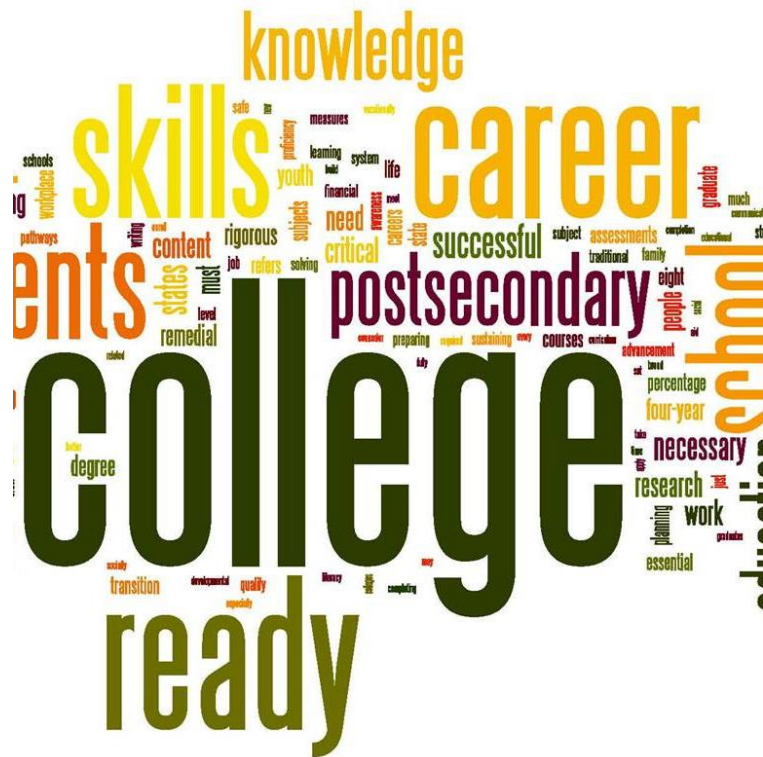




# The Illinois Latino College Landscape Study

May 9, 2023

This work is generously supported by the Crown Family Philanthropies, the Joyce Foundation, the Vivo Foundation, the Steans Family Foundation, the Fry Foundation, and an anonymous funder.



## Education Vision

Latinos and ELs have equitable educational opportunities across the education spectrum leading to economic prosperity.

# PLANNING STAGE

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UNDERSTANDING THE LANDSCAPE AND DEVELOPING A POLICY  
AGENDA

# Planning Goals

**Identify** the **status** of Latinos regarding college preparation courses, immediate college enrollment, college retention, college GPA and majors, college completion, and transition to work, in Illinois and nationally.

**Learn** about the issues faced by Latinos regarding college preparation, retention, academic experience, and completion and transitioning into the workforce.

**Prioritize** college readiness and completion issues for Forum advocacy that promotes systemic policy and practice.

**Engage** stakeholders in the Forum's college advocacy.



## Landscape Study Questions

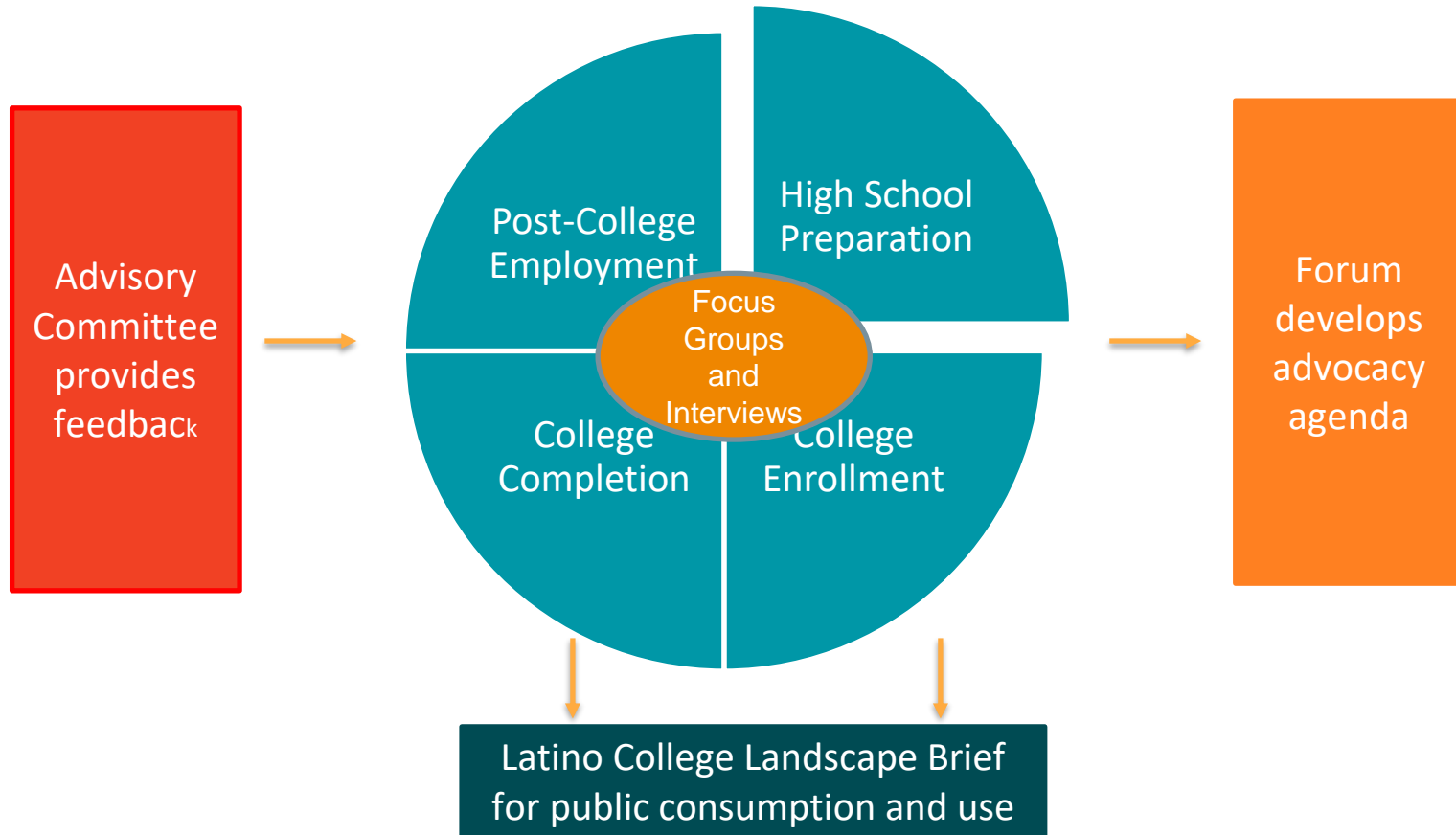
What is the status of Latinos in preparing for, enrolling in, and completing college in Illinois and nationally?

What are the barriers and opportunities for Latinos as they prepare for, access, and complete college?

What could our education system do to support Latinos' preparation for, access to, and completion of college?

What organizations are involved in college advocacy in the state of Illinois and what are their focus areas and strategies?

# Latino College Landscape Study



# **An Overview of the Landscape Study Findings**

# An Overview of the Landscape Study Findings

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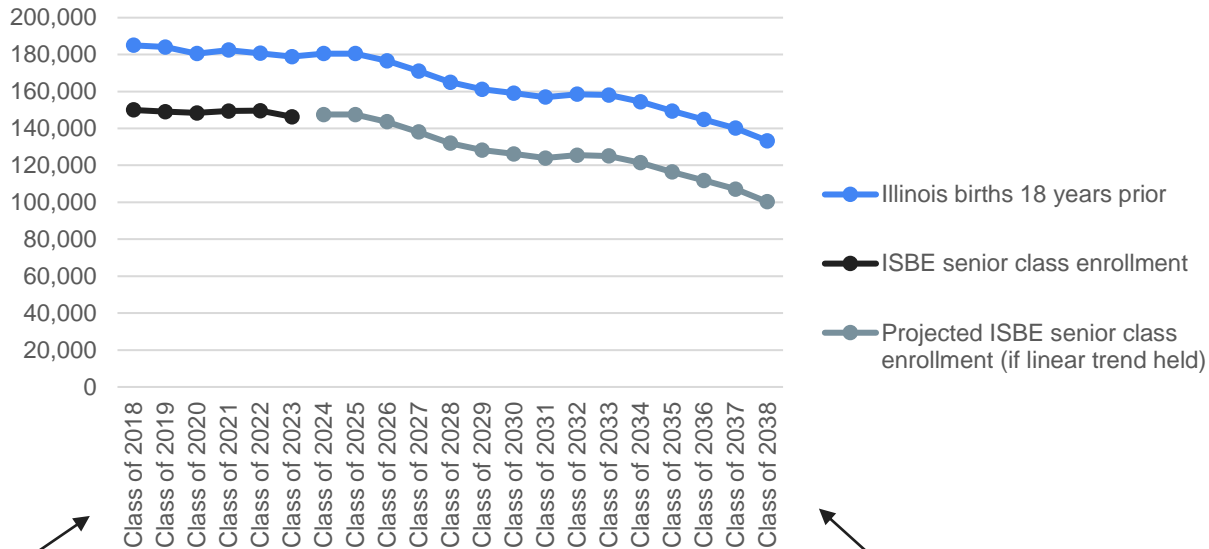
Judith Kom Nguiffo

Stephanie Werner, PhD



To begin, it is critical to understand how the school-age population is shifting in Illinois. Birth and enrollment declines predict much smaller high school classes in the future than today.

Births & High School Classes in Illinois

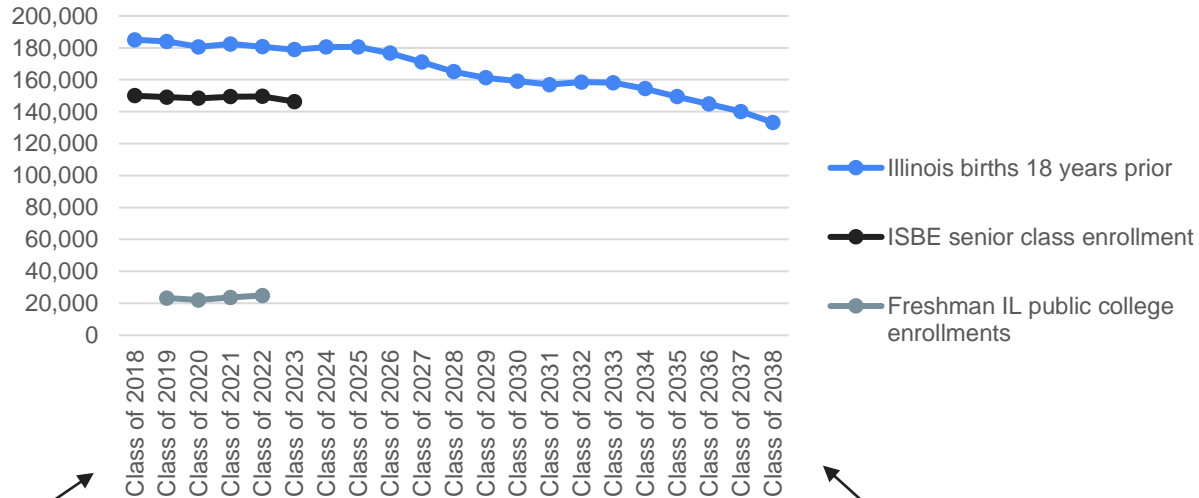


Born in 2000

Born in 2020

These demographic trends should lead to changes in college enrollments as well. The result will likely be massive structural changes to our educational institutions in Illinois.

Births, High School Classes, and College Enrollments in Illinois



Born in 2000

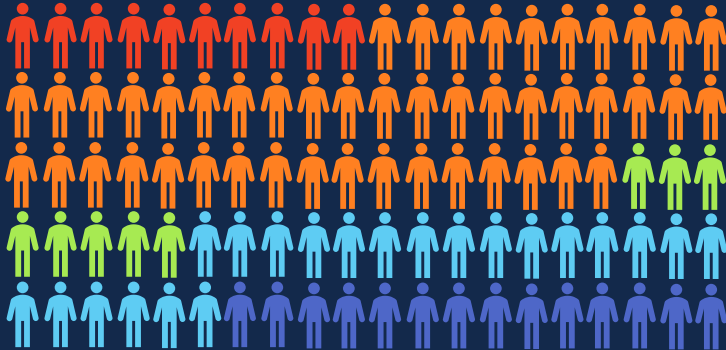
Born in 2020

**This is an opportunity to think boldly about how we serve our students now and in the future.**

# In Illinois, as nationwide, Latinx education attainment levels do not match those of the overall population.

Overall

Hispanic/Latinx

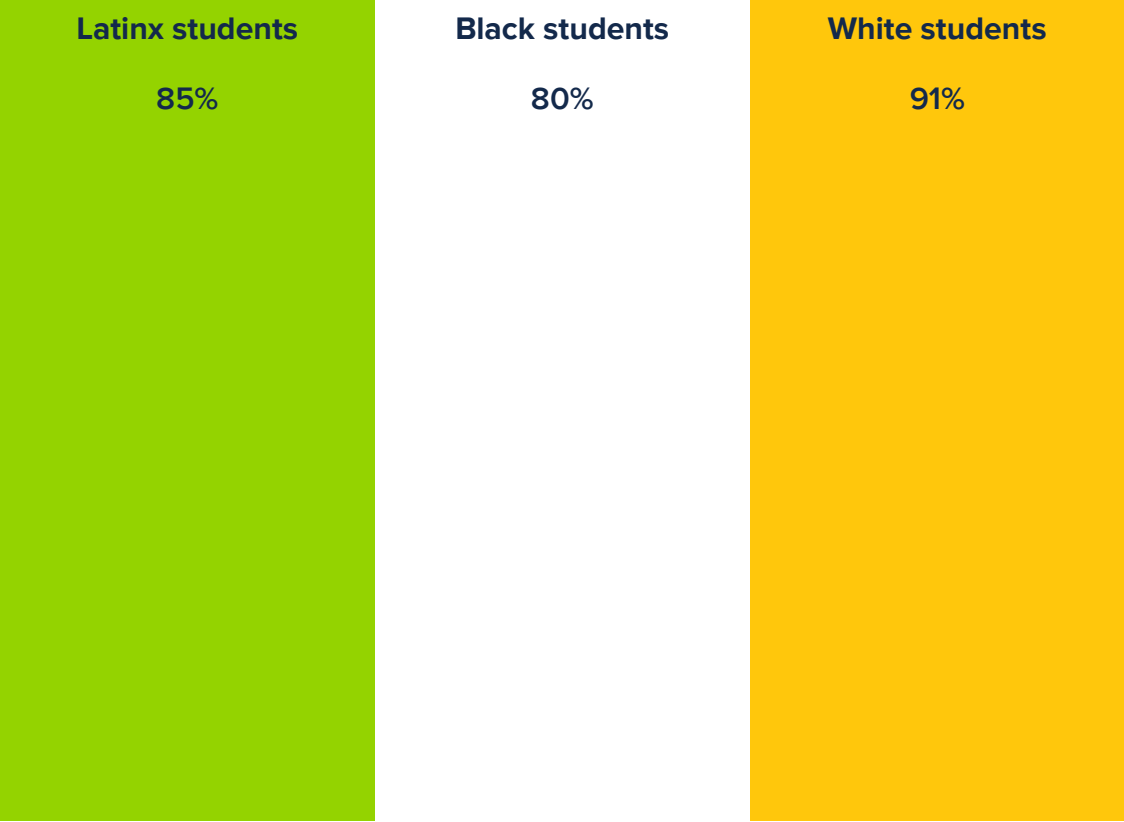


-  Less than high school
-  High school diploma or equivalent
-  Associate's degree
-  Bachelor's degree
-  Graduate degree

Source: 2021, 1-yr estimates, ACS Public Use Microdata set, adjusted to exclude population <18 years old.

**These attainment gaps are no accident; they are the result of disparities along the pathway to and through college at every step.**

**HS graduation rate (4-year)**



**These attainment gaps are no accident; they are the result of disparities along the pathway to and through college at every step.**

	Latinx students	Black students	White students
HS graduation rate (4-year)	85%	80%	91%
<b>College enrollment rate</b>	<b>50%</b>	<b>45%</b>	<b>66%</b>
2-year rate	23%	12%	23%
4-year rate	26%	33%	43%

Sources: Illinois Report Card (SY22), IBHE Data Points (2023) for SY21 HS grads

**These attainment gaps are no accident; they are the result of disparities along the pathway to and through college at every step.**

	Latinx students	Black students	White students
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4-year rate	26%	33%	43%

**Note that Latinx students enroll in 2-year colleges at the same rate as White students...but enroll in college overall much less.**

**These attainment gaps are no accident; they are the result of disparities along the pathway to and through college at every step.**

	Latinx students	Black students	White students
HS graduation rate (4-year)	85%	80%	91%
College enrollment rate	50%	45%	66%
2-year rate	23%	12%	23%
4-year rate	26%	33%	43%
<b>Developmental education placement (IL public colleges)</b>	12%	15%	5%
<b>First-year retention rate (IL public colleges)</b>	75%	62%	82%



**These attainment gaps are no accident; they are the result of disparities along the pathway to and through college at every step.**

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First-year retention rate (IL public colleges)	75%	62%	82%
<b>Community college graduation rate</b>	<b>25%</b>	<b>14%</b>	<b>38%</b>
<b>Public university graduation rate</b>	<b>51%</b>	<b>33%</b>	<b>68%</b>
<b>Private non-profit graduation rate</b>	<b>59%</b>	<b>38%</b>	<b>70%</b>
<b>For-profit college graduation rate</b>	<b>32%</b>	<b>19%</b>	<b>30%</b>

**There is nothing inherently better about any education level, and individual choices should always be respected and supported.**

**However:**

**Different education levels convey different economic and social benefits.**

**Vast differences in attainment suggest that there are systemic and structural disparities that should be addressed.**

**Our goal is to build a system in which all students have the same opportunity to make their individual choice.**

**Key Issue #1:  
Academic Preparation for  
College**

*Once I enrolled in college, I realized that I was ill equipped to tackle college level courses.*

*It felt like I was always playing catch-up.*

-College graduate

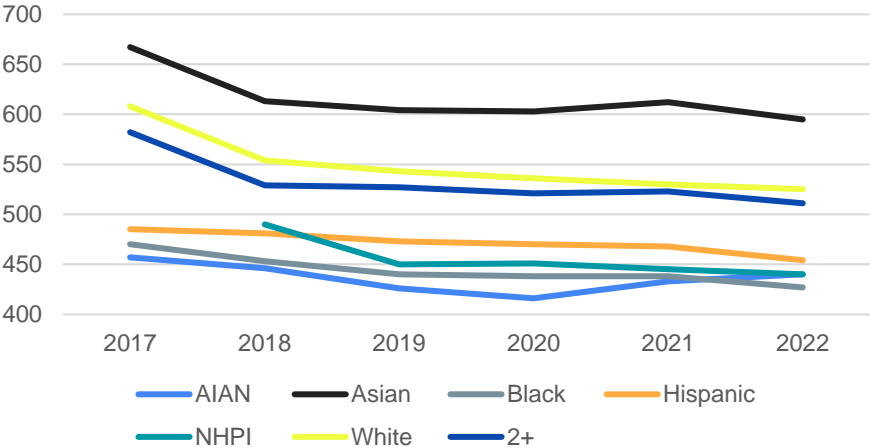


In **Illinois**, there were gaps in rigorous course-taking for Hispanic students in SY2018. ISBE data show that Hispanic student participation in AP courses has risen dramatically from SY16 to SY21, with Hispanic students going from 20% to 26% of AP course-takers and from 16% to 22% of dual credit course-takers.

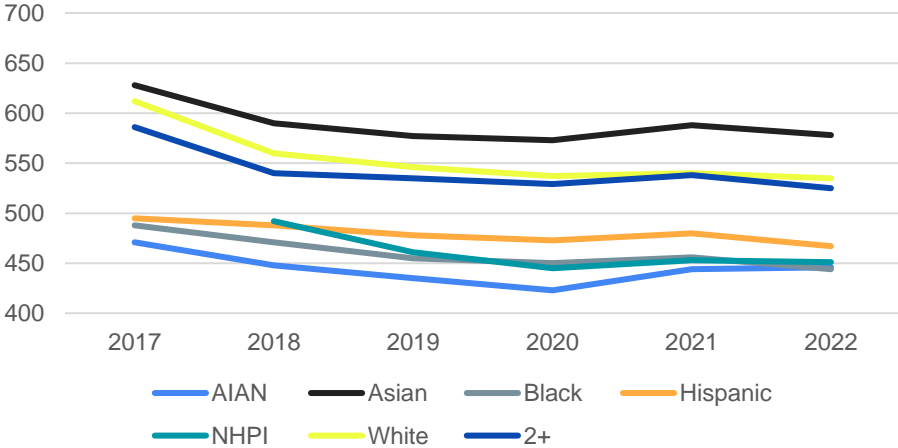
Racial/ethnic Group	% School Population	% AP course-takers	% DC course-takers
Hispanic	25.3%	23.5%	19.1%
Am Indian	0.3%	0.2%	0.2%
Asian	5.0%	10.6%	5.0%
Black	16.3%	9.7%	10.5%
Multiracial	3.0%	3.3%	2.8%
Pacific Islander	0.1%	0.1%	0.1%
White	50.0%	52.5%	62.4%

In **Illinois**, taking the SAT is a requirement, and it is taken for accountability purposes in Grade 11. In 2022,<sup>2</sup> the SAT had a 97% participation rate (compared to 9% in 2017, pre-requirement). Hispanic students consistently perform below their White, Asian, and multiracial peers.

Illinois SAT-Math Test Score Trends



Illinois SAT-ELA Test Score Trends



Source: College Board (2017-2022), state-level reports.



**Key Issue #2:  
High School Counseling  
and Other Support for  
College Enrollment**

*[...] I think is crucial is the mentoring and having the conversation early. I don't think that necessarily happened early enough for me.*



*I had friends in high school that already knew where they were going to apply, what they needed to do, their parents already had college funds. And I just don't think that conversation particularly maybe happens early enough.*

-College graduate

# Teachers

## Teachers of color matter for students' post-secondary enrollment:

- Having a teacher of the same racial background in high school increases likelihood of college enrollment for Black and Latinx students, especially in STEM

## In Illinois:

- K-12 Hispanic enrollment has grown from 19% to 27% from 2007-2022, but the proportion of Hispanic teachers has only grown from 5% to 8%, leading to a teacher-student mismatch.
- Teachers are retained at a higher rate in HS with more Hispanic students, ranging from 89% in all schools to 91% in majority-Hispanic schools (on average).

**Counselors.** For all district types (PK-12), as the percentage of Hispanic or Black students in a school rises, the student-to-counselor ratio rises. It is the *opposite* for White students.

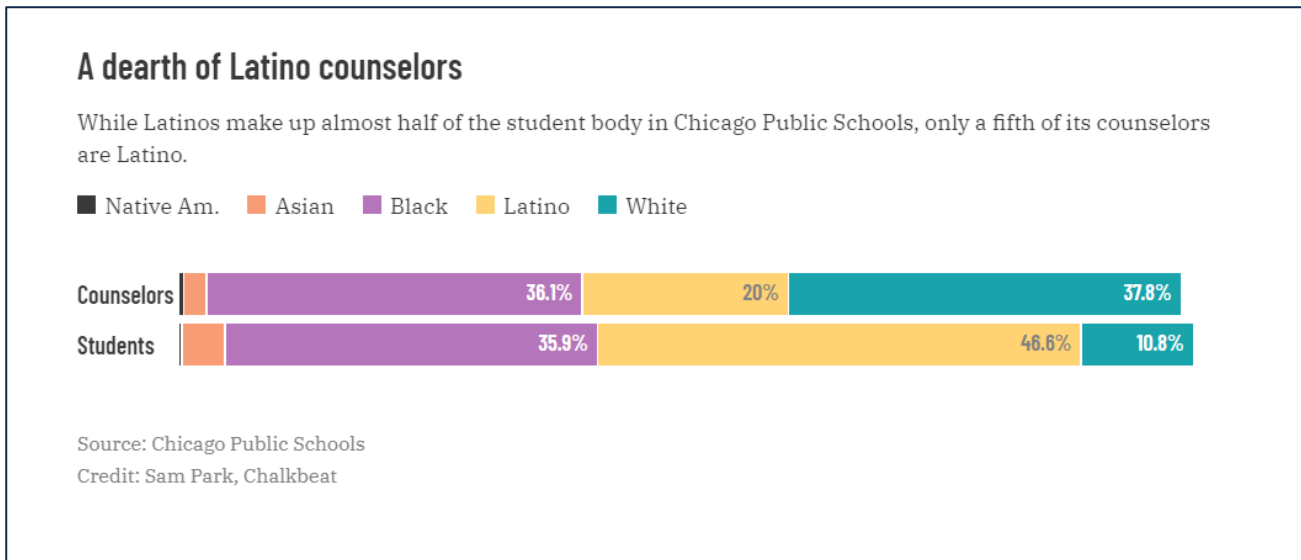
Student-to-Counselor Ratio: All District Types			
	Hispanic	Black	White
All	608	608	608
25%+	653	663	588
50%+	772	788	559
75%+	1199	854	544

**Counselors.** However, for only districts serving *high schools*, majority-serving Hispanic and Black schools have *lower* student-to-counselor ratios than majority-serving White schools.

Student-to-Counselor Ratio: All District Types			
	Hispanic	Black	White
All	608	608	608
25%+	653	663	588
50%+	772	788	559
75%+	1199	854	544

Student-to-Counselor Ratio: Districts Serving High Schools			
	Hispanic	Black	White
All	502	502	502
25%+	434	412	507
50%+	484	361	517
75%+	480	399	524

**Counselors.** A *Chalkbeat Chicago* article from 2021 noted that ratios of Chicago elementary and HS counselors-to-students are higher for majority-Latinx schools than for other schools, including majority-Black schools. There were 277 students per counselor in majority-Latinx Chicago HS. There is also a racial mismatch between Chicago counselors and the students they serve.



**Counselors.** External partnerships can be used to increase college-going knowledge and support. Schools can use these partnerships in passive and active ways (e.g., passive vs. active school brokering).

*Table 3*  
**Passive and Active Versions of Brokerage at Jackson Magnet High School**

Brokerage Mechanism	Passive Versions	Active Versions
Storage	Posting materials created by external organizations <ul style="list-style-type: none"> <li>• Upward Bound fliers</li> <li>• SAT registration information</li> <li>• College and university posters</li> </ul>	Curating materials in-house to address student needs <ul style="list-style-type: none"> <li>• Ms. Velasquez's whiteboard</li> <li>• Ms. Garcia's FAFSA handout</li> </ul>
Validation	Confirming students' eligibility for external resources <ul style="list-style-type: none"> <li>• SAT and college application fee waivers</li> <li>• Scholarship and conference applications</li> </ul>	Salvaging students' eligibility when external partner limits access <ul style="list-style-type: none"> <li>• Paying for Lydia's third SAT registration</li> <li>• Finding students to complete conference application at the last minute</li> </ul>
Referral	Issuing a summons connecting a student to a program opportunity <ul style="list-style-type: none"> <li>• Edward referred to Community Scholars Program</li> <li>• Several seniors referred to Upward Bound</li> <li>• Analucia referred to engineering program</li> </ul>	Checking in with students after the initial summons <ul style="list-style-type: none"> <li>• Correcting Carmen's misinterpretation of college liaison's advice</li> <li>• Directing students into make-up class at Jackson Magnet instead of community college</li> </ul>
Collaboration	Scheduling and hosting events <ul style="list-style-type: none"> <li>• Pathways to College presentation</li> <li>• College application workshops</li> <li>• Cash for College workshops</li> <li>• College fairs</li> </ul>	Housing external partners and resources on campus long-term <ul style="list-style-type: none"> <li>• GEAR UP</li> <li>• After School Enrichment</li> <li>• Community college courses</li> </ul>

*Note.* FAFSA = Free Application for Federal Student Aid.

**Key Issue #3:  
Navigating College  
Environments**



*The one thing is I had to be the person who connected with my academic advisor versus having that check in aspect.*

*I definitely understand that it's a college setting, you're becoming an adult, you're figuring out, you're navigating those things. But I do think that might be where some people could struggle in a class and then kind of drop off because they don't feel that support unless you actually do the reaching out yourself.*

*But I think it has to be on both ends in a way. And sometimes if you see your designated students struggling, you reach out because I think that's when it gets hard, and people just leave.*

-College graduate



# Support for college navigation

Latinx students report lack of readiness for understanding how colleges work

- E.g., transfer expectations, role of faculty and advisors/counselors, etc.
- Families often do not have this college-specific navigational capital.

## Potential Solutions:

- High school-to-college collaboratives
- Orientation programs
  - *For students*
  - *For families*
- Intentional faculty, counselor, and peer connections
- More Latinx faculty and counselors

# Transition Points

There are key transition points and choices that relate to college persistence:

- “Summer melt”
- Delayed enrollment after high school
- Late registration for a semester
- Financial holds (e.g.: UIC)
- Dropping out of a class
- Stopping out

## Potential Solutions:

- High school-to-college partnerships
- *Monitor worries about college during summer, particularly financial concerns*
- *Encourage immediate enrollment*
- Develop college “early warning indicators” for these points
- Enlist college mentors/advisors to keep tabs on these points
- Inform students during high school counseling and college orientation programs about these critical points

**Key Issue #4:**  
**Understanding College  
Financing**

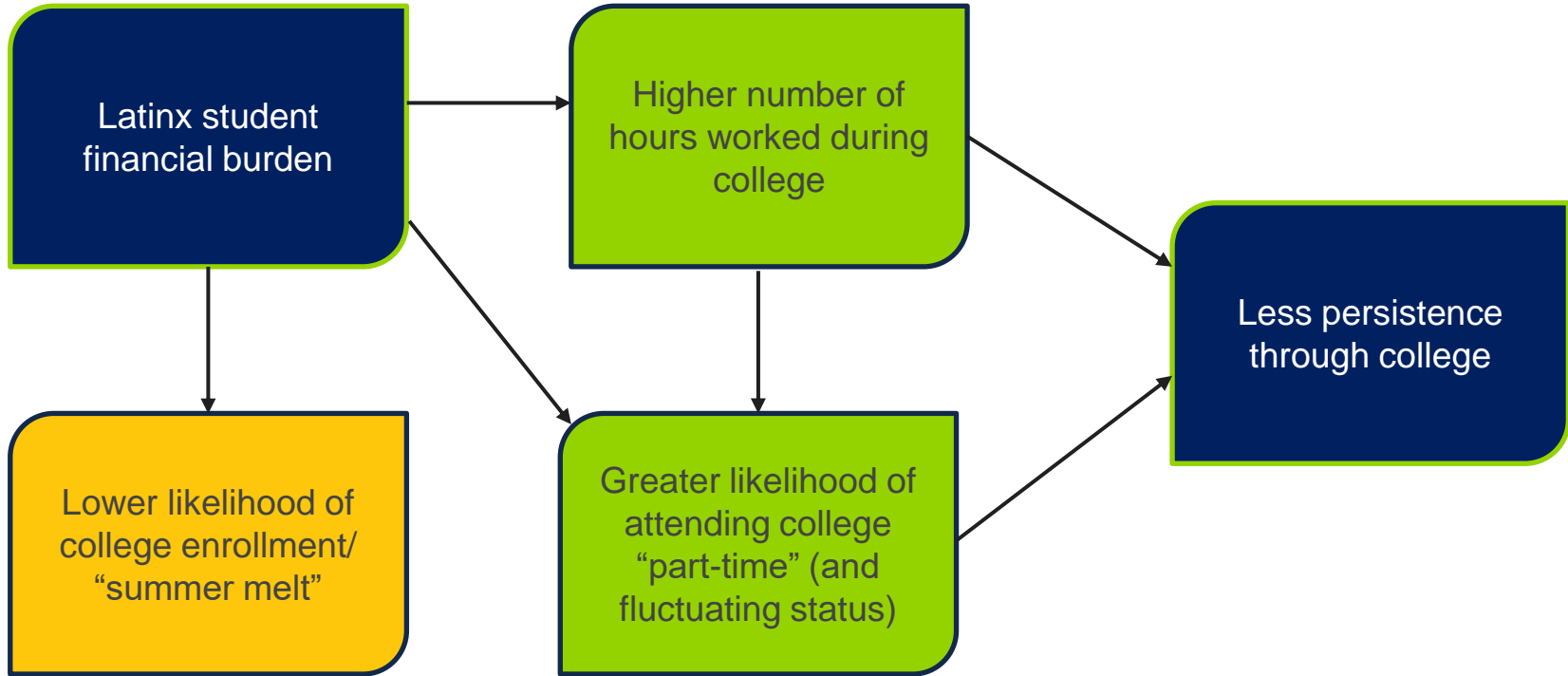
*I worked almost full-time in college at a retail job to help my family financially at home.*

*This time could have been used to work on my own educational goals (internships, etc.)*

-College graduate



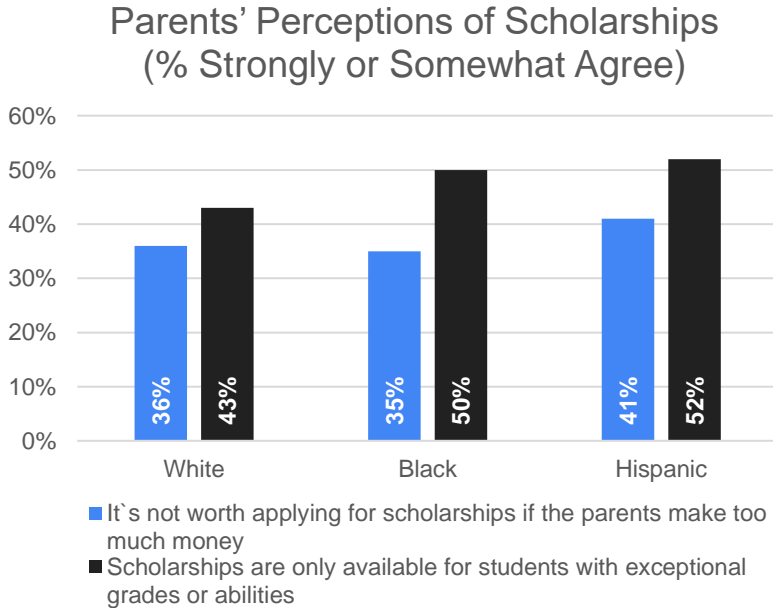
# Financial Issues



Based on findings from: Crisp et al. (2015); Crisp & Nora (2010); Genthe & Harrington (2022), Langenkamp & Hoyt (2019), Margarit & Kennedy (2019); Perez & Ceja (2010); Salinas Jr & Hidrowoh (2017)

# Financial Issues

Black and Latino Parents most likely to think that scholarships are only available for students with exceptional grades or abilities.



Financial aid, particularly need-based aid, can increase Latinx student success.

Leads to more full-time enrollment, fewer working hours.

However, Latinx students and their parents lack access to financial advising in high school and college settings.

**Key Issue #5:  
Importance of Family  
(and Community)**



*As Latinos in higher education, the stakes are higher for us. It feels like we are not only doing this for ourselves, but for our families, our home countries, and our people.*



*Our need to succeed is great, because if we don't, it feels like we will be failing not just ourselves, but our culture.*

-College graduate

*“I've always [had] this intention, and this aspiration to give myself and my children a better education, more than what I acquired.*

*And growing up it was difficult for me. My parents couldn't give me the best education, so I made a promise to myself to always do better with my kids.*

*And then I started communicating these aspirations to them, from when they were in elementary, then high school. You are going to do better, you're going to go further in education, you have to get the best.*

*Because I always tell them, if you have a good education, it gives you a better chance in the community to achieve whatever you feel, whatever your aspiration is. So, I started letting them know during high school.”*

-Fathers of college students



# Family responsibilities and expectations

- Family responsibilities/contributions (Gloria & Castellano, 2012)
  - Sibling care-taking, financial contributions, language/cultural brokering
  - Group needs prioritized over individual needs (*familismo*)
- Parent expectations about post-secondary experience (Vasquez et al., 2015)
- Whole family central to post-secondary decision making of Latinx students (Flores et al., 2021; Kiyama, 2011)

*"My mom has a hard time. She's like get As, go to school, do your BA, but she wants us to have like, like a miracle or something. 'Cause I'm like, "Mom, it takes studying and reading and homework." . . . I'm like it's not just gonna happen, I need to do it . . . **she wants me to get the As. She's so happy, right, but she wants me to do all this other stuff so she doesn't get it**" (Sy & Romero, 2008, p. 220).*

*“I remember questioning whether I wanted to stick it out with bio [as a major] and I met my mom for a pollo asado and I was sobbing and everything, but she was very calm and she provided the emotional support that eventually helped me finish my degree.”*



-Female college graduate

*“There’s been tremendous support from not only just my parents but extended family as well, especially uncles and aunts who have always checked up on me, given calls or just little things like send[ing] dinner when needed, just help keep me motivated and help me stay on track.”*



-Male college student

# Family support

Latinx students report that their families provide social and emotional support.

Latino students (males) build off family expectations and support in the community college environment. At times, these students report difficulties balancing these expectations with the support.

Latinx students report that their parents often misunderstand the college workload/expectations, and college outreach to parents (particularly bilingual materials) is lacking.

Mothers are particularly significant in the college success of Latinos.

*“My family is very proud of me. I mean, because I’m the first one to go off to university. Because I have other cousins. They all graduated from high school, but they just didn’t continue on. My dad’s pretty proud of me.”*

**-Student in Michel & Durdella (2019)**

# How Family & Community Influence College Choice

Table 3. Summary Statistics by Four-Year College Application Rates for Texas High School Graduates

	Black (1)	Hispanic (2)	Asian (3)	White (4)
Applied to any college	0.351	0.267	0.524	0.364
Applied to any college or enrolled	0.393	0.295	0.613	0.434
Applied to flagship	0.050	0.054	0.295	0.141
Applied to flagship or enrolled at higher-ranked campus	0.053	0.056	0.326	0.147
Applied to an open enrollment (nonselective) campus	0.154	0.024	0.032	0.052
Applied <i>only</i> to flagship	0.016	0.017	0.144	0.076
Applied <i>only</i> to open enrollment campus	0.077	0.010	0.011	0.029
Applied to multiple campuses	0.183	0.110	0.304	0.174
Applied to a high-SAT campus	0.094	0.079	0.365	0.204
Applied to a low-SAT campus	0.159	0.077	0.047	0.046
Number of graduates	67,215	188,835	19,405	213,486
Percent of graduates	0.14	0.38	0.04	0.44

Notes: Includes all Texas high school graduates from 2008 and 2009. Application data are available for students who applied to Texas public universities. Additional enrollment data are available for all U.S. universities through the National Student Clearinghouse (NSC). A high-SAT campus is defined as one in the top quartile in the state in terms of median SAT score, and a low-SAT campus is in the bottom quartile in the state in terms of median SAT score.

Sources: Authors' calculations from Texas Workforce Data Quality Initiative Database, graduating student cohorts from spring 2008 and 2009. NSC data from the 2008–09 and 2009–10 academic years. Schools ranked higher than Texas flagships universities were identified from the 2008 U.S. News & World Reports U.S. college rankings.

There are systemic informational barriers to Latinx students' enrollment decisions, but **undermatch** may also be motivated by a desire to be closer to home and to attend institutions with history of Latinx enrollment/success.

# Relatedly, Latinx students enroll heavily in **HSIs**.

## Hispanic-Serving Institutions (HSIs) 2020-21: **Overview**

**559**  
HSIs

represent  
**18%**  
of all  
institutions

enroll  
**66%**  
of all Latino  
students

Source: *Excelencia in Education* analysis using U.S. Department of Education, NCES, IPEDS, 2020 Fall Enrollment and Institutional Characteristics Surveys



For more information, please visit: <https://bit.ly/Excelencia-2020-21-HSI-LISTS>

Source: Excelencia in Education (2022)

559 PS institutions enroll two-thirds of all Latinx students. These “Hispanic-Serving Institutions” (HSIs) have 25%+ Hispanic student population.

These institutions are majority:

- 4-year (59%)
- Public (68%)
- Located in urban/suburban areas
- Widespread, but concentrated in some states: CA (174), TX (97), PR (61), NY (32), IL (30), FL (29), NM (24), AZ (20).



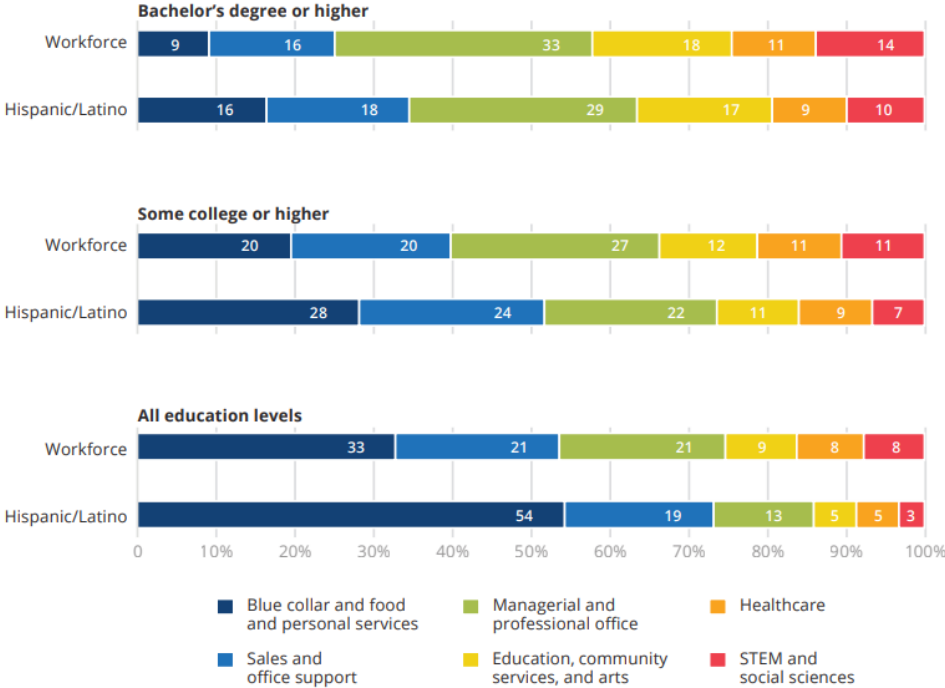
**Key Issue #6:  
The Post-College  
Landscape**

Hispanic students who attained Bachelor's degrees in Spring 2020 were less likely to be employed, to be employed full-time, or to be continuing education than their White, Asian, Native, and multi-racial peers.

	Native	Asian	Black	Hispanic	Hawaiian/PI	White	Multi-Racial	International
% Employed	53.5%	55.2%	50.9%	<b>51.1%</b>	51.4%	59.9%	55.5%	44.1%
% Full Time	46.7%	49.5%	44.5%	<b>43.9%</b>	46.6%	54.4%	48.3%	41.0%
% Part Time	6.7%	5.7%	6.4%	<b>7.1%</b>	4.8%	5.5%	7.2%	3.1%
% Continuing Ed	24.1%	23.3%	22.3%	<b>20.6%</b>	18.3%	21.7%	20.8%	35.1%
Mean Starting Salary	\$51k	\$73k	\$56k	<b>\$56k</b>	\$52k	\$57k	\$58k	\$72k

# Some of these disparities may be explained by occupational choice or “occupational segregation.” However, this is not the full explanation.

**FIGURE 5.3.** Latinos are less likely to work in STEM occupations and more likely to work in blue-collar and food and personal services occupations compared to the average worker.



Note: Rows may not add up to 100% due to rounding.

Source: Georgetown University Center on Education and the Workforce analysis of data from the US Census Bureau, *Current Population Survey*, 2016.

As seen in this table, there are still disparities by gender and by race/ethnicity within the same degree group.

**TABLE B.5.** Median Annual Earnings for Terminal Bachelor's Degree Holders by Major Group, Gender, and Race/Ethnicity

MAJOR GROUP	WHITE MEN	BLACK/ AFRICAN AMERICAN MEN	HISPANIC/ LATINO MEN	WHITE WOMEN	BLACK/ AFRICAN AMERICAN WOMEN	HISPANIC/ LATINA WOMEN
Architecture and engineering	\$91,600	\$67,100	\$66,100	\$75,100	\$66,100	\$51,600
Computers, statistics, and mathematics	\$85,100	\$66,100	\$65,100	\$70,700	\$55,100	\$51,600
Business	\$79,100	\$55,700	\$58,000	\$59,800	\$50,000	\$47,400
Health	\$77,400	\$59,800	\$61,900	\$63,200	\$61,100	\$55,100
Physical sciences	\$76,300	\$56,000	\$56,800	\$55,400	\$48,000	\$48,500
Social sciences	\$75,100	\$51,100	\$56,800	\$52,700	\$46,100	\$45,100
Biology and life sciences	\$66,100	\$50,100	\$54,400	\$51,600	\$46,500	\$46,500
Law and public policy	\$65,200	\$52,700	\$58,000	\$47,000	\$43,000	\$43,500
Communications and journalism	\$65,100	\$50,900	\$52,200	\$52,700	\$46,500	\$47,500
Agriculture and natural resources	\$63,200	\$46,500	\$51,600	\$46,500	\$46,500	\$43,400
Industrial arts, consumer services, and recreation	\$63,200	\$45,100	\$48,800	\$45,100	\$37,900	\$40,200
Psychology and social work	\$61,100	\$48,100	\$50,100	\$45,100	\$40,700	\$41,200
Humanities and liberal arts	\$59,900	\$45,800	\$50,600	\$49,300	\$44,800	\$45,700
Arts	\$55,900	\$42,200	\$47,400	\$45,700	\$41,300	\$43,000
Education	\$52,700	\$48,400	\$45,300	\$43,400	\$43,500	\$41,300

Source: Georgetown University Center on Education and Workforce analysis of data from the US Census Bureau, *American Community Survey*, 2011-2015.

# Dissemination and Moving Forward

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