



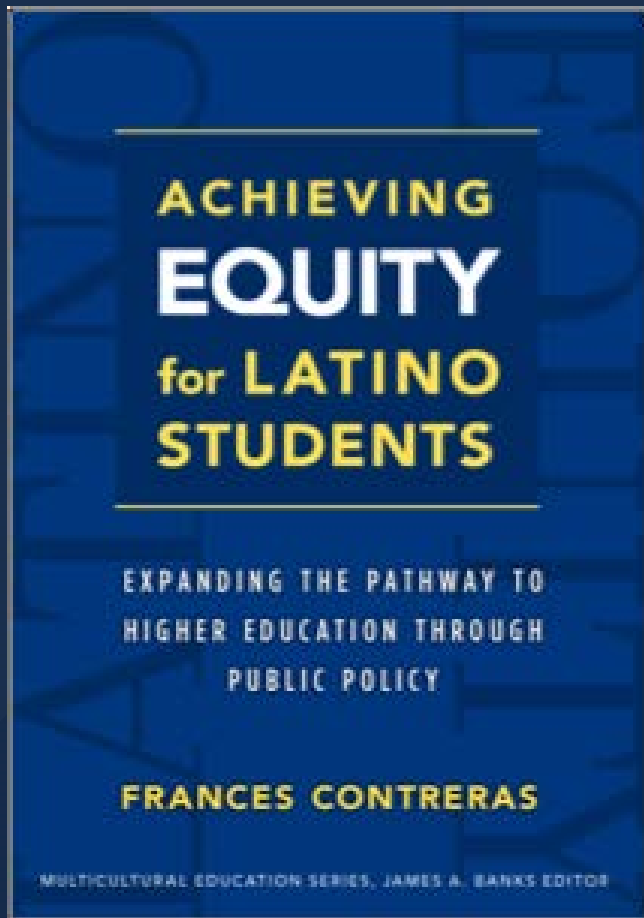
EXPANDING ACCESS TO HIGHER EDUCATION FOR LATINOS IN CALIFORNIA

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FRAMING THE ISSUE: WHY INVESTMENT IN CRITICAL TO CALIFORNIA



- Over 6.1 Million Latino children live in poverty
- Over 54% of CA K-12 Population is Latino
- Latinos will be the largest segment of residents by 2044 in the nation (Pew Hispanic Research Center, 2016)
- Latinx residents are already the largest segment of California's population at 40% in 2016
- Latinos are the "working poor" in the state
- California is the fifth largest economy in the world

HIGHER EDUCATION LANDSCAPE

ALL PUBLIC SYSTEMS OF EDUCATION IN CALIFORNIA ARE HSI SYSTEMS

- There are currently five UCs that are Hispanic Serving Institutions
 - California is home to 152 HSIs and 59 Emerging HSIs
 - 20 out of the 23 CSUs are now HSIs
 - 98 out 113 Community Colleges are HSIs
 - 55% of the K-12 system are Chicanx/Latinx students
- **ALL Public Systems of Education** in California are HSI or emerging HSI systems
- Back to UC—what is UCs role as the “late comer”
 - **681 Ladder Rank faculty! (4.4%) which is the pipeline**
 - **7 SMGs!! System-wide**
- The UC system will join the CSU and CCC systems in California in becoming HSI systems—but are they “LatinX Enhnacing” (Hurtado, 2017), or “achieving equity” for Latinx students and faculty—how might we “Raise the Bar of UC HSIs in California? (Contreras & Contreras, 2016).

OVERVIEW OF LATINOS: HIGHER EDUCATION

Latino Students are more likely to enroll in community colleges or the CSUs, **EVEN** if they are eligible or highly competitive for UCs

25%

Of Latinos transition to community colleges

10%

Enrolled in CSUs

4%

Enroll in the UC system immediately after High school

OVERVIEW OF LATINO STUDENTS: HIGHER EDUCATION OUTCOMES

Less than 40% of Latinos transfer from the community college sector in 6 years while less than half will graduate from CSUs in 6 years and the UCs in 4 years.

39%

Transfer from
community
colleges in 6
years

45%

Graduate
from CSUs in
6 years

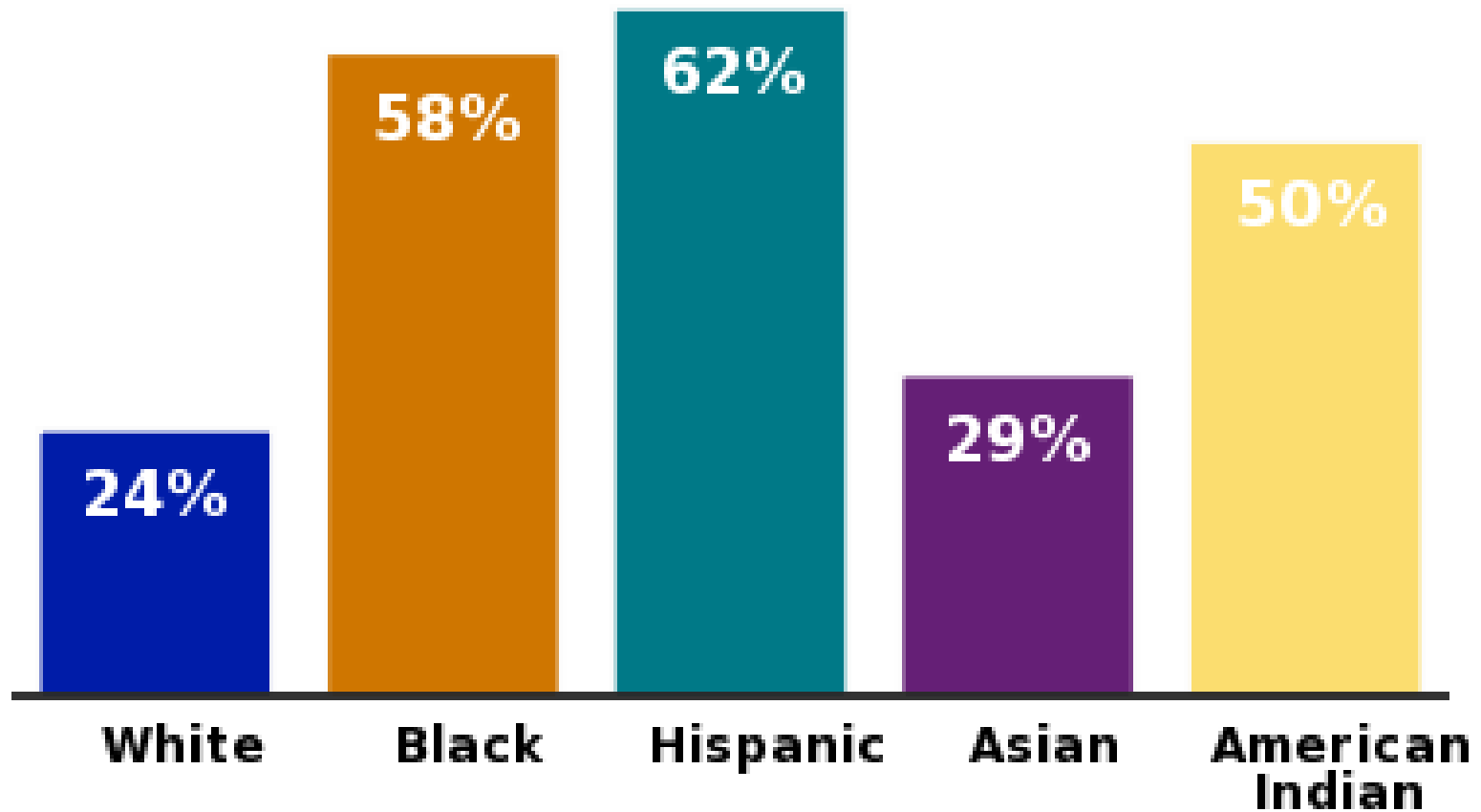
46%

4 year
Graduation
rate from
UCs

HOW DID WE GET HERE?

Latinos work but for low wages—represent highest % of children in low-income families in California

Children in Low-Income Families in California, by Race, 2015



OVERVIEW OF LATINOS: POVERTY & PRE-K

Latino youth are less likely than other children to enroll in Pre-school, are more likely to live in poverty, and more likely than their peers to be retained in kindergarten

38%

of Latino children in CA live in Poverty

43%

Of Latino children age 3-5 **NOT** enrolled in Pre-K in 2014

56.4%

of the kindergartners retained in 2014 were Latino

OVERVIEW OF LATINOS: K-12 STUDENTS IN CALIFORNIA

Latino students constitute the largest proportion of K-12 students, ELLs, and students enrolled in special education

54%

of the K-12
Population

84%

Of English
Language
Learner Speak
Spanish

54%

Of all students
in Special
Education
Programs are
Latino

OVERVIEW OF LATINOS: HIGH SCHOOL STUDENTS

Latino Students have high
lower cohort graduation rates,
and few graduate completing
the A-G curriculum

77%

Is the cohort
Graduation
rate in 2014

65%

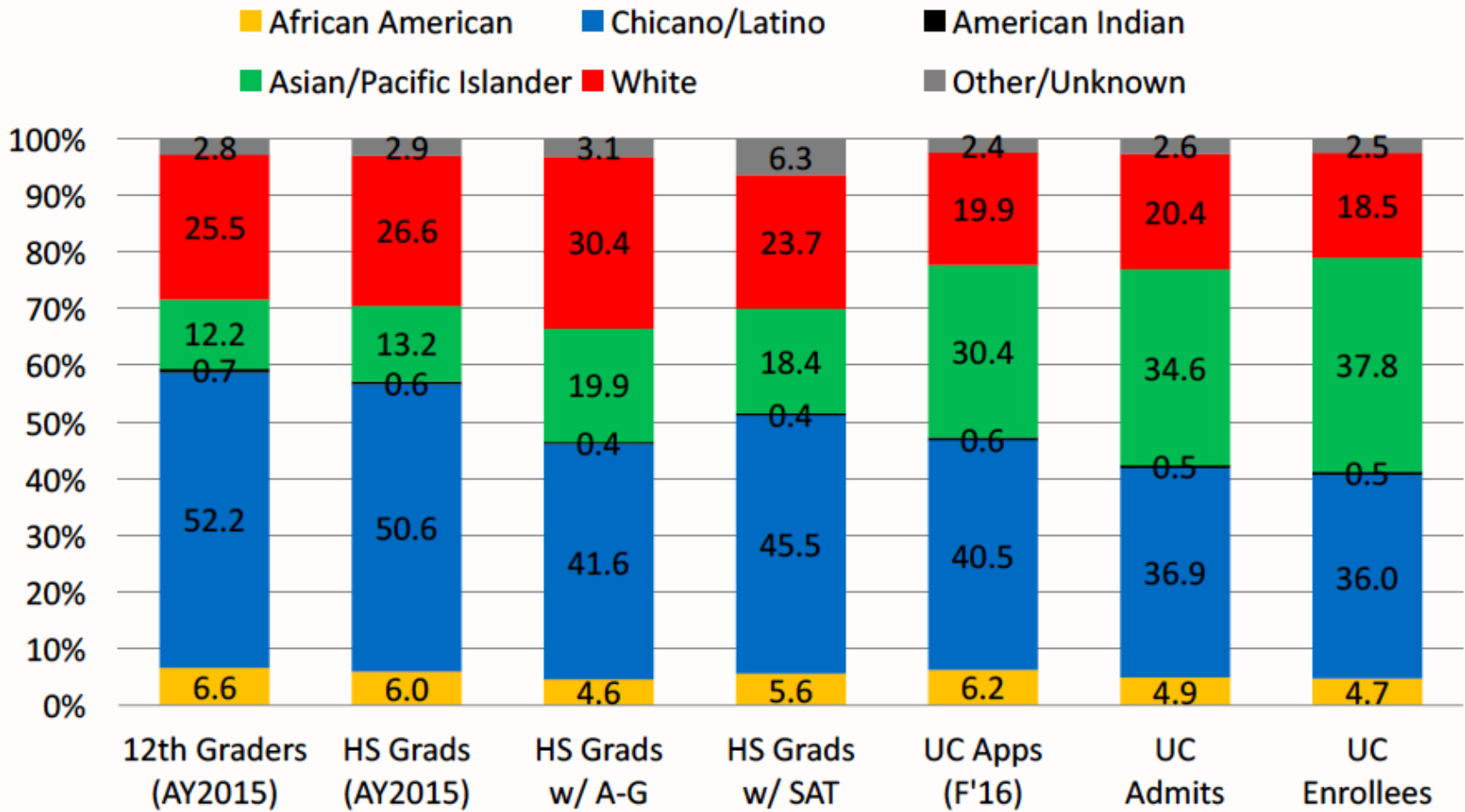
of English
Learners
graduated
in 4 years

29%

Of Latino
graduates
Completed
college
preparatory
classes (A-G)

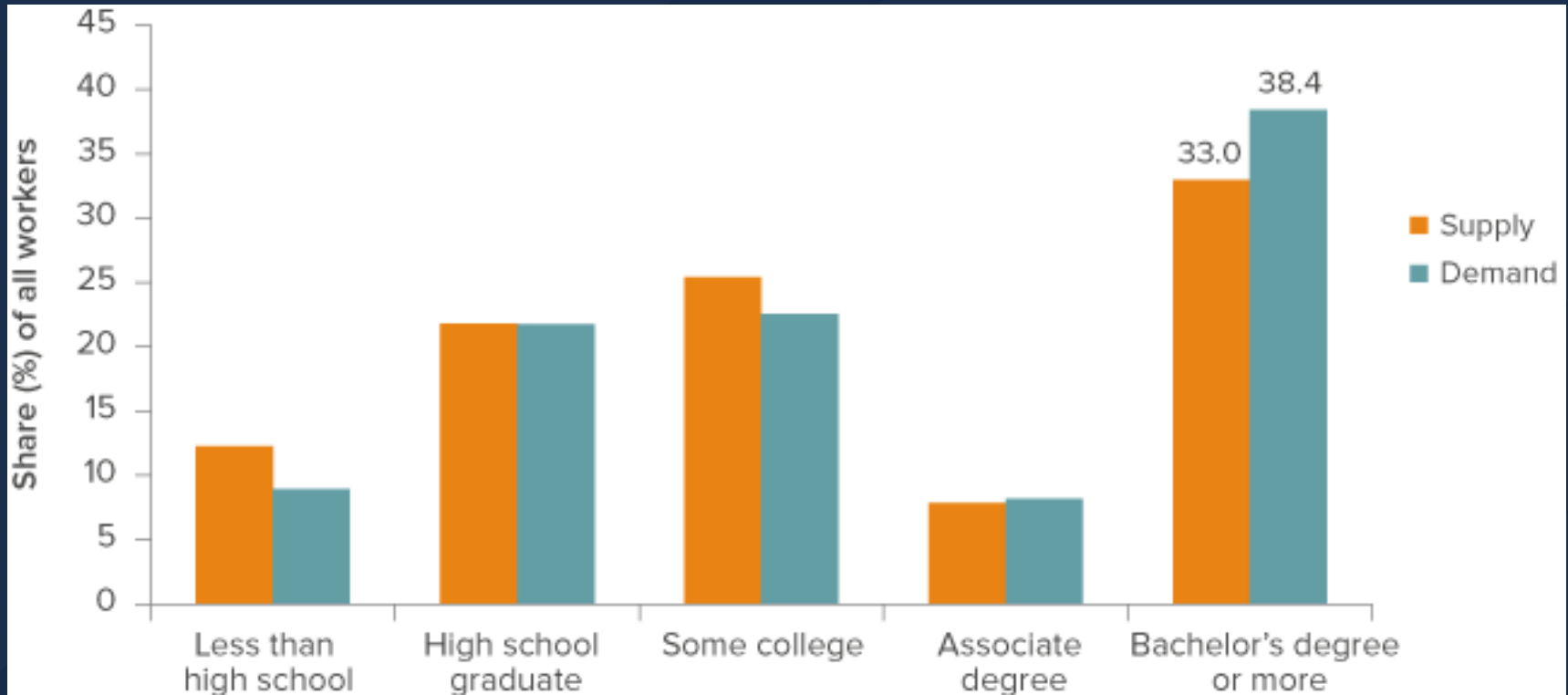
PREPARATION MATTERS!

CA Public High School Pipeline to UC, F'16



Sources: CDE Class of 2016 Graduation Data, The College Board Class of 2016 SAT Data, and UC Data Warehouse

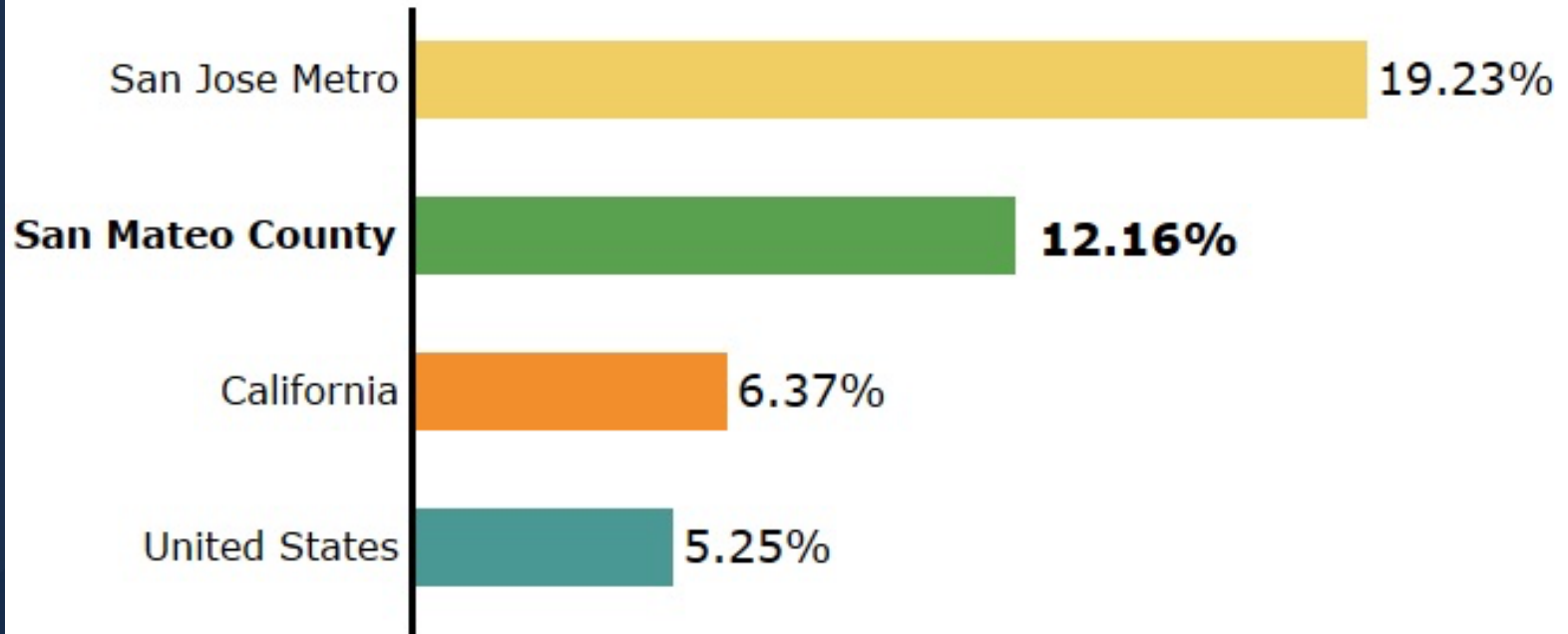
DEMAND FOR HIGHLY EDUCATED WORKERS WILL EXCEED SUPPLY IN 2030



Source: Johnson, et. Al., (2015). Will California Run out of College Graduates? Report of the Public Policy Institute of California.

THE FUTURE OF CALIFORNIA'S ECONOMIC GROWTH: STEM

Percent of Workforce Employed in STEM Jobs in 2016

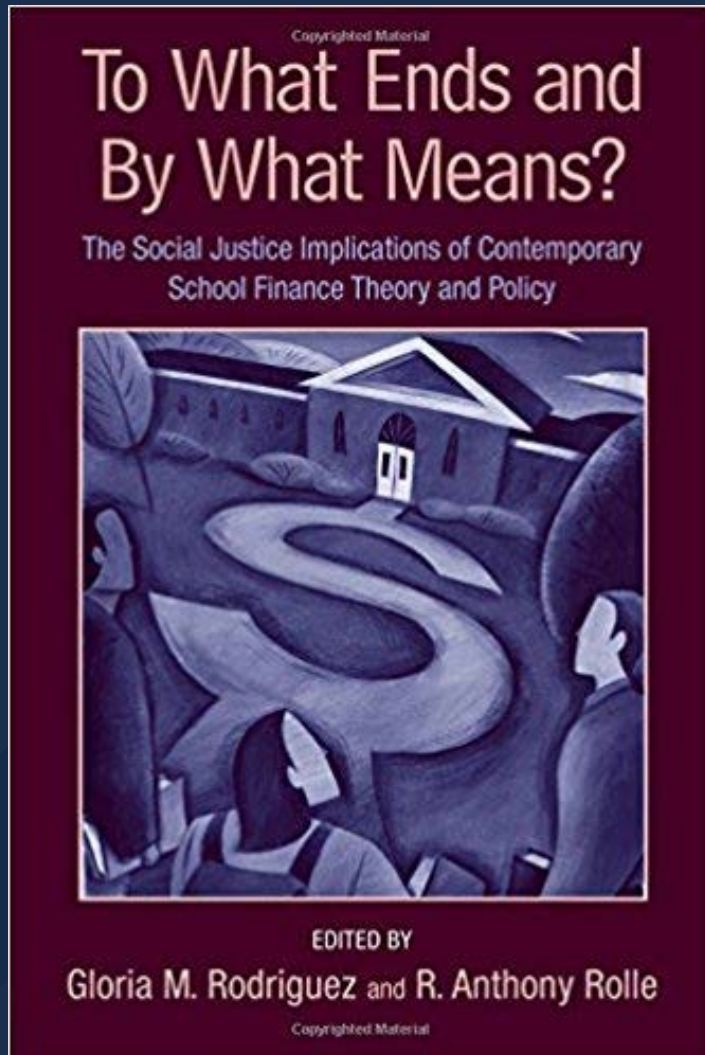


Data Source: Economic Modeling Specialist International 2016, 2nd Quarter

 Sustainable San Mateo County

THE POTENTIAL FOR INVESTMENT

RESPONSIVE INVESTMENT: GOALS & RESOURCES



To what ends? (What are the goals?)

By what means? (What are the resources?)



EDUCATION: COST V. INVESTMENT

- Bilingual youth
- Special needs children
- Kids growing up in poverty situations
- Foster care youth
- Children of color
- Immigrant or migrant youth
- First child in family
- to go to college

COST

“It costs more to educate them”

“We’re throwing money at the problem”

“Your gain is my loss”



RESPONSIVENESS: INVESTMENT

Resources allocated today produce positive returns over the short and long term (temporal)

My success is tied to your success, and there is an abundance—enough to go around (relational)



RESPONSIVENESS: NEEDS & STRENGTHS

- Bilingual youth
- Special needs children
- Kids growing up in poverty situations
- Foster care youth
- Children of color
- Immigrant or migrant youth
- First child in family to go to college



RESPONSIVENESS TO LATINX STUDENTS' NEEDS & STRENGTHS: A LEADERSHIP IMPERATIVE AT MULTIPLE LEVELS

- Funding mechanisms aimed at certain constituent/student needs – LCFF, college affordability
- Meaningful inclusion and input opportunities for parents, communities
- Assets-based vs. cultural deficits-based approaches

MOVING A LATINX POLICY AGENDA FORWARD

CA POLICY CONTEXT--HOPEFUL

- Proposition 58—Approved by over 72% of CA voters! Repeals Prop 227 and supports dual immersion, multilingualism
- Proposition 51—Community College Bond and K-12 facilities \$9 Billion passes by over 53% of electorate
- Proposition 55--Taxes for wealthy—families making over 250K will be experience a tax increase





POLICY LEVERS AND RECOMMENDATIONS

- Hearings on issues pertinent to Latinos in Higher Education
- LCFF – critical analysis of meeting needs of sub populations
- ELLs critical analysis and policy development
- HSIs-Investing in HSI systems in CA
- Assess role of community colleges—Impact of Student Success Act (2012)
- What efforts can be made to ensure greater affordability across segments?
 - Cost controls & financial aid

QUESTIONS?

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