Education for All

What It Takes to Get There

McGraw Hill White Paper Series

> Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.
>
> —Kofi Annan

What is Education for All?

Education for All is the idea that institutions must do everything in their power to understand individual student needs, and then provide them with appropriate resources to meet those needs and achieve their academic goals. However, higher education is still only accessible to some, while others are left behind.

98% of institutions acknowledge this problem, 56% of which have looked for solutions.

So why, then, have only 2% made any real progress?

Today, many more paths exist towards a solution and new ones are explored every day—action and progress are possible. To uncover what's working and what's not in the pursuit of Education for All, we at McGraw Hill spoke with numerous students, administrators, instructors, and academic experts across the country. This white paper explains where we currently stand, how we can overcome persistent challenges, and how institutions can leverage effective practices to shift momentum in the right direction. Most notably, we will introduce the Success in Higher Education Framework that covers three key areas all institutions should consider in the pursuit of progress towards an Education for All:

Access and Achievement
Being and Belonging
Cause and Career

When an institution takes all three areas into account, they can see needs that may be currently underserved and begin to craft actionable steps to fill those gaps. By looking holistically at the factors that impact a learner's drive and success, institutions can take the totality of the student's experience into account and move beyond an education for some, to an education for all.



I. Knowing Who to Help

To understand why education for all has not yet been achieved, we must first identify who is excluded, both in terms of students as well as faculty and administrators.

Additionally, we need to understand the trends in that exclusion, and how it manifests along the learning journey. Key manifestations of education reaching some, but not all, can be seen through; (1) declining enrollment rates, (2) gaps in graduation rates, (3) rising mental health concerns, and (4) rising student-loan debt.

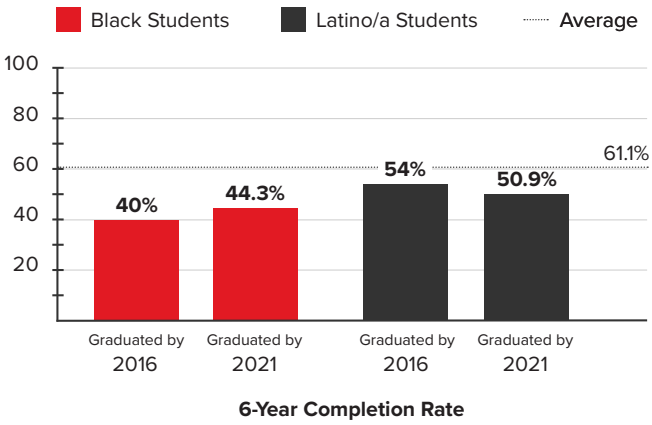
1. Declining Enrollment

The overall two-year decline in college enrollment has reached 7.4% as of Spring 2022.[1] This downward trend has specific contributors. For example, over the last decade, enrollment for Black students decreased by 12%, and enrollment for Indigenous Americans decreased by approximately 50% in the same period.[2]

2. Gaps in Graduation Rates

Six-year completion rates for racially minoritized groups have remained low over the past decade despite the drive for more equitable education. For instance, only 40% of Black students enrolled in 2010 completed their degrees within six years of enrolling. While this figure has improved, it remains low, at 44.3%, for those enrolled in 2015 and graduated by 2021.[3] Meanwhile, for Latino/a students, the 6-year completion rate has declined from 54% for students enrolled in 2010 to 50.9% for those enrolled in 2015.

Figure 1: Six-year completion rates for Black and Latino/a students remained low over the last decade.



Race isn't the only form of marginalization that corresponds to lower success rates in higher education. For example, students with disabilities graduate less often from two-year and four-year colleges—between 7 and 17 percentage points, respectively—than those without disabilities. Similarly, students with children tend to drop out 16% more often than students who aren't parents.[4]

3. Rising Mental Health Concerns

Looking beyond academic achievement, mental health issues among students have also worsened over recent years. A 110% increase in diagnosis of depression and anxiety has been reported between 2013 and 2021.[5]

4. Rising Student Loan Debt

Returning to the topic of race, even with degree in hand, Black and Latino/a students are significantly less financially stable than Asian and white students. Black college graduates owe an average of $25,000 more in student-loan debt than white college graduates—which can impact their life decisions, such as becoming homeowners or starting a family or a business.[6] They also have lower job satisfaction, life satisfaction, and psychological well-being as they reach adulthood.

> When talking about non-marginalized students, I believe that they have more opportunities in their institutions and during their education. Whenever talking about marginalized students, they must work harder to achieve what they want in life.

Elizaveta Smirnova,
Student at the University of Florida



[1] NSC Blog, National Student Clearinghouse, "Undergraduate Enrollment Falls 662,000 Students in Spring 2022 and 1.4 Million During the Pandemic", 2022.
[2] Hansen, Educational Data, "College Enrollment & Student Demographic Statistics", 2022.
[3] NCES, "Indicator 23: Postsecondary Graduation Rates", 2019 and National Student Clearinghouse Research Center, "Completing College National and State Reports", 2022.
[4] NCES, "Indicator 23: Postsecondary Graduation Rates", 2019 and National Student Clearinghouse Research Center, "Completing College National and State Reports", 2022.
[5] Lipson et al, *Journal of Affective Disorders,* "Trends in college student mental health and help-seeking by race/ethnicity: Findings from the national healthy minds study, 2013–2021", 2022.
[6] Hanson, Education Data Initiative, "Student Loan Debt by Race", 2022.

II. Knowing How to Help

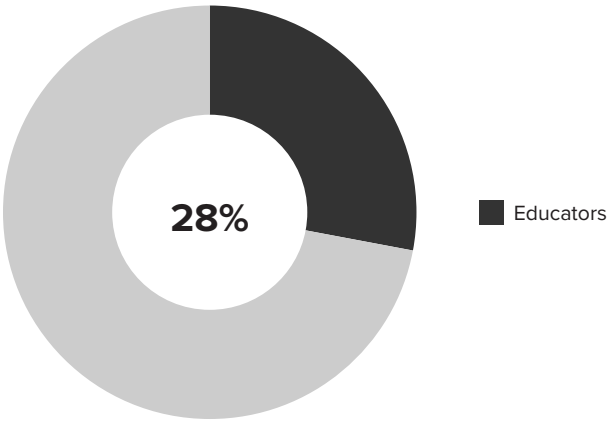
While the will to help is often there, many educators say their ability is limited by institutional barriers. The most frequently cited barriers to Education for All are institutional funding and impact measurement.

First, there is a broad lack of funding to train educators to deal with students' distinct needs and challenges (such as exclusion based on ability, race, or other biases). Some of our prior research indicates that about half of administrators agree that a lack of funding—and hence, a lack of training—is a problem that needs to be addressed first.[7]

> *Community colleges receive 29% of the funding, yet we educate close to half of the students. That means I don't have enough resources to hire advisors or enough counsellors.*
>
> **Dr. Daria Willis,**
> **President of Howard Community College**

Second, there isn't a standard metric to gauge progress toward Education for All. About a third (28%) of educators are unfamiliar with any standards or metrics used by their institutions, such as student retention rates, racial/ethnic diversity of students, or graduation rates. This means that they don't know how to measure where they currently stand and how to track where they need to improve.[8]

Figure 2: Percentage of educators unfamiliar with any metrics to track equity at their institutions.



While these are certainly key areas to address, these are "inside-out" and focus on how the instructors need to be trained or how the institutions need more money funneled into them. Rather, the focus should be "outside-in"—centering on what students say they need.

To come to actionable interventions and strategic programs, we listened to the students and focused on what they need. We believe this can widen the range of possible solutions and inspire instructors to create programs that can better achieve Education for All.

[7] McGraw Hill and Hanover Research, "Equity in Higher Education", 2022.
[8] McGraw Hill and Hanover Research, "Equity in Higher Education", 2022.

III. Knowing Where to Focus

The issues learners face are inextricably connected, which means that any intervention targeting just one of them at a time is sure to fall short. That's why we believe institutions need a new framework that takes into consideration the totality of the various factors that affect the learner and their ability to succeed.

We need a new approach that allows—more importantly, empowers—educators to make the necessary changes to the status quo and overcome the systemic hurdles that persist.

To do this, we have developed the Success in Higher Education Framework to help institutions identify the specific needs of all types of students. This way institutions can more easily identify areas that require attention and begin ideating on the specific and unique interventions their learners may need. This is a framework that builds on others, such as the Gates Foundation's Postsecondary Value Framework,[9] the Center for Collaborative Education Equity Framework,[10] and the Farmington Equity Framework.[11] It comprises three focus areas:

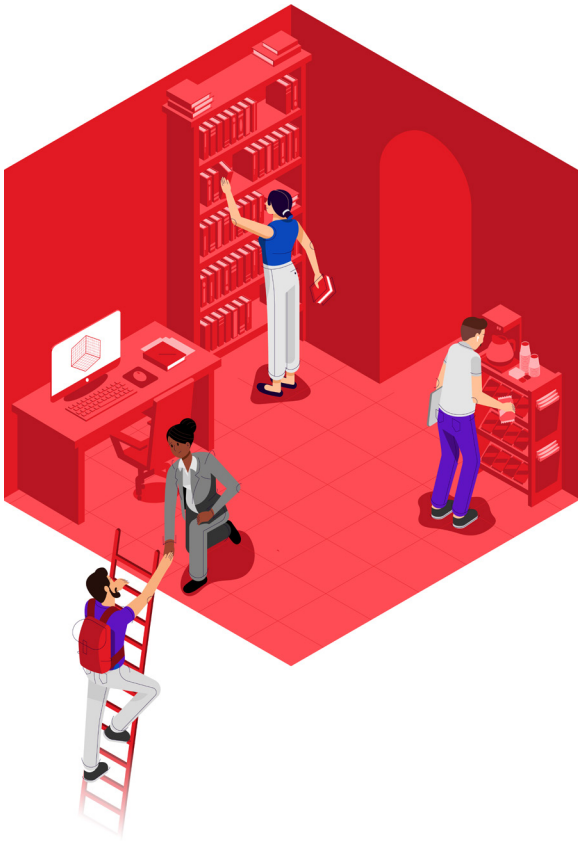
1. Access and Achievement
2. Being and Belonging
3. Cause and Career



Access and Achievement

Students need access to institutions as well as resources that meet their basic needs, so they have space to focus on their academic goals.

According to the National Center for Education Statistics, the annual cost to attend a four-year college has increased 180% since 1980.[12]



While many organizations have instituted programs to help access through affordability and lowering some academic barriers to entry, many have not addressed access to the necessities of life such as food and housing.

American Psychological Association data show that as more students from low-income backgrounds are entering colleges, more than one in three students are housing-and food-insecure.[13] If left unchecked, these challenges will continue to get in the way of academic achievement, which can then lead to dissatisfaction with the overall higher education experience.

Institutions have the potential to be entrepreneurial in their efforts to support students in meeting basic daily needs. Colleges and universities can connect with local partners, such as food banks, to help improve students' access to resources, better meet their basic needs, and improve their food security.

While it takes creative leadership and staff resources to launch such efforts, supporting students' daily lives removes barriers to success.

Who's Doing What?

The College and University Food Bank Alliance (CUFBA) at Michigan State University is the first known campus food pantry in the United States. It formed in 1993, and more than 780 campus pantries are registered with CUFBA today.[14]

Other institutions can start by working with Single Stop USA, a nonprofit organization that reduces poverty and promotes economic mobility in the US. This program alone has improved student retention rates by up to 20% as of 2019.[15]

In addition to supporting students in meeting their basic needs, efforts should be undertaken to increase access to course materials to facilitate and support learning. Education for All will never be achieved if access to course materials remains a privilege. Institutions should take steps to provide access to needed course materials prior to the first day of class and throughout the learners' higher education experiences.

Who's Doing What?

Universities and colleges using Inclusive Access (IA) were able to reduce the barrier to course materials and improve student grades. Maysville Community and Technical College in Kentucky applied IA to its course materials, and according to our prior research, the number of students who earned As, Bs, and Cs rose 21%.[16]

In a study of a community college in the Northeast, the number of students earning a C or better after IA implementation improved across various demographics. For example, 90.1% of students aged 25 and over earned a C or better after IA implementation, compared to 85.1% before implementation. Black students improved the most, to 77.8% from 64.6%.[17]

Every student has their own unique learning ability, pace, and circumstance, so instruction should be customized using adaptive technologies that zero in on what students know or do not know. Instruction should meet and engage students where they are. For example, McGraw Hill ALEKS®, a veteran personalized software powered by AI, can determine the student's baseline of knowledge, then create a tailored and dynamic path to success. It also gives instructors simple ways to assign homework, upload videos, review student progress, and provide support. ALEKS has a 96% learning success rate.[18]

Who's Doing What?

After the first full implementation of ALEKS Math in three sections in Fall 2021, ASU Online experienced an 11% increase in student success for those who received a C or better compared to the previous semester.[19] This research-based, online learning program has helped more than 25 million students—and their educators—understand each other in the fields of math, chemistry, statistics, and more. Yet only 24% of institutions use ALEKS. There is room for more widespread adoption of such helpful technologies to get students up to speed.[20]

[9] Bill and Melinda Gates Foundation, "Equitable Value: Promoting economic mobility and social justice through postsecondary education", 2021.
[10] Center for Collaborative Education, "Building for Equity Framework and Drivers", n.d.
[11] Farmington Public Schools, "A Systemic Approach to Equity Matters", 2021.
[12] McGurran and Hahn, *Forbes,* "College Tuition Inflation: Compare The Cost Of College Over Time", 2022.
[13] American Psychological Association, "Many college students struggle to have their basic needs met", 2019.
[14] SwipeOutHunger.org.
[15] American Psychological Association, "Many college students struggle to have their basic needs met", 2019.
[16] McGraw Hill, "Maysville Community and Technical College Case Study", n.d.
[17] Moore, College of Professional Studies Northeastern University, "Inclusive Access Course Materials: The Impact on Student Outcomes", 2021.
[18] ALEKS.com.
[19] Arizona State University Case Study, 2021.
[20] McGraw Hill and Hanover Research, "Equity in Higher Education", 2022.

Being and Belonging



> If students don't feel engaged with their university, their campus, their community, it is going to have longer term effects on their satisfaction.

Dr. Tanya Joosten,
Director of Digital Learning Research and Development, University of Wisconsin Milwaukee

While academic achievement is certainly a goal in Education for All, it is impossible to reach if a student does not feel they belong or does not have opportunities to participate in their academic community.

One of the issues that needs addressing is how to better integrate those who must balance coursework with employment and who struggle to manage the time associated with each.

Data shows that about half of working students (51%) do not have time to participate in extracurriculars and interact with peers; and more than half of working students who log 15-35 hours per week had a GPA of 2.0 or below.[21]

Who's Doing What?

The University of Florida uses TikTok—the social platform that Gen Z spends 4x more time on than all others—to highlight campus culture and student life to current students. The @UF account has more than 103,000 followers, celebrates alumni and features cameos by university president Kent Fuchs.[22]

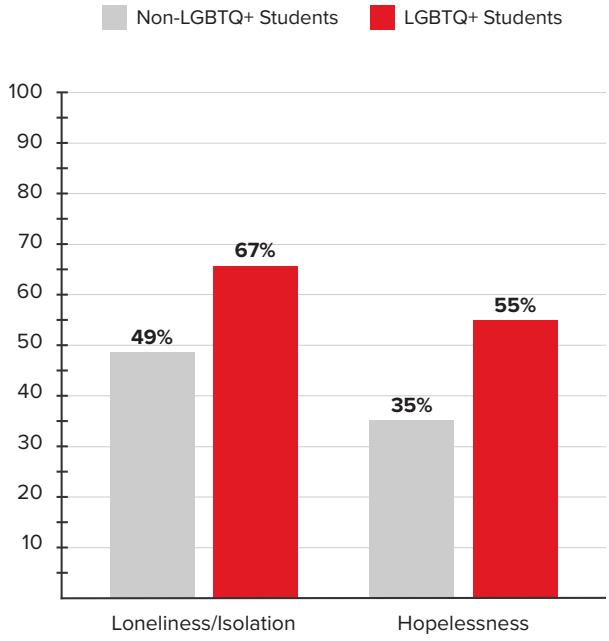
Indiana University—Bloomington uses its TikTok account @iubloomington to highlight majors, campus life, and notable alumni. In efforts to strengthen the student body's *esprit de corps,* it even plays up their rivalry with Purdue University.[23]

"Being" is a simple humanist idea that should guide institutions' efforts in ensuring an education environment in which all learners are free to be their authentic selves.

The impacts of not having a sense of "being" in an institution is especially evident with LGBTQ+ students. According to research, 67% of LGBTQ+ college students feel lonely or isolated, and 55% expressed feelings of hopelessness, compared to 49% and 35% of non-LGBTQ+ students, respectively.[24]

The same study found that half of LGBTQ+ students view their institution as a LGBTQ+-affirming space; the other half who don't felt less supported by their institutions and experienced additional stress. In fact, 39% of LGBTQ+ students said their colleges had LGBTQ+-supportive counseling services, underscoring institutions' growing need to prioritize programs and initiatives that encourage a safe academic experience for this community.[25]

Figure 4: The mental health of LGBTQ+ students compared to non-LGBTQ+ students.



Who's Doing What?

Cornell University's Belonging at Cornell is a grant program that awards funding to projects that align with institution-wide objectives of improving the academic experience for students, faculty, and staff, while fostering a sense of belonging, promoting fair treatment, and supporting Cornell as a great place to study and work.[26]

Cornell also published the *LGBTQ+ Faculty and Staff Resource Guide* that shows faculty and staff how to best engage colleagues and students in the classroom. Additionally, it includes a glossary to help people use the correct terms to refer to members of the LGBTQ+ community.[27]

[21] Safier, Student Loan Hero, "1 in 4 Working Students Skip Class Due to Job, College Employment Survey Shows", 2020.
[22] University of Florida, TikTok.com.
[23] Indiana University Bloomington, TikTok.com.
[24] The Jed Foundation, "Proud and Thriving Framework", 2021.
[25] UCLA School of Law Williams Institute, "Experiences of LGBTQ People in Four-Year Colleges and Graduate Programs", 2022.
[26] "Diversity and Inclusion", Diversity.Cornell.edu.
[27] Cornell University, "Cornell LGBTQ+ Resource Guide for Faculty and Staff", 2022.

"Belonging" is not only about fitting in; it's also about being celebrated for standing out. Students relate better to instructors, faculty, and other campus leaders when they can see themselves in their shoes. This not only improves students' mental health and well-being, but also enables them to build connections that help secure jobs after they graduate.

There is a growing body of research... that suggests that teachers of color actually understand the lived experiences of their students of color better, because they have lived them—or similar ones—themselves.

Travis Bisbol,
Assistant Professor, UC (XQ Institute, 2022)

Data shows, however, that improvements in diversity and representation of faculty and administrators have a long way to go. People of color make up just less than a quarter of faculty across all disciplines in the United States.

At bachelor's-granting institutions, only 5.2% of tenured faculty are Black, and 6.6% Latino/a.[28] It is evident that as seniority increases, representation decreases. For example, 25% of associate professors are racial/ethnic minorities. However, only 23% of professors and 16% of department heads are racial/ethnic minorities. The same trend applies to gender. While 50% of associate professors are women, 47% of professors and 43% of department heads are women.[29]

Figure 3A: Percentage of women representation in full-time faculty.

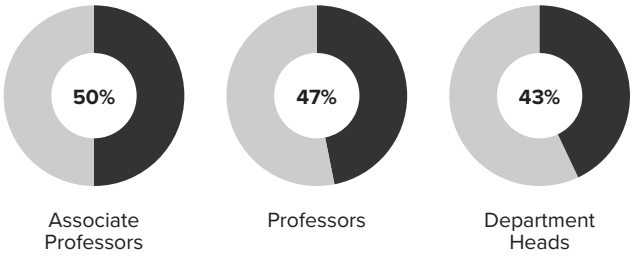
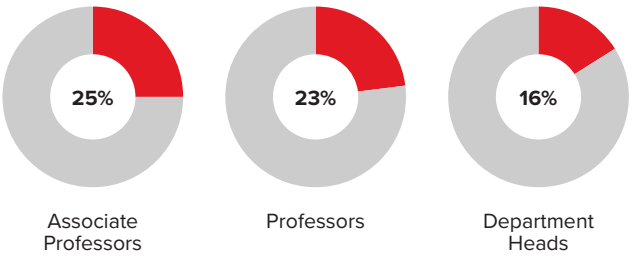


Figure 3B: Percentage of racial/ethnic representation in full-time faculty.



And while more than 22% of Americans have a disability, the National Center for College Students with Disabilities estimates that only 4% of faculty at higher education institutions do.[30] Once they are hired, 15% of faculty and staff with disabilities say they face discrimination, harassment, and ableism in the workplace.[31]

All this means that there are large numbers of students who may never interact with faculty and staff who are uniquely qualified to engage them, and, thus, may never benefit from the intellectual and social capital.

Who's Doing What?

University of Southern California's Center for Urban Education (CUE)--which is now merged with the USC Race and Equity Center---finds systemic barriers to racial inequity to shift organizational and cultural practices at colleges, then uses workshops and "equity scorecards" to collect data, stimulate racial discussions, encourage campus collaboration, and build self-inquiry.[32]

CUE's Racial Equity tool was employed among 27 members across six Colorado Community Colleges. With coaching, college instructors were shown to have heightened awareness of the impact of racial inequity on students; they shifted from being "color blind" to raising race discussions in the classroom.[33]

[28] Cupa HR, "New Faculty Report Highlights Ongoing Inequalities in the Representation, Pay, and Promotion of Women and Minorities", 2020.
[29] Cupa HR, "New Faculty Report Highlights Ongoing Inequalities in the Representation, Pay, and Promotion of Women and Minorities", 2020.
[30] Grigely, *The Chronicle of Higher Education,* "The Neglected Demographic: Faculty Members With Disabilities", 2017.
[31] Sullivan, *BU Today,* "POV: Higher Ed Institutions Would Benefit from Hiring More Faculty and Staff with Disabilities", 2021.
[32] Center for Urban Education, USC.edu.
[33] Center for Urban Education, SquareSpace, "Building Equity-Mindedness in Math Faculty", 2020.

Cause and Career



> If a learner feels that they're not going to get anything out of [higher education], whether it be in terms of a job, in terms of eventual earning, or even in terms of personal growth... why would they do it?

Dr. Ryan Baker,
Professor of Education and Computer Science, University of Pennsylvania

Higher education is often seen as a destination, but it is a journey, too. Completing one's higher education is just the start to what most learners view as the rest of their lives. But possession of a degree is no longer an absolute guarantee of getting a job, and just having a career management office available to students is no longer enough.

Instead, institutions should be engaging in employer collaboration, according to 70% of business leaders.[34]

Furthermore, the promise of simply getting a job or a career may not be enough for many of today's learners. Many people are seeking a career that also aligns with a cause they care about or a passion that drives them. Without having confidence that higher education will open doors to a career that allows them to sustain their lives and their families' lives, as well as a cause that helps them be proud of their choices, entering a higher education institution may not even be a consideration.

Who's Doing What?

Skill Up is a nonprofit coalition that works with higher education institutions to support learners from all backgrounds, connecting graduates to personalized tools, resources, and support. They use a rapid reskilling model, which enables workers to build new skills suited to jobs that are most in demand. Skill Up has connected over 850,000 workers to career and training support.[35]

Grow with Google is an initiative that helps people get the skills they need to get a job or grow their business. Google Career Certificates are qualifications in high-paying, high-growth job fields that don't require a college degree; instead, these career programs are designed and taught by Google employees who work in these fields.[36]

[34] Puckett et al, BCG, "Call for a New Era of Higher Ed–Employer Collaboration", 2020.
[35] Skill-Up.org.
[36] Grow.Google.com.



Trailblazers of Today

Purdue University

Access and Achievement

Purdue University's[37] Patsy J. Mellott Teaching Innovation Award provides up to $2,500 for one year to faculty at the College of Health and Human Sciences to complete projects that will improve students' education in the future. The innovative projects include but are not limited to the design of new courses, the development of new models for teaching existing courses, the creation of new curricula, and the purchase of equipment to enrich learning in a course or set of courses.

Purdue also created *Access Purdue,* a disability resource guide for faculty, staff, and students. It shows people how to request professional and academic accommodations under the Americans with Disabilities Act (ADA) and the ADA Amendments Act.

Being and Belonging

Purdue supports myriad diversity organizations on campus, such as: The Black Caucus of Faculty and Staff, Latino/a Faculty and Staff Association, Purdue Employee PRIDE, and The Office for Institutional Equity. All of these organizations connect students with campus support and resources, accessibility resources, and student support services so that they can report accessibility concerns and incidents.

Cause and Career

Purdue's Steps to Leaps program provides tools that assist students to walk on the path they choose. This helps students develop well-being and professional skills, leading to continued development in post-graduation and in their careers.

Southern New Hampshire University

Access and Achievement

Southern New Hampshire University (SNHU),[38] one of the fastest-growing US universities with more than 135,000 online students, streamlines enrollment, financial aid, and course sign-up before recruiting students. Once the student is enrolled, they are assigned an academic advisor who monitors them through Salesforce customer management software.

Being and Belonging

The Chandler Center at SNHU, created in 2005 in response to growing student interest in service, creates immersive experiences that teach students how to become active citizens in their global community. Each winter and spring break, students travel in small groups—both nationally and internationally—to serve a community experiencing issues such as literacy, poverty, homelessness, gender-based violence, environmental issues, and disaster relief.

Cause and Career

Recognizing that not everyone learns the same way, SNHU offers competency-based education (CBE), which is learning that prioritizes what a student can do over how much time they put in. The curriculum comprises real-world projects that count toward skills-based goals, by blending academic content with the soft skills and core competencies that employers are looking for.

[37] Purdue.edu.
[38] SNHU.edu.

IV. Education for All

Building a Framework for Success in Higher Education

The Success in Higher Education Framework is comprised of three building blocks that can help institutions take a holistic view of every learner's needs.

1. Access and Achievement—referring to the student's ability to be admitted, have the financial support and required materials for, and excel academically in higher ed.

2. Being and Belonging—focusing on the students' beliefs that they can be themselves, and are a valued member of the institution's community as they are.

3. Cause and Career—recognizing the student's need to find and pursue their purpose while also being prepared for the real world.

How each institution will specifically address each of these factors is beyond the scope of this paper; we do feel that this framework will help institutions understand the areas that may have been overlooked, provide better mile markers for progress as they work hard to implement initiatives, and empower them to truly pave the way for Education for All.

To find answers, it is always helpful to start with the right questions. We created a list of questions to help you evaluate where your institution stands against our framework. They are designed to guide you toward a starting point for new initiatives, and to that end, are as simple as ABC.





Access and Achievement

- Is your institution making consistent and measurable strides to make access to education available to as many students as possible?
- Are administrators and faculty empowered to make accommodations for students with different academic or lifestyle needs? Is that ability publicized?
- Is every student provided with a learning path that allows them to reach graduation in a timely fashion?
- Are programs that give students easy, immediate, and low-cost access to course materials adequately leveraged?
- Is your institution working on increasing access to education for diverse groups of students?



Being and Belonging

- Is accommodation being made for students who have limited time or resources to participate in extracurricular activities?
- Is the diversity of the faculty and administration reflective of the diversity of the student population?
- Are different cultural perspectives and norms equally promoted and respected?
- Are opportunities for formal and informal networking and community building being fostered?
- Do the course materials reflect the diverse range of achievements and experiences of both the student and instructor populations?



Cause and Career

- Is there enough flexibility in academic programs that can help students explore non-traditional careers?
- Are students trained in how to identify—and potentially monetize—their passion projects?
- Are internships, career counseling, and employment plans mandatory components of the curriculum?
- Are students given a set of realistic expectations of compensation levels for jobs related to various majors in a timely enough fashion, so they can make informed career decisions?
- Are students' job skills and availabilities highlighted to employers, and are connections to them actively fostered?

First the Framework, Now the Work

If there's one thing that all Case Studies presented in this white paper have in common, it's that their initiatives align with the Success in Higher Education Framework.

They are wide-ranging yet interconnected, and successfully look at student needs beyond just the classroom. Four subtle but necessary paradigm shifts in mindset must occur:

1. Listen to Your Students

Institutions that want to be the change can start by really listening to the marginalized and minoritized voices who have been shouting into vacuums for too long. Some best practices include: (1) empowering students to devise and lead their own initiatives, (2) taking a position of partnership, not patronage, (3) accepting that you may never truly "understand", and (4) realizing that validating students is not predicated on your "understanding."

2. Create Student-Centric Programs

Just as a seed needs air, water, nutrients, and sunlight to grow, learners need a combination of programs working in concert to thrive. By focusing on what we know are the best practices for student success, programs can be designed to address the needs of the whole learner, rather than parts, thereby increasing the probability of achieving outcomes that all stakeholders desire.

3. Leverage Your Community

We understand that higher education institutions have finite funds. But rather than being a limiting factor, it could be an impetus to creativity. Looking to the local community for strategic partnerships not only helps distribute the resources to those for whom they were reserved anyway, but also endears the entire student and faculty population to other stakeholders in their community. Food pantries that aid food-insecure learners are just one idea; institutions could also increase learners' career readiness by partnering with local businesses to give students wider access to internships and other practical experience, or pairing up with other institutions to develop flexible, customized, and competency-based educational experiences for learners.

4. Let Innovation Help

Institutions currently leading the way with successful initiatives are those that aren't afraid to try new methods. Adaptive technology platforms such as McGraw Hill Connect® and ALEKS already allow instructors to track students' progress and be informed to step in with more help if needed. Other new technologies open more possibilities. For instance, the metaverse can enable multimodal interactions with digital items, virtual environments, and people, which means institutions can harness it to simulate situations that create awareness and cultivate empathy for marginalized people in a safe space for all.



V. Conclusion

Institutions have the opportunity to create real change.

Being open to hearing issues when they are raised, working together to address them, harnessing technology to achieve things humans cannot, and leaning on the community at large for creative solutions, are just some of the initiatives already within reach. With the Success in Higher Education Framework, there is a holistic, tactical, and logical approach for your institution to map out programs and initiatives and achieve Education for All.

Ultimately, by putting together all three pillars—Access and Achievement, Being and Belonging, and Cause and Career—we can transform the vision of Education for All into reality and reshape the future of higher education.

This means every learner will have a clear path ahead of them, as well as powerful support behind them, to achieve their academic endeavors.

Partner with Us

We share your passion for learning, and we believe that all students should have access to affordable, high-quality learning solutions built to help them succeed.

For more information about McGraw Hill's commitment to Education for All visit: bit.ly/EducationForAll22