxxx

Natural Resources and Conservation: Instructional programs that focus on the various natural resources and conservation fields and prepare individuals for related occupations.
Associated NCES CIP CODES: 03.xxxx

Psychology: Instructional programs that focus on the scientific study of the behavior of individuals, independently or collectively, and the physical and environmental bases of mental, emotional, and neurological activity.
Associated NCES CIP CODES: 42.xxxx

Mathematics: The branch of knowledge or study of numbers and the systematic treatment of magnitude, relationships between figures and forms, and relations between quantities expressed symbolically, including such fields of knowledge or study as statistics, applied mathematics, and operations research.
Associated NCES CIP CODES: 27.xxxx

Physical Sciences: The branch of knowledge or study of the material universe, including such fields of knowledge or study as astronomy, atmospheric sciences, chemistry, earth sciences, ocean sciences, physics, and planetary sciences.
Associated NCES CIP CODES: 40.xxxx

Technology: The application of mechanical or scientific knowledge, for example, applied science.
Related NCES CIP CODES: 41.xxxx; 29.xxxx 15.xxxx

Several **Multidisciplinary Studies** are also considered eligible for National SMART Grants.
Associated NCES CIP CODES: 30.xxxx

Computer Science

11.01 Computer and Information Sciences, General
- 11.0101 Computer and Information Sciences, General
- 11.0102 Artificial Intelligence and Robotics
- 11.0103 Information Technology
- 11.0199 Computer and Information Sciences, Other

11.02 Computer Programming
- 11.0201 Computer Programming/Programmer, General
- 11.0202 Computer Programming, Specific Applications
- 11.0203 Computer Programming, Vendor/Product Certification
- 11.0299 Computer Programming, Other

11.03 Data Processing
- 11.0301 Data Processing and Data Processing Technology/Technician

11.04 Information Science/Studies
- 11.0401 Information Science/Studies

11.05 Computer Systems Analysis
- 11.0501 Computer Systems Analysis/Analyst

11.07 Computer Science
- 11.0701 Computer Science

11.08 Computer Software and Media Applications
- 11.0801 Web Page, Digital/Multimedia and Information Resources Design
- 11.0802 Data Modeling/Warehousing and Database Administration
- 11.0803 Computer Graphics
- 11.0899 Computer Software and Media Applications, Other

11.09 Computer Systems Networking and Telecommunications
- 11.0901 Computer Systems Networking and Telecommunications

11.10 Computer/Information Technology Administration and Management
- 11.1001 System Administration/Administrator
- 11.1002 System, Networking, and LAN/WAN Management/Manager
- 11.1003 Computer and Information Systems Security
- 11.1004 Web/Multimedia Management and Webmaster
- 11.1099 Computer/Information Technology Services Administration and Management, Other

11.99 Computer and Information Sciences and Support Services, Other
- 11.9999 Computer and Information Sciences and Support Services, Other

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Engineering

14.01 Engineering, General
- 14.0101 Engineering, General

14.02 Aerospace, Aeronautical and Astronautical Engineering
- 14.0201 Aerospace, Aeronautical and Astronautical Engineering

14.03 Agricultural/Biological Engineering and Bioengineering
- 14.0301 Agricultural/Biological Engineering and Bioengineering

14.04 Architectural Engineering
- 14.0401 Architectural Engineering

14.05 Biomedical/Medical Engineering
- 14.0501 Biomedical/Medical Engineering

14.06 Ceramic Sciences and Engineering
- 14.0601 Ceramic Sciences and Engineering

14.07 Chemical Engineering
- 14.0701 Chemical Engineering

14.08 Civil Engineering
- 14.0801 Civil Engineering, General
- 14.0802 Geotechnical Engineering
- 14.0803 Structural Engineering
- 14.0804 Transportation and Highway Engineering
- 14.0805 Water Resources Engineering
- 14.0899 Civil Engineering, Other

14.09 Computer Engineering, General
- 14.0901 Computer Engineering, General
- 14.0902 Computer Hardware Engineering
- 14.0903 Computer Software Engineering
- 14.0999 Computer Engineering, Other

14.10 Electrical, Electronics and Communications Engineering
- 14.1001 Electrical, Electronics and Communications Engineering

14.11 Engineering Mechanics
- 14.1101 Engineering Mechanics

14.12 Engineering Physics
- 14.1201 Engineering Physics

14.13 Engineering Science
- 14.1301 Engineering Science

14.14 Environmental/Environmental Health Engineering
- 14.1401 Environmental/Environmental Health Engineering

14.18 Materials Engineering
- 14.1801 Materials Engineering

14.19 Mechanical Engineering
- 14.1901 Mechanical Engineering

14.20 Metallurgical Engineering
- 14.2001 Metallurgical Engineering

14.21 Mining and Mineral Engineering
- 14.2101 Mining and Mineral Engineering

14.22 Naval Architecture and Marine Engineering
- 14.2201 Naval Architecture and Marine Engineering

14.23 Nuclear Engineering
- 14.2301 Nuclear Engineering

14.24 Ocean Engineering
- 14.2401 Ocean Engineering

14.25 Petroleum Engineering
- 14.2501 Petroleum Engineering

14.27 Systems Engineering
- 14.2701 Systems Engineering

14.28 Textile Sciences and Engineering
- 14.2801 Textile Sciences and Engineering

14.31 Materials Science
- 14.3101 Materials Science

14.32 Polymer/Plastics Engineering
- 14.3201 Polymer/Plastics Engineering

14.33 Construction Engineering
- 14.3301 Construction Engineering

14.34 Forest Engineering
- 14.3401 Forest Engineering

14.35 Industrial Engineering
- 14.3501 Industrial Engineering

14.36 Manufacturing Engineering
- 14.3601 Manufacturing Engineering

14.37 Operations Research
- 14.3701 Operations Research

14.38 Surveying Engineering
- 14.3801 Surveying Engineering

14.39 Geological/Geophysical Engineering
- 14.3901 Geological/Geophysical Engineering

14.99 Engineering, Other
- 14.9999 Engineering, Other

Critical Foreign Language

- 16.0201 African Languages, Literatures, and Linguistics
- 16.0301 Chinese Language and Literature
- 16.0302 Japanese Language and Literature
- 16.0303 Korean Language and Literature
- 16.0402 Russian Language and Literature
- 16.0701 Hindi Language and Literature
- 16.0704 Bengali Language and Literature
- 16.0705 Punjabi Language and Literature
- 16.0707 Urdu Language and Literature
- 16.0801 Iranian/Persian Languages, Literatures, and Linguistics
- 16.0904 Portuguese Language and Literature
- 16.1101 Arabic Language and Literature
- 16.1102 Hebrew Language and Literature
- 16.1402 Bahasa Indonesian/Bahasa Malay Languages and Literatures
- 16.1404 Filipino/Tagalog Language and Literature
- 16.1501 Turkish Language and Literature
- 16.1599 Turkic, Ural-Altaic, Caucasian, and Central Asian Languages, Literatures, and Linguistics, Other

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Life Sciences

26. BIOLOGICAL AND BIOMEDICAL SCIENCES

26.01 Biology, General
- 26.0101 Biology/Biological Sciences, General
- 26.0102 Biomedical Sciences, General

26.02 Biochemistry, Biophysics and Molecular Biology
- 26.0202 Biochemistry
- 26.0203 Biophysics
- 26.0204 Molecular Biology
- 26.0205 Molecular Biochemistry
- 26.0206 Molecular Biophysics
- 26.0207 Structural Biology
- 26.0208 Photobiology
- 26.0209 Radiation Biology/Radiobiology
- 26.0210 Biochemistry/Biophysics and Molecular Biology
- 26.0299 Biochemistry, Biophysics and Molecular Biology, Other

26.03 Botany/Plant Biology
- 26.0301 Botany/Plant Biology
- 26.0305 Plant Pathology/Phytopathology
- 26.0307 Plant Physiology
- 26.0308 Plant Molecular Biology
- 26.0399 Botany/Plant Biology, Other

26.04 Cell/Cellular Biology and Anatomical Sciences
- 26.0401 Cell/Cellular Biology and Histology
- 26.0403 Anatomy
- 26.0404 Developmental Biology and Embryology
- 26.0405 Neuroanatomy
- 26.0406 Cell/Cellular and Molecular Biology
- 26.0407 Cell Biology and Anatomy
- 26.0499 Cell/Cellular Biology and Anatomical Sciences, Other

26.05 Microbiological Sciences and Immunology
- 26.0502 Microbiology, General
- 26.0503 Medical Microbiology and Bacteriology
- 26.0504 Virology
- 26.0505 Parasitology
- 26.0506 Mycology
- 26.0507 Immunology
- 26.0599 Microbiological Sciences and Immunology, Other

26.07 Zoology/Animal Biology
- 26.0701 Zoology/Animal Biology
- 26.0702 Entomology
- 26.0707 Animal Physiology
- 26.0708 Animal Behavior and Ethology
- 26.0709 Wildlife Biology
- 26.0799 Zoology/Animal Biology, Other

26.08 Genetics
- 26.0801 Genetics, General
- 26.0802 Molecular Genetics
- 26.0803 Microbial and Eukaryotic Genetics
- 26.0804 Animal Genetics
- 26.0805 Plant Genetics
- 26.0806 Human/Medical Genetics
- 26.0899 Genetics, Other

26.09 Physiology, Pathology and Related Sciences
- 26.0901 Physiology, General
- 26.0902 Molecular Physiology
- 26.0903 Cell Physiology
- 26.0904 Endocrinology
- 26.0905 Reproductive Biology
- 26.0906 Neurobiology and Neurophysiology
- 26.0907 Cardiovascular Science
- 26.0908 Exercise Physiology
- 26.0909 Vision Science/Physiological Optics
- 26.0910 Pathology/Experimental Pathology
- 26.0911 Oncology and Cancer Biology
- 26.0999 Physiology, Pathology, and Related Sciences, Other

26.10 Pharmacology and Toxicology
- 26.1001 Pharmacology
- 26.1002 Molecular Pharmacology
- 26.1003 Neuropharmacology
- 26.1004 Toxicology
- 26.1005 Molecular Toxicology
- 26.1006 Environmental Toxicology
- 26.1007 Pharmacology and Toxicology
- 26.1099 Pharmacology and Toxicology, Other

26.11 Biomathematics and Bioinformatics
- 26.1101 Biometry/Biometrics
- 26.1102 Biostatistics
- 26.1103 Bioinformatics
- 26.1199 Biomathematics and Bioinformatics, Other

26.12 Biotechnology
- 26.1201 Biotechnology

26.13 Ecology, Evolution, Systematics and Population Biology
- 26.1301 Ecology
- 26.1302 Marine Biology and Biological Oceanography
- 26.1303 Evolutionary Biology
- 26.1304 Aquatic Biology/Limnology
- 26.1305 Environmental Biology
- 26.1306 Population Biology
- 26.1307 Conservation Biology
- 26.1308 Systematic Biology/Biological Systematics
- 26.1309 Epidemiology
- 26.1399 Ecology, Evolution, Systematics and Population Biology, Other

26.99 Biological and Biomedical Sciences, Other
- 26.9999 Biological and Biomedical Sciences, Other

01. AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES

01.09 Animal Sciences
- 01.0901 Animal Sciences, General
- 01.0902 Agricultural Animal Breeding
- 01.0903 Animal Health
- 01.0904 Animal Nutrition
- 01.0905 Dairy Science
- 01.0906 Livestock Management
- 01.0907 Poultry Science
- 01.0999 Animal Sciences, Other

01.10 Food Science and Technology (2007–08)
- ***01.1001 Food Science***
- ***01.1002 Food Technology and Processing***

01.11 Plant Sciences
- 01.1101 Plant Sciences, General
- 01.1102 Agronomy and Crop Science
- 01.1103 Horticultural Science
- 01.1104 Agricultural and Horticultural Plant Breeding
- 01.1105 Plant Protection and Integrated Pest Management
- 01.1106 Range Science and Management
- 01.1199 Plant Sciences, Other

01.12 Soil Sciences
- 01.1201 Soil Science and Agronomy, General

01.1202 Soil Chemistry and Physics
01.1203 Soil Microbiology
01.1299 Soil Sciences, Other

Natural Resources and Conservation (2007–08)

03. NATURAL RESOURCES AND CONSERVATION

03.01 Natural Resources and Conservation Research
03.0104 Environmental Science

03.03 Fishing and Fisheries Sciences and Management
03.0301 Fishing and Fisheries Science and Management

03.05 Forestry
03.0502 Forest Sciences and Biology
03.0509 Wood Science and Wood Products/Pulp and Paper Technology

03.06 Wildlife and Wildlands Science and Management
03.0601 Wildlife and Wildlands Science and Management

Psychology (2007–08)

42. PSYCHOLOGY

42.11 Physiological Psychology/Psychobiology
42.1101 Physiological Psychology/Psychobiology

Mathematics

27.01 Mathematics
27.0101 Mathematics, General
27.0102 Algebra and Number Theory
27.0103 Analysis and Functional Analysis
27.0104 Geometry/Geometric Analysis
27.0105 Topology and Foundations
27.0199 Mathematics, Other

27.03 Applied Mathematics
27.0301 Applied Mathematics
27.0303 Computational Mathematics
27.0399 Applied Mathematics, Other

27.05 Statistics
27.0501 Statistics, General
27.0502 Mathematical Statistics and Probability
27.0599 Statistics, Other

27.99 Mathematics and Statistics, Other
27.9999 Mathematics and Statistics, Other

Physical Sciences

40.01 Physical Sciences
40.0101 Physical Sciences

40.02 Astronomy and Astrophysics
40.0201 Astronomy
40.0202 Astrophysics
40.0203 Planetary Astronomy and Science
40.0299 Astronomy and Astrophysics, Other

40.04 Atmospheric Sciences and Meteorology
40.0401 Atmospheric Sciences and Meteorology, General
40.0402 Atmospheric Chemistry and Climatology
40.0403 Atmospheric Physics and Dynamics
40.0404 Meteorology
40.0499 Atmospheric Sciences and Meteorology, Other

40.05 Chemistry
40.0501 Chemistry, General
40.0502 Analytical Chemistry
40.0503 Inorganic Chemistry
40.0504 Organic Chemistry
40.0506 Physical and Theoretical Chemistry
40.0507 Polymer Chemistry
40.0508 Chemical Physics
40.0599 Chemistry, Other

40.06 Geological and Earth Sciences/Geosciences
40.0601 Geology/Earth Science, General
40.0602 Geochemistry
40.0603 Geophysics and Seismology
40.0604 Paleontology

40.0605 Hydrology and Water Resources Science
40.0606 Geochemistry and Petrology
40.0607 Oceanography, Chemical and Physical
40.0699 Geological and Earth Sciences/Geosciences, Other

40.08 Physics
40.0801 Physics, General
40.0802 Atomic/Molecular Physics
40.0804 Elementary Particle Physics
40.0805 Plasma and High-Temperature Physics
40.0806 Nuclear Physics
40.0807 Optics/Optical Sciences
40.0808 Solid State and Low-Temperature Physics
40.0809 Acoustics
40.0810 Theoretical and Mathematical Physics
40.0899 Physics, Other

40.99 Physical Sciences, Other
40.9999 Physical Sciences, Other

Technology

15. ENGINEERING TECHNOLOGIES/TECHNICIANS

15.00 Engineering Technology, General
15.0000 Engineering Technology, General

15.01 Architectural Engineering Technologies/Technicians
15.0101 Architectural Engineering Technology/Technician

15.02 Civil Engineering Technologies/Technicians
15.0201 Civil Engineering Technology/Technician

15.03 Electrical Engineering Technologies/Technicians
15.0303 Electrical, Electronic and Communications Engineering Technology/Technician
15.0304 Laser and Optical Technology/Technician
15.0305 Telecommunications Technology/Technician
15.0399 Electrical and Electronic Engineering Technologies/Technicians, Other

15.04 Electromechanical Instrumentation and Maintenance Technologies/Technicians
15.0401 Biomedical Technology/Technician
15.0403 Electromechanical Technology/ Electromechanical Engineering Technology
15.0404 Instrumentation Technology/Technician
15.0405 Robotics Technology/Technician
15.0499 Electromechanical and Instrumentation and Maintenance Technologies/Technicians, Other

15.05 Environmental Control Technologies/Technicians
15.0503 Energy Management and Systems Technology/Technician
15.0505 Solar Energy Technology/Technician
15.0506 Water Quality and Wastewater Treatment Management and Recycling Technology/Technician
15.0507 Environmental Engineering Technology/ Environmental Technology
15.0508 Hazardous Materials Management and Waste Technology/Technician
15.0599 Environmental Control Technologies/Technicians, Other

15.06 Industrial Production Technologies/Technicians
15.0607 Plastics Engineering Technology/Technician
15.0611 Metallurgical Technology/Technician
15.0612 Industrial Technology/Technician
15.0613 Manufacturing Technology/Technician
15.0699 Industrial Production Technologies/Technicians, Other

15.07 Quality Control and Safety Technologies/Technicians
15.0701 Occupational Safety and Health Technology/Technician
15.0702 Quality Control Technology/Technician
15.0703 Industrial Safety Technology/Technician
15.0704 Hazardous Materials Information Systems Technology/Technician
15.0799 Quality Control and Safety Technologies/ Technicians, Other

15.08 Mechanical Engineering Related Technologies/Technicians
15.0801 Aeronautical/Aerospace Engineering Technology/Technician
15.0803 Automotive Engineering Technology/Technician
15.0805 Mechanical Engineering/Mechanical Technology/Technician
15.0899 Mechanical Engineering Related Technologies/Technicians, Other

15.09 Mining and Petroleum Technologies/Technicians
15.0901 Mining Technology/Technician
15.0903 Petroleum Technology/Technician
15.0999 Mining and Petroleum Technologies/Technicians, Other

15.10 Construction Engineering Technologies
15.1001 Construction Engineering Technology/ Technician

15.11 Engineering-Related Technologies
15.1102 Surveying Technology/Surveying
15.1103 Hydraulics and Fluid Power Technology/ Technician
15.1199 Engineering-Related Technologies, Other

15.12 Computer Engineering Technologies/Technicians
15.1201 Computer Engineering Technology/ Technician

15.1202 Computer Technology/Computer Systems Technology
15.1203 Computer Hardware Technology/Technician
15.1204 Computer Software Technology/Technician
15.1299 Computer Engineering Technologies/ Technicians, Other

15.13 Drafting/Design Engineering Technologies/Technicians
15.1301 Drafting and Design Technology/Technician, General
15.1302 CAD/CADD Drafting and/or Design Technology/Technician
15.1303 Architectural Drafting and Architectural CAD/CADD
15.1304 Civil Drafting and Civil Engineering CAD/CADD
15.1305 Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD
15.1306 Mechanical Drafting and Mechanical Drafting CAD/CADD
15.1399 Drafting/Design Engineering Technologies/Technicians, Other

15.14 Nuclear Engineering Technologies/Technicians
15.1401 Nuclear Engineering Technology/Technician

15.15 Engineering-Related Fields
15.1501 Engineering/Industrial Management

15.99 Engineering Technologies/Technicians, Other
15.9999 Engineering Technologies/Technicians, Other

29. MILITARY TECHNOLOGIES

29.01 Military Technologies
29.0101 Military Technologies

41. SCIENCE TECHNOLOGIES/TECHNICIANS

41.01 Biology Technician/Biotechnology Laboratory Technician
41.0101 Biology Technician/Biotechnology Laboratory Technician

41.02 Nuclear and Industrial Radiologic Technologies/Technicians
41.0204 Industrial Radiologic Technology/Technician
41.0205 Nuclear/Nuclear Power Technology/Technician
41.0299 Nuclear and Industrial Radiologic Technologies/Technicians, Other

41.03 Physical Science Technologies/Technicians
41.0301 Chemical Technology/Technician
41.0399 Physical Science Technologies/Technicians, Other

41.99 Science Technologies/Technicians, Other
41.9999 Science Technologies/Technicians, Other

Multidisciplinary Studies

30. MULTI/INTERDISCIPLINARY STUDIES

30.01 Biological and Physical Sciences
30.0101 Biological and Physical Sciences

30.06 Systems Science and Theory
30.0601 Systems Science and Theory

30.08 Mathematics and Computer Science
30.0801 Mathematics and Computer Science

30.10 Biopsychology (2007–08)
30.1001 Biopsychology

30.15 Science, Technology and Society
30.1501 Science, Technology, and Society

30.16 Accounting and Computer Science
30.1601 Accounting and Computer Science

30.18 Natural Sciences
30.1801 Natural Sciences

30.19 Nutrition Sciences (2007–08)
30.1901 Nutrition Sciences

30.24 Neuroscience
30.2401 Neuroscience

30.25 Cognitive Science
30.2501 Cognitive Science

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APPENDIX C

History of the ACG and National SMART Grant Programs

Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
Feb. 1, 2006 Effective as of July 1, 2006, for the 2006–07 academic year	Congress passes the *Higher Education Reconciliation Act of 2005 (HERA)* as part of the *Deficit Reduction Act of 2005*. http://www.govtrack.us/congress/billtext.xpd?bill=s109-1932	An eligible student may receive an Academic Competitiveness Grant (ACG) of up to $750 for the first academic year of study and up to $1,300 for the second academic year of study. To be eligible for each academic year, a student must: • Be a U.S. citizen; • Be a Federal Pell Grant recipient; • Be enrolled full-time in a degree program; • Be enrolled in the first or second academic year of his or her program of study at a two-year or four-year degree-granting institution; • Have completed a rigorous secondary school program of study established by a state or local education agency and recognized as such by the secretary (after Jan. 1, 2006, if a first-year student, and after Jan. 1, 2005, if a second-year student); • If a first-year student, not have been previously enrolled in an undergraduate program; and • If a second-year student, have at least a cumulative 3.0 grade point average for the first academic year. An eligible student may receive a National Science and Mathematics Access to Retain Talent (National SMART) Grant of up to $4,000 for each of the third and fourth academic years of study. To be eligible for each academic year, a student must: • Be a U.S. citizen; • Be a Federal Pell Grant recipient; • Be enrolled full-time in a degree program; • Be enrolled in a four-year degree-granting institution; • Major in physical, life or computer science, engineering, mathematics, technology, or a critical foreign language; and • Have at least a cumulative 3.0 grade point average in course work required for the major. Sunset provision: The authority to make grants under this section shall expire at the end of academic year 2010–11.

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
Feb. 8, 2006	President Bush signs *Deficit Reduction Act of 2005/HERA* into law. http://www.govtrack.us/congress/billtext.xpd?bill=s109-1932	Improving federal student loan programs and increasing benefits to students. The *Deficit Reduction Act* cuts excess government subsidies to lenders and makes other reforms that will help reduce overall student loan costs by about $22 billion. This will save taxpayers $12 billion and increase student aid by $10 billion.
March 10, 2006	Dear Colleague Letter (GEN-06-02) from the assistant secretary for postsecondary education and the chief operating officer, Federal Student Aid explaining changes to the *Higher Education Act (HEA)* Title IV loan programs. http://ifap.ed.gov/dpcletters/GEN0602.html	The Department explains the effects of the *HEA* on the federal loan programs: the William D. Ford Federal Direct Loan Program, the Federal Perkins Loan Program, and the Federal Family Education Loan (FFEL) Program.
March 14, 2006	Dear Colleague Letter (GEN-06-03) issued as a correction to GEN-06-02. http://ifap.ed.gov/dpcletters/GEN0603.html	Corrects loan limits on page 7 of the GEN-06-02 attachment.
April 5, 2006	Dear Colleague Letter (GEN-06-04) from the assistant secretary for postsecondary education and the chief operating officer, Federal Student Aid on ACG and National SMART Grant programs. http://www.ifap.ed.gov/dpcletters/GEN0604.html	The Department explains the process for administering grants to institutions of higher education through a letter posted on the Department's website.
April 27, 2006	Dear Colleague Letter (GEN-06-05) from the assistant secretary for postsecondary education and the chief operating officer, Federal Student Aid on changes made by the *HERA.* http://www.ifap.ed.gov/dpcletters/attachments/GEN0605.pdf	The Department explains that *HERA* amends the definition of an "academic year" to require a minimum of 30 hours of instructional time for a program that measures its length in credit hours or a minimum of 24 weeks of instruction for a program that measures its length in clock hours, and for an undergraduate program at least 24 semester or trimester hours (or 36 quarter hours) for a course that measures time in credit hours, or 900 clock hours for a course of study that measures its program length in clock hours.
May 2006	Fact Sheet on student eligibility options. http://www.ed.gov/about/inits/ed/competitiveness/ac-smart.html	
May 2, 2006	Press Release—The Department of Education Announces Student Eligibility Options for New Academic Grants. http://www.ed.gov/news/pressreleases/2006/05/05022006.html	

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
May 2, 2006	Dear Colleague Letter (GEN-06-06) from the Office of Postsecondary Education and Federal Student Aid providing the list of academic majors eligible for the National SMART Grants for the 2006–07 award year. http://www.ifap.ed.gov/dpcletters/GEN0606.html	The Department announces guidelines on how students will qualify as having successfully completed a rigorous secondary school program of study. This letter provides the list of the instructional programs that qualify as eligible majors, including critical foreign language majors, for the National SMART Grant program. These fields of study qualify as eligible majors for the National SMART Grant program to the extent a student is enrolled in a bachelor's degree or a graduate degree program that includes at least three academic years of undergraduate education.
May 2, 2006	Dear Colleague Letter (GEN-06-08) from Secretary Spellings describing plans for implementation. http://www.ifap.ed.gov/dpcletters/GEN0608.html	Secretary Spellings outlines the initial eligibility requirements for ACGs and National SMART Grants and the Department's options for meeting the "rigorous curriculum" requirement in 2006–07, including recognizing all existing Advanced or Honors diploma programs, the State Scholars Initiative (SSI), a set of courses similar to the SSI, and an Advanced Placement (AP) or International Baccalaureate (IB) course and test option.
May 24, 2006	Guidance on dual enrollment questions.	In establishing the ACG program, Congress restricted eligibility for students to receive a first-year ACG to a student who "has not been previously enrolled in a program of undergraduate education." See §401A(c)(3)(A)(ii) of the *HEA*. This restriction does not apply when a student enrolled in one or more college level undergraduate courses while still in high school, as long as the student was not admitted into a formal program of study at the postsecondary education institution.
June 1, 2006	Deadline for states to establish and submit to the secretary of education an alternate rigorous secondary school program of study for recognition in the 2006–07 academic year.	
June 20, 2006	Dear Colleague Letter (GEN-06-10) from Secretary Spellings on implementation guidance related to *HERA* changes. http://www.ifap.ed.gov/dpcletters/attachments/GEN0610.pdf	As processing of the 2006–07 Free Application for Federal Student Aid (FAFSA) began in January 2006, forms, systems, and processes at the Department and Institutions did not account for 2006–07 changes to *HERA*—additional guidance is issued (e.g., re: increased maximum Adjusted Gross Income for an applicant to be eligible for an auto-zero estimated family contribution (EFC).

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
June 21, 2006	Press Release—Secretary Spellings announces July 1 availability of $790 million in new grants for higher education. http://www.ed.gov/news/pressreleases/2006/06/06212006.html	
June 29, 2006	Department posts information online for students reviewing the eligibility requirements for the ACG and National SMART Grant programs. http://www.ed.gov/about/inits/ed/competitiveness/ac-smart2.html	
Late June 2006	States, colleges, and students will receive notice of programs that have been recognized as rigorous for grant purposes by the secretary of education for the 2006–07 academic year.	
July 1, 2006	Beginning July 1, 2006, potentially eligible students are notified via email and regular mail that they should submit additional information to the Department to determine ACG eligibility.	
July 3, 2006 Effective Aug. 2, 2006, for the 2006–07 academic year.	Interim Final Regulations are posted in the *Federal Register* (Vol. 71, No. 127) and comments are requested on or before Aug. 17, 2006. http://www.ed.gov/legislation/FedRegister/proprule/2006-3/070306a.html	The secretary amends Title 34 to establish regulations for the ACG and National SMART Grant programs. The ACG and National SMART Grant programs specify the eligibility requirements for a student to apply for and receive an award under these programs for the 2006–07 award year. These Interim Final Regulations also identify the roles of institutions of higher education (institutions), state education agencies (SEAs), and local education agencies (LEAs) in administering the programs. [These Interim Final Regulations will be effective for the 2006–07 award year. The secretary is, however, soliciting comments on all aspects of these Interim Final Regulations and may, for the 2007–08 award year, amend and finalize them as appropriate in response to comments received. For regulations that would take effect for the 2008–09 award year and subsequent award years, the secretary intends to conduct negotiated rulemaking, as required under Section 492 of the *HEA*.] The ACG and National SMART Grant program Interim Final Regulations duplicate those of the Federal Pell Grant program to the extent practicable given the similar nature of these programs. Like the Federal Pell Grant program, the ACG and National SMART Grant programs provide for direct grants from the federal government to students to assist in paying their college

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		expenses. In addition, a student must be receiving a Federal Pell Grant to be eligible for an ACG or National SMART Grant. The secretary will be administering the ACG and National SMART Grant programs using the same delivery system that the secretary uses for the Federal Pell Grant program. The secretary expects that this coordination of administrative requirements will assist participating institutions in administering these programs, reduce the amount of additional institutional administrative burden and paperwork, and simplify the process for students to apply for assistance under these programs.
July 3, 2006–Aug. 17, 2006	Comments received from institutions and other organizations.	
Aug. 18, 2006	Announcement in *Federal Register* (Vol. 71, No. 160) of negotiated rulemaking sessions on the changes to the *HEA*, and nominations of speakers solicited on or before Nov. 9, 2006. Announcement of four regional hearings to be held in fall 2006 to help determine an agenda for the upcoming sessions. http://www.ed.gov/legislation/FedRegister/proprule/2006-3/081806a.html	
Aug. 25, 2006	Dear Colleague Letter (GEN-06-15) from Acting Asst. Secretary Manning, Office of Postsecondary Education, on revised list of eligible academic majors. http://www.ifap.ed.gov/dpcletters/Gen0615.html	Revised the list of eligible academic majors previously provided (GEN-06-06) to include certain majors that were inadvertently omitted.
Fall 2006	Institutions of higher education will verify student eligibility using records of high school performance. Student aid will be disbursed.	
Sept. 19, 2006–Nov. 8, 2006	Regional hearings on upcoming agenda for negotiated rulemaking sessions for revised regulations for the 2008–09 award year.	

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Oct. 20, 2006	Dear Colleague Letter (GEN-06-18) from the acting assistant secretary for postsecondary education providing guidance to institutions concerning implementation of the "academic year" definition within the ACG and National SMART Grant programs for the 2006–07 and 2007–08 award years. http://www.ifap.ed.gov/dpcletters/GEN0618.html	The Department offered two approaches to determining "academic year," assuming that there were 30 weeks of instructional time for each increment of credit hours that comprises the institution's Title IV academic year (e.g., 24 credit hours equals 30 weeks of instruction, or 30 credit hours equals 30 weeks of instruction) OR determine the actual number of weeks of instruction by reviewing the student's record to see how many weeks it took the student to complete the credit hours earned (subtracting credits for AP or IB course work, testing out, life experience). Also addressed fourth-year students who had exceeded four times the number of academic credits in an academic program that required more than that for completion.
Nov. 1, 2006	Deadline for states to establish and submit to the secretary of education additional rigorous secondary school programs of study for recognition in the 2007–08 academic year.	
Nov. 1, 2006 Effective 2007–08 award year	Final Regulations published in the *Federal Register* (Vol. 71, No. 211) with responses to the 80 comments received between July 3, 2006 and Aug. 17, 2006. http://www.ed.gov/legislation/FedRegister/finrule/2006-4/110106a.html	Revisions to regulations, developed through the analysis of comments received on the Interim Final Regulations published on July 3, 2006. The secretary invited comments on the interim Final Regulations and received 80 comments. The ACG regulations respond to the growing number of states and local educational agencies that are trying to increase students' access to rigorous classes in high school. The package includes a new provision that allows state and local education agencies to submit rigorous curriculum for approval beyond the following year. Other provisions clarify how to account for Advanced Placement (AP), International Baccalaureate (IB) and dual enrollment credits, and how to determine GPAs for students who attend schools or institutions that do not issue numeric or letter grades. The National SMART Grant regulations include a new provision explaining how an institution can submit petitions to have additional majors included as National SMART-eligible majors. Other provisions clarify the existing regulations that require National SMART recipients to be enrolled in and making progress toward a National SMART-eligible major.
Jan. 2007	States receive notice of rigorous secondary school programs of study that have been recognized by the secretary of education for the 2007–08 academic year.	

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Feb. 5–7, 2007	ACG/National SMART Negotiated Rulemaking, First Session.
	http://www.ed.gov/policy/highered/reg/hearulemaking/2007/acg.html
		Negotiators discussed:
		• Rigorous secondary school programs;
		• Mandatory institutional participation;
		• Eligibility of certificate programs for ACGs;
		• Requirement that Pell Grants and ACGs/National SMART Grants be dispersed at the same institution when awarded within the same term;
		• Grade point average
		  • Transfer students
		  • Course work
		  • Timing of calculation
		  • Eligibility for disbursement.
		• Interpretation of previously enrolled for student eligibility
		  • College credits earned in high school
		  • Treatment of AP/IB courses and credits.
		• Majors
		  • Additional majors and CIP codes
		  • Institutional flexibility in determining majors.
		• Clarifying successful completion of rigorous secondary school program of study;
		• Departmental monitoring disbursements of awards.

March 5–7, 2007	ACG/National SMART Negotiated Rulemaking, Second Session. http://www.ed.gov/policy/highered/reg/hearulemaking/2007/acg.html	Negotiators discussed: • Recognition of rigorous secondary school programs; • Mandatory participation by postsecondary institutions; • Eligibility of certificate programs for ACGs; • Requirement that Federal Pell Grants and ACGs or National SMART Grants be disbursed at the same institution; • Grade Point Average (GPA)—transfer students; • GPA—course work, timing of calculation, and eligibility for disbursement; • Academic year progression;

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
		• Interpreting prior enrollment—dual-enrollment and early college programs; • Eligible majors and CIP codes expansion; • Institutional flexibility in determining timing of student declaration of eligible major; • Completion of a Rigorous Secondary School Program of Study.
April 16–18, 2007	ACG/National SMART Negotiated Rulemaking, Third Session.	
Regularly updated	Information for students and parents. http://www.ed.gov/about/offices/list/ope/ac-smart-families.html	Provides overview of the programs, outlines eligibility requirements, and lists options for meeting the rigorous curriculum requirement.
Aug. 7, 2007	Notice of Proposed Rulemaking (NPRM) for the ACG and National SMART Grant programs in the *Federal Register* (Vol. 72, No. 151). http://www.ed.gov/legislation/FedRegister/proprule/2007-3/080707a.html	The secretary proposed to amend the regulations for the ACG and National SMART Grant programs. The secretary amended these regulations to reduce administrative burden for program participants and to clarify program requirements.
Sept. 6, 2007	Comments on NPRM due to the Department.	
Sept. 24, 2007	Dear Colleague letter (GEN-07-06) from the assistant secretary for postsecondary education, providing a revised list of eligible majors for the 2007–08 academic year. http://www.ifap.ed.gov/dpcletters/GEN0706.html	Additional eligible majors include Food Science, Food Technology and Processing, Environmental Science, Fishing and Fisheries Sciences and Management, Forest Sciences and Biology, Wood Science and Wood Products/Pulp and Paper Technology, Wildlife and Wildlands Science and Management, Biopsychology, Nutrition Sciences, Physiological Psychology/Psychobiology.
Oct. 9, 2007	Dear Colleague letter (GEN-07-06) from the assistant secretary for postsecondary education, on course enrollment requirements for payment in the National SMART Grant program. http://www.ifap.ed.gov/dpcletters/GEN0707.html	An otherwise eligible student can receive a National SMART Grant for a payment period only if the student is enrolled in at least one course that meets the specific requirements of the student's National SMART Grant-eligible major.

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
Oct. 26, 2007	Press release announcing ACG/National SMART Grant data results from 2006–07 academic year: http://www.ed.gov/news/pressreleases/2007/10/10262007.html Office of Postsecondary Education, Year 1 results by state: http://www.ed.gov/programs/smart/performance.html	The secretary announced the first-year national data results from the ACGs and National SMART Grants. Results show that in the first year, $233,038,410 in ACGs were awarded to 299,089 students nationwide, and $195,544,735 in National SMART Grants were awarded to 60,976 students. Also announced was the goal to double the number of students receiving ACGs and National SMART Grants by 2010–11 and to continue to work with states, colleges and high schools to raise awareness about ACGs and National SMART Grants.
Oct. 29, 2007 Effective July 1, 2008. [Institutions that administer the ACG and National SMART Grant programs may, at their discretion, choose to implement these Final Regulations in their entirety, or by section, on or after Nov. 1, 2007.]	Final Regulations published in *Federal Register* (Vol. 72, No. 208). http://www.ed.gov/legislation/FedRegister/finrule/2007-4/102907a.html	The secretary amends the regulations for the ACG and National SMART Grant programs to reduce administrative burden for program participants and to clarify program requirements.
Feb. 6, 2008	Dear Colleague letter (GEN-08-02) from the assistant secretary for postsecondary education, on the process for adding eligible majors for 2008–09.	Explains the process by which postsecondary institutions can request additional majors to be included on the list of eligible majors for the National SMART Grant program for the 2008–09 award year.
April 17, 2008	H.R. 5715: *Ensuring Continued Access to Student Loans Act of 2008 (ECASLA)* passed by House of Representatives. http://thomas.loc.gov	
April 30, 2008	*ECASLA* passed by Senate. http://thomas.loc.gov	
May 7, 2008 Effective Jan. 1, 2009	*ECASLA* signed into law by President Bush. http://thomas.loc.gov	• Strikes reference to “academic year” in current law that ties first-, second-, third-, and fourth-year eligibility for, as applicable, ACGs and National SMART Grants to the student's academic year standing. • Removes the stipulation that ACG- and National SMART Grant-eligible students must be U.S. citizens, and applies the same citizenship criteria as for the Federal Pell Grant program (permitting certain eligible noncitizens to qualify)

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		• Authorizes ACG and National SMART Grant eligibility for students enrolled no less than half-time, and provides for a ratable reduction in the award for a student attending less than full-time in the same manner as for Pell-eligible students who attend on less than a full-time basis. • Authorizes ACG eligibility for students attending a postsecondary certificate program that is no less than one year in length, or no less than two years in length, at a two- or four-year degree-granting institution. • Authorizes an additional $4,000 National SMART Grant award for the fifth year of a baccalaureate degree program in one of the requisite majors that requires students to complete a full five years of course work. • Directs all surplus funds from the programs back into the ACG/National SMART Grant programs.
June 19, 2008	Dear Colleague Letter (GEN-08-09) from the principal deputy assistant secretary, Office of Postsecondary Education, summarizing *ECASLA*.	
June 20, 2008	Dear Colleague letter (GEN-08-09) from the principal deputy assistant secretary, on the list of eligible majors for 2008–09.	The list of eligible academic majors as published in Dear Colleague letter GEN-07-06 carry over unchanged to the 2008–09 award year.
Aug. 1, 2008	The Department's Office of Inspector General publishes its *Audit of the Department's Process for Disbursing Academic Competitiveness Grants and National Science and Mathematics Access to Retain Talent Grants.* http://www.ed.gov/about/offices/list/oig/auditreports/fy2008/a19h0011.pdf	
Aug. 14, 2008	H.R. 4137: *The Higher Education Opportunity Act of 2008 (HEOA)* enacted and reauthorized the *HEA* of 1965.	• Changes the effective date for all program-related revisions made in H.R. 5715 from Jan. 1, 2009, to July 1, 2009. • States given increased control over defining rigorous secondary school programs of study.

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
Jan. 19, 2009	The Department of Education releases the *Academic Competitiveness and National SMART Grant Programs: First-Year Lessons Learned* report. http://www.ed.gov/rschstat/eval/highered/acsmartyear1/index.html	
March 25, 2009	The Government Accountability Office releases its *Recent Changes to Eligibility Requirements and Additional Efforts to Promote Awareness Could Increase Academic Competitiveness and SMART Grant Participation* report. http://www.gao.gov/products/GAO-09-343	
March 26, 2009	Dear Colleague letter (GEN-09-03) from the assistant secretary designee on the process of adding eligible majors for 2009–10 National SMART Grants.	Explains the process by which postsecondary institutions can request additional majors or add a liberal arts curriculum to the list of eligible majors for the National SMART Grant program for the 2009–10 award year.
May 1, 2009	Interim Final Rules are posted in the *Federal Register*. Comments are requested by June 1, 2009. http://edocket.access.gpo.gov/2009/pdf/E9-10094.pdf	
May 12, 2009	The Department's Office of Postsecondary Education releases its *Academic Competitiveness Grant and National SMART Grant Programs End-of-Year Report* for the 2007–08 academic year. http://www.ed.gov/finaid/prof/resources/data/pell-2007-08/ac-smart-eoy-07-08.pdf	
June 1, 2009	Comments on Interim Final Rules due to the Department. Two stakeholder organizations responded.	
June 30, 2009	Correction to Interim Final Rules published in the *Federal Register*.	
July 7, 2009	Dear Colleague letter (GEN-09-09) from the assistant secretary designee on the list of eligible majors for 2009–10.	The list of eligible academic majors and two liberal arts curricula newly designated for National SMART Grant eligibility in 2009–10 award year.
Nov. 23, 2009	Publication of the Final Regulations in the *Federal Register* (Vol. 74, No. 224).	Implements H.R. 5715 (see May 7, 2008) and H.R. 4137 (see Aug. 14, 2009).

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Date Passed or Issued/Date Effective	Legislation, Regulation, or Guidance	Purpose and Key Provisions
April 2, 2010	Dear Colleague letter (GEN-10-04) from the assistant secretary designee on the process of adding eligible majors for 2010–11 National SMART Grants.	The process by which institutions can request that an additional major be included for 2010–11.
June 18, 2010	Dear Colleague letter (GEN-10-12) from the assistant secretary designee on the list of eligible majors for 2010–11 National SMART Grants.	The Classification of Instructional Programs was updated in 2010 and includes many new CIP codes within the National SMART Grant-eligible fields. The secretary has determined that 67 of the new CIP 2010 codes meet the requirements to be designated as an eligible major. The list of eligible majors is expanded to add 67 new CIP 2010 codes for the 2010–11 award year.

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APPENDIX D

ACG and National SMART Grant Data Sources

The Office of Student Financial Aid, U.S. Department of Education, provided the data used in this report. The files contain student-level records of all Pell Grant recipients in 2006–07, 2007–08, and 2008–09 merged with information on Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (SMART) Grant awards and information from the Free Application for Federal Student Aid (FAFSA). MPR Associates, Inc., merged the files across years to determine renewal rates. The files contain data on all students who received a Pell Grant at one of the institutions eligible to participate in the ACG or National SMART Grant programs—4.9 million students in 2006–07, 5.4 million in 2007–08, and 6.0 in 2008–09. The final analysis file identified those who received an ACG, a National SMART Grant, or only a Pell Grant. Only those records that indicated that the award had been disbursed to the student were included.

Because data on disbursements and cancellations are added to the files on an ongoing basis, other published reports based on earlier or later versions of the files may show slightly different numbers of grants. The file used for 2006–07 was dated Sept. 21, 2007, the file used for 2007–08 was dated Nov. 25, 2008, and the file used for 2008–09 was dated Feb. 17, 2010. By September, most financial aid data for the previous academic year have been finalized. Changes after that are typically minor.

Although ACGs and National SMART Grants are awarded only to students with Pell Grants, a small number of ACG or National SMART Grant records could not be matched to a Pell Grant record in this file (about 450 each year). These records were dropped.

Some of the student-reported fields from the FAFSA were missing. Consequently, the student totals on tables using these variables may differ slightly from the totals on other tables.

Some ACG or National SMART Grant recipients transferred during the academic year and received these grants at two different colleges (about 2,000 in 2006–07 and about 3,000 in 2007–08). The tables that show the number of students by type of institution or state include these students at both institutions and, therefore, have slightly higher totals than the tables based on unduplicated, unique student records. Notes on the tables indicate whether the counts are duplicated or unduplicated.

Finally, some students received an ACG in the first term (as a second-year student) and a National SMART Grant in the second term (as a third-year student). These students are shown in both the ACG and the National SMART Grant totals in all tables.

APPENDIX E

Supplemental Tables on ACG and National SMART Grant Program Participation by Institution Type: 2008–09

Table E-1. Number and percentage of eligible institutions participating in the ACG and SMART Grant programs: 2008–09

Type of institution	Total eligible	ACG		SMART Grant	
		Number	Percent	Number	Percent
Total	4,065	3,033	74.6	1,480	36.4
Two-year					
Total	1,926	1,145	59.4	†	†
Public two-year	1,117	904	80.9	†	†
Private nonprofit two-year	174	56	32.2	†	†
For-profit two-year	635	185	29.1	†	†
Four-year					
Total	2,139	1,888	88.3	1,480	69.2
Public four-year	628	594	94.6	532	84.7
Private nonprofit four-year	1,283	1,112	86.7	846	65.9
For-profit four-year	228	182	79.8	102	44.7

† Not applicable.
NOTE: This table includes duplicate records for students who received grants at more than one college in 2008–09. Participating institutions are those that disbursed at least one ACG or SMART Grant. Institutions with multiple branches are counted separately when the information was reported by the campus. Many community college systems and for-profit institutions with multiple campus locations did not provide information at the campus level.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-2. Number and percentage of Pell Grant recipients with ACGs or SMART Grants at participating institutions: 2008–09

Program participation and type of institution	Pell Grant recipients			ACG recipients		SMART Grant recipients		ACG or SMART Grant recipients	
	Total number	First- and second-year students	Third- and fourth-year students	Total number	As percent of first- and second-year Pell Grants	Total number	As percent of third- and fourth-year Pell Grants	Total number	As percent of all Pell Grants
Participated in ACG program	5,507,119	3,889,444	1,386,618	441,945	11.4	63,700	4.6	505,645	9.2
Participated in ACG program only									
Total	2,621,071	2,315,350	76,432	99,567	4.3	†	†	99,567	3.8
Public four-year	152,043	128,633	23,354	8,196	6.4	†	†	8,196	5.4
Private nonprofit four-year	86,548	53,799	32,727	7,778	14.5	†	†	7,778	9.0
For-profit four-year	182,341	161,915	20,351	2,267	1.4	†	†	2,267	1.2
Public two-year	2,006,405	1,782,457	0	76,925	4.3	†	†	76,925	3.8
Private nonprofit two-year	16,391	15,363	0	1,386	9.0	†	†	1,386	8.5
For-profit two-year	177,343	173,183	0	3,015	1.7	†	†	3,015	1.7
Participated in SMART Grant program									
Total	2,945,047	1,613,702	1,329,550	342,378	21.2	64,440	4.8	406,818	13.8
Public four-year	1,649,992	756,486	892,268	234,313	31.0	42,448	4.8	276,761	16.8
Private nonprofit four-year	685,500	357,717	327,531	100,044	28.0	16,722	5.1	116,766	17.0
For-profit four-year	609,555	499,499	109,751	8,021	1.6	5,270	4.8	13,291	2.2

† Not applicable.

NOTE: This table includes duplicate records for students who received grants at more than one college in 2008–09. Participating colleges are those that disbursed at least one ACG or SMART Grant. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level but included in the totals.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-3. Average number of Pell Grants, ACGs, and SMART Grants at participating institutions: 2008–09

Program participation and type of institution	Pell Grants			ACGs	SMART Grants
	Total	First- and second-year students	Third- and fourth-year students		
Participated in ACG program	1,816	1,282	457	146	21
Participated in ACG program only					
Total	1,656	1,463	48	63	†
Public four-year	2,236	1,892	343	121	†
Private nonprofit four-year	308	191	116	28	†
For-profit four-year	2,049	1,819	229	25	†
Public two-year	2,219	1,972	0	85	†
Private nonprofit two-year	293	274	0	25	†
For-profit two-year	959	936	0	16	†
Participated in SMART Grant program					
Total	1,990	1,090	898	231	44
Public four-year	3,101	1,422	1,677	440	80
Private nonprofit four-year	810	423	387	118	20
For-profit four-year	5,976	4,897	1,076	79	52

† Not applicable.

NOTE: This table includes duplicate records for students who received grants at more than one college in 2007–08. Participating colleges are those that disbursed at least one ACG or SMART grant. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level but included in the totals.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-4. Percentage distribution of institutions participating in the ACG and SMART Grant programs by the number of grant recipients: 2008–09

Type of institution	Number of ACG recipients							
	1–10	11–50	51–100	101–200	201–500	501–1,000	More than 1,000	Total
ACG-participating								
Total	16.6	27.9	20.0	17.6	10.9	5.0	1.9	100.0
Public four-year	4.4	8.4	10.4	17.2	30.6	20.4	8.6	100.0
Private nonprofit four-year	12.0	26.3	28.6	23.7	7.6	1.4	0.4	100.0
For-profit four-year	37.4	35.7	12.1	9.3	4.4	0.5	0.5	100.0
Public two-year	13.4	41.6	20.9	16.0	6.2	1.5	0.3	100.0
Private nonprofit two-year	57.1	30.4	5.4	7.1	0.0	0.0	0.0	100.0
For-profit two-year	67.0	24.3	6.5	1.6	0.5	0.0	0.0	100.0
	Number of SMART Grant recipients							
SMART Grant-participating								
Total	39.1	40.3	10.9	5.7	3.1	0.8	0.1	100.0
Public four-year	16.7	39.5	21.1	13.3	7.5	1.9	0.0	100.0
Private nonprofit four-year	53.2	40.5	4.0	1.5	0.5	0.1	0.1	100.0
For-profit four-year	38.2	42.2	14.7	1.0	2.0	1.0	1.0	100.0

NOTE: This table includes duplicate records for students who received grants at more than one college in 2007–08. Participating colleges are those that disbursed at least one ACG or SMART Grant. Institutions with multiple branches are counted separately when the information was reported by the campus. Many community college systems and for-profit institutions with multiple campus locations did not provide information at the campus level. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-5. Percentage distribution of institutions participating in the ACG and SMART Grant programs by the percentage of Pell Grant recipients who received ACGs or SMART Grants: 2008–09

Type of institution	Percent of first- and second-year Pell Grant students with ACGs							Total
	Less than 2%	2–4.9%	5–9.9%	10–19.9%	20–29.9%	30–39.9%	40% or more	
ACG-participating								
Total	17.9	15.5	13.4	11.7	10.4	8.4	22.7	100.0
Public four-year	3.7	6.3	8.8	14.2	17.3	16.4	33.3	100.0
Private nonprofit four-year	3.2	4.1	7.1	11.6	17.4	13.1	43.5	100.0
For-profit four-year	48.1	19.9	11.6	14.4	3.3	2.2	0.6	100.0
Public two-year	30.9	33.9	24.1	10.2	0.9	0.1	0.0	100.0
Private nonprofit two-year	21.4	10.7	26.8	17.9	5.4	8.9	8.9	100.0
For-profit two-year	58.4	20.5	10.8	6.5	2.2	0.5	1.1	100.0
	Percent of third- and fourth-year Pell Grant students with SMART Grants							
SMART Grant-participating								
Total	24.9	36.2	22.1	12.6	2.4	0.7	1.1	100.0
Public four-year	25.9	43.8	20.7	7.9	1.5	0.2	0.0	100.0
Private nonprofit four-year	24.6	32.9	23.8	14.2	2.5	0.7	1.4	100.0
For-profit four-year	22.5	24.5	15.7	23.5	6.9	2.9	3.9	100.0

NOTE: This table includes duplicate records for students who received grants at more than one college in 2007–08. Participating colleges are those that disbursed at least one ACG or SMART Grant. Institutions with multiple branches are counted separately when the information was reported by the campus. Many community college systems and for-profit institutions with multiple campus locations did not provide information at the campus level. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-6. Number and percentage distribution of ACGs and Pell Grants by class level and percentage of first- and second-year Pell Grant recipients with ACGs: 2008–09

Type of grant and institution	First-time, first-year	Other first-year	Second-year	Total first- and second-year
Number of Grants				
ACG	215,605	124,074	98,967	438,646
Public four-year	123,243	62,384	55,278	240,905
Private nonprofit four-year	47,397	31,149	28,636	107,182
For-profit four-year	5,941	2,355	1,900	10,196
Public two-year	36,882	26,914	12,218	76,014
Private nonprofit two-year	621	471	274	1,366
For-profit two-year	1,521	801	661	2,983
Pell Grant only, no ACG	1,208,322	1,060,114	1,133,359	3,401,795
Pell Grant (with or without ACG)	1,506,623	1,088,372	1,234,380	3,829,375
Public four-year	356,067	146,251	363,286	865,604
Private nonprofit four-year	161,216	76,296	165,254	402,766
For-profit four-year	264,343	239,719	134,036	638,098
Public two-year	646,022	551,329	543,651	1,741,002
Private nonprofit two-year	4,920	6,023	3,993	14,936
For-profit two-year	74,055	68,754	24,160	166,969
Percentage distribution of grants				
ACG	49.2	28.3	22.6	100.0
Public four-year	51.2	25.9	22.9	100.0
Private nonprofit four-year	44.2	29.1	26.7	100.0
For-profit four-year	58.3	23.1	18.6	100.0
Public two-year	48.5	35.4	16.1	100.0
Private nonprofit two-year	45.5	34.5	20.1	100.0
For-profit two-year	51.0	26.9	22.2	100.0
Pell Grant only, no ACG	35.5	31.2	33.3	100.0
Pell Grant (with or without ACG)	39.3	28.4	32.2	100.0
Percent of Pell Grant recipients with ACGs				
Total	14.3	11.4	8.0	11.5
Public four-year	34.6	42.7	15.2	27.8
Private nonprofit four-year	29.4	40.8	17.3	26.6
For-profit four-year	2.2	1.0	1.4	1.6
Public two-year	5.7	4.9	2.2	4.4
Private nonprofit two-year	12.6	7.8	6.9	9.1
For-profit two-year	2.1	1.2	2.7	1.8

NOTE: This table includes duplicate records for students who received grants at more than one college in 2007–08. Participating colleges are those that disbursed at least one ACG. Class level is institution-reported for ACG recipients but student-reported for Pell Grant recipients. Student-reported class levels greater than 2 at two-year institutions were excluded. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-7. Number and percentage distribution of SMART Grants and Pell Grants by class level and percentage of third- and fourth-year Pell Grant recipients with SMART Grants: 2008–09

Type of grant and institution	Third-year	Fourth-year	Total third- and fourth-year
Number of grants			
SMART	35,004	29,334	64,338
Public four-year	22,507	19,901	42,408
Private nonprofit four-year	8,919	7,793	16,712
For-profit four-year	3,578	1,640	5,218
Pell Grant only, no SMART	675,998	655,462	1,331,460
Pell Grant (with or without SMART)	713,083	680,447	1,393,530
Public four-year	443,687	465,574	909,261
Private nonprofit four-year	182,664	174,794	357,458
For-profit four-year	86,732	40,079	126,811
Percentage distribution of grants			
SMART	54.4	45.6	100.0
Public four-year	53.1	46.9	100.0
Private nonprofit four-year	53.4	46.6	100.0
For-profit four-year	68.6	31.4	100.0
Pell Grant only, no SMART	50.8	49.2	100.0
Pell Grant (with or without SMART)	51.2	48.8	100.0
Percent of Pell Grant recipients with SMART Grants			
Total	4.9	4.3	4.6
Public four-year	5.1	4.3	4.7
Private nonprofit four-year	4.9	4.5	4.7
For-profit four-year	4.1	4.1	4.1

NOTE: This table includes duplicate records for students who received grants at more than one college in 2007–08. Participating colleges are those that disbursed at least one SMART Grant. Class level is institution-reported for SMART Grant recipients but student-reported for Pell Grant recipients. Student-reported class levels greater than 5 at four-year institutions were excluded from the numbers presented by class level. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-8. Number and percentage distribution of ACG, SMART Grant, and Pell Grant recipients by gender, citizenship, and age and percentage of Pell Grant recipients with ACGs or SMART Grants: 2008–09

Class level and type of grant	Gender		Citizenship		Age		
	Male	Female	U.S. citizen	Eligible noncitizen	18 or younger	19–23	24 or older
Number of grants							
First- and second-year students							
ACG recipients	168,090	270,118	438,646	0	220,191	217,900	385
Pell Grant-only recipients	1,157,079	2,241,472	3,157,334	242,178	362,576	1,343,742	1,695,391
Total Pell Grant recipients	1,322,694	2,503,169	3,584,914	242,178	577,825	1,553,129	1,698,331
Third- and fourth-year students							
SMART Grant recipients	37,446	26,856	64,338	0	280	44,857	19,184
Pell Grant-only recipients	505,339	825,487	1,249,435	79,415	1,231	648,031	682,191
Total Pell Grant recipients	539,937	852,944	1,311,505	79,415	1,638	693,347	698,538
Percentage distribution of grants							
First- and second-year students							
ACG recipients	38.4	61.6	100.0	0.0	50.2	49.7	0.1
Pell Grant-only recipients	34.0	66.0	92.9	7.1	10.7	39.5	49.8
Total Pell Grant recipients	34.6	65.4	93.7	6.3	15.1	40.6	44.4
Third- and fourth-year students							
SMART Grant recipients	58.2	41.8	100.0	0.0	0.4	69.7	29.8
Pell Grant-only recipients	38.0	62.0	94.0	6.0	0.1	48.7	51.2
Total Pell Grant recipients	38.8	61.2	94.3	5.7	0.1	49.8	50.1
Percent of Pell Grant recipients with ACGs or SMART Grants							
First- and second-year students with ACGs	12.7	10.8	12.2	0.0	38.1	14.0	0.0
Third- and fourth-year students with SMART Grants	6.9	3.1	4.9	0.0	17.1	6.5	2.7

NOTE: This table is based on unduplicated records. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level. Missing values are excluded, so there will be small differences in the totals for gender, citizenship, and age. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-9. Number and percentage distribution of ACG, SMART Grant, and Pell Grant recipients by dependency and income and percentage of Pell Grant recipients with ACGs or SMART Grants: 2008–09

	Dependency		Income of dependent students' parents		
Class level and type of grant	Inde-pendent	Dependent	Less than $15,000	$15,000–30,000	More than $30,000
Number of grants					
First- and second-year students					
ACG recipients	22,897	415,583	118,566	135,878	161,081
Pell Grant-only recipients	2,120,924	1,280,871	498,872	429,801	352,124
Total Pell Grant recipients	2,145,523	1,683,852	613,442	561,521	508,759
Third- and fourth-year students					
SMART Grant recipients	23,770	40,551	11,867	12,671	16,008
Pell Grant-only recipients	780,489	550,971	182,867	180,294	187,757
Pell Grant recipients	801,360	592,170	194,996	193,138	203,977
Percentage distribution of grants					
First- and second-year students					
ACG recipients	5.2	94.8	28.5	32.7	38.8
Pell Grant-only recipients	62.3	37.7	39.0	33.6	27.5
Total Pell Grant recipients	56.0	44.0	36.4	33.3	30.2
Third- and fourth-year students					
SMART Grant recipients	37.0	63.0	29.3	31.3	39.5
Pell Grant-only recipients	58.6	41.4	33.2	32.7	34.1
Total Pell Grant recipients	57.5	42.5	32.9	32.6	34.4
Percent of Pell Grant recipients with ACGs or SMART Grants					
First- and second-year students with ACGs	1.1	24.7	19.3	24.2	31.7
Third- and fourth-year students with SMART Grants	3.0	6.8	6.1	6.6	7.8

NOTE: This table is based on unduplicated records. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level. Missing values are excluded, so there will be small differences in the totals for dependency and income. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-10. Number and percentage distribution of ACG, SMART Grant, and Pell Grant recipients by Expected Family Contribution (EFC) and percentage of Pell Grant recipients with ACGs or SMART Grants: 2008–09

	EFC of dependent students					EFC of independent students				
Class level and type of grant	Zero	1–999	1,000–1,999	2,000–2,999	3,000 or more	Zero	1–999	1,000–1,999	2,000–2,999	3,000 or more
Number of grants										
First- and second-year students										
ACG recipients	164,499	76,709	63,000	58,827	52,548	18,214	2,087	1,243	826	527
Pell Grant-only recipients	685,892	206,919	151,887	129,238	106,935	1,350,301	274,913	231,095	158,368	106,247
Total Pell Grant recipients	845,175	281,159	213,147	186,331	158,040	1,369,084	277,305	232,654	159,488	106,992
Third- and fourth-year students										
SMART Grant recipients	13,309	9,076	6,279	6,142	5,745	12,670	3,588	2,976	2,476	2,060
Pell Grant-only recipients	217,128	114,585	77,152	73,384	68,722	425,371	113,070	100,274	79,727	62,047
Total Pell Grant recipients	230,587	123,838	83,470	79,629	74,646	436,596	116,240	102,849	81,842	63,833
Percentage distribution of grants										
First- and second-year students										
ACG recipients	39.6	18.5	15.2	14.2	12.6	79.5	9.1	5.4	3.6	2.3
Pell Grant-only recipients	53.5	16.2	11.9	10.1	8.3	63.7	13.0	10.9	7.5	5.0
Total Pell Grant recipients	50.2	16.7	12.7	11.1	9.4	63.8	12.9	10.8	7.4	5.0
Third- and fourth-year students										
SMART Grant recipients	32.8	22.4	15.5	15.1	14.2	53.3	15.1	12.5	10.4	8.7
Pell Grant-only recipients	39.4	20.8	14.0	13.3	12.5	54.5	14.5	12.8	10.2	7.9
Total Pell Grant recipients	38.9	20.9	14.1	13.4	12.6	54.5	14.5	12.8	10.2	8.0
Percent of Pell Grant recipients with ACGs or SMART Grants										
First- and second-year students with ACGs	19.5	27.3	29.6	31.6	33.2	1.3	0.8	0.5	0.5	0.5
Third- and fourth-year students with SMART Grants	5.8	7.3	7.5	7.7	7.7	2.9	3.1	2.9	3.0	3.2

NOTE: This table is based on unduplicated records. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level. The federal Expected Contribution (EFC) is a measure of a family's financial strength and indicates how much of a student's and family's financial resources (for dependent students) should be available to help pay for a student's education. The EFC is an index number used to determine Pell Grant amount. Missing values are excluded, so there will be small differences in the totals for gender, citizenship, age, dependency, income, and EFC. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-11. Average amounts of Expected Family Contribution (EFC), income of dependent students' parents, and average Pell Grant, ACG, and SMART Grant amounts: 2008–09

Class level and type of grant	EFC of independent students	EFC of dependent students	Income of dependent students' parents	Pell Grant amount	ACG/ SMART Grant amount	Combined total grant amount
First- and second-year students						
ACG recipients	292	1,100	$25,675	$3,438	$769	$4,206
Pell Grant-only recipients	584	782	20,939	2,762	†	2,762
Third- and fourth-year students						
SMART Grant recipients	823	1,193	25,936	3,522	3,102	6,624
Pell Grant-only recipients	794	1,051	23,674	3,137	†	3,137

† Not applicable.

NOTE: This table is based on unduplicated records. Class level is institution-reported for ACGs and SMART Grants but student-reported for Pell Grants. Student-reported class levels greater than 2 at two-year institutions and greater than 5 at four-year institutions were excluded from the numbers presented by class level. The federal Expected Family Contribution (EFC) is a measure of a family's financial strength and indicates how much of a student's and family's financial resources (for dependent students) should be available to help pay for a student's education. The EFC is an index number used to determine the Pell Grant amount.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-12. Number of grants, total dollar amounts, and average grant amounts awarded to dependent students with ACGs or SMART Grants, by Expected Family Contribution (EFC) of the students: 2008–09

	ACGs									
EFC	Number of ACGs	Total Pell Grant amount	Total ACG amount	Combined total Pell Grant and ACG amount	Percent of total Pell Grant amount	Percent of total ACG amount	Percent of combined total Pell Grant and ACG amount	Average Pell Grant amount	Average ACG amount	Average combined amount
Total dependent students	418,754	1,427,606,777	323,405,266	1,751,012,043	100.0	100.0	100.0	3,411	772	4,181
Zero	165,664	730,542,143	123,672,334	854,214,477	51.2	38.2	48.8	4,413	747	5,156
1–999	77,255	315,331,170	61,266,121	376,597,291	22.1	18.9	21.5	4,084	793	4,875
1,000–1,999	63,534	193,750,200	49,698,917	243,449,117	13.6	15.4	13.9	3,051	782	3,832
2,000–2,999	59,334	125,488,007	46,778,652	172,266,659	8.8	14.5	9.8	2,116	788	2,903
3,000 or more	52,967	62,495,257	41,989,242	104,484,499	4.4	13.0	6.0	1,181	793	1,973

	SMART Grants									
EFC	Number of SMART Grants	Total Pell Grant amount	Total SMART Grant amount	Combined total Pell Grant and SMART Grant amount	Percent of total Pell Grant amount	Percent of total SMART Grant amount	Percent of combined total Pell Grant and SMART Grant amount	Average Pell Grant amount	Average SMART Grant amount	Average combined amount
Total dependent students	40,592	139,727,296	128,815,029	268,542,325	100.0	100.0	100.0	3,444	3,173	6,616
Zero	13,327	61,128,606	41,403,863	102,532,469	43.7	32.1	38.2	4,590	3,107	7,694
1–999	9,083	38,575,817	28,750,819	67,326,636	27.6	22.3	25.1	4,248	3,165	7,412
1,000–1,999	6,284	19,769,054	20,079,820	39,848,874	14.1	15.6	14.8	3,146	3,195	6,341
2,000–2,999	6,149	13,335,474	19,908,433	33,243,907	9.5	15.5	12.4	2,169	3,238	5,406
3,000 or more	5,749	6,918,345	18,672,094	25,590,439	5.0	14.5	9.5	1,204	3,248	4,451

NOTE: The federal Expected Family Contribution (EFC) is a measure of a family's financial strength and indicates how much of a student's and family's financial resources (for dependent students) should be available to help pay for a student's education. The EFC is an index number used to determine the Pell Grant amount. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-13. Number and percentage distribution of SMART Grant recipients by field of study: 2008–09

Type of institution	Total	Life sciences*	Engineering	Computer science	Physical sciences	Mathematics	Technology	Multi-disciplinary studies	Foreign language
Number									
Total	64,440	25,503	12,826	10,955	5,799	3,885	2,884	1,564	1,024
Public four-year	42,448	18,214	9,758	4,114	4,191	2,707	2,011	1,046	407
Private nonprofit four-year	16,722	7,267	2,863	2,418	1,605	1,178	256	518	617
For-profit four-year	5,270	22	205	4,423	3	0	617	0	0
Percentage distribution within type of institution									
Total	100.0	39.6	19.9	17.0	9.0	6.0	4.5	2.4	1.6
Public four-year	100.0	42.9	23.0	9.7	9.9	6.4	4.7	2.5	1.0
Private nonprofit four-year	100.0	43.5	17.1	14.5	9.6	7.0	1.5	3.1	3.7
For-profit four-year	100.0	0.4	3.9	83.9	0.1	0.0	11.7	0.0	0.0
Percentage distribution by type of institution									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Public four-year	65.9	71.4	76.1	37.6	72.3	69.7	69.7	66.9	39.7
Private nonprofit four-year	25.9	28.5	22.3	22.1	27.7	30.3	8.9	33.1	60.3
For-profit four-year	8.2	0.1	1.6	40.4	0.1	0.0	21.4	0.0	0.0

* Life sciences includes biological and biomedical sciences, agriculture, natural resources and conservation, and psychology (physiological psychology and psychobiology only).

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient File AY0809 (Feb. 17, 2010).

Table E-14. Among students who received an ACG in 2007–08, number and percentage who received an ACG, SMART Grant, or Pell Grant in 2008–09

		Status in 2008–09							
		Received ACG in 2008–09		Received SMART Grant in 2008–09		Received Pell Grant in 2008–09 (No ACG or SMART Grant)		No Pell Grant, ACG, or SMART Grant in 2008–09 (including those not enrolled and graduates)	
Base year 2007–08 cohorts	ACG recipients in 2007–08	Number	Percent	Number	Percent	Number	Percent	Number	Percent
First-year students in 2007–08									
Total	306,374	75,827	24.7	1,954	0.6	143,310	46.8	86,614	28.3
Public four-year	173,458	41,250	23.8	1,449	0.8	84,606	48.8	47,164	27.2
Private nonprofit four-year	73,099	22,835	31.2	377	0.5	31,908	43.7	18,241	25.0
For-profit four-year	5,807	1,538	26.5	96	1.7	2,277	39.2	1,949	33.6
Public two-year	51,046	9,455	18.5	31	0.1	23,263	45.6	18,302	35.9
Private nonprofit two-year	1,119	231	20.6	1	0.1	528	47.2	359	32.1
For-profit two-year	1,845	518	28.1	0	0.0	728	39.5	599	32.5
Second-year students in 2007–08									
Total	89,409	2,812	3.1	10,185	11.4	55,528	62.1	21,109	23.6
Public four-year	50,180	2,027	4.0	6,602	13.2	30,900	61.6	10,856	21.6
Private nonprofit four-year	27,091	305	1.1	3,185	11.8	17,587	64.9	6,030	22.3
For-profit four-year	1,289	59	4.6	70	5.4	678	52.6	484	37.5
Public two-year	10,107	398	3.9	321	3.2	6,086	60.2	3,304	32.7
Private nonprofit two-year	242	7	2.9	7	2.9	128	52.9	100	41.3
For-profit two-year	500	16	3.2	0	0.0	149	29.8	335	67.0

NOTE: Class level is based on credits and may change during the year. A student with an ACG as a freshman may receive another ACG as a first-term sophomore and have enough credits to be a junior eligible for a SMART Grant in the second term. A student with enough credits to become a sophomore in the second term of the first year can receive a second ACG as a sophomore in the first term of the second year. Less than 1 percent receive both an ACG and SMART Grant in the same academic year (about 1,500). They have been included in both the ACG and the SMART Grant cohorts in 2007–08 and included in both the ACG and SMART Grant columns for 2008–09. Therefore, the 2008–09 percentages add up to a little more than 100 percent. ACG students enrolled at two-year institutions in 2006–07 may receive a SMART Grant in 2008–09 if they transfer to a four-year institution. Students whose records did not match those in the 2007–08 Pell Grant file may have lost Pell Grant eligibility, completed a degree, or not been enrolled that year. Enrollment and degree completion status is not available.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, AY0708 (Nov. 25, 2008) and AY0809 (Feb. 17, 2010).

Table E-15. Among students who received a SMART Grant in 2007–08, number and percentage who received a SMART Grant or Pell Grant in 2008–09

Base year 2007–08 cohorts	SMART Grant recipients in 2007–08	Received SMART Grant in 2008–09		Received Pell Grant in 2008–09 (No SMART Grant)		No Pell Grant or SMART Grant in 2008–09 (including those not enrolled and graduates)		Pell Grant renewal rate (including SMART Grant)
		Number	Percent	Number	Percent	Number	Percent	Percent
Third-year students in 2007–08								
Total	32,531	17,696	54.4	7,175	22.1	7,654	23.5	76.5
Public four-year	21,086	11,491	54.5	4,997	23.7	4,594	21.8	78.2
Private nonprofit four-year	8,491	4,996	58.8	1,502	17.7	1,993	23.5	76.5
For-profit four-year	2,954	1,209	40.9	676	22.9	1,067	36.1	63.8
Fourth-year students in 2007–08								
Total	32,788	1,347	4.1	11,155	34.0	20,286	61.9	38.1
Public four-year	22,744	1,046	4.6	8,755	38.5	12,943	56.9	43.1
Private nonprofit four-year	8,444	241	2.9	1,927	22.8	6,276	74.3	25.7
For-profit four-year	1,600	60	3.8	473	29.6	1,067	66.7	33.3

NOTE: Fourth-year students who had received the maximum SMART Grant amount ($8,000 for two years) may still continue to receive Pell Grants if they have not completed all credits required to graduate. Students who did not receive a Pell Grant in 2008–09 may have graduated, lost Pell Grant eligibility, or not been enrolled that year. Enrollment and degree completion status is not available.
SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, AY0708 (Nov. 25, 2008) and AY0809 (Feb. 17, 2010).

Table E-16. Among students who received a SMART Grant in 2007–08, number and percentage who received a SMART Grant or Pell Grant in 2008–09, by class level and field of study in 2007–08

Base year 2007–08 cohorts	SMART Grant recipients in 2007–08	Received SMART Grant in 2008–09		Received Pell Grant in 2008–09 (No SMART Grant)		No Pell Grant or SMART Grant in 2008–09 (including those not enrolled and graduates)		Pell Grant renewal rate (including SMART Grant)
		Number	Percent	Number	Percent	Number	Percent	Percent
Third-year students								
Total	32,531	17,696	54.4	7,175	22.1	7,654	23.5	76.5
Life sciences	12,727	7,194	56.5	2,820	22.2	2,712	21.3	78.7
Engineering	6,529	3,663	56.1	1,336	20.5	1,528	23.4	76.6
Computer science	5,555	2,634	47.4	1,246	22.4	1,673	30.1	69.8
Physical sciences	3,067	1,714	55.9	683	22.3	670	21.8	78.2
Mathematics	1,908	1,037	54.4	441	23.1	430	22.5	77.5
Technology	1,455	718	49.3	350	24.1	386	26.5	73.4
Multidisciplinary studies	840	452	53.8	208	24.8	180	21.4	78.6
Critical foreign language	450	284	63.1	91	20.2	75	16.7	83.3
Fourth-year students								
Total	32,788	1,347	4.1	11,155	34.0	20,286	61.9	38.1
Life sciences	13,216	475	3.6	4,151	31.4	8,590	65.0	35.0
Engineering	7,055	332	4.7	2,737	38.8	3,986	56.5	43.5
Computer science	4,445	213	4.8	1,398	31.5	2,834	63.8	36.2
Physical sciences	3,089	121	3.9	1,093	35.4	1,875	60.7	39.3
Mathematics	2,115	83	3.9	715	33.8	1,317	62.3	37.7
Technology	1,595	84	5.3	596	37.4	915	57.4	42.6
Multidisciplinary studies	891	26	2.9	344	38.6	521	58.5	41.5
Critical foreign language	382	13	3.4	121	31.7	248	64.9	35.1

NOTE: Fourth-year students who had received the maximum SMART Grant amount ($8,000 for two years) may still continue to receive Pell Grants if they have not completed all credits required to graduate. Students who did not receive a Pell Grant in 2008–09 may have graduated, lost Pell Grant eligibility, or not been enrolled that year. Enrollment and degree completion status is not available.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, AY0708 (Nov. 25, 2008) and AY0809 (Feb. 17, 2010).

Table E-17. Among students at ACG- or SMART Grant–participating institutions who received Pell Grants only in 2007–08, number and percentage who received a Pell Grant in 2008–09, by ACG or SMART Grant status in 2007–08

	Received Pell Grants only in 2007–08			Received Pell and ACG or SMART Grant in 2007–08		
Base year 2007–08 cohorts	Pell Grant-only recipients in 2007–08 (no ACG or SMART Grant)	Number of Pell Grant renewals in 2008–09*	Pell Grant renewal rate	Number of students with ACG or SMART Grant in 2007–08	Number of ACG, SMART Grant, or Pell Grant renewals in 2008–09	Pell Grant renewal rate
Total	4,244,040	2,361,605	55.6	461,102	325,439	70.6
First-year students in 2007–08						
Total	1,922,966	1,089,494	56.7	306,374	219,760	71.7
Public four-year	311,929	202,655	65.0	173,458	126,294	72.8
Private nonprofit four-year	154,710	100,397	64.9	73,099	54,858	75.0
For-profit four-year	359,654	183,289	51.0	5,807	3,858	66.4
Public two-year	986,419	549,450	55.7	51,046	32,744	64.1
Private nonprofit two-year	7,508	4,413	58.8	1,119	760	67.9
For-profit two-year	102,746	49,290	48.0	1,845	1,246	67.5
Second-year students in 2007–08						
Total	1,042,519	641,221	61.5	89,409	68,300	76.4
Public four-year	301,426	212,021	70.3	50,180	39,324	78.4
Private nonprofit four-year	133,122	94,170	70.7	27,091	21,061	77.7
For-profit four-year	98,844	52,342	53.0	1,289	805	62.5
Public two-year	485,566	274,967	56.6	10,107	6,803	67.3
Private nonprofit two-year	3,954	1,865	47.2	242	142	58.7
For-profit two-year	19,607	5,856	29.9	500	165	33.0
Third-year students in 2007–08						
Total	644,036	436,704	67.8	32,531	24,877	76.5
Public four-year	410,168	286,155	69.8	21,086	16,492	78.2
Private nonprofit four-year	168,884	116,407	68.9	8,491	6,498	76.5
For-profit four-year	64,984	34,142	52.5	2,954	1,887	63.9
Fourth-year students in 2007–08						
Total	634,519	194,186	30.6	32,788	12,502	38.1
Public four-year	438,446	142,232	32.4	22,744	9,801	43.1
Private nonprofit four-year	165,558	43,620	26.3	8,444	2,168	25.7
For-profit four-year	30,515	8,334	27.3	1,600	533	33.3

* Includes about 1 percent who also received ACGs or SMART Grants in 2008–09. See Table E-18.

NOTE: Class level for ACGs and SMART Grants is institution-reported and based on credits. Class level for Pell Grant-only recipients is student-reported. Renewals include all 2007–08 Pell Grant recipients who also received a Pell Grant in 2008–09 (including an ACG or SMART Grant). Those who were not renewals may have lost Pell Grant eligibility, completed a program, or not been enrolled. Enrollment and degree completion status is not available.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, AY0708 (Nov. 25, 2008) and AY0809 (Feb. 17, 2010).

Table E-18. Number and percentage of students at ACG- or SMART Grant–participating institutions who received only Pell Grants in 2007–08 and their ACG, SMART Grant, or Pell Grant status in 2008–09

Base year 2007–08 cohorts	Pell Grant-only recipients in 2007–08	Status in 2008–09: Received ACG in 2008–09		Received SMART Grant in 2008–09		Received only Pell Grant in 2008–09 (No ACG or SMART)		No Pell Grant, ACG, or SMART Grant in 2008–09 (including those not enrolled and graduated)	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,244,040	26,865	0.6	19,081	0.4	2,315,957	54.6	1,882,435	44.4
First-year students in 2007–08									
Total	1,922,966	23,089	1.2	2,715	0.1	1,063,863	55.3	833,472	43.3
Public four-year	311,929	10,836	3.5	988	0.3	190,951	61.2	109,274	35.0
Private nonprofit four-year	154,710	3,009	1.9	469	0.3	96,942	62.7	54,313	35.1
For-profit four-year	359,654	907	0.3	1,005	0.3	181,393	50.4	176,365	49.0
Public two-year	986,419	8,050	0.8	243	0.0	541,171	54.9	436,969	44.3
Private nonprofit two-year	7,508	35	0.5	1	0.0	4,377	58.3	3,095	41.2
For-profit two-year	102,746	252	0.2	9	0.0	49,029	47.7	53,456	52.0
Second-year students in 2007–08									
Total	1,042,519	3,560	0.3	9,084	0.9	628,699	60.3	401,298	38.5
Public four-year	301,426	1,852	0.6	4,581	1.5	205,684	68.2	89,405	29.7
Private nonprofit four-year	133,122	401	0.3	1,950	1.5	91,826	69.0	38,952	29.3
For-profit four-year	98,844	79	0.1	849	0.9	51,416	52.0	46,502	47.0
Public two-year	485,566	1,196	0.2	1,698	0.3	272,090	56.0	210,599	43.4
Private nonprofit two-year	3,954	5	0.1	4	0.1	1,856	46.9	2,089	52.8
For-profit two-year	19,607	27	0.1	2	0.0	5,827	29.7	13,751	70.1
Third-year students in 2007–08									
Total	644,036	†	†	6,083	0.9	430,485	66.8	207,332	32.2
Public four-year	410,168	†	†	4,188	1.0	281,869	68.7	124,013	30.2
Private nonprofit four-year	168,884	†	†	1,497	0.9	114,886	68.0	52,477	31.1
For-profit four-year	64,984	†	†	398	0.6	33,730	51.9	30,842	47.5
Fourth-year students in 2007–08									
Total	634,519	†	†	1,199	0.2	192,910	30.4	440,333	69.4
Public four-year	438,446	†	†	872	0.2	141,296	32.2	296,214	67.6
Private nonprofit four-year	165,558	†	†	278	0.2	43,331	26.2	121,938	73.7
For-profit four-year	30,515	†	†	49	0.2	8,283	27.1	22,181	72.7

† Not applicable.

NOTE: Class level for Pell Grant-only recipients is student-reported. Students without Pell Grants in 2008–09 may have lost Pell Grant eligibility, completed a program, or not been enrolled. Enrollment and degree completion status is not available.

SOURCE: U.S. Department of Education, Office of Federal Student Aid, COD-CPS Interface Grant Recipient Files, AY0708 (Nov. 25, 2008) and AY0809 (Feb. 17, 2010).

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APPENDIX F

STEM Majors in 2003–04 and 2007–08

Table F-1. Total number of undergraduates and the number and percentage of them who were in STEM majors, by student and institutional characteristics: 2003–04 and 2007–08

Student and institutional characteristics	2003–04			2007–08			Change between 2003–04 and 2007–08		
		All STEM majors			All STEM majors			All STEM majors	
	All undergraduates	Total	Percent of all undergraduates	All undergraduates	Total	Percent of all undergraduates	All undergraduates	Total	Percent of all undergraduates[a]
Total	19,044,000	2,588,000	13.6	20,928,000	2,905,000	13.9	1,884,000	317,000	0.3
Institution type									
Public four-year	6,091,000	1,113,000	18.3	6,690,000	1,331,000	19.9	599,000	218,000	1.6 *
Private nonprofit four-year	2,744,000	408,000	14.9	2,949,000	425,000	14.4	205,000	17,000	-0.4
Public two-year	8,473,000	800,000	9.4	9,112,000	874,000	9.6	639,000	74,000	0.1
Private for-profit, two-year or more	1,026,000	216,000	21.0	1,550,000	232,000	15.0	524,000	16,000	-6.0
Other	710,000	52,000	7.3	628,000	42,000	6.7	-82,000	-10,000	-0.7
Class level									
1st-year	7,012,000	800,000	11.4	8,517,000	976,000	11.5	1,505,000	176,000	0.0
2nd-year	4,940,000	688,000	13.9	5,724,000	778,000	13.6	784,000	90,000	-0.3
3rd-year	2,631,000	436,000	16.6	2,729,000	480,000	17.6	98,000	44,000	1.0
4th-year	2,483,000	469,000	18.9	2,760,000	534,000	19.3	277,000	65,000	0.4
5th-year	542,000	115,000	21.2	396,000	86,000	21.7	-146,000	-29,000	0.6
Unclassified	1,436,000	81,000	5.6	802,000	52,000	6.5	-634,000	-29,000	0.9
Gender									
Male	8,076,000	1,768,000	21.9	9,013,000	1,949,000	21.6	937,000	181,000	-0.3
Female	10,969,000	820,000	7.5	11,915,000	955,000	8.0	946,000	135,000	0.5 *
Race/ethnicity[b]									
White	11,977,000	1,610,000	13.4	12,924,000	1,826,000	14.1	947,000	216,000	0.7
Black	2,674,000	350,000	13.1	2,925,000	339,000	11.6	251,000	-11,000	-1.5 *
Hispanic	2,456,000	303,000	12.3	2,960,000	367,000	12.4	504,000	64,000	0.1
Asian	1,028,000	199,000	19.4	1,236,000	241,000	19.5	208,000	42,000	0.2
Other	910,000	127,000	14.0	883,000	132,000	14.9	-27,000	5,000	1.0

Cont'd. next page. See notes at end of table.

Table F-1. Total number of undergraduates and the number and percentage of them who were in STEM majors, by student and institutional characteristics: 2003–04 and 2007–08—Continued

Student and institutional characteristics	2003–04			2007–08			Change between 2003–04 and 2007–08		
		All STEM majors			All STEM majors			All STEM majors	
	All undergraduates	Total	Percent of all undergraduates	All undergraduates	Total	Percent of all undergraduates	All undergraduates	Total	Percent of all undergraduates
Dependency status									
Dependent	9,622,000	1,504,000	15.6	11,081,000	1,787,000	16.1	1,459,000	283,000	0.5
Independent	9,422,000	1,084,000	11.5	9,846,000	1,118,000	11.4	424,000	34,000	-0.2
Total income level									
Dependent									
Less than $30,000	2,215,000	341,000	15.4	2,183,000	317,000	14.5	-32,000	-24,000	-0.9
$30,000–$59,999	2,698,000	416,000	15.4	2,784,000	415,000	14.9	86,000	-1,000	-0.5
$60,000–$99,999	2,762,000	435,000	15.7	3,044,000	511,000	16.8	282,000	76,000	1.0
$100,000 or more	1,947,000	312,000	16.0	3,070,000	544,000	17.7	1,123,000	232,000	1.7 *
Independent									
Less than $10,000	2,155,000	276,000	12.8	2,268,000	301,000	13.3	113,000	25,000	0.5
$10,000–$29,999	3,214,000	368,000	11.5	3,216,000	344,000	10.7	2,000	-24,000	-0.8
$30,000 or more	4,053,000	440,000	10.9	4,363,000	472,000	10.8	310,000	32,000	0.0
Received Pell Grant									
No	13,865,000	1,874,000	13.5	15,208,000	2,155,000	14.2	1,343,000	281,000	0.7
Yes	5,180,000	714,000	13.8	5,720,000	750,000	13.1	540,000	36,000	-0.7
Grade point average (GPA)									
Less than 3.00	8,436,000	1,184,000	14.0	9,387,000	1,308,000	13.9	951,000	124,000	-0.1
3.00 or more	10,599,000	1,403,000	13.2	11,471,000	1,590,000	13.9	872,000	187,000	0.6

* Indicates that the change was statistically significant at the .05 level.

[a] "Other" includes American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, more than one race, and other.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 and 2007–08 National Postsecondary Student Aid Studies (NPSAS:04 and NPSAS:08).

Table F-2. Total number of Pell Grant recipients and the number and percentage of them who were in STEM majors, by student and institutional characteristics: 2003–04 and 2007–08

Student and institutional characteristics	2003–04			2007–08			2007–08		
		All Pell STEM majors			All Pell STEM majors			All Pell STEM majors	
	All Pell undergraduates	Total	Percent of all Pell undergraduates	All Pell undergraduates	Total	Percent of all Pell undergraduates	All Pell undergraduates	Total	Percent of all Pell undergraduates[a]
Total	5,180,000	714,000	13.8	5,720,000	750,000	13.1	540,000	36,000	-0.7
Institution type									
Public four-year	1,606,000	283,000	17.6	1,697,000	322,000	18.9	91,000	39,000	1.3
Private nonprofit four-year	762,000	110,000	14.5	757,000	104,000	13.7	-5,000	-6,000	-0.8
Public two-year	1,887,000	178,000	9.4	1,932,000	169,000	8.7	45,000	-9,000	-0.7
Private for-profit, two-year or more	575,000	119,000	20.7	968,000	133,000	13.7	393,000	14,000	-7.0 *
Other	349,000	24,000	6.9	366,000	23,000	6.3	17,000	-1,000	-0.6
Class level									
1st-year	2,321,000	271,000	11.7	2,629,000	287,000	10.9	308,000	16,000	-0.7
2nd-year	1,362,000	181,000	13.3	1,554,000	190,000	12.2	192,000	9,000	-1.1
3rd-year	683,000	111,000	16.3	766,000	128,000	16.7	83,000	17,000	0.4
4th-year	641,000	114,000	17.8	647,000	124,000	19.2	6,000	10,000	1.5
5th-year	143,000	32,000	22.6	105,000	20,000	18.9	-38,000	-12,000	-3.7
Unclassified	30,000	5,000	15.6	19,000	1,000	3.5	-11,000	-4,000	-12.0 *
Gender									
Male	1,803,000	450,000	24.9	1,934,000	463,000	24.0	131,000	13,000	-1.0
Female	3,376,000	264,000	7.8	3,786,000	287,000	7.6	410,000	23,000	-0.3
Race/ethnicity[b]									
White	2,484,000	332,000	13.4	2,648,000	356,000	13.4	164,000	24,000	0.1
Black	1,281,000	168,000	13.1	1,353,000	139,000	10.3	72,000	-29,000	-2.8 *
Hispanic	922,000	126,000	13.6	1,166,000	156,000	13.4	244,000	30,000	-0.3
Asian	227,000	48,000	21.1	277,000	63,000	22.6	50,000	15,000	1.5
Other	266,000	40,000	15.2	276,000	37,000	13.4	10,000	-3,000	-1.8

Cont'd. next page. See notes at end of table.

Table F-2. Total number of Pell Grant recipients and the number and percentage of them who were in STEM majors, by student and institutional characteristics: 2003–04 and 2007–08—Continued

Student and institutional characteristics	2003–04			2007–08			Change between 2003–04 and 2007–08		
		All Pell Grant STEM majors			All Pell Grant STEM majors			All Pell Grant STEM majors	
	All Pell Grant undergraduates	Total	Percent of all Pell Grant undergraduates	All Pell Grant undergraduates	Total	Percent of all Pell Grant undergraduates	All Pell Grant undergraduates	Total	Percent of all Pell Grant undergraduates
Dependency status									
Dependent	2,166,000	354,000	16.3	2,410,000	379,000	15.7	244,000	25,000	-0.6
Independent	3,014,000	360,000	12.0	3,309,000	371,000	11.2	295,000	11,000	-0.7
Total income level									
Dependent									
Less than $30,000	1,408,000	229,000	16.3	1,458,000	225,000	15.4	50,000	-4,000	-0.9
$30,000–$59,999	722,000	117,000	16.3	933,000	152,000	16.3	211,000	35,000	0.0
$60,000–$99,999	36,000	7,000	19.1	20,000	2,000	12.4	-16,000	-5,000	-6.7
Independent									
Less than $10,000	1,200,000	160,000	13.4	1,322,000	175,000	13.3	122,000	15,000	-0.1
$10,000–$29,999	1,389,000	150,000	10.8	1,418,000	142,000	10.0	29,000	-8,000	-0.8
$30,000 or more	424,000	50,000	11.8	569,000	54,000	9.5	145,000	4,000	-2.4
Grade point average									
Less than 3.00	2,550,000	368,000	14.4	2,755,000	359,000	13.0	206,000	-8,000	-1.4 *
3.00 or more	2,628,000	346,000	13.2	2,944,000	389,000	13.2	316,000	43,000	0.0

* Indicates that the change was statistically significant at the .05 level.

[a] "Other" includes American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, more than one race, and other.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 and 2007–08 National Postsecondary Student Aid Studies (NPSAS:04 and NPSAS:08).

Table F-3. Total number of beginning postsecondary students at four- and two-year institutions who were recent high school graduates and number and the percentage of them who were Pell Grant recipients, by student and institutional characteristics: 2003–04 and 2007–08

Student and institutional characteristics	2003–04 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			Change between 2003–04 and 2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			
		Pell Grant recipients			Pell Grant recipients		Total		Pell Grant recipients	
	Total	Total	Percent of all BPS	Total	Total	Percent of all BPS	Total	Percent increase	Total	Percent increase
Total	2,270,000	642,000	28.3	2,883,000	751,000	26.0	613,000	27.0	109,000	17.0 *
Type of institution										
Public four-year	879,000	228,000	25.9	1,081,000	278,000	25.8	202,000	23.0	50,000	21.9
Private nonprofit four-year	449,000	124,000	27.5	528,000	114,000	21.6	79,000	17.6	-10,000	-8.1 *
Public two-year	819,000	205,000	25.0	1,175,000	299,000	25.4	356,000	43.5	94,000	45.9
Private for-profit	107,000	76,000	70.7	96,000	59,000	61.2	-11,000	-10.3	-17,000	-22.4
Other	16,000	10,000	62.0	4,000	1,000	40.0	-12,000	-75.0	-9,000	-90.0
Gender										
Male	1,032,000	268,000	26.0	1,353,000	308,000	22.7	321,000	31.1	40,000	14.9 *
Female	1,239,000	374,000	30.2	1,531,000	443,000	29.0	292,000	23.6	69,000	18.4
Race/ethnicity										
White	1,527,000	303,000	19.9	1,841,000	327,000	17.8	314,000	20.6	24,000	7.9 *
Black	233,000	135,000	58.2	329,000	181,000	55.2	96,000	41.2	46,000	34.1
Hispanic	274,000	127,000	46.3	420,000	167,000	39.7	146,000	53.3	40,000	31.5 *
Asian	123,000	40,000	33.0	160,000	39,000	24.3	37,000	30.1	-1,000	-2.5 *
Other[a]	114,000	36,000	31.9	133,000	37,000	27.5	19,000	16.7	1,000	2.8
Dependency status										
Dependent	2,189,000	603,000	27.5	2,764,000	685,000	24.8	575,000	26.3	82,000	13.6 *
Independent	81,000	39,000	48.5	119,000	66,000	54.9	38,000	46.9	27,000	69.2

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Table F-3. Total number of beginning postsecondary students at four- and two-year institutions who were recent high school graduates and number and the percentage of them who were Pell Grant recipients, by student and institutional characteristics: 2003–04 and 2007–08—Continued

Student and institutional characteristics	2003–04 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			Change between 2003–04 and 2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			
		Pell Grant recipients			Pell Grant recipients		Total		Pell Grant recipients	
	Total	Total	Percent of all BPS	Total	Total	Percent of all BPS	Total	Percent increase	Total	Percent increase
Total income level										
Dependent										
Less than $30,000	448,000	341,000	76.1	532,000	384,000	72.3	84,000	18.8	43,000	12.6 *
$30,000–$59,999	614,000	250,000	40.7	697,000	296,000	42.4	83,000	13.5	46,000	18.4
$60,000–$99,999	665,000	12,000	1.8	757,000	6,000	0.8	92,000	13.8	-6,000	-50.0 *
$100,000 or more	462,000	0	0.0	779,000	0	0.0	317,000	68.6	0	†
Independent										
Less than $10,000	38,000	20,000	54.1	90,000	55,000	61.2	52,000	136.8	35,000	175.0
$10,000–$29,999	36,000	19,000	52.0	21,000	10,000	46.4	-15,000	-41.7	-9,000	-47.4
Rigor of high school academic course taking										
Completed higher than algebra II	1,377,000	341,000	24.7	1,991,000	469,000	23.5	614,000	44.6	128,000	37.5
Two or more years of										
Mathematics	2,111,000	590,000	28.0	2,751,000	707,000	25.7	640,000	30.3	117,000	19.8 *
Science	2,188,000	606,000	27.7	2,624,000	666,000	25.4	436,000	19.9	60,000	9.9 *
Social studies	2,220,000	622,000	28.0	2,784,000	718,000	25.8	564,000	25.4	96,000	15.4 *
English	2,243,000	633,000	28.2	2,842,000	738,000	26.0	599,000	26.7	105,000	16.6 *
Foreign language	1,911,000	505,000	26.4	2,324,000	524,000	22.6	413,000	21.6	19,000	3.8 *
Earned college-level credits while in high school	797,000	183,000	23.0	1,119,000	244,000	21.8	322,000	40.4	61,000	33.3

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Table F-3. Total number of beginning postsecondary students at four- and two-year institutions who were recent high school graduates and number and the percentage of them who were Pell Grant recipients, by student and institutional characteristics: 2003–04 and 2007–08—Continued

Student and institutional characteristics	2003–04 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			Change between 2003–04 and 2007–08 Beginning postsecondary students at four- and two-year institutions who were recent high school graduates			
		Pell Grant recipients			Pell Grant recipients		Total		Pell Grant recipients	
	Total	Total	Percent of all BPS	Total	Total	Percent of all BPS	Total	Percent increase	Total	Percent increase
High school curriculum rigor										
Met ACG requirements	1,412,000	369,000	26.1	1,811,000	479,000	26.4	399,000	28.3	110,000	29.8
Did not meet ACG requirements	858,000	273,000	31.8	1,072,000	272,000	25.4	214,000	24.9	-1,000	-0.4 *
High school grade point average										
Less than 3.0	586,000	194,000	33.1	811,000	264,000	32.5	225,000	38.4	70,000	36.1
3.0 or more	1,584,000	417,000	26.3	2,072,000	487,000	23.5	488,000	30.8	70,000	16.8 *
College (cumulative) grade point average										
Less than 3.00	1,078,000	332,000	30.8	1,479,000	436,000	29.5	401,000	37.2	104,000	31.3
3.00 or more	1,189,000	310,000	26.1	1,392,000	313,000	22.5	203,000	17.1	3,000	1.0 *

† Not applicable.

* Indicates that the change was statistically significant at the .05 level.

[a] "Other" includes American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, more than one race, and other.

NOTE: High school graduates refers to those who graduated from high school in 2003 for BPS:06 and in 2007 for NPSAS:08 and who were age 23 or younger.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Study (BPS:04/06) and 2007–08 National Postsecondary Student Aid Study (NPSAS:08).

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