

Private Scholarships Count

ACCESS TO HIGHER EDUCATION AND THE CRITICAL ROLE OF THE PRIVATE SECTOR

A REPORT BY

Institute for Higher Education Policy

IN COLLABORATION WITH

Scholarship America

National Scholarship Providers Association

The **Institute for Higher Education Policy** is a nonprofit, non-partisan research organization whose mission is to foster access and success in postsecondary education through public policy research and other activities that inform and influence the policymaking process. These activities include policy reports and studies, seminars and meetings, and capacity building activities such as strategic planning. The primary audiences of the Institute are those who make or inform decisions about higher education: government policymakers, senior institutional leaders, researchers, funders, the media, and private sector leaders.

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The mission of the **National Scholarship Providers Association (NSPA)** is to advance the collective impact of scholarships by informing policy, and providing opportunities for professional development and the exchange of best practices among scholarship providers. The NSPA brings together talented professionals from across the United States and Canada who are committed to improving student access to higher education. Prior to the establishment of the NSPA, scholarship providers worked on their own without the advantage of colleagues to ask questions, share concerns, or assist in the development of new programs. The NSPA was formed to fill that vacuum, to build a community where scholarship providers can learn new skills, share their successes, and network with their peers. The NSPA is the only organization in North America dedicated to serving the professional needs of scholarship providers.

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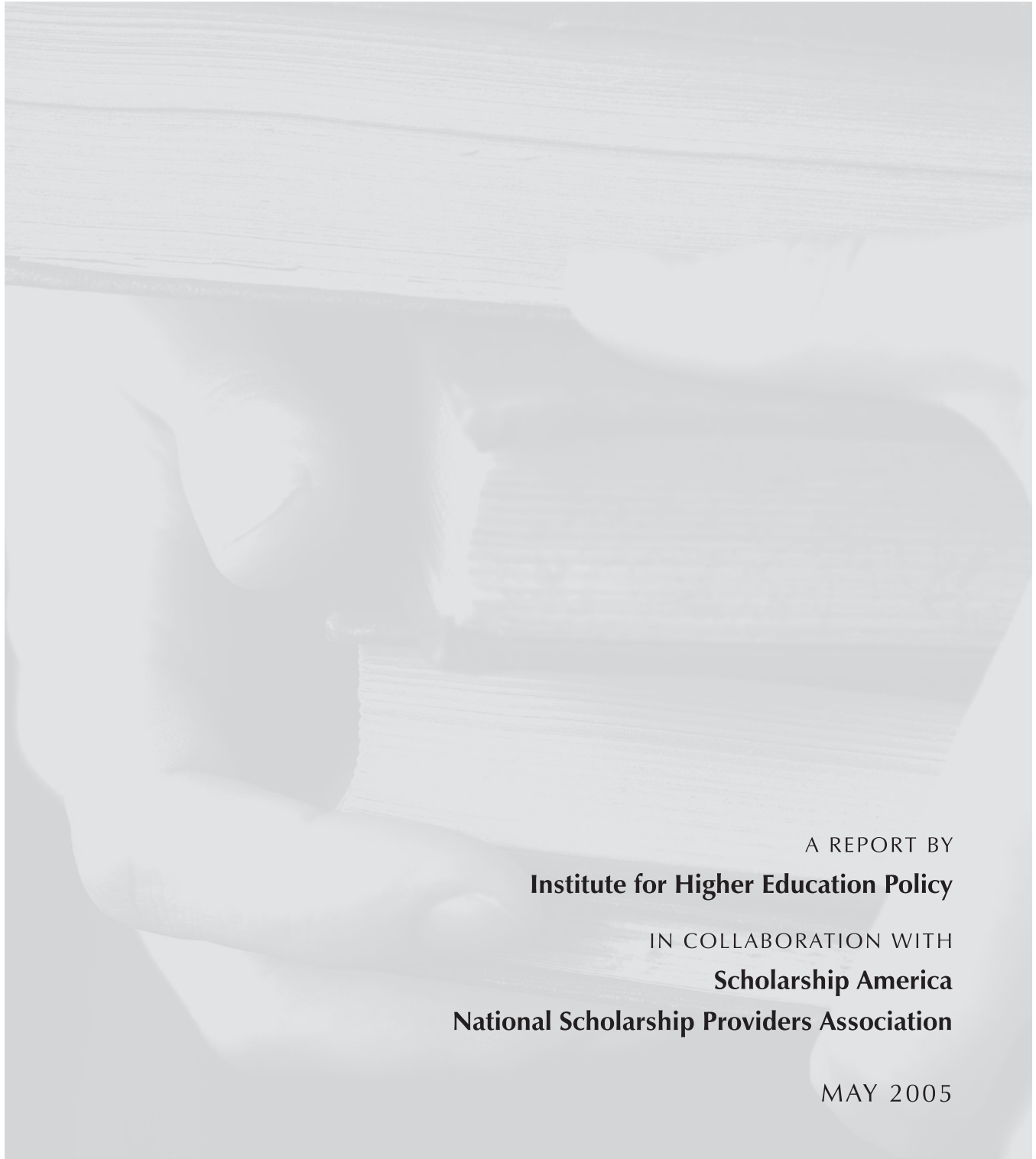
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MAY 2005

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This study represents the collective effort of a range of people who worked in a highly collaborative manner. The report was written and researched by a team of Institute for Higher Education Policy staff members that included Courtney McSwain, Research Associate; Alisa Cunningham, Director of Research; Yuliya Keselman, Research Analyst; and Jamie Merisotis, President. Loretta Hardge, Director of Communications and Marketing, and Sarah Krichels, Research Analyst, were integrally involved in the editing, review, and fact checking processes.

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Research, National Association of Student Financial Aid Administrators.

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Foreword

Private scholarship aid represents a key part of the last frontier of our knowledge about how students pay for college. While private scholarships have been a part of the college financing equation for decades, no systematic effort has ever been attempted to estimate how much private aid is awarded and to whom.

In the fall of 2003, our three organizations decided to join forces to address this shortcoming. Because private scholarships are provided by so many different entities, the challenge of conducting such a study was significant. While we certainly do not believe this effort to better understand private scholarships is definitive, we are confident that it represents a major step forward in our knowledge.

The study is important for a variety of reasons, not the least of which is that paying for college has now become one of the most important lifetime financial investments that individuals can make. We believe the study shows that private aid assists students and their families in numerous ways and helps to achieve goals that cannot or should not be a part of other financial assistance, such as aid provided by government or directly from colleges and universities. It is our hope that this information will improve understanding about private scholarships and increase public and policymaker understanding about the value-added offered by these comparatively modest sums of financial support.

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Executive Summary

Private scholarship aid is one of the least understood but nevertheless important aspects of our nation's system for enhancing access to higher education. This report, the first-ever comprehensive study of private scholarship aid, attempts to provide a broad understanding of what private scholarship aid is and why it counts from the perspective of students and private scholarship providers. "Private scholarship aid," broadly stated, is money from private donors that is awarded to students for college and does not have to be repaid. Specifically, in this study private scholarship aid is defined as grant monies awarded to students from private sources that are unrelated to college and university endowments or foundations and designated to be used for postsecondary educational expenses.

The study draws from a broad array of sources to determine who receives private scholarship aid, how much they receive, and from whom. The study includes the findings from an unprecedented original survey of private scholarship providers, new data from the US Department of Education's National Postsecondary Student Aid Study (NPSAS), interviews with private scholarship providers, and other sources. Because of the complexity of collecting and verifying information about the volume of private scholarships coming from thousands of different, and often small, providers, much of the analysis in this report uses these data sources to develop estimates of private scholarship aid rather than precise totals.

Key findings from the study include:

- Total private scholarship aid was between \$3.1 billion and \$3.3 billion in 2003-2004, according to a middle-range estimate;
- Approximately 7 percent of undergraduate students received private scholarships, with an average value of \$1,982, compared to 5 percent of graduate students who received \$3,091 in private scholarships, and 10 percent of professional students who received an average of \$5,029 in private scholarship aid;
- Total aid that went unawarded—the so-called "unclaimed" aid that is the subject of

numerous Internet solicitations and other marketing efforts—may be approximately \$100 million annually;

- The typical private scholarship recipient was a traditional undergraduate: between the ages of 15 and 25 (81 percent to 89 percent), from a middle-income family, dependent on his/her parents, attending a four-year institution (more than three-quarters) on a full-time basis; and
- Some private scholarship recipients do not fit the typical characteristics. These included students with disabilities, low-income students, and students of color. For example, the study projects that at least 30 percent, and perhaps as high as 50 percent, of all private scholarship recipients were students of color.

All student aid (including grants, loans, work-study, and tax credits) from federal, state, and institutional sources in 2003-2004 totaled \$122 billion, according to the College Board. Of this total, \$46 billion was in the form of grants. Private scholarships account for 2-3 percent of total aid awarded nationally, or about 7 percent of total grant-based aid, and represent more than half the size of the total amount of state aid awarded or more than

three times the size of the Federal Perkins Loan program.

Despite its relatively small dollar value compared to other sources of financial assistance, this study suggests that private scholarship aid is a critical part of the overall national goal of improving access to higher education. Private scholarship aid stands apart from government and institutional aid in three important ways:

- ① ***It helps students who slip through the cracks of other aid programs.*** Because private scholarships are usually awarded at a local and therefore more personal level, private scholarship aid often helps students who are not the main targets of large-scale programs. Private scholarships reach diverse groups and become critical for the students who receive them, ranging from foster children, to students with unique academic or other talents, to students who are deeply involved with their communities, and numerous other categories of students who do not fit the criteria of other programs.
- ② ***It facilitates choice and affordability for students of varying income levels.*** Scholarships from private funding make college more affordable for low-income students, as well as other populations who may not be from low-income backgrounds but who still confront high prices of attendance for college or high amounts of financial need. This suggests an area in which the private sector can play a complementary role with governments and institutions by offering deserving students the opportunity to continue their education. Private scholarships can also enhance the ability of students of all incomes to choose among institutions—between public and private institutions, those that focus on particular fields of study, those in a particular location, and those that offer various degree levels, among other characteristics. In this way, private

scholarships are often used by students to help attend the college of their choice.

- ③ ***It provides a testing ground for new approaches to student financing.*** The private sector provides the ideal context to try new ideas and strategies to help students pay for college. Private scholarships have long led the way in this arena and pioneered many of the strategies that are used in today's large-scale government and institutional aid programs. For example, such innovation has included supporting students who conduct community service and helping students who face complex family and life circumstances that cannot be measured through typical aid program methodologies.

Throughout the country, a diverse range of private scholarship providers contribute to students by organizing and administering scholarship programs. Of the nearly 5,000 scholarship providers identified for the original survey conducted by the Institute for Higher Education Policy, there are many different types and categories of providers, including:

- ***Community foundations***, tax exempt philanthropic organizations that engage in charitable giving in specific geographic areas, typically no larger than a state;
- ***Service and fraternal organizations***, such as honor societies, American Legion chapters, Kiwanis Clubs, women's clubs, and other organizations that have community service as part of their missions;
- ***Corporations***, including a variety of companies, some of which establish separate foundations for charitable giving;
- ***Independent foundations, scholarship funds, and educational trusts*** that are largely established for the purpose of funding scholarships (or sometimes other grant-making purposes);

- **Research centers and institutes**, which often target scholarships in particular disciplines or areas of research interest;
- **Associations, societies, and other national membership organizations** that also tend to target scholarships toward specific purposes that reflect their interests;
- **Local organizations** such as garden clubs, art centers, local societies, and other groups that focus their grant-making on local communities; and
- **Individual donors** who establish their own scholarships or provide money to the kinds of organizations described above.

Private scholarship providers use different eligibility and award requirements for their scholarships. Criteria generally relate to intended academic major fields, academic achievement, and income status. Most providers administer scholarships through their organization either locally or through a national headquarters, but some providers use scholarship administration organizations. In addition, scholarships may be provided directly to students or channeled through the students' colleges and universities.

The presence of numerous private scholarship providers demonstrates the deep commitment that exists in the private sector to help students go to college. The private sector's commitment and support for

scholarship aid should be better recognized and understood as a valuable element in achieving the national goal of improving access to higher education, especially when combined with critical government and institutional financial aid programs.

The connection of private scholarship providers to the access agenda has, regrettably, gone largely unnoticed in the broader national debate about paying for college. The goal of this report is not only to provide a greater understanding of the important role of private scholarship aid but also to stimulate:

- The development and funding of new programs that mirror the success of the diverse programs identified in this study;
- Increased communication among private scholarship providers that will better facilitate an exchange of ideas about program management, fundraising activities, student selection, and award distribution practices;
- Capacity-building support for private scholarship programs by government, especially as it relates to the establishment of local, community-based programs that can be funded through local dollars and staffed by community volunteers; and
- Additional research and analysis that builds on this first national study and results in greater understanding of, and appreciation for, private scholarship aid.

Introduction and Background

With college prices increasing at more than twice the rate of inflation for more than 20 years, the ability of many students and their families to pay for higher education has become a national concern. Student financial assistance, which is provided to help students with both tuition and living expenses, is becoming even more critical in the college financing equation. Government-sponsored grant and scholarship aid, combined with student loans, work-study, tax credits, and grant aid awarded directly by institutions, have long been the focus of national discussions regarding student aid. Absent from the discussion has been the role of private scholarships, which may make up 5 to 7 percent of total grant aid and may have a broader impact than is generally acknowledged.

For many years, private scholarship aid has made a difference in the lives of students hoping to go to college. In fact, the development of widely-available private scholarship aid mirrors the growing support for government-sponsored student assistance. The National Defense Education Act of 1958, which was signed into law to deal with the scientific and technical “Sputnik challenge” posed by the former Soviet Union, heralded the beginning of a series of governmental programs that have allowed millions of financially needy students to attend college. At about the same time that government-supported student aid began to be thought of as a worthwhile investment in the nation’s well-being, private scholarship assistance also became more organized and was targeted to meet the country’s educational, economic, and social needs. One of the earliest private scholarship providers was Cecil Rhodes. Rhodes established the highly competitive Rhodes scholarship, which was aimed at promoting international cooperation and peace by sponsoring students from various backgrounds to study at Oxford University (Ilchman, Ilchman, and Tolar 2004). Many other competitive national and international scholarships were established with prevailing objectives including promoting participation in specific career fields, leadership, and public service, among others (Ilchman, Ilchman, and

Tolar 2004). Throughout the twentieth century as higher education has become more broadly pursued, a large number of organizations have taken on the charge of providing scholarship aid. Today, thousands of large and small private scholarship organizations work to make college possible for the growing numbers of Americans seeking a college education. These organizations work in numerous ways with colleges and universities to offer a variety of scholarships and grants that include need-based, merit-based, and ‘blended’ forms of financial assistance to students.

Despite the growth of financial aid overall and the increasing number of organizations offering private scholarship aid, little is known about the size of the private scholarship pie. This lack of knowledge has significantly limited the national dialogue about the important role of the private sector in helping students pay for college. For example, private scholarships often take into account unique student characteristics that are not considered by other forms of aid, such as student demographic characteristics, intended major field of study, or school activities. Moreover, some private scholarship providers offer students benefits beyond money; some are able to provide recipients with public recognition, mentoring, and enrichment activities. These and other unique characteristics may enable

private scholarships to perform a unique function that is complementary to other forms of financial aid.

What are private scholarships?

Broadly, private scholarships can be thought of as money from private donors that is awarded to students for college and does not have to be repaid. Private donors ranging from individuals to large corporations or non-governmental organizations engage in scholarship giving. Often, students are awarded grants from community organizations for the specific purpose of tuition assistance. Some organizations, such as writer's associations, award monies for contests in which winners are encouraged to use the money on college expenses but are allowed some discretion. Still other organizations, especially within the research and science fields, offer research grants or fellowships that are not earmarked for tuition and fees but for the implementation of a research study. Some or all of these may be considered private scholarships.

This report attempts to capture information about a narrow definition of private scholarships—grant monies awarded to students from private sources that are unrelated to college and university endowments or foundations and designated to be used for postsecondary educational expenses.¹ Private scholarship aid that fits these parameters is considered in this report, irrespective of whether it is dispersed directly to the student or the financial aid office.

This definition excludes monies from private sources that are given to postsecondary institutions themselves, such as through university foundations or endowments. There are several reasons for this exclusion. First, although this aid represents a substantial volume of grant awards, it would be tremendously

difficult to collect original data on the private aid donated to institutions and institutional foundations. To an extent, the data on private support going directly to institutions are already reported by the Council on Aid to Education (see Box 1). In addition, national education datasets view financial aid using similar distinctions used in this report's definition;² remaining consistent with other definitional models allows for comparisons.

Why examine private scholarships?

Student financial aid comes from a variety of sources. In the 2003–2004 academic year, total student aid (including grants, loans, work-study, and tax credits) from federal, state, and institutional sources totaled \$122 billion (College Board 2004). Of this total, \$46 billion was in the form of grants from federal, state, and institutional sources. Students who receive state, federal, or institutional aid are also likely to receive funding from private sources. When private scholarships are reported to financial aid offices the award often becomes part of a student's financial aid package, the combined amount a student receives in financial assistance. Thus, it is important to examine how private scholarships fit in and impact a student's overall financial aid package. Also, not all private scholarships are reported to financial aid offices, which accounts for one of the difficulties in counting private scholarship aid.

Despite the numerous sources of financial aid, many students are still left with unmet need, the difference between their costs of attending college versus their financial aid package and expected family income contribution. Unmet need becomes particularly burdensome for students from low-income backgrounds. On average, students with lower incomes experience higher levels of unmet need. As a result, many of these students attend college part-time,

¹ Awards for students attending all levels of postsecondary education and all types of institutions are included in the definition.

² For example, for many universities the distinction between institutional and outside control determines whether funds are classified as "unrestricted institutional aid" or "restricted institutional aid" in reporting for the Integrated Postsecondary Education Data System (IPEDS).

and more frequently live off campus and/or work while attending college. These added responsibilities contribute to declining rates of degree completion and persistence for low-income students with high levels of unmet need (Advisory Committee on Student Financial Assistance 2001). This issue also is important when considering the role of private scholarships because of the potential for private funds to address unmet need for low-income students.³

Private scholarships can also enhance choices in postsecondary education for all students, regardless of income background. For middle-income students, private scholarships may help make a particular institution more affordable for their parents or themselves, especially at relatively expensive institutions. Many scholarships also are targeted to achieve specific goals such as encouraging students to remain in a certain state or community after graduation, to pursue a specific field of study or enter a specific career, or rewarding students for attaining academic excellence.

What do we know about private scholarships?

Across the country, a wide range of individuals and organizations, often with very different goals, all contribute by organizing scholarship programs. These include:

- **Community foundations**, tax exempt philanthropic organizations that engage in charitable giving in specific geographic areas, typically no larger than a state (Council on Foundations 2004);
- **Service and fraternal organizations**, such as honor societies, American Legion chapters, Kiwanis Clubs, women's clubs, and other organizations that have community service as part of their missions;
- **Corporations**, including a variety of companies, some of which establish separate foundations for charitable giving;
- **Independent foundations, scholarship funds, and educational trusts** that are largely established for the purpose of funding scholarships (or sometimes other grant-making purposes);
- **Research centers and institutes** that often target scholarships in particular disciplines or areas of research interest;
- **Associations, societies, and other national membership organizations** that also tend to target scholarships toward specific purposes that reflect their interests;
- **Local organizations** such as garden clubs, art centers, local societies, and other groups that focus their grant-making on local communities; and
- **Individual donors** who establish their own scholarships or provide money to the kinds of organizations described above.

Scholarship providers may vary in structure and practices. Some obtain funding for scholarships from an established endowment, or continue to solicit donations each year. Some award scholarships directly to students, while others send their awards through colleges and universities. Some are regional in scope, while others are national. In addition, many organizations serve as scholarship administrators, managing a variety of scholarship programs for separate entities, while others administer their own awards. Finally, some providers offer a single scholarship or program while others award hundreds of scholarships from multiple programs.

The mission of private scholarship providers also may vary by type of organization. Some organizations, such as scholarship funds or trusts, are established specifically for the purpose of scholarship giving. Well-known funds such as the United Negro College Fund, American Indian College Fund, or the Hispanic Scholarship Fund raise

³ A recent report by the Institute for Higher Education Policy (2003) explored the role that private loans are playing in meeting need.

money specifically for scholarship giving.⁴ In contrast, other organizations may have multiple objectives one of which is scholarship giving. For example, community foundations and local organizations are interested in empowering local communities through a number of philanthropic services one of which is granting scholarships. The Marin Community Foundation of San Rafael, California, is one example. It raises money that goes to local arts projects, environmental conservation, and other initiatives in addition to scholarships. The foundation receives donations to offer financial assistance to help low- to moderate-income students, students who are the first-in-family to attend college, and members of underrepresented groups in higher education.⁵

Fraternal and service organizations and associations often seek to help students who are, or have parents who are, affiliated with the organization. For example, The American Legion offers a variety of scholarships to dependents of veterans.⁶ Academic associations, along with research centers and institutes, often target scholarships toward students who are entering particular academic fields of study. Banks and corporations establish foundations to engage in scholarship giving, along with other philanthropic efforts. Motivations for these foundations may vary, but sometimes the goals are closely related to their industry, as is the case with the AT&T Foundation that seeks to promote diversity in the fields of science and engineering.⁷

World events can also serve as the impetus for scholarship giving. After the tragedy of the September 11, 2001, attacks on the US World Trade Center and the Pentagon, numerous dollars were donated to go to the families of those lost. According to a report by The Foundation Center, which surveyed 111 of the funds that were created in response to

September 11, 29 percent provided money for scholarships for postsecondary education (Renz, Cuccaro, and Marino 2003). These scholarships are targeted towards dependents, spouses, or domestic partners of victims of the tragedy, including airline employees, rescue workers, World Trade and Pentagon employees, and visitors present on that day (September 11 Scholarship Alliance 2004).

What qualifies a student to receive private scholarships?

An organization's mission and objectives generally determine who qualifies for its particular scholarship(s). The website FinAid.org, established in 1994 as a resource for student financial aid information, offers guidelines for organizations to design selection criteria that reflects their specific goals. Financial need may play a significant role in the selection criteria for some scholarship programs. For example, students who qualify for the Gates Millennium Scholars Program, sponsored by the Bill & Melinda Gates Foundation, must prove to be eligible for a federal Pell Grant, which is targeted toward the lowest income students (Hammer 2003). There are other programs that focus specifically on academic achievement, regardless of income status. The National Merit Scholarship Program, sponsored by the National Merit Scholarship Corporation, gives scholarships to students based on their performance on the Preliminary SAT (National Merit Scholarship Corporation 2005).⁸ Demographic characteristics such as race/ethnicity, national origin, region, and others are used to promote participation among certain groups within higher education. Scholarship search services often note the specificity that some scholarship programs have in regards to eligibility. FinAid.

⁴ For more information, see the United Negro College Fund (<http://www.uncf.org>); American Indian College Fund (<http://collegefund.org/>); Hispanic Scholarship Fund (<http://www.hsf.net/>).

⁵ For more information, see the Marin Community Foundation (<http://marincf.org/>).

⁶ For more information, see the American Legion (<http://www.legion.org>).

⁷ For more information, see AT&T Foundation (<http://www.att.com/foundation/programs/education.html>),

⁸ For a discussion on the growing concern over the use of PSAT scores in awarding National Merit Scholarships, see Selingo 2005.

org even lists several “unusual scholarships” such as scholarships for left-handed students, students attending specific universities with specific last names, twins, and others.

Moreover, scholarship providers may establish *eligibility* criteria in addition to *award* criteria. The distinction is made between that which is considered for a student to qualify for a scholarship and that which is considered in order to choose who is awarded a scholarship. These are not necessarily the same. In order for students to apply, they must fit eligibility qualifications. Students are then awarded scholarships based on other aspects of their application, including academic achievement, public service, leadership, talent, and many other factors.

How do students find out about private scholarship programs?

The need for students to access information on the many and varied scholarships has resulted in the rise of search agencies that allow students to sort through the myriad providers available. Many of these search services can be used for free on the Internet. Scholarship search sites include FastWeb, College Board’s FundFinder, Scholarship Resource Network Express, and the Princeton Review.⁹ Lists of scholarships for specific majors of study are also available. Resources for these scholarships include professional organizations and trade publications within a given field.

Some services that offer scholarship or financial aid consulting charge for their services. There has been some concern among federal agencies and Congress about fraud that may exist within the financial aid consulting industry. As a result, on November 5, 2000, Congress passed the College Scholarship Fraud Prevention Act. Stricter sentencing guidelines have been set for criminal financial aid fraud, and the US Department of Education along with the US Federal Trade Commission (FTC) have

undertaken aggressive outreach to students, parents, and counselors about financial aid fraud (US Department of Justice, US Department of Education, and US Federal Trade Commission 2000). One way to avoid scams is to avoid fee-related services, as suggested by FinAid.org. The FTC also cautions scholarship seekers to be aware of the following “tell tale lines” (US Department of Education 2005):

- "The scholarship is guaranteed or your money back."
- "You can't get this information anywhere else."
- "I just need your credit card or bank account number to hold this scholarship."
- "You've been selected by a 'national foundation' to receive a scholarship"; or
- "You're a finalist" in a contest you never entered.

What don't we know about private scholarships?

There is a general absence of knowledge about how many private scholarships are available, their annual dollar amount, and their distribution. The lack of information relates to the difficulty in collecting data on private scholarship providers that are often small, regional, volunteer organizations, or individuals that are difficult to identify and reach. In addition, many private scholarships do not pass through financial aid offices at colleges and universities, especially those scholarships that are awarded directly to students. As a result, current student financial aid research often excludes discussion of private sources. Additionally, national data sources do not capture much information on private scholarships, especially in comparison to other sources of aid. Currently, the National Center for Education Statistics (NCES) of the US Department of

⁹ For more information, see <http://fastweb.monster.com/index.ptml>; http://apps.collegeboard.com/cbsearch_ss/welcome.jsp; <http://www.smexpress.com/index.cfm>; and www.princetonreview.com

Education collects some information on private scholarships through its National Postsecondary Student Aid Study (NPSAS). According to the 2003–2004 survey, approximately 7 percent of all undergraduates received scholarships from private sources. The average amount received was \$1,982 (NCES 2004a).

There are also questions about whether or not all of the available scholarship aid is being awarded. Students often hear reports of the surplus of scholarship aid that is available and the many awards that go unclaimed. This notion is a recurring theme of e-mail solicitations. According to FinAid.org, this claim is a myth, and scholarship providers often receive many more applications than they are able to fund. Moreover, many scholarship providers are faced with an increasingly better applicant pool, which makes the programs more competitive. However, there is evidence that some awards go unclaimed. One possible explanation is that there are smaller providers that establish very narrow eligibility criteria and have difficulty finding qualified applicants. It is also possible that student awareness of many small awards is limited. Ultimately, more efforts to collect information from scholarship providers is necessary to prove the reality of unclaimed awards.

How do we approach examining private scholarships?

As noted above, the report focuses on private scholarships from outside sources, as defined in a certain way. The report includes all private scholarship aid (including grants, scholarships, fellowships, etc.) designated for postsecondary education to be used for educational purposes and private scholarship dollars awarded at all levels of postsecondary education (undergraduate, graduate, professional) and all types of institutions (two-year public and

private, four-year public and private, for-profit). The following types of aid generally are excluded from the scope of this report:

- Pre-college preparation monies from private sources;
- Scholarships to private elementary and secondary schools;
- Loans, work-study, and internships;
- Private scholarship aid given to a college or university from private sources (i.e., endowment monies, institutional foundation dollars) where the college has control over awards to specific students;
- Monies awarded to employees for training courses or degree programs (i.e., employee tuition reimbursement programs or Section 127 tax benefits¹⁰ to corporations); and
- Scholarships given by individuals but not administered by an organization (such as a foundation).

In an attempt to gain a better sense of the size and scope of private scholarship aid, several sources of information were used, including: data from the National Center for Education Statistics' 2003–2004 National Postsecondary Student Aid Study (NPSAS); an original survey of private scholarship providers conducted by the Institute for Higher Education Policy; and case studies of specific organizations that award private scholarships. These sources are explained in detail in the following sections.

The following sections also relate the results of the information gathered for this report, including both quantitative and qualitative data. In the conclusion, findings are synthesized and discussed, questions are raised for further research and exploration, and implications for future policy analysis are outlined.

¹⁰ As part of the "Economic Growth and Tax Relief Reconciliation Act of 2001," Section 127 of the Internal Revenue Code was extended permanently to enable employers to assist workers to further their education at a cost of up to \$5,250 per year without tax, either to the employer (who may deduct the expense) or to the employee.

BOX 1: PRIVATE AID TO INSTITUTIONS

Private donations given by individuals, families, companies, and others are not always facilitated through a private or non-governmental organization. Many times private donors establish scholarships to be awarded by postsecondary institutions. Donors may contribute directly to college endowments or may contribute to university foundations established as separate entities, especially at public institutions. The Council for Aid to Education annually surveys postsecondary institutions to measure the amount of voluntary support they receive from private sources and issues a report detailing the survey findings. The report, *Voluntary Support of Education* (Council for Aid to Education 2003 and 2004), considers voluntary giving for a variety of purposes, including gifts and grants to institutions both for current operations and for capital purposes. Dollars given for current operations and for capital purposes are further divided into gifts for “unrestricted” and “restricted” use. According to the definitions offered in the report, donations that are for the explicit purpose of student financial aid can be found in gifts designated for restricted use. Gifts for unrestricted use might also be used for student financial aid, but institutions are not compelled to do so, and there is no way to measure such use.

- **Current Operations (Restricted):** Gifts for current operations upon which the donor placed a restriction that funds could be expended only for current operations. Categories of restriction include: Academic Divisions, Faculty and Staff Compensation, Research, Public Service and Extension, Library, Operations and Maintenance of Physical Plant, Student Financial Aid, Athletics, and Other.
- **Capital Purposes-Endowment and Similar Funds (Restricted):** Gifts added to the endowment funds of the institution by donor direction, from which the endowment income is restricted by the donor to support specific purposes or programs. Categories for restriction include: Academic Divisions, Faculty and Staff Compensation, Research, Public Service and Extension, Library, Operations and Maintenance of Physical Plant, Student Financial Aid, Athletics, and Other.

Institutions reporting gifts to current operations and endowments that are restricted to student financial aid, 2003 and 2004

	2003	2004
CURRENT OPERATIONS		
Amount	\$745,698,455	\$874,534,538
Number of institutions reporting	804	793
Average amount per institution	\$927,486	\$1,102,818
ENDOWMENT INCOME		
Amount	\$1,487,778,168	\$1,411,226,338
Number of institutions reporting	739	707
Average amount per institution	\$2,013,232	\$1,996,077

Source: Council for Aid to Education, 2003 and 2004; preliminary data reported by the Council for Aid to Education, interview March 25, 2005

—continued on the following page

Box 1: Private aid to institutions (continued from the previous page)

In its survey, the Council for Aid to Education asks institutions to report the dollar amount of gifts to current operations that are for restricted use. In 2004, 793 institutions reported a sum of \$875 million in current operations restricted to financial aid, averaging \$1.1 million for this purpose. The Council for Aid to Education also asks institutions to report gifts to endowments that are income restricted. In 2004, 707 institutions reported a sum of about \$1.4 billion, again with an average of \$2 million per institution (Council for Aid to Education 2003 and 2004).¹¹ Together, the two sources of voluntary giving to colleges and universities that are restricted for student financial aid totaled about \$2.3 billion in 2004.

An example can further illustrate private giving to postsecondary institutions. The University of Texas at San Antonio (UTSA), like many higher education institutions, encourages private donors to give money that will be used specifically for student scholarships (most of this information is taken from Bañez 2005). At UTSA, donors approach the development office to establish scholarships or the development office itself actively solicits donor participation. Donors can choose to establish an endowed scholarship, which means that the initial gift is deposited into an account as principal and the interest earned is used to fund the scholarship. Those donors who choose to establish an endowed scholarship must make a minimum pledge of \$10,000 that is paid in one single payment or over a pledge period of five years (University of Texas-San Antonio 2005). If a donor does not wish to create an endowed scholarship, an annual scholarship can be established, which is donated on a year-by-year basis. While the commitment of an annual scholarship is shorter term, many donors continue to renew their scholarships for several years. Donors may also specify that funds be available to the general student population or only to students in specific academic departments. Donors may not name a specific student to receive the scholarship. Once donors determine what type of scholarship they would like to establish and where the money will be designated, the development office works with donors to construct criteria for the scholarship application. Finally, the scholarship information is routed to the financial aid/scholarship department to be administered, and a formal scholarship agreement is signed.

There are many reasons why private donors choose to establish scholarships, particularly through institutions of higher education. In general, many donors recognize the importance of education and want to help students attain a higher education degree. Further, in this example, many donors hope that students will attain marketable skills and join the workforce in their home community. One of the ways that donors seek to help greater numbers of students is by encouraging the participation of traditionally underrepresented groups or students who cannot participate in other aid programs. At UTSA, while many scholarships are established to assist low-income students, some donors increasingly seek to assist middle-income students who experience financial need but do not qualify for need-based grants. For example, one such scholarship was designed so that recipients could not accept any other grants, federal or otherwise. This can be a difficult constraint to work within given that the population of San Antonio demonstrates high levels of need and many do qualify for need-based grants. Donors also seek to increase participation within certain fields by offering scholarships to students with particular majors. At UTSA, the fields of study that are increasingly targeted by donors include those in science, engineering, and technology.

¹¹ Note that the question asking for the distribution of Endowment Income Restricted dollars was voluntary and not all institutions responding to the survey answered the question. These calculations were extrapolated using data provided from those institutions responding to this particular question and are not representative of all institutions.

Students apply for UTSA scholarships established by private donors through two different processes. One application exists for the general pool of funds awarded through the scholarship office, while divisions and departments have separate application processes specific to their academic areas. Students applying for admission to the university complete the scholarship applications independent of the admission application or federal or state aid applications. Students who are chosen to receive an award, either through the general pool or through the departments, are notified with an award letter that includes the specific criteria needed to maintain the scholarship.

In the 2004-2005 academic year, the combination of state and federal grants that were awarded to students at UTSA equaled approximately \$38 million. Institutional scholarships awarded amounted to approximately \$7 million. Private annual and endowed scholarships established at UTSA, on the other hand, constituted about \$1 million dollars. The example of UTSA shows how private monies donated to institutions for student financial aid can be used differently and are distinct from private scholarships from outside sources.

Findings from the Data

This section of the report provides an overview and analysis of quantitative data. It includes a detailed discussion of the data sources used for the analysis and compares the advantages and disadvantages associated with each data source. Next, general quantitative findings are discussed, including the estimate ranges for total private scholarship aid award volumes and total numbers of private scholarship aid recipients. The beneficiaries of private scholarships are examined through the demographic characteristics of recipients. The providers of private scholarships are examined with regard to their type, size, and eligibility and award criteria. The section concludes with a discussion of the relationship between aid distribution, need, and access.

What Do the Data Sources Contribute to the Analysis?

Two data sources were used to quantify the availability of private scholarship aid in the United States: NPSAS:2004, and the Institute survey of private scholarship providers.

NPSAS is the only comprehensive, nationally representative study of financial aid among postsecondary students in the United States and Puerto Rico. The study encompasses students attending institutions eligible to participate in the major federal student aid programs authorized under Title IV of the Higher Education Act, including public, private for-profit, private not-for-profit, less-than-two-year, two-year, and four-year institutions. NPSAS provides information on trends in federal, state, institutional, and private financial aid—including a variable that specifically reports private scholarship aid—and describes the ways in which families and independent students finance postsecondary education. NPSAS also provides demographic data such as ethnic background, gender, parental level of educational attainment, and family size, among others. NPSAS collects its data on a student level through a multitude of sources, including institutional

records, government databases, and student telephone interviews. Data concerning participation in student financial aid programs and college enrollment are extracted from institutional records. Data pertaining to family circumstances, background demographic data, educational and work experiences and expectations are collected from students using a computer-assisted telephone interview. Most of the NPSAS data presented in this report are for the 2003-04 academic year.¹²

To complement the NPSAS data, the Institute survey of scholarship providers was conducted using a master list of providers compiled from several sources. The survey measures characteristics of individual providers such as organization type, the volume and magnitude of awards granted in a given year, selection and eligibility criteria, control and administration mechanisms of the provider, and demographics of students receiving the awards (for a more detailed methodology see Box 2). The survey focused on private scholarship aid that was disbursed to a student either directly or to a financial aid office in the student's name for the 2003 calendar year. Although the results of the survey are not nationally representative (about 500 scholarship providers responded to the survey), results illuminate the diversity

¹² NPSAS was also conducted in 1999-2000, 1995-96, 1992-93, 1989-90, and 1986-87.

BOX 2: SURVEY METHODOLOGY

In order to conduct the survey of private scholarship providers, the Institute for Higher Education Policy compiled a master list of scholarship providers in the country. Several different lists of scholarships from scholarship search websites and other sources were obtained. Once duplicates and cases that did not represent private scholarship providers (for example, universities, state agencies, and federal agencies) were removed, the survey universe resulted in 4,842 cases.

With the help of an advisory committee, a web-based survey was developed that asked questions about the volume of scholarships, eligibility and award criteria, and other factors (for a copy of the survey, please refer to the Appendix). The survey was pilot tested by the advisory committee as well as a number of other scholarship providers in August 2004. The full survey was mailed to scholarship providers in October 2004; letters were sent to each organization to provide a secure password to the survey website, and responders were offered an incentive of a drawing for several gift certificates to Amazon.com. The survey was followed by two rounds of reminder postcards, an e-mail to all scholarship providers for which an e-mail address was available (about 3 percent), and by two rounds of telephone calls to all scholarship providers with available telephone numbers (about 19 percent). The survey closed in February 2005.

About 300 survey letters (6 percent) were returned in the mail. About 200 cases (4 percent) stated that they did not provide scholarships (or no longer provided them), while 260 cases were determined not to be within the scope of the universe.¹³ Cases that were not scholarship providers, that were out of scope, or that were outside the United States were excluded from the calculation of the final universe (4,400). At the same time, there were 537 valid respondents to the survey, giving a response rate of 12 percent. Response rates also were noted for the different types of scholarship providers. For example, 37 percent of community foundations responded as well as 15 percent of service organizations and 14 percent of foundations/scholarship funds; in comparison, only 7 percent of local organizations responded (see table in Appendix).

A modest bias analysis was performed using the variables available for the universe of scholarship providers: region and type of scholarship provider (community foundation, service organization, corporation, association or institute, foundation or scholarship fund, local organization, or unknown). In most cases, survey respondents were similar to the universe of scholarship providers. A slightly lower proportion of survey respondents (in comparison to the universe as a whole) were from the Mid East region of the country, while a slightly higher proportion were from the Far West. In addition, a higher proportion of survey respondents were community foundations or foundation/scholarship funds, while a lower proportion were local organizations or corporations.

These response rates suggest that the results of the survey should not be generalized to the whole community of private scholarship providers. It is not clear whether the master list of providers was accurate—the list may have included an indeterminate number of entities that were not or no longer providing scholarships, and did not capture a number of other entities as well as numerous individual donors who were providing scholarships. Nonetheless, some of the findings from the more than 500 survey responses are quite interesting and point to areas for future examination and confirmation. This report presents the unweighted survey results in order to show how respondents answered each of the questions on the survey.

¹³ In addition, about 560 cases (12 percent) in the master list were chapters or branch offices of national organizations.

of private scholarship aid providers and the complexity of the private scholarship aid distribution process.

Both data sources have advantages and disadvantages. The main advantage of using NPSAS is that it is the only nationally representative source of information on private scholarships that allows data analysis on a per-student basis. However, NPSAS has a number of significant disadvantages. First, the NPSAS data are concentrated on the *recipients* of financial aid only and do not provide any information on the *providers* of private financial aid. Second, NPSAS concentrates mainly on federal, state, and institutional financial aid. Private scholarship recipients constitute a small subpopulation in the NPSAS survey, making detailed levels of analysis impossible. Moreover, for 2003–04, about half of the data on grants and scholarships from private outside sources was collected from students directly rather than from college records and may therefore not be reliable.¹⁴

The Institute survey was devised to supplement the NPSAS findings. As the first-ever survey of its kind, it provides important information from the perspective of private scholarship providers. The survey, however, also has its limitations. The Institute survey only offers a snapshot of the universe of private providers. The main disadvantage of the survey results is that they are limited to a subpopulation of all private scholarship providers, the 537 respondents. The survey frame also did not include the whole subpopulation of private scholarship providers; for example, many individual donors were not captured in the master list of providers. Moreover, because many of the private scholarship providers are small operations with limited (if any) staff, most of the respondents do not collect all the necessary information needed to respond fully to all the survey questions.

Consequently information about areas such as recipient demographics or income levels is relatively limited. Thus, the results of the survey represent a baseline that adds to other dimensions of the analysis but should not be used solely to draw general conclusions about private scholarship aid.

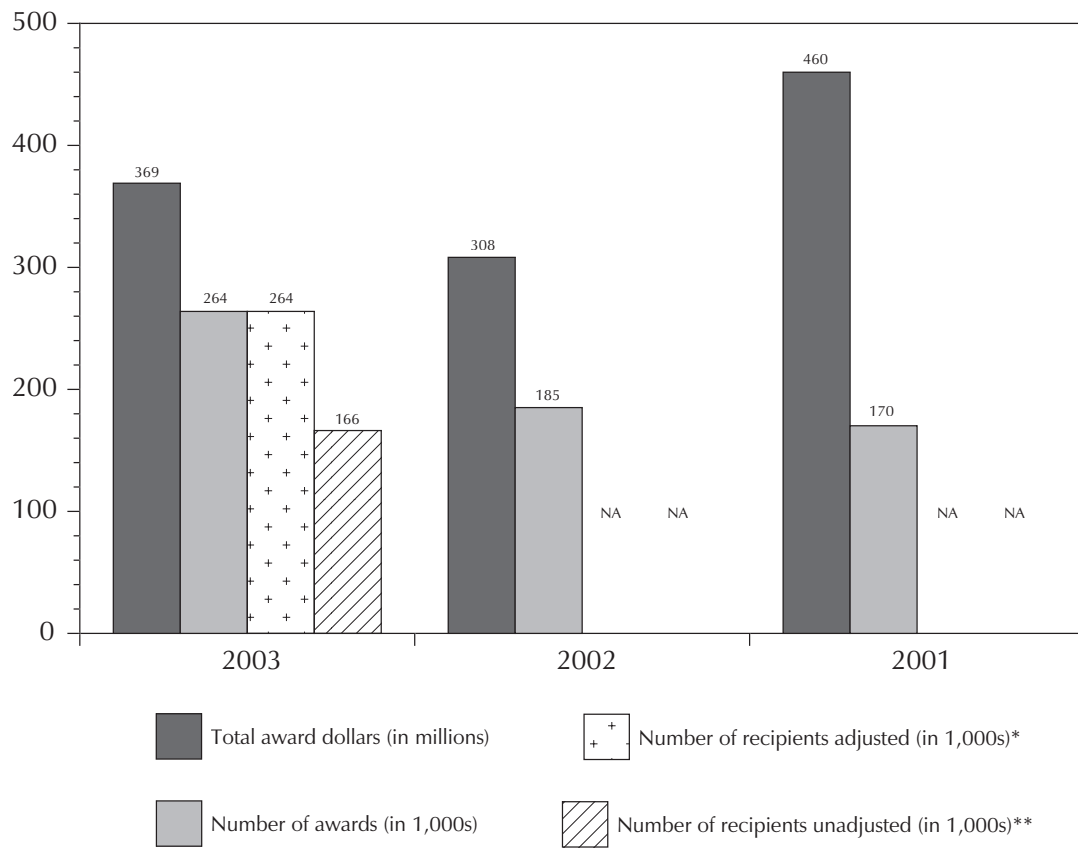
The combination of two sources creates a rich, multi-dimensional map of the landscape of private scholarship aid. However, it is important to keep in mind that NPSAS data and the Institute survey provide two distinct perspectives on private scholarships: one from students, and one from providers. Not surprisingly, this difference in perspectives gives rise to a number of discrepancies (further discussed later in this section), especially in regards to the demographic characteristics of recipients. Furthermore, even when combined, the two sources are still not a complete portrayal of private scholarships. This study is thus the first step on a new path of analysis dealing with private scholarships and should not be seen as fully comprehensive in its scope.

What Is the Dollar Volume of Private Scholarship Aid?

Quantifying the dollar volume of private scholarships is difficult because providers are diverse and numerous. Some private scholarship providers are large organizations with vast resources distributing hundreds of thousands of awards totaling millions of dollars. Other providers, however, are small community-run foundations or private individuals, granting no more than one award per year. These smaller providers slip through the cracks of most analyses and are much harder to identify, contact, and quantify. Thus, it is virtually impossible to calculate the exact volume of private scholarship aid available in the United States on a per annum

¹⁴ In some cases, data on private scholarship aid may have been edited in relation to student budgets and other aid received. See the Data Analysis System (DAS) for a description of NPSAS variables (<http://nces.ed.gov/das/index.asp>).

Figure 1. Number of awards and total private aid amounts in 2001-03, according to the Institute survey



* Please note: this is an adjusted number of recipients, combining all survey answers that indicated the number of recipients with those that only provided the number of awards.
 **Please note: this is the actual number of recipients as provided by the survey respondents. The data were collected for year 2003 only.
 Source: Institute Survey, 2004-05: 537 respondents.

Table 1. Trends in private grants and scholarships according to NPSAS

	2003-04	1999-2000	1995-96
UNDERGRADUATES			
Percentage of students receiving private grants	6.7%	8.3%	4.2%
Average amount received by recipients (\$USD)	1,982	2,062	1,679
GRADUATE			
Percentage of students receiving private grants	4.8%	4.9%	2.7%
Average amount received by recipients (\$USD)	3,091	3,413	4,151
PROFESSIONAL			
Percentage of students receiving private grants	10.1%	12.9%	8.2%
Average amount received by recipients (\$USD)	5,029	4,953	3,357

Sources: NCES 2004a and 2004b; NCES 2000a and 2000b; NCES 1996a and 1996b.

Table 2. Ranges of estimates of total private aid volume and recipients

Estimate	Number of Recipients	Award Volume (\$USD)	Sources
Low	200,000-264,000	369-450 million	Unpublished survey of NSPA members in 2002; unweighted data provided by Institute survey respondents for 2003
Medium	1.4-2.3 million	3.1-3.3 billion	NPSAS:2004 weighted sample estimates; Institute survey responses for 2003, weighted by provider type
High	2.4 million*	14 billion	National organization scholarship database

*Estimated number of awards, not recipients.

Sources: Institute Survey, 2004-05; NCES 2004a and 2004b; NSPA Survey, 2002; Strauss, 2005.

basis. However, using the sources available, it is possible to suggest a range of estimates that approximates the total volume of private scholarship aid and to obtain some information on the quantity of awards distributed.

For example, according to NPSAS, in the 2003-04 school year, approximately 7 percent of undergraduate students, 5 percent of all graduate students, and 10 percent of all professional students (medical, law, etc.) were granted an average of \$1,982, \$3,091, and \$5,029 respectively in private scholarship aid (see Table 1). From these figures, it is possible to extrapolate an estimate of the total dollar volume of aid for undergraduates, graduate students, and professional students.¹⁵ This methodology results in an estimated award volume of \$3.1 billion in 2003-04 and an estimated 1.4 million private scholarship recipients. An estimated 82 percent of the award volume went to undergraduates, 12 percent to graduate students, and 6 percent to professional students.

According to the Institute survey, the average amount of private scholarship aid in 2003 reported by respondents for all students (including undergraduate, graduate, and

professional) was about \$2,800, which is similar in magnitude to the NPSAS findings. There were more than 260,000 awards and \$369 million distributed (see Figure 1).¹⁶ The average award amount decreased slightly from 2001 to 2003. However, the number of awards distributed by the respondents increased by almost 100,000 during the same time period.

The values reported by the Institute survey respondents also were weighted by type of scholarship provider in order to estimate the total award volume for the universe of scholarship providers. This resulted in an estimated award volume of \$3.3 billion in 2003 and 2.3 million recipients. As previously mentioned, these figures may underestimate the total volume of awards available in the United States because the survey did not include donations by private individuals.

Taken together, the estimates of award volume generated from NPSAS and by the Institute survey, as well as estimates from other sources, can provide a range of possible estimates for the volume and number of recipients of private scholarship aid (see Table 2).

¹⁵ The Data Analysis System (DAS), which can be used to generate estimates of percentages and mean amounts of aid (including zeros) from the NPSAS data, also provides weighted sample sizes for each calculation. Together, these factors can be used to estimate total aid volume for the universe of students by multiplying the percentage times the weighted sample size for recipients, and the mean amount times the weighted sample size for dollar amount.

¹⁶ Out of 537 survey respondents, 483 indicated the total number of awards, 466 indicated dollar amount of awards, and 447 provided information on the number of recipients.

Table 3. Private scholarship aid compared to aid from all sources, 2003

Type of Aid	Total amount of aid (\$USD)	% of total aid	% of undergraduates receiving aid	Average award for undergraduates (\$USD)
Private scholarship aid (estimated)	3.1-3.3 billion	2-3%	6.7%	1,982
SELECTED OTHER AID:				
Institutional	23.2 billion	19.0%	18.8%	4,257
Federal Grants	17.2 billion	14.0%	28.0%	2,609
Federal Perkins Loans	1 billion	1.0%	3.6%	1,948
State Aid	6 billion	5.0%	15.6%	2,070
Total aid (without private scholarships)	122 billion	98.0%	63.2%	7,350
Aid from all sources	124.5-125.3 billion			

Note: Private scholarship aid is represented by the medium range of estimates presented in Table 2 as well as NPSAS estimates. Sources: Institute Survey, 2004-05; NCES 2004a and 2004b; College Board 2004.

- The lowest and the most conservative range of estimates is based on confirmed (i.e., not estimated) data reported by scholarship providers through either the Institute survey respondents (see above) or an unpublished survey of NSPA members that was conducted in 2002. That survey reported 200,000 recipients and a total of \$450 million in dollar volume. This range of estimates represents the most certain out of the three ranges.
- The medium range of estimates encompasses the estimates derived from NPSAS and the estimates generated by weighting the Institute survey respondent data, both of which were described above.
- The scholarship database of one national organization that provides information to students provides an upper-bound estimate, at \$14 billion and 2.4 million awards. This range, however, is the least reliable for several reasons. The database includes a number of different types of scholarships. It is not clear if it includes private donations awarded to institutions, for example, or even non-private scholarship aid. At the same time, the estimated total does not include

scholarships that are not included in the database of the organization (Strauss 2005).

The total awards and dollar volume of private scholarships remain a major quandary in assessing the role and function of private scholarship aid. It is possible to conclude, however, that even though small in comparison to federal and institutional types of aid, private scholarship aid provides a significant source of financing for postsecondary students (see Table 3). To put the numbers into perspective, total private scholarship aid is more than half the size of the total amount of state student aid awarded, more than three times the size of the Federal Perkins Loan Program (College Board 2004), and comparable in size to voluntary giving to institutions (see Box 1).

Unawarded Aid

The question of unawarded private scholarship aid is both complicated and contentious. There is a great deal of concern expressed in many quarters about the potential for fraud that exists in e-mail and other campaigns that describe billions of dollars in unclaimed scholarships. Some in the field of financial aid believe that the existence of unclaimed aid is largely a myth.

Such a broad range of views is possible because of the lack of quantitative information on unawarded aid. NPSAS only collects information on private scholarship aid that *was awarded* and not the overall amount of private scholarship aid available; thus, NPSAS does not offer any insights on the total volume of aid that *was not awarded*. The Institute survey attempts to remedy this gap in quantitative knowledge about unawarded aid. However, due to the small response rate, the Institute survey is only able to provide a rough estimate of total aid unawarded.

The results of the Institute survey suggest that neither of the two diametrically opposed perspectives on unclaimed private scholarship aid is completely accurate. Rather, the volume of unawarded aid may lie somewhere between myth and reality. Of private scholarship providers that responded to the Institute survey, 43 percent (229 out of 533) indicated that some of the available aid was not awarded in the year 2003. Further, 61 of these respondents provided the amount of aid that was unawarded in 2003, for a total of \$1.8 million. This amount provides a baseline for the total amount of unawarded aid that existed in 2003. Across all respondents who provided an amount of unawarded aid, the total represented about 8 percent of these providers' total award volume in that year; however, for some providers 100 percent was unawarded, while for others a very small percentage of the total was unawarded. The actual amount of unawarded aid likely is larger in magnitude and may be as high as \$100 million or more.¹⁷ Yet this amount would still pale in comparison to the total volume of private scholarship dollars that actually were awarded.

Who Are Private Scholarship Aid Recipients?

One of the most intriguing unanswered questions about private scholarship aid is who actually receives such aid. Using both

NPSAS data and the Institute survey, this report has explored several questions: What are the demographic characteristics of a private scholarship aid recipient? Who are the recipients of private scholarship aid, and what are their distinct characteristics in comparison to students who do not receive private scholarship aid? What is the likelihood of receiving private scholarship aid, given the demographic factors, type of institution attended, and student's level of study?

Profile of private scholarship recipients

The data that follow are used to describe a profile of a typical private scholarship aid recipient. In a number of cases the NPSAS analysis and the Institute survey give strikingly different results. This is true because the Institute survey collected data from private scholarship providers rather than the recipients of private scholarships themselves. Not all providers collected demographic information. Table 4 illustrates the varying rates of collection for demographic variables of recipients by the private scholarship providers that responded to the Institute survey. The higher the collection rate, the more reliable the data. For example, the student "level of study" variable had the highest collection rate (79 percent of total number of respondents), and the "income" variable had the lowest collection rate (15 percent).

Student Level: According to NPSAS, in 2003-04, approximately 82 percent of students receiving private scholarships were undergraduates, 12 percent were graduate students, and 6 percent were professional students. In comparison, 87 percent of all students were undergraduates, 11 percent were graduate, and 2 percent were professional students.¹⁸ In the Institute survey, the responses of the 79 percent of providers that collected student "level of study" indicate that among

¹⁷ If one assumes that the universe of providers as a whole had similar patterns as those who responded to the Institute survey (which may be quite unlikely), 43 percent of all providers had unawarded aid, and that aid represented about 8 percent of total dollars available.

¹⁸ These percentages are estimates calculated using the weighted sample sizes available through the DAS.

Table 4. Proportion of respondents to the Institute survey that reported collecting various types of demographic data

Collection Variable	Collect Data	Do Not Collect Data	Total Respondents	Collect Data (% total)
Student Level	341	93	434	78.6%
Region	279	160	439	63.6%
Gender	234	218	452	51.8%
Type of Institution	205	213	418	49.0%
Age	198	250	448	44.2%
Race/Ethnicity	151	306	457	33.0%
Income	66	367	433	15.2%

Source: Institute Survey, 2004-05.

aid recipients approximately 91 percent were undergraduate, more than 6 percent were graduate, and less than 1 percent were professional students (see Table 6).¹⁹

Gender: Both NPSAS and the Institute survey show that more women were awarded private scholarship aid than men. According to NPSAS, in the 2003-2004 academic year 59 percent of undergraduate private scholarship aid recipients were women and only 41 percent were men (see Table 5). In the Institute survey, 52 percent of respondents answered the question asking for the number of award recipients by gender. This group reported that 63 percent of recipients were women (see Table 6). This is not surprising given that the majority of students in postsecondary education are women.

Race/ethnicity: NPSAS indicates that in the 2003-04 school year 70 percent of undergraduates, 68 percent of graduate students, and 72 percent of professional students who received private scholarships were white. In the Institute survey, 33 percent of providers reported the number of awards by race/ethnicity. Their responses indicated

that only 27 percent of all award recipients were white, and 43 percent were Hispanic.²⁰

The surprisingly high percentage of Hispanic students can be explained by the fact that one scholarship provider concentrates on providing aid to Hispanic students only.²¹ When adjusted for this scholarship provider, the results were closer to the NPSAS statistics: 42 percent of all award recipients were white, the rest were students of color.²²

Nonetheless, the discrepancy between the results of NPSAS and the adjusted Institute survey results highlights data collection problems for this type of information. The Institute survey may inflate the percentage of students of color receiving private scholarships due to the nature of information collection for this variable. The race/ethnicity variable was the second least collected variable after income (33 percent collection rate). Many providers prefer not to inquire about an applicant's race/ethnicity due to privacy and fairness issues. The providers that do insist that an applicant provide his or her race or ethnic background are often organizations specifically targeting students of color.

¹⁹ Please note that these percentages are part of the distribution that includes students whose level was a valid unknown (over 2 percent).

²⁰ Please note that these percentages are part of the distribution that includes students whose race/ethnicity was a valid unknown (9 percent).

²¹ In 2003, this scholarship provider awarded 43 percent of the total awards of respondents.

²² Please note that these percentages are part of the distribution that includes students whose race/ethnicity was a valid unknown (14 percent).

Table 5. Characteristics of recipients of private grants, 2003-2004, NPSAS

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Non-recipients (% of total)	Recipients (% of total)	Non-recipients (% of total)	Recipients (% of total)	Non-recipients (% of total)	Recipients (% of total)
TOTAL ALL STUDENTS	100%	100%	100%	100%	100%	100%
DEPENDENCY STATUS						
Dependent	48.1%	72.7%	†	†	†	†
Independent without dependent	23.9%	12.6%	35.8%	35.2%	13.9%	8.0%
Independent with dependent	28.0%	14.7%	64.2%	64.9%	86.2%	92.0%
GENDER						
Male	42.5%	41.3%	41.4%	37.0%	52.5%	47.5%
Female	57.6%	58.7%	58.6%	63.0%	47.5%	52.5%
RACE-ETHNICITY						
White, non-Hispanic	62.6%	70.0%	67.4%	67.6%	66.5%	71.7%
Black, non-Hispanic	14.2%	11.3%	10.2%	10.3%	6.2%	4.7%
Hispanic or Latino	13.0%	9.2%	8.0%	6.4%	8.3%	10.5%
Asian	5.5%	3.9%	10.8%	11.4%	14.4%	5.3%
American Indian/Alaskan Native	0.9%	1.7%	0.6%	1.2%	0.2%	2.5%
Pacific Islander/Hawaiian	0.5%	0.3%	0.4%	0.1%	0.2%	0.0%
Other	1.3%	1.0%	1.1%	0.6%	1.5%	0.7%
More than one race	2.0%	2.6%	1.6%	2.4%	2.8%	4.7%
AGE						
15 to 21	41.4%	66.9%	0.4%	1.5%	1.8%	2.0%
22 to 25	21.9%	14.3%	24.7%	28.5%	51.1%	52.1%
26 to 30	11.7%	5.4%	27.0%	30.7%	28.8%	31.2%
31 and older	25.0%	13.4%	47.9%	39.4%	18.3%	14.8%
TOTAL INCOME BY DEPENDENCY STATUS						
Dependent: Less than \$20,000	6.4%	7.6%	†	†	†	†
Dependent: \$20,000-\$39,999	9.3%	13.9%	†	†	†	†
Dependent: \$40,000-\$59,999	8.6%	14.2%	†	†	†	†
Dependent: \$60,000-\$79,999	8.0%	13.7%	†	†	†	†
Dependent: \$80,000 or more	15.8%	23.3%	†	†	†	†
Independent: Less than \$20,000	21.1%	12.4%	30.6%	41.8%	65.3%	74.7%
Independent: \$20,000-\$49,999	18.0%	9.1%	33.1%	29.2%	21.5%	16.7%
Independent: \$50,000 or more	12.8%	5.8%	36.3%	29.0%	13.2%	8.6%
INSTITUTION TYPE						
Public less-than-2-year	0.5%	0.3%	‡	‡	‡	‡
Public 2-year	41.5%	22.7%	‡	‡	‡	‡
Public 4-year nondoctorate	10.7%	11.8%	11.3%	6.6%	0.0%	0.0%
Public 4-year doctorate	18.7%	27.8%	40.2%	50.1%	41.3%	53.0
Private not-for-profit less than 4-year	0.6%	0.4%	‡	‡	‡	‡
Private not-for-profit 4-year nondoctorate	7.8%	15.9%	14.4%	18.5%	0.0%	0.0%
Private not-for-profit 4-year doctorate	4.7%	10.9%	25.5%	22.4%	56.2%	45.5%
Private for-profit	8.1%	2.9%	5.3%	0.0%	0.0%	0.0%
Attended more than one institution	7.5%	7.5%	3.4%	2.4%	2.5%	1.5%

—continued on the following page

Table 5. continued from the previous page

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Non-recipients (% of total)	Recipients (% of total)	Non-recipients (% of total)	Recipients (% of total)	Non-recipients (% of total)	Recipients (% of total)
PRICE OF ATTENDANCE						
Less than \$1,000	31.4%	11.5%	9.0%	4.9%	4.8%	1.2%
\$1,000 to \$4,999	42.8%	43.2%	46.1%	43.3%	12.5%	21.5%
\$5,000 to \$9,999	14.7%	18.5%	24.7%	22.7%	22.0%	26.2%
\$10,000 to \$19,999	7.5%	16.1%	14.3%	22.8%	28.1%	29.7%
\$20,000 or more	3.6%	10.8%	6.0%	6.3%	32.6%	21.4%
ATTENDANCE INTENSITY						
Exclusively full-time	47.5%	69.4%	31.8%	38.7%	82.6%	79.2%
Exclusively part-time	36.2%	13.8%	54.7%	47.6%	7.7%	6.4%
Mixed full-time and part-time	16.3%	16.9%	13.5%	13.8%	9.7%	14.4%
CLASS LEVEL						
First	35.4%	36.8%	†	†	†	†
Second	25.6%	25.4%	†	†	†	†
Third	14.5%	15.5%	†	†	†	†
Fourth or more	24.5%	22.3%	†	†	†	†
UNDERGRADUATE DEGREE PROGRAM						
Certificate	6.9%	3.6%	†	†	†	†
Associate's degree	37.3%	22.4%	†	†	†	†
Bachelor's degree	45.3%	69.5%	†	†	†	†
Not in a degree program or others	10.6%	4.5%	†	†	†	†
EFC AS REPORTED						
Less than \$1,000	42.7%	27.5%	35.3%	48.4%	53.3%	55.3%
\$1,000 to \$4,999	23.0%	24.3%	24.1%	22.6%	18.6%	23.9%
\$5,000 to \$9,999	14.7%	19.8%	17.1%	15.9%	12.1%	10.1%
\$10,000 to \$19,999	12.1%	16.9%	13.9%	10.0%	10.0%	9.1%
\$20,000 or more	7.5%	11.6%	9.7%	3.1%	6.1%	1.6%
NEED (STUDENT BUDGET MINUS EFC)						
Less than \$1,000	35.6%	25.1%	31.0%	18.1%	5.9%	2.8%
\$1,000 to \$4,999	20.2%	13.6%	10.9%	8.0%	1.8%	1.8%
\$5,000 to \$9,999	20.6%	20.0%	17.2%	16.1%	5.2%	7.0%
\$10,000 to \$19,999	18.3%	27.0%	20.2%	24.3%	13.7%	21.9%
\$20,000 or more	5.4%	14.2%	20.8%	33.6%	73.4%	66.5%

† Not applicable

‡ Not enough cases for a reliable estimate.

Notes: Student budget includes tuition, room and board, books, transportation, and other personal expenses. Expected Family Contribution (EFC) is the total amount of assets and income that a student and his/her family are expected to contribute towards the cost of college. Graduate and professional students include those pursuing post-baccalaureate certificates.

Source: NCES 2004a and 2004b.

Table 6. Characteristics of recipients of private scholarships, 2003, Institute survey respondents

	Number of respondents	Percentage of scholarship recipients with characteristics
GENDER	234	
Women		62.8%
Men		35.6%
Unknown		1.6%
AGE	198	
Under 18		15.8%
18 to 25		72.8%
26 to 39		8.1%
40 and above		2.7%
Unknown		0.7%
RACE/ETHNICITY (including provider targeting Hispanic students)	151	
Black		7.5%
Native American		7.3%
Asian		4.5%
Hispanic		42.6%
White		27.1%
Other		2.0%
Unknown		9.1%
RACE/ETHNICITY (excluding provider targeting Hispanic students)	150	
Black		11.5%
Native American		11.1%
Asian		6.9%
Hispanic		12.0%
White		41.5%
Other		3.0%
Unknown		13.9%
INCOME	66	
Lowest		50.5%
Low middle		27.1%
Middle		17.6%
High middle		3.1%
Highest		1.1%
Unknown		0.7%
REGION	279	
Northeast		21.1%
South		22.5%
Midwest		18.1%
West		35.1%
Unknown		3.2%

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Table 6. *continued from the previous page*

	Number of respondents	Percentage of scholarship recipients with characteristics
STUDENT LEVEL	341	
Undergraduate		90.7%
Graduate		6.3%
Professional		0.8%
Unknown		2.2%
INSTITUTION CONTROL	205	
Public		56.5%
Private		38.5%
Unknown		5.0%
TYPE OF INSTITUTION	205	
4-year		81.0%
2-year		13.1%
Other		1.2%
Unknown		4.7%

Note: One provider that targeted all of its scholarships to Hispanic students had a disproportionate impact on the race/ethnicity distribution; figures are presented both with and without this provider.

Source: Institute Survey, 2004-05.

Age: According to NPSAS, 81 percent of undergraduate recipients of private scholarship aid were between the ages of 15 and 25. The results of the Institute survey indicated that the 44 percent of providers that collected such data reported that 89 percent of all awardees—including both graduate and undergraduate students—were in the same age group, 15 to 25.²³

Attendance Pattern: According to NPSAS, 70 percent of all undergraduates who received private scholarship aid were enrolled in higher education on a full-time basis, and only 48 percent of those who did not receive private scholarships were full-time students. This suggests that private scholarship aid reaches more traditional students.

Dependency Status: According to NPSAS, 73 percent of undergraduate private scholarship recipients were dependent on their families in 2003-04, compared to 48 percent of non-recipients. Independent undergraduates made up about half of all undergraduates in that year and about a quarter of private scholarship recipients.

Family Income: NPSAS data show different patterns of family income categories for various groups of students. For dependent undergraduate students, an average private scholarship recipient came from a middle income background. The percentage of dependent undergraduate recipients of private scholarship aid whose family income exceeded \$80,000 per year (23 percent of all recipients of private scholarship aid) was almost three times as high as the percentage of dependent student recipients whose family income was less than \$20,000 (8 percent of all recipients of private scholarship aid). On the other hand, for independent undergraduates as well as graduate and professional students, higher percentages of private scholarship recipients were in the lowest income category.

Results from the Institute survey were somewhat different. The respondents (15 percent) that provided income data indicated that more than 50 percent of their recipients were from the lowest income quintile, and slightly more than 1 percent came from

²³ Please note that these percentages are part of the distribution that includes students whose age was a valid unknown (under one percent).

the highest income quintile.²⁴ However, it is likely that the Institute survey results overstate the percentage of lowest income students receiving private scholarships because providers who collect income data generally are those who are specifically interested in supporting low-income students. Some providers set income as their primary eligibility criteria and establish an income cutoff based on the Free Application for Federal Student Aid (FAFSA),²⁵ the student's Expected Family Contribution,²⁶ or a federal income tax return. If an applicant passes the income cutoff, he or she must demonstrate eligibility in other selection criteria. Thus the providers create a subpopulation of all private scholarship recipients, limited to lower income students.

Institution type: NPSAS indicates that 66 percent of all undergraduates, 98 percent of graduate students, and 99 percent of professional students who were private scholarship aid recipients in 2003–2004 attended four-year institutions (doctorate and non-doctorate granting, private and public). The Institute survey results imply a similar pattern. Of the respondents that reported on the type of institution recipients attended, 81 percent of their recipients attended four-year institutions;²⁷ 56 percent attended public institutions, and 38 percent attended private institutions.²⁸

Price of attendance and financial need: For undergraduate and graduate students, private scholarship recipients are represented to a much greater extent in higher priced institutions than are non-recipients. Slightly more than a quarter of undergraduate and graduate private scholarship recipients attended the highest priced institutions (where price of attendance was more than \$10,000 per year),

compared to 11 percent of undergraduate and 20 percent of graduate non-recipients (professional students reveal a different pattern). This relationship is not coincidental. As a rule, a student attending a higher priced institution exhibits more financial need. For instance, need²⁹ for undergraduates who attend the most expensive institutions (\$20,000 or more price of attendance) was \$24,623 in 2003–04, compared to \$4,013 for those facing prices of attendance of less than \$1,000 (NCES 2004a). Private scholarship recipients tended to be in the higher categories of financial need, in comparison with non-recipients (again, with the exception of professional students).

Other sources of aid: Students with greater need, whether from coming from a low-income background or attending a relatively high priced institution, are likely to seek more sources of alternative financing, such as private scholarship aid. NPSAS shows evidence that there is a high correlation between receiving private scholarship aid and other types of aid. Undergraduate students receiving private scholarships were likely to receive more institutional, state, and federal grants. In the case of institutional aid, undergraduate private scholarship aid recipients on average received \$1,500 more than non-recipients. However, their volume of federal borrowing was less than that of those students who did not receive private scholarships (see Table 7).

To some extent, the profile of private scholarship recipients described above reflects characteristics of students as a whole. A complementary perspective shows that students with certain characteristics were more likely to receive private scholarship aid. Some groups of students were particularly likely

²⁴ Please note that these percentages are part of the distribution that includes students whose family income was a valid unknown (under one percent).

²⁵ The FAFSA is an application form that must be completed each year in order for students to receive federal financial aid.

²⁶ The Expected Family Contribution (EFC) is the total amount of assets and income that a student and his/her family are expected to contribute towards the cost of college. The federal government determines the amount of the EFC based on the information supplied on the FAFSA and the total price of attendance, which includes tuition, room and board, books, transportation, and other personal expenses.

²⁷ Please note that these percentages are part of the distribution that includes students who attended institutions where level was a valid unknown (5 percent).

²⁸ Please note that these percentages are part of the distribution that includes students who attended institutions where control was a valid unknown (5 percent).

²⁹ Need is defined as price of attendance minus Expected Family Contribution (EFC).

Table 7. Percentage of students receiving other types of aid, by private scholarship receipt, 2003-04, NPSAS

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Percent receiving (%)	Average amount received (\$USD)	Percent receiving (%)	Average amount received (\$USD)	Percent receiving (%)	Average amount received (\$USD)
FEDERAL PELL GRANT						
Private grant non-recipient	26.7%	2,484	†	†	†	†
Private grant recipient	28.0%	2,590	†	†	†	†
TOTAL FEDERAL GRANTS						
Private grant non-recipient	27.4%	2,591	0.8%	7,574	1.2%	‡
Private grant recipient	29.8%	2,828	1.8%	†	1.9%	‡
STAFFORD LOAN SUBSIDIZED						
Private grant non-recipient	27.2%	3,231	33.4%	6,864	73.4%	8,069
Private grant recipient	34.5%	3,247	32.4%	6,560	61.1%	7,746
STAFFORD LOAN UNSUBSIDIZED						
Private grant non-recipient	20.4%	3,572	30.2%	8,246	69.3%	16,295
Private grant recipient	23.6%	3,402	24.7%	11,224	53.2%	14,837
TOTAL FEDERAL LOANS						
Private grant non-recipient	32.9%	5,092	36.6%	13,347	77.5%	23,752
Private grant recipient	44.9%	4,682	34.7%	14,838	66.4%	20,749
INSTITUTIONAL GRANTS						
Private grant non-recipient	15.6%	3,975	16.2%	8,388	22.6%	8,140
Private grant recipient	44.8%	5,431	37.8%	6,940	27.0%	7,195
STATE GRANTS						
Private grant non-recipient	14.0%	1,901	1.7%	1,519	‡	‡
Private grant recipient	23.6%	2,389	4.9%	‡	‡	‡

† Not applicable

‡ Not enough cases for a reliable estimate.

Notes: Federal loans exclude Federal Parent Loans to Undergraduate Students (PLUS).

Source: NCES 2004a and 2004b.

Table 8. Percentage of students receiving private grants and average amounts received by selected characteristics, 2003-2004, NPSAS

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)
TOTAL ALL STUDENTS	6.7%	1,982	4.8%	3,091	10.1%	5,029
DEPENDENCY STATUS						
Dependent	9.8%	1,955	†	†	†	†
Independent without dependents	3.6%	2,286	4.7%	2,549	6.8%	‡
Independent with dependents	3.6%	1,855	4.8%	3,385	11.9%	4,915
GENDER						
Male	6.5%	2,115	4.3%	3,594	9.6%	6,177
Female	6.8%	1,889	5.1%	2,796	10.7%	3,926
RACE-ETHNICITY						
White, non-Hispanic	7.4%	1,843	4.8%	2,881	10.7%	4,745
Black, non-Hispanic	5.4%	2,271	4.8%	3,056	8.9%	‡
Hispanic or Latino	4.9%	2,060	3.9%	4,188	12.8%	‡
Asian	4.8%	2,618	5.1%	3,818	4.2%	‡
American Indian/ Alaska Native	12.2%	2,647	8.8%	‡	‡	‡
Pacific Islander/ Hawaiiin	3.6%	‡	‡	‡	‡	‡
Other	5.3%	2,414	2.7%	‡	‡	‡
More than one race	8.6%	2,587	7.2%	‡	16.8%	‡
AGE AS OF 12/31/03						
15 to 21	10.4%	1,903	16.0%	‡	‡	‡
22 to 25	4.5%	2,394	5.5%	3,366	10.0%	4,111
26 to 30	3.2%	2,337	5.4%	3,462	11.1%	5,907
31 and older	3.7%	1,791	4.0%	2,650	8.7%	‡
TOTAL INCOME BY DEPENDENCY						
Dependent: Less than \$20,000	7.8%	2,172	†	†	†	†
Dependent:\$20,000-\$39,999	9.7%	1,978	†	†	†	†
Dependent:\$40,000-\$59,999	10.6%	1,778	†	†	†	†
Dependent:\$60,000-\$79,999	11.0%	1,904	†	†	†	†
Dependent:\$80,000 or more	9.6%	2,008	†	†	†	†
Independent: Less than \$20,000	4.1%	2,223	6.4%	3,213	11.3%	4,810
Independent:\$20,000-\$49,999	3.5%	1,946	4.3%	3,104	8.5%	‡
Independent: \$50,000 or more	3.1%	1,860	3.9%	2,903	6.7%	‡

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Table 8. *continued from the previous page*

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)
INSTITUTION TYPE						
Public less-than-2-year	3.9%	2,415	†	†	†	†
Public 2-year	3.9%	1,316	†	†	†	†
Public 4-year nondoctorate	7.4%	1,498	2.9%	‡	‡	‡
Public 4-year doctorate	9.6%	2,133	5.9%	2,954	0.1%	3,713
Private not-for-profit less than 4-year	4.9%	1,986	†	†	†	†
Private not-for-profit 4-year nondoctorate	12.7%	2,249	6.1%	‡	‡	‡
Private not-for-profit 4-year doctorate	14.2%	2,928	4.3%	4,227	8.6%	6,249
Private for-profit	5.2%	6,302	0.0%	‡	‡	‡
Attended more than one institution			3.5%	‡	6.1%	‡
PRICE OF ATTENDANCE						
Less than \$1,000	2.6%	1,180	2.7%	‡	3.2%	‡
\$1,000 to \$4,999	6.8%	1,679	4.6%	2,378	18.0%	4,120
\$5,000 to \$9,999	8.3%	2,047	4.5%	3,753	13.2%	3,968
\$10,000 to \$19,999	13.4%	2,755	7.5%	3,391	11.9%	6,407
\$20,000 or more	17.6%	2,931	5.1%	5,043	7.7%	‡
ATTENDANCE INTENSITY						
Exclusively full-time	9.5%	2,076	5.8%	4,127	9.7%	4,692
Exclusively part-time	2.7%	1,506	4.2%	2,243	10.7%	‡
Mixed full-time and part-time	6.9%	1,986	4.9%	3,116	13.0%	‡
CLASS LEVEL						
First	6.9%	1,741	†	†	†	†
Second	6.7%	1,794	†	†	†	†
Third	7.1%	2,216	†	†	†	†
Fourth or more	8.0%	2,476	†	†	†	†
UNDERGRADUATE DEGREE PROGRAM						
Certificate	3.6%	2,157	†	†	†	†
Associate's degree	4.1%	1,337	†	†	†	†
Bachelor's degree	9.9%	2,175	†	†	†	†
Not in a degree program or others	3.0%	2,068	†	†	†	†

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Table 8. *continued from the previous page*

	UNDERGRADUATES		GRADUATE		PROFESSIONAL	
	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)	Percent receiving private grants (%)	Average amount received (\$USD)
EFC						
Less than \$1,000	5.5%	2,010	7.0%	3,023	11.2%	4,302
\$1,000 to \$4,999	8.8%	1,878	4.9%	2,718	13.6%	‡
\$5,000 to \$9,999	10.9%	1,912	4.9%	‡	9.2%	‡
\$10,000 to \$19,999	11.2%	1,788	3.8%	‡	10.0%	‡
\$20,000 or more	12.3%	2,103	1.7%	‡	3.0%	‡
NEED (student budget minus EFC)						
Less than \$1,000	4.8%	1,490	2.9%	2,512	5.8%	‡
\$1,000 to \$4,999	4.6%	1,527	3.6%	‡	‡	‡
\$5,000 to \$9,999	6.5%	1,702	4.5%	2,250	14.6%	‡
\$10,000 to \$19,999	9.6%	2,221	5.8%	3,058	17.0%	5,270
\$20,000 or more	16.0%	3,336	7.6%	3,950	10.4%	5,111
TOTAL FEDERAL GRANTS						
Did not receive federal grants	6.5%	2,030	4.8%	3,039	11.2%	4,970
Received federal grants	7.2%	1,868	10.1%	‡	‡	‡
Total federal loans (excl PLUS)						
Did not receive federal loans	5.6%	2,069	4.9%	3,134	13.5%	6,014
Received federal loans	8.9%	1,875	4.6%	3,012	9.3%	4,649
STAFFORD TOTAL MAXIMUM (subsidized and unsubsidized)						
No Stafford	6.7%	1,968	5.0%	3,127	14.8%	5,256
Less than maximum total	‡	‡	4.4%	3,051	8.9%	5,340
Maximum total	5.7%	2,557	‡	‡	7.8	‡
INSTITUTIONAL AID TOTAL						
Did not receive institutional aid	4.4%	2,033	3.5%	2,955	8.8%	6,030
Received institutional aid	16.6%	1,923	8.6%	3,245	13.3%	3,522
STATE AID TOTAL						
Did not receive state aid	5.9%	2,085	4.7%	3,108	10.5%	5,095
Received state aid	11.0%	1,683	11.6%	‡	5.1%	‡

† Not applicable

‡ Not enough cases for a reliable estimate.

Notes: Student Budget includes includes tuition, room and board, books, transportation, and other personal expenses. Expected Family Contribution (EFC) is the total amount of assets and income that a student and his/her family are expected to contribute towards the cost of college. Federal loans exclude Federal Parent Loans to Undergraduate Students (PLUS).

Source: NCES 2004a and 2004b.

to receive private scholarship aid, including Native Americans, middle-income dependent undergraduates, and students attending more expensive institutions (see Table 8). Native Americans had the highest probability of any ethnic group to receive private scholarship aid (12 percent for undergraduate students). This may be due, in part, to successful programs such as the American Indian College Fund, which supports students attending tribal colleges and universities. Income also seems to play an important role in the likelihood of receiving private scholarship aid. Dependent undergraduate students whose family income was in the higher income categories were more likely to receive private scholarship aid than those in the lowest income category. The reverse was true for graduate and

professional students. Students who attended private, not-for-profit, four-year institutions and undergraduates who attended relatively expensive institutions also were more likely to receive private scholarship aid.

Who Are Private Scholarship Providers and How Does Private Scholarship Aid Distribution Work?

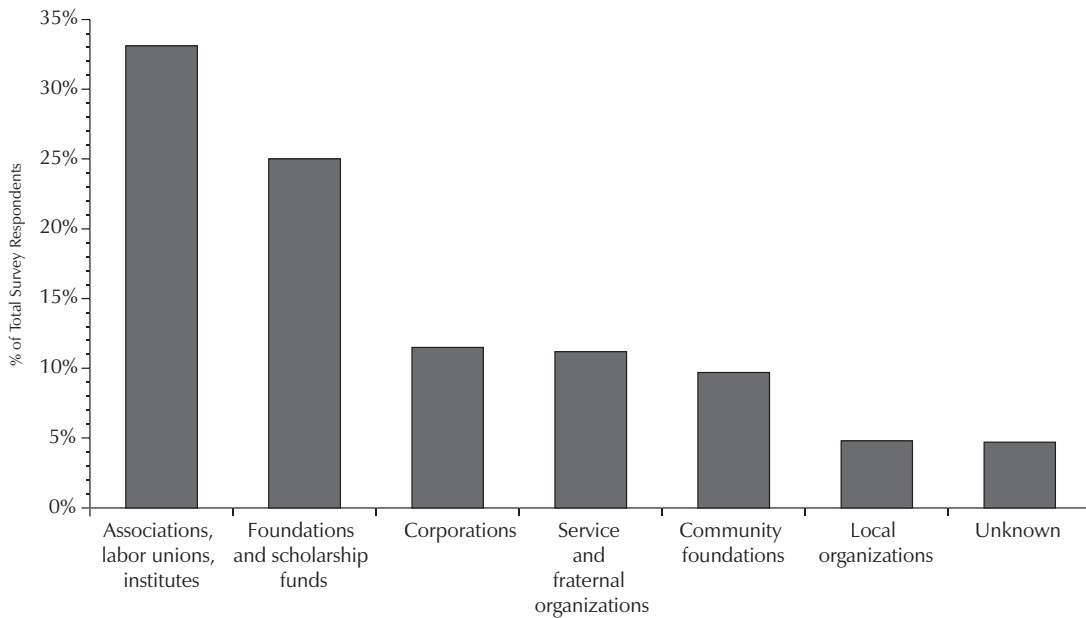
The picture of private scholarship aid would be incomplete without a description of the providers themselves. What types of organizations provide private scholarship aid? Who administers the private scholarship aid programs? How are decisions made about who is awarded and who is not awarded scholarships? All of these questions are integral

Table 9. Practices of private scholarship providers who responded to the Institute survey

	Frequency	Percentage
AWARD DISTRIBUTION	524	100.0%
National Headquarters	324	61.8%
Local Chapters	149	28.4%
Both	51	9.7%
Own Organization	490	93.5%
Outside Organization	16	3.1%
Both	18	3.4%
AID DISTRIBUTED	482	100.0%
All through institutions	165	34.2%
Mixture of student and institutions	59	12.2%
All to students	258	53.5%
REGION	537	100.0%
Great Lakes	107	19.9%
Mid East	105	19.6%
Southeast	100	18.6%
Far West	82	15.3%
New England	48	8.9%
Plains	44	8.2%
Southwest	31	5.8%
Rocky Mountains	20	3.7%

Source: Institute Survey, 2004-05.

Figure 2. Distribution of Institute survey respondents by type of provider



Source: Institute Survey, 2004-05; 537 respondents.

to understanding the function of private scholarship aid in the machinery of higher education financing. This section attempts to shed some light on the nature of private scholarship aid providers by examining the results of the Institute survey.

Administration, control, and region

Twice as many survey respondents indicated that their awards were distributed through national headquarters versus local chapters. Moreover, the majority of respondents indicated that their grants were administered by their own administrator as opposed to an outside scholarship administrating service. About 53 percent of the 482 providers that provided data on the proportions of aid given directly to students as opposed to the aid paid through

institutions indicated that 100 percent of their aid was given directly to students. Thirty-four percent indicated that 100 percent of their aid was paid through institutions; the others were somewhere in between (see Table 9).

Types of providers

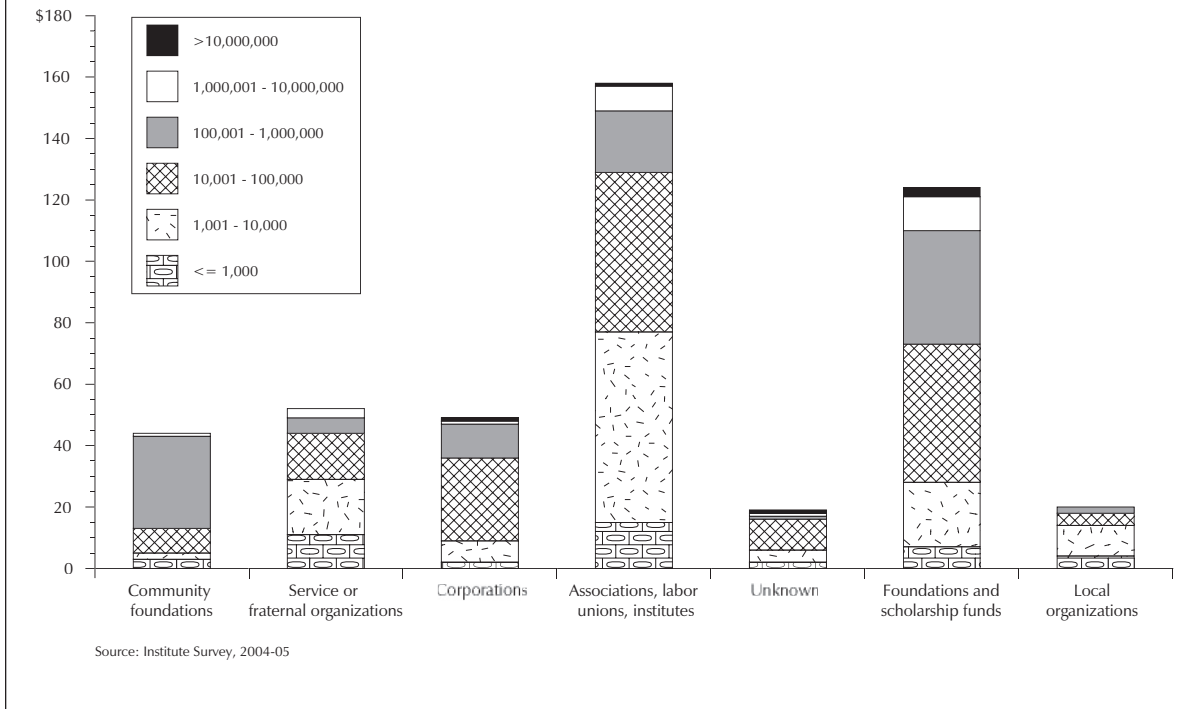
A multitude of organizations provide private scholarships. They differ in size, total number of awards, and volume of total award dollars. They target different types of students and favor different eligibility and award criteria.

Out of the 537 respondents, associations, societies, unions, and institutes were the most numerous (33 percent).³⁰ The smallest number of providers identified themselves as local organizations (5 percent), and 5 percent remained unknown³¹ (see Figure 2).

³⁰ Please note that scholarship providers in the universe were assigned the following seven categories: associations, societies, unions, institutes; foundation/scholarship fund/trusts; corporations; youth/service/fraternal organizations; community foundations; local organizations; and unknown.

³¹ Although the majority of the providers included in the master list were categorized using the name of the organization, some were not, and these providers comprise the “unknown” category.

Figure 3. Distribution of total award volumes by provider type, Institute survey respondents, 2003



The total dollar value and number of awards distributed varied by type of provider. The highest number of providers across all types of organizations awarded scholarships with an average award no higher than \$2,500, and their total award volume for 2003 was between \$10,000 and \$100,000. Larger providers, primarily foundations and corporations, granted awards of various sizes and include providers with average awards as high as \$25,000. Local organizations tended to grant smaller awards, and their annual award volume tended to be lower than \$10,000 (see Figure 3).

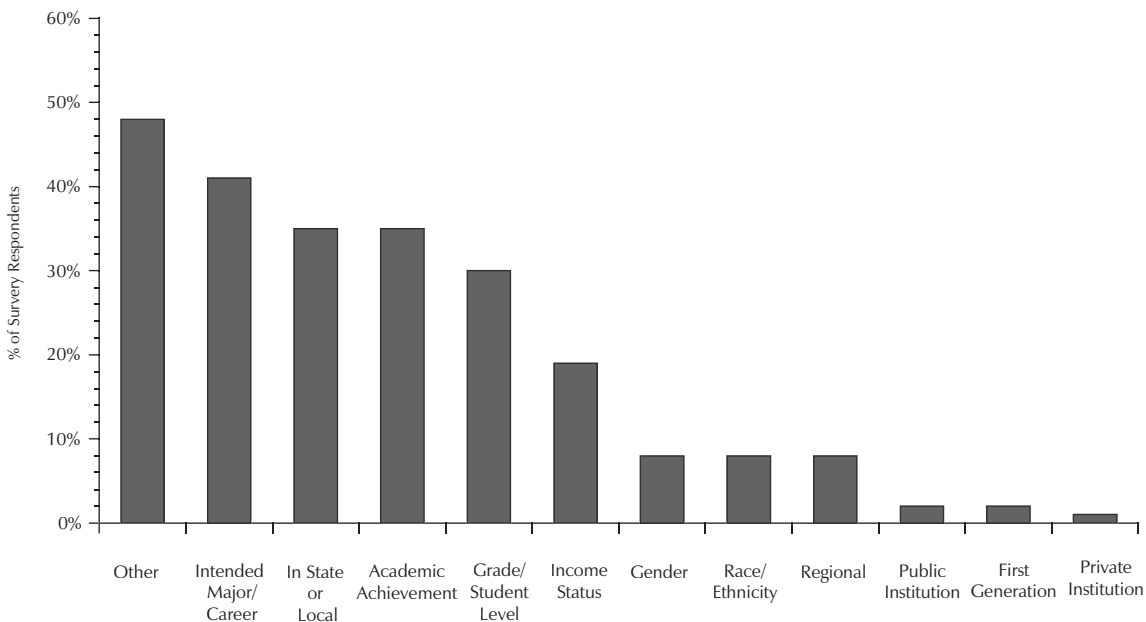
Eligibility criteria

Eligibility criteria create a threshold for the students' scholarship application. An applicant

who cannot meet this initial threshold usually is not allowed to apply for a scholarship. Most organizations create a threshold that ensures that their funds go to applicants who demonstrate preferred characteristics. For example, all applicants might be required to have a cumulative Grade Point Average (GPA) of 3.5; awards are then made among this group of applicants based on other criteria. Out of 537 survey respondents, 459 stated that they used aid eligibility criteria (see Figure 4). The two most common eligibility criteria were the applicant's intended major (41 percent of all respondents) and the applicant's in-state or local residence (35 percent of all respondents).³² The least frequent response for eligibility criteria was attendance at a private institution. Income was sixth on the list (19

³² Multiple responses were allowed for this question.

Figure 4. Eligibility criteria reported by Institute survey respondents



Note: Respondents could report multiple criteria.
Source: Institute Survey, 2004-05; 459 respondents.

percent of all respondents). Almost half of all respondents defined their eligibility criteria as “other.” This “other” category included but was not limited to characteristics such as age, citizenship, disability, disease diagnosis, specific high school attendance, religious affiliation, and organization membership.

Award criteria

Once an applicant passes the initial stage of the selection process or meets the eligibility criteria, he or she is then allowed to make an application and presumably enter into competition with other qualified applicants. The six main award criteria examined in the Institute survey were academic achievement, extracurricular activities, financial need, athletic participation/excellence, service, and “other.” The “other” category was used by organizations whose criteria ranged

from a mandatory essay to a demonstration of will and strength. Out of 473 respondents who reported award criteria, 71 percent chose academic achievement, 56 percent chose service, and 45 percent chose need (see Figure 5).³³ Athletics (5 percent) was the least frequently chosen criterion.

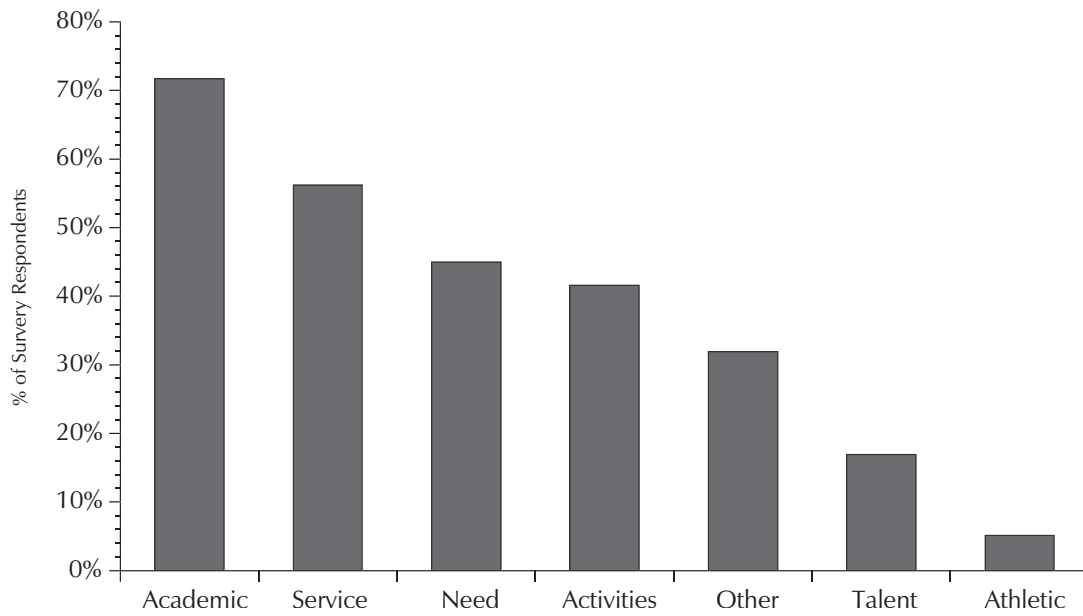
Most providers likely had more than one selection criteria in their decision process. Providers also were asked to rank the award criteria in the order of importance (see Table 10). Out of 507 respondents to this question, 42 percent chose academic performance, and only 6 percent chose need as the *most* important selection criterion.

Financial Need

One of the most important questions in the distribution of all types of financial aid

³³ Multiple responses were allowed.

Figure 5. Award criteria reported by Institute survey respondents



Note: Includes multiple responses.
Source: Institute Survey, 2004-05; 473 respondents.

is whether those who need it are the ones who receive it. Private scholarship aid is no exception. However, private scholarship aid has many distinct characteristics unlike state aid, federal aid, and most institutional aid that impact the goals and practices of those who provide it.

The Institute survey sheds some light on how decisions are made by private providers in regards to the “need” factor. Somewhat surprisingly, “need” was not present at the top of eligibility or selection lists for most of the private providers. Only a fifth of the respondents indicated that income status was a necessary requirement for eligibility. Although almost half of the respondents suggested that need was one of their award criteria, in the order of importance, need was ranked five out of seven criteria. Half of 420 respondents indicated that at least some of their aid was need-based, and 30 percent indicated that all

of their awards were need-based. In other words, private scholarship providers may not ignore students’ need but may prefer to add to their selection and award processes by using other criteria.

Of the 231 Institute survey respondents that provided the criteria they used to determine need, the majority used their own income criterion, 19 percent used Expected Family Contribution from FAFSA, and 18 percent used income from FAFSA (see Table 11).

The data do not support the notion that private scholarship aid is a major factor in so-called *last dollar funding*—that is, aid that is specifically targeted to address the funding gaps that exist in governmental or institutional aid programs. According to the Institute survey, the majority of respondents did not view their scholarships as a source of last dollar funding. Sixty-nine percent (361 out of 523) of respondents said that their scholarship

Table 10. Most important award criterion reported by Institute survey respondents

Criterion	Total number that chose award criterion	% of Total number of respondents
Total number of respondents	507	100.0%
Academic	214	42.2%
Other	100	19.7%
Talent	85	16.8%
Activities	68	13.4%
Need	31	6.1%
Athletic	5	1.0%
Service	4	0.8%

Source: Institute Survey, 2004-05.

programs are not last dollar funding. If gap funding has occurred, it would be difficult to accurately measure the effect. In many cases, college financial aid administrators are unaware that a student has received private scholarship aid.

Overall Findings

The NPSAS analysis and the Institute survey highlight distinct groups of students who benefit from private scholarship aid. Some of these groups include:

- **Traditional undergraduates:** this group is the largest and most noticeable among private scholarship recipients. Most private scholarship aid is still mainly distributed among 18 to 25-year-olds, coming from middle-income backgrounds, dependent on their parents, attending a public or private four-year institution on a full-time basis. It is for this group of students in particular that private scholarships may facilitate students' choice of institution and consequently further the achievement of students' academic and professional aspirations.
- **Low-income graduate and professional students:** Certain providers direct their funds toward financially independent, low-income graduate and professional students. For low-income graduate and professional students, private aid may provide a flexible means of financing that often allows students to prioritize their scholarship money.
- **Students of color:** According to NPSAS, representation of students of color among private scholarship aid recipients is proportional to the racial/ethnic composition of the United States (US Census Bureau 2000).³⁴ However, the Institute survey results indicate that a significant number of organizations may direct their resources toward students of color in particular, and thus play an important role in overall representation of students of color among private scholarship recipients.
- **Students fulfilling narrow eligibility criteria:** Students who fit very narrow and specific eligibility criteria of particular providers

³⁴ According to the 2000 Population Census, the United States population had the following break-down: White (75 percent), Black or African American (12 percent), American Indian and Alaska Native (1 percent), Asian (4 percent), Native Hawaiian and Other Pacific Islander (less than 1 percent), some other race (6 percent), two or more races (2 percent).

Table 11. Types of need criteria reported by Institute survey respondents

	Chose as an eligibility criterion	% of total number of respondents
Total number of respondents that reported using need criteria	231	
EFC	43	18.6%
Income from FAFSA	41	17.7%
Poverty level	6	2.6%
Other criterion	83	35.9%
Reduced or free lunch	4	1.7%
Income level determined by provider	120	51.9%

Note: Includes multiple responses.
Source: Institute Survey, 2004-05.

are a relatively small but important group. This category includes students with special disabilities, talents, or career choices who are otherwise not targeted by any other form of financial aid.

Private scholarship aid appears to have a specific function in higher education, one that is unlike other forms of aid. Its role is to focus on issues that are not readily addressed in other aid programs, and to do so with a local or community-based perspective on student needs. Private scholarship aid is the only type of aid by which citizens are able to personally help a student go to college. In

contrast to tax dollars, private scholarships give student aid a specifically civic touch. It is a form of niche-funding that empowers both students and their communities. Private scholarships alone might not be the guarantors of student access to higher education; however, private scholarships provide deserving students with something that might play an even greater role in their future academic and professional careers than monetary support alone. This unique role clearly deserves further quantitative examination as private scholarship aid continues to grow as an important part of the overall student financing equation.

Profiles of Selected Private Scholarship Providers

In the previous section, quantitative findings were presented that show the profile of students who receive private scholarship aid. Here, profiles of selected private scholarship providers are given to show the range of motivations and practices of providers.

Two of the providers profiled, the Wil-low chapter of Dollars for Scholars and CSF of Luverne Dollars for Scholars, are affiliates of Scholarship America's national Dollars for Scholars program. Scholarship America is a national nonprofit organization dedicated to private sector support for education.³⁵ In addition to Dollars for Scholars, the organization also offers Scholarship Management Services and ScholarShop, a college preparation curriculum for students in grades four through twelve.

The other five organizations, Chela Education Financing, Inc., Jeannette Rankin Foundation, The Columbus Foundation, The Boettcher Foundation, and the Vermont Student Assistance Corporation represent a wide range of providers. All of the case studies were conducted with organizations that are members of the National Scholarship Providers Association (NSPA). NSPA is comprised of organizations and individuals who engage in scholarship giving.³⁶

The organizations highlighted here were chosen to reflect the various missions and functions of private scholarship providers, including those that focus on reducing the debt burdens of students, helping low-income and adult students, awarding scholarships to students based on academic achievement and community involvement, and generally

providing students with increased options in furthering their education.³⁷ These case studies also examine the ways students apply for scholarships, the additional benefits that are offered to students beyond monetary awards (such as mentoring or public recognition), and the ways the private scholarships provided by each organization fit with the rest of a student's financial aid.

In the interviews with scholarship providers for the profiles, there were some interesting commonalities among the various organizations that became apparent. Much of the success of these programs rests on the provider's ability to raise money and leverage partners among community members and postsecondary institutions. For example, endowments are gifts from individuals, families, businesses, or other organizations to the scholarship provider that are large enough to be used as principal for an investment. The interest earnings are actually used to provide scholarship awards. Most organizations try to solicit as many endowment gifts from individual or other private donors as possible in order to sustain their ability to grant awards. For example, volunteers at the CSF Dollars for Scholars in Luverne, Minnesota, increase their endowment funds by targeting alumni of Luverne High School, the beneficiaries of their fundraising.

³⁵ For more information, see www.scholarshipamerica.org. Note that Scholarship America was formerly called Citizen's Scholarship Foundation of America.

³⁶ For more information, see www.scholarshipproviders.org.

³⁷ Scholarship American and National Scholarship Providers Association assisted in the selection of providers for these profiles as these organizations represent a diverse group of private scholarship providers throughout the country.

Some organizations promote community involvement in raising funds and also include community members in the evaluation of scholarship applications. This often serves to further inspire community members to support scholarship giving for their area. For the Jeannette Rankin Foundation, involvement in reading application essays connects community members, many of which also give donations to the organization, to those students who are applying for scholarships. Reading essays also serves as an added incentive for community members to be involved in the overall process of giving scholarships. Also interesting is the success of the scholarship providers in growing their programs by building partnerships with postsecondary institutions. Whether it is the Chela Education Financing's ability to work closely with financial aid administrators or the Boettcher Foundation's partnership with Colorado public colleges and universities to offer added benefits to scholarship recipients, leveraging partners is shown to be critical in the operations of the scholarship providers profiled here.

The information presented in each case study was gathered primarily through

telephone interviews with scholarship administrators and volunteers at each organization. Additional information was gained from organizational literature that was provided, and from the organization's website. Although the findings cannot be generalized, they offer a portrait of a number of very different providers and point to interesting questions for further exploration.

Dollars for Scholars, Scholarship America

Dollars for Scholars is Scholarship America's "flagship program" and has been operating since 1958 when founder Dr. Irving A. Fradkin began challenging community members in Fall River, Massachusetts, to give at least one dollar to go towards scholarships for local students (Scholarship America 2005). Promoting community involvement in scholarship giving, chapters across the country raise money to give to students in their local communities. These organizations are run by volunteers in each community with initial guidance from Scholarship America staff.

PROFILE 1

Wil-Low Chapter Dollars for Scholars, Hayneville, AL

The Wil-Low chapter of Dollars for Scholars combines parental involvement programs, tutorial services, and community fundraising for scholarships, all to help students succeed in education (information in this section was taken from Jackson 2005). The program was started with the help of Ester Jackson and other community members of Hayneville, Alabama. At the time, Jackson worked for the Tuskegee University County Extension Program that served youth and adults in counties throughout Alabama. While serving as county extension agent, Jackson became aware of a grant available from the College/Community Partnership Program, which was administered by

Initially, scholarship money raised through the consortium was only available for students who participated in the tutorial program. Today, students throughout the county are able to apply for the scholarship. In 2004, the program awarded 22, \$500 scholarships. According to Jackson, while there is no specific target group, the scholarship is typically aimed at high school students who have obtained a 2.0 or better GPA. Still, some students who have lower GPAs but have demonstrated the will to work hard are also considered for awards. Students who apply for scholarships also must have already been accepted into a postsecondary institution at the time of the application deadline. In

Community involvement is emphasized by the Dollars for Scholars program nationwide, and the Wil-Low chapter encourages this by working closely with parents in the community.

the Consortium for the Advancement of Private Higher Education of the Council of Independent Colleges. This grant program, which ended in 1999, was offered to promote partnerships between community organizations and colleges to provide education advancement programs (Council of Independent Colleges 2005).

The Tuskegee University County Extension Program also worked in partnership with the national Dollars for Scholars. Jackson, and others, saw this as a good opportunity to provide funding to maintain the county's already existing WHEAT, White Hall Enrichment Advancement Tutorial program. The Tuskegee University County Extension Program applied for and subsequently received the grant, worth \$30,000. As part of the requirements for receiving the grant, a Dollars for Scholars chapter was established in Hayneville to work with the tutorial program. Eventually, the Wil-Low Scholastic Program was established to serve as an umbrella for three main components: Dollars for Scholars, tutorial services, and parental involvement activities.

addition to acceptance letters, students submit personal narratives describing their community involvement and letters of reference. Once students are chosen to be scholarship recipients, they are invited to an awards dinner where past recipients come to speak and serve as motivation for the students' continued success. Periodically, follow up surveys are conducted to track the scholarship recipients' success.

The Wil-Low Dollars for Scholars program is run entirely by volunteers. Currently, approximately 50 volunteers work on coordinating the program's activities. Community involvement is emphasized by the Dollars for Scholars program nationwide, and the Wil-Low chapter encourages this by working closely with parents in the community. The Wil-Low chapter recruits parents, with children of all ages, to volunteer for various activities and also offers assistance to parents through parenting classes, financial aid sessions, and other helpful workshops.

Community involvement is an important element in the Wil-Low's fundraising efforts

as well. Holding two large fundraising events annually, the organization enlists the help of youth and adults throughout the county. In December, the organization holds its annual walk-a-thon, where students from the county's nine primary and secondary schools raise money for the scholarship program. In addition to the walk-a-thon, horse clubs from all over Alabama and surrounding states are invited to participate in an annual horse show, and proceeds are given to the scholarship fund. A large portion of Wil-Low's fundraising comes from endowments from community members. Through all its fundraising efforts, the fund raises \$20,000-\$24,000 annually. One of the goals for the program is to increase the amount that is raised annually

so that awards can be increased from \$500 to \$1,000 and so that awards can be given to students on a renewable basis.

Another goal of the Wil-Low Dollars for Scholars program is to help start other Dollars for Scholars chapters in Alabama. Currently, the Wil-Low program is the only Dollars for Scholars chapter in the state. As a result, the fund receives several e-mails from students in other counties hoping to apply for the scholarship. This shows a need for other programs throughout the state and the benefit of community involvement in scholarship giving—"because students are not getting the federal dollars like in the past" and "whether the money goes to pay for books or personal needs, it's a big help."

PROFILE 2

CSF of Luverne Dollars for Scholars, Luverne, MN

In 1983 the CSF of Luverne Dollars for Scholars fund was established by community members who met to discuss the possibility of creating a scholarship fund for students at the local high school (information in this section was taken from Gropel 2005). This effort was initiated when staff from Scholarship America introduced the idea and offered to assist in establishing the fund. On December 7, 1983, the organization was officially formed with the mission of raising and dispersing money to graduates of Luverne High School.

For the 2005 application cycle, 73 of the 93 seniors at Luverne High School applied for a scholarship through CSF of Luverne. In

different ways for donors to contribute: gifts less than \$100 become part of a general fund, gifts between \$100 and \$1,999 are used to establish a one time scholarship, and gifts of \$2,000 or greater are used to create a perpetual scholarship in which the principal gift is invested and the interest is used to fund scholarships. The goal of the organization was to solicit as many \$2,000 donations as possible in order to establish perpetual scholarships. However, in the beginning, it was difficult to make the case for why a scholarship fund was necessary. The profile of the fund was raised after receipt of a large endowment gift, and others in the community began to realize the importance of

One of the reasons the CSF of Luverne has been so successful in raising funds is its ability to reach community members and alumni of Luverne High School.

order for students to receive a scholarship they must provide evidence of community and school involvement, an essay discussing their educational and career objectives, letters of recommendation, and ACT and PSAT scores. The applications are scored by the national Dollars for Scholars staff in order to prevent any bias. Once applications are scored, they are ranked anonymously according to score, and awards are given based on score level. In some years past, the foundation has been able to award scholarships to 100 percent of the applicant pool. This is not automatic however, and the number of awards given depends on the nature of the applicant pool and the available funds. Throughout the years, the number and amount of awards have increased due to the organization's successful fundraising efforts.

One of the reasons the CSF of Luverne has been so successful in raising funds is its ability to reach community members and alumni of Luverne High School. When the organization began, volunteers set out to gain donations from various community organizations and individuals. The foundation set up three

donating to the cause of helping students attain higher education.

In 1990, the foundation received an additional boost in endowment giving when it began publishing a newsletter to alumni of Luverne High School. The newsletter contained information about Luverne High School and the overall community and highlights about the scholarship foundation. Approximately 5,000 alumni from Luverne High School reside in all 50 states, and after the alumni newsletter was initiated many alumni began establishing scholarships to give back to their alma mater. The newsletter has been the key factor in the foundation's successful fundraising efforts. Alumni of Luverne High School have donated money to perpetual scholarships in the name of their graduating class, as well as in memoriam for individual classmates or family members. Occasionally the fund will receive an unusually large endowment gift. One alumnus, who owned a potato chip company in the Midwestern part of the country, donated \$1 million dollars to the foundation, after initially being asked for a \$2,000 donation. Successful fundraising efforts resulted in

the organization reaching the \$1 million mark in 2004 for total awards.

The success of CSF of Luverne not only has inspired community members to give to the cause of education but also has encouraged the creation of other foundations in the community.

According to scholarship administrator Gregg Gropel, the CSF of Luverne Dollars for Scholars fund has become important because people “want to make sure students are well educated so that they can advance” and continue to have a “sense of community.”

PROFILE 3

Chela Education Financing, Inc., San Francisco, CA

In 1979, the California Higher Education Loan Authority (Chela) entered the education financing business (information in this section was taken from Cox 2005 and Chela Education Financing, Inc., 2005). As a nonprofit organization Chela began purchasing loans through secondary lending markets to ensure a steady supply of funds for student loans. The mission of the organization was to “put education within reach for all those who aspire to obtain it.” Today, Chela Education Financing, Inc., operates as a for-profit subsidiary under the newly formed Education Financing Foundation of California and has expanded its services beyond loans to also offer scholarships for students enrolled in

on reducing loan debt for students by having the scholarship and outreach specialist at Chela work directly with financial aid administrators responsible for developing these packages.

Developing relationships with colleges and universities is an important aspect of Chela’s operations, not only to determine the best utility of students’ scholarship awards but also as a means of outreach. Although traditional media outlets such as trade publications and Internet scholarship searches offer some advertising for Chela, students often learn of the program from their schools’ financial aid or scholarship departments. Through its partnership building efforts with universities and other community

One of the unique ways Chela is able to help students reduce their loan debt is through relationships fostered with financial aid administrators at colleges and universities.

postsecondary education. Chela’s scholarship giving began about 15 years ago with a budget of \$10,000. Today, the scholarship division operates on a budget of \$500,000 and offers scholarships to students nationwide.

As one of its main organizational objectives, Chela seeks to reduce the amount of debt that students incur through loans. One of the unique ways Chela is able to help students reduce their loan debt is through relationships fostered with financial aid administrators at colleges and universities. Like many scholarship providers, Chela sends awards directly to the college or university that the recipient is attending. The award then becomes part of a student’s total financial aid package. Chela’s scholarship awards are given on a one-time basis, but they can be distributed over several semesters depending upon the particular needs of the student. Overall, the focus is kept

organizations, Chela has helped a diverse group of students earn a higher education. One of the most memorable students was a woman returning to school who received a Chela scholarship after losing her fiancé overseas in Iraq. The woman, who had previously survived an abusive relationship, was encouraged by her fiancé to return to school. After he was killed, she decided to return to school as an honor to his legacy. There was no question in any of the scholarship panel member’s minds that this applicant should receive an award. “The opportunity to make such an impact in someone’s life is one that shouldn’t be passed up.” In addition, there should be an “obligation to social responsibility...companies that will ultimately survive are those that do not use the bottom line as their main motivation; yes we want to make a profit but not at the expense of people.”

PROFILE 4

The Jeannette Rankin Foundation, Athens, GA

Named after the first woman elected to Congress, the Jeannette Rankin Foundation promotes access to postsecondary education for low-income women returning to school (information in this section was taken from Anderson 2005; Jeanette Rankin Foundation 2005a and 2005b). Jeannette Rankin herself, who served as an elected official before women had the right to vote nationally, was a woman involved in activism for peace and women's suffrage. Although from Montana, Rankin purchased a home in Watkinsville, Georgia, and spent much of her time there. Her Georgia property would later become the source of endowment for the Jeannette Rankin Foundation.

Rankin designated proceeds from the sale of her property upon her death to help low-income, unemployed women. Rankin noticed the difficulty that this population had in re-entering the work

scholarship funds can be utilized and prevent these women from falling out of the higher education system.

In most cases, the scholarship is used to cover tuition and fees. However, when sending the award to an institution, the scholarship administrator asks to be notified if a student has enough money to cover her tuition and fees through other awards. Thus, the Rankin scholarship can be used in ways best suited for the student. Often a student may want to use the money to displace some of her loan debt, or it may be beneficial for her to use the funds to pay expenses such as rent or child care. These decisions are made on a case-by-case basis, taking into consideration the student's best interests.

Gaining support from the surrounding community is also an important goal of the Jeannette Rankin Foundation. Community

The first award was given in 1978, and today the scholarship is available to low-income women 35 and older throughout the nation.

force while she was still alive. After her death, several friends used the \$16,000 from the sale of her estate to establish the Rankin Foundation in 1976. The first award was given in 1978, and today the scholarship is available to low-income women 35 and older throughout the nation.

Women 35 and older who return to school face obstacles that are specific to their experience. Many of the women who apply for a scholarship have recently gone through a life transition such as divorce, being widowed, or loss of a job. These women often work part-time or full-time to support families while attending school. The different experiences of older women returning to school demand a level of flexibility that differs from traditional students. The foundation has been able to offer that flexibility to the women who receive the scholarship. By working directly with financial aid administrators, along with the recipients themselves, the scholarship coordinator is able to determine the best way that the Rankin

members offer donations which constitute one of the foundation's major sources of funding. Individual donors also become involved in the application process, as many who donate money also volunteer to review applications. According to one staff member, volunteers are motivated to give their time to this process because it "becomes really personal for them." During that time they become very invested in the lives of the women they are reading about. This process promotes a connection between those who donate time and money for the awards and those who receive them.

Once students receive an award, attempts are made to keep in touch with the women through college and beyond. Every year the organization surveys recipients to assess their progress. The organization estimates that roughly 80 percent, if not more, of the recipients have graduated or are still in school. One of the great success stories of the program is a woman who received an award

in 1998 when she was 49 years old. Until that point she had worked in the health profession; however, due to a nerve injury in her hands, she could no longer perform her job. She applied for the scholarship to go back to school and received a bachelor's degree in communication. Upon graduation, she donated enough money to grant

an additional award to another woman. She was quoted as saying, "When I received the award it was so much more than money for school—it was an acknowledgement that complete strangers believed in me and wanted to help me put my life back together" (Jeanette Rankin Foundation 2005b).

PROFILE 5

The Columbus Foundation, Columbus, OH

In 1943, Harrison M. Sayre and other Columbus citizens established The Columbus Foundation, a community foundation that allows Columbus residents to help improve their community through philanthropic service (information in this section was derived from Higginbotham 2005; Columbus Foundation 2005). Community foundations are nonprofit, tax-exempt organizations that are “organized and operated as a permanent collection of endowed funds for the long-term benefit of a specific geographic area.” The Columbus Foundation held \$741 million in assets in 2003, and granted \$63 million in total gifts in that same year.

... even a “\$500 scholarship can sometimes act as the difference between going and not going” on to pursue higher education.

In 2003, donor-established funds at The Columbus Foundation supported arts, urban affairs projects, education, health, social services, conservation, advancing philanthropy, and religion. Of the entire donor-established funds, about 4 percent were created to offer scholarships to Columbus residents. The first scholarship fund established with The Columbus Foundation was The William C. and Anna Rose Chamberlain Fund, created in 1973. This fund continues today and assists members of Gender Road Christian Church gain an education in the Christian ministry. In 2003, the foundation administered 151 scholarships and gave 373 awards that totaled \$527,000.

The Columbus Foundation offers donors flexibility in establishing scholarship funds. Donors have varying motivations for establishing funds. One of the most prevalent motivations for establishing scholarships is to honor the memory of a lost loved one. In addition, some residents hope to assist students in a particular field of study or from a particular high school. Many of the funds seek to accomplish two purposes—to assist students who exhibit financial need and to reward merit. An independent selection committee is chosen to help select recipients based on the award criteria. If the

award criteria are based strictly on financial need, financial aid counselors from surrounding colleges help make appropriate selections.

Because donor participation is one of the unique appeals of the Columbus Foundation, emphasis is placed on connecting donors to the scholarship recipients themselves. When recipients are chosen, donors are encouraged to make presentations to the students personally or to attend awards receptions at the recipients’ schools. Part of the process of connecting students to scholarship fund donors, is encouraging students to write thank you notes and keep in touch with

donors. While the foundation itself does not have a particular process for tracking student progress, students are encouraged to stay in touch with scholarship donors, and thereby keep the foundation informed about how the student is progressing through college and beyond. This also creates a way for donors to become personally connected with those they are helping, which serves as a major motivation for continued giving.

The Columbus Foundation further helps students identify scholarships through the newly created ScholarLink tool. Using this new tool, students complete a profile form and receive a list of scholarship awards applicable to their profile and administered through The Columbus Foundation. The foundation believes that it is important for similar organizations to be involved in scholarship giving because of the rising cost of postsecondary education; even a “\$500 scholarship can sometimes act as the difference between going and not going” on to pursue higher education. Donors who establish scholarship funds with The Columbus Foundation keep this in mind. They find that donating money is a good way to give back to their community, and “know that they have played a key role in someone’s life.”

PROFILE 6

Boettcher Foundation, Denver, CO

Top students in Colorado compete for the Boettcher Scholarship, modeled after the Rhodes Scholarship and viewed by many as the most prestigious scholarship a Colorado student can receive (information in this section was taken from Kramer 2005; Boettcher Foundation 2005). The Boettcher Foundation was founded in 1937 by Claude and Charles Boettcher, who gained wealth through a variety of Colorado industries including hardware stores, cement, sugar, business investments, and real estate. In an effort to give back, the Boettchers established the Boettcher Foundation which grants funds for capital projects in four major areas: education, arts and culture, community and social services, and health. Today the Boettcher Foundation awards \$10-12 million annually. The scholarship program, which constitutes about \$2.5 million of the foundation's

to honor teachers from their high schools at an annual teacher recognition awards program. Those chosen teachers receive a \$1,000 award to be used for educational expenses at the teacher's discretion. In recent years, the scholarship program also has incorporated a cohort system, encouraging recipients to build relationships with one another through formal and informal gatherings.

Faculty mentors on the campus of each institution where Boettcher Scholarship recipients attend are designated to help facilitate some of the enrichment activities. The Boettcher Foundation gives \$1,000 per student per year to each school to coordinate events such as retreats, cultural activities, seminars, and graduate school advisement. Recipients also are able to apply some of their award toward international study abroad programs. These benefits offer an

The Boettcher Foundation has been successful in building partnerships with colleges and universities to share the costs of the scholarship, particularly because the schools benefit.

annual award giving, was started in an attempt to keep Colorado's successful students in the state. Students who receive the scholarship must use the awards in state, attending either a Colorado public or private institution. The scholarship carries important significance as students who receive the award are among the most heavily recruited students in the state.

The Boettcher Scholarship is highly esteemed for the generous benefits that it offers. The award covers tuition, fees, books and supplies, and provides a stipend for recipients' living expenses. But it is the additional aspects of the scholarship, besides the money, that make the award particularly appealing. Each year events are organized to enhance recipients' college experience. One such event is an annual scholarship dinner with the president or chancellor of each school that recipients attend, encouraging students to know their institution's leaders. Additionally, recipients are given the opportunity

enhanced experience and can be a motivating reason for students to accept the scholarship, particularly when some are considering attending school outside the state.

The scholarship offers impressive benefits for students who receive the award but also offers benefits to the schools they ultimately attend. The Boettcher Foundation has been successful in building partnerships with colleges and universities to share the costs of the scholarship, particularly because the schools benefit. During the late 1980s, the organization's board grew increasingly concerned about the rising cost of tuition in the state. The board worked with administrators at Colorado schools to establish an agreement; the Foundation would cover 75 percent of tuition and fees and the schools themselves would cover 25 percent. Schools also contribute money to pay a portion of room and board and sometimes offer matching dollars for study abroad and academic enrichment grants given by the foundation.

Institutions are willing partners with the Boettcher Foundation because of the scholarship's high profile as well as the high achieving potential of the students who receive the award.

Students who receive the Boettcher Scholarship exhibit elevated levels of achievement and undergo a highly competitive application process. Students must meet minimum eligibility requirements, including standing in the top 5 percent of their high school graduating class, scoring at least 1200 on the SAT or 27 on the ACT, and demonstrating involvement in community and school activities. Three rounds of screening and

interviewing take place before the final awardees are selected. Students also must maintain a 3.0 GPA to keep the scholarship throughout college. The achievements of recipients continue throughout college and post-graduation. Distinguished alumni of the scholarship include many who have gone on to receive the Rhodes Scholarship, one former Speaker of the House for the Colorado state legislature, and one Nobel Prize Winner. The potential for students to garner this type of high profile success offers an incentive for schools that seek to recruit academically high achieving students to support the program.

PROFILE 7

Vermont Student Assistance Corporation, Winooski, VT

The Vermont Student Assistance Corporation (VSAC) is a unique public/private partnership established by the Vermont state legislature in 1965 to “ensure that all Vermonters have the necessary financial and information resources to pursue their education goals beyond high school” (information in this section was taken from Lemay 2005; VSAC 2005). As a not-for-profit organization, VSAC acts as an information and services clearinghouse for Vermonters interested in pursuing a postsecondary education. VSAC provides loan services including financing, servicing, and guaranteeing loans. VSAC also provides financial aid services, career and education outreach, state-funded grant programs,

their scholarship search, including when to begin searching, additional resources to consult, and things to avoid.

Students and organizations alike benefit from the streamlined approach that VSAC offers to student financial aid. For students, the application process is made simpler with a unified application. In addition, students are able to access a library of information at the VSAC headquarters as well as a variety of national scholarship searches offered on-line. Organizations that choose to have their scholarships administered by VSAC benefit by simplifying their administrative duties. Services that VSAC offers to organizations include administration and evaluation of scholarship

As a not-for-profit organization, VSAC acts as an information and services clearinghouse for Vermonters interested in pursuing a postsecondary education.

and a Vermont Higher Education Investment Plan. Through its scholarship program, VSAC administers, either fully or in part, approximately 140 scholarship programs, including those established by federal and state government as well as private scholarship providers. In 2001, the Vermont Scholarship Fund (VSF) was established as an affiliate to VSAC. The fund allows private donors to create their own scholarship funds to be administered by VSAC.

Vermont students become aware of scholarships administered by VSAC through its publication *Scholarship*. The booklet contains information about VSAC administered scholarships as well as others that are not administered by VSAC but are still available to Vermont students. From the booklet, students obtain information about scholarship deadlines, eligibility requirements, and average amounts and number of awards given. Students also are given general information about how to make the most of

applications as well as administration of financial aspects of the scholarship fund.

As mentioned earlier, VSAC administers a range of scholarship programs from the state, federal, and private sector. Examples of scholarships administered by VSAC range from large federal scholarship programs such as the Robert C. Byrd Honors Scholarship to a state scholarship program known as the Vermont Honor Scholarship, a program that provides \$1,000 for one student from each high school enrolling Vermont resident students. Private scholarships administered by VSAC also vary widely, from those that offer one-time \$500 scholarships to \$5,000 scholarships offered on a renewable basis. In the 2003-2004 academic year the average award was \$1,964, and they ranged from a low of \$100 to a high of \$15,000. Of the \$4.8 million awarded through VSAC in 2003-2004, \$3.2 million was awarded through private funds only.

Summary and Policy/Research Implications

This report has explored the role of private scholarships in student financial aid through the use of myriad data sources. The study assesses the overall amount of private scholarships and describes the types of students that tend to receive such scholarships. Additionally, various private scholarship providers were highlighted using original survey data and in-depth provider profiles.

The following are some major findings of the study.

- The estimated number of awards per year is between 1.4 to 2.3 million and the total award volume is estimated to be between \$3.1 and \$3.3 billion. It is possible that a proportion of this aid goes unawarded each year, but the amount is relatively small in comparison to other forms of aid.
- The typical private scholarship recipient is a traditional undergraduate; between the ages of 18 and 25, from a middle-income family, dependent on his/her parents, and attending a four-year institution on a full-time basis.
- However, there are private scholarship recipients who do not fit the typical characteristics. Providers often target funds towards students who are members of underrepresented groups in higher education such as students with disabilities, low-income students, or students of color. Graduate and professional recipients tend to be from lower income categories.
- Private scholarship providers are a diverse group of organizations. The size and scope vary from those that are large, such as banks or corporations, to small community foundations and local organizations. Many provide one scholarship or while others award hundreds.
- Private scholarship providers use various eligibility requirements such as intended academic major, academic achievement, and income status. Requirements for granting awards also vary and include academic achievement, service, need, and other qualifications.
- A variety of mechanisms are used to distribute awards. Most respondents to the Institute survey administered scholarships through their own organization either locally or through a national headquarters. The majority of respondents also distribute funds directly to students.
- Private scholarship providers utilize many innovative approaches to raise money, leverage partners, and create local community empowerment.

These findings are based on a combination of nationally representative data and information derived from the experiences of specific private scholarship providers. The findings point to directions for further research and data collection while at the same time providing a sense of the current landscape of private scholarship aid. Despite its relatively small dollar value compared to other sources of financial assistance, private scholarship aid is a critical part of the overall national goal of improving access to higher education. Private scholarship aid stands apart from government and institutional aid in several important ways.

First, it helps students who slip through the cracks of other aid programs. Because private scholarships are usually awarded at a local, and therefore more personal, level, the awards often help students who are not the main targets of large-scale programs. These scholarships are critical for the students who receive them, ranging from foster children, to students with unique academic or other talents, to students who are deeply involved with their communities, and numerous other categories of students who do not fit the criteria of other programs.

Private scholarship aid also facilitates choice and affordability for students of varying income levels. Scholarships from private funding make college more affordable for low-income students as well as other populations who may not be from low-income backgrounds but who still confront high prices of attendance for college or high amounts of financial need. This suggests an area in which the private sector can play a complementary role with governments and institutions by offering deserving students the opportunity to continue their education. Private scholarships can also enhance the ability of students of all incomes to choose among institutions—between public and private institutions, those that focus on particular fields of study, those in a particular location, and those that offer various degree levels, among other characteristics. In this way, private scholarships are often used to help students attend the college of their choice.

Finally, private scholarship programs provide a testing ground for new approaches to student financing. The private sector provides the ideal context for trying new ideas and strategies to help students pay for college. Private scholarships have long led the way in this arena and pioneered many of the strategies that are used by today's large-scale government and institutional aid programs. Such innovation has included supporting students who conduct community service, helping students who face complex family and life circumstances that cannot be

measured through the typical aid program methodologies, and many others.

Policy/Research Implications

Private scholarships remain one of the least understood areas of student financing. Because of the complexity associated with gathering information from such a diverse collection of providers, fundamental data about the size and scope of private scholarship aid has never previously been reported. This first-ever study has certainly advanced understanding of private scholarship aid, but it is far from definitive. An aggregation of information from multiple sources, as has been done for this study, appears to be the best way to estimate how much aid is provided and to whom.

This study also provides ample evidence of the deep commitment that exists in the private sector to help students go to college. The private sector's support for scholarship aid must be better recognized and understood as a key element in the national goal of improving access to higher education, especially as private aid is combined with critical government and institutional financial aid programs.

The connection of private scholarship providers to the access agenda has, regrettably, gone largely unnoticed in the broader national debate about paying for college. The goal of this report is not only to provide a greater understanding of the important role of private scholarship aid but also to stimulate:

- ① ***The development and funding of new programs that mirror the success of the diverse kinds of programs identified through this study.*** This study shows that the ideas and commitment of thousands of people and communities can be combined to have a significant impact on how students pay for college. The range of programs and approaches to private scholarship aid is impressive, but, in fact, they only scratch the surface of the potential that exists in the private sector. New programs must be developed by corporations, associations,

community-based organizations, and all others who can use their resources to target students who are not well served by other forms of aid.

- ② ***Increased communication among private scholarship providers that will better facilitate an exchange of ideas about program management, fundraising activities, student selection, and award distribution practices.*** Currently there are organizations that serve as networks for private scholarship providers. As knowledge about the diversity among providers grows, these models can be replicated in order to improve the ability of providers to communicate with one another. In this way, ideas about program management, fundraising activities, student selection, and award distribution practices can be better circulated. Some of the items on the discussion agenda could include leveraging and raising capital, student targeting techniques, building connections with universities, and establishing relationships with local and professional communities.
- ③ ***Capacity-building support for private scholarship programs by government, especially as it relates to the establishment of local, community-based programs that can be funded through local dollars and staffed by community volunteers.*** Private scholarship aid must continue to be derived primarily from private financial resources. However, it is possible to use a modest sum of government funds to leverage significant new investments in private scholarships. One specific way to do this is via the federal Leveraging Educational Assistance Partnership (LEAP) program, which encourages state governments to provide state tax dollars to assist students in their states to gain the critical benefits of postsecondary education. This program could be enhanced to leverage a much greater amount of aid for students if it

were used to stimulate not just state dollars for student aid but significantly increased private sector aid in each state as well. For example, in the state of Washington the legislature has provided small challenge grants to communities to encourage the creation of local scholarship fundraising chapters. As a result, more than 100 new volunteer-supported, community-based scholarship chapters are now raising money each year to help their local students pursue college, university, or vocational education.

The current LEAP legislation could be modified to reward those states that significantly increase student aid by working in partnership with local community-based scholarship providers. This modest effort could also help to increase awareness at the local community level about the importance of grant-based assistance and the need for a broad partnership of providers to contribute to the national goal of making college possible for all Americans.

- ④ ***Additional research and analysis that will build on this first national study and result in greater understanding of, and appreciation for, private scholarship aid.*** Future research needs to focus on several key issues. First, a comprehensive list of scholarship providers should be developed and maintained, avoiding the complex and likely incomplete approach that was taken for this study, to draw together lists of providers from multiple sources. A thorough list will improve the quality and accuracy of the data needed to estimate total private scholarship aid. Maintaining such a database will require sustained financial support for some entity to play this role. Second, research needs to explore in more detail who the beneficiaries of private scholarship aid are and how private scholarship aid distribution patterns vary by state, region, or other factors. Third, more qualitative information needs to

be collected from private scholarship aid recipients to better understand how students learn about private scholarships and what students see as the unique benefits of such aid. Finally, future research should

explore the specific ways in which private scholarships can be used in combination with federal, state, institutional, and other aid to effectively mitigate the rising costs of a college education.

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Appendices

Appendix A: Response Rates for Institute Survey

	Total valid respondents		Total in the valid universe		Percent responding to survey (%)
	Frequency	Percent (%)	Frequency	Percent (%)	
Total	537		4,400		12.2
REGION					
New England	48	8.9	447	10.2	10.7
Mid East	105	19.6	1034	23.5	10.2
Great Lakes	107	19.9	883	20.1	12.1
Plains	44	8.2	323	7.3	13.6
Southeast	100	18.6	743	16.9	13.5
Southwest	31	5.8	252	5.7	12.3
Rocky Mountains	20	3.7	153	3.5	13.1
Far West	82	15.3	562	12.8	14.6
Sub total			4397	99.9	
Missing			3	0.1	
PROVIDER TYPE					
Community foundation	52	9.7	139	3.2	37.4
Youth/service/fraternal organization	60	11.2	396	9.0	15.2
Corporation	62	11.5	649	14.8	9.6
Associations, societies, labor unions, institutes	178	33.1	1530	34.8	11.6
Foundation/scholarship fund	134	25.0	925	21.0	14.5
Local organizations	26	4.8	381	8.7	6.8
Unknown	25	4.7	380	8.6	6.6

Source: Institute Survey, 2004-05.

EDITOR'S NOTE: This survey has been adapted for publication. The original was a web-based questionnaire.

Appendix B. Private Scholarship Aid Survey

Instructions

All responses to this survey should be based on private scholarship aid within the following parameters:

- All private scholarship aid (including grants, scholarships, fellowships, etc.) designated for postsecondary education to be used for educational purposes;
- Private scholarship aid that was *disbursed* to a student either directly or through a postsecondary institution for the **2003 Calendar Year only** (unless otherwise noted);
- Private scholarship dollars awarded at *all levels of postsecondary education* (undergraduate, graduate, professional) and *all types of institutions* (2-year public and private, 4-year public and private, for-profit).

Please DO NOT report on private scholarship dollars fitting these criteria:

- Pre-college preparation monies from private sources;
- Scholarships to private elementary and secondary schools;
- Loans, work study, and internships;
- Private scholarship aid given to a college or university from private sources (i.e., endowment monies, institutional foundation dollars);
- Monies awarded to employees for training or a degree (i.e., employee tuition reimbursement programs or Section 127 benefits to corporations).

If none of your aid fits these criteria, please check here and mail back your survey.

Number and Volume of Scholarships

The following questions refer to all private scholarship aid (grants, scholarships, fellowships etc.) disbursed by your organization to a student either directly or through a postsecondary institution.

1. What was the total number of scholarship awards and the total dollar amount awarded by your organization in the following calendar years?

Calendar Year	Total Number of Scholarships	Total Dollar Amount
2003 Calendar Year		\$
2002 Calendar Year		\$
2001 Calendar Year		\$

2. In the 2003 Calendar Year, did you have any available private scholarship aid that was not awarded? (*Circle only one response*).

- a. Yes
- b. No

If yes, what was the dollar amount not awarded? \$ _____

Administration of Scholarships

The following questions refer to all private scholarship aid (grants, scholarships, fellowships etc.) disbursed by your organization to a student either directly or through a postsecondary institution.

3. What type of scholarship provider does your organization consider itself? (*Circle only one response*).

- a. Bank
- b. Community Foundation
- c. Foundation/Private Organization
- d. Service/Fraternal or Sorority Organization
- e. Youth Service Organization
- f. Other: Please Specify _____

4. What percentage of scholarships are awarded:
(*Please make sure that your answers add up to 100 percent*).

- a. Directly to students: _____
- b. Through a postsecondary institution: _____

5. Do you award scholarships to students through your national headquarters or through local chapters? (*Circle one response*).

- a. Through national headquarters
- b. Through local chapters
- c. Both

6. Are scholarships administered (managed) by your organization or through some other outside organization (i.e., Scholarship America, College Board)? (*Circle one response*).

- a. Through our organization
- b. By an outside organization
- c. Both

7. Are the private scholarships that you award used as “gap” or “last dollar” funding? (Circle one response).

- a. Yes, all the time
- b. Sometimes
- c. No, we do not factor this into our awards
- d. Don’t know

Eligibility

The following questions refer to your largest private scholarship aid program in terms of dollar amounts awarded to a student either directly or through a postsecondary institution in the 2003 Calendar Year.

8. Are there limitations placed on who can apply for this scholarship? (i.e., gender, race/ethnicity, regional, intended major of study). (Circle one response).

- a. Yes (go to question 8)
- b. No (go to question 9)

9. What are the limitations in its eligibility? (Circle all that apply).

- a. Academic Achievements: GPA/SAT or ACT scores/Class Rank
- b. First in family to attend postsecondary education
- c. Gender Specific
- d. Grade Level
- e. Income Status
- f. Intended Major of Study
- g. In-state or Local Resident
- h. Private Institution
- i. Public Institution
- j. Race/Ethnicity
- k. Regional (Northeast, South, Midwest, West)

Other: Please specify _____

10. Which selection criteria are used to award your largest scholarship? (*Circle all that apply*).

- a. Academic
- b. Athletic
- c. Need-based (income specific)
- d. Participation in School Activities
- e. Service (leadership, community service, character)
- f. Talent (specific set of skills; i.e, writing ability or musical talent)
- g. Other: Please specify _____

11. What selection criterion is the MOST important in awarding your largest scholarship? (*Circle one response*).

- a. Academic
- b. Athletic
- c. Need-based (income specific)
- d. Participation in School Activities
- e. Service (leadership, community service, character)
- f. Talent (specific set of skills; i.e, writing ability or musical talent)
- g. Other: Please specify _____

12. What percentage of your scholarship aid dollars in the 2003 Calendar Year was need-based (where at least one of the criteria is need)? (*Insert zero if none of your scholarships are need-based*).

_____ %

13. If you offer need-based scholarships (where at least one of the criteria is need), what criteria do you use to determine need? (*Circle all that apply*).

- a. EFC (Collected by FAFSA)
What is the EFC cutoff? \$ _____
- b. Income data (Collected by FAFSA)
What is the cutoff for income data collected by FAFSA? \$ _____
- c. Income level (Collected by scholarship provider)
What is the cutoff for income data collected by FAFSA? \$ _____
- d. National poverty line
- d. Students who receive free or reduced price lunch
- h. Not applicable to our programs
- e. Other

If other, please specify: _____

Information on Recipients (Demographic Profile)

The following questions refer to the number of student recipients who have been awarded private scholarship aid (grants, scholarships, fellowships) in the 2003 Calendar Year for all programs.

14. What is the total number of student recipients who were awarded private scholarship aid (grants, scholarships, fellowships) in the 2003 Calendar Year? _____

15. Please indicate the number of student recipients who were awarded private scholarship aid (grants, scholarships, fellowships) within the listed categories in the 2003 Calendar Year.
Please insert zeros if no recipients are applicable.

Race/Ethnicity	Number of Recipients
Black, non-Hispanic	_____
American Indian or Alaskan Native	_____
Asian or Pacific Islander	_____
Hispanic	_____
White, non-Hispanic	_____
Race/Ethnicity Unknown	_____
Other	_____
<input type="checkbox"/> Do not collect this information	

Gender	
Women	_____
Men	_____
<input type="checkbox"/> Do not collect this information	

Region	
Northeast	_____
South	_____
Midwest	_____
West	_____
<input type="checkbox"/> Do not collect this information	

Age	
Under 18	_____
18-25	_____
26-39	_____
40 and older	_____
<input type="checkbox"/> Do not collect this information	

Family Income

- Low-Less than \$30,000 per year
- Low middle- \$30,000 to \$44,999
- Middle - \$45,000 to \$74,999
- Upper Middle-\$75,000 to \$99,999
- High-\$100,000 or more
- Do not collect this information

Number of Recipients

Type of Institution

- Private Institutions
- Public Institutions
- 2-year institutions
- 4-year institutions
- Other: *Please specify*
- Do not collect this information

Level of Study

Total Undergraduate (This also includes awards given to high school seniors for their first year of college) _____

Total Graduate (This also includes awards given to graduating undergraduates for their first year of graduate education.) _____

Total Professional

Do not collect this information

16. Are you comfortable with us contacting you for further information on your programs?

- a. Yes
- b. No

Thank you for completing our survey. The success of our project and the quality of the data received depends a great deal on your participation. Thank you again for taking time out of your busy schedules to help make this project a success.

