Recovery with Equity Taskforce

Pre-Reading for September Taskforce Meeting

SEPTEMBER, 2020

Table of Contents

1 Taskforce Arc & September Meeting

2 Statewide Data

3 COVID-19 Impact

4 Regional Data

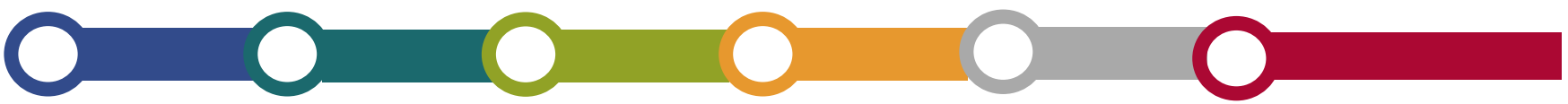
1 | Taskforce Arc & September Meeting

Data analysis is intended to help elevate equity gaps and identify underlying root causes as part of the Taskforce process

August 6th Meeting
- Vision-setting
- Defining equity

Working Groups Launch
- Organized around priority solution areas
- Solution options, constraints, scenarios

October 27th Meeting
- Refine a full set of solution options and possible scenarios
- Focus on actionable strategies and timeframes



September 10th Meeting
- Preliminary research and data analysis
- Address underlying equity gaps
- Root cause analysis
- Determine priority solution areas

October 13th Meeting
- Vet and give feedback on early solution options
- Focus on intersegmental gaps and student-centered needs

November 10th Meeting
- Finalize taskforce recommendations
- Determine appropriate next steps

In preparation for the September 10th Taskforce meeting, please review statewide and regional education and workforce data to inform our conversation

September Meeting Pre-Work: Read & Reflect

- **Read**:
  - + Disaggregated statewide and regional data illuminate disparities in educational opportunity across the state.
  - + Data on the impact of COVID-19 on students, families, higher education institutions and the workforce provide insight into the ways the pandemic has presented both challenges and opportunities for innovation in public education.
- **Reflect** on questions on the following slide and be prepared to discuss.

September Taskforce Meeting Agenda

- We will **share early findings from our regional stakeholder interviews and focus groups**, using the Inland Empire region findings and some early observations from in-progress interviews and focus groups from other regions (detailed findings for all regions will be included with our *full report* on stakeholder research for the October 13th meeting).
- We will **reflect on the state and regional data** presented in this pre-read and **make connections** with the experiences and needs of regional stakeholders, policies and initiatives in place, and California and regional contexts.
- We will **engage in developing user needs statements and root cause analysis** to better define the problems we hope the Taskforce's work will address.

Please consider the following questions related to this pre-reading in preparation for the September Taskforce meeting

- How well is the California postsecondary system currently serving Black, Latinx and adult students, as well as other marginalized groups, both statewide and regionally?
- What are the equity implications of the data, particularly when you apply the Taskforce's Equity Framework (see next slide)? What demands Taskforce attention?
- What statewide and/or regional policies are you aware of that may be related to what you see in the data? May contribute to the numbers being the way they are? What else might we need to know?
- What are important differences and/or similarities that you see between the five regions?

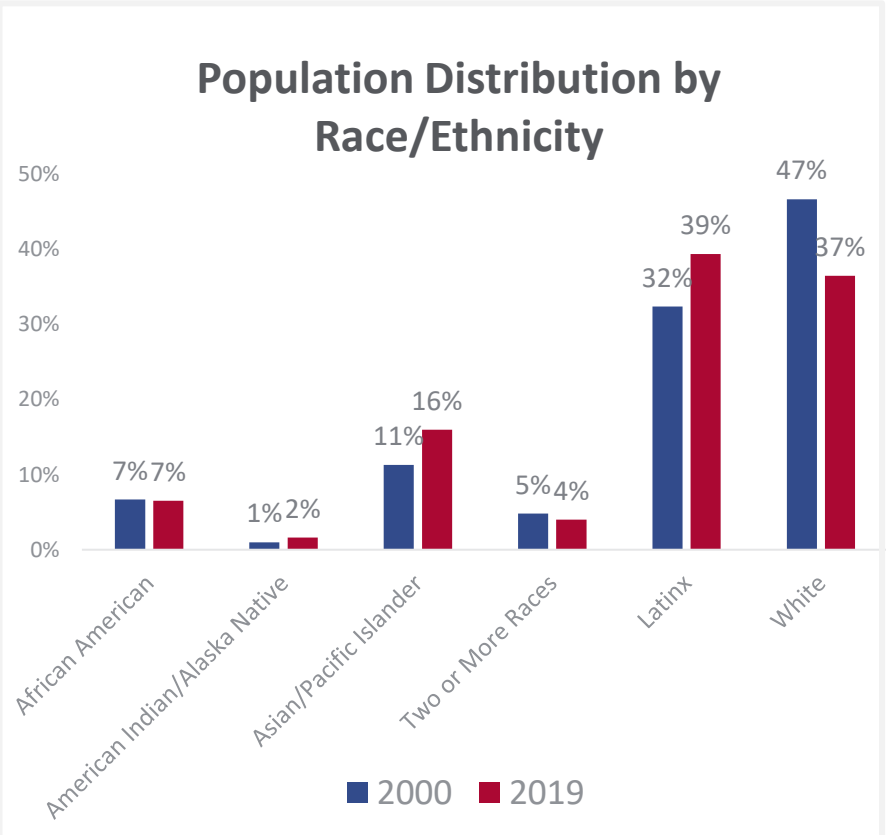
Equity framework: The commitments that will hold us accountable to an equity-centered process

Vision-Setting	We will agree to a shared understanding of **equity representation** and priority **stakeholder groups** in the development of an **equity-focused process**.
Research Collection and Data	We will collect **disaggregated data** and identify the impact of current strategies, policies and programs on **priority stakeholder groups**.
Stakeholder Engagement	We will conduct multiple **regionally-based virtual conversations** with stakeholders to better understand and incorporate the experience of those most proximate to the problem.
Coherence Framework and Scenario Development	We will assign more weight in our coherence strategies to **strategies expected to have the greatest impact on equity** for the priority stakeholder groups of Black, Latinx and adult students in California.
Recommendations and Dissemination	We will **prioritize the needs of priority stakeholder groups** regarding policy, implementation capacity and resource allocation, and ensure Taskforce recommendations are **accessible** to all stakeholders.

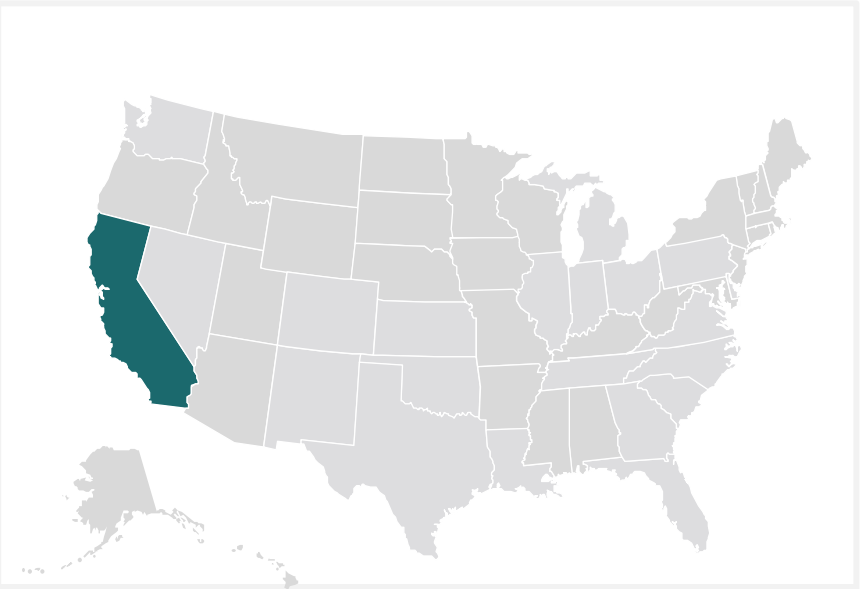
The more detailed Equity Framework for the Taskforce can be found here.

2 | Statewide Data

California is the most populous state in the nation and is highly diverse, with 63% people of color and 27% immigrants



Latinx residents are the most populous racial/ethnic group in California, surpassing White residents in the last decade.



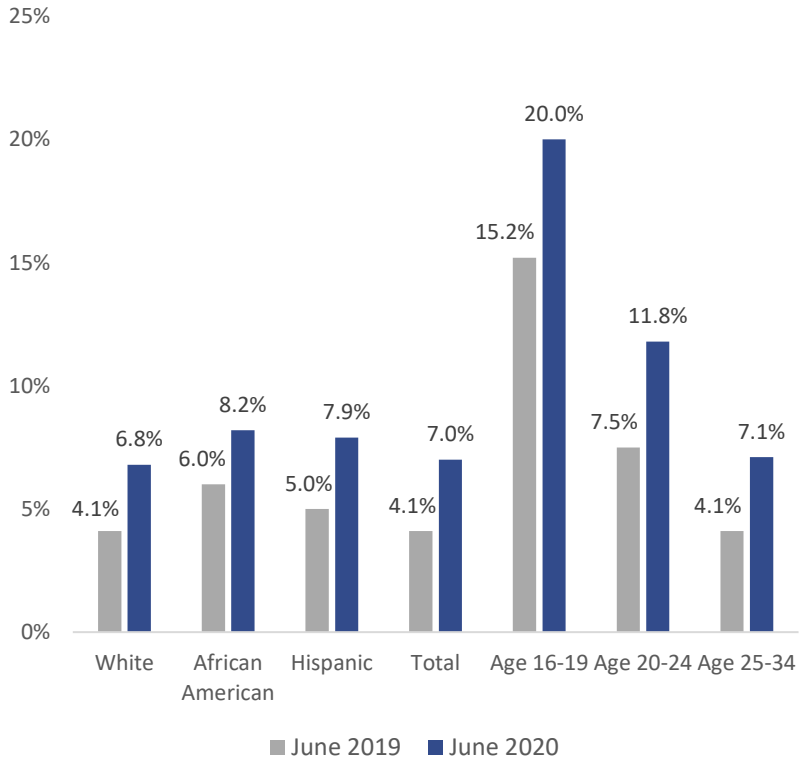
California is the most populous state at almost 40 million people, with 1 in 8 U.S. residents living in California.

1 in 4 Californians are immigrants.

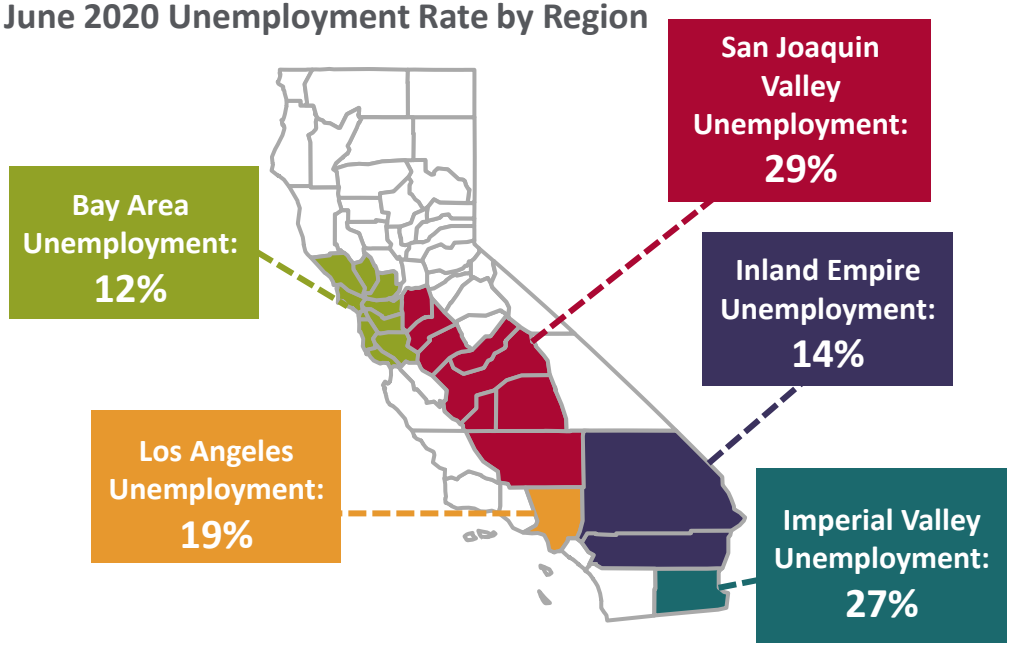
Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey; Public Policy Institute of California (2020)

California has the 5th highest unemployment in the nation, and unemployment is highest for Black and Latinx residents as well as in the inland regions

12-month Average Unemployment Rate by Race/Ethnicity and Age, as of June 2019 and 2020



June 2020 Unemployment Rate by Region



San Joaquin Valley and Imperial Valley are at **29% and 27% unemployment** respectively, which are depression-level rates.

California has the **fifth highest unemployment** in the nation.

Black and Latinx residents face higher unemployment rates than their White counterparts.

Note: In our research and equity frameworks we generally prefer the terms **"Latinx" and "Black,"** but some data sources still use the terms "Hispanic," "Latino," and "African American." We keep the original term from the original data source in order to maintain fidelity to the data, for example, in the graph above.

Note: Current unemployment rates by race/ethnicity are not available. These data reflect an average of the last 12 months and so only partially reflect the economic downturn due to COVID-19.

Source(s): CA Employment Development Department (2020); LA Times (2020)

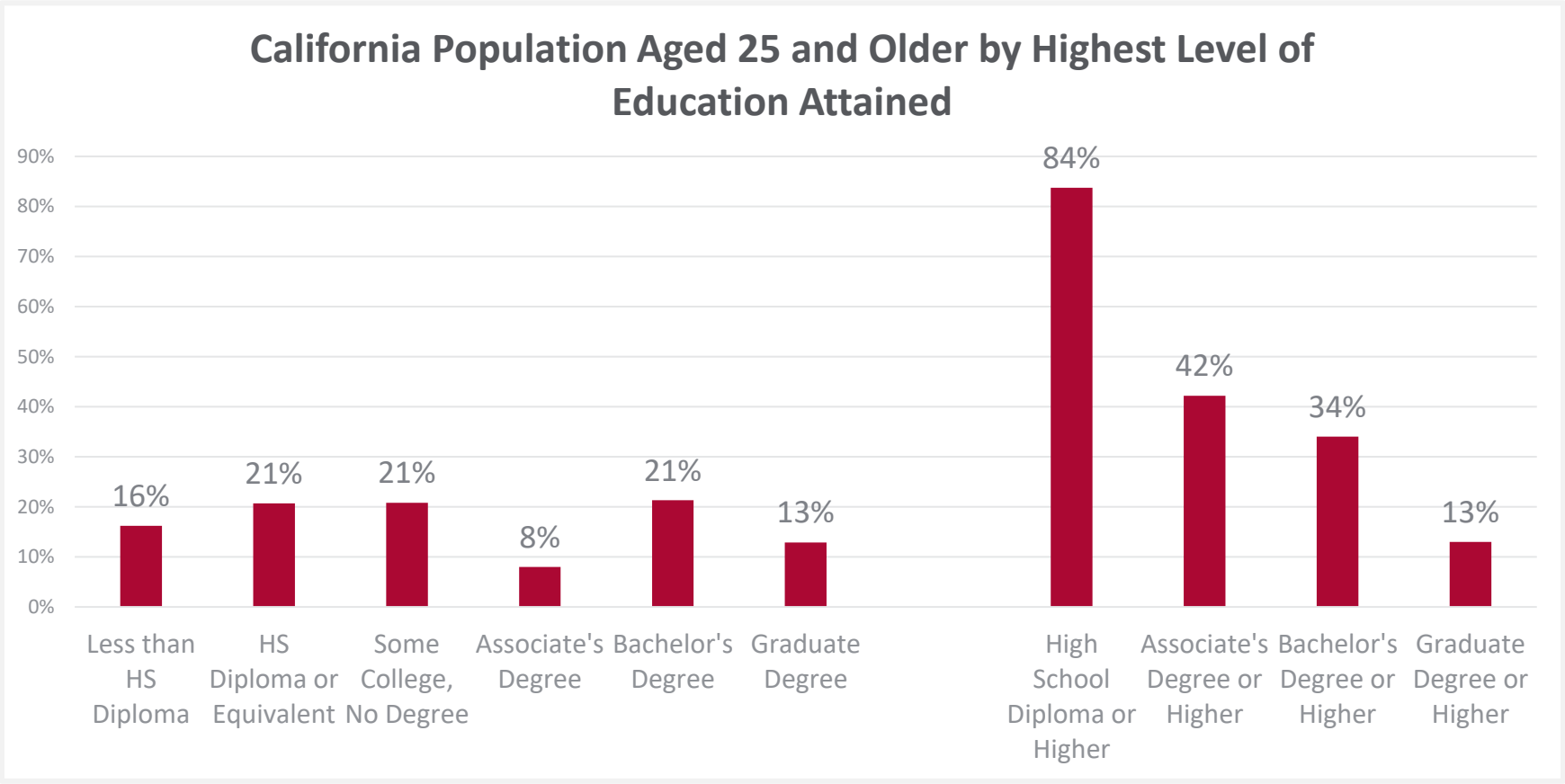
Most of the fastest-growing occupations in California require postsecondary education: a workforce credential, Associate's degree, Bachelor's degree or higher

Fastest-growing Occupations in California	Projected Increase in Job Openings	Education Required	Median Annual Wage
Solar Photovoltaic Installers	65%	High school diploma or equivalent	$47,995
Statisticians	41%	Master's degree	$109,663
Physician Assistants	34%	Master's degree	$127,456
Information Security Analysts	33%	Bachelor's degree	NA
Personal Care Aides	32%	High school diploma or equivalent	NA
Nurse Practitioners	31%	Master's degree	$132,748
Health Specialties Teachers, Postsecondary	30%	Doctoral or professional degree	$107,896
Software Developers, Applications	29%	Bachelor's degree	$123,085
Speech-Language Pathologists	29%	Master's degree	$95,056
Physical Therapist Assistants	29%	Associate's degree	$71,713
Operations Research Analysts	28%	Bachelor's degree	$97,293
Respiratory Therapists	28%	Associate's degree	$84,178
Cooks, Restaurant	28%	No formal educational credential	$31,335
Diagnostic Medical Sonographers	28%	Associate's degree	$100,174
Phlebotomists	27%	Postsecondary non-degree award	$45,982
Physical Therapist Aides	26%	High school diploma or equivalent	$29,511
Tile and Marble Setters	26%	No formal educational credential	$52,702
Floor Layers, Except Carpet, Wood, and Hard Tiles	25%	No formal educational credential	$53,104
Medical Assistants	25%	Postsecondary non-degree award	$38,772
Market Research Analysts and Marketing Specialists	24%	Bachelor's degree	$71,900

Note: Wages are from the 2018 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for fields listed as NA. Occupations with employment below 5,000 in 2016 are excluded.

Source(s): CA Employment Development Department (2020)

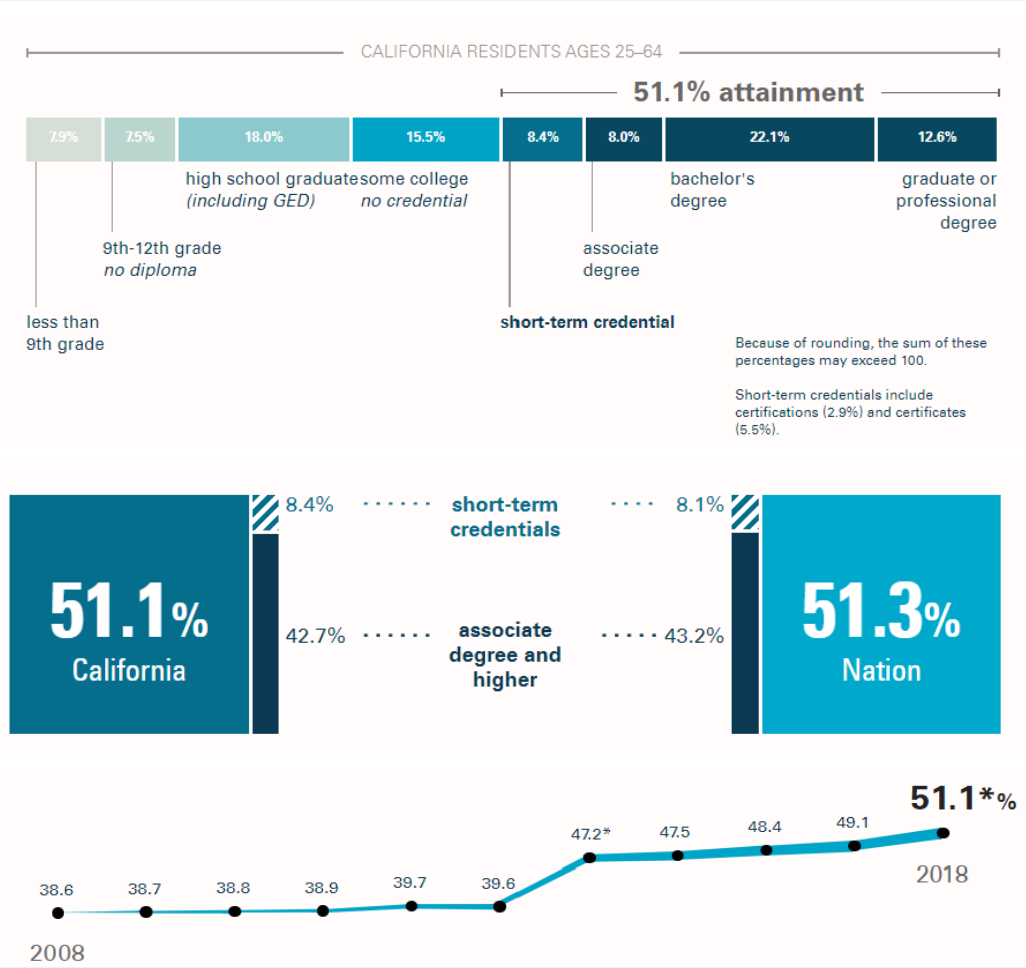
Yet only 42% of residents 25 or older hold an Associate's degree or higher, and only 34% hold a Bachelor's degree or higher (slightly above the national rate of 32%)



Note: See the subsequent slide for the postsecondary attainment rate inclusive of workforce credentials.

Source(s): U.S. Census Bureau, 2018 American Community Survey

When workforce credentials are added into the educational attainment rate, California is estimated to have 51% attainment according to data from the Lumina Foundation



Image; The Lumina Foundation (2020)

Due to California's decentralized data systems, analyses of educational attainment can vary. The Lumina Foundation's analysis on this slide is similar to our own, though with some variations in the data.

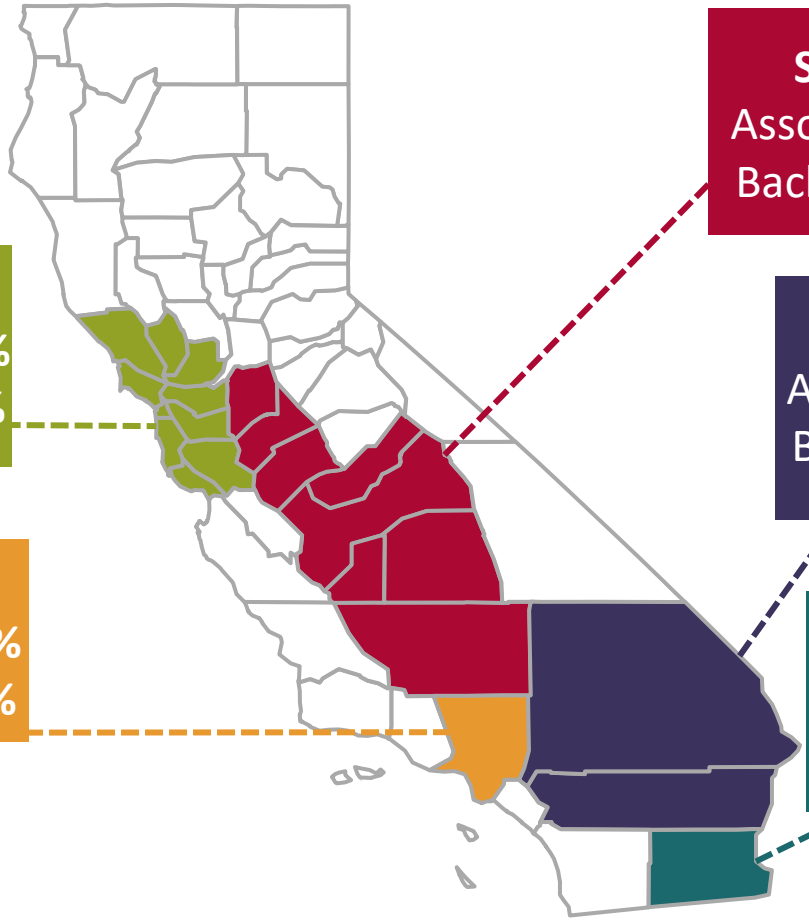
Importantly, the Lumina Foundation's analysis of California's attainment rate includes **8.4% of Californians with short-term credentials**, which should be included in postsecondary attainment calculations. This brings California up to **51% attainment, which matches the nation's average**.

While California's attainment rate has been rising over time, the state will need to do more to become a leader in the country. In particular, **the following slides describe significant regional, racial/ethnic and other disparities in attainment.**

Source(s): The Lumina Foundation (2020)

Gaps in educational attainment exist regionally, with coastal regions far exceeding inland regions in percentage of residents with postsecondary degrees; this trend mirrors socioeconomic disparities between the coastal and inland regions

Percentage of Population Aged 25 and Older with Associate's and Bachelor's degrees or higher



San Joaquin Valley:
Associate's or higher: **26%**
Bachelor's or higher: **16%**

Bay Area
Associate's or higher: **56%**
Bachelor's or higher: **44%**

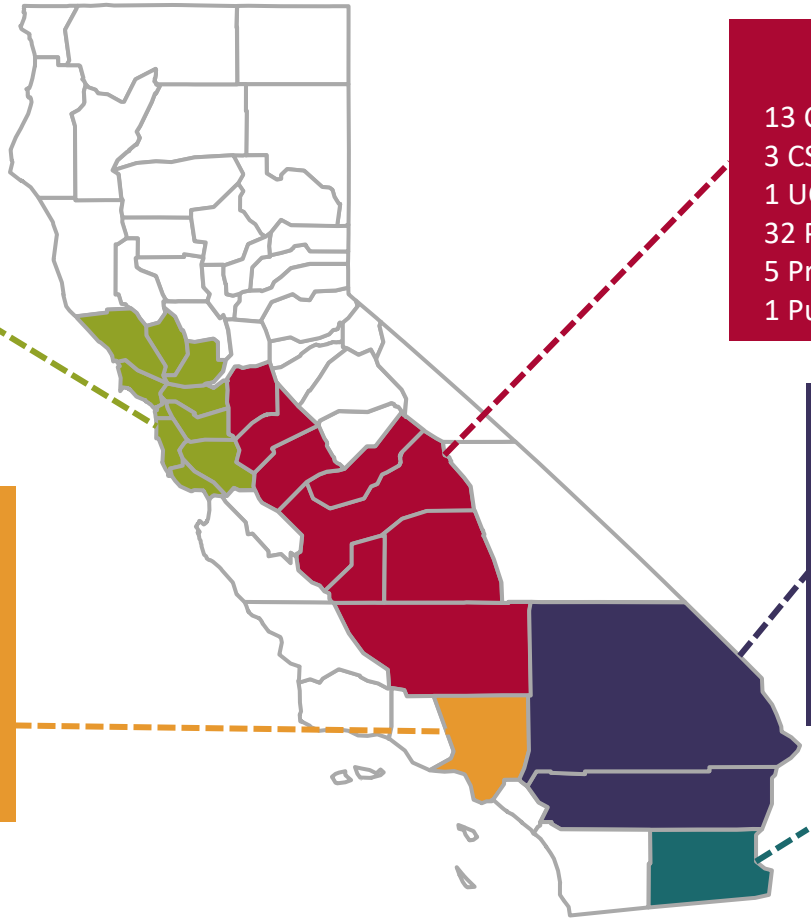
Inland Empire
Associate's or higher: **30%**
Bachelor's or higher: **20%**

Los Angeles:
Associate's or higher: **40%**
Bachelor's or higher: **31%**

Imperial Valley
Associate's or higher: **20%**
Bachelor's or higher: **14%**

Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey

The inland regions have fewer options for postsecondary education compared to their geographies and populations



Bay Area

26 CCC
5 CSU
4 UC
40 Private For-Profit
37 Private Nonprofit
1 Public Adult Education

Los Angeles

26 CCC
5 CSU
1 UC
97 Private For-Profit
61 Private Nonprofit
3 Public Adult Education

San Joaquin Valley

13 CCC
3 CSU
1 UC
32 Private For-Profit
5 Private Nonprofit
1 Public Adult Education

Inland Empire

12 CCC
1 CSU
1 UC
35 Private For-Profit
8 Private Nonprofit
3 Public Adult Education

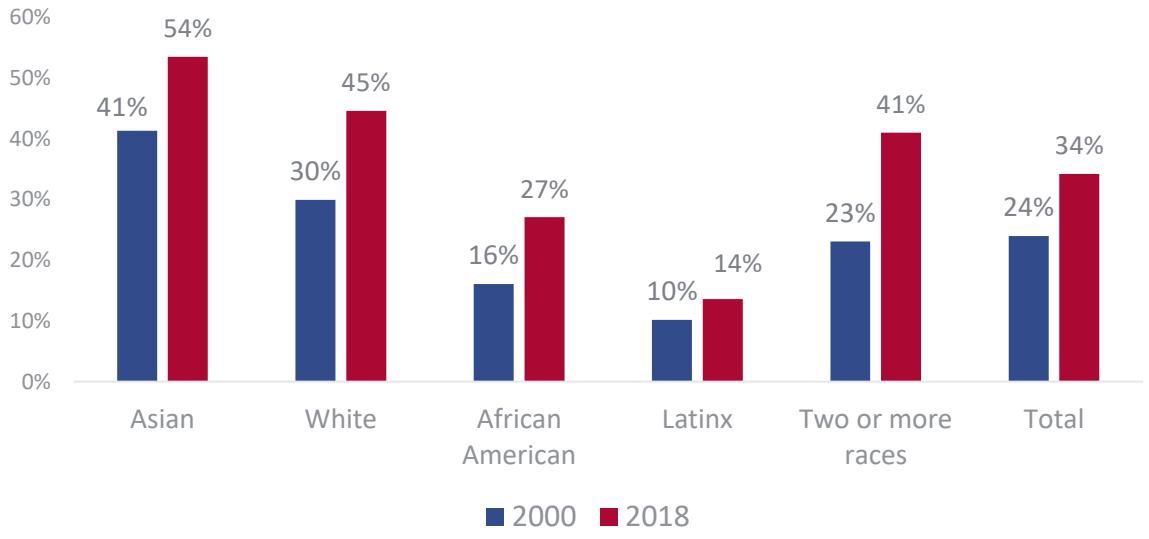
Imperial Valley

1 CCC
1 CSU satellite campus*
1 Private Nonprofit Adult Education

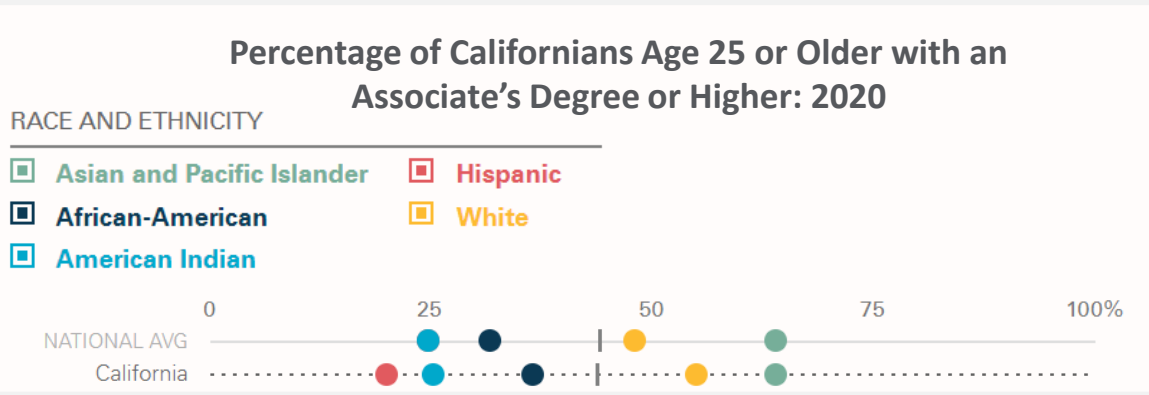
*This campus does not count as a separate institution for purposes of reporting, but we include it here to indicate that there is an additional higher education option in this region.

Source(s): California Competes (2020); U.S. Department of Education, Integrated Postsecondary Education Data System, 2019 Institutional Characteristics Survey; San Diego State University Imperial Valley Campus

Gaps in educational attainment also exist by race and ethnicity, which in some cases have widened over time



According to our analysis of U.S. Census data, the **largest gap in attainment of a *Bachelor's* degree or higher** exists between **Asian and Latinx students**.



According to the Lumina Foundation's analysis, the **largest gap in attainment of an *Associate's* degree or higher** also exists between **Asian and Latinx students.**

Image; The Lumina Foundation (2020)

Note: In our research and equity frameworks we generally prefer the terms **"Latinx" and "Black,"** but some data sources still use the terms "Hispanic," "Latino," and "African American." We keep the original term from the original data source in order to maintain fidelity to the data, for example, in the graph above.

Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey; The Lumina Foundation (2020)

Half of California high school students complete the A-G requirements required for admission to UC and CSU; Black, Latinx and other priority* student groups complete A-G at lower rates

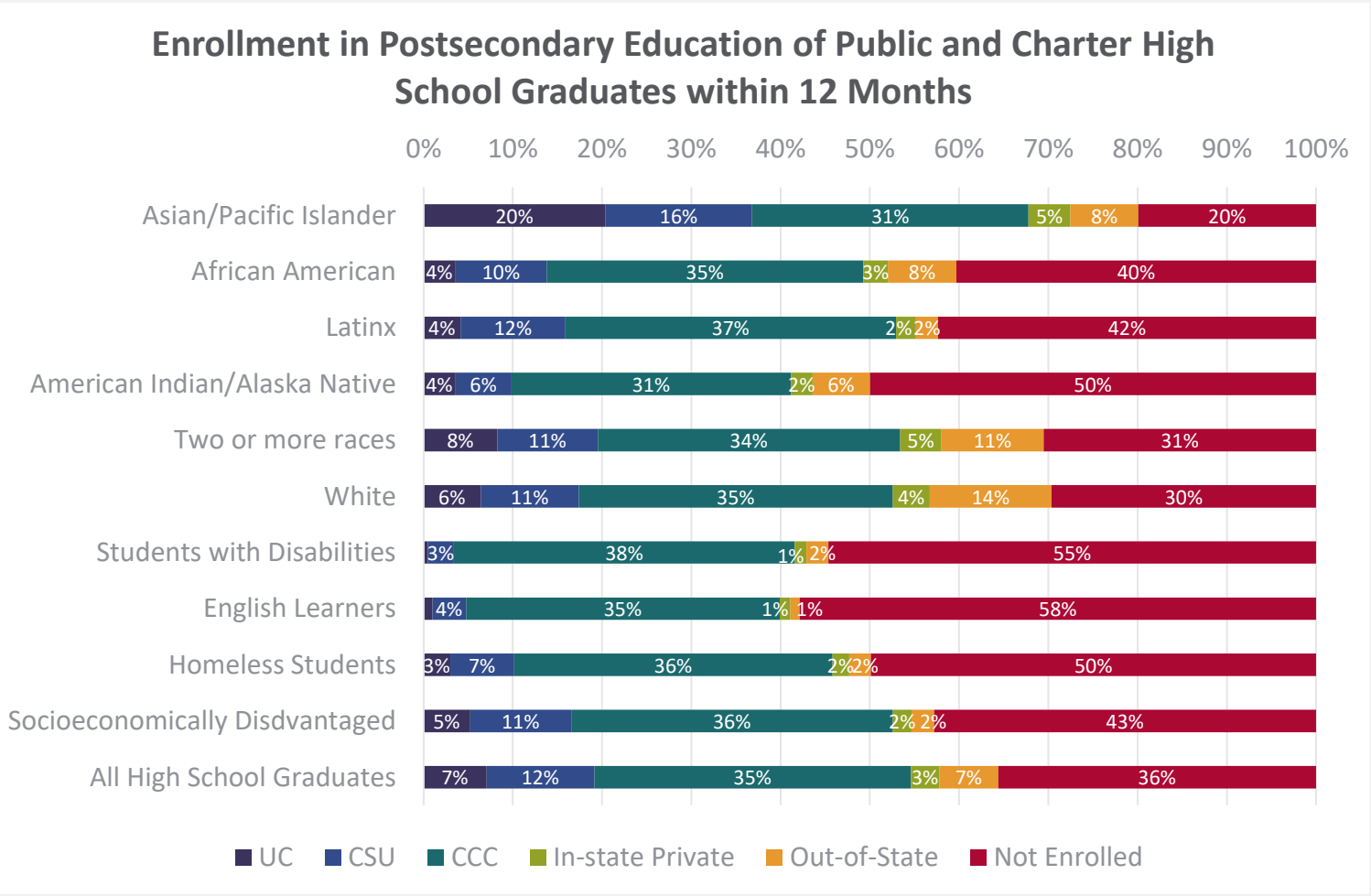
A-G coursework completion, required for admission to UC and CSU

Gender	Female	**56%**
	Male	**45%**
Race/Ethnicity	Asian	**75%**
	Filipino	**67%**
	Two or more races	**55%**
	White	**55%**
	Race unknown	**49%**
	Latinx	**44%**
	African American	**40%**
	Pacific Islander	**40%**
	American Indian/Alaska Native	**31%**
Other Student Characteristics	Socioeconomically disadvantaged	**43%**
	Migrant youth	**31%**
	Homeless youth	**29%**
	English learners	**26%**
	Foster youth	**20%**
	Students with disabilities	**18%**
Total	**Total**	**51%**

*Priority student groups are defined in our Equity Framework.

Source(s): CA Department of Education (2018)

Black, Latinx and other priority student groups are significantly less likely to enroll in postsecondary education within 12 months



Within 12 months of graduating high school…

3%
Of high school graduates enroll at an **in-state private institution**

7%
Of high school graduates enroll at a **UC**

7%
Of high school graduates enroll at an **out-of-state institution**

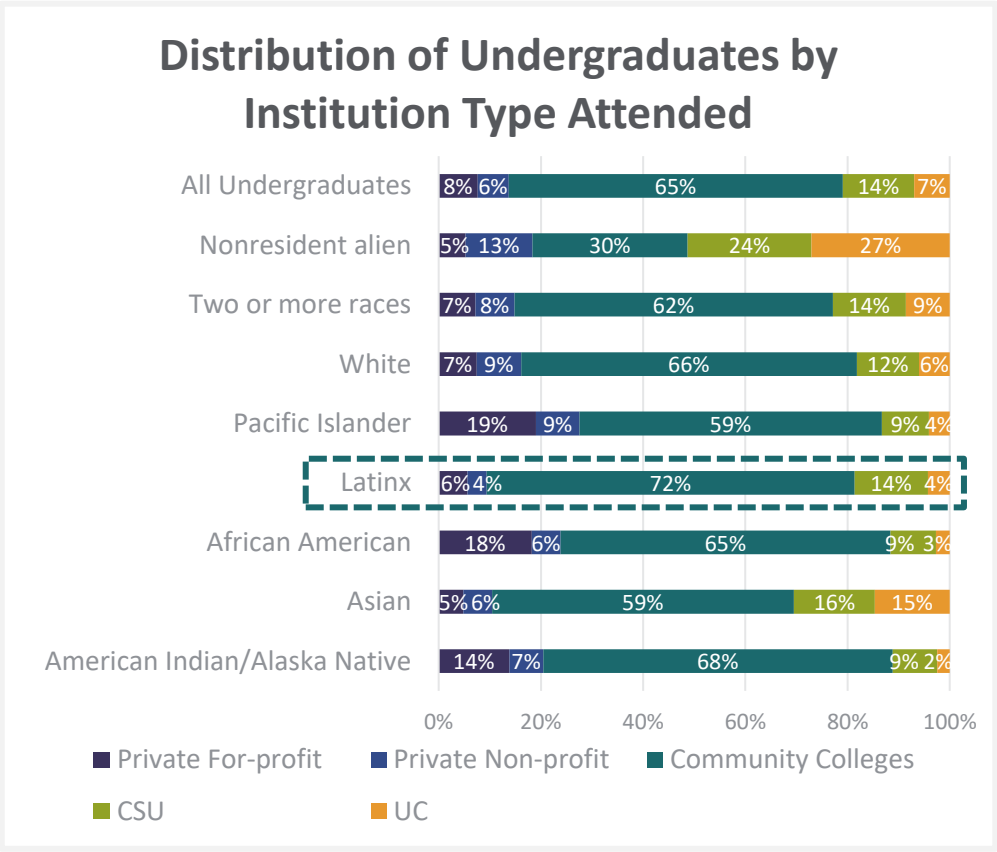
12%
Of high school graduates enroll at a **CSU**

35%
Of high school graduates enroll at a **Community College**

36%
Of high school graduates are **not enrolled in postsecondary education**

Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey

For students who do enroll in postsecondary education—either directly after high school, or later—Latinx students are more likely to attend community college than other students



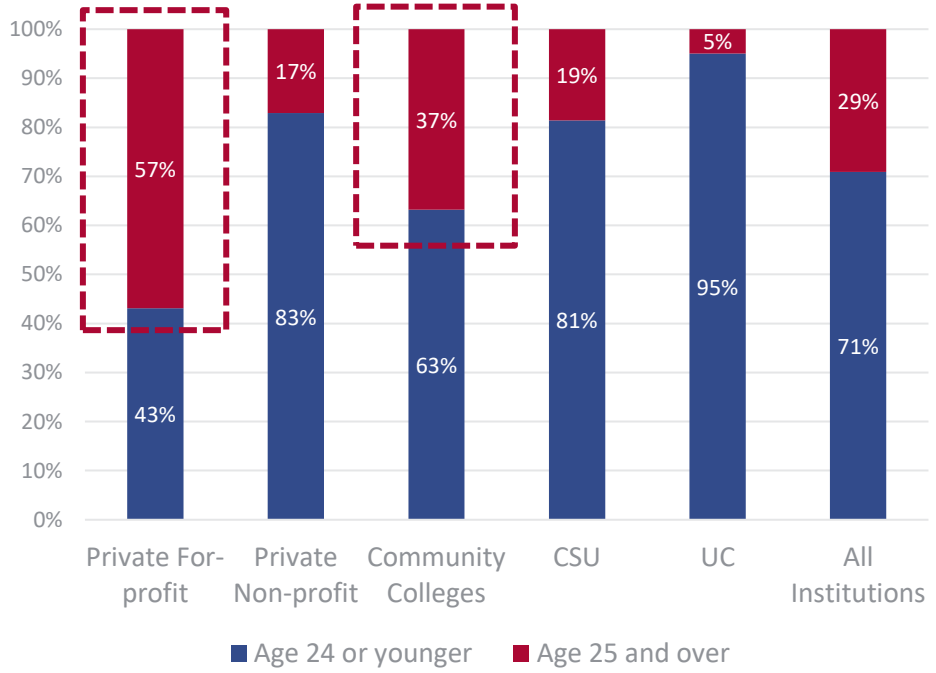
65% of all California undergraduates attend community college, while 72% of Latinx students attend these institutions.

Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey

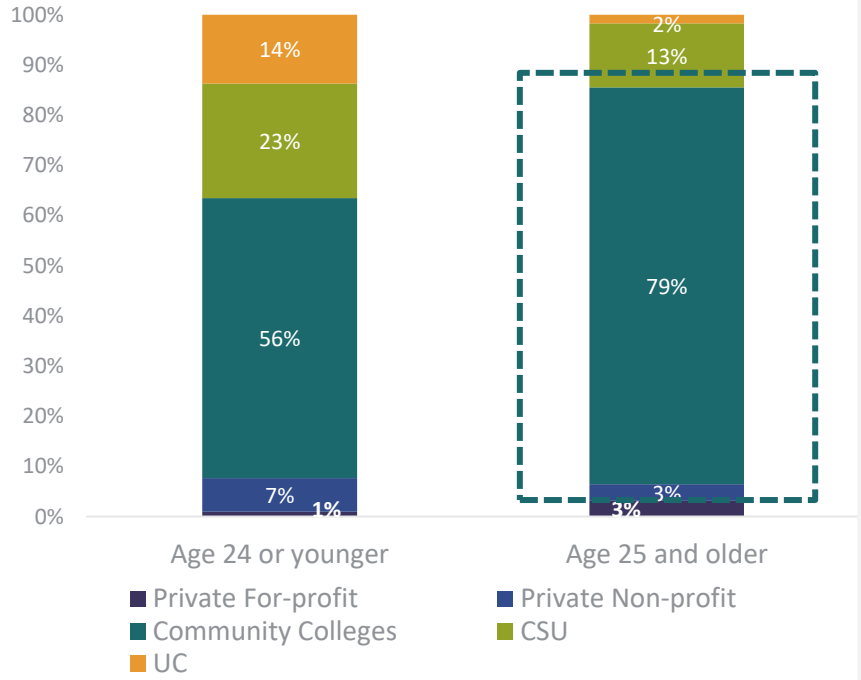
Close to 1/3 of California's postsecondary students are 25 or older, and these students are over-represented at private for-profit institutions and community colleges

While older students make up 29% of overall undergraduate enrollment, they make up 57% of enrollment at private for-profit institutions and 37% of enrollment at community colleges.

Distribution of Undergraduates by Age



Distribution of Undergraduates by Institution Type and Age



Source(s): U.S. Census Bureau, 2010 Census and 2018 American Community Survey

In terms of college affordability, the lowest-income California students face greater expenses despite Cal Grant and other aid

The lowest income students in the state spend significantly larger portions of their family incomes paying for postsecondary education than higher-income students.

=

This is in part due to high non-tuition costs of college attendance not always covered by financial aid like food, books, technology, housing, childcare, and transportation. For low-income students, these expenses can be a bigger chunk of their overall income compared with higher-income students.

+

Additionally, students who apply for Cal Grant more than one year after graduating high school or transferring from community college are unlikely to receive Cal Grant funds. This particularly affects older students.

Half of CA college graduates leave with student loan debt (averaging $23,000) and the majority of these students are low-income to begin with.

8 in 10 CSU students graduating with debt are from households with family incomes of $54,000 or less.

5 in 10 UC students graduating with debt are from households with family incomes of $56,000 or less.

Despite challenges, California has the best-funded state financial aid program in the country, and **continues to invest in improving financial aid.**

In January 2019, the state raised the number of funded Cal Grants, increased aid for student-parents, and increased funding for the College Promise Program. Legislation was introduced in 2019 to reform the entire Cal Grant system (AB 1314) as well as create a new grant program specifically for community college students (SB 291). **The California Student Aid Commission released a major report in March 2020 outlining an entirely new approach to state financial aid.**

CALIFORNIA ALL

Source(s): The Campaign for College Opportunity (2020); The Institute for College Access & Success (2018)

Outcome disparities exist between federal Pell Grant recipients across segments; Pell Grant recipients are also less likely to transfer from community college than other students

Outcomes for Students Entering California Postsecondary Institutions in 2010-11 by August 2018, by Sector and Pell Grant Status

		Earned Degree/ Certificate	Still Enrolled	Transferred	Not Enrolled/Status Unknown
CCC	Pell Recipients	37%	2%	27%	34%
	Other Students	22%	2%	37%	39%
	All Students	25%	2%	35%	38%
CSU	Pell Recipients	69%	1%	18%	12%
	Other Students	73%	1%	17%	10%
	All Students	71%	1%	17%	11%
UC	Pell Recipients	84%	2%	8%	6%
	Other Students	89%	1%	6%	4%
	All Students	87%	1%	7%	5%
Private Non-Profit	Pell Recipients	65%	1%	16%	18%
	Other Students	70%	1%	15%	14%
	All Students	68%	1%	16%	15%
For-Profit	Pell Recipients	40%	0%	18%	41%
	Other Students	42%	1%	21%	36%
	All Students	41%	1%	19%	39%

Pell Grant recipients transfer at a lower rate than other students out of community college.

Pell Grant recipients earn a degree at UC at a significantly higher rate than in other segments.

Source(s): U.S. Department of Education, Integrated Postsecondary Data System, Outcome Measures Survey (2018)

There are several known barriers to college access and persistence in California which provide some insight into the disparities shown in the data

Limited seats at the CSU: In 2018, the CSU turned away 32,000 eligible students because they could not accommodate them. While in 2019 the CSU started a program to redirect denied students to CSU campuses with more space, only 900 of the 20,000 redirected students actually enrolled at the new campus (the destination of the other students is unknown).

Limited course availability at colleges and universities: Course availability can inhibit students from taking courses in their major and can extend the time needed to graduate.

Financial aid is insufficient: There is not enough state financial aid for all eligible students, and many students who do receive aid still face high non-academic expenses. This is particularly true for low-income students and older students, and can often lead to students reducing their course loads in order to work, lengthening the amount of time it takes to graduate.

Lack of clear pathways through higher education in California: Students enrolling at community college through graduate degrees must navigate complex systems, digesting enormous amounts of disparate information and bridging disconnects between the CCC, CSU and UC systems and the workforce. Advising resources are often insufficient to provide students with the personalized counseling needed to make smart decisions about their intended pathway through higher education from enrollment to completion.

Motivational barriers: Lack of clear goals and pathways—and the support needed to discover those pathways—can affect student motivation to complete school, particularly for community college students.

Transferring is complicated: The transfer process from community college to a four-year college can be complicated and confusing for students, including campus-specific articulation agreements.

Lack of a statewide data system for higher education: California does not have a statewide data system for higher education to track students and coordinate around student success.

Source(s): Public Policy Institute of California (2020); Public Policy Institute of California (2019); The Campaign for College Opportunity (2020); Los Angeles Times (2018); Brookings Institution (2018)

Public postsecondary is addressing some barriers and inequities, however there is still room for growth (1 of 4)

California Community Colleges

Vision for Success

In 2017, CCC adopted this strategic vision to improve student success. Vision for Success includes Guided Pathways, an organizing framework to guide the initiatives aimed at achieving the Vision for Success goals. The Vision for Success goals include:

- Grow the number of students who successfully complete college with an associate's degree, credential or certificate
- Increase the number of students transferring annually
- Reduce equity and regional achievement gaps
- Decrease units accumulated
- Increase employability of existing CTE students

AB 705

Passed on 2017 and implemented in 2018, Assembly Bill 705 requires that community colleges maximize the probability that students can access college-level courses within one year of entering college (as opposed to remedial courses). For placement into English and Math courses, community colleges must use one or more of the following: high school coursework, high school grades, and high school GPA.

AB 19

Also passed in 2017, Assembly Bill 19 establishes the California College Promise through which community colleges can receive additional funding for adopting a set of practices to improve student enrollment and completion. The goals of the California College Promise include:

- Increase college enrollment directly after high school
- Increase the percentage of students in credit-bearing Math and English classes
- Increase the number of certificates, associate's degrees, and university transfers
- Reduce achievement gaps

Associate Degree for Transfer

The CCC system continues to strengthen the Associate Degree for Transfer pathway, originally established in 2010. This pathway makes it easier for community college students to transfer to the CSU and guarantees them junior standing. In 2015, the program was expanded to provide pathways to 37 Historically Black Colleges and Universities (HBCU's) across the country. In 2018 the program was again expanded to over 30 private nonprofit institutions of higher education.

Source(s): The Campaign for College Opportunity (2020); California College Promise (2018)

Public postsecondary is addressing some barriers and inequities, however there is still room for growth (2 of 4)

Career Technical Education

Strong Workforce Program

The Strong Workforce Program was introduced in the California Community Colleges in 2016 and in K12 in 2018 to support K12 local education agencies, community colleges and industries/businesses in strengthening CTE programs and pathways aligned with regional workforce needs.

CTE Incentive Grant

This grant was established as a state education, economic and workforce development initiative to provide K12 students the knowledge and skills necessary to transition to employment and postsecondary education. The program encourages, maintains and strengthens the delivery of high-quality CTE programs. In 2019, over 300 local education agencies received grants ranging from $30,000 to $9.1 million.

California Career Pathways Trust

Signed into law through Assembly Bill 86 in 2013 and added into the Education Code in 2014, the California Career Pathways Trust provides funding to motivate the development of sustained K through 14 career pathways programs that connect K12, community college and businesses/industries. Under the Trust, one-time competitive grants are made available to school districts, county superintendents of schools, direct-funded charter schools and community colleges to establish or expand career pathway programs. In exchange, grantees are required to set aside funding from their own budgets (and obtain additional funding) to supporting the program for at least 2 years beyond the state-funded grant.

Source(s): California Community Colleges (2020); California Department of Education (2020); California Department of Education (2019); Public Policy Institute of California (2018)

Public postsecondary is addressing some barriers and inequities, however there is still room for growth (3 of 4)

California State University

Graduation Initiative 2025

In 2015, CSU launched this initiative to increase graduation rates for all CSU students and eliminate opportunity and achievement gaps. The initiative sets tailored goals for each CSU campus and also has these system-wide goals:

- Raise the four-year graduation rate from 19% to 40% (the 2019 rate was up to 28%)
- Raise the two-year graduation rate for transfer students from 31% to 45% (the 2019 rate was up to 41%)

General Education and Remedial Education Changes

In 2017 the CSU made policy changes to streamline general education requirements and eliminate remedial education. The changes meant that students' college readiness would be determined by high school performance instead of a placement test, and that students can take college-level credit-bearing courses toward their degree immediately upon entry to the CSU (with extra supports like tutoring and built-in study sessions).

Source(s): The Campaign for College Opportunity (2020); EdSource (2017)

Public postsecondary is addressing some barriers and inequities, however there is still room for growth (4 of 4)

University of California

UC 2030

In 2019, the UC adopted a multi-year plan to help more students earn a degree. The goals of UC 2030 include:

- Produce 200,000 more degrees on top of the 1 million undergraduate and gradate degrees UC is already projected to produce (a 20% increase)
- Achieve a 90% graduation rate up from 84%, and close achievement gaps that affect low-income, first-generation and underrepresented student groups
- Invest in faculty and research by adding 1,100 ladder rank faculty over four years

Enhancing Student Transfer

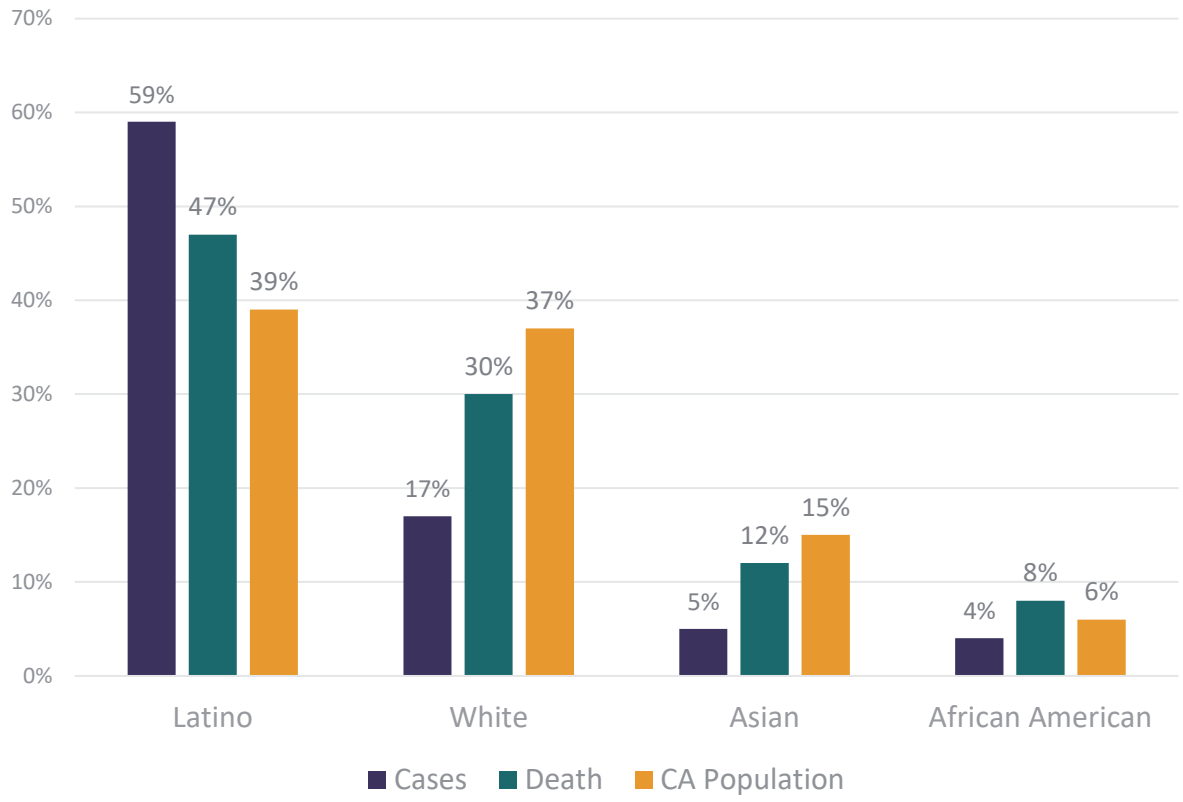
In 2018 the UC and CCC systems entered into an agreement entitled "Enhancing Student Transfer" to increase access to a four-year college degree at UC for CC students and ensure transfer students' academic preparation and support. Under the MOU, CCC students who successfully complete one of the 21 UC Transfer Pathways and achieve the required GPA are guaranteed a place within the UC system. However, Associate Degree for Transfer (ADT) recipients still do not have an admission guarantee to the UC.

Source(s): The Campaign for College Opportunity (2020); University of California (2018); University of California (2019)

3 |

What impact is COVID-19 having on California?

COVID-19 has disproportionately affected the Latinx population in California, with Latinx residents comprising 39% of the population but 59% of the COVID-19 cases and 47% of the deaths



In Imperial County, for example, an estimated 95% of deaths are Latinx residents.

These rates may be partially explained by Latinx residents being over-represented in low-wage, in-person work deemed "essential" during the pandemic, like grocery store and warehouse workers.

Additionally, Latinx residents may be suffering from a weaker social safety net than other residents:

- Latinx residents comprise over half of uninsured California residents.
- Many undocumented immigrants are not eligible for unemployment benefits.
- The CARES act for coronavirus relief excludes many undocumented immigrants and members of their households.

Note: In our research and equity frameworks we generally prefer the terms **"Latinx" and "Black,"** but some data sources still use the terms "Hispanic," "Latino," and "African American." We keep the original term from the original data source in order to maintain fidelity to the data, for example, in the graph above.

Source(s): CA Department of Public Health (2020); California Healthcare Foundation (2017); NPR Interview with Michel Martin (2020); National Immigration Law Center (2020)

The pandemic is ushering in a recession which could significantly impact schooling and employment in California for years to come

Swelling Unemployment and Budget Shortfall

From March to the end of July, California experienced a dramatic increase in unemployment, paying **50 billion in unemployment benefits** and processing **8.7 million claims.** The state faces a **$54.3 billion dollar shortfall** and plunging revenues.

71% of California college students have reported losing some or all of their income due to COVID-19.

State Funding Cuts for Higher Education

K12

Governor Newsom's state budget **preserves spending for K12 schools** for the next year with some additional CARES act funding for districts to address learning loss. This budget includes **$12.9 billion in deferrals**: school districts can spend more than they'll be funded for and will receive payment in FY 2021-22. About half of these deferrals would be mitigated by potential federal coronavirus funding.

Higher Ed

State funding for UC is cut by $471.6 million and **CSU faces a $498.1 million cut,** while **funding is preserved for community colleges.** If federal coronavirus funding materializes, these UC and CSU cuts could be avoided.

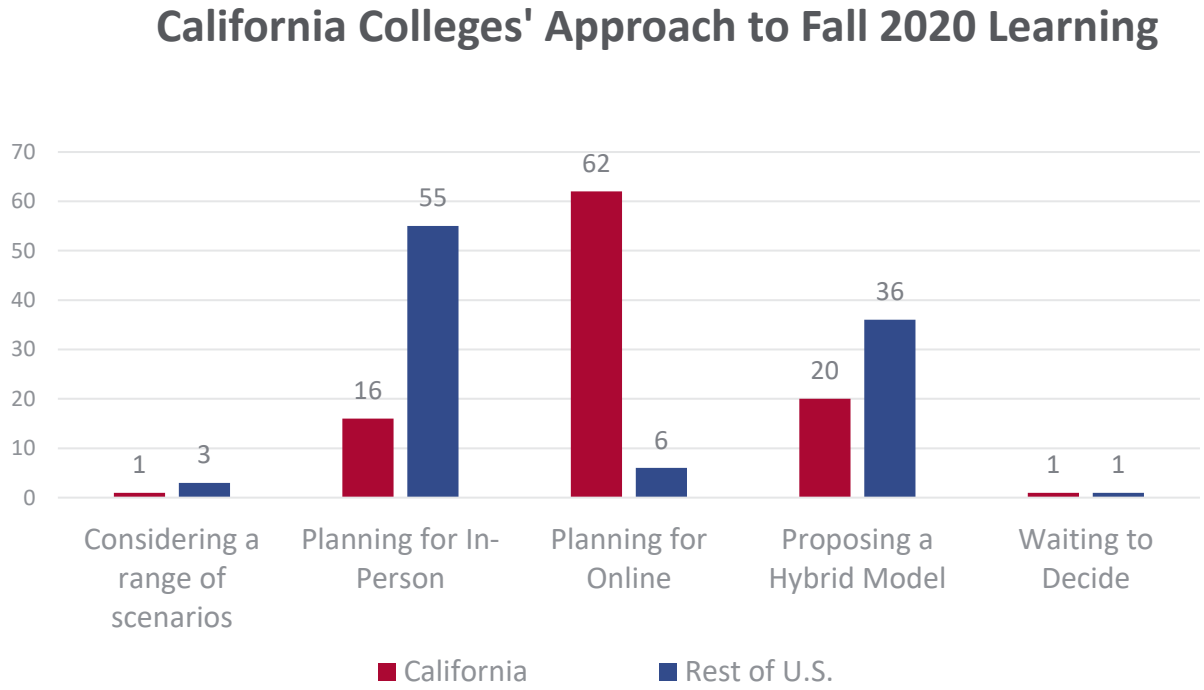
Higher education leaders in the UC and CSU systems suggest that existing inequities in funding across UC and CSU are exacerbated by the pandemic. Colleges also face financial losses outside of state funding including student housing, parking and bookstore revenue **and new expenses** to support virtual learning and on-campus safety for students and employees. For example, UC Riverside is predicting a $45-50 million loss to their bottom line for this school year (in addition to state funding cuts), and CSU San Bernardino is predicting a $25 million loss.

CALIFORNIA ALL

Source(s): California Student Aid Commission (2020); LA Times (2020); EdWeek (2020); EdSource (2020); EdSource (2020); California Department of Finance (2020); Education First Interviews

COVID-19 has challenged higher education institutions and students in California to think differently about the college experience (1 of 2)

Compared to the rest of the U.S., California stands out with 82% of colleges planning an online or hybrid approach as opposed to in-person this fall.



With online learning comes new challenges and opportunities, for example…

- Ensuring students have internet **connectivity**
- **Supporting faculty and staff** on and off campus
- **Synchronous** and **asynchronous** classes
- Providing **select on-campus housing** for a smaller number of high-need students
- Determining a small percentage of courses that necessitate some **in-person learning**
- Providing **mental health services** and other social services to students who are not on campus

Source(s): California Student Aid Commission (2020); Public Policy Institute of California (2020)

COVID-19 has challenged higher education institutions and students in California to think differently about the college experience (2 of 2)

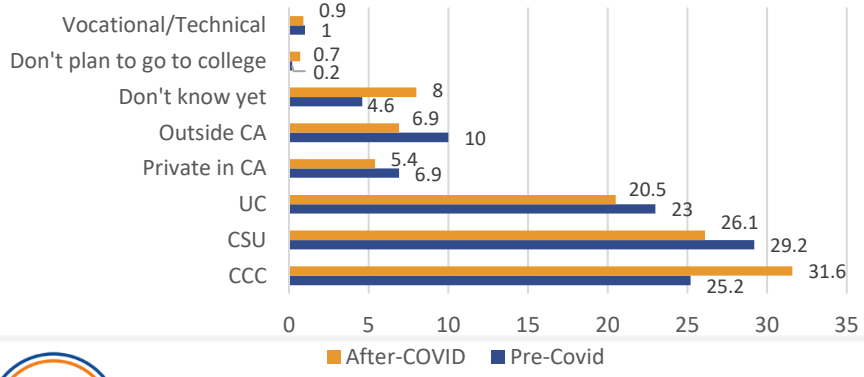
Most college-bound California high school graduates are concerned about online classes, their finances, and staying close to home. While most still plan to go to college, some students are changing which type of institution they plan to enroll in.

8 in 10 college-bound high school graduates are concerned about taking online classes.

7 in 10 are concerned about their personal and family financial situations.

1/3 of high school graduates express concern about attending a college far from home. This is evidenced in real shifts in enrollment below, with many students changing their plans from UC or CSU (~6% cumulative decrease) to CCC (~6% increase).

COVID-19 Changes in College-Bound High School Graduates' Enrollment Plans



The vast majority of current California college students report concern about online classes and finances, but still plan to continue attending college this fall.

CA college students report **drastically higher levels of stress and concern since COVID-19**, including concern for caring for family members, taking full class loads, and personal health/well-being, as well as the costs of tuition and fees, housing, food, transportation, tech/Internet and healthcare.

9 in 10 CA college students report concern about the shift to online classes.

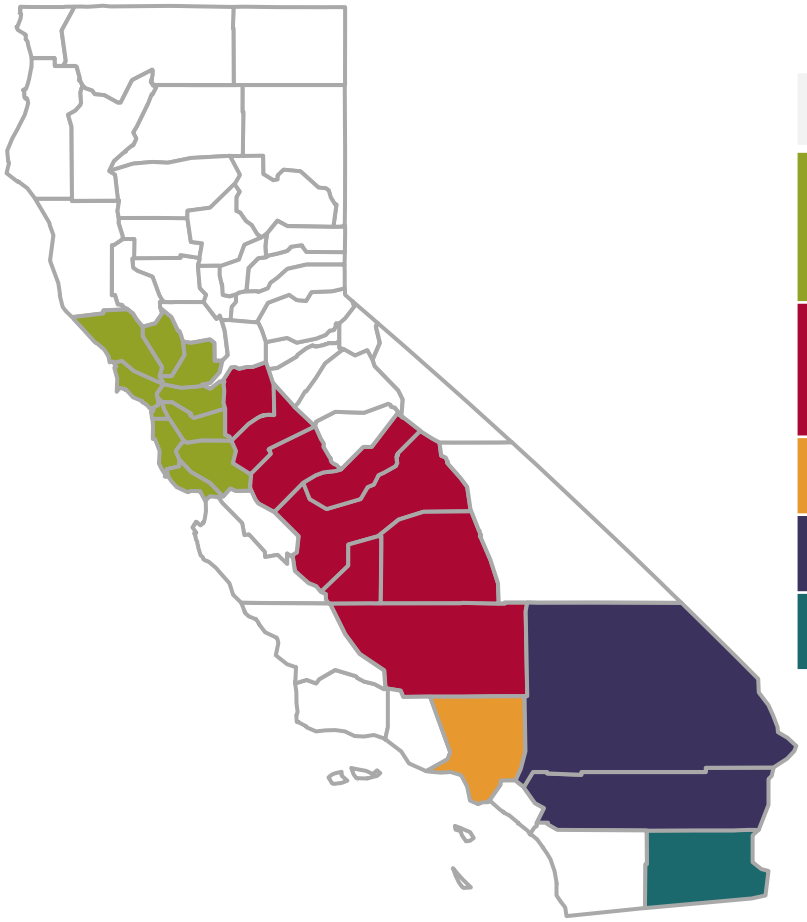
8 in 10 CA college students have changed some aspect of their college plans or are still uncertain.

Despite concerns and uncertainty, **only 2.4% of current college students report that they will *not* attend college** in the fall.

Source(s): California Student Aid Commission (2020); Public Policy Institute of California (2020)

4 | Regional Data

To identify the opportunities for California's postsecondary system to recover with equity, it is important to look not just at the state but to understand diverse regional conditions and experiences

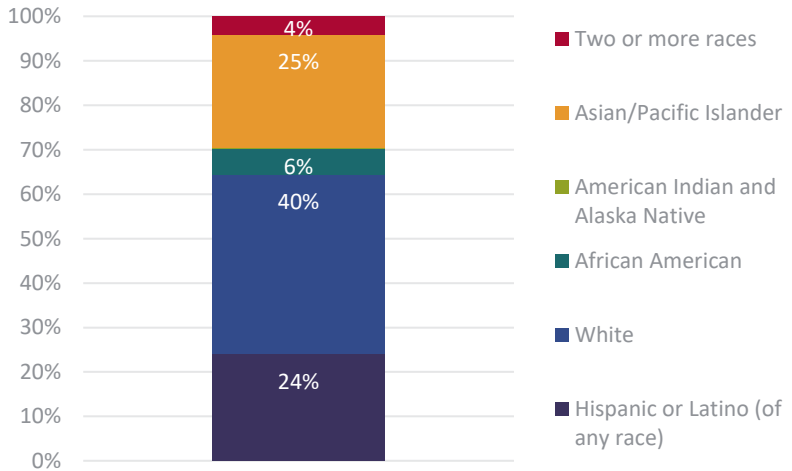


Region	Counties
Bay Area	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma
San Joaquin Valley	Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare
Los Angeles	Los Angeles
Inland Empire	Riverside, San Bernardino
Imperial Valley	Imperial

The Bay Area has the highest proportion White and Asian populations, the highest educational attainment and lowest unemployment of the 5 regions

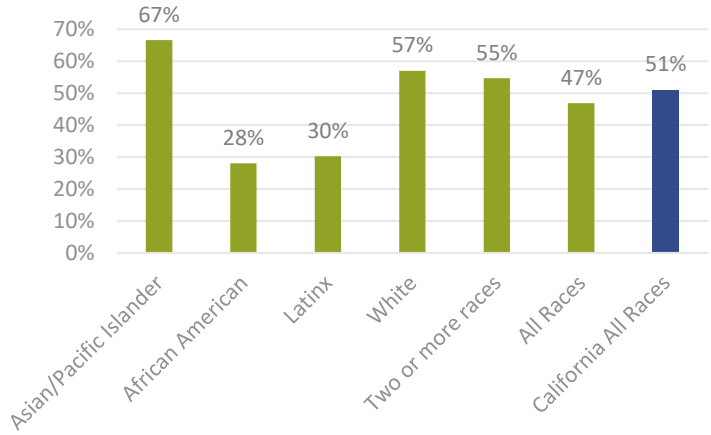
BAY AREA

Distribution of Bay Area Population By Race/Ethnicity

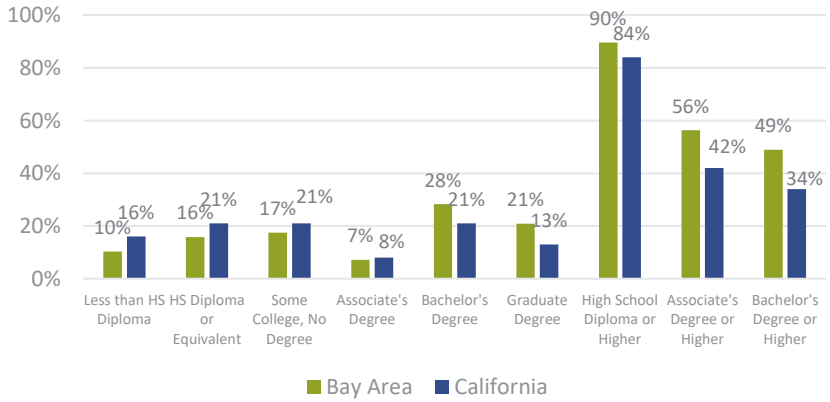


Note: In our research and equity frameworks we generally prefer the terms **"Latinx" and "Black,"** but some data sources still use the terms "Hispanic," "Latino," and "African American." We keep the original term from the original data source in order to maintain fidelity to the data, for example, in the graph above.

Percentage of Bay Area High School Students Meeting A-G Eligibility Requirements



Bay Area Population Aged 25 and Older by Highest Level of Education Attained



12% unemployment

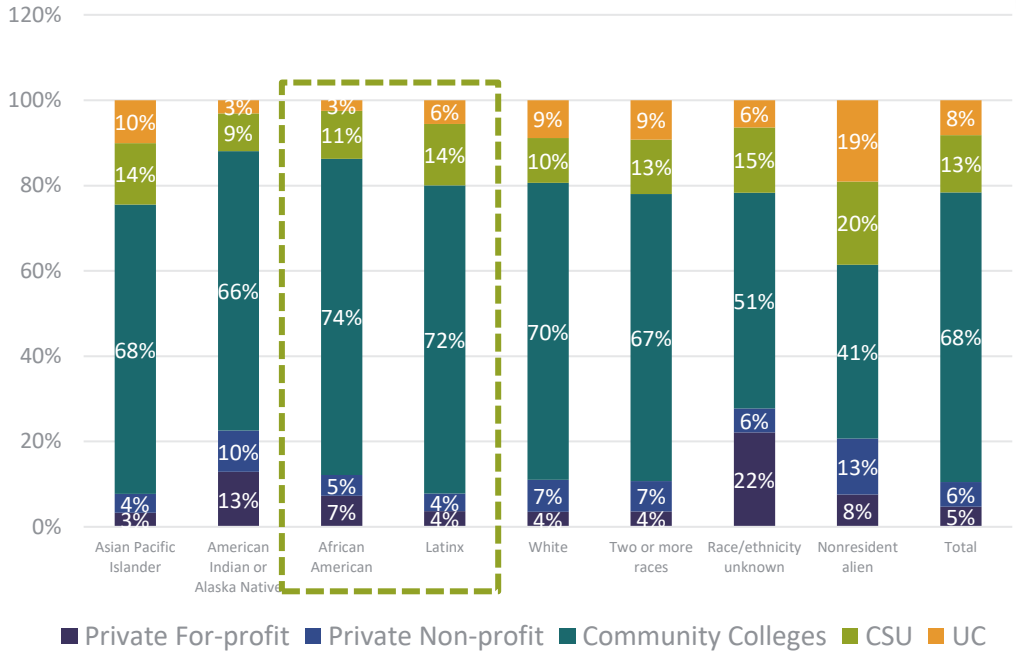
California: 15% unemployment

Source(s): U.S. Census Bureau, Current Population Survey 2013-2018; CA Department of Education (2018); U.S. Census Bureau, American Community Survey 2018

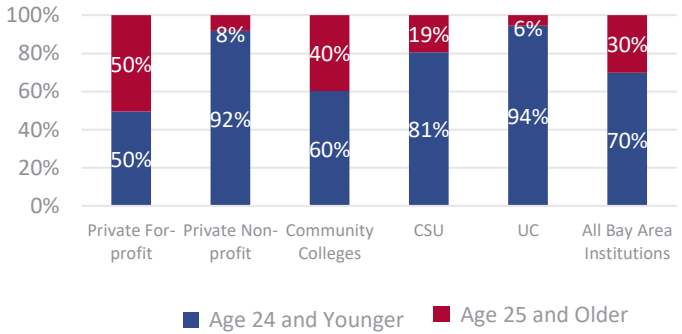
Black, Latinx and older students attend community colleges at higher rates than other students in the Bay Area

BAY AREA

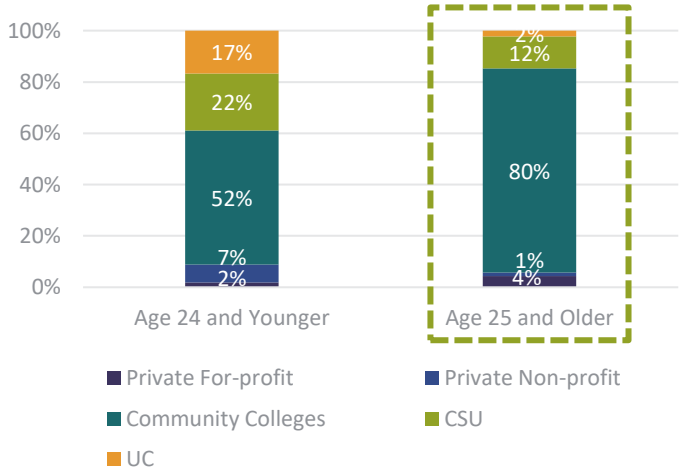
Distribution of Undergraduates at Bay Area Institutions by Race/Ethnicity and Type of Institution



Distribution of Undergraduates at Bay Area Institutions by Age



Distribution of Bay Area undergraduates by Institution Type and Age



10 Fastest Growing Occupations in the Bay Area

Occupation	Education Required	% Change
Solar Photovoltaic Installers	High school diploma or equivalent	119%
Taxi Drivers and Chauffeurs	No formal educational credential	55%
Software Developers, Applications	Bachelor's degree	43%
Nurse Practitioners	Master's degree	37%
Couriers and Messengers	High school diploma or equivalent	36%
Diagnostic Medical Sonographers	Associate's degree	35%
Home Health Aides	High school diploma or equivalent	33%
Information Security Analysts	Bachelor's degree	33%
Market Research Analysts and Marketing Specialists	Bachelor's degree	33%
Personal Care Aides	High school diploma or equivalent	33%

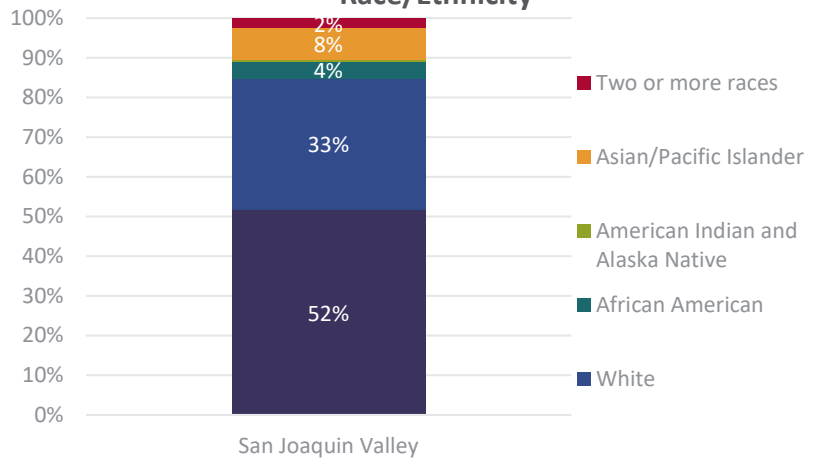
Note: Regional information is based on Metropolitan Statistical Areas (MSAs). As a result, it may undercount occupations from rural sections of the regions that are not part of an MSA. Occupations were excluded if the base year employment did not exceed 1,500.

Source(s): U.S. Department of Education, Integrated Postsecondary Education Data System, Full-Year Enrollment Survey 2018; U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Enrollment Survey; CA Employment Development Department

The San Joaquin Valley is majority Latinx, has nearly half the BA attainment rate of the Bay Area and nearly 3x times the unemployment rate (the highest unemployment of the 5 regions)

SAN JOAQUIN VALLEY

Distribution of San Joaquin Valley Population by Race/Ethnicity



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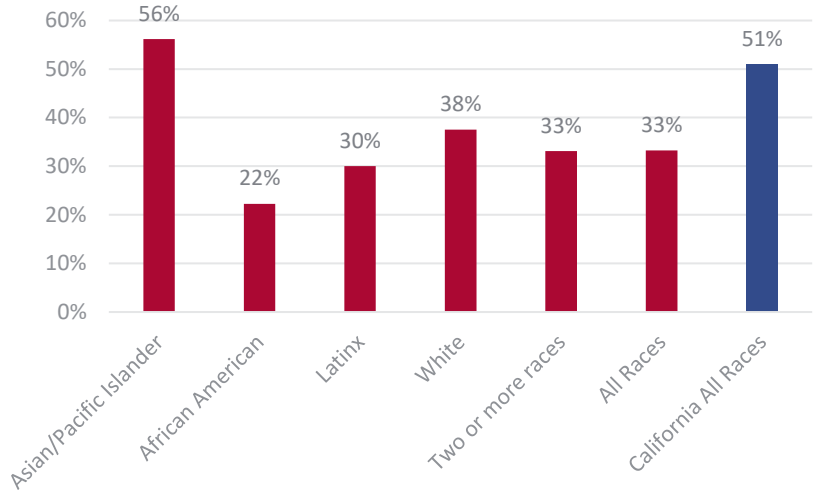
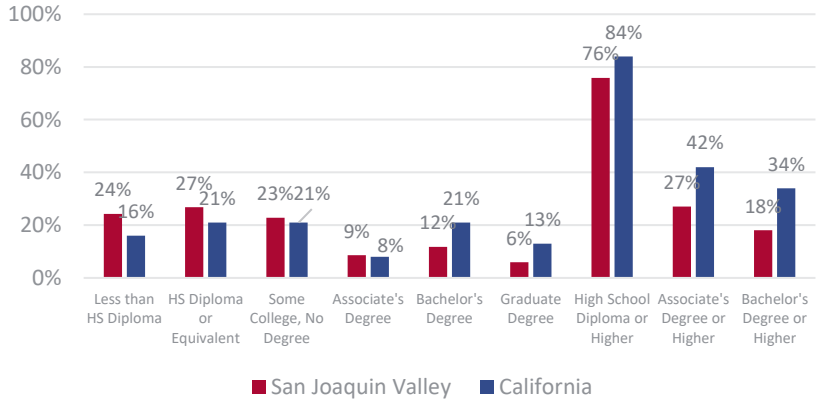
Percentage of San Joaquin Valley High School Students Meeting A-G Eligibility Requirements



San Joaquin Valley Population Aged 25 and Older by Highest Level of Education Attained



29% **unemployment**

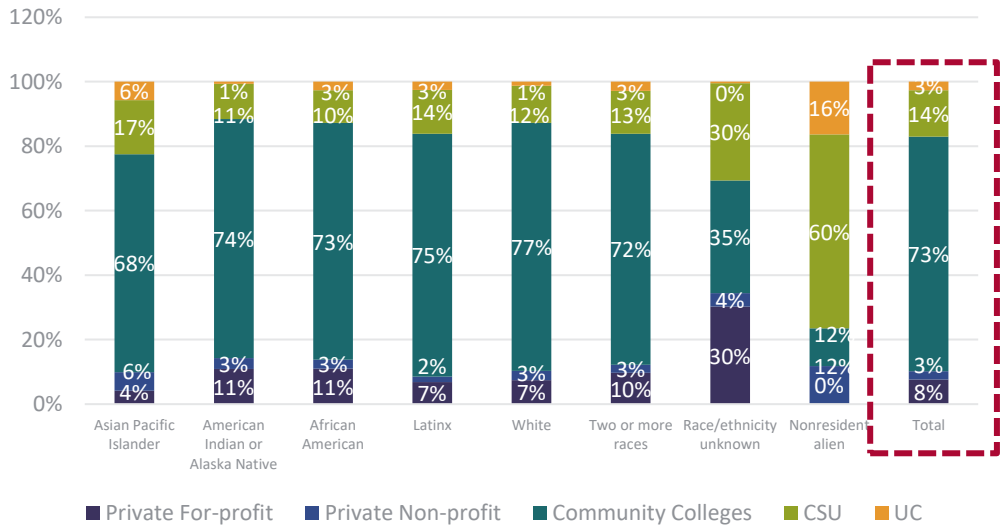
California: 15% unemployment

Source(s): U.S. Census Bureau, Current Population Survey 2013-2018; CA Department of Education (2018); U.S. Census Bureau, American Community Survey 2018

Students in the San Joaquin Valley attend community college at a much higher rate than other regions

SAN JOAQUIN VALLEY

Distribution of Undergraduates at San Joaquin Valley Institutions by Race/Ethnicity and Type of Institution

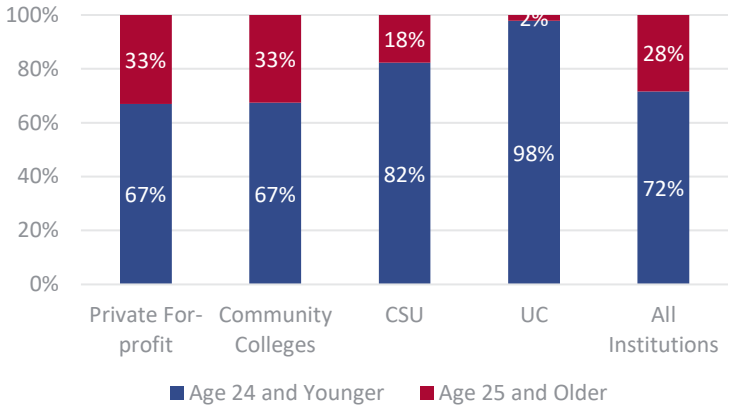


10 Fastest Growing Occupations in the San Joaquin Valley

Occupation	Education Required	% Change
Personal Care Aides	High school diploma or equivalent	43%
Medical Assistants	Postsecondary non-degree award	33%
Market Research Analysts and Marketing Specialists	Bachelor's degree	27%
Cement Masons and Concrete Finishers	No formal educational credential	26%
Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	25%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Postsecondary non-degree award	25%
Medical and Health Services Managers	Bachelor's degree	24%
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	High school diploma or equivalent	24%
Plumbers, Pipefitters, and Steamfitters	High school diploma or equivalent	24%
Painters, Construction and Maintenance	No formal educational credential	24%

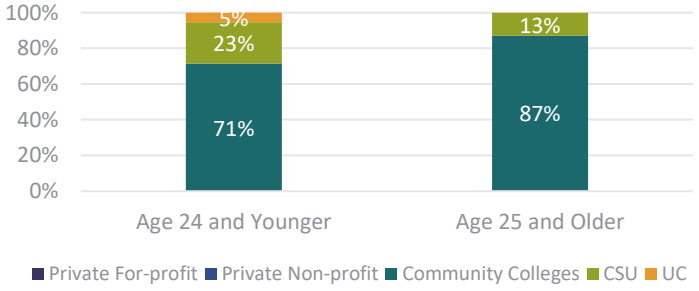
Note: Regional information is based on Metropolitan Statistical Areas (MSAs). As a result, it may undercount occupations from rural sections of the regions that are not part of an MSA. Occupations were excluded if the base year employment did not exceed 1,500.

Distribution of Undergraduates at San Joaquin Valley Institutions by Age



Note: There were no private non-profit respondents in the San Joaquin Valley.

Distribution of Undergraduates at San Joaquin Valley Institutions by Age and Type of Institution

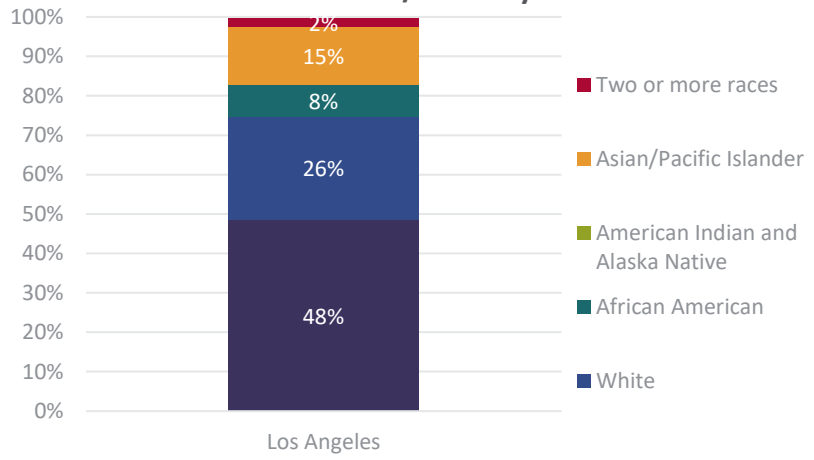


Source(s): U.S. Department of Education, Integrated Postsecondary Education Data System, Full-Year Enrollment Survey 2018; U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Enrollment Survey; CA Employment Development Department

Los Angeles is close to the state average on educational attainment and A-G requirements, with slightly higher unemployment than the state

LOS ANGELES

Distribution of Los Angeles Population by Race/Ethnicity



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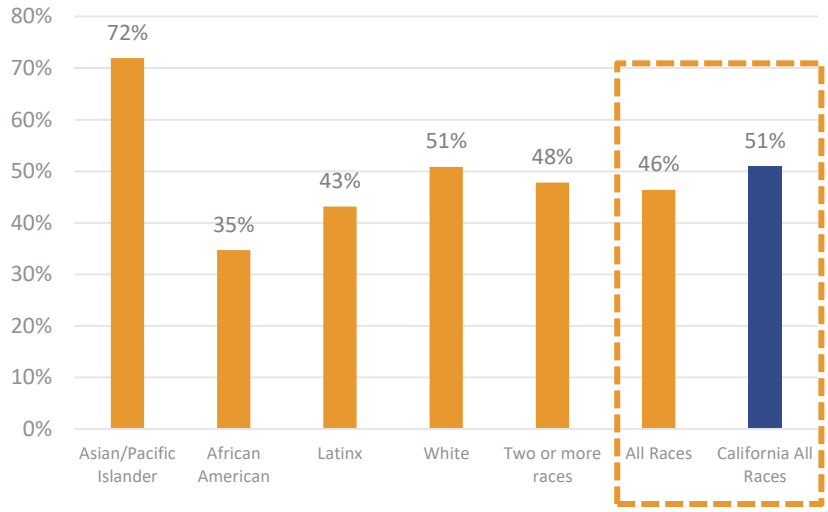
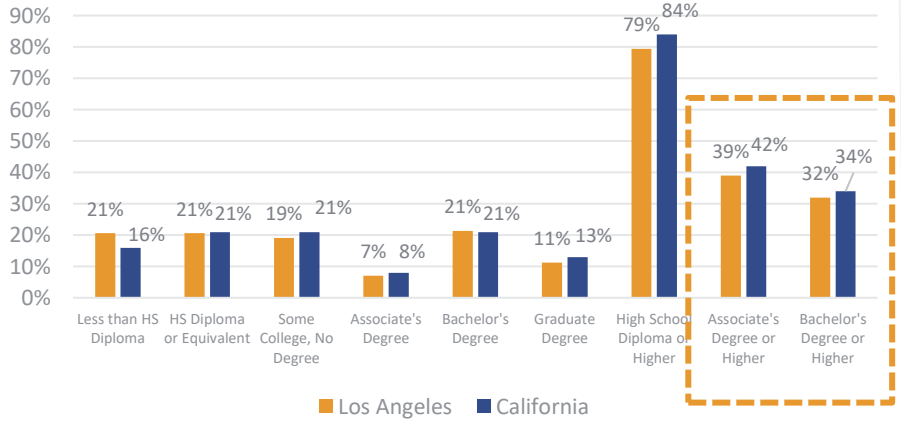
Percentage of Los Angeles High School Students Meeting A-G Eligibility Requirements



Los Angeles Population Aged 25 and Older by Highest Level of Education Attained



19% unemployment

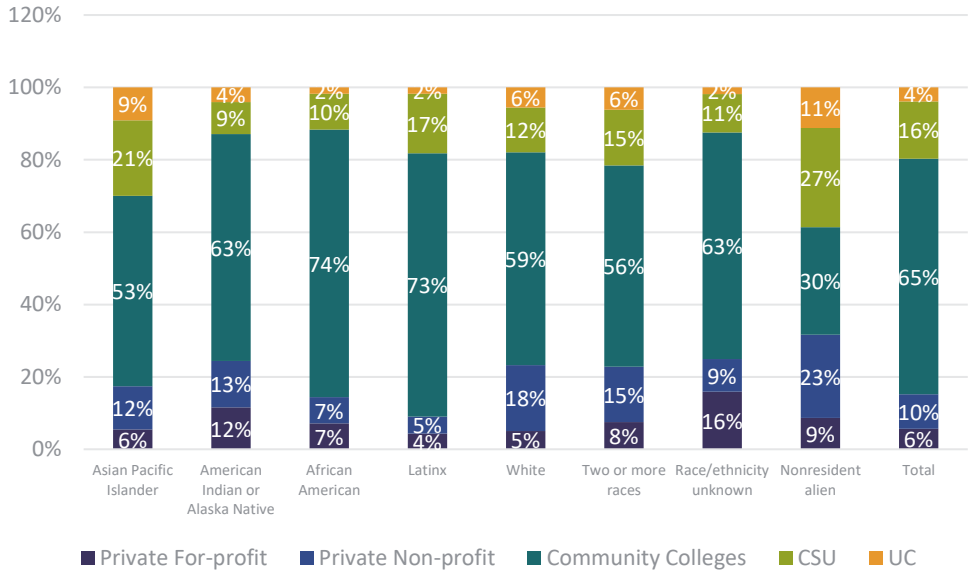
California: 15% unemployment

Source(s): U.S. Census Bureau, Current Population Survey 2013-2018; CA Department of Education (2018); U.S. Census Bureau, American Community Survey 2018

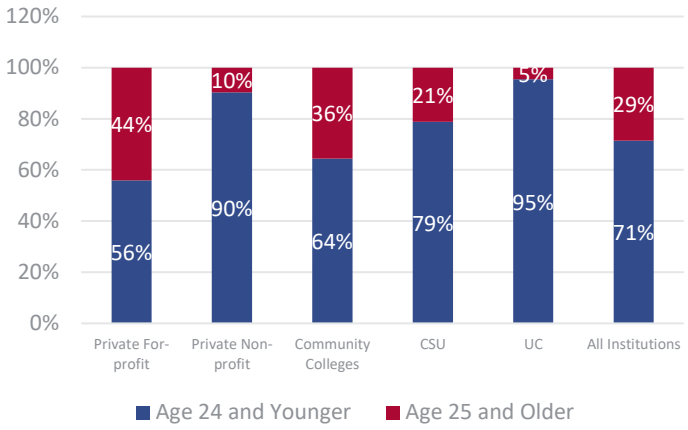
Health occupations make up the majority of the 10 fastest growing occupations in Los Angeles, and the vast majority of these jobs require postsecondary education

SAN JOAQUIN VALLEY

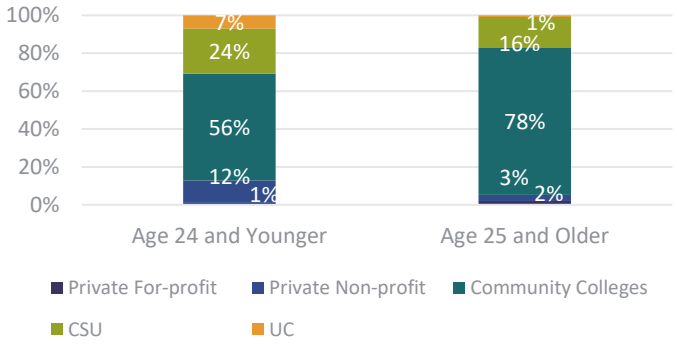
Distribution of Undergraduates at Los Angeles Institutions by Race/Ethnicity and Type of Institution



Distribution of Undergraduates at Los Angeles Institutions by Age



Distribution of undergraduates at Los Angeles Institutions by Age and Type of Institution



10 Fastest Growing Occupations in Los Angeles

Occupation	Education Required	% Change
Home Health Aides	High school diploma or equivalent	41%
Personal Care Aides	High school diploma or equivalent	40%
Physician Assistants	Master's degree	37%
Nurse Practitioners	Master's degree	35%
Software Developers, Applications	Bachelor's degree	34%
Massage Therapists	Postsecondary non-degree award	30%
Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	30%
Medical and Health Services Managers	Bachelor's degree	28%
Operations Research Analysts	Bachelor's degree	28%
Respiratory Therapists	Associate's degree	28%

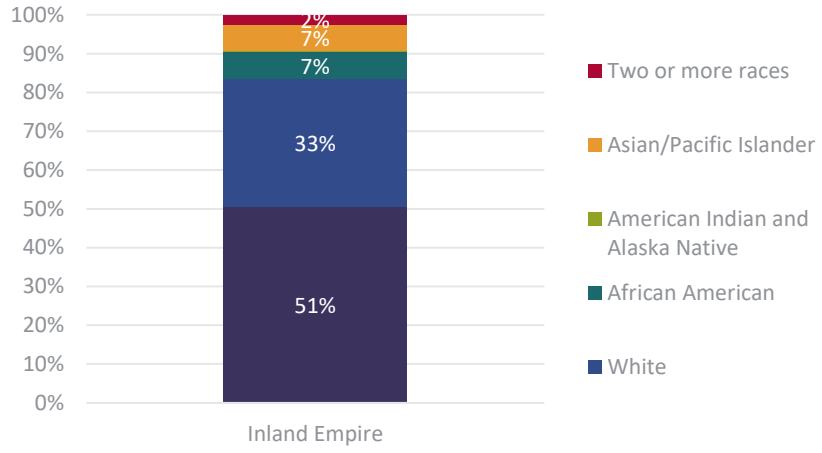
Note: Regional information is based on Metropolitan Statistical Areas (MSAs). As a result, it may undercount occupations from rural sections of the regions that are not part of an MSA. Occupations were excluded if the base year employment did not exceed 1,500.

Source(s): U.S. Department of Education, Integrated Postsecondary Education Data System, Full-Year Enrollment Survey 2018; U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Enrollment Survey; CA Employment Development Department

The Inland Empire is similar to the Los Angeles region in demographics, but trails the state average in both educational attainment and A-G completion

INLAND EMPIRE

Distribution of Inland Empire Population By Race/Ethnicity



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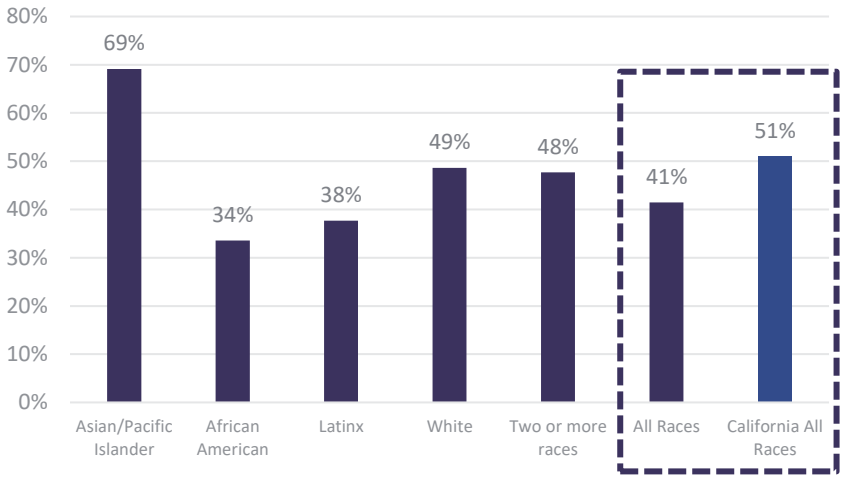
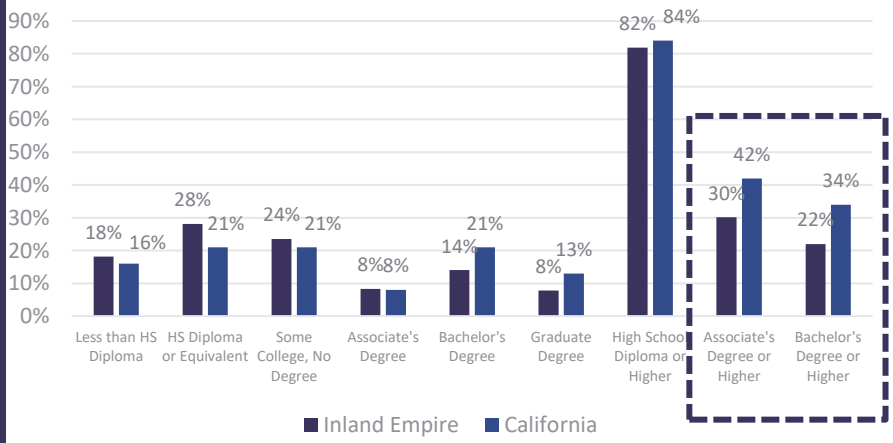
Percentage of Inland Empire High School Students Meeting A-G Eligibility Requirements



Inland Empire Population Aged 25 and Older by Highest Level of Education Attained



14% **unemployment**

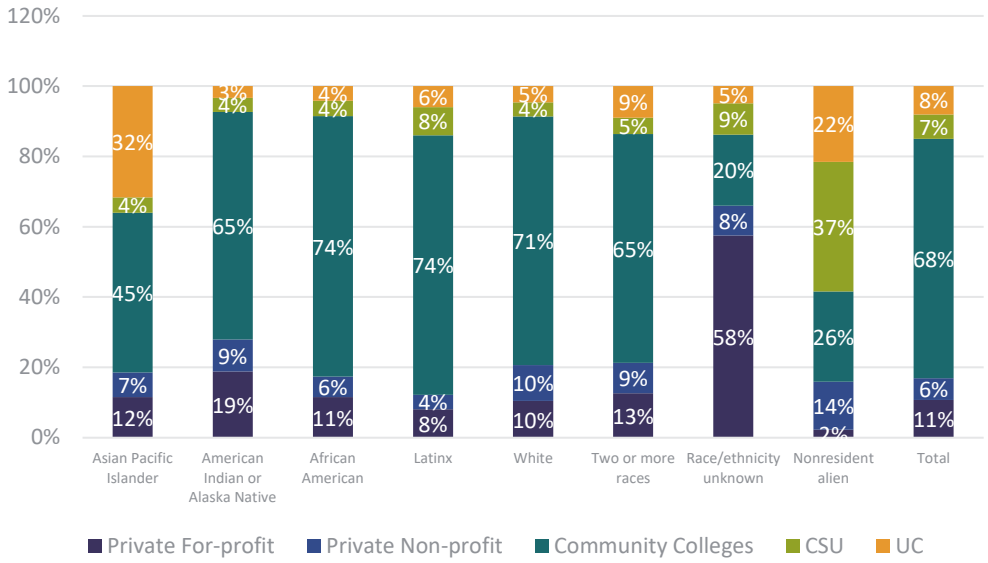
California: 15% unemployment

Source(s): U.S. Census Bureau, Current Population Survey 2013-2018; CA Department of Education (2018); U.S. Census Bureau, American Community Survey 2018

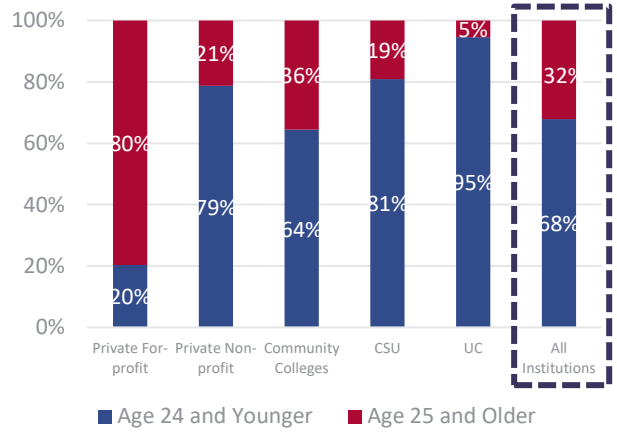
Only two of the Inland Empire's fastest growing occupations require postsecondary education, indicating that the faster-growing jobs in the region may not all offer sustainable wages and career growth

INLAND EMPIRE

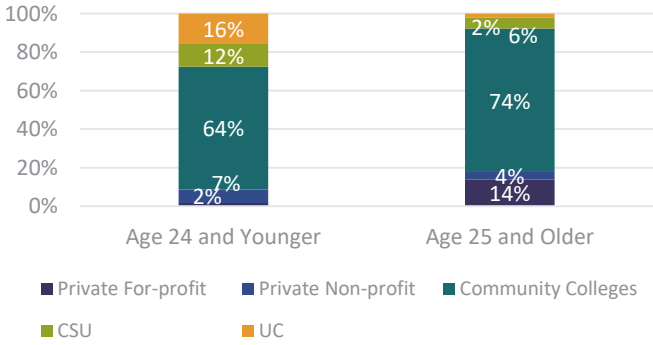
Distribution of Undergraduates at Inland Empire Institutions by Race/Ethnicity and Type of Institution



Distribution of Undergraduates at Inland Empire Institutions by Age



Distribution of Undergraduates at Inland Empire Institutions by Age and Type of Institution



10 Fastest Growing Occupations in the Inland Empire

Occupation	Education Required	% Change
Food Processing Workers, All Other	No formal educational credential	77%
Machine Feeders and Offbearers	No formal educational credential	47%
Home Health Aides	High school diploma or equivalent	43%
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	High school diploma or equivalent	42%
Personal Care Aides	High school diploma or equivalent	40%
Software Developers, Applications	Bachelor's degree	37%
Roofers	No formal educational credential	37%
Structural Iron and Steel Workers	High school diploma or equivalent	36%
Brickmasons and Blockmasons	High school diploma or equivalent	36%
Nurse Practitioners	Master's degree	36%

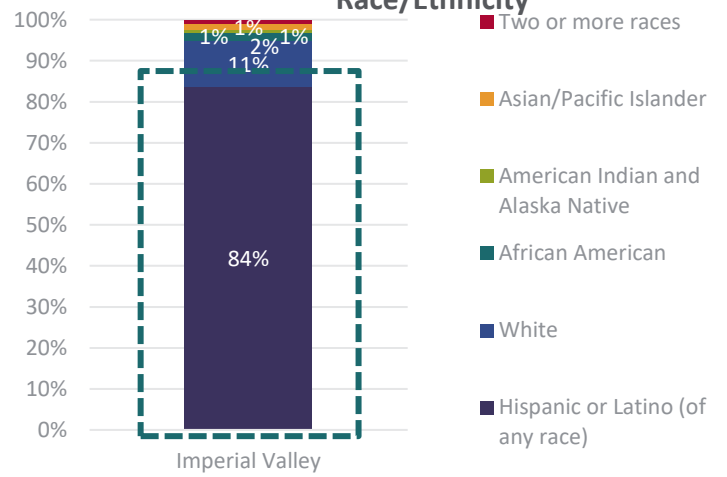
Note: Regional information is based on Metropolitan Statistical Areas (MSAs). As a result, it may undercount occupations from rural sections of the regions that are not part of an MSA. Occupations were excluded if the base year employment did not exceed 1,500.

Source(s): U.S. Department of Education, Integrated Postsecondary Education Data System, Full-Year Enrollment Survey 2018; U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Enrollment Survey; CA Employment Development Department

Located in the southeastern corner of the state, the Imperial Valley is 84% Latinx and has the lowest educational attainment and A-G completion rates of the 5 regions

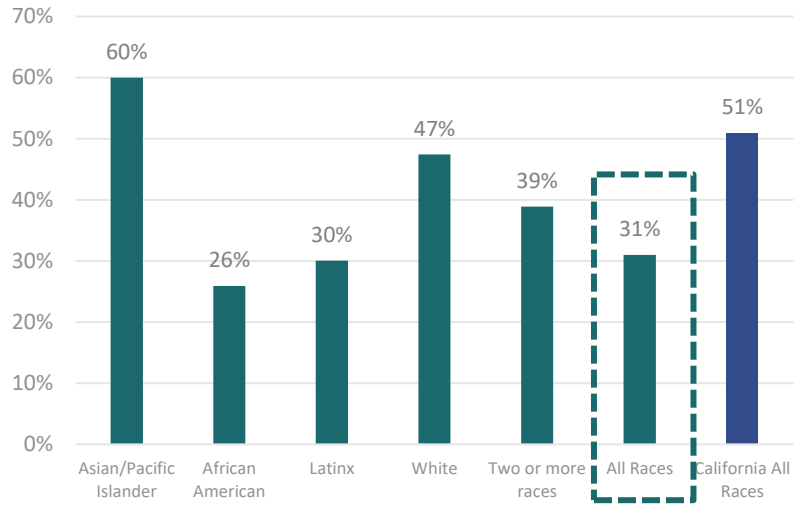
IMPERIAL VALLEY

Distribution of Imperial Valley Population By Race/Ethnicity

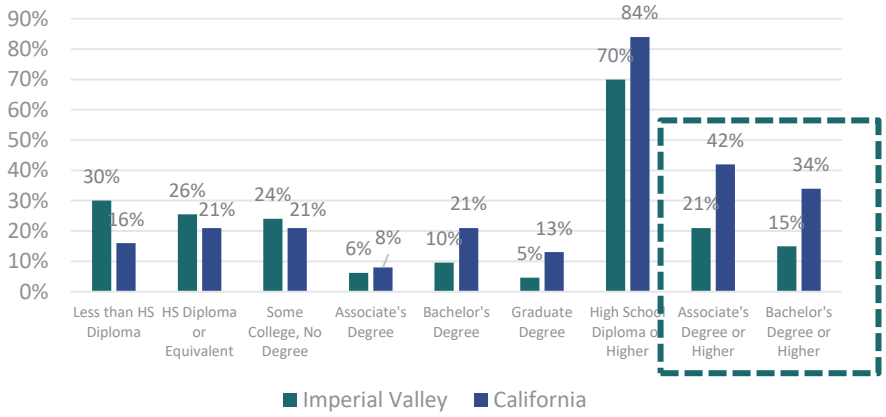


Note: In our research and equity frameworks we generally prefer the terms **"Latinx" and "Black,"** but some data sources still use the terms "Hispanic," "Latino," and "African American." We keep the original term from the original data source in order to maintain fidelity to the data, for example, in the graph above.

Percentage of Imperial Valley High School Students Meeting A-G Eligibility Requirements



Imperial Valley Population Aged 25 and Older by Highest Level of Education Attained



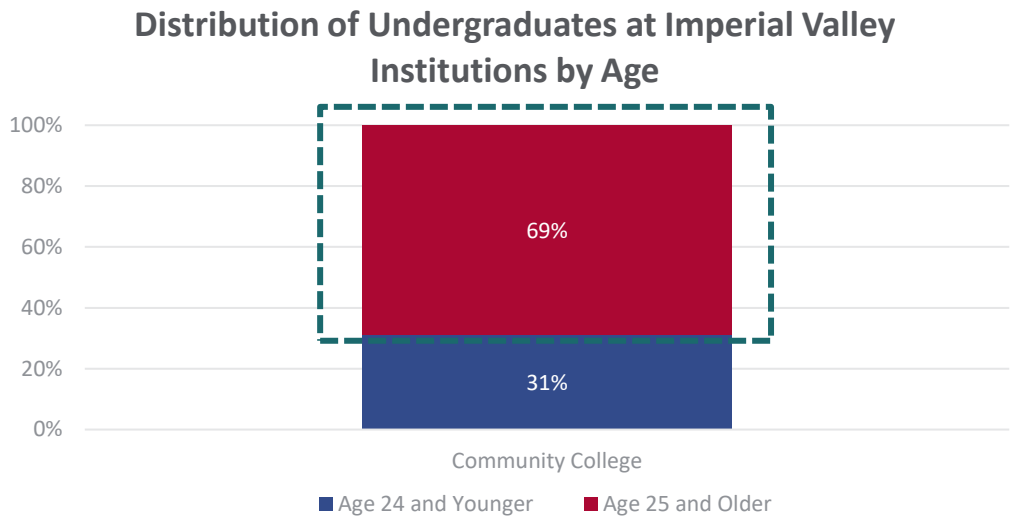
27% **unemployment**

California: 15% unemployment

Source(s): U.S. Census Bureau, Current Population Survey 2013-2018; CA Department of Education (2018); U.S. Census Bureau, American Community Survey 2018

The majority of undergraduates attending the Imperial Valley's only public institution of higher education are over the age of 25, more than double the percentage in other regions

IMPERIAL VALLEY



Note: The Imperial Valley only has 1 community college (data shown here) and 1 private non-profit adult education program (for which data were not available)

10 Fastest Growing Occupations in the Imperial Valley

Occupation	Education Required	% Change
Security Guards	High school diploma or equivalent	49%
Personal Care Aides	High school diploma or equivalent	38%
Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	28%
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree award	21%
Laborers and Freight, Stock, and Material Movers, Hand	No formal educational credential	20%
Social and Human Service Assistants	High school diploma or equivalent	17%
Waiters and Waitresses	No formal educational credential	17%
Registered Nurses	Bachelor's degree	17%
General and Operations Managers	Bachelor's degree	16%
Retail Salespersons	No formal educational credential	15%

Note: Regional information is based on Metropolitan Statistical Areas (MSAs). As a result, it may undercount occupations from rural sections of the regions that are not part of an MSA. Occupations were excluded if the base year employment did not exceed 500.

Source(s): U.S. Department of Education, Integrated Postsecondary Education Data System, Full-Year Enrollment Survey 2018; U.S. Department of Education, Integrated Postsecondary Education Data System, Fall Enrollment Survey; CA Employment Development Department

Thank you!
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