

# Postsecondary to Prosperity

*Examining California's Opportunity Landscape*



**CALIFORNIA COMPETES**  
HIGHER EDUCATION FOR A STRONG ECONOMY

July 2020

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### Acknowledgments

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# Disaggregated Data Analysis Critical to Building Opportunity

## Key Takeaways

- » Californians live different experiences based on the following factors: race/ethnicity, region, gender, income, level of education, and whether in high school they were homeless, a foster youth, a migrant, an English learner, socioeconomically disadvantaged, or with a disability.
- » Latinx, Black, and Native American and Alaska Native Californians face particularly inequitable opportunities.
- » Some markers are equally bad or good across groups.
  - Housing is unaffordable for nearly everyone.
  - Nearly all Californians have health insurance.
- » The first step is to study the data and understand it; next, identify goals for key metrics; finally, develop and implement strategies to meet the goals.

Enabling Californians to have a high quality of life, including economic and social factors, is an individual and public goal. **Yet, this opportunity is uneven across the state. Where you live and your demographic characteristics shape your likelihood of being able to thrive.** Education, particularly higher education, has been seen as a key lever in promoting Californians' well-being and strengthening our economy and communities. However, advancing prosperity requires an understanding of who is flourishing and who is struggling. This first step can launch conversations, shift perspectives, reveal inequitable structures, and ultimately drive change. Data and analysis are not new to policy conversations. Yet, these conversations, while recognizing the large systemic barriers, tend to focus narrowly on specific systems or specific populations. To more fully understand the state of opportunity in California, we must examine opportunity afforded from a wider perspective. Opportunity is not siloed as publicly available datasets or state agency responsibilities are. Opportunity bridges gaps between K–12 and higher education, health care, and employment. Conversely, barriers to opportunity compound. Poor access to good jobs can impact the ability to purchase a home—decreasing the stability and wealth that grow with homeownership. To this end, in the California Postsecondary

to Prosperity Dashboard, we analyze high school students' college access, along with adults' college access, and educational attainment generally; we examine postsecondary institution enrollment, retention, completion, and awards; we look at employment and the ability to earn a living wage; and, finally, we aim to build a picture of quality of life by examining housing affordability, community diversity, community economic vitality, health insurance, and more. To reveal issues of equity, we compare metrics across regions, by race and ethnicity, by gender, and by income. We include other disaggregations, as available. These analyses begin to shine a spotlight on the state of opportunity in California and are the beginning of a conversation.

In this report, we highlight a small set of findings from the California Postsecondary to Prosperity Dashboard. We focus on statewide racial and ethnic disparities, along with differences between regions. We invite the reader to examine factsheets focused on regions, race and ethnicity, and the state as a whole (they can be found in the appendix or [linked on the Dashboard](#)) to view a curated set of metrics or to use the [online Dashboard](#) to analyze an even wider set of metrics and disaggregation functions at the statewide and regional level.

## WHERE ARE THE DATA FROM?

The California Postsecondary to Prosperity Dashboard combines data from eight major data sources:

- The American Community Survey, conducted by the US Census Bureau, includes demographic information and outcomes such as homeownership, employment, occupations, and commute time to work.
- The California Department of Education data files include high school graduation rates, completion of required courses for college admissions, provision of Advanced Placement and International Baccalaureate courses, and college-going rates for recent high school graduates.
- The US Department of Education's Integrated Postsecondary Education Data System provides information on enrollment, retention and graduation rates, and the majors in which students graduate across all the colleges in each region.
- The California Community Colleges Chancellor's Office Data Mart provides transfer rates from community colleges to four-year colleges.
- The US Department of Education's College Scorecard provides median debt levels for graduates of two-year and four-year colleges in each region.
- The California Employment Development Department's Occupational Employment Statistics survey provides occupational projections used to identify high-wage, high-demand jobs.
- CollegeAPP is a proprietary predictive analytics dataset that estimates adults' intent to enroll in college.
- County Business Patterns, from the US Census Bureau, is used to measure which communities lack essential businesses such as grocery stores, gas stations, and dentists. Additional datasets provide geographical boundaries to place communities within regions and demarcate commuting zones around essential businesses.

We also included data from four supplementary data sources to assign values to metrics and to assign geographic areas to regions:

- The Self-Sufficiency Standard, published by the Center for Women's Welfare at the University of Washington, specifies minimum values for a living wage for varying family types, adjusting for geographic differences in the cost of living.
- The US Department of Education's [Classification of Instructional Programs \(CIP\) to Standard Occupational Classification \(SOC\) crosswalk](#) links fields of study to occupational fields when calculating the number of students completing awards corresponding to high-wage, high-demand occupations.
- Three US Census Bureau datasets map ZIP codes and counties to census-defined geographic regions known as PUMAs (Public Use Microdata Areas). These datasets are the 2010 Census Tract to 2010 PUMA Relationship File, the 2010 ZIP Code Tabulation Areas to Census Tract Relationship File, and the 2017 TIGER/Line Shapefile.
- Commuting zones are based on Tolbert, C. M., & Sizer, M. (1996). US commuting zones and labor market areas: A 1990 update. Economic Research Service Staff Paper AGES-9614. Washington, DC: US Department of Agriculture and then mapped to PUMAs using a crosswalk described in Autor, D.H., & Dorn, D. (2013). The growth of low-skill service jobs and the polarization of the US labor market. *American Economic Review*, 103(5), 1553-9.

# Californians Face Uneven Opportunities

POSTSECONDARY

WORKFORCE

PROSPERITY

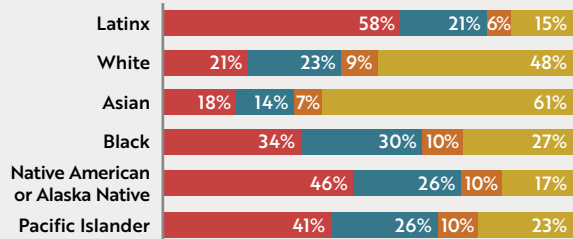
Substantial differences exist in who has access to and completes higher education (see Figure 1). White and Asian Californians are more likely to have at least a bachelor's degree. More than half of Latinx Californians and nearly half of Native American or Alaska Native Californians never started college. And nearly a third of Black Californians began college but never finished. Regionally, Bay Area residents are most likely to have completed a bachelor's degree (52%), while San Joaquin Valley residents are least likely to have a four-year degree (17 percent compared to the statewide average of 35 percent).

It is even more striking that these disparities exist in a state known for its robust higher education system, including its three public postsecondary segments: the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC). While each segment has different roles and functions, all aim to serve the state's higher education needs. The designation of the segments articulated the targeted student population—the top one-

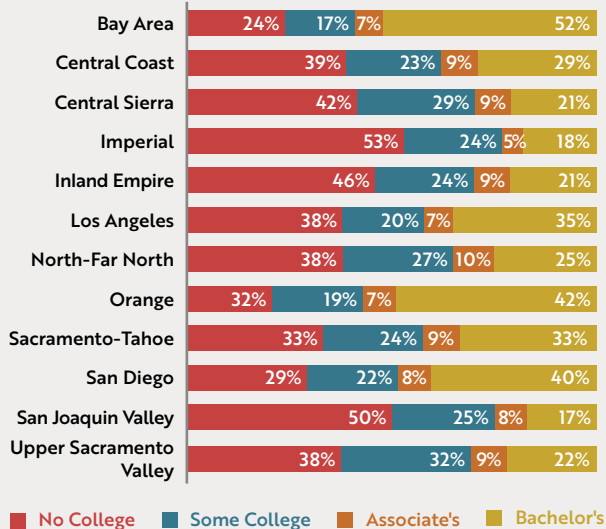
eighth of high school graduates at the UC, the top one-third at the CSU, and all who could benefit at the CCC.<sup>1,2</sup> The CSU and CCC also prioritize serving students from their region or community. **However, we find dramatic racial/ethnic differences in student populations at all segments: the UC, CSU, and CCC, as well**

**Figure 1: Educational Attainment Varies Widely by Race and Region**

### College Attainment Rate by Race and Ethnicity

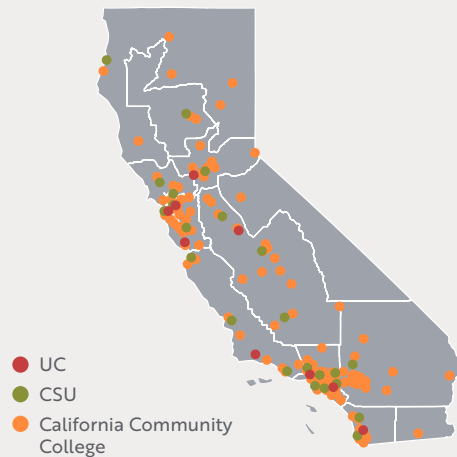


### College Attainment Rate by Region



**Figure 2: Rural Residents Have Fewer Public College Options**

### Location of Public Colleges and Universities



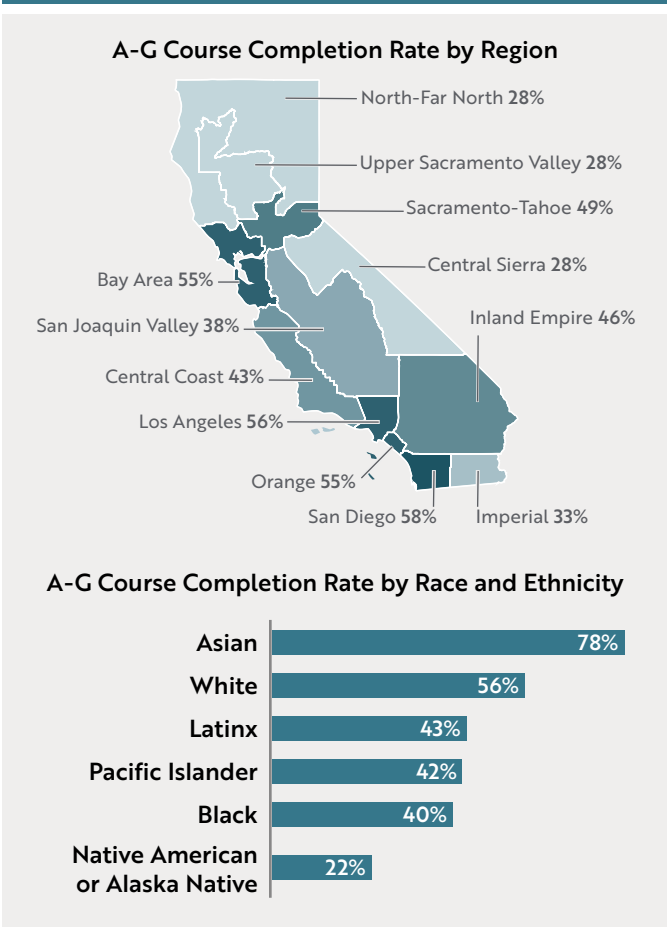
as private nonprofit and private for-profit institutions.

For example, Latinx residents make up 39 percent of California's population and 48 percent of Californians ages 18–25, yet they make up only 28 percent of UC undergraduates. Likewise, Black residents make up 5 percent of Californians overall and 6 percent of Californians ages 18–25 but only 3 percent of UC undergraduates. CSU enrollment more closely reflects the California population with 45 percent of its students identifying as Latinx and 5 percent of its students identifying as Black. Moreover, some regions are without a UC or CSU (see Figure 2). The Central Sierra and Imperial regions in particular lack a CSU or UC, and Upper Sacramento Valley does not have a UC campus in the region. This is particularly concerning as being further from a college can serve as a barrier to attendance.<sup>3,4</sup> In addition, most freshmen attending a public university will enroll at an institution within 50 miles of home; these education deserts impact students' access to college.<sup>5,6</sup>

These stark disparities in postsecondary outcomes are reflected along the pathway to earning a college degree. White and Asian Californians are more likely to graduate from high school, to have taken a college preparatory curriculum, to be exposed to college-level courses in high school, and to go to college, particularly a four-year college. In fact, while 95 percent of Asians and 90 percent

of White students graduate from their public high schools, only 82 percent of Latinx students and 77 percent of Black students do the same. In addition, whereas 78 percent of Asian public high school graduates complete the high school courses required for admission to the UC and CSU (A-G courses), only 56 percent of White students, 43 percent of Latinx students, 42 percent of Pacific Islander students, 40 percent of Black students, and 22 percent of Native American and Alaska Native students do the same (see Figure 3). Disparities by race and ethnicity also exist for college-going. Twelve months after graduating from California public high schools, 85 percent of Asian residents attend college, compared

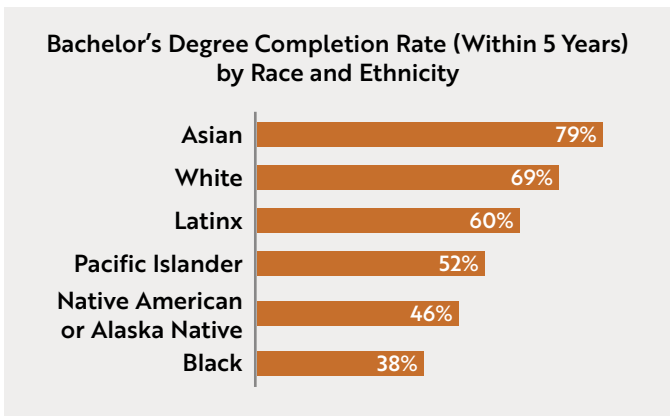
**Figure 3: Urban, Asian Students Most Likely to Complete A-G Courses for CSU & UC Admissions**



with 71 percent of White residents, 62 percent of Black residents, 60 percent of Latinx residents, and 57 percent each of Native American and Alaska Native residents as well as Pacific Islander residents.

Where you live also changes your likelihood of preparing for and going to college (see Figure 4). Twenty-eight percent of high school graduates in Upper Sacramento Valley will have completed the A-G courses necessary for UC and CSU admission, compared to 50 percent statewide and 58 percent in the San Diego region (which has the largest share of A-G course completers). College-going rates

**Figure 4: Five-Year Graduation Rates Show Unequal Outcomes for Bachelor's Degree Seekers**



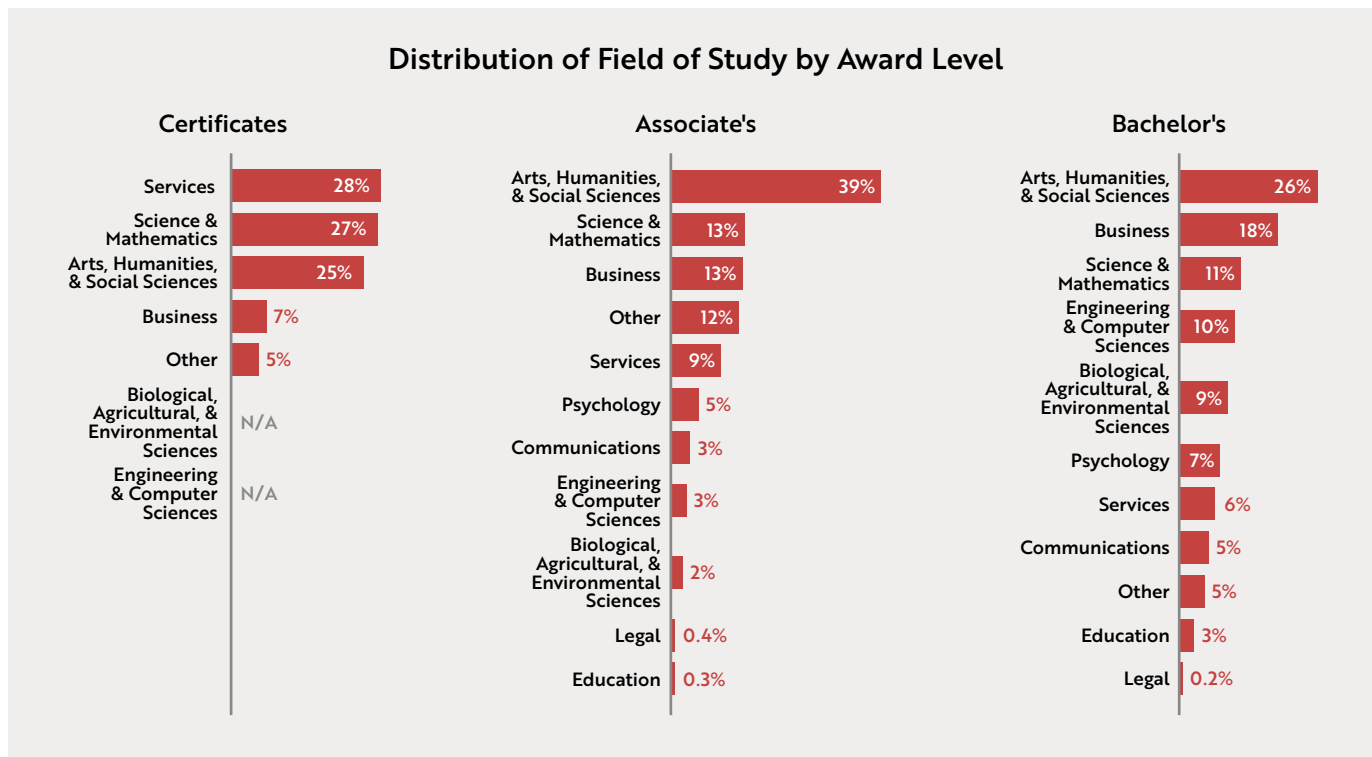
for high school graduates show that only 44 percent of high school graduates in Central Sierra will directly go to college, compared to 64 percent statewide and 76 percent in the Orange County region (which has the highest college-going rate for high school graduates in the state).

Racial and ethnic differences continue to persist in college completion rates (see Figure 4). California's Asian students are more than twice as likely to complete a bachelor's degree in five years than California's Black students—79 percent versus 38 percent. Like Black students, California's Native American and Alaska Native students are less likely to complete a bachelor's degree in five years with only 46 percent completing in the five-year window. Pacific Islander students are only slightly more likely to complete within five years with 52 percent doing so.

Examining differences in college access not only reveals the starkness of these racial/ethnic disparities, it also reveals different patterns of college-going. For example, White and Black high school students across the state are twice as likely to attend college out of state than attend a UC. Why is this? Is there greater demand for higher education than the state has capacity? Is there a demand for higher education formats or programs that are not offered in California?

Given the large number of Californians who have not completed a degree and our economy's needs for more skilled workers, it is critical to improve our understanding of how to create better pathways to college for adults—both those who have never previously enrolled in college and those who have started but did not complete. Only 8 percent of Californians aged 25–40 are enrolled in higher education; however, nearly 40 percent of Californians without a college degree or whose educational attainment level is unknown plan to pursue further education in the next two years, including 67 percent of Black Californians, 60 percent of Latinx Californians, and 56 percent of Southeast Asian Californians. We also see dramatic differences by income with 63 percent of Californians earning less than \$50,000 intending to enroll (compared to 26 percent of those earning more than \$50,000) and by region with 52 percent of those in Imperial County seeking

**Figure 5: Services Most Common Field for Certificates, Liberal Arts Most Common for Degrees**



further education, compared to 22 percent of those in the Central Sierra region and 38 percent statewide. The equity and economic imperatives merge and push us to consider the following: How can we improve college opportunities for adults, particularly Californians of color and low-income Californians?

Access to higher education and degree completion are critical aspects of higher education. **However, what students learn is also of critical importance and is often overlooked.** Examining the fields in which certificates, associate's degrees, and bachelor's degrees are awarded reveals stark differences by award level and region (see Figure 5). Over half of certificates awarded are in services (28% of all awards) or science and mathematics (27%), whereas, these two fields make up less than 25 percent of associate's degrees awarded and only 11 percent of bachelor's degrees awarded. Nearly 40 percent of associate's degrees are awarded in arts, humanities, and social sciences (about three times more than the next most popular major). Bachelor's degree awards are spread more evenly with the top field, arts, humanities, and social sciences, making up 26 percent of awards, and the second most popular field, business, making up 18 percent of awards. Is this the right mix of fields? How agnostic should the state and higher education institutions be in the production of different

degrees in different fields? How should decisions be made about what credentials should be awarded?

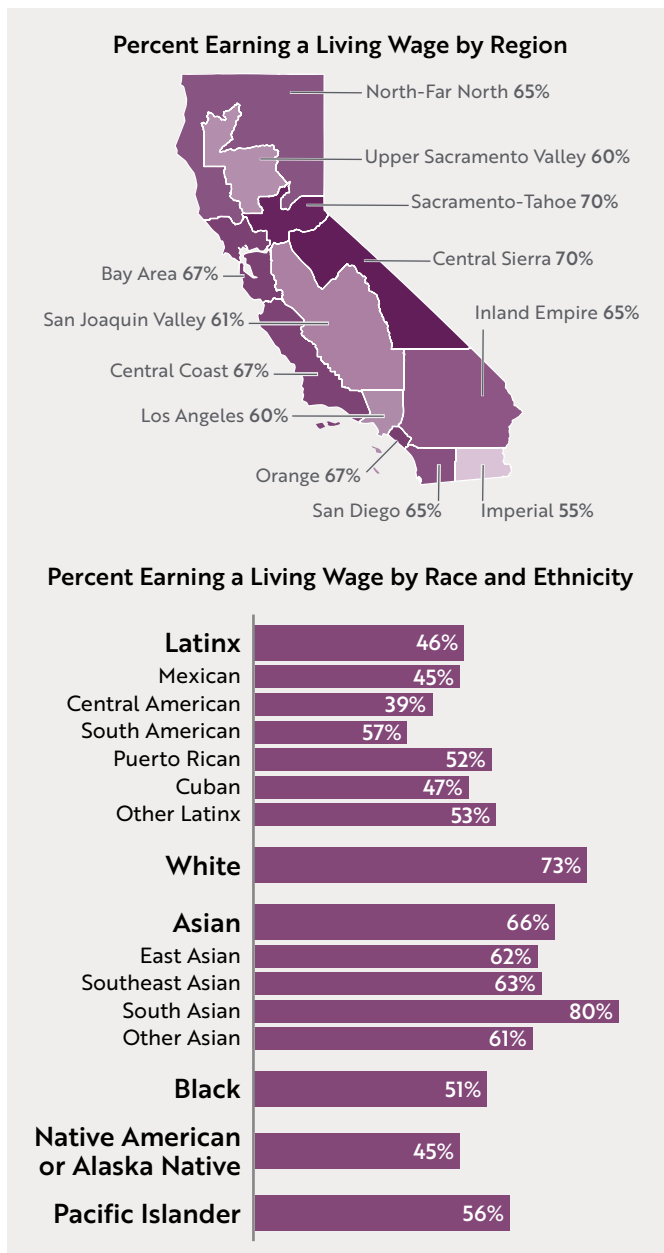
Regional differences in majors are also striking. Focusing on the most popular fields, 31 percent of bachelor's degrees awarded in the Los Angeles region are in arts, humanities, and social sciences, compared to 17 percent in the San Diego region. Associate's degrees awarded in arts, humanities, and social sciences make up 46 percent of associate's degrees in Upper Sacramento Valley and 31 percent in Imperial. Most disparate of the top fields are certificates awarded in science and mathematics. Forty-one percent of certificates awarded in the San Joaquin Valley are in science and mathematics, but our data indicate that science and mathematics certificates made up 0 percent of awards in the Central Sierra region. Do these differences reflect regional needs and student demands? Should there be a statewide strategy that aligns and supports regional and state needs for specific skills? Degree attainment goals, ideally set by the state and driven by local and state needs, could advance the efficient production of credentials that drive economic and community growth.



California generally sees high employment rates across racial and ethnic groups. **The employment rate, however, can mask variation in employment opportunities.** The employment rate is simply the percent of Californians who have a job out of those who are employed or looking. This measure is agnostic to how much a person is working, so Californians who have part-time jobs and seek full-time jobs are counted as employed. Moreover, Californians who would like a job but have given up looking are not counted. We should also seek to understand what percent of Californians have the level of employment they want.

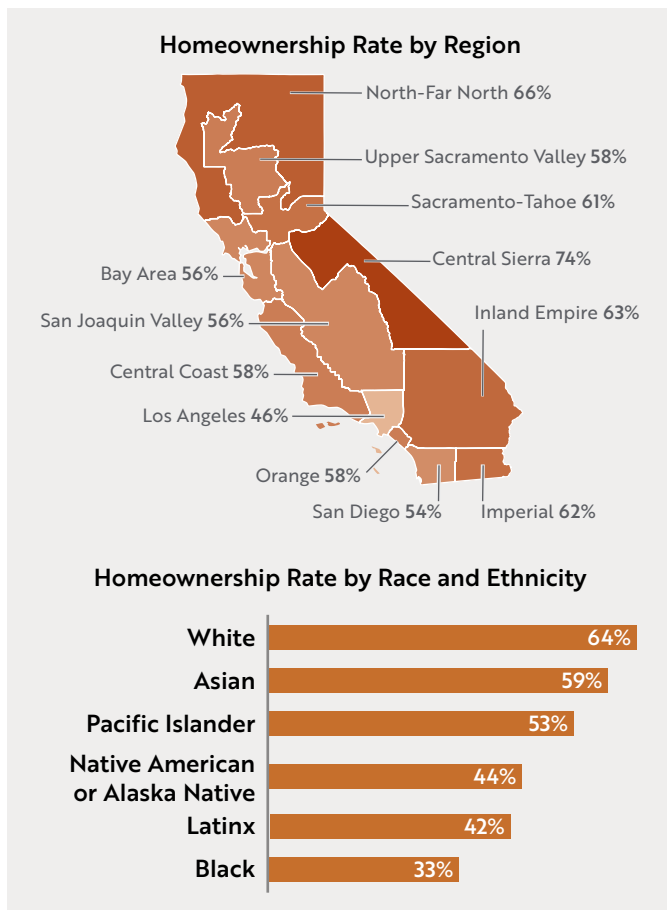
Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Based on local costs, 64 percent of Californians earn a living wage, which is a minimum value determined by the number and age of family members.<sup>7</sup> For example, the minimum living wage for a family with two adults and two school-age children ranges from \$52,566 in Modoc County (in the North-Far North region) to \$114,215 in Marin County (in the Bay Area region). Within a county, living wages vary accordingly for families with different numbers of adults and children and with children of different age groups. **The percentage of families earning a living wage differs dramatically based on race and ethnicity and region (see Figure 6).** South Asian (80%) and White (73%) Californians are most likely to earn a living wage, while their fellow Central American (39%), Mexican (45%), and Native American and Alaska Native (45%) Californians are least likely to. Central Sierra residents (70%) are most likely to earn a living wage, compared to residents of Imperial County (55%) who are least likely to earn a living wage. Why do we see these differences by race and ethnicity and by region? Do racial and ethnic differences persist once educational attainment is considered, and, if so, is there an opportunity to create educational pathways for low-wage workers? How much of regional differences are driven by differences in cost of living?

**Figure 6: Many Earn Less Than a Living Wage, Including Most Latinx and Native American and Alaska Native Californians**



Housing affordability has been a central challenge across the state. Renters spend 41 percent of household income on rent, and homeowners spend the equivalent of 37 percent of their income on their homes. The challenges renters face are fairly consistent across the state, but the affordability of homeownership varies by region. Homeowners in the Los Angeles region spend more of their income on their home (45%), while homeowners in Imperial County spend the least (24%). Differences by race and ethnicity are also apparent. Asian and White Californians spend less of their income on housing than other racial and ethnic groups—around 40 percent on rent and 30–40 percent on a home.

**Figure 7: Rural, White, Asian Californians Lead State in Homeownership**

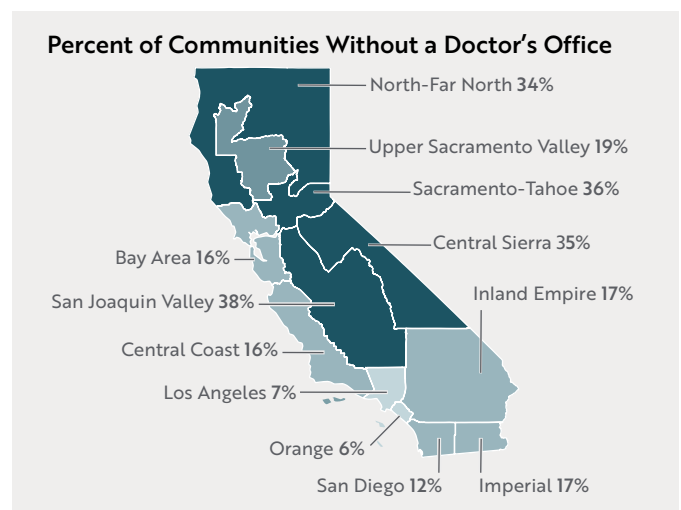


Homeownership is the predominant way Americans build wealth and contributes to stability.<sup>8, 9, 10</sup> Because of explicitly racist housing policies and other forms of discrimination,<sup>11, 12, 13, 14</sup> Black Californians are much less likely to own a home (see Figure 7). Only 33 percent of Black Californians own a home, compared to 55 percent of Californians in general, 64 percent of White Californians, and 59 percent of Asian Californians. Homeownership rates also differ by region. Those in the Los Angeles region are least likely to own a home (46%), likely related to the high cost of homes compared to income, whereas those in the Central Sierra region are most likely to own a home (74%).

Over a quarter of the state’s residents rely on Medicaid for health insurance, known as Medi-Cal in California. **The likelihood of depending on Medi-Cal varies dramatically by region, race/ethnicity, and educational attainment.** Bay Area residents are least likely to depend on Medi-Cal (19%), and residents of Imperial are the most likely (46%). The Bay Area’s low Medi-Cal take-up rate may be due in part to local policies that promote health insurance coverage by employers.<sup>15</sup> Examining racial/ethnic differences in Medi-Cal use finds 38 percent of Latinx, 35 percent of Black, and 34 percent of Native American and Alaska Native Californians depend on Medi-Cal. There are significant differences by level of educational attainment—27 percent of Californians without a bachelor’s degree depend on Medi-Cal, compared to 9 percent of those with a bachelor’s degree. These differences may be due to the American practice of tying health care to certain types of employment that certain groups have greater access to.

Given the ideals of racial and ethnic integration, we also examined community diversity. We found the average racial and ethnic diversity score to be 57 percent; however, this finding differs by region. If you were to pick two people at random in Bay Area communities (the most diverse region), you would find that 67 percent of the time you would have chosen two people from different racial/ethnic groups. In Imperial County (the state’s least diverse region), this would be the case 28 percent of the time.

**Figure 8: In Some Rural Areas, Over One-Third of Communities Lack Doctors' Offices**



There was also significant variation in the availability of a variety of critical businesses and services. Statewide, 18 percent of communities lack a doctor’s office in the same ZIP code (see Figure 8). Residents in the San Joaquin Valley are most likely to be in a doctor’s office desert with 38 percent of communities not within the same ZIP code as a doctor’s office, and residents of Orange County are least likely with 6 percent of communities not within the same ZIP code as a doctor’s office. Examining access to a grocery store, we found that overall, 22 percent of California ZIP codes have no grocery store—ranging from 82 percent of communities in the Central Sierra region to 6 percent of communities in the Upper Sacramento Valley.

## HOW CAN THESE DATA BE USED?

The data in this Dashboard is deliberately without attempts to make causal inferences. The Dashboard should be a starting point for conversations, and these conversations should seek to understand the hows and whys that lead to the data shared in the Dashboard. To facilitate this process, we have general suggestions to launch the use of these data, including a set of questions that can start investigative conversations.

**For policymakers, educational institutions, policy advocacy and community-based organizations, and employers, we suggest the following steps:**

### STEP 1: EXPLORE AND QUESTION THE DATA

For policymakers:

- Examine your region's data. What disparities do you see? How does your region compare to other regions and the state as a whole? How can you better understand why these disparities exist?
- What do you think can be done to ameliorate the disparities?

For educational institutions:

- To home in on the regional analyses presented in the Dashboard, you will need to understand who your constituents are. To do that, answer the following questions using your own institutional data. Where are your students coming from? Where are they not coming from? Who hires your students when they leave your institution? Do your students continue their education at other institutions—either transferring mid-program, transferring after completing their associate's degree, or continuing on to graduate school? Also, consider your faculty and staff. Where do they live? How do they show up in these data? For example, who earns a living wage? How long are their commutes? What are their levels of education?
- Next, look at the Dashboard's analyses for those regions and populations you identified in answering these questions. What disparities do you see? What appears to be equitable? Why do you think this is? How can you better understand why these disparities and equities exist?

For policy advocacy and community-based organizations:

- Examine the data for the community you serve. What disparities do you see? What looks equitable in those communities? How does this snapshot resonate with your understanding of those communities? What support do those communities receive, and do you see the impact of that in the data? How do those communities compare to other communities in the state?

For employers:

- To identify regions of interest, consider where you conduct business, who your customers are and where they live, and who your employees are and where they live.
- Next, look at the Dashboard's analyses for these regions and populations and ask yourself the following questions. What disparities do you see? What looks equitable in these regions? How does this comparison resonate with your understanding of the regions where you do business, where your customers live, and where your employees live? How do these regions compare to other regions? How does this comparison shift your thinking about how you do business? How does regional educational attainment and workforce readiness impact decisions about your business, including hiring of staff and opening of locations?
- Specifically, in thinking about your employees, how do you see postsecondary access impacting your employees' development and training? Do you see this issue of access in how you locate your business activities?

### STEP 2: GATHER MORE DATA AND PUT IT IN CONTEXT

- Be inclusive in gathering further information as you aim to understand the why and what to do. In addition to experts and the people usually at the table, reach out to the community members impacted.

### STEP 3: SOLVE THE PROBLEM AND REASSESS THE DATA

- Work with your community to identify, develop, and vet solutions.
- Implement the solution(s).
- Go to Step 1, looking at data for a subsequent period to understand progress.

**For media, we suggest the following:**

- Leverage the Dashboard to better understand the regions, communities, and institutions you cover. How do the data line up with what you learn through your reporting? Use the data to corroborate the information you gather during interviews and to illustrate the differences between outcomes for one group or region to the next. Allow the analyses presented in the Dashboard to serve as a starting place for fact-gathering and vetting story ideas.

# Policy Implications

The Postsecondary to Prosperity Dashboard illuminates disparities that exist across the state—by region, by race/ethnicity, by gender, by educational attainment, by income, and more. These disparities underscore the complexity of governing California and how much regional variation impacts the lives of Californians in each region. Many state policies fail to account for the extent of regional variation and the unique needs of different regions. In fact, the defining of the regions themselves is challenging and controversial.

Attentiveness to regional variation and disparities across the state is the first step toward addressing them. While specific solutions to ameliorate these gaps should be based on local strengths and challenges, this research's policy implications focus on state policies that could support localities as they grapple with these systemic issues:

- The complexity of meeting the needs of a large and diverse state requires a deliberate and coordinated response to meeting the state's postsecondary needs.
- Two regions, Imperial and Central Sierra, have no public colleges that either participate in the federal student loan program or encourage students to use the program, promoting students' use of expensive private loans.
- The state and its communities need the Cradle-to-Career Data System to help shine a spotlight on what's going on across the state and must be launched quickly.
- The needs of smaller populations (e.g., foster youth, homeless students) tend to be overlooked because publicly available datasets tend to exclude them from estimates because of concerns about data reliability and privacy.
- Access to college, particularly public universities, varies dramatically across the state with two regions, Central Sierra and Imperial, having no public university option, and even areas with public universities face capacity constraints that restrict access for qualified and eligible applicants.

## The Need for a Higher Education Coordinating Entity

California and its residents' ability to thrive depends on its ability to set goals and develop coherent, coordinated strategies to meet those goals. A critical factor in prosperity, higher education, is without the structure to set these goals and develop strategies. To do this, California needs an independent, transparent statewide higher education coordinating entity. Having a higher education coordinating entity would advance the ability of the state to set goals for postsecondary education and then develop and implement a strategy to meet these goals. **These decisions should be made with the state's needs at the center, in an inclusive and transparent manner by an entity without conflicting interests.**

We commend Governor Newsom for taking a step toward coordination in the creation of the Council for Post-Secondary Education. However, this council falls short of what the state needs. Specifically,

- » the council's meetings are not public, so it is unclear what the council is discussing;
- » the council is only advisory to the governor, leaving it without the power to make decisions or compel action;
- » the council is made up of leaders of higher education segments and workforce stakeholders, meaning council members face a conflict of interest when the state's interests counter those of the entity they represent; and
- » the council does not have its own staff, leaving council members to depend on their own agency or segment staff for research, thereby giving those entities with the largest organizational resources more power to drive discussions.

Taken together, these shortcomings leave the Council for Post-Secondary Education without the ability to openly, equitably, and strategically address the complex higher education needs of all of California.

## Financial Aid Limited for Residents of Some Regions

No colleges in the Imperial and Central Sierra regions participate in the federal student loan program or encourage students to use the program, which means colleges in these regions promote college students' use of expensive private loans instead of government subsidized or unsubsidized loans. The state is trying to incentivize colleges to participate in the federal student aid program by requiring participation for the colleges to benefit from the California College Promise Grant.

## The Need for a Statewide Longitudinal Data System

In conducting this analysis, we merged twelve different available datasets and were still left without a complete picture of opportunity from postsecondary education to prosperity. There are key questions left unanswered and large populations of Californians for whom we do not collect data.

- » Many times, we were able to craft approximations, but other times estimations were not possible. **For example, we could not estimate the percent of a region's residents who attend college.** We had data on where high school graduates attend in the year after leaving high school or enrollments of colleges in a region, but anyone who attended college outside of their region more than a year after high school would not be included in regional statistics. Likewise, online enrollment figures are, and can only be, calculated based on the college's location, not the student's location, which can be misleading. This is similar to our analysis of the top college majors and the production of credentials in fields with high-wage, high demand jobs—we could see which institution grants the awards but not which students receive them.
- » In addition, using the existing publicly available datasets leaves us with data on groups traditionally identified as worth tracking. For example, we have fairly robust data on college access for high school seniors, but we know little about college access for those more than a couple of years out of high school. Many advocates for California's statewide longitudinal data system, the Cradle-to-Career Data System, still call for it to include only those students who go directly from high school to college, ignoring the [nearly 7 million Californians age 25–54 without a degree](#).
- » Moreover, in times of crisis, like the current COVID-19 pandemic, having a statewide longitudinal data system would help the state, regions, and localities better direct attention and understand the contexts of their residents. **Such a data system would allow us to better understand how the pandemic impacts Californians, disparate impacts faced by different populations, and how we can address these needs.**

A statewide, longitudinal data system that includes Californians from birth through the workforce would facilitate better analyses of opportunity across the state. The challenges Californians face are not siloed from each other as our datasets currently are—K–12 issues separate from health care issues separate from workforce issues and on. Not only are these challenges connected, but they also compound each other. Californians with poor access to postsecondary education will then face greater barriers to employment that allows them to buy a home. As such, it is critical the data system tracks residents from their early years through the outcomes the state seeks to achieve—whether that's being employed in good jobs, having health insurance, or having affordable and stable housing. Moreover, the data system should be governed by an independent entity, not a federated system governed by the entities contributing data. Independent governance promotes rigor and transparency, as the entities contributing data may face conflicts of interest in promoting access to the data, particularly to researchers seeking to analyze their activities.

## Overlooked Needs of Small Populations

Data on groups with smaller numbers are often hidden to protect student privacy, but this also means that these groups are often dropped from analyses, leaving their needs hidden too. In this research, examining data on Native American or Alaska Native Californians and foster youth was challenging because the small sample sizes meant the analyses were often unreliable.

This issue makes the need for a statewide longitudinal data system with access to confidential individual-level data for researchers even more critical. If we had such a system that granted this access to researchers, our estimates for small populations would be more reliable, as they would represent a census of Californians. We could more confidently use analyses from those data to understand the status of opportunity across the state and better support these populations, while working with researchers to protect individual identities.

## Uneven Distribution of Public Universities Leaves Some Regions Behind

Two regions, Central Sierra and Imperial, have no public universities. San Diego, while having both a UC and two CSUs, lacks a broad access public university as all three universities are highly selective. Moreover, other regions, such as the San Joaquin Valley, have multiple public universities, but limited capacity at some campuses means they must deny admissions to local, eligible applicants. Given how public universities in a region promote college access, California must identify ways of serving these communities. Building a new public university in these regions is one solution that has received much attention. Other possibilities for promoting access include the following:

- » Increasing the availability and accessibility of online courses and programs, along with hybrid online/in-person courses and programs.
- » Expanding the use of branch campuses of existing UC and CSU campuses (these already exist without appearing in the data, like the Imperial County branch of San Diego State University) and CCC university centers, like the programs California State University Northridge offers at College of the Canyons.
- » Providing bachelor's degrees at community colleges, such as through the CCC applied bachelor's degree pilot.



# Moving Forward for a Better Tomorrow

The California Postsecondary to Prosperity Dashboard illuminates the state of college access, educational attainment, employment, and quality of life for Californians. The data make clear that Californians live different experiences based on race/ethnicity, region, gender, income, level of education, and whether in high school they were homeless, a foster youth, a migrant, an English learner, socioeconomically disadvantaged, or with a disability. California's vibrancy depends on our ability to create structures and systems that do not track residents based on these traits.

The COVID-19 health and economic crisis makes the need to analyze these data even more critical. The Dashboard shines a light on the inequities that existed before the pandemic struck. In its response to and recovery from the pandemic, California has an opportunity to make significant changes so that the state does not return to the disparities it grappled with before the crippling COVID-19 crisis.

Likewise, the policy implications stemming from this analysis are desperately needed if the state is to rapidly and effectively respond. Questions about where we are and where we are going must be answered and will be answered best through a statewide longitudinal data system. A coordinated response by the state, particularly educational institutions, is vital. Our neediest residents, particularly those often overlooked and who have few options for mobility, must have their voices heard. The next step is to dig into these data, engage around their meaning, and change the way we do business so that we enable all Californians to thrive.

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# Technical Appendix:

## *Postsecondary to Prosperity Dashboard*

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# Introduction

The Postsecondary to Prosperity Dashboard (P2P) is a central resource for measuring key higher education, workforce, and general well-being of Californians across the state. It highlights the current state of affairs and invites comparisons not only across regions but also between individuals and households of different races and ethnic groups, between men and women, between individuals with different income levels, and between individuals with different education levels. This appendix describes the data sources used to populate P2P and defines each metric.

P2P is intended to help policymakers, researchers, college and university staff, journalists, grantmakers, and others in the higher education and workforce policy community better understand how opportunities for and success in education, employment, and living conditions vary for different regions and groups of Californians. It combines data from 8 primary sources and distills them into metrics that can be easily compared across groups. It seeks to answer questions but also to provoke them.

## The Regions

P2P divides the state into twelve regions, each of which is made up of one or more counties.

1. *Bay Area* consists of Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma Counties.
2. *Central Sierra* consists of Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties.
3. *Central Coast* consists of Monterey, San Benito, San Luis Obispo, Santa Barbara, and Ventura Counties.
4. *Inland Empire* consists of Riverside and San Bernardino Counties.
5. *Los Angeles* consists of Los Angeles County.
6. *North-Far North* consists of Del Norte, Humboldt, Lake, Lassen, Mendocino, Modoc, Nevada, Plumas, Shasta, Sierra, and Siskiyou Counties.
7. *Orange* consists of Orange County.
8. *Sacramento-Tahoe* consists of El Dorado, Placer, Sacramento, Sutter, Yolo, and Yuba Counties.
9. *San Diego* consists of San Diego County.
10. *Imperial* consists of Imperial County.
11. *San Joaquin Valley* consists of Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare Counties.
12. *Upper Sacramento Valley* consists of Butte, Colusa, Glenn, Tehama, and Trinity Counties.

This set of regions was developed for both substantive and practical reasons. Substantively, each region is a relatively homogeneous grouping in terms of urbanicity, major industries, and (to a lesser extent) demographics. In practical terms, starting with counties as the smallest geographic building blocks enables P2P to use extant measures of K–12 education, living wage benchmarks, and businesses and to develop reliable measures from other national data sources (described in more detail below).

With one exception, these regions are the same ones used in earlier California Competes publications such as *Untapped Opportunity* (2020), *Clarifying the True Cost of College for Student Parents* (2020), *Back to College* (2018), and *Opportunity Imbalance* (2018). The exception is that P2P has separate regions for San Diego and Imperial Counties, whereas earlier publications combined the two counties into one region.

Every regional breakdown has its limitations, and this one is no exception. For one, many individuals living near the border of a region, particularly in urban areas, will share opportunities with neighboring regions. It is not hard to imagine, for instance, Orange County residents taking advantage of education and employment options in Los Angeles, San Diego, and the Inland Empire (and vice versa). Also, the breakdown does not always align precisely with other geographic configurations, such as service areas for colleges and universities, government policies and programs for domains such as housing and transportation, and local labor markets for employers. And to the extent they provide realistic alternatives, online higher education and telework allow students and workers to transcend the geographic boundaries that would otherwise limit their opportunities.

# Data Sources

P2P combines eight primary and several secondary data sources to create regional metrics. These data sources are described below.

## Primary Data Sources

### California Department of Education

The California Department of Education (CDE) reports statistics on student achievement and opportunity for all public schools in the state. [High school graduation and completion of the A-G requirements](#) for California State University and University of California admissions are presented for high school students expected to graduate in the 2018–19 academic year. [College-going data](#), which are based on the California Longitudinal Pupil Achievement Data System and postsecondary enrollment data from the National Student Clearinghouse, are presented for high school students expected to graduate in the 2017–18 academic year. The ratio of students to Advanced Placement (AP) and International Baccalaureate (IB) courses is derived from [course offerings](#) in the 2017–18 academic year. CDE data are reported by summary race/ethnicity groups and for foster youth, homeless youth, migrant students, socioeconomically disadvantaged students (who are in any of the previous three groups plus those eligible for free or reduced-price meals and those for whom neither parent graduated from high school), English learners, and students with disabilities. The race/ethnicity groups are mutually exclusive, but they overlap with the other categories, and the other categories overlap with each other.

Although the CDE data represent the full population of public high school students, results for groups of fewer than 11 students are suppressed for privacy reasons. P2P metrics are calculated from school-level statistics and therefore may not precisely match statistics reported at the district, county, or state level.

### American Community Survey

The [American Community Survey](#) (ACS) is an annual survey of over three million Americans conducted by the US Census Bureau, covering a range of demographic, education, economic, and other [topics](#). The 2017 one-year results used for P2P are based on a sample of 378,000 respondents representing 39.5 million Californians. ACS is the primary source for metrics including the highest level of education attained, several income-related metrics, employment rate, working over 40 hours per week, community racial and ethnic diversity, health insurance, homeownership, participation in Medicaid (Medi-Cal), commute times to work, college enrollment among adults 25–40, and housing prices. The ACS includes more fine-grained race/ethnicity categories than other data sources (see “Race/Ethnicity” below).

Metrics based on small groups of respondents are subject to substantial sampling error and should be interpreted with caution. Examples of small groups are residents of less populous regions, individuals 25–40 years old, certain racial/ethnic minorities, and combinations of these and other characteristics.

Most measures based on the ACS apply to individuals, but four metrics—median household income, earning a living wage, homeownership, and average rent—apply to households rather than individuals.

### Integrated Postsecondary Education Data System

The US Department of Education’s [Integrated Postsecondary Education Data System](#) (IPEDS) is a set of interrelated surveys of postsecondary institutions collected in three installments each year. It is the source for the type of colleges attended by students, the most commonly completed programs, online enrollment, five-year bachelor’s degree graduation rates, one-year retention rates, racial diversity of colleges, and communities with university deserts. It is also a component of the share of graduates in high-wage, high-demand jobs.

Notably, IPEDS measures aspects of the colleges and universities in the region in which they are located, even though their students and alumni may live in other regions or (particularly in the case of online enrollment) in other states or countries. For this reason, the two regions with no four-year institutions, Central Sierra and Imperial, do not have results for the most commonly completed bachelor’s degrees programs.

Some of these metrics are disaggregated by race/ethnicity and gender and others are not. Graduation and retention rates are limited to full-time, first-time undergraduates. Metrics based on IPEDS do not include as separate institutions branch campuses in other locations, even when the branches are located in other regions like San Diego State University’s Imperial Valley Campus or California State University San Marcos’s Temecula Campus. Likewise, enrollment in CSU and UC Extension is not included in IPEDS. California Community Colleges awarding bachelor’s degrees under the state’s Baccalaureate Degree Pilot Program are treated as two-year institutions.

Additionally, metrics do not include graduate-only institutions, such as UC San Francisco and Hastings College of the Law. They also do not include the online-only Calbright College, part of the California Community College system, which had not yet enrolled its first students at the time that the IPEDS data were collected.

The college types (private for-profit, private nonprofit, California Community Colleges, California State University, University of California) are from the 2017 Institutional Characteristics survey. The fields of study for certificates and degrees completed in the 2016–17 academic year, used in the metrics for the most commonly completed programs and for graduates in high-wage, high-demand fields, are from the 2017 Completions survey. The race/ethnicity values for college students enrolled anytime in the 2017–18 academic year are from the 2018 12-Month Enrollment survey. The percentage of college students enrolled exclusively online in fall 2017 is from the 2017 Fall Enrollment survey. The number of students receiving financial aid in the 2017–18 academic year are from the 2018 Student Financial Aid survey. The five-year graduation rates for first-time students starting at four-year colleges in fall 2012 are from the 2018 Graduation Rate survey. The one-year retention rates for first-time students starting in fall 2017 are from the 2018 Fall Enrollment survey. The college admissions rates, used to identify university deserts (communities lacking a public four-year college with an acceptance rate greater than 60 percent), are from the 2017 Admissions survey.

## California Community Colleges Chancellor's Office

The California Community Colleges Chancellor's Office [Transfer Velocity report](#) is the source for the proportion of students transferring to four-year colleges within three years. This metric is based on the cohort starting in the 2012–13 academic year.

## California Employment Development Department

The California Employment Development Department (EDD) is the source of the number of jobs that provide a living wage for a family of four, which combines [projected job openings by field and county](#) with a county-specific minimum value for wages. The metric is based on employment in 2016 and employment projections for the year 2026.

EDD data are also a component of the share of graduates in high-wage, high-demand jobs, namely by identifying job openings in high-demand fields and the education requirements and median earnings for those jobs.

## US College Scorecard

The US Department of Education's [College Scorecard](#), which combines federal enrollment, student loan, and earnings data, reports the median student loan debt for graduates of every US college and university at the time they entered repayment. Individuals typically enter repayment within six months of leaving college unless they pursue additional education. The P2P metrics are the median values of these median values for all graduates of colleges in a particular region, irrespective of where they resided before or after college. There are separate metrics for graduates of two-year colleges, who usually completed associate's degrees, and

of four-year colleges, who usually completed bachelor's degrees. Because College Scorecard reports debt across two graduating cohorts, this metric applies to individuals who graduated in both the 2016–17 and 2017–18 academic years.

## CollegeAPP

[CollegeAPP](#) is a proprietary, individual-level dataset that uses predictive analytics to estimate the interest in pursuing higher education. It is based on 15,100 responses to an early 2020 survey, the results of which are matched to a dataset representing the population of 24.7 million Californians ages 18 and older. Individuals are deemed interested in higher education if they have an estimated 65 percent or higher probability of answering yes to the question, "Do you plan to enroll in an education or training program in the next two years?" This metric is disaggregated by six summary race/ethnicity categories as well as Southeast Asian, gender, and whether the individual's household income is \$50,000 or greater.

## County Business Patterns

The US Census Bureau's [County Business Patterns](#) reports annual counts of businesses (among other things) at the local and state level. The P2P metrics tally the number of essential businesses in each ZIP code by their North American Industry Classification System codes. The five business types and their corresponding codes are grocery stores (445110), gas stations (447190, 447110), banks (90013, 522110), doctors' offices (90012, 621111), and dental offices (621210). The P2P business desert metrics measure the percentage of ZIP codes in a region that lack each of the respective business types. The number of ZIP codes per region ranges from 21 in Imperial to 439 in Los Angeles.

These results are based on the 2017 data collection.

## Supplementary Data Sources

In addition to the sources described above that directly provide values for metrics, P2P uses several other data sources to assign values to metrics and to assign geographic areas to regions.

## Self-Sufficiency Standard

The [Self-Sufficiency Standard](#), published by the Center for Women's Welfare at the University of Washington, specifies minimum values for living wage for varying family types, adjusting for geographic differences in the cost of living. P2P uses two family configurations to identify jobs that provide a living wage, with one value for a single individual and another value for a family of two adults and two school-age children. For single individuals, the values range from \$18,450 in Modoc County (in the North-Far North region) to \$62,147 in San Mateo County (in the Bay Area region). For families, the values range from \$52,566 in Modoc County to \$114,215 in Marin County (in the Bay Area region). The percentage of families earning a living wage is tailored to the family configuration of each household. P2P uses the 2018 version of the standard.

## CIP to SOC Crosswalk

To link fields of study to occupational fields when calculating the number of students completing awards corresponding to high-wage, high-demand occupations, P2P uses the 2010 version of the [Classification of Instructional Programs \(CIP\) to Standard Occupational Classification \(SOC\) crosswalk](#) from the US Department of Education.

## Geographic Datasets

P2P uses three US Census Bureau datasets to map ZIP codes and counties to census-defined geographic regions known as PUMAs (Public Use Microdata Areas). These datasets are the [2010 Census Tract to 2010 PUMA Relationship File](#), the [2010 ZIP Code Tabulation Areas to Census Tract Relationship File](#), and the [2017 TIGER/Line Shapefile](#). (TIGER stands for Topologically Integrated Geographic Encoding and Referencing.)

## Commuting Zones

A [commuting zone](#) is a group of counties in which a substantial proportion of individuals commutes to work within the zone and relatively few workers commute outside the zone. Zones can cross regions, so, for example, California State University Sacramento (in the Sacramento-Tahoe region) is in the commuting zone of the Central Sierra region.

Commuting zones were originally empirically derived using the statistical method of cluster analysis, as detailed in Tolbert and Sizer (1996). The commuting zones used in P2P were mapped to PUMAs using a crosswalk described in Autor and Dorn (2013).

## Race/Ethnicity Categories

For the four data sources that can be disaggregated by race/ethnicity, the P2P metrics use slightly different approaches. This section outlines how race/ethnicity is categorized by the CDE, the ACS, the IPEDS, and CollegeAPP.

## California Department of Education

The P2P metrics based on CDE data use the following seven categories:

1. Asian,
2. Black,
3. Filipino,
4. Latinx,
5. Native American or Alaska Native,
6. Pacific Islander, and
7. White.

## American Community Survey

The P2P metrics combine ACS race/ethnicity data into six summary categories and fourteen detailed categories. Individuals of Latinx ethnicity are classified as Latinx irrespective of their race. The six summary race/ethnicity categories are

1. White,
2. Black,
3. Native American or Alaska Native,
4. Pacific Islander (including Native Hawaiian),
5. Asian, and
6. Latinx.

The 14 detailed race/ethnicity categories are

1. White,
2. Black,
3. Native American or Alaska Native,
4. Pacific Islander (including Native Hawaiian),
5. East Asian (Chinese, Taiwanese, Japanese, or Korean, or speaks Tibetan),
6. Southeast Asian (Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Thai, or Vietnamese, or speaks Iu Mien or Hmong, or born in Singapore),
7. South Asian (Bangladeshi, Bhutanese, Nepalese, Pakistani, Sri Lankan, or Asian Indian),
8. Other Asian (Mongolian or other Asian),
9. Mexican,
10. Puerto Rican,
11. Cuban,
12. Central American (Costa Rican, Guatemalan, Honduran, Nicaraguan, Panamanian, Salvadoran, or other Central American),
13. South American (Argentinean, Bolivian, Chilean, Colombian, Ecuadorian, Paraguayan, Peruvian, Uruguayan, Venezuelan, or other South American), and
14. Other Latinx.

Individuals of another race and individuals of two or more races are included in the totals but are not presented separately.

**Household race/ethnicity.** Four metrics based on ACS data—median household income, earning a living wage, homeownership, and average rent—are disaggregated by the racial/ethnic composition of households rather than the race/ethnicity of individuals. For these metrics, disaggregation by race/ethnicity is shown only if all household members are of the same race or ethnicity.

## Integrated Postsecondary Education Data System

The P2P metrics based on IPEDS data use the following nine categories:

1. Asian,
2. Black,
3. Latinx,
4. Native American or Alaska Native,
5. Pacific Islander,
6. White,
7. Two or more races,
8. Race unknown, and
9. International.

The final three categories are not used in all metrics.

## CollegeAPP

The P2P metrics based on CollegeAPP data are disaggregated into six summary categories and one detailed category, namely

1. Asian,
2. Black,
3. Latinx,
4. Native American or Alaska Native,
5. Pacific Islander,
6. White, and
7. Southeast Asian.

## Income Tiers

For most metrics that are disaggregated by income, values are first adjusted by dividing annual household income by the square root of the number of household members and are then grouped into five levels within each region.

- *Very low income* describes values less than one-third of the region's median household income.
- *Lower income* describes values one-third through two-thirds of the region's median household income.
- *Middle income* describes values more than two-thirds but less than twice the region's median household income.
- *Higher income* describes values at least twice but less than three times the region's median household income.
- *Very high income* describes values at least three times the region's median household income.

For adult intent to enroll in postsecondary education, income values are divided by whether unadjusted household income is at least \$50,000 or not, irrespective of the number of household members and of the regional distribution of income.

# Specific Metrics

The following entries describe how the P2P metrics were calculated. It is organized into the three categories used elsewhere in P2P: postsecondary, workforce, and prosperity. Although some entries refer to a region, the same logic applies to statewide metrics.

Some metrics are based on communities within regions. Each community, formally known as a PUMA, is a geographic area with a population of at least 100,000 people defined by the US Census Bureau. PUMAs are geographically contiguous areas nested within states. The number of PUMAs per region ranges from 1 PUMA each in Central Sierra and Imperial to 69 PUMAs in Los Angeles.

Due to rounding, percentage distributions may not total to 100 percent.

## Postsecondary

**Highest level of education attained** is the percentage distribution of highest educational attainment among individuals 25–54 years old. The bachelor’s category includes individuals with graduate degrees.

**High school graduates** is the [number of high school students who graduated with a standard high school diploma](#). It is the numerator in the high school graduation rate.

**High school graduation rate** is calculated as the [number of students who received a standard high school diploma divided by its adjusted ninth grade cohort](#). The adjusted ninth grade cohort is the number of students who entered ninth grade four years earlier, plus any students who transferred in during ninth grade or the following three years, minus any students who transferred out, transferred to a correctional facility, or died during the same period.

**A-G course completers** is the [number of high school students who met the A-G course requirements](#) for admission to the [California State University](#) and [University of California](#). It is the numerator for the A-G course completion rate.

**A-G course completion rate** is the [number of high school students who met the A-G course requirements](#) for admission to the [California State University](#) and [University of California](#), divided by the number of students who graduated with a standard high school diploma.

**College destinations of high school students** are shown for students attending college within 12 months of completing high school. An estimated [11 percent of college enrollment records are blocked at the students’ request](#) under the federal Family Educational Rights and Privacy Act, so these college enrollment counts likely underestimate the true values. The percentage for enrollment in each college category is the count divided by the number of high school students who completed a standard or adult education high school diploma or a high school equivalency certificate (California High School Proficiency Exam or GED).

**Students per AP and IB course** is the number of high school students divided by the sum of [Advanced Placement \(AP\) and International Baccalaureate \(IB\) courses](#).

**Adult intent to enroll** is the percentage of adults 18 and older with an estimated 65 percent or higher probability of expressing plans in enrolling in postsecondary education within the next two years (see “CollegeAPP” above).

**25+ enrollment** is the percentage of individuals currently enrolled in college among those 25–40 years old and without a bachelor’s degree.

**College enrollment in the region** is calculated as the number of undergraduates attending a type of college in the region divided by the number of undergraduates attending all colleges in the region. Students who enrolled at any time over a 12-month period are counted. Colleges are assigned to the region in which they are headquartered, irrespective of where the students attended high school or where they lived while they were enrolled. In the Central Sierra and Imperial regions, California Community Colleges are the only degree-granting colleges.

**Online enrollment rate** is the percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

**Retention** is the percentage of first-time students who started in the fall term at all colleges in the region who were enrolled at the same college in the fall term of the following year.

**Transfer** is the proportion of California Community College students [transferring to four-year colleges within three years](#).

**Five-year graduation rate** is the percentage of full-time, first-time, bachelor’s degree-seeking students who started in the fall term at all four-year colleges in the region who earned a bachelor’s degree from the same college where they started.

**Underrepresented students of color** is the percentage of college students in the region who are Black, Latinx, Pacific Islander, or Native American or Alaska Native. It is based on 12-month enrollment counts.

**University desert** is a community without a public university (California State University or University of California campus) with an acceptance rate greater than 60 percent in its commuting zone. (See “Geographic Datasets” and “Commuting Zones” for

more details.) The metric shows the percentage of communities in the region that are university deserts.

The Imperial region consists of a single community that is a university desert because there is no California State University or University of California campus within commuting distance. All the communities in the San Diego region are university deserts because the region's three public universities (CSU San Marcos, San Diego State University, and UC San Diego) had admissions rates below 60 percent. Central Sierra consists of a single community that is not a university desert because it is in the same commuting zone as Sacramento State University.

Programs for certificates and majors for degrees are grouped into 11 categories, with percentage distributions calculated separately for certificates, associate's degrees, and bachelor's degrees (see "Programs completed at colleges in the region and most commonly completed programs" below).

**Percent of students [who] graduate in high-wage, high-demand fields** is the percentage of college completers whose awards correspond to an occupation that requires some postsecondary education, a certificate, an associate's degree, or a bachelor's degree (but not a graduate degree); that has median annual earnings greater than or equal to the state median of \$69,815; that has projected job growth higher than the state average rate of 11 percent; and that has projected growth of at least 1,000 positions statewide between 2016 and 2026. Examples of high-wage, high-demand occupations include registered nurses, management analysts, accountants and auditors, and web developers. Metrics are calculated separately for students completing certificates, associate's degrees, and bachelor's degrees. Occupations are matched to award fields using the 2010 version of the [CIP to SOC crosswalk](#).

**Programs completed at colleges in the region and most commonly completed programs** were arranged into 11 summary categories based on the first two digits of their [CIP codes](#). Colleges and universities report completions to the US Department of Education using six-digit CIP codes. Each pair of digits provides an increasing level of specificity. To illustrate, codes starting with 45 refer to social sciences (sociology, political science, economics, etc.), codes starting with 45.06 specifically refer to economics, and the code 45.0605 specifically refers to international economics.

P2P uses the 2010 version of CIP. The following list presents the general fields of study and their corresponding two-digit CIP codes for each P2P category. Some combinations of award types and fields, such as certificates in psychology and associate's degrees in education, are uncommon overall. In many regions, no students completed these programs, as indicated by values of zero percent.

- *Arts, humanities, & social sciences* consists of area, ethnic, cultural, and gender studies (05); foreign languages, literatures, and linguistics (16); English language and literature/letters (23); liberal arts and sciences, general studies, and humanities studies (24); philosophy and religious (38); theology and religious vocations (39); social sciences (45); visual and

performing arts (50); and history (54).

- *Biological, agricultural, & environmental sciences* consists of agriculture, agriculture operations, and related sciences (01); natural resources and conservation (03); and biological and biomedical sciences (26).
- *Business* consists of business, management, marketing, and related support services (52).
- *Communications* consists of communication, journalism, and related programs (09) and communications technologies/technicians and support services (10).
- *Education* consists of education (13).
- *Engineering & computer sciences* consists of computer and information sciences and support services (11), engineering (14), and engineering technologies/technicians (15).
- *Legal* consists of legal professions and studies (22).
- *Psychology* consists of psychology (42).
- *Science & mathematics* consists of mathematics and statistics (27), physical sciences (40), science technologies/technicians (41), and health professions and related clinical sciences (51).
- *Services* consists of personal and culinary services (12); library science (25); parks, recreation, leisure, and fitness studies (31); security and protective services (43); public administrative and social service professions (44); construction trades (46); mechanic and repair technologies/technicians (47); precision production (48); and transportation and materials moving (49).
- *Other* consists of architecture and related services (04), family and consumer sciences/human sciences (19), reserve officer training corps (JROTC, ROTC) (28), military technologies (29), multi/interdisciplinary studies (30), citizenship activities (33), health-related knowledge and skills (34), interpersonal and social skills (35), leisure and recreational activities (36), personal awareness and self-improvement (37), high school/secondary diplomas and certificates (53), and residency programs (60).

The two regions with no four-year institutions, Central Sierra and Imperial, do not have results for the most commonly completed bachelor's degrees programs.

## Workforce

**Employment** is the percentage of individuals ages 25–64 who are employed for pay, excluding those not in the workforce who are also not looking for work. Employment includes part-time and irregular employment. This rate, based on the ACS, tends to be slightly lower than the [employment rate calculated by other federal surveys](#).

**Overtime or Works 41+ hours/week** is the percentage of individuals who usually work more than 40 hours per week among individuals working at least 30 hours per week. [Federal](#) and [state](#) laws define 40 hours as a typical work week and require employers to give

covered employees overtime pay for any work beyond 40 hours.

**Median income** is median household income, adjusted for household size by dividing by the square root of the number of household members. Because this metric applies to households and not individuals, values for racial and ethnic groups are presented only if all members of the household are of the same race or ethnicity.

**Earning a living wage** is the percentage of households earning a living wage, adjusted for family size and local cost of living (see “Self-Sufficiency Standard” above). Because this metric applies to households and not individuals, values for racial and ethnic groups are presented only if all members of the household are of the same race or ethnicity.

**Number of job openings that provide a living wage** is calculated separately for the minimum income amount required to support an individual and the minimum income amount required to support a family of two adults and two school-age children. Minimum income amounts are adjusted for family size and local cost of living (see “Self-Sufficiency Standard” above). Living wage jobs for a family are included in the number of living wage jobs for an individual (that is, a job that can support a family can also support an individual).

**Male wage premium** or **how do wages differ by race and gender** is the difference of men’s median individual income minus women’s individual income, among men and women who work 30 to 40 hours per week and are not enrolled in school. Negative values indicate the median income of women is greater than the median income of men.

**Income by educational attainment** is the median income for individuals, with separate metrics for individuals whose highest education attainment is an associate’s degree and individuals whose highest education attainment is a bachelor’s degree (excluding individuals with graduate degrees). Note that this metric is different from median household income.

## Prosperity

**Cost of rent** is the average annual rent divided by the average annual household income. Because this metric applies to households and not individuals, values for racial and ethnic groups are presented only if all members of the household are of the same race or ethnicity.

**Home price** is the median home price divided by 30 times the median household income. Household income is multiplied by 30 because many home loans are amortized over 30 years. The actual mortgage payments depend on several factors including the purchase price, the down payment amount, interest rates, the length of the mortgage, and other terms of the loan.

**Homeownership** is the percentage of households owning a home. Because this metric applies to households and not individuals, values for racial and ethnic groups are presented only if all members of the household are of the same race or ethnicity.

**Student debt** is the median amount owed in federal student loans for graduates of two-year and four-year colleges at the time they enter repayment, which is typically within six months of graduation (see “US College Scorecard”). Debt amounts from private, state, and institutional loans, which are not common, are not included. Graduates with no debt are not included in the calculation of medians. Two regions, Central Sierra and Imperial, have zero values for both categories of debt because [no colleges in either region appear to have participated in the federal student loan program](#) at the time the statistics were reported for the most recent graduating cohorts.

**Medicaid** is the percentage of individuals who participate in Medicaid, a health insurance program jointly financed by the federal and state governments. Medicaid is also known as Medi-Cal in California.

**Health insurance** is the percentage of individuals who have health insurance of any type, including government plans such as Medicaid (Medi-Cal), Medicare, and programs for military and veterans, as well private plans offered by employers, unions, and insurance companies.

**Diverse communities** or **community diversity** rate estimates the probability that any two individuals selected at random would be of different races or ethnicities. For this metric, each person is assigned to White, Black, Native American or Alaska Native, Pacific Islander, Asian, Latinx, some other race, or two or more races. In each community, the diversity value is one minus the sum of squared proportions of the eight race/ethnicity categories. The regional diversity rate is average value across all communities in the region.

**Commute time** is the average number of minutes individuals employed outside the home spend traveling from home to work.

**Communities [that] lack essential businesses**, also called **business deserts**, show the percentage of ZIP codes in a region that lack particular essential businesses: grocery stores, gas stations, banks, doctor’s offices, and dental offices.



# References

Autor, D. H., & Dorn, D. (2013). The growth of low-skill service jobs and the polarization of the US labor market. *American Economic Review*, 103(5), 1553-1597.

Tolbert, C. M., & Sizer, M. (1996). *US commuting zones and labor market areas: A 1990 update*. Economic Research Service Staff Paper AGES-9614. Washington, DC: US Department of Agriculture.

# Postsecondary to Prosperity

## STATEWIDE FACTSHEET

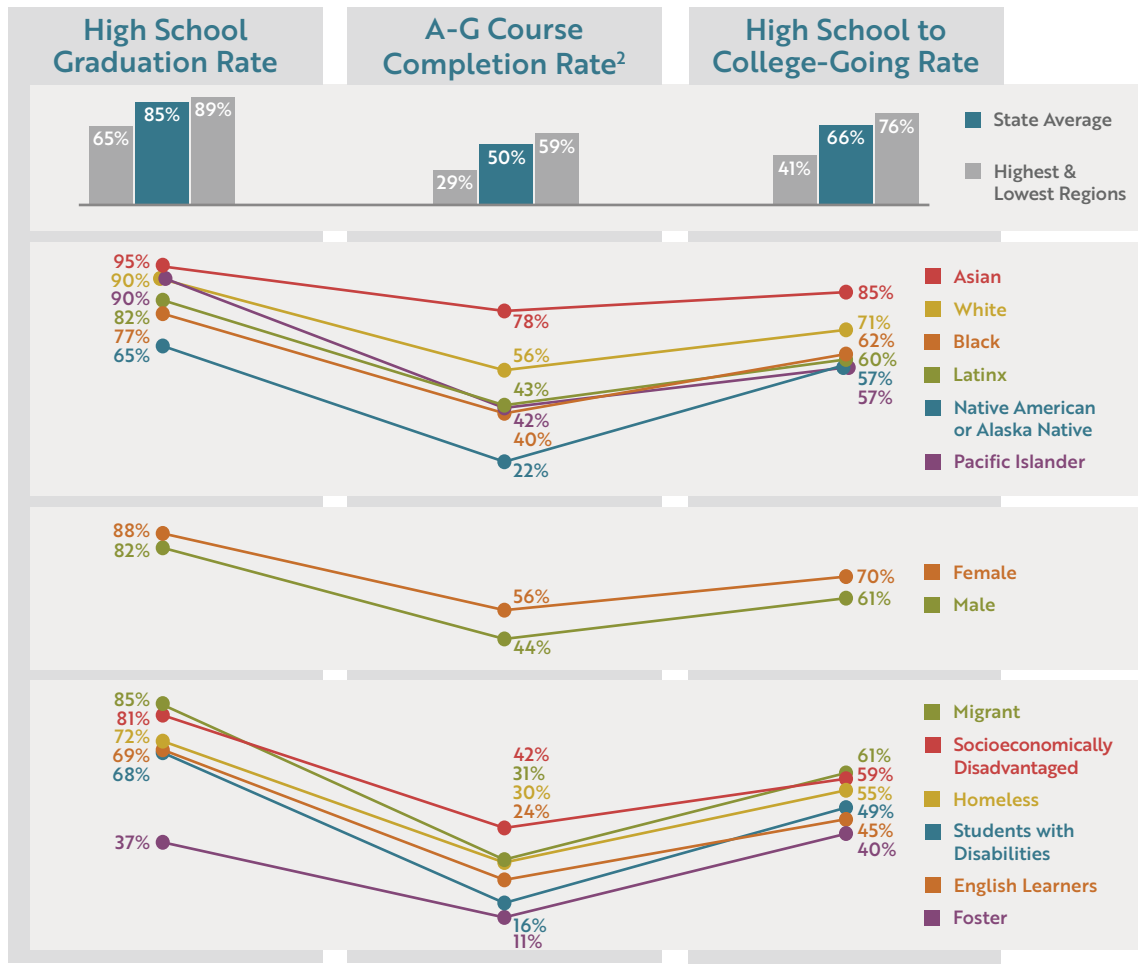
**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

### POSTSECONDARY (HIGH SCHOOL TO COLLEGE)

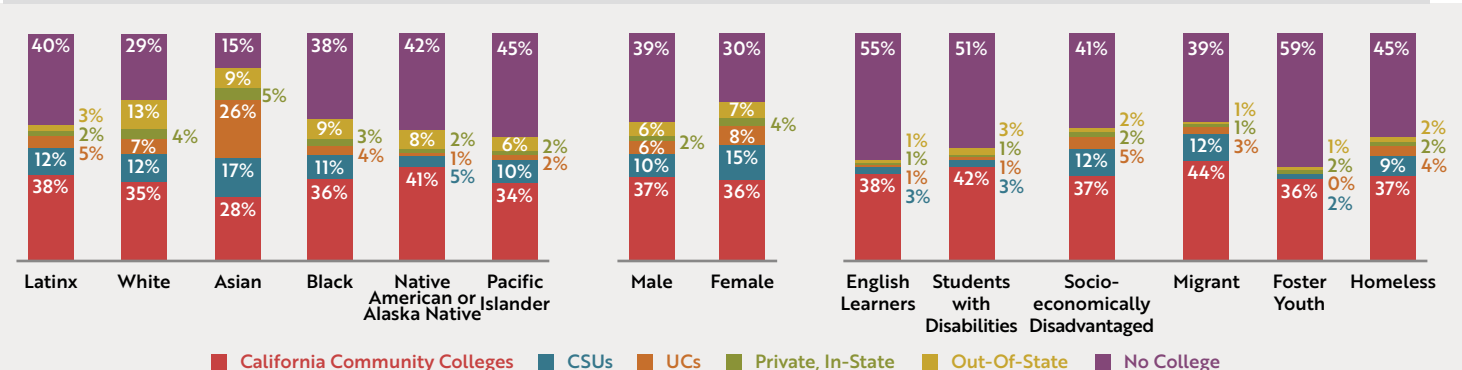
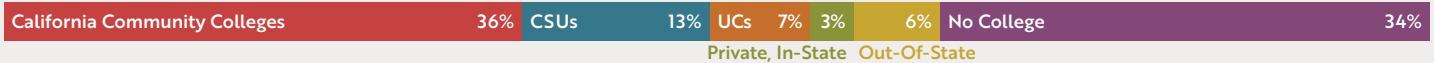
College readiness and access are the first steps to college success. Access to a rigorous college preparatory curriculum is not universal and differences exist in who goes to college and where they go based on demographic characteristics, such as race/ethnicity. Homeless, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's primary focus on the traditional student's pathway (one who matriculates from high school directly into college) limits opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race/ethnicity across regions.



### Where Do High School Students Go to College?

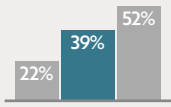


1. For more detailed information on how metrics are calculated, please refer to the technical appendix.

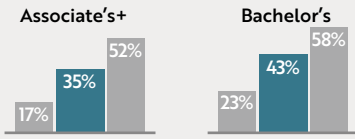
2. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.

# POSTSECONDARY (ENROLLMENT INTENT AND ATTAINMENT)

## Adult (25+) Intent to Enroll

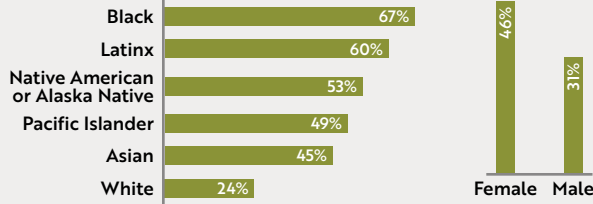


## Highest Educational Attainment

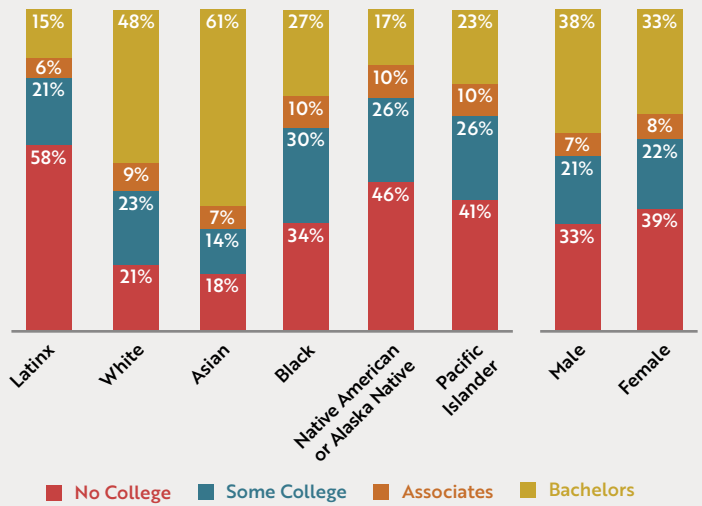


■ Statewide ■ Highest & Lowest Regions

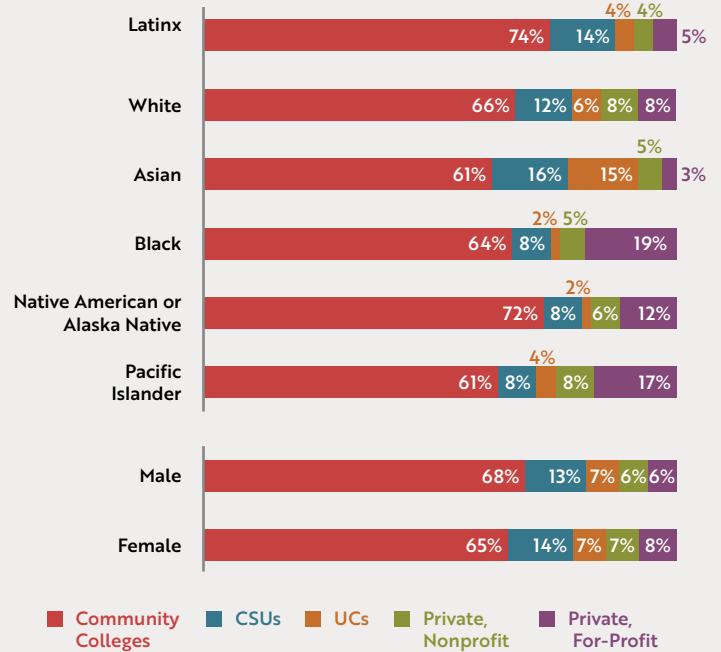
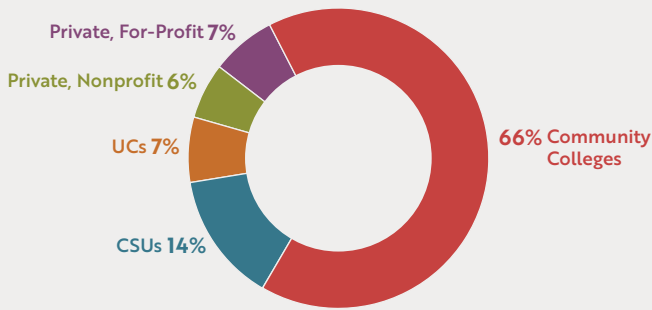
## Which Adults (25+) Intend to Enroll in College?



## What Is the Highest Level of Attainment?



## Where Do Students Go to College?

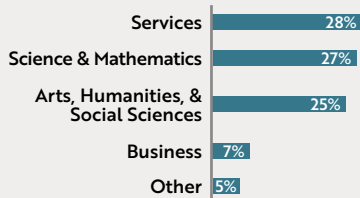


## Online Enrollment Rate<sup>1</sup>

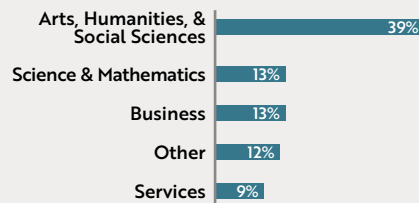


## What Are the Most Commonly Completed Programs at Colleges?

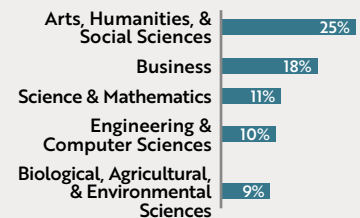
### Certificates



### Associate's Degree



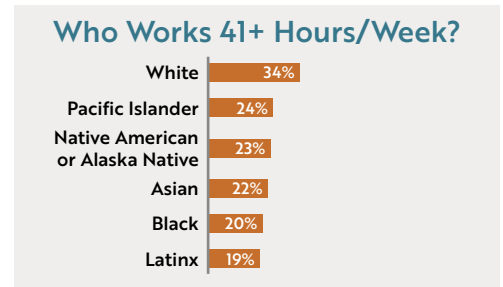
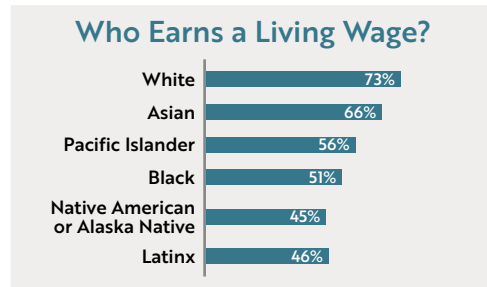
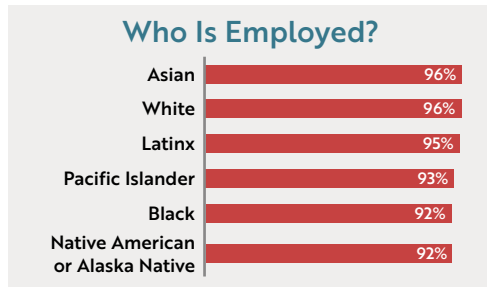
### Bachelor's Degree



1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

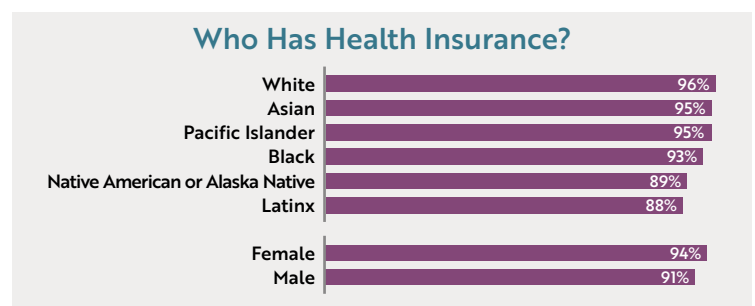
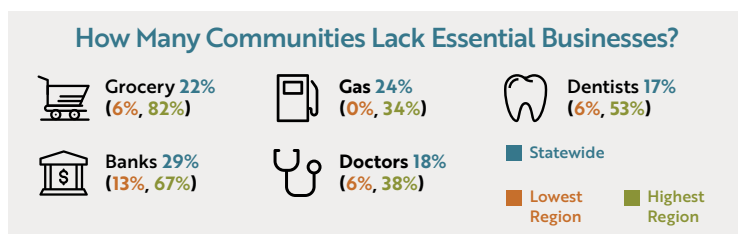
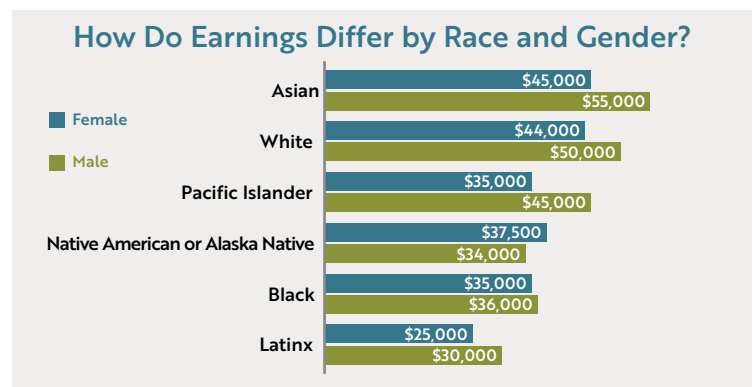
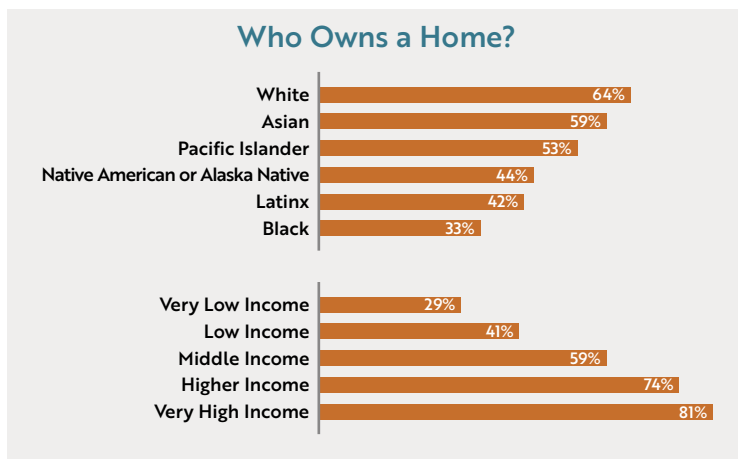
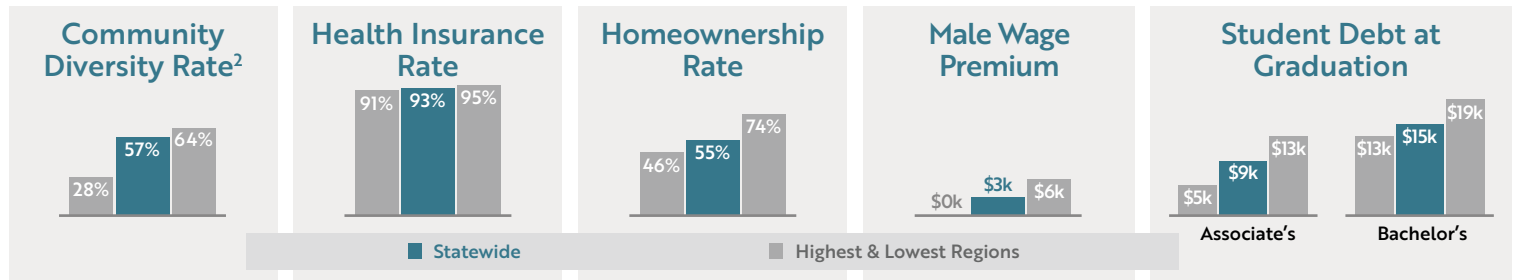
# WORKFORCE

Workforce participation and employment rates, which vary by race and ethnicity, are key measures that outline opportunities for economic mobility. However, employment rates don't accurately reflect the amount of hours Californians work and may paint a more robust picture of employment than the reality. For example, residents may have a job but seek more hours, or, on the other hand, some residents may work over 41 hours a week and struggle to earn a living wage. Access to employment that pays a living wage is critical.



# PROSPERITY

It is impossible to quantify prosperity, but markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention to create equitable outcomes.

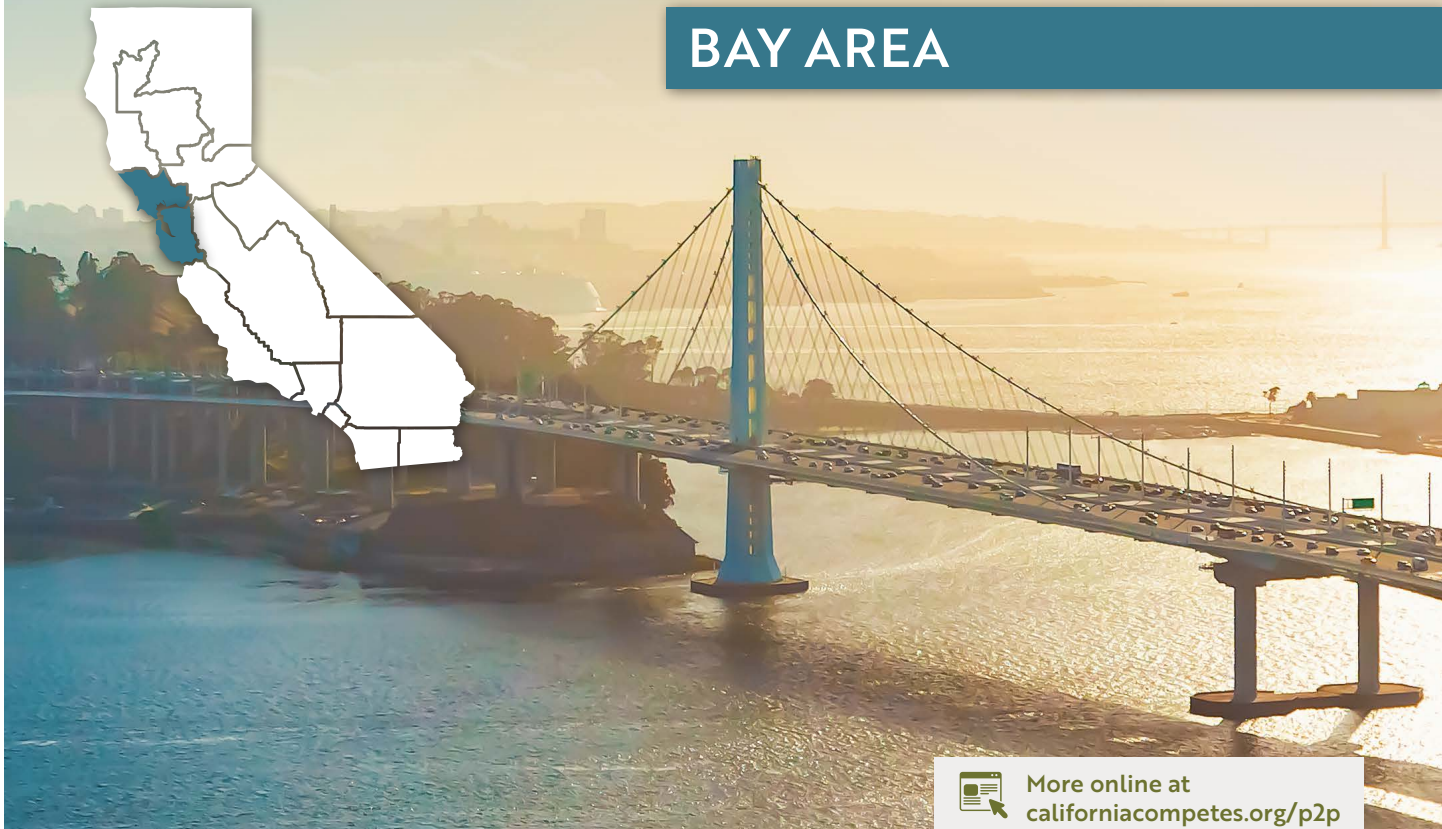


1. The percentage of households who earn enough to support a family of 2 adults and 2 school-aged children, adjusted by county-level cost of living.  
 2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.



# POSTSECONDARY TO PROSPERITY

## BAY AREA



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

The Bay Area's population makes up 23 percent of the state population. This region is home to twenty-six California Community Colleges (CCC), five California State Universities (CSU), and two University of California (UC) undergraduate campuses. While high school graduation, A-G completion, and college-going rates for this region surpass the state average, college access differs amongst residents. For example, 0 percent of foster youth complete A-G courses or enroll in a CSU or UC, and only 32 percent enroll in a community college compared to 47 percent of students with disabilities. Similarly, while bachelor's degree attainment is 49 percent higher than the state average, White and Asian Californians earn more than twice as many bachelor's degrees per person as other Bay Area residents. Though the overall employment rate and ability to earn a living wage surpass the state average, racial disparities are also apparent in workforce opportunities. Bay Area's Native American and Alaska Native residents are much less likely to be employed, earn a living wage, or own a home compared to other racial and ethnic groups, but are more likely to work over 40 hours a week. The region should celebrate its rich diversity, which is 12 percent higher than the statewide average, by ensuring all Bay Area residents have equitable access to opportunities.

### POPULATION

8,034,323

### COUNTIES

Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma

### ABOUT THE DATA<sup>1</sup>

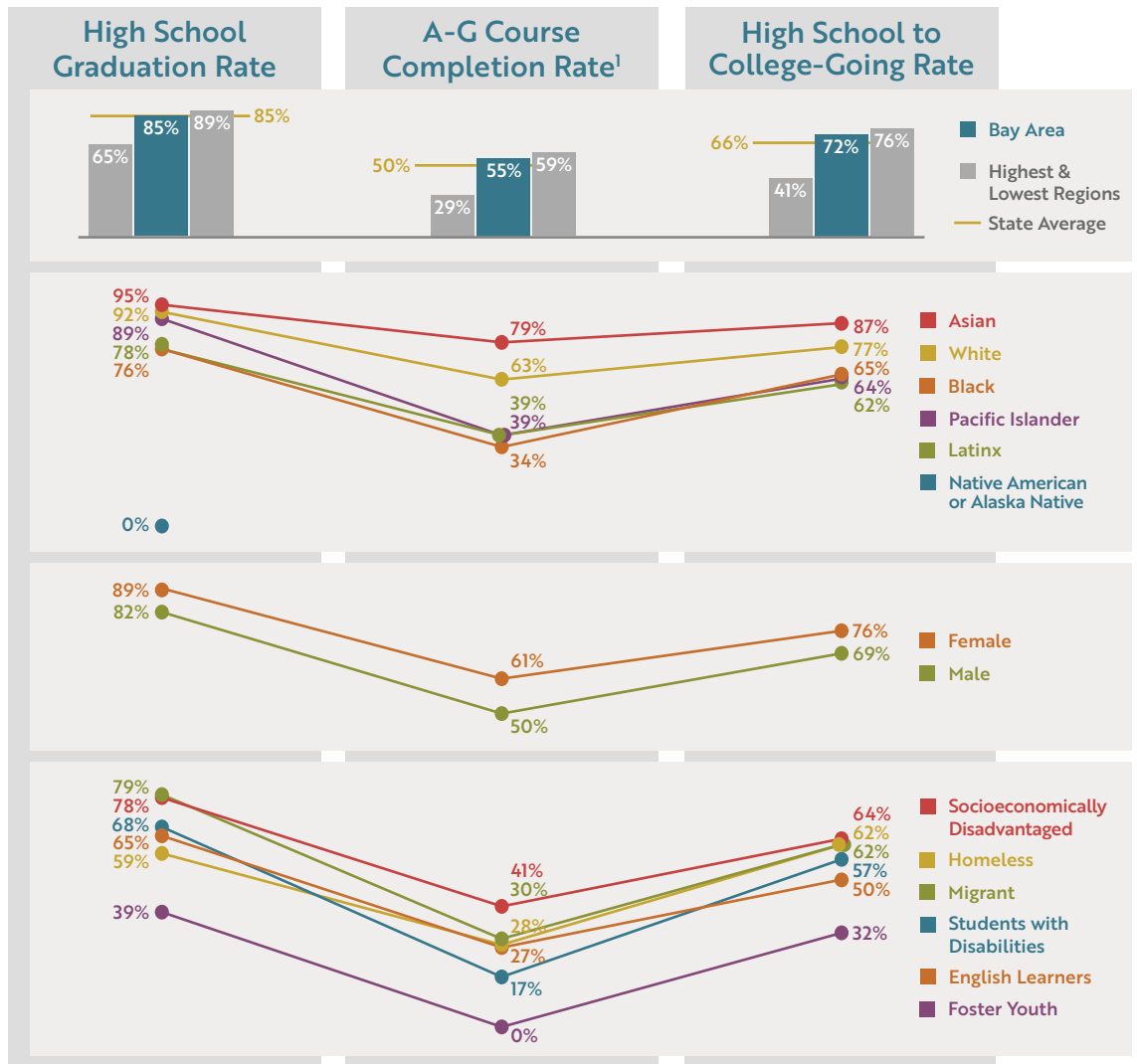
This factsheet uses 8 primary datasets (2017–2020)

1. Some metrics are based on very small sample sizes, which may not provide reliable estimates of the population. These results should be interpreted with caution. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).

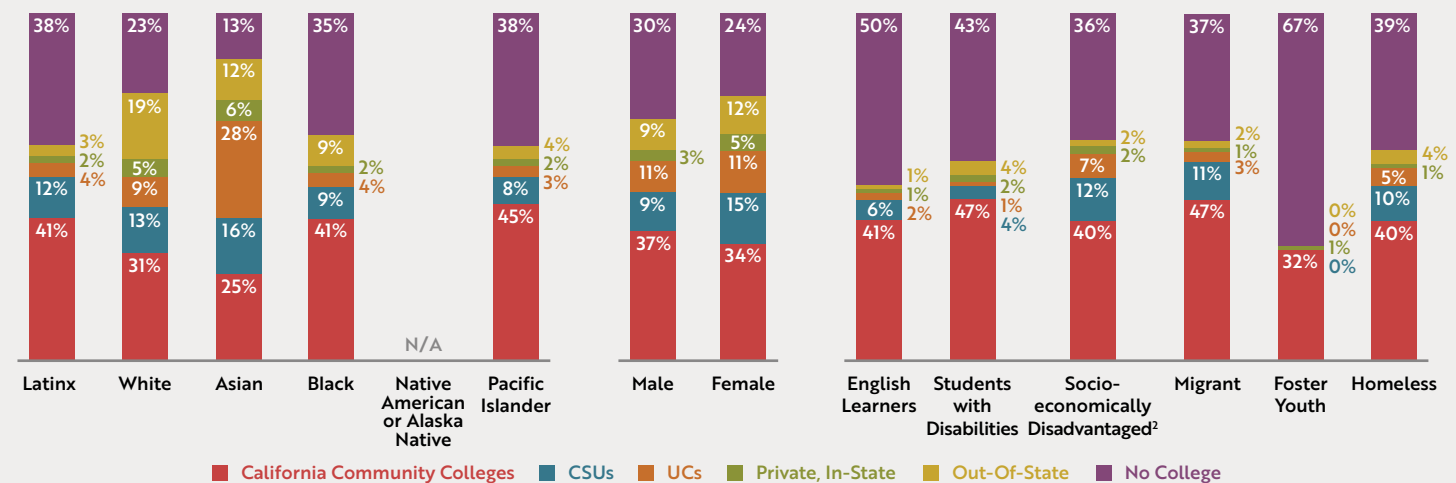
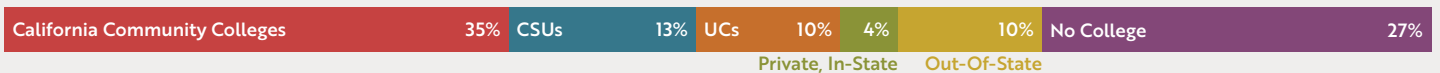
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

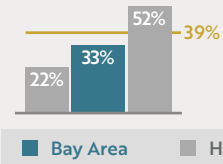


### Where Do High School Students Go to College?

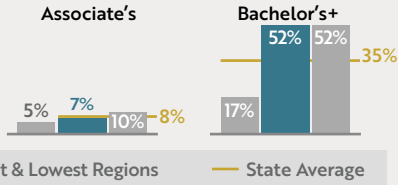


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
 2. Students who do not have a parent who graduated from high school, are eligible for free or reduced-price meals, or are foster, homeless, or migrant youth.

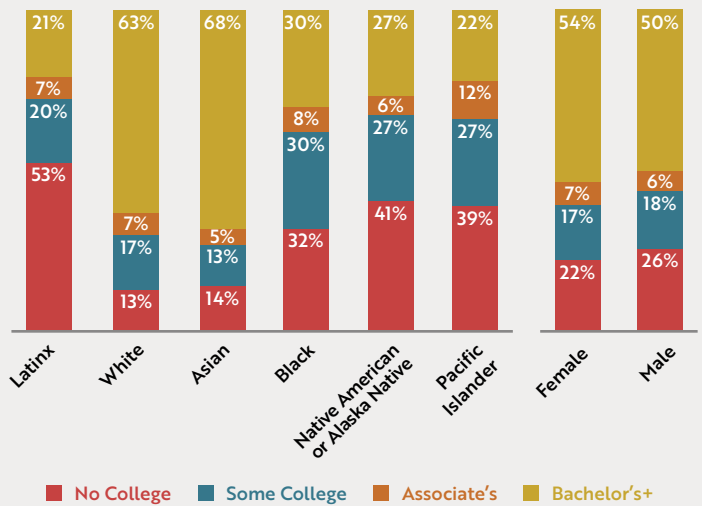
Adult (25+) Intent to Enroll



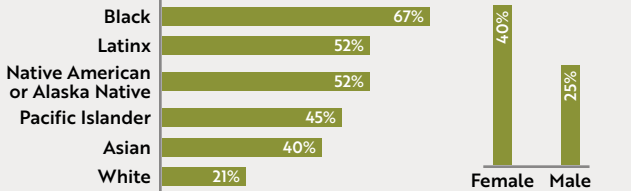
Highest Educational Attainment



What Is the Highest Level of Attainment?

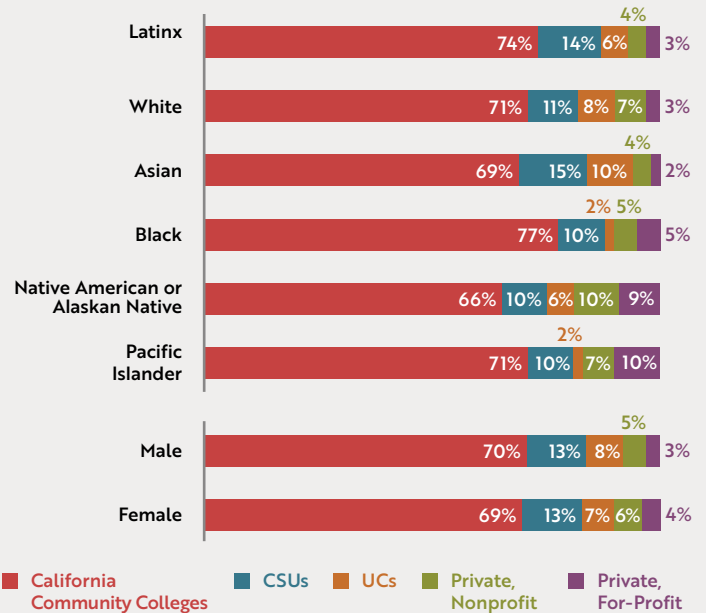
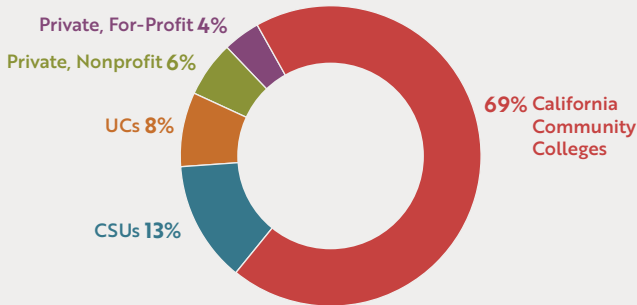


Which Adults (25+) Intend to Enroll in College?

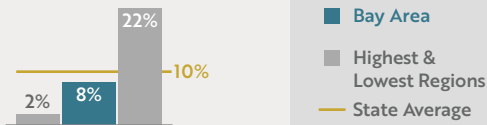


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

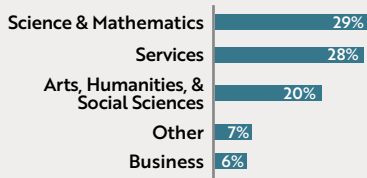


Online Enrollment Rate<sup>1</sup>

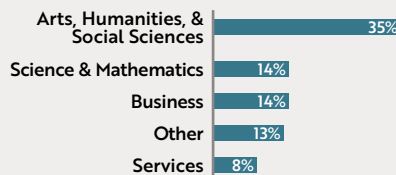


What Are the Most Commonly Completed Programs at Colleges in the Region?

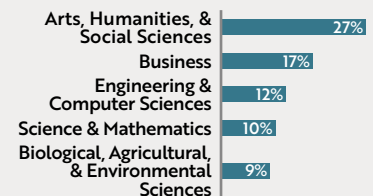
Certificates



Associate's Degree

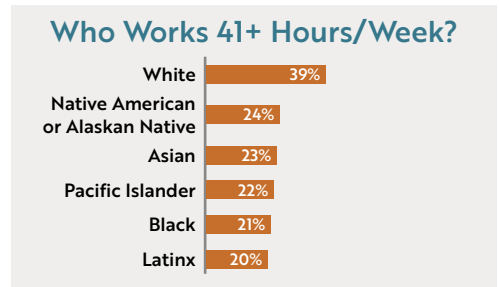
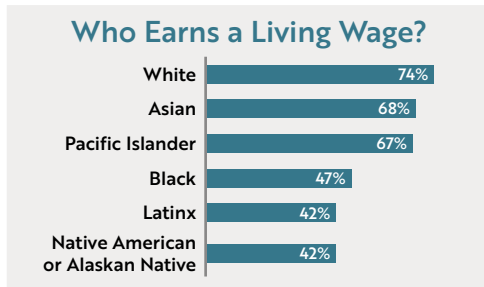
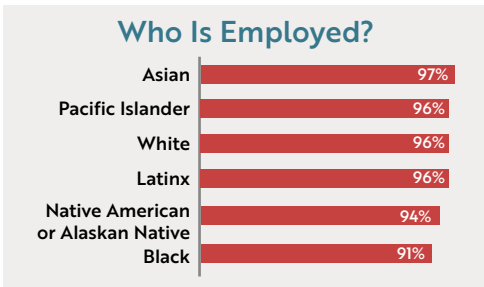
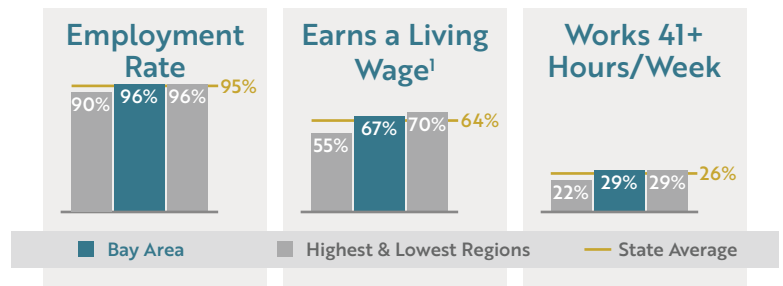


Bachelor's Degree



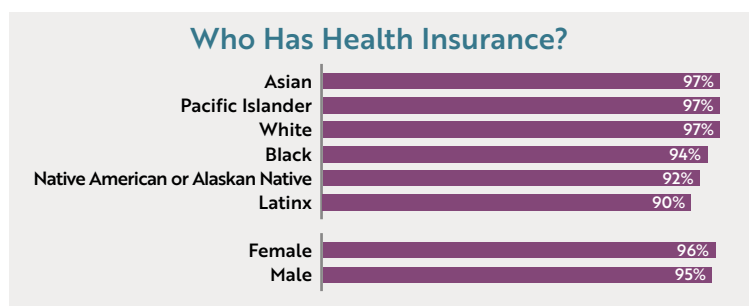
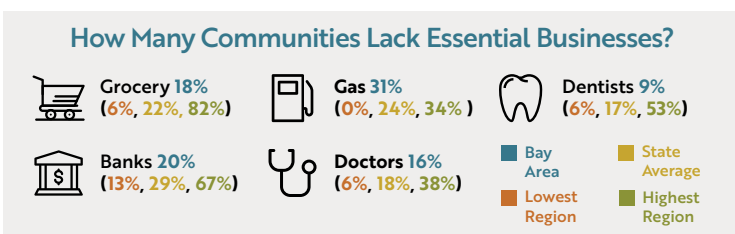
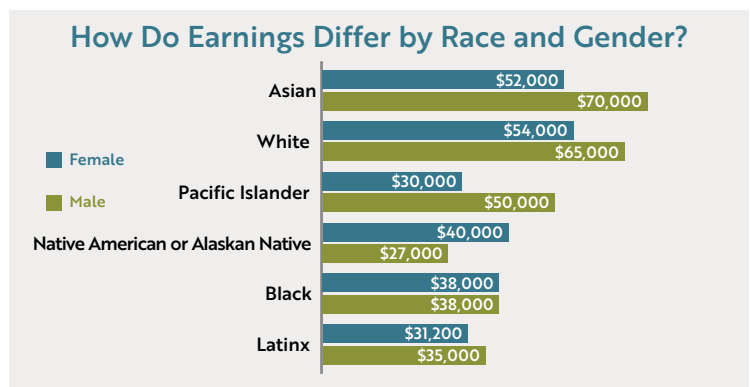
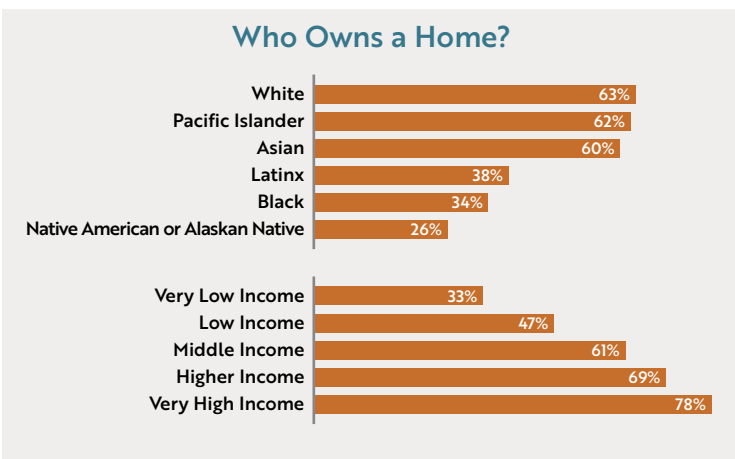
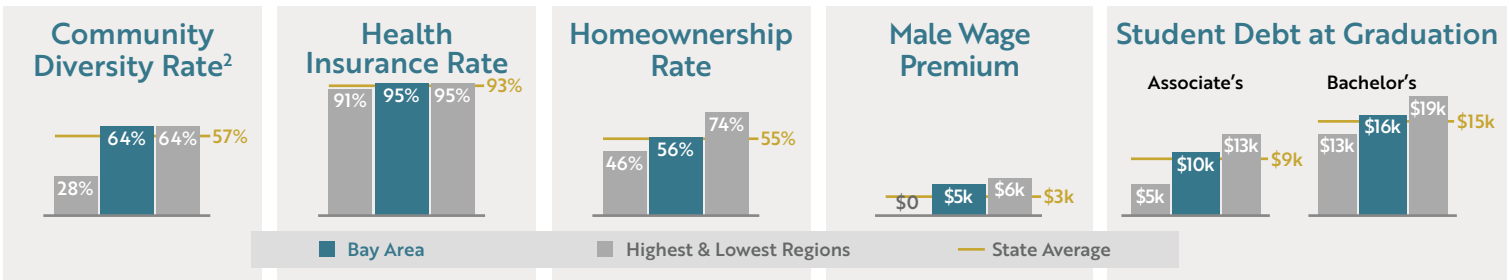
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 91 percent of Black residents being employed, compared to 94+ percent of other groups. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-seven percent of Bay Area residents earn a living wage compared to the state average of 64 percent.



# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



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# POSTSECONDARY TO PROSPERITY

## CENTRAL COAST



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

Famous for its ocean views, the Central Coast makes up 5 percent of the state population. This region is home to eight California Community Colleges (CCC), three California State Universities (CSU), and one University of California (UC) undergraduate campus. Though 7 percent more high school graduates go directly to college compared to the statewide average, not all students have equal access to a university. Asian high school graduates in this region are most likely to go to a UC (32%) compared to only 1–7 percent of students in other racial and ethnic groups. Moreover, bachelor’s degree attainment, which is 17 percent lower than the statewide average, also varies by race and ethnicity. Only 10 percent of Native American or Alaska Native residents have a bachelor’s degree, which is one-sixth the rate of the Central Coast’s Asian residents. Furthermore, Native American or Alaska Native residents in this region are 7 percent less likely to be employed compared to the region’s average and are less likely to earn a living wage. However, they are most likely to work over 40 hours a week compared to other racial and ethnic groups. Though Latinx residents have a high employment rate (96%), their health insurance rate is 5 percent lower than the statewide average. Central Coast residents are slightly more likely to own a home compared to the statewide average. However, only 36 percent of Black residents own a home despite 62 percent earning a living wage, showing a disparate opportunity to build wealth through homeownership.

### POPULATION

2,081,587

### COUNTIES

Monterey, San Benito, San Luis Obispo,  
Santa Barbara, Ventura

### ABOUT THE DATA<sup>1</sup>

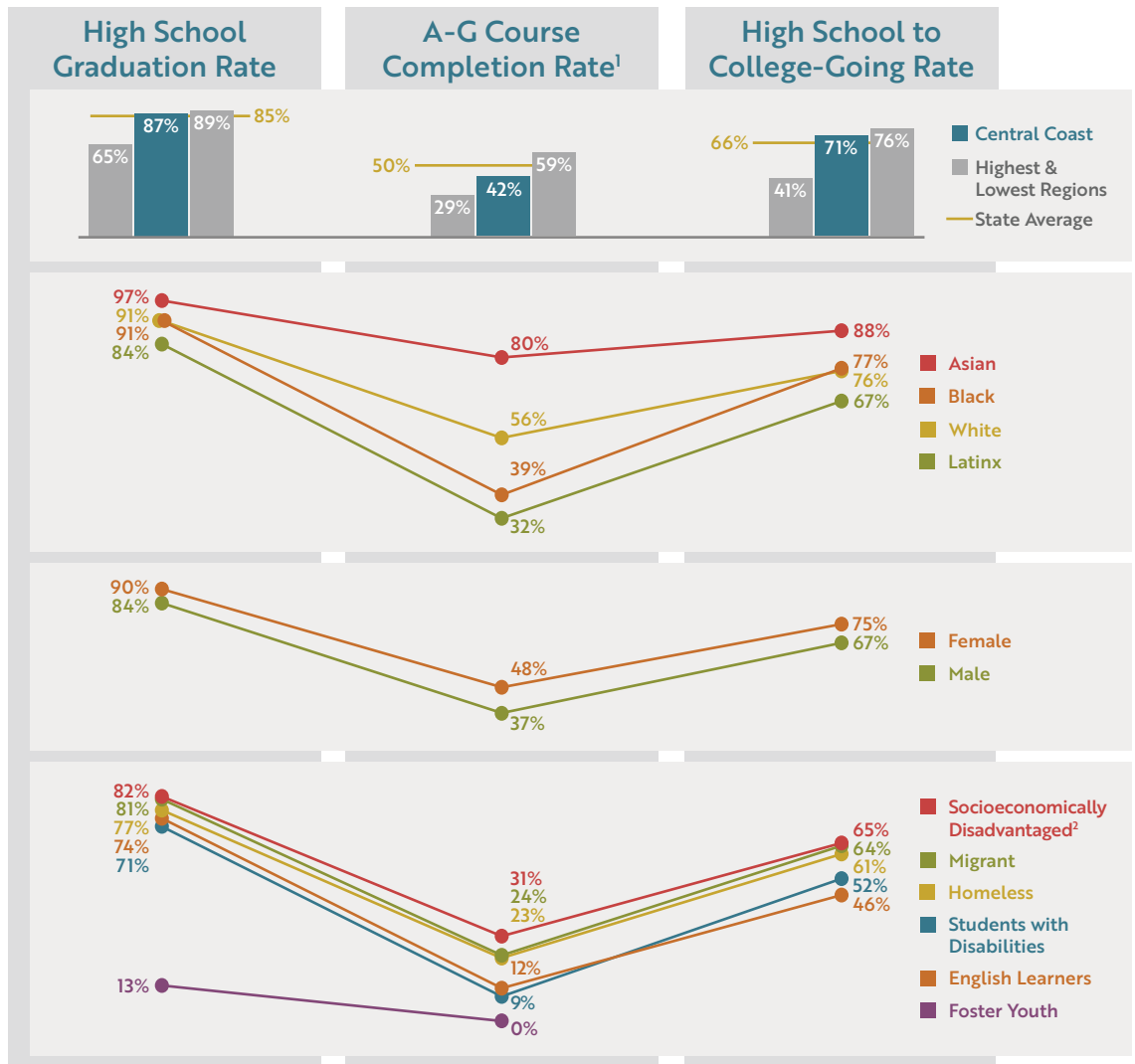
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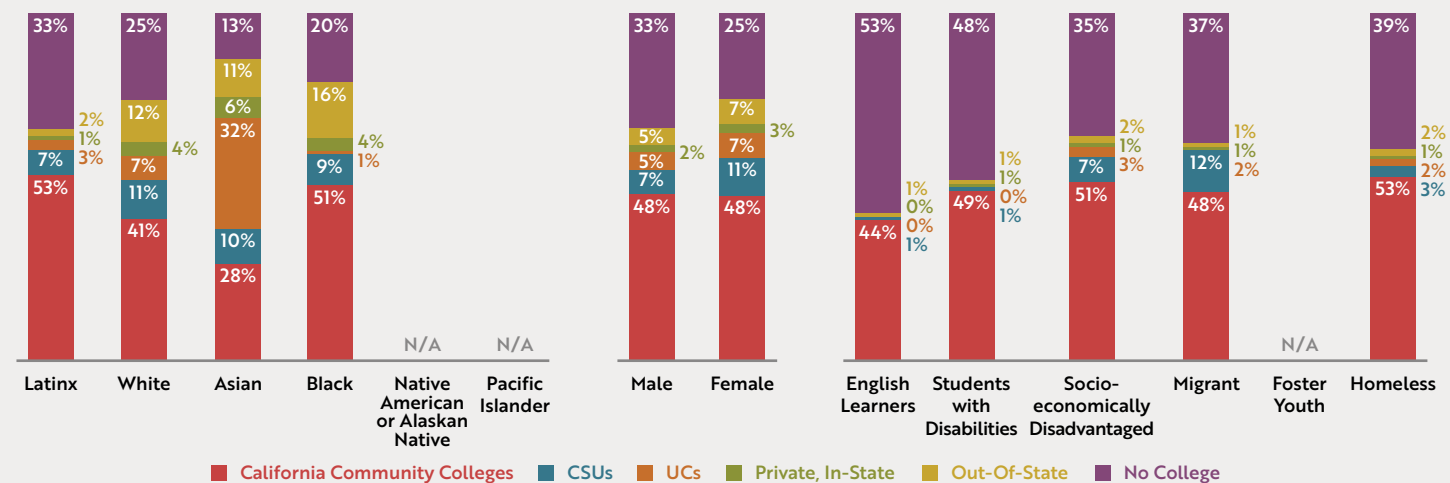
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

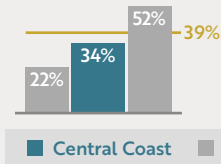


Where Do High School Students Go to College?

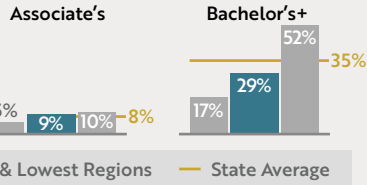


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
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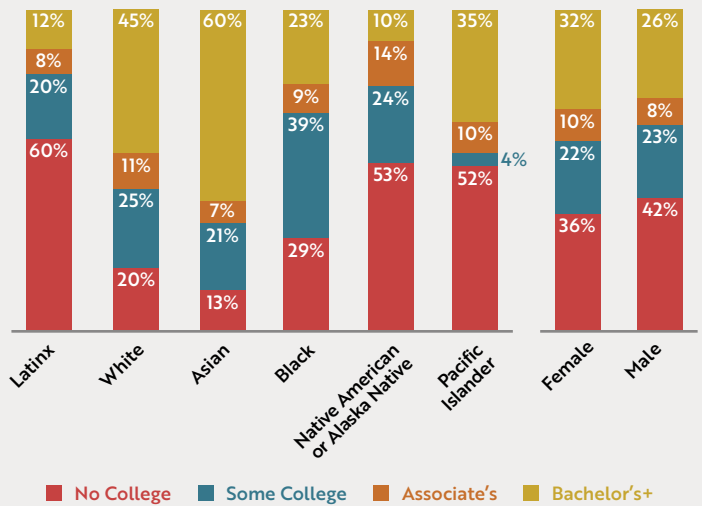
Adult (25+) Intent to Enroll



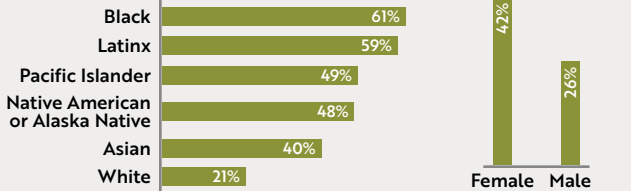
Highest Educational Attainment



What Is the Highest Level of Attainment?

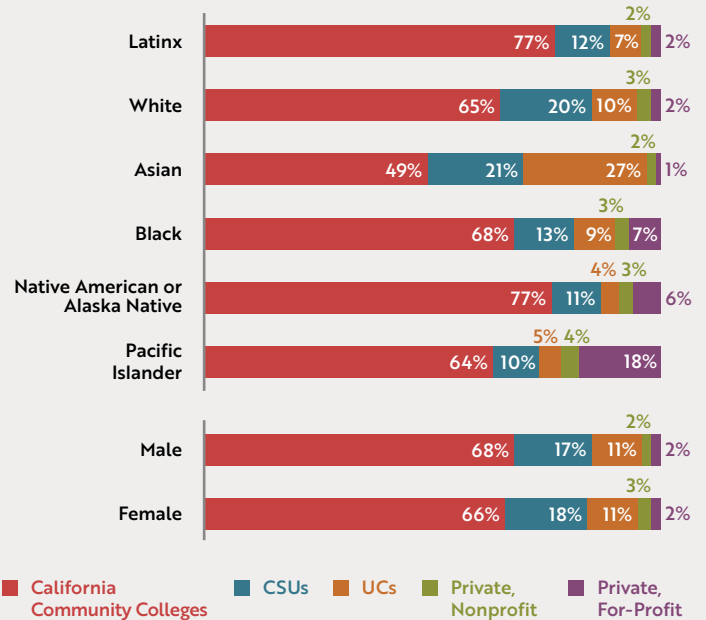
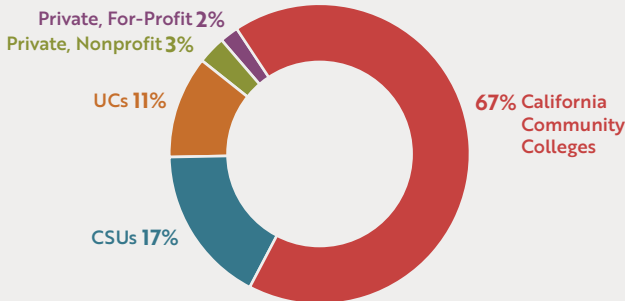


Which Adults (25+) Intend to Enroll in College?

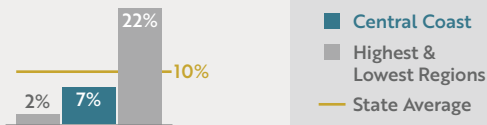


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

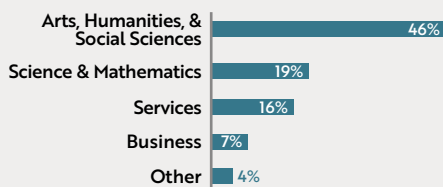


Online Enrollment Rate<sup>1</sup>

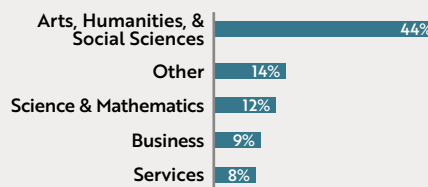


What Are the Most Commonly Completed Programs at Colleges in the Region?

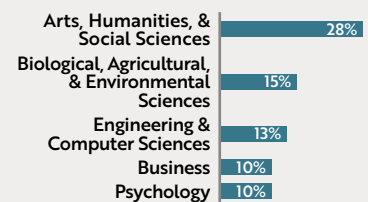
Certificates



Associate's Degree



Bachelor's Degree



1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

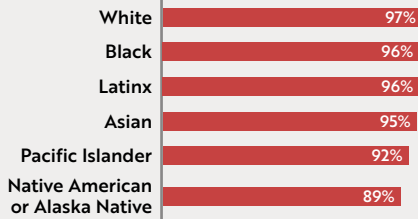
# WORKFORCE

## CENTRAL COAST

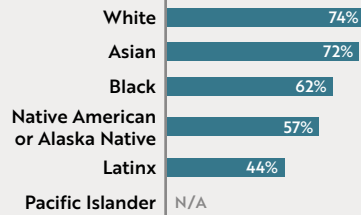
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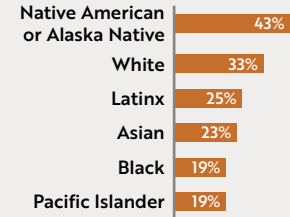
### Who Is Employed?



### Who Earns a Living Wage?



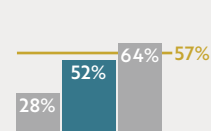
### Who Works 41+ Hours/Week?



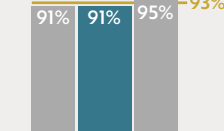
# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.

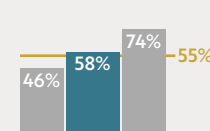
### Community Diversity Rate<sup>2</sup>



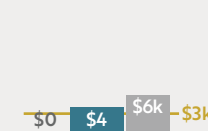
### Health Insurance Rate



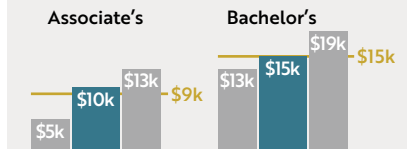
### Homeownership Rate



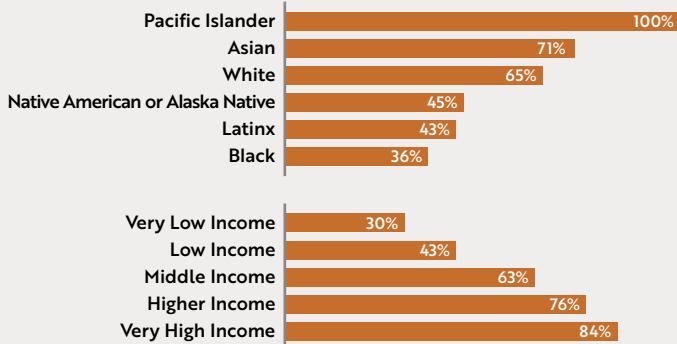
### Male Wage Premium



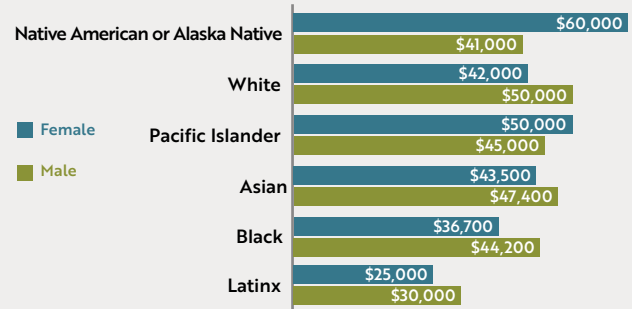
### Student Debt at Graduation



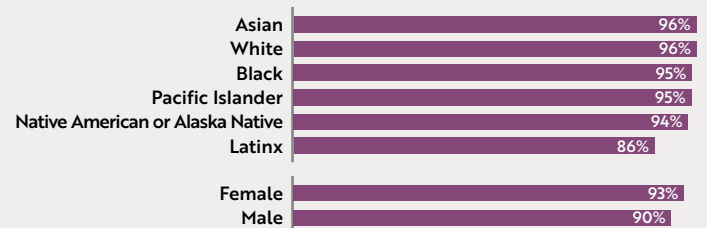
### Who Owns a Home?



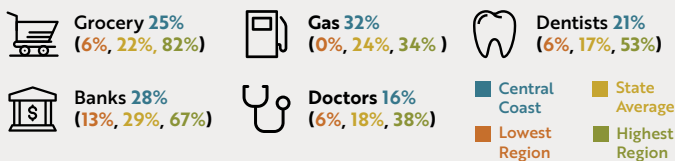
### How Do Earnings Differ by Race and Gender?



### Who Has Health Insurance?



### How Many Communities Lack Essential Businesses?



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
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# POSTSECONDARY TO PROSPERITY

## CENTRAL SIERRA



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

Central Sierra's population makes up less than 1 percent of the state population. Though the region spans seven counties, Central Sierra is home to only one public higher education institution (Columbia Community College). The region's high school graduation, A-G completion, and college-going rates are roughly 20 to 40 percent lower than the statewide average with Black and Latinx students having the largest percentage of high school graduates who do not enroll in college (80% and 71%, respectively). Bachelor's degree attainment rates across all racial and ethnic groups are 29 to 80 percent lower than the statewide average, with only 4 percent of Latinx residents earning a bachelor's degree.

The employment rate and homeownership rate surpass the statewide average for most racial and ethnic groups, but opportunity is inconsistent. Latinx residents have an employment rate of 95 percent, but only 51 percent earn a living wage, and 36 percent own a home.

Residents in this region are less likely to have health insurance compared to the statewide average, especially Pacific Islander and Black residents (44% and 30%, respectively). Eighty-two percent of communities in this region are in a grocery desert compared to the statewide average of 22 percent, and 65 percent are in a bank desert compared to the statewide average of 29 percent.

### POPULATION

189,687

### COUNTIES

Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, Tuolumne

### ABOUT THE DATA<sup>1</sup>

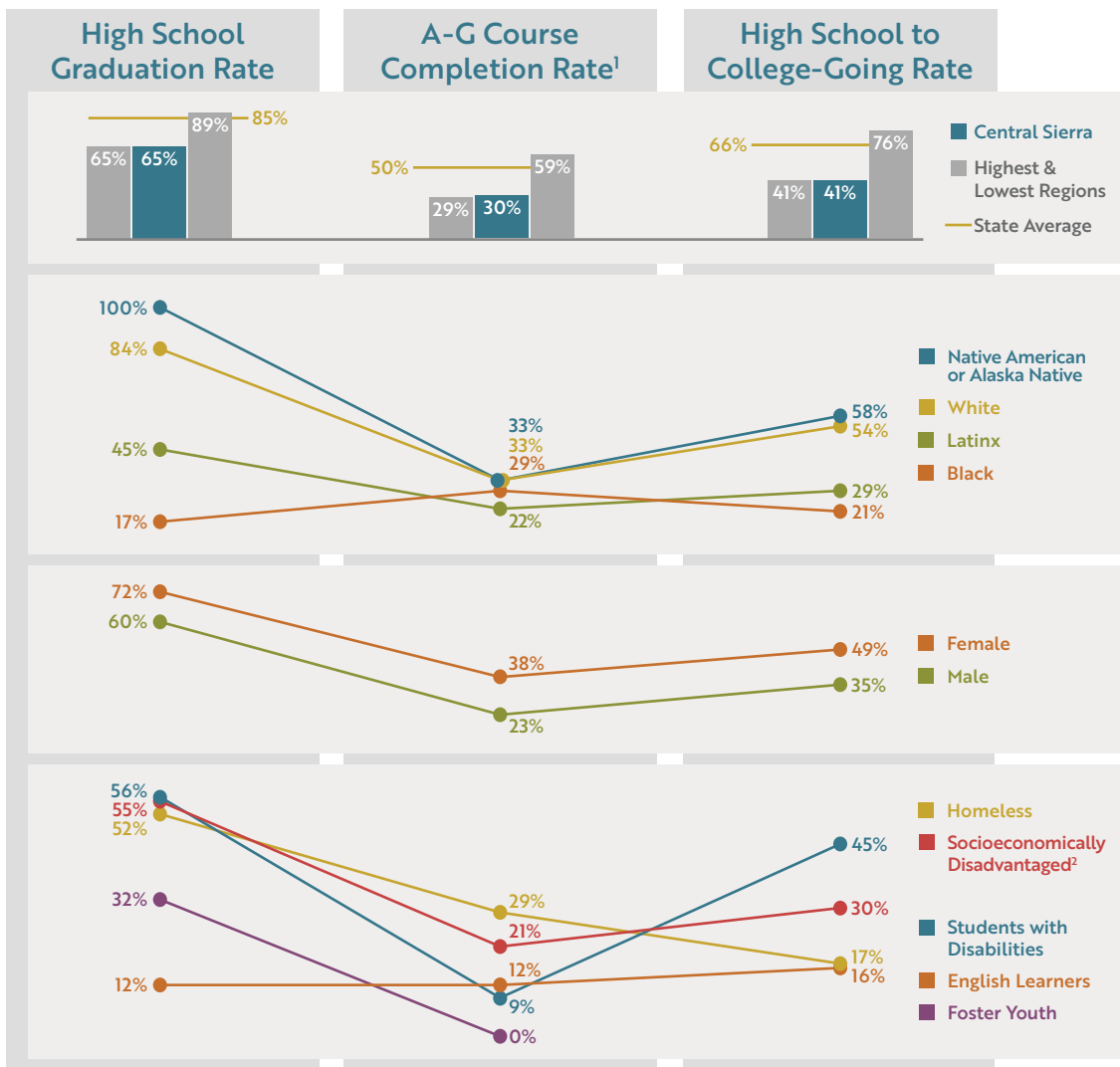
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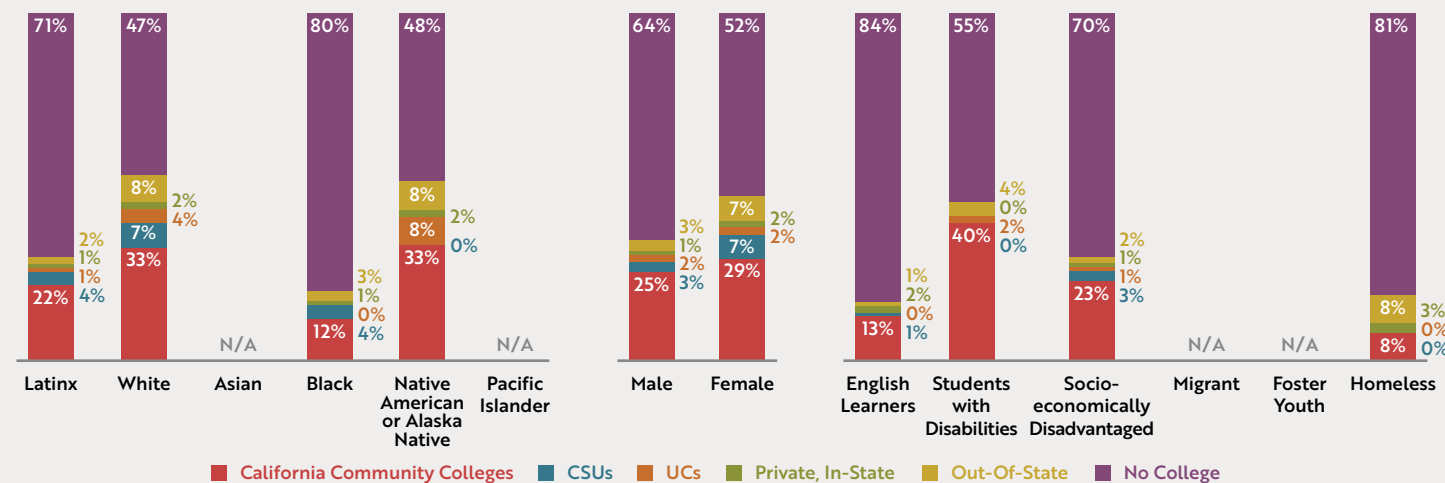
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

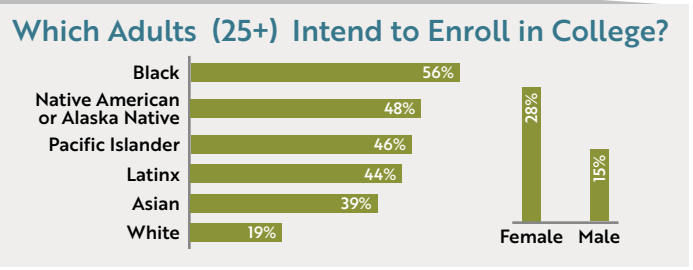
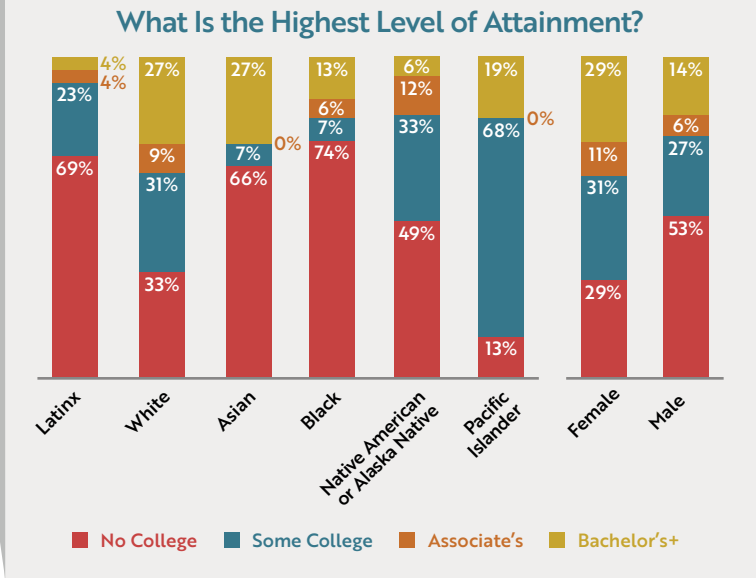
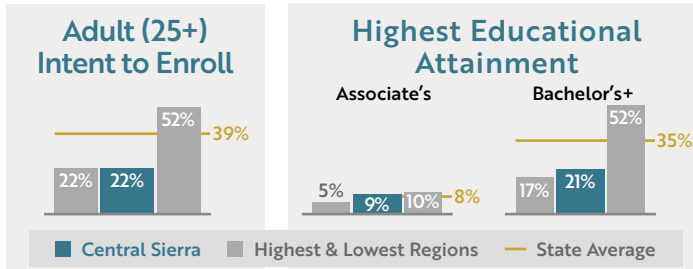
The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.



Where Do High School Students Go to College?

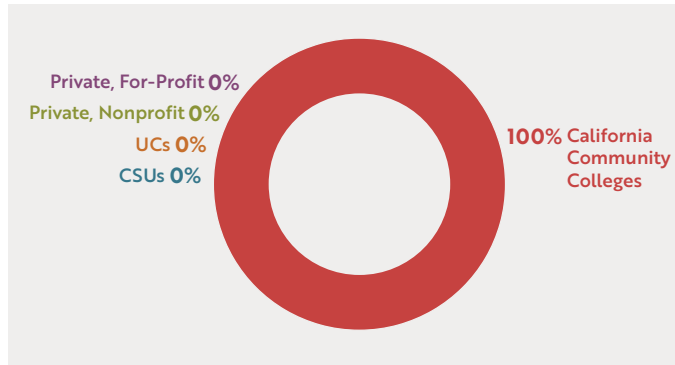


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
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ABOUT COLLEGES IN THIS REGION

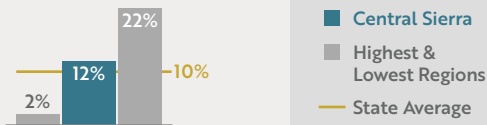
What Does Enrollment at Colleges in this Region Look Like?



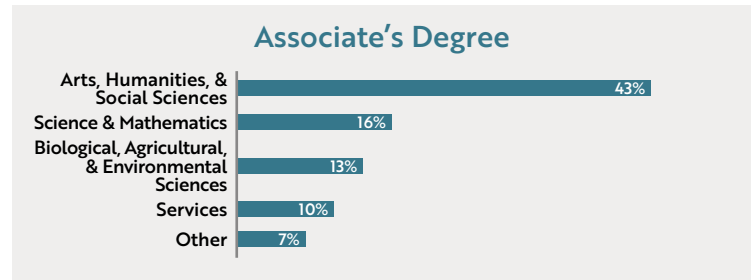
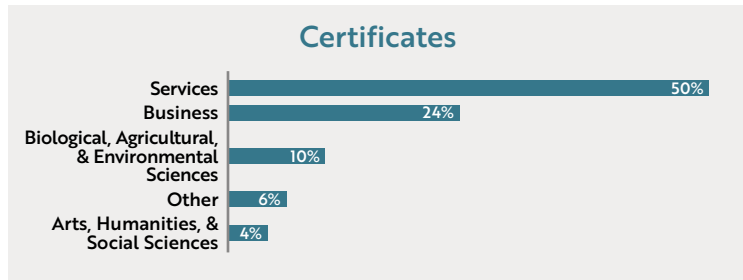
Where Are Four-Year College Students?

Central Sierra is one of two regions without public or private four-year colleges or universities. For this reason, none of the students attending college in this region are enrolled in a California State University campus, University of California campus, or other four-year institution. As shown on the previous page, some Central Sierra residents do enroll in four-year institutions in other regions after graduating from high school, but attending college far from home is not an option for all students, especially older students who are more likely to be tied to family and work responsibilities. Residents of this region seeking bachelor's degrees might be able to commute to four-year institutions in neighboring regions or enroll online, but these options may not work well for all prospective students. In addition, research shows that most students enroll in colleges close to home and that areas with no four-year institutions have lower levels of educational attainment.

Online Enrollment Rate<sup>1</sup>

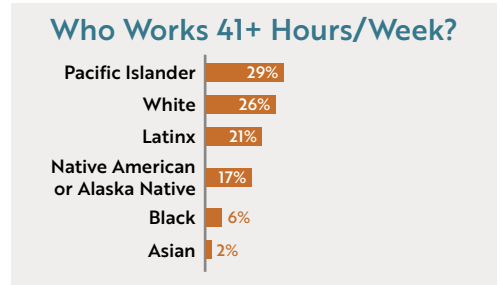
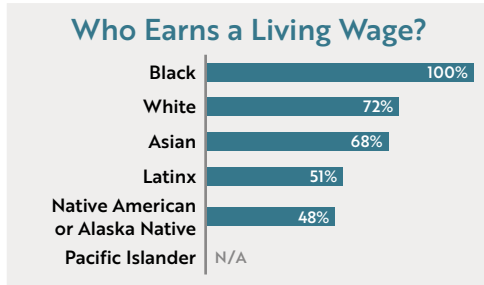
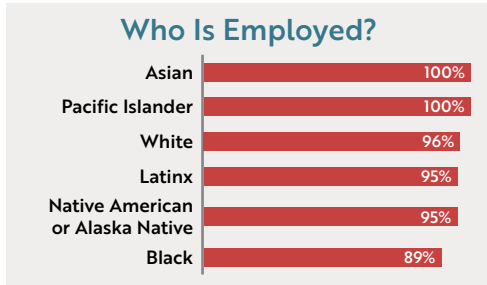
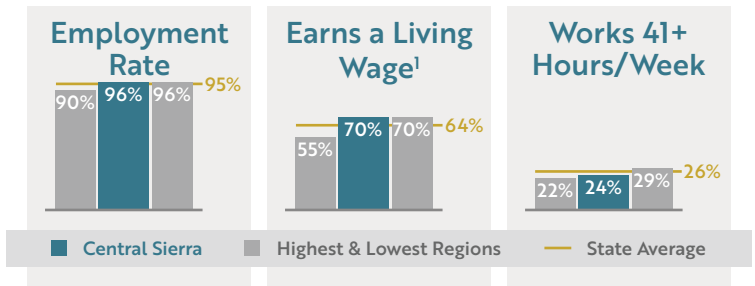


What Are the Most Commonly Completed Programs at Colleges in the Region?



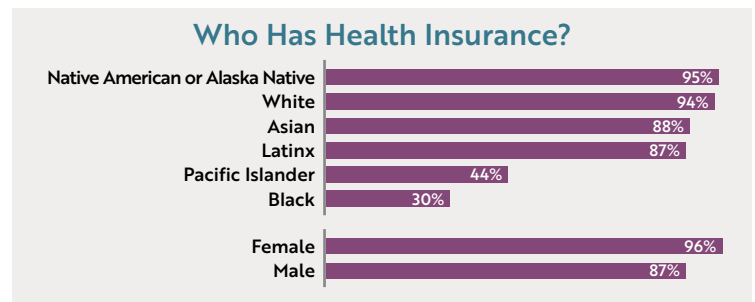
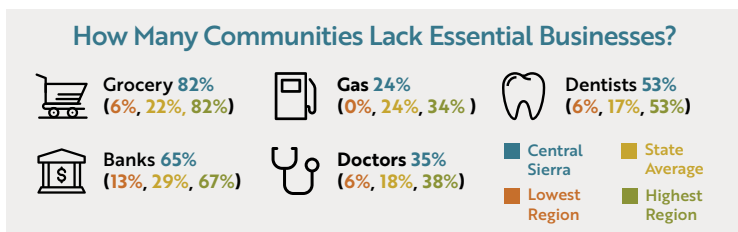
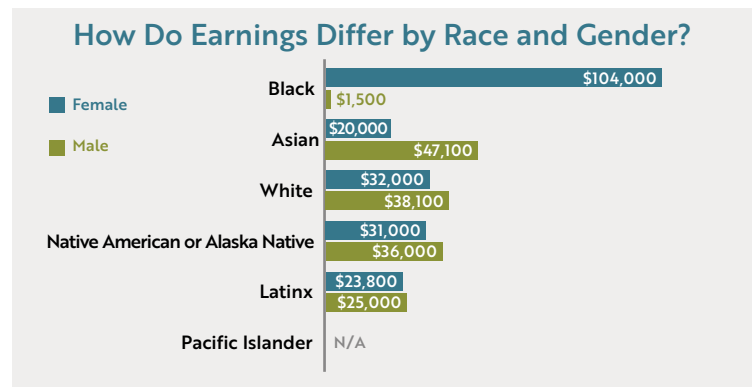
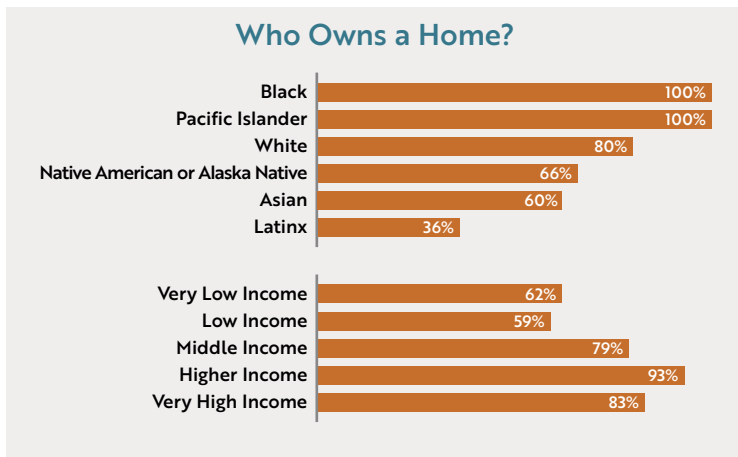
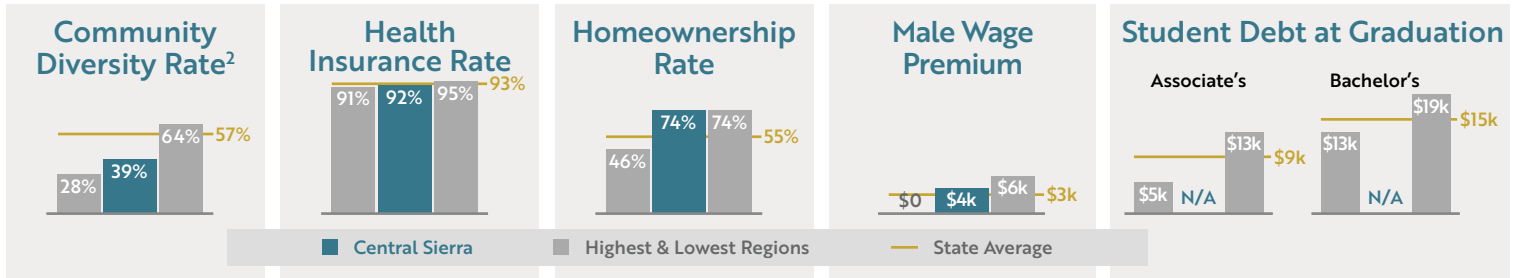
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PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



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# POSTSECONDARY TO PROSPERITY



## IMPERIAL



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

**T**his desert region makes up less than 1 percent of the state population. Imperial is home to one California Community College (Imperial Valley College). High school graduation and college-going rates surpass the state average, though Latinx and White high school graduates are the only racial/ethnic groups with enough individuals to report their college-going outcomes separately. Imperial's bachelor's degree attainment rate (18%) is roughly half the statewide average of 35 percent, with 17 percent of Latinx adults and 23 percent of White adults having completed a bachelor's or higher degree.

Employment rate and ability to earn a living wage fall below the statewide average. However, the number of residents who work overtime surpasses the statewide average by 12 percent. Compared to other racial and ethnic groups, Latinx and Native American or Alaska Native residents are less likely to be employed, earn a living wage, or have health insurance, though the region's health insurance rate as a whole matches the statewide average. Latinx residents are also least likely to own a home compared to other groups, though the region's home ownership rate surpasses the state average.

### POPULATION

182,844

### COUNTIES

Imperial

### ABOUT THE DATA<sup>1</sup>

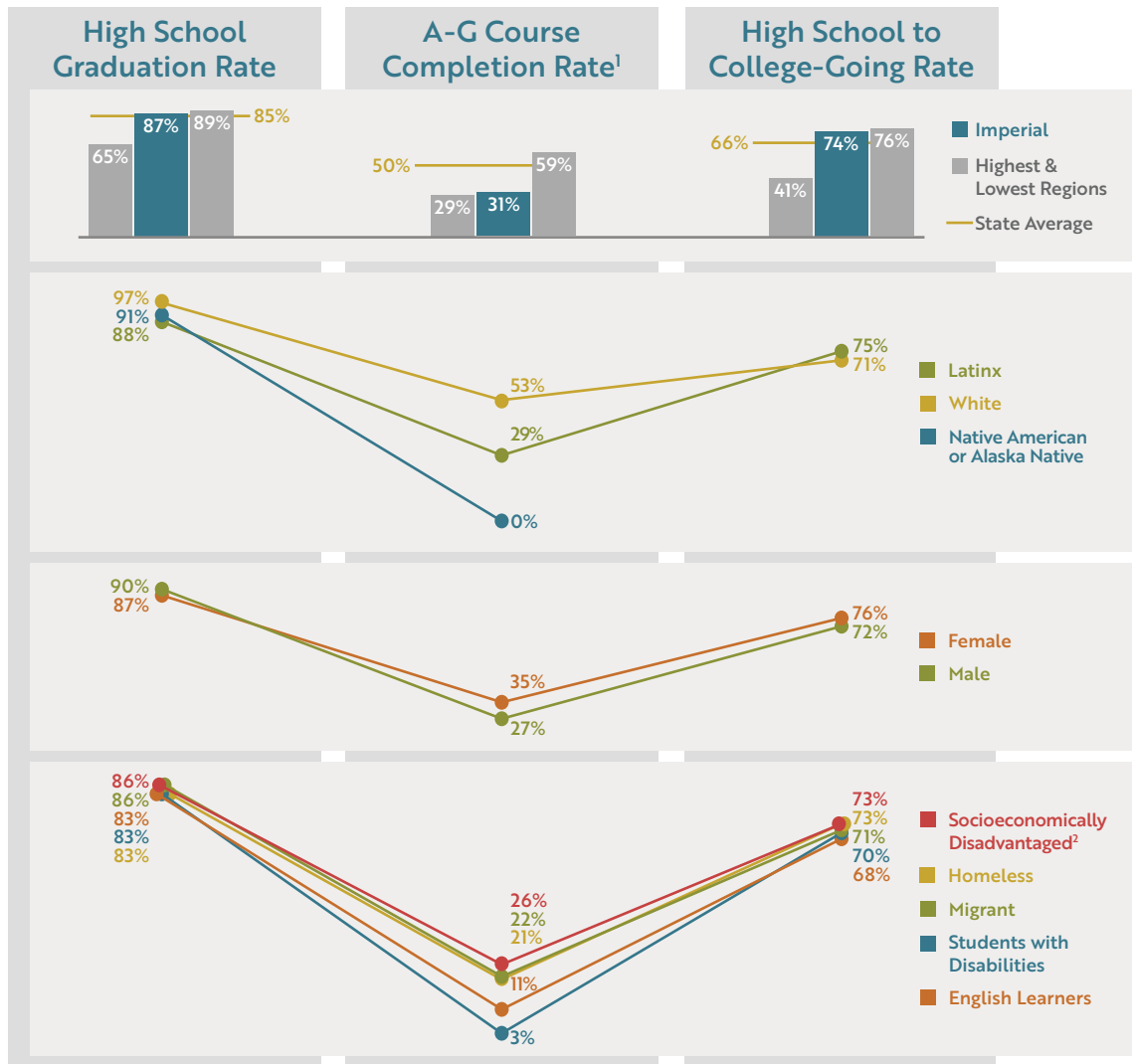
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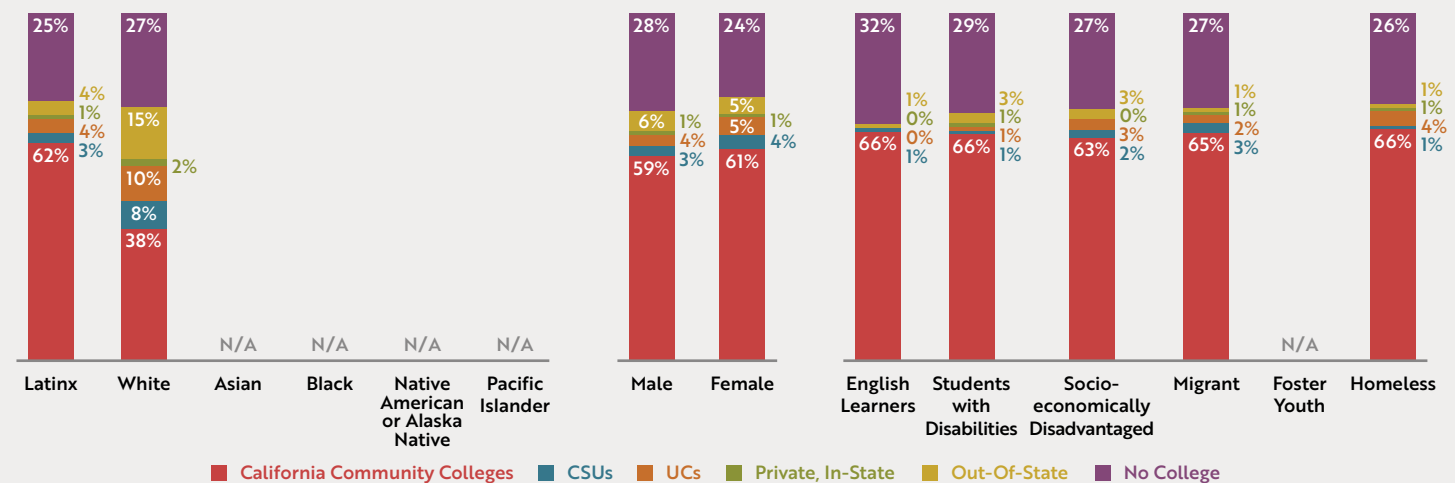
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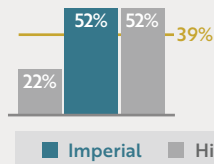


Where Do High School Students Go to College?

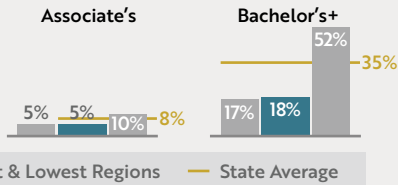


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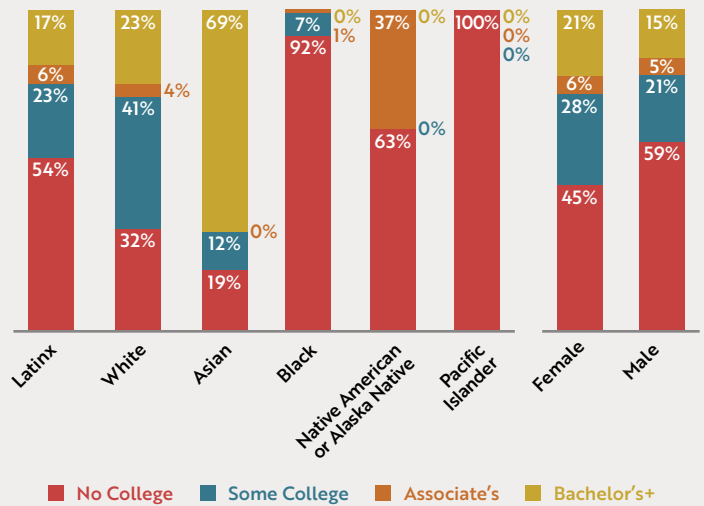
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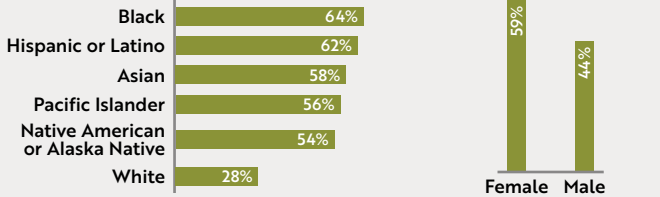
Highest Educational Attainment



What Is the Highest Level of Attainment?

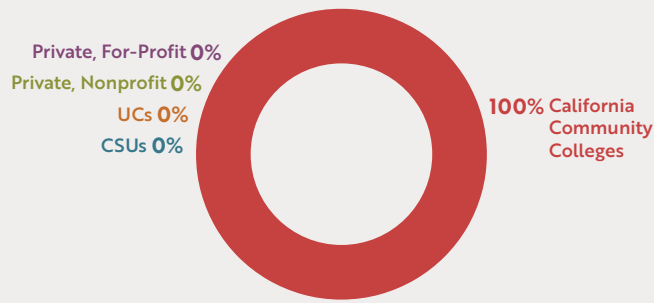


Which Adults (25+) Intend to Enroll in College?



ABOUT COLLEGES IN THIS REGION

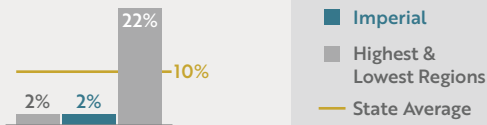
What Does Enrollment at Colleges in this Region Look Like?



Where Are Four-Year College Students?

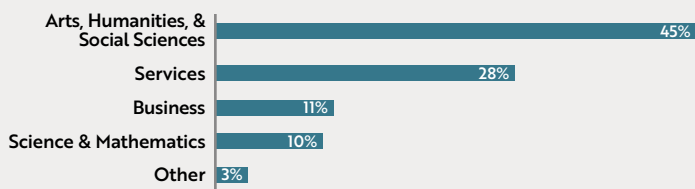
Imperial is one of two regions without public or private four-year colleges or universities. For this reason, none of the students attending college in this region are enrolled in a California State University campus, University of California campus, or other four-year institution. As shown on the previous page, some Imperial residents do enroll in four-year institutions in other regions after graduating from high school, but attending college far from home is not an option for all students, especially older students who are more likely to be tied to family and work responsibilities. Residents of this region seeking bachelor's degrees might be able to commute to four-year institutions in neighboring regions or enroll online, but these options may not work well for all prospective students. In addition, research shows that most students enroll in colleges close to home and that areas with no four-year institutions have lower levels of educational attainment.

Online Enrollment Rate<sup>1</sup>

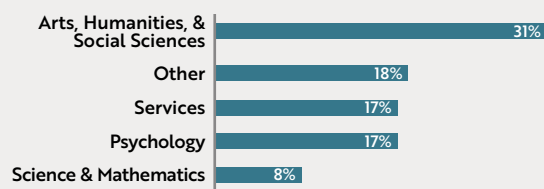


What Are the Most Commonly Completed Programs at Colleges in the Region?

Certificates

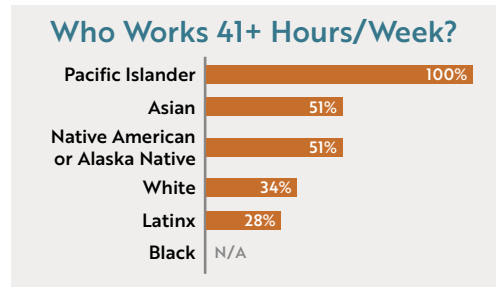
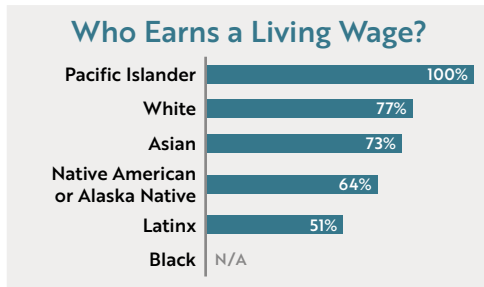
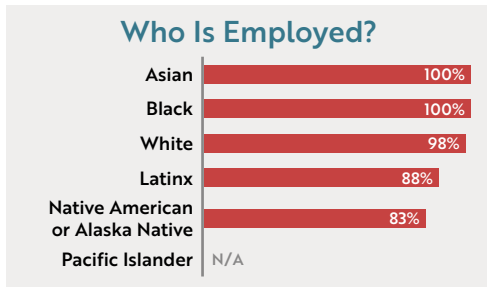


Associate's Degree



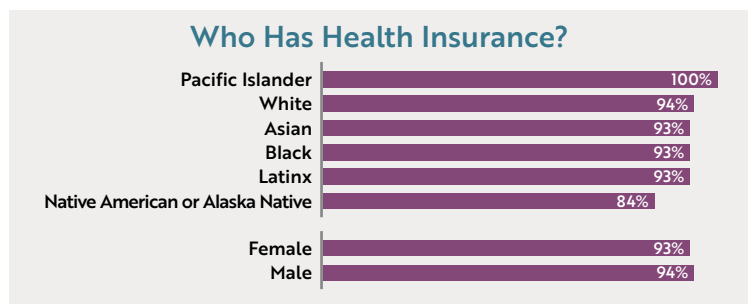
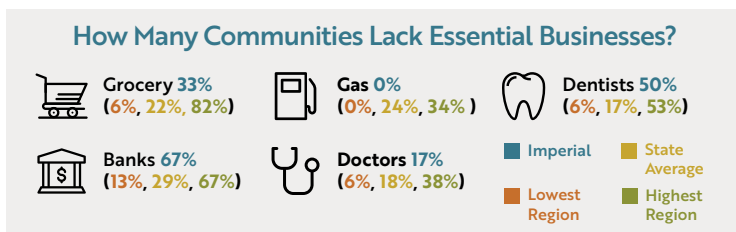
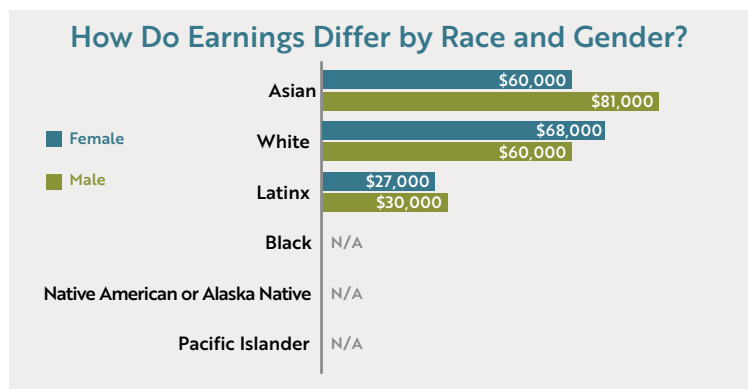
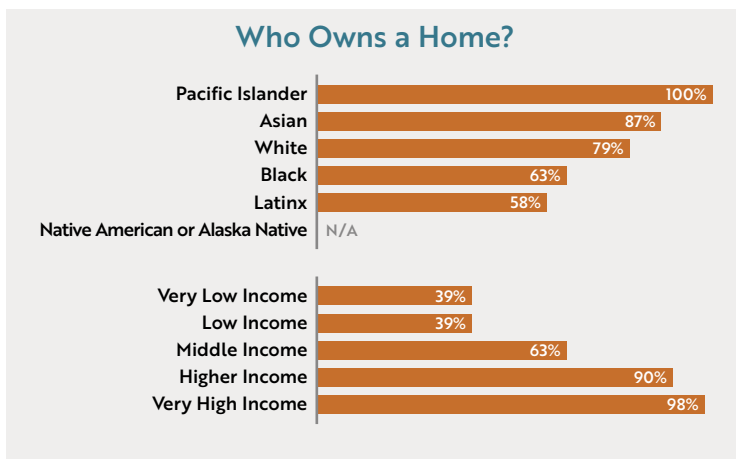
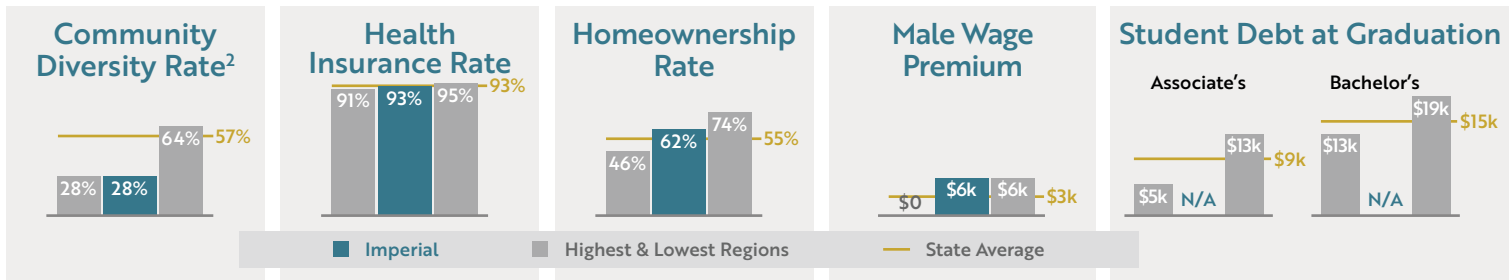
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 83 percent of Native American and Alaska Native residents and 88 percent of Latinx residents being employed, compared to 98+ percent of other groups. Moreover, while access to employment is critical, earning a living wage is also important. Fifty-five percent of Imperial residents earn a living wage compared to the state average of 64 percent.



PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
 2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.



# POSTSECONDARY TO PROSPERITY

## INLAND EMPIRE



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

Inland Empire’s population makes up 12 percent of the state population. This region is home to twelve California Community Colleges (CCC), one California State University (CSU), and one University of California (UC) campus. High school graduation, A-G completion, and college-going rates for this region all fall below the state average. While 59 percent of high school graduates go directly to college, only roughly 35 percent of English language learners, students with disabilities, and foster youth fall into this category. While associate’s degree attainment surpasses the state average, bachelor’s degree attainment is 40 percent less than the state average. Only 11 percent of Latinx residents hold a bachelor’s degree compared to 30 percent of White residents. Forty-two percent of adults in this region express an interest in pursuing postsecondary education compared to the state average of 39 percent.

While Inland Empire’s employment rate falls just below the state average, its residents are slightly more likely than other Californians to earn a living wage. However, the ability to earn a living wage, have health insurance, or own a home all differ by racial and ethnic group. Ninety-three percent of Latinx residents are employed, but 53 percent earn a living wage, 89 percent have health insurance, and 56 percent own a home. In contrast, 95 percent of White residents are employed, with 73 percent earning a living wage, 95 percent having health insurance, and 72 percent owning a home. Employment alone does not secure residents’ well-being or ability to build wealth through homeownership.

**POPULATION**  
4,581,109

**COUNTIES**  
Riverside, San Bernardino

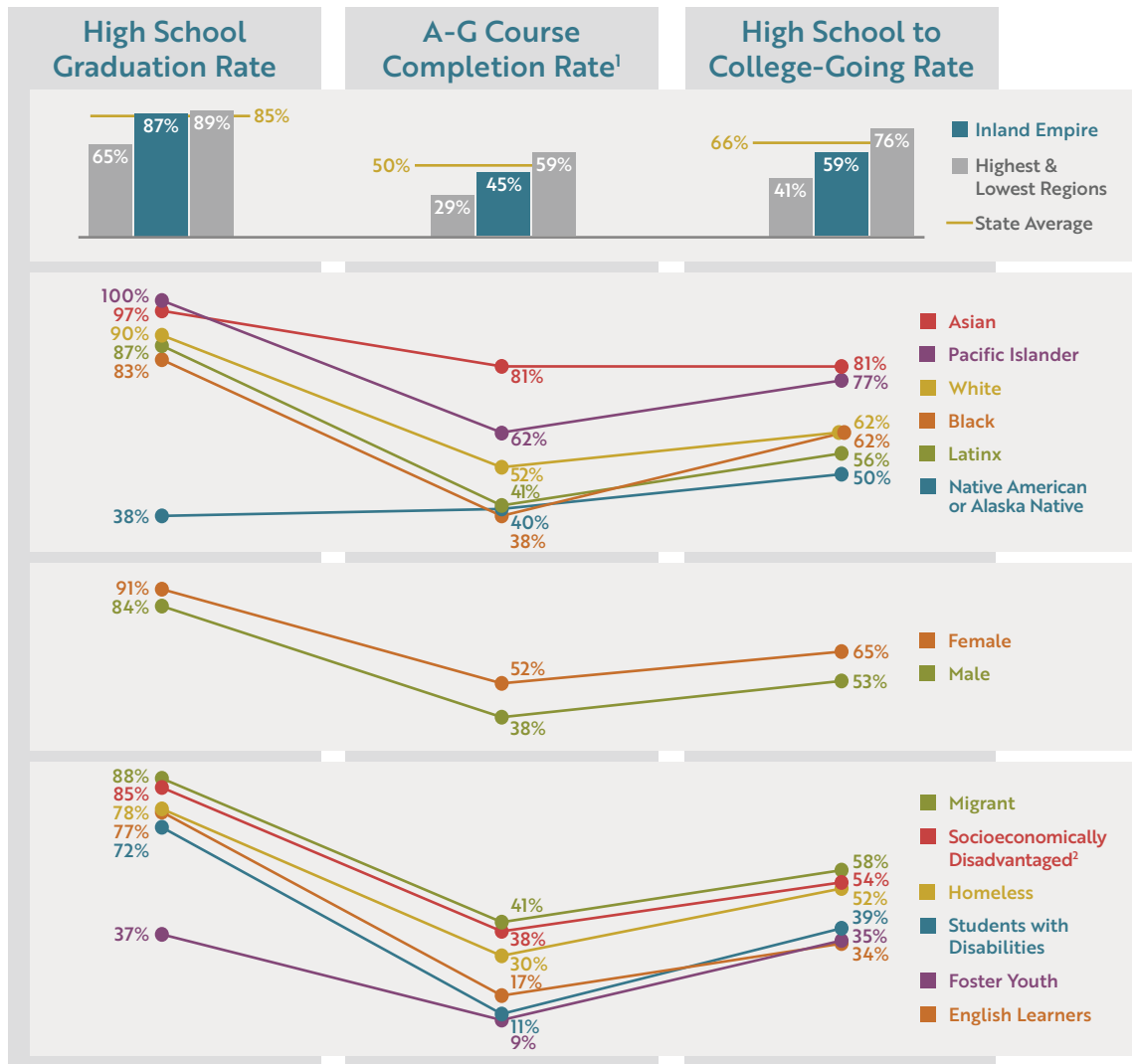
**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

1. Some metrics are based on very small sample sizes, which may not provide reliable estimates of the population. These results should be interpreted with caution. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).

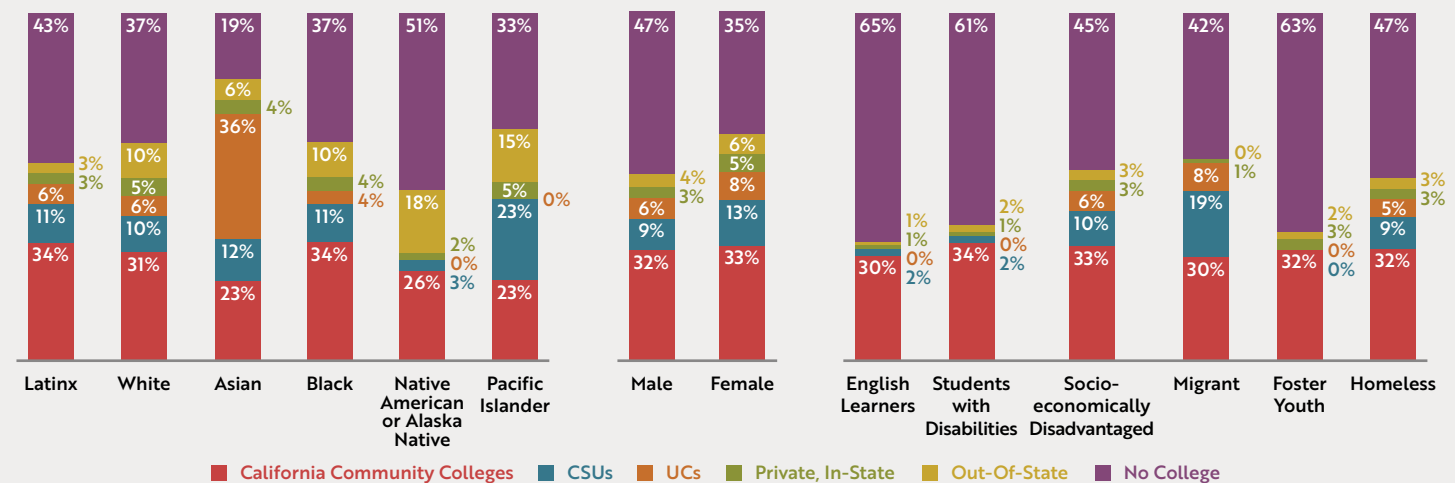
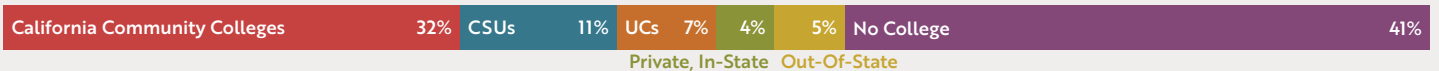
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

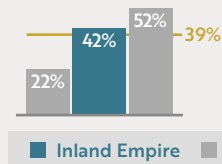


### Where Do High School Students Go to College?

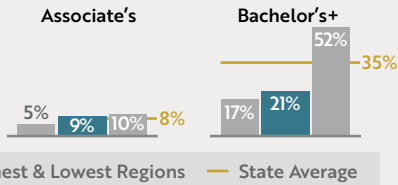


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
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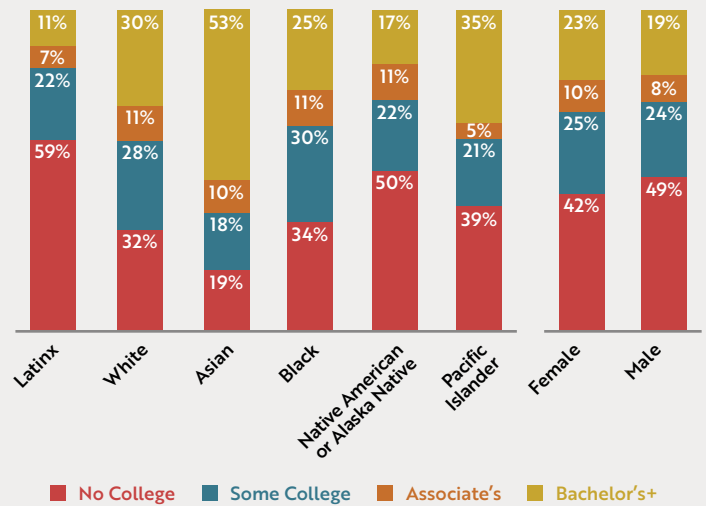
Adult (25+) Intent to Enroll



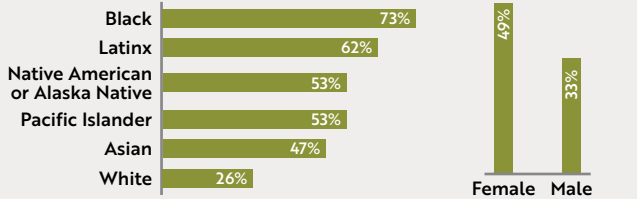
Highest Educational Attainment



What Is the Highest Level of Attainment?

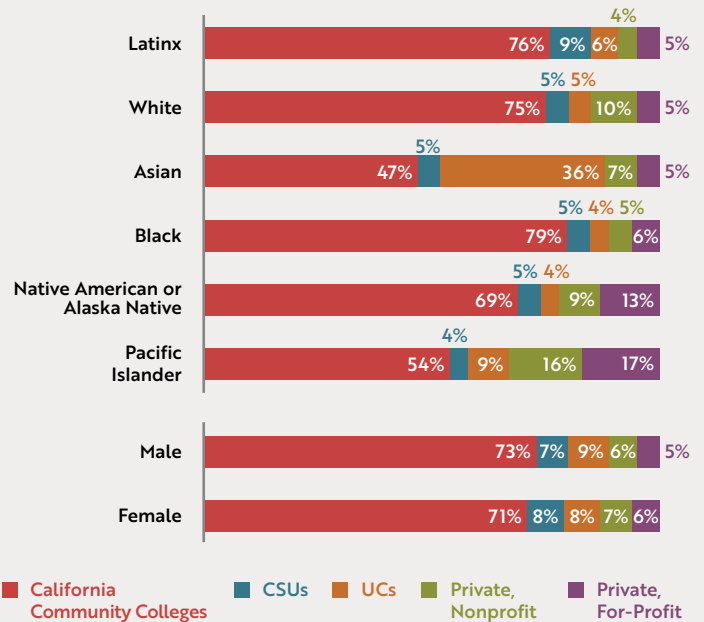
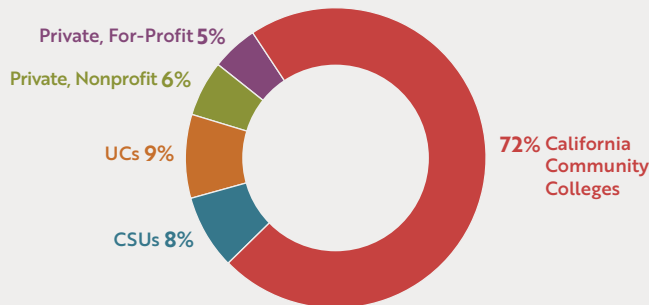


Which Adults (25+) Intend to Enroll in College?

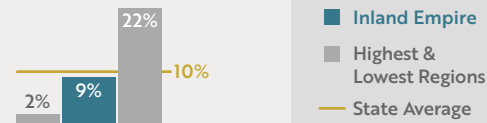


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

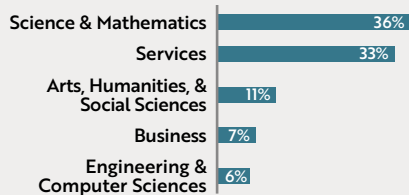


Online Enrollment Rate<sup>1</sup>

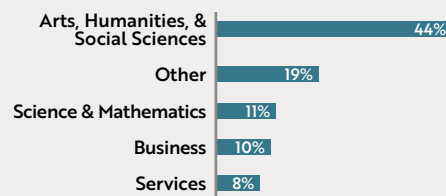


What Are the Most Commonly Completed Programs at Colleges in the Region?

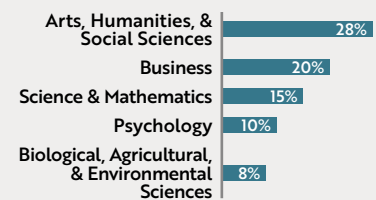
Certificates



Associate's Degree

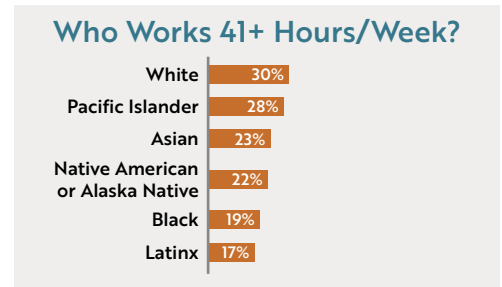
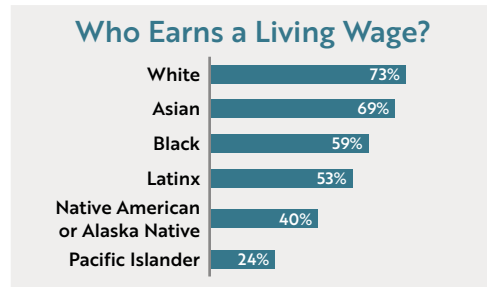
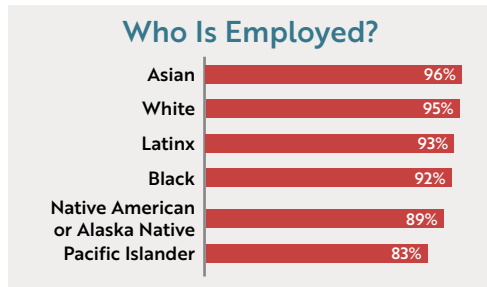
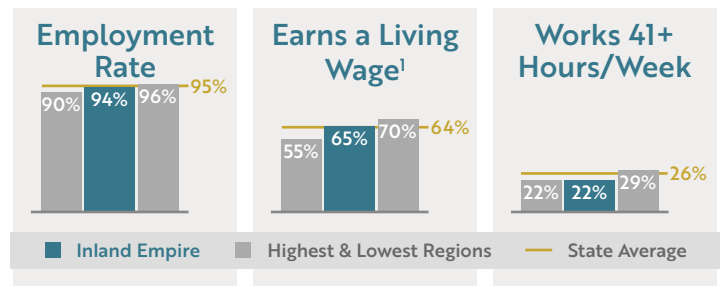


Bachelor's Degree



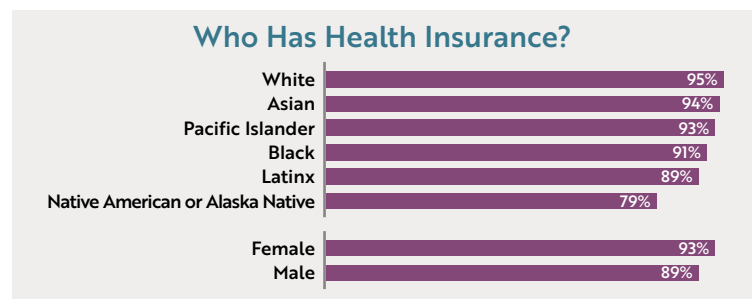
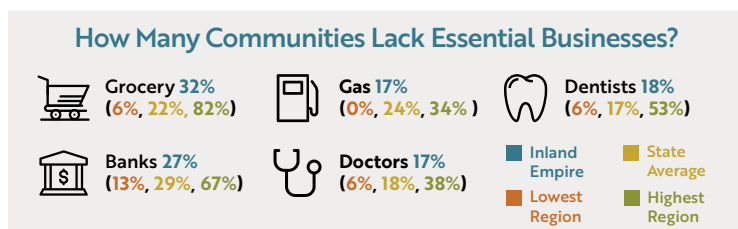
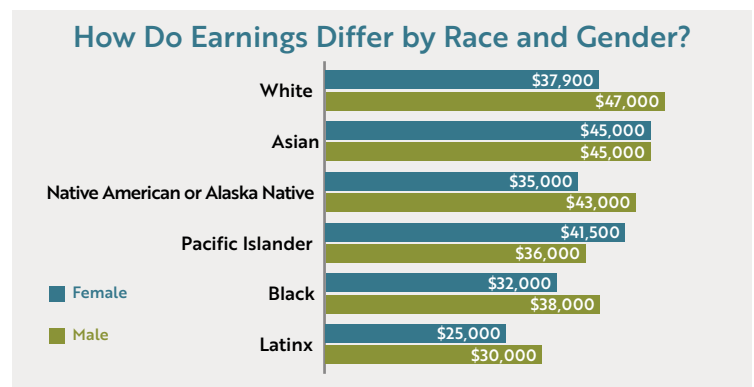
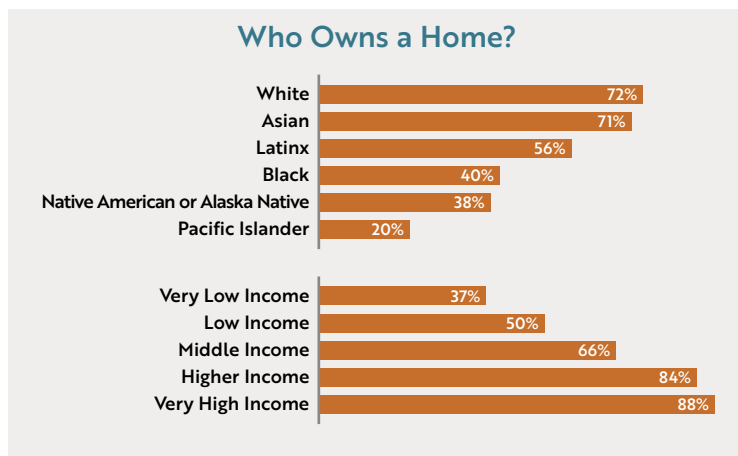
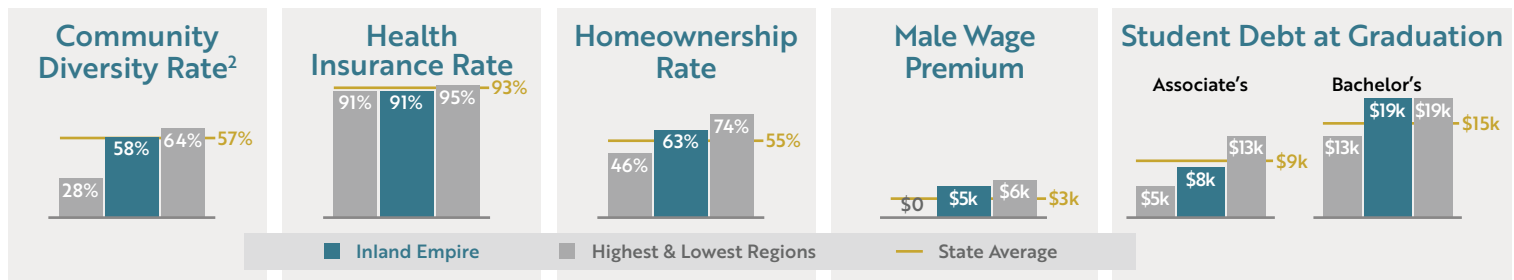
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are slightly less than the state average. Additionally, racial and ethnic differences in employment exist with 93 percent of Latinx residents being employed, compared to 95+ percent of White and Asian residents. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-five percent of Inland Empire residents earn a living wage compared to the state average of 64 percent.



# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



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# POSTSECONDARY TO PROSPERITY

## LOS ANGELES



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

**L**os Angeles County, home to the state’s most populous city, makes up 27 percent of the state population. This region is home to twenty-one California Community Colleges (CCC), five California State Universities (CSU), and one University of California (UC) undergraduate campus. High school graduation and college-going rates are slightly lower than the state average and differ across racial and ethnic groups. On the other hand, the region’s high school students surpass the state average in the percentage who complete the courses required to attend the CSU and UC. Though 63 percent of high school graduates enroll in college, only 30 percent of Native American and Alaska Native students fall into this category. Attainment rates are 3 percent lower than the state average, but White and Asian residents are nearly twice as likely to hold a bachelor’s degree compared to other racial and ethnic groups. Despite meeting the state’s average for employment rate, Los Angeles County’s residents are 6 percent less likely to earn a living wage compared to the statewide average. Such disparities create inconsistencies in opportunity. While 88 percent of Native Americans and Alaska Native residents are employed, 7 percent less than the state average, only 44 percent earn a living wage. Similar rates exist for Pacific Islander and Latinx residents who have much higher employment rates (92% and 95%, respectively) compared to their ability to earn a living wage (43% and 44%, respectively). Homeownership rates for the region are 16 percent less than the statewide average, and who owns a home differs by race and ethnicity. More than 50 percent of White and Asian residents are homeowners compared to 32 percent of Black residents. Los Angeles’ residents are also less likely to have health insurance than Californians as a whole.

### POPULATION

10,162,069

### COUNTIES

Los Angeles

### ABOUT THE DATA<sup>1</sup>

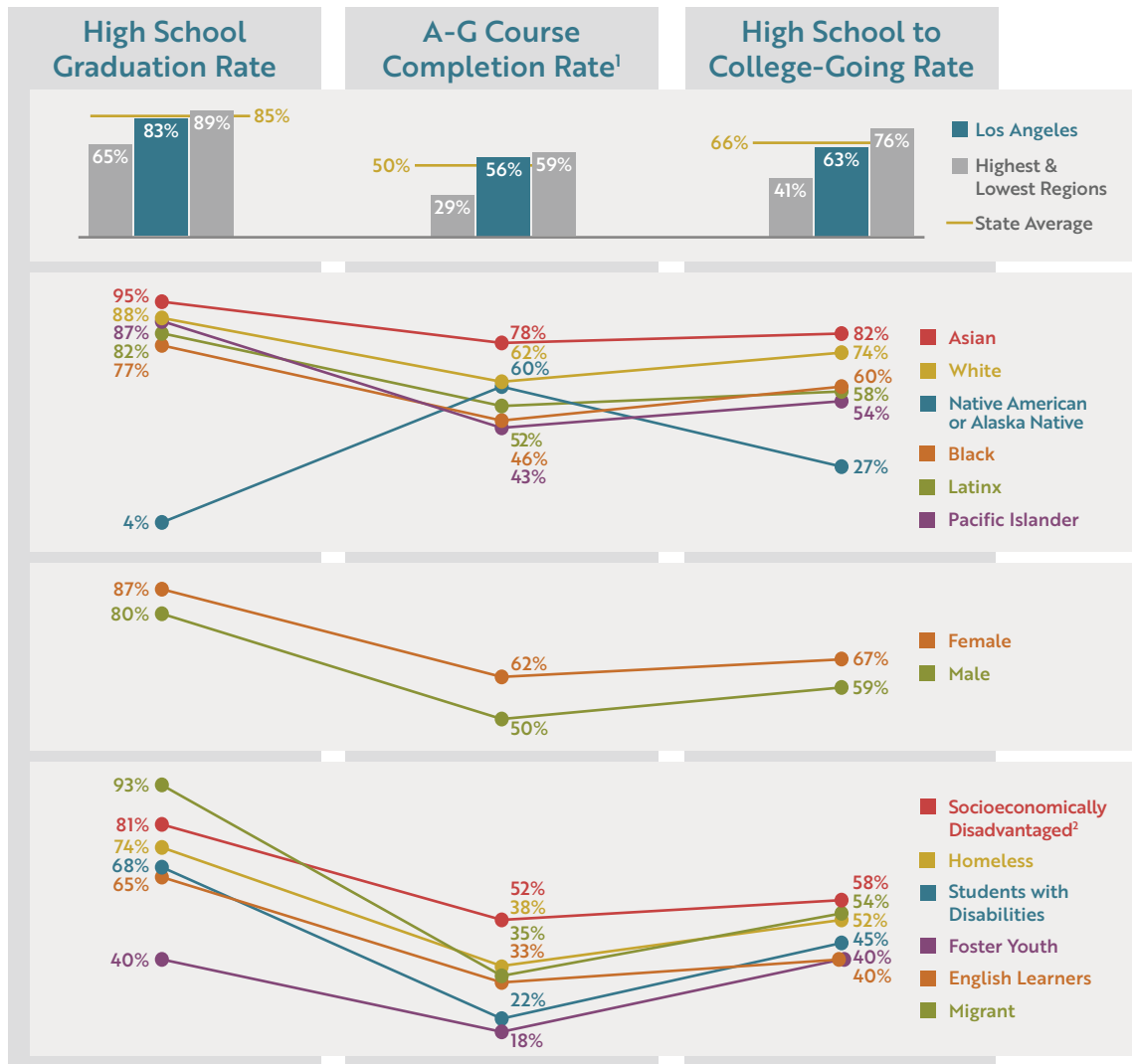
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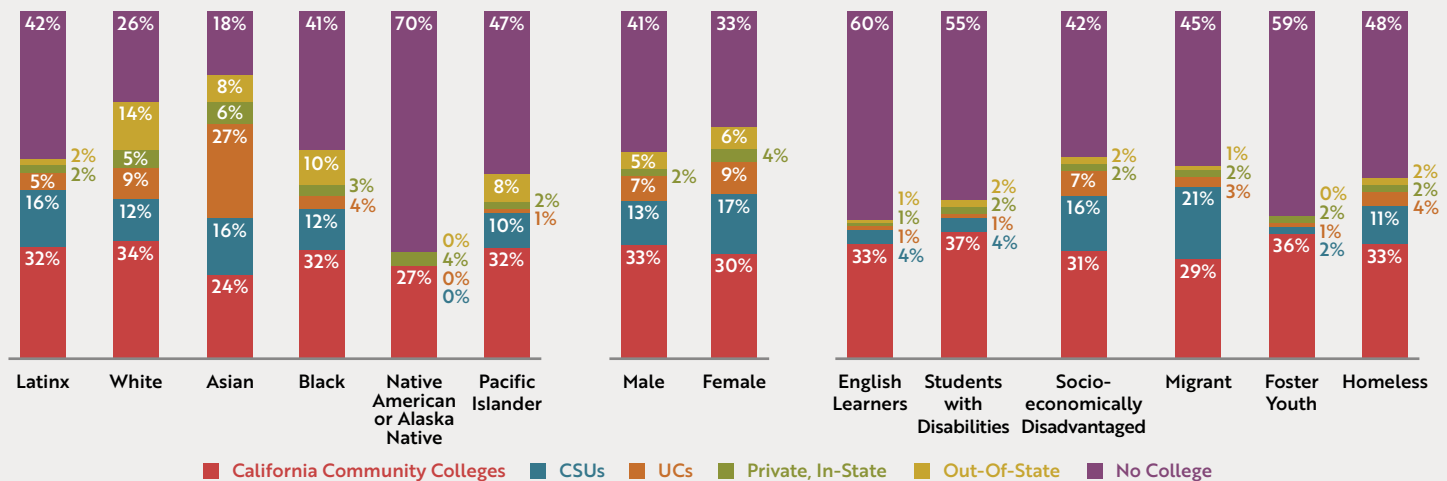
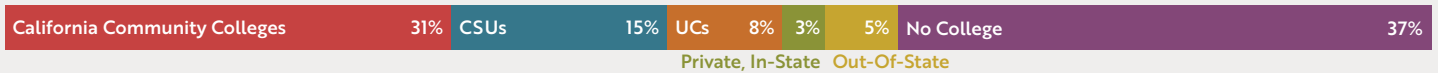
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

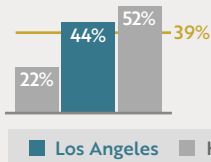


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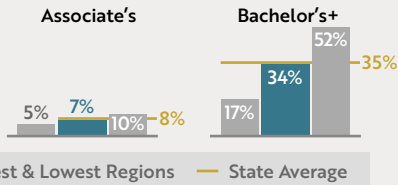


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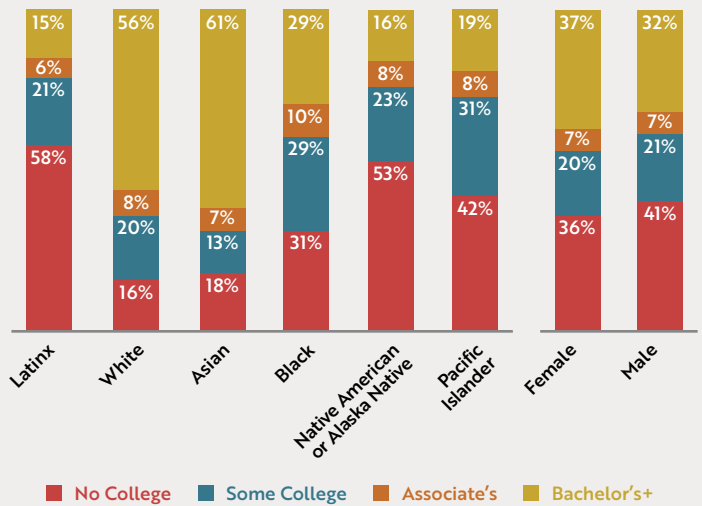
Adult (25+) Intent to Enroll



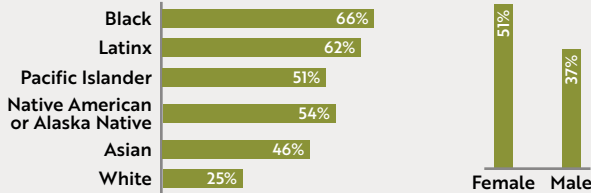
Highest Educational Attainment



What Is the Highest Level of Attainment?

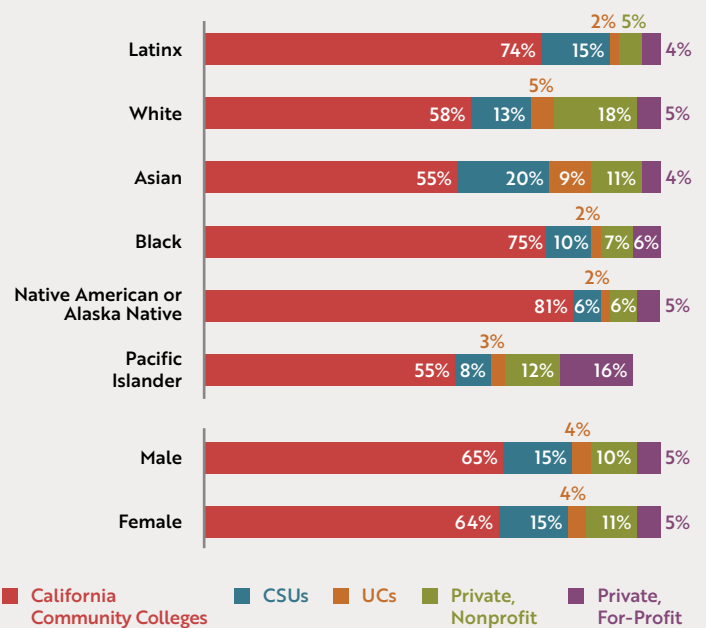
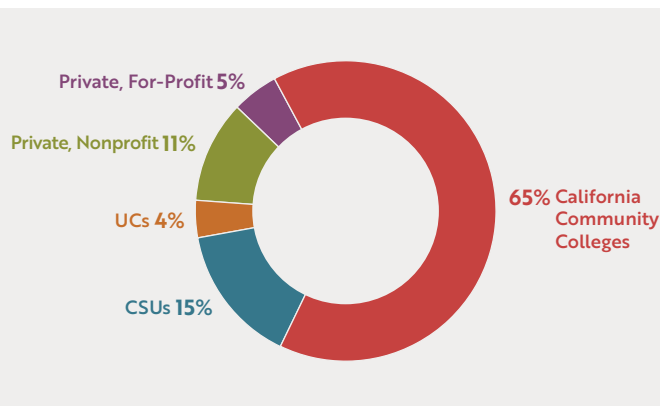


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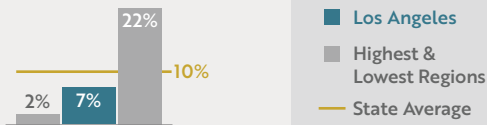


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

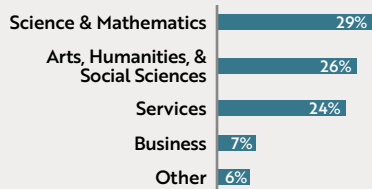


Online Enrollment Rate<sup>1</sup>

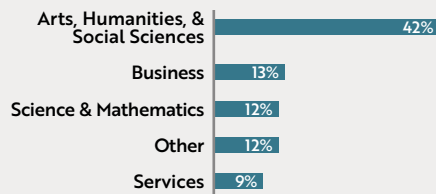


What Are the Most Commonly Completed Programs at Colleges in the Region?

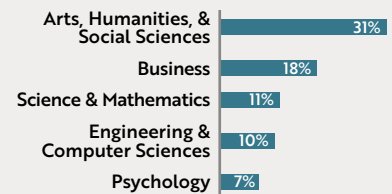
Certificates



Associate's Degree

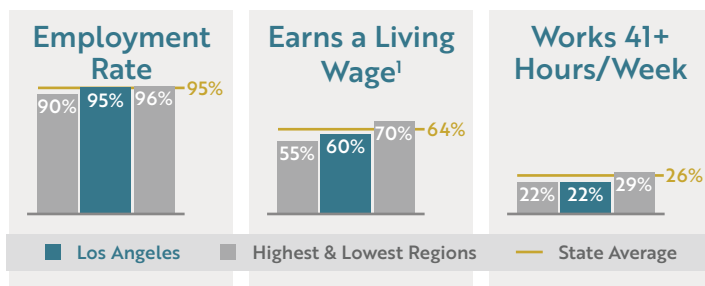


Bachelor's Degree

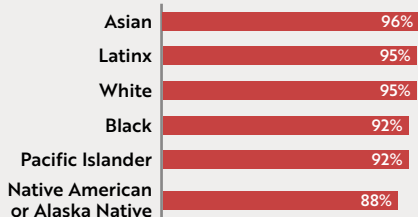


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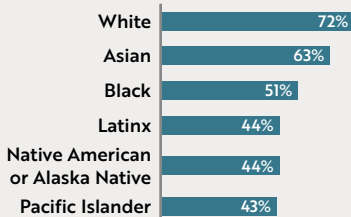
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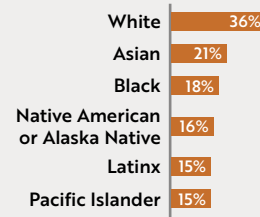
## Who Is Employed?



## Who Earns a Living Wage?



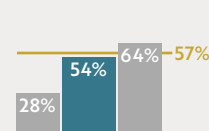
## Who Works 41+ Hours/Week?



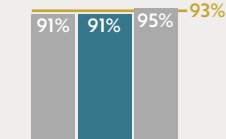
# PROSPERITY

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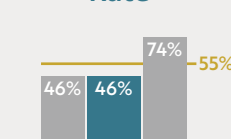
## Community Diversity Rate<sup>2</sup>



## Health Insurance Rate



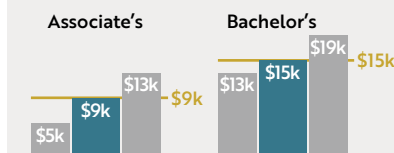
## Homeownership Rate



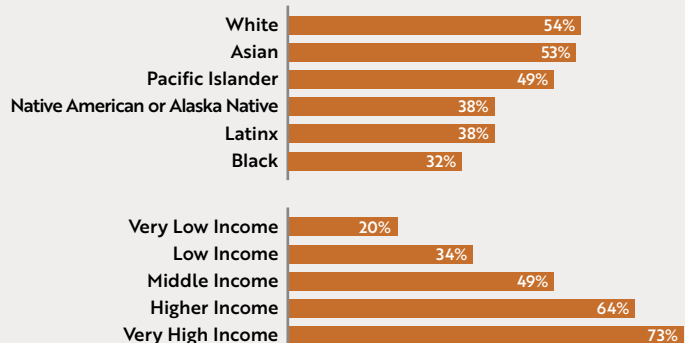
## Male Wage Premium



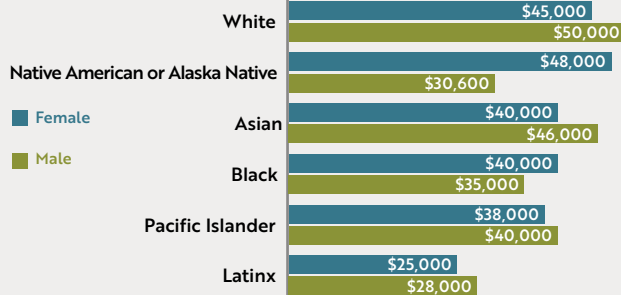
## Student Debt at Graduation



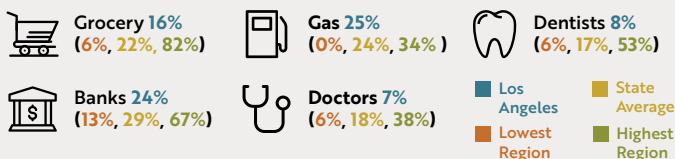
## Who Owns a Home?



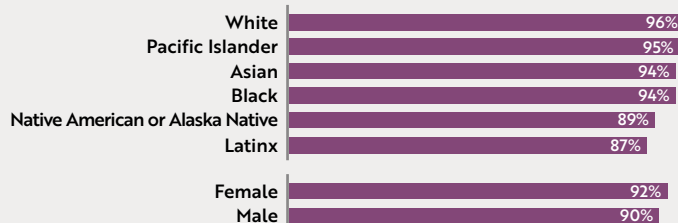
## How Do Earnings Differ by Race and Gender?



## How Many Communities Lack Essential Businesses?



## Who Has Health Insurance?

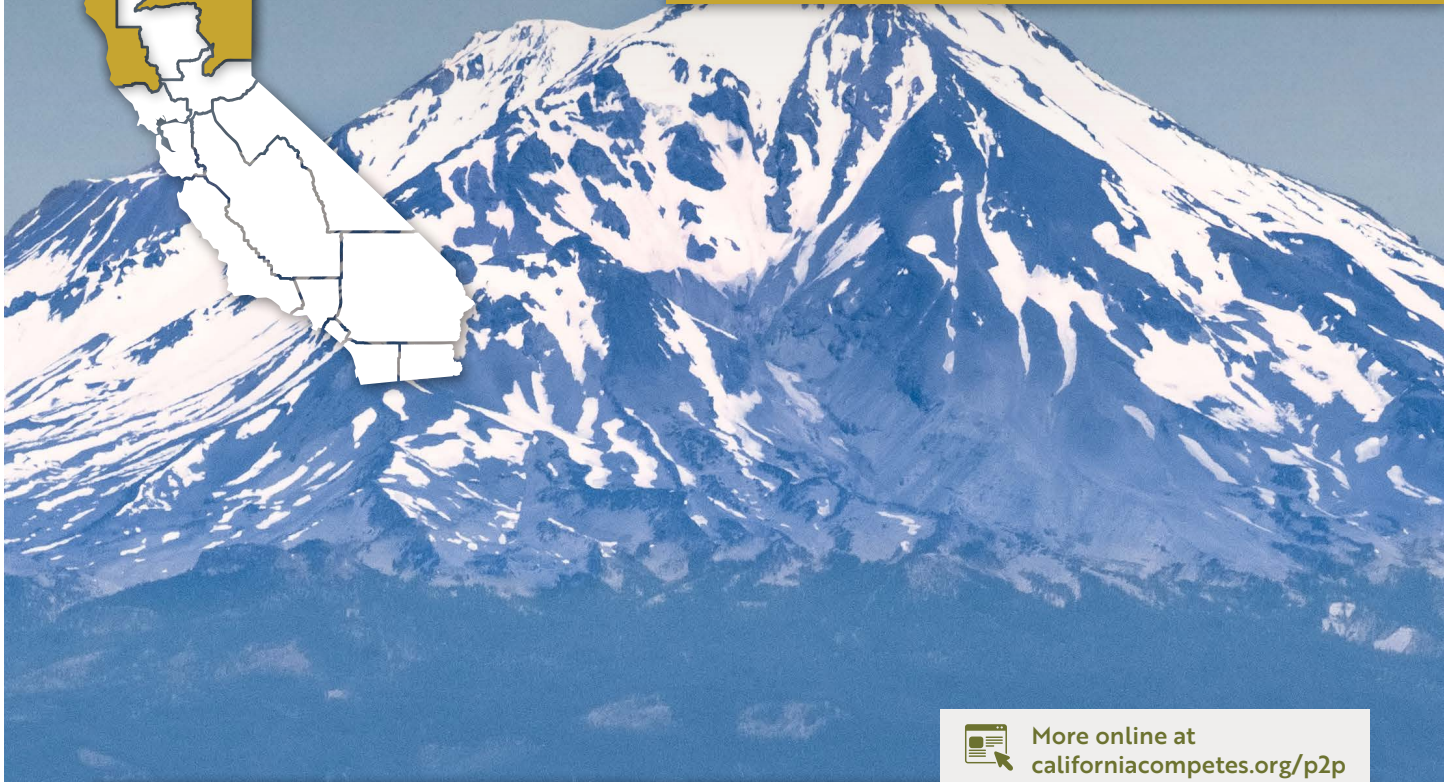


1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
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# POSTSECONDARY TO PROSPERITY

## NORTH-FAR NORTH



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

California's North-Far North region's population makes up roughly 2 percent of the state population. This region is home to six California Community Colleges and one California State University (CSU). Only half of high school graduates in this region go directly to college, with few students attending a CSU (3%) and even fewer attending a UC campuses (1%). Bachelor's degree attainment rates are 28 percent lower than the statewide average. Black and Latinx students in particular are less likely to go directly to college or earn a bachelor's degree compared to other students. Still, the employment rate surpasses the statewide average of 95 percent for most racial and ethnic groups. However, Native American and Alaska Native residents are much less likely to be employed. Nearly two-thirds of residents earn a living wage, similar to the state average, but this proportion differs dramatically across racial and ethnic groups. Similarly, homeownership rates are higher in the North-Far North but also differ by race and income, demonstrating disparate opportunity to build wealth through homeownership. Black residents, for example, have a high employment rate (98%) and the greatest likelihood of earning a living wage (68%), but only 45 percent own a home.

### POPULATION

702,906

### COUNTIES

Humboldt, Lake, Mendocino, Del Norte, Lassen, Modoc, Nevada, Plumas, Siskiyou, Sierra, Shasta

### ABOUT THE DATA<sup>1</sup>

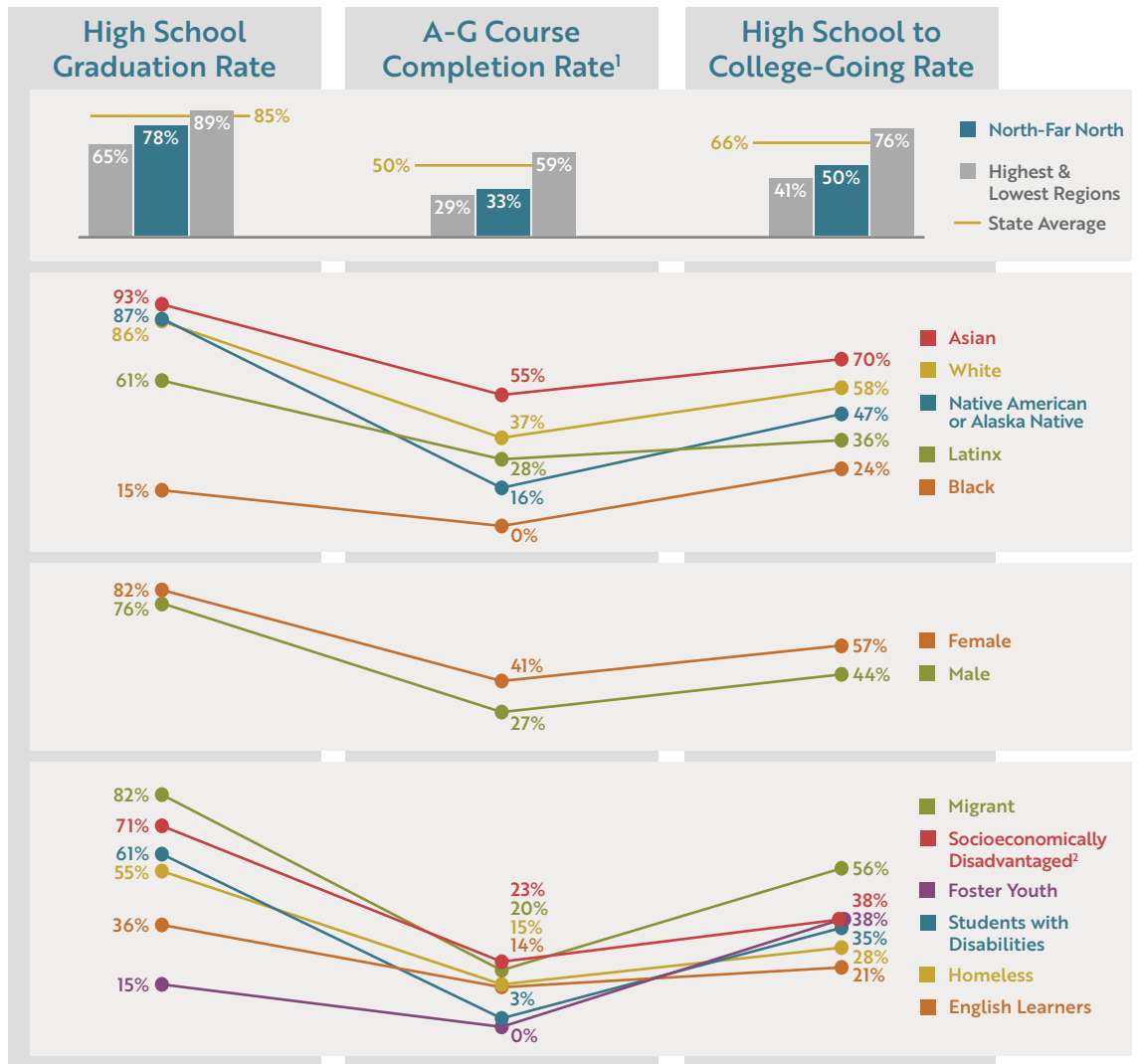
This factsheet uses 8 primary datasets (2017–2020)

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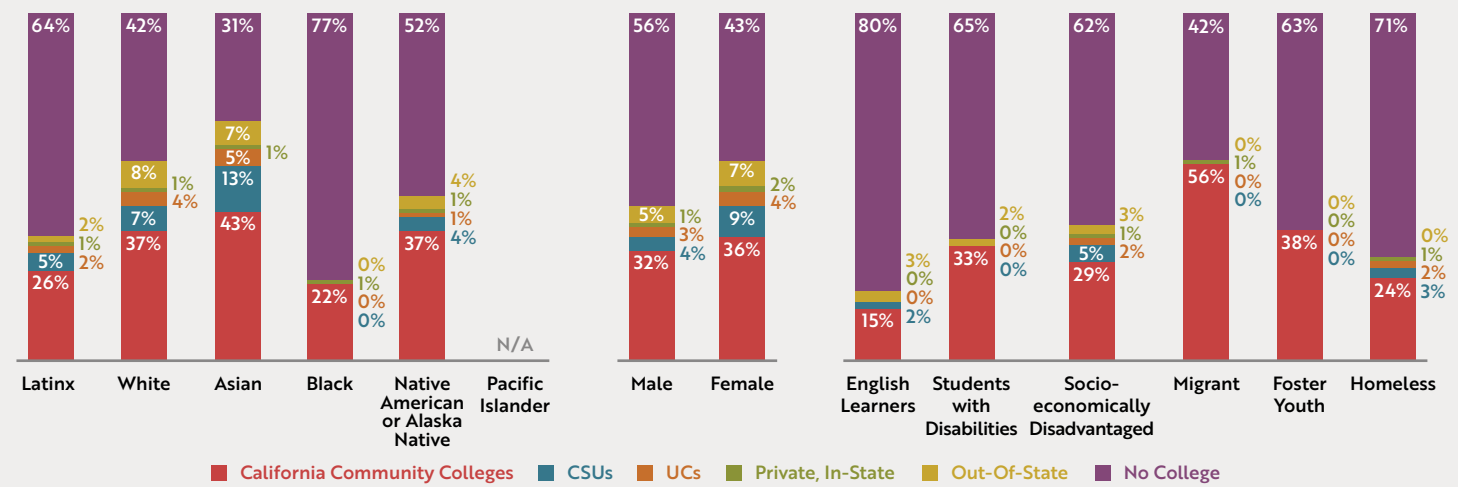
College readiness and access are the first steps to college success. Access to a rigorous college preparatory curriculum is not universal and differences exist in who goes to college and where they go based on demographic characteristics, such as racial/ethnic groups. Homeless, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race/ethnicity.

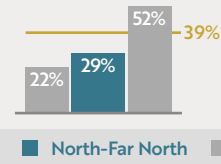


Where Do High School Students Go to College?

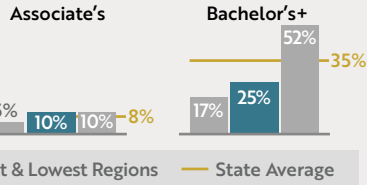


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
 2. Students who do not have a parent who graduated from high school, are eligible for free or reduced-price meals, or are foster, homeless, or migrant youth.

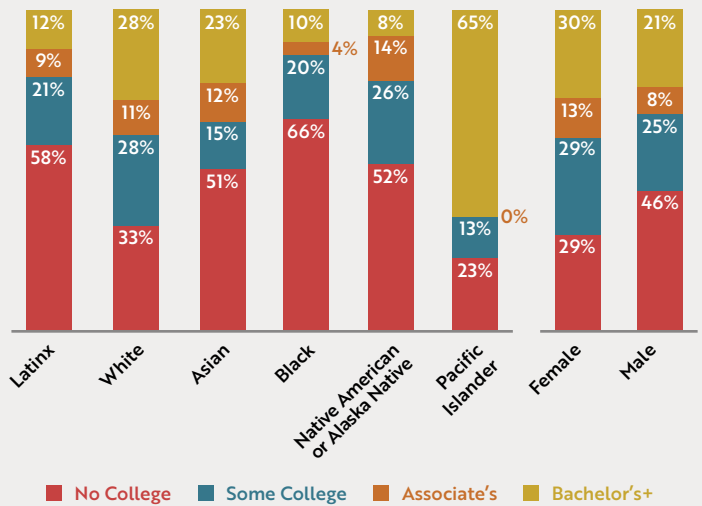
Adult (25+) Intent to Enroll



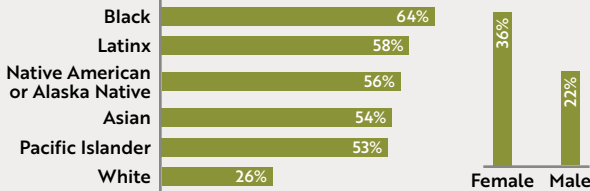
Highest Educational Attainment



What Is the Highest Level of Attainment?

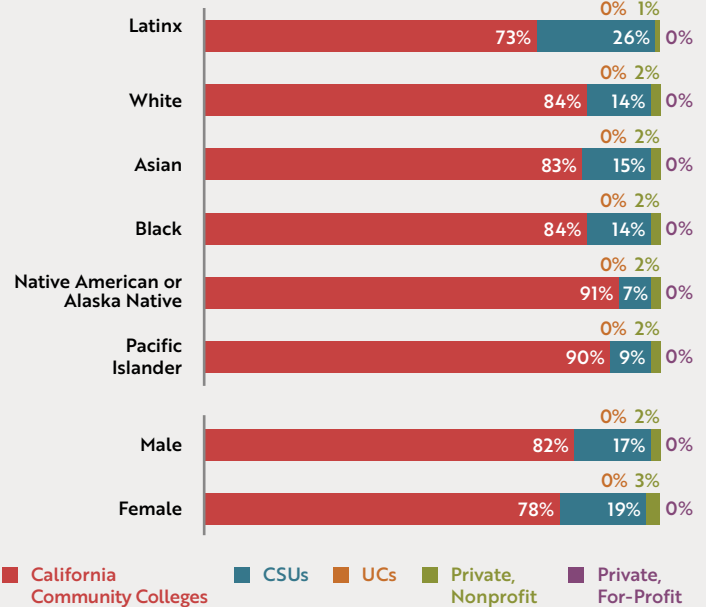
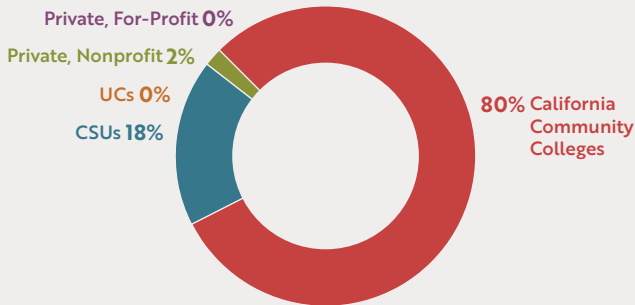


Which Adults (25+) Intend to Enroll in College?

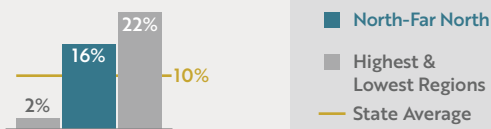


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

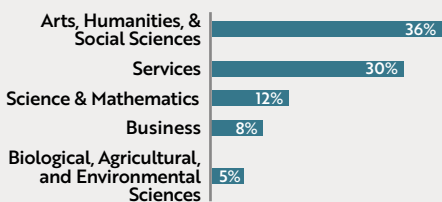


Online Enrollment Rate<sup>1</sup>

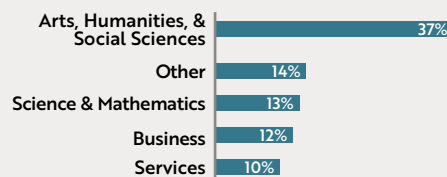


What Are the Most Commonly Completed Programs at Colleges in the Region?

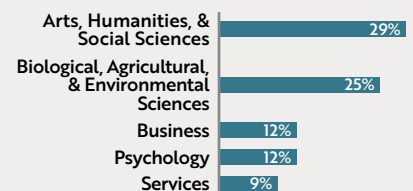
Certificates



Associate's Degree



Bachelor's Degree



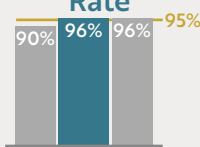
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

# WORKFORCE

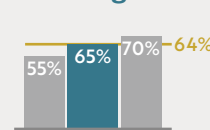
## NORTH-FAR NORTH

Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 87 percent of Native American and Alaska Native residents being employed, compared to 96+ percent of other groups. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-five percent of North-Far North residents earn a living wage compared to the state average of 64 percent.

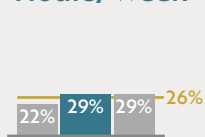
### Employment Rate



### Earns a Living Wage<sup>1</sup>

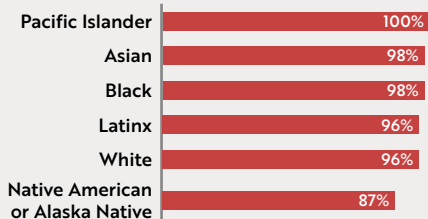


### Works 41+ Hours/Week

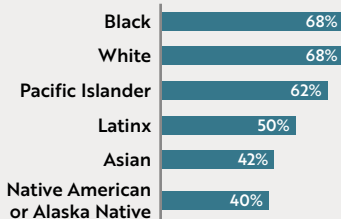


■ North-Far North ■ Highest & Lowest Regions — State Average

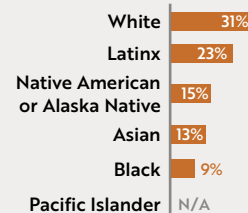
### Who Is Employed?



### Who Earns a Living Wage?



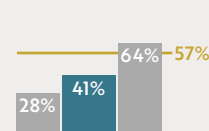
### Who Works 41+ Hours/Week?



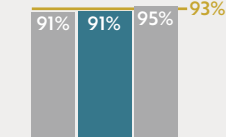
# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.

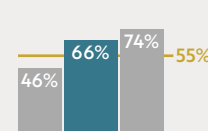
### Community Diversity Rate<sup>2</sup>



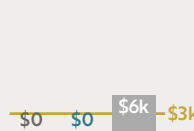
### Health Insurance Rate



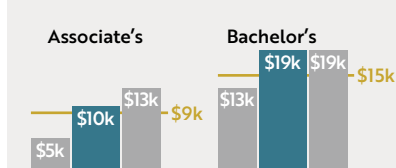
### Homeownership Rate



### Male Wage Premium

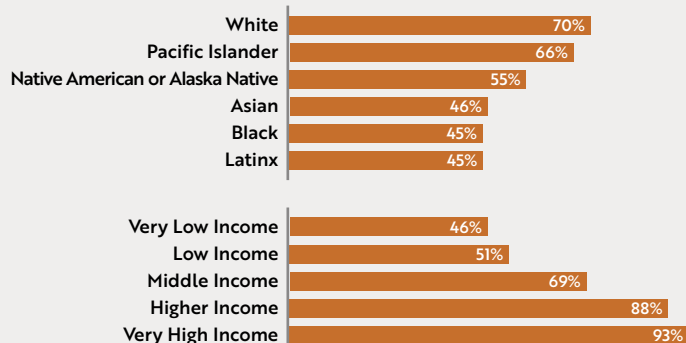


### Student Debt at Graduation

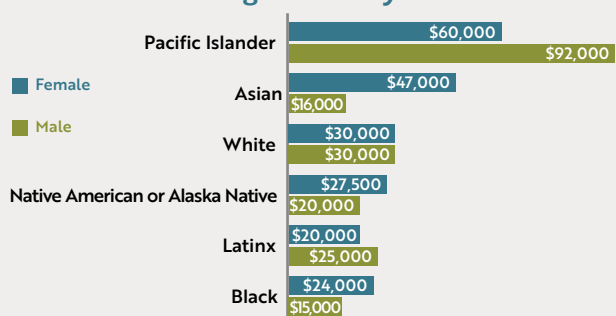


■ North-Far North ■ Highest & Lowest Regions — State Average

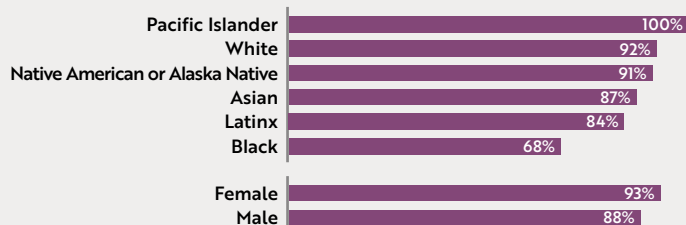
### Who Owns a Home?



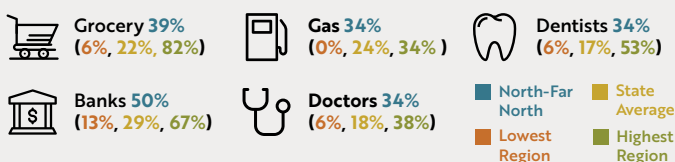
### How Do Earnings Differ by Race and Gender?



### Who Has Health Insurance?



### How Many Communities Lack Essential Businesses?



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.





# POSTSECONDARY TO PROSPERITY

## ORANGE



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

Orange County's population makes up 8 percent of the state population. This region is home to nine California Community Colleges (CCC), one California State University (CSU), and one University of California (UC) undergraduate campus. Orange County's high school graduation, A-G course completion, and college-going rates all surpass the statewide average, but vary across racial and ethnic groups. On the whole, Asian high school graduates and residents do well in postsecondary education and in the workforce. They are roughly 20 percentage points more likely to attend a UC compared to other racial and ethnic groups and have a bachelor's degree attainment rate of 62 percent. However, these rates are much lower for other racial and ethnic groups. Though 76 percent go to college, only 44 percent of Native American and Alaska Native students fall into this category. While the region's bachelor's degree attainment is 20 percent higher than the state average, only 16 percent of Latinx residents hold a four-year degree. In fact, a majority of Latinx residents have no college experience (59%), greater than all other groups.

Employment rates for all residents are similar to the regional average; yet, not everyone earns a living wage or owns a home. While 94 percent of Native American and Alaska Native residents are employed, only 39 percent earn a living wage and only 56 percent own a home. Similar disparities exist for Latinx residents, who also have the lowest health insurance rate (7% lower than the regional average). Though employment rates are high, it does not necessarily secure residents' well-being or ability to build wealth through homeownership. Given the region's higher rate of diversity (4% above the state average), it's crucial to ensure equitable opportunities for all residents.

**POPULATION**  
3,189,883

**COUNTIES**  
Orange

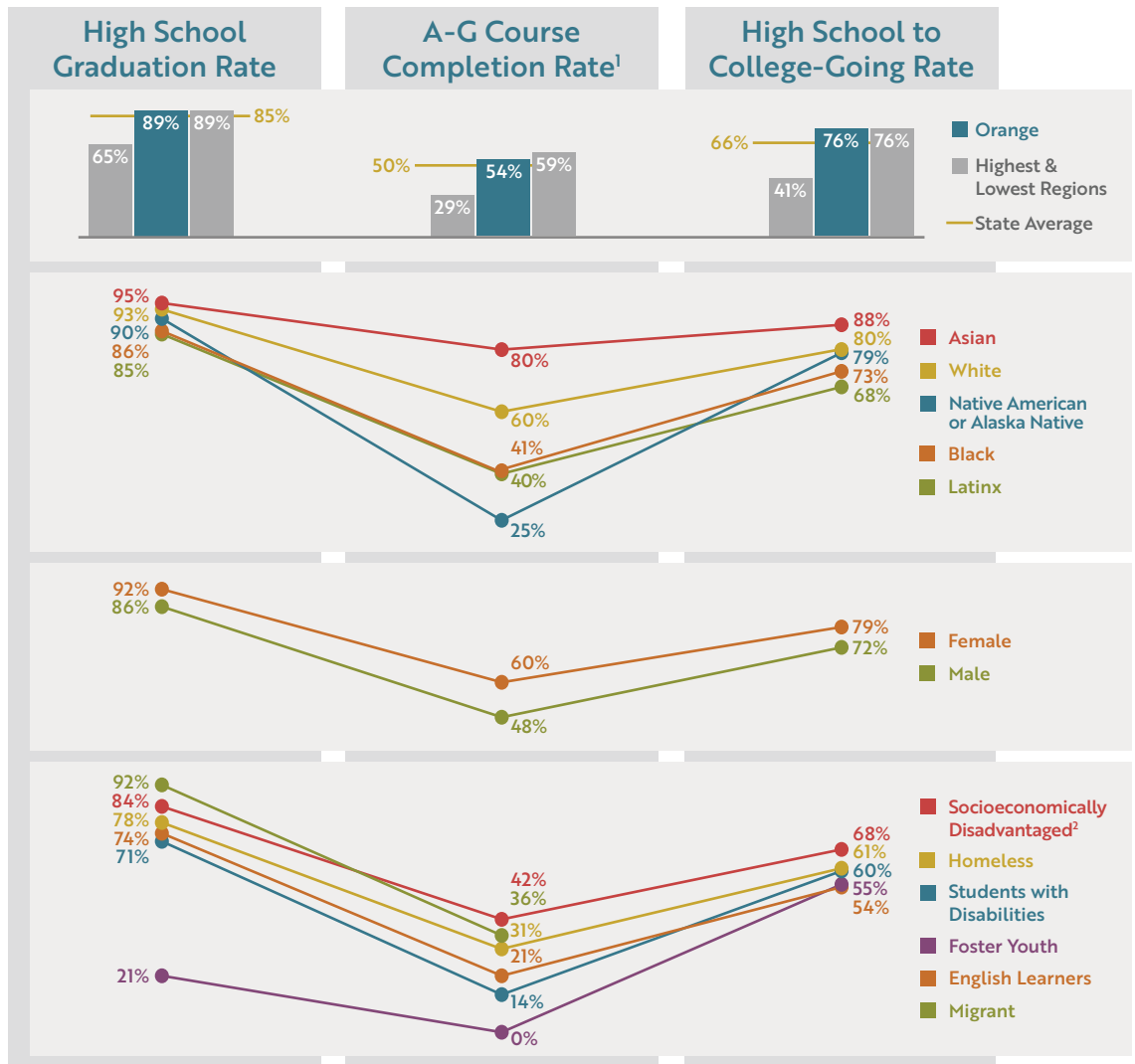
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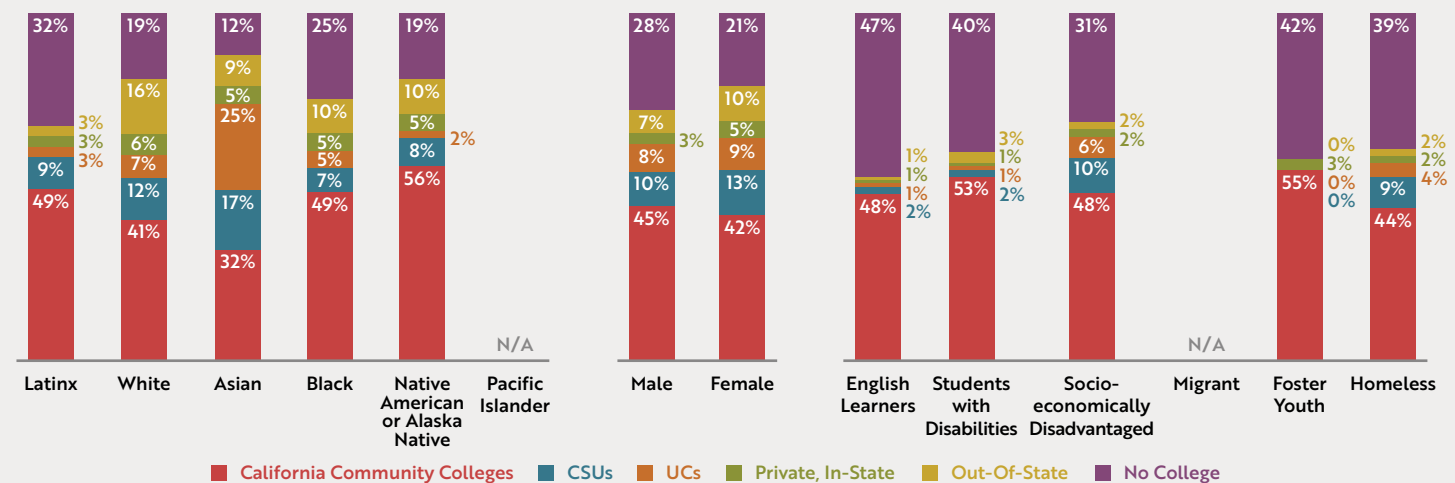
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

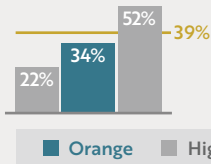


Where Do High School Students Go to College?

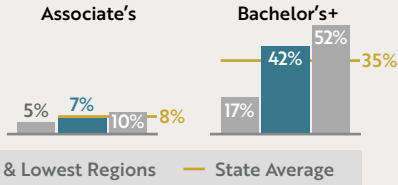


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
 2. Students who do not have a parent who graduated from high school, are eligible for free or reduced-price meals, or are foster, homeless, or migrant youth.

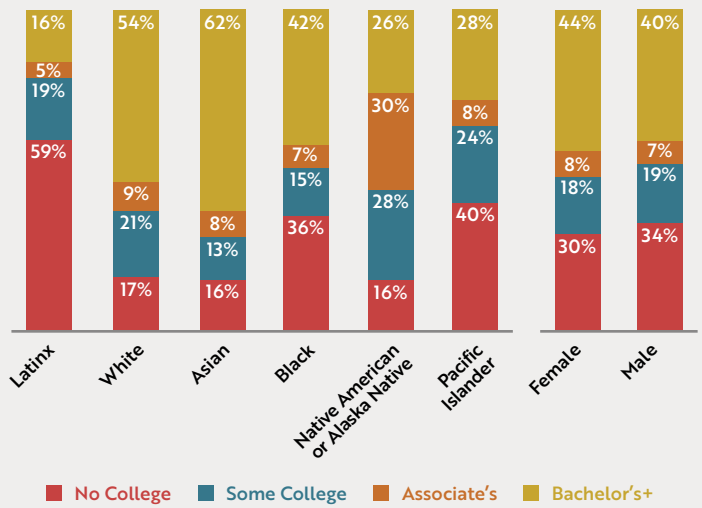
Adult (25+) Intent to Enroll



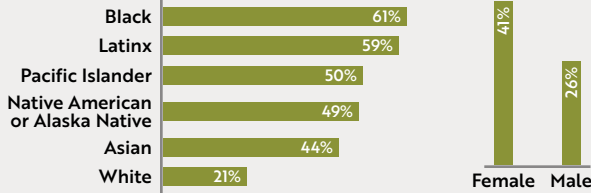
Highest Educational Attainment



What Is the Highest Level of Attainment?

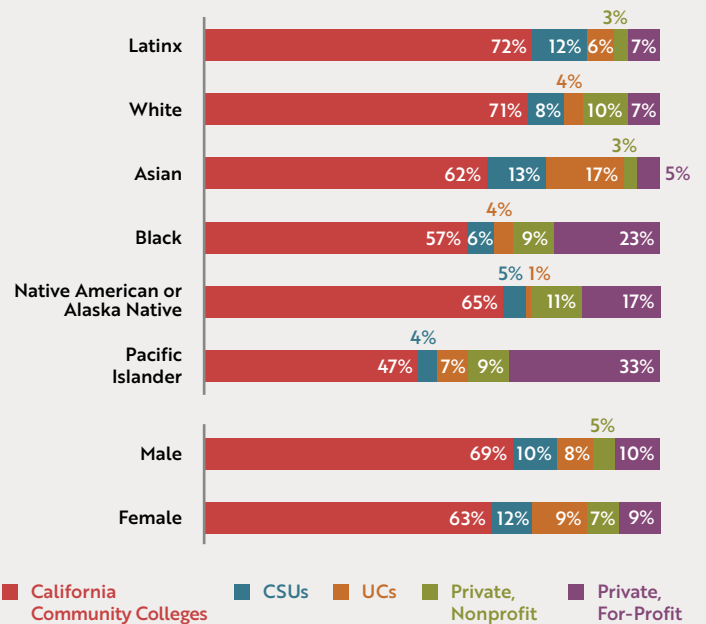
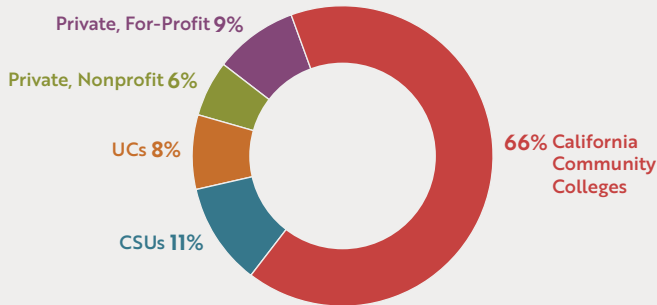


Which Adults (25+) Intend to Enroll in College?

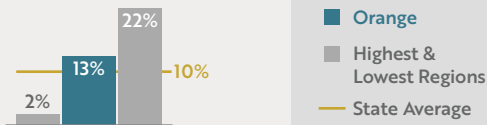


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

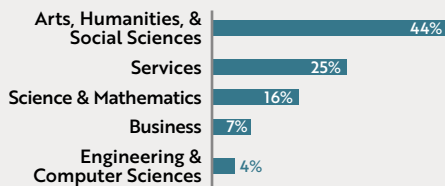


Online Enrollment Rate<sup>1</sup>

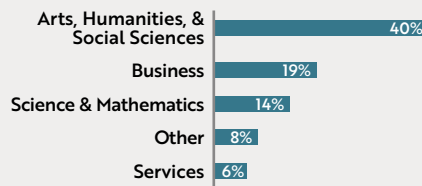


What Are the Most Commonly Completed Programs at Colleges in the Region?

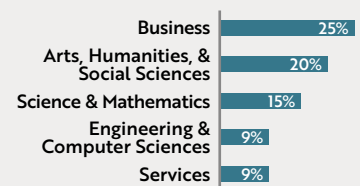
Certificates



Associate's Degree

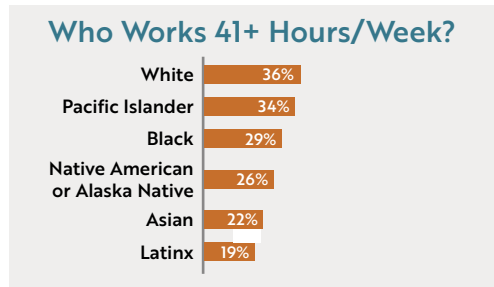
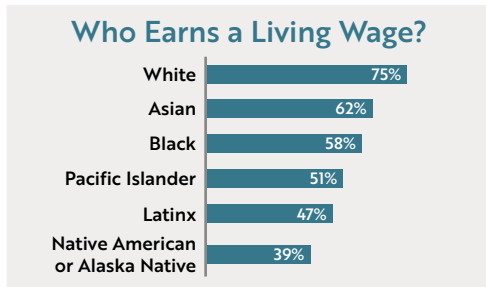


Bachelor's Degree



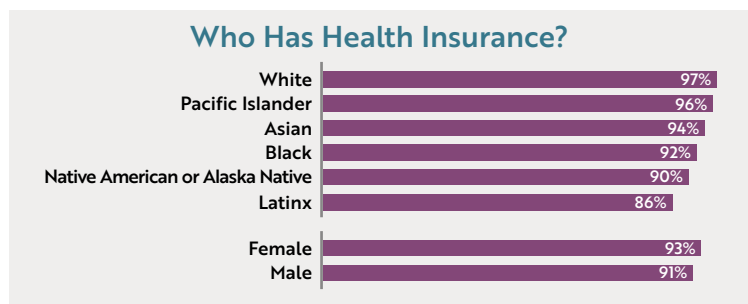
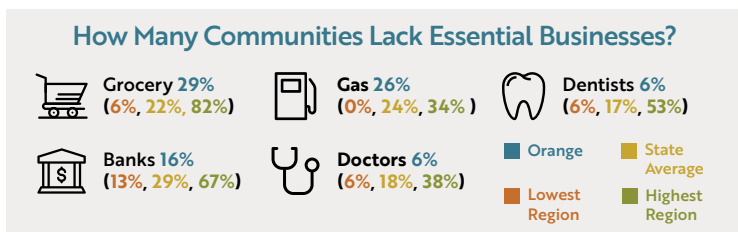
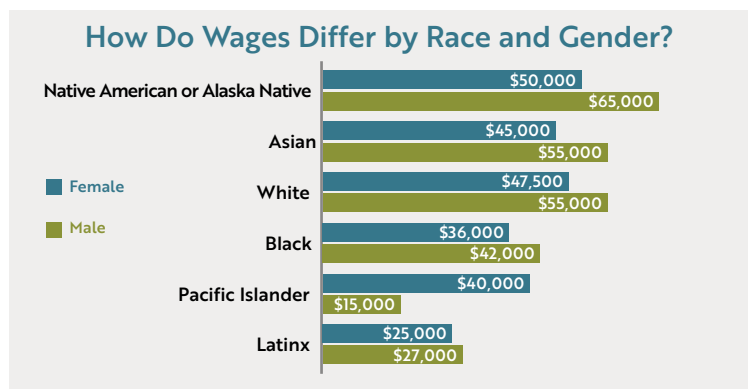
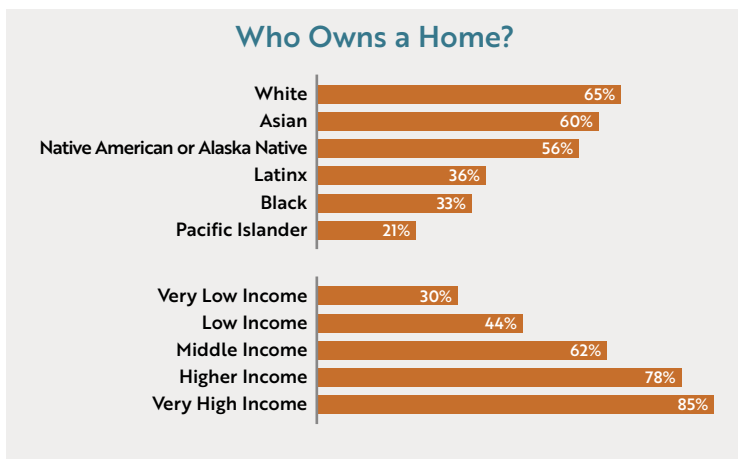
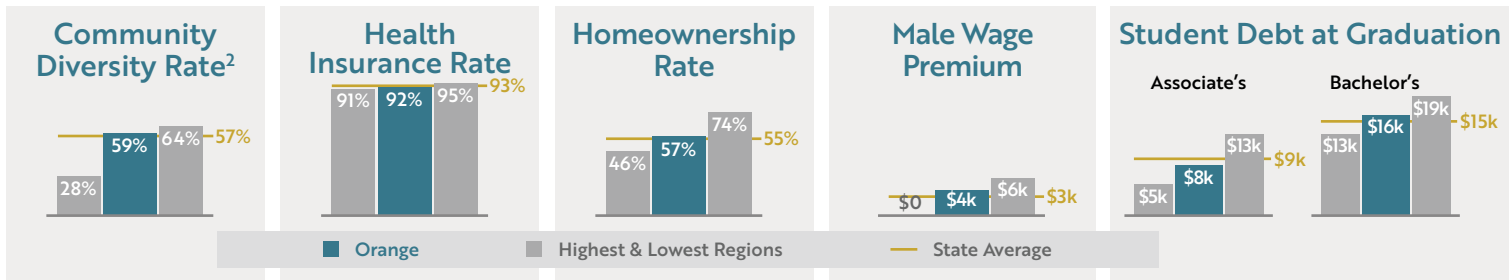
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 94 percent of Native American and Alaska Native residents being employed, compared to 97 percent of Latinx residents. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-seven percent of this region's residents earn a living wage compared to the state average of 64 percent.



PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.

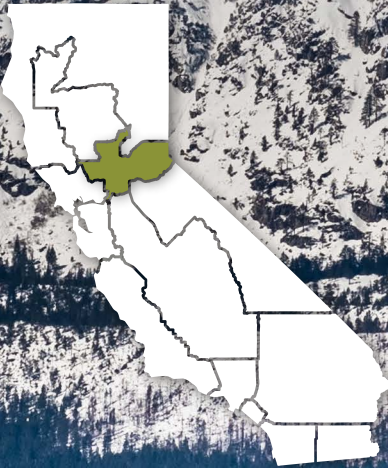


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 2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.



# POSTSECONDARY TO PROSPERITY

## SACRAMENTO-TAHOE



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

Home to California’s capital, the Sacramento-Tahoe region’s population makes up 6 percent of the state population. This region has eight California Community Colleges (CCC), one California State University (CSU), and one University of California (UC) institution. High school graduation, A-G course completion, and college-going rates are similar to the state average. However, college access within the region varies by race and ethnicity. More than twice as many Native American and Alaska Native high school students have no college experience than the region’s average of 33 percent. While associate’s degree attainment surpasses the state average, bachelor’s degree attainment falls 6 percent short, with Asian and White residents most likely to hold bachelor’s degrees (49% and 38%, respectively). In addition, most residents who complete a certificate do so in a service field. Though the region’s employment rate and ability to earn a living wage either meet or surpass the state average, opportunities here also vary across racial and ethnic groups within the region and are inconsistent within groups. Though 96 percent of White residents are employed, only 75 percent earn a living wage, and 68 percent own a home. In contrast, only 89 percent of Black residents are employed, with 52 percent earning a living wage and 33 percent owning a home. Employment rates may be relatively high, but employment alone does not guarantee a living wage or ability to build wealth through homeownership. These disparities exist despite the region having higher-than-average rates for diversity, health insurance, and homeownership.

**POPULATION**  
2,498,369

**COUNTIES**  
El Dorado, Placer, Sacramento, Sutter, Yolo, Yuba

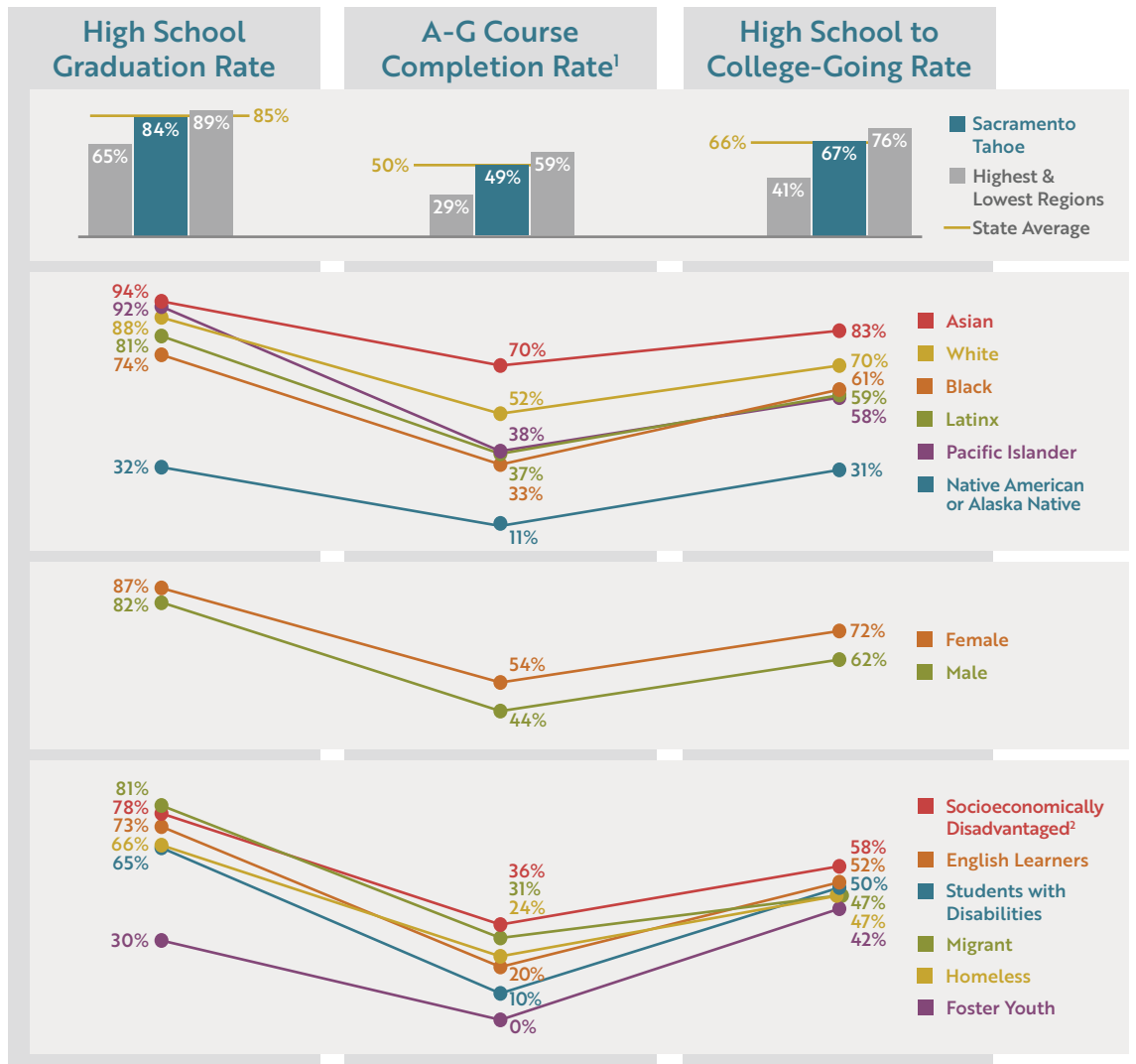
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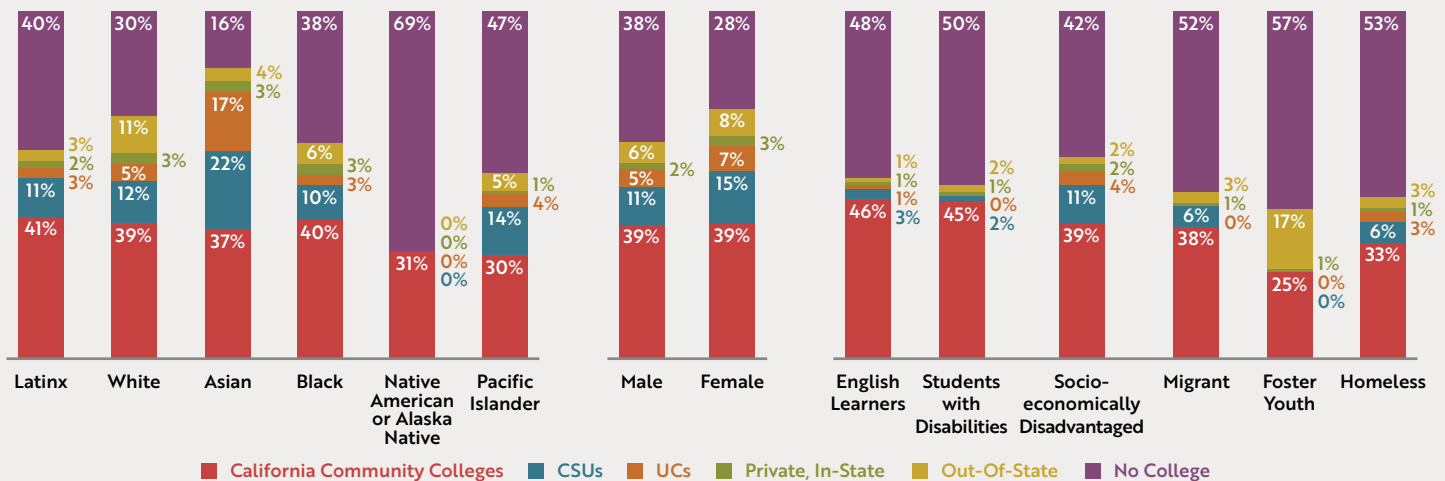
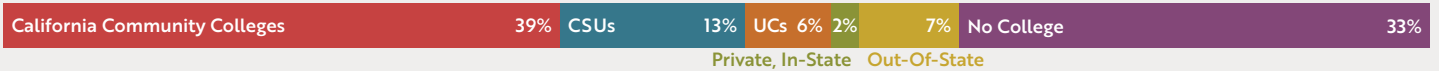
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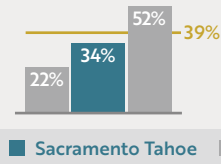


Where Do High School Students Go to College?

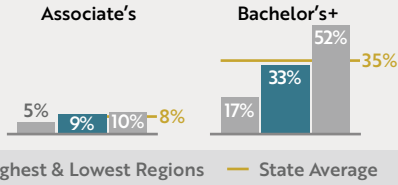


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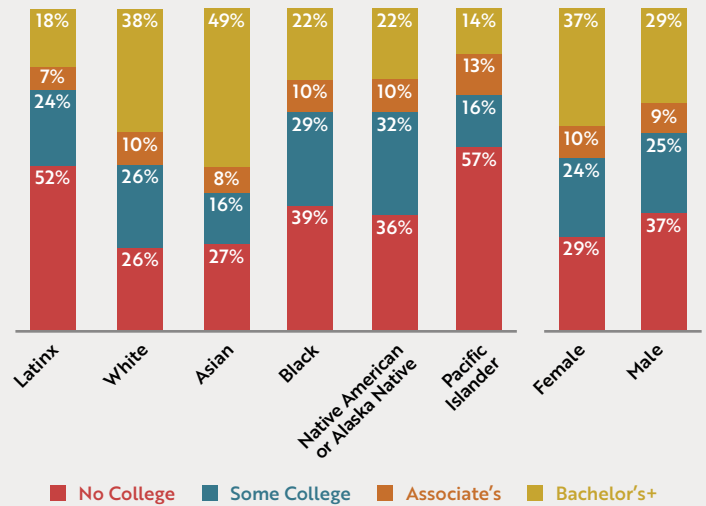
Adult (25+) Intent to Enroll



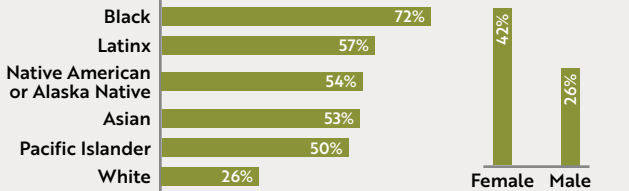
Highest Educational Attainment



What Is the Highest Level of Attainment?

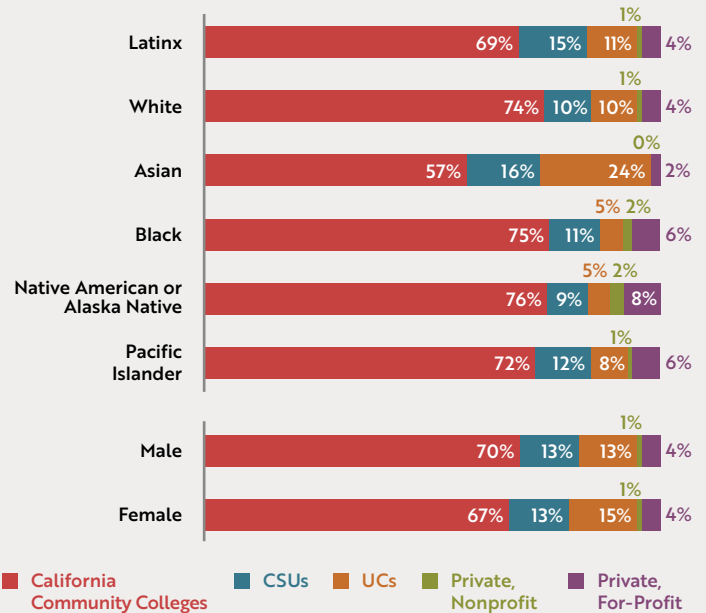
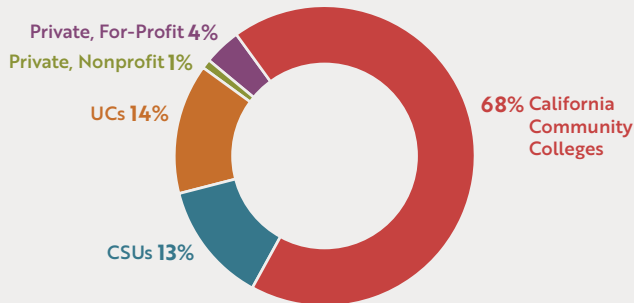


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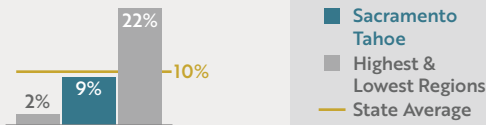


ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

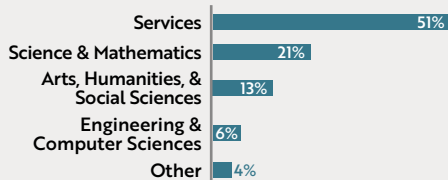


Online Enrollment Rate<sup>1</sup>

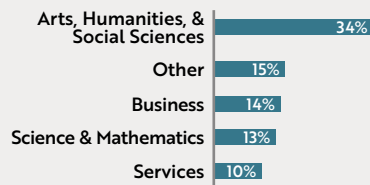


What Are the Most Commonly Completed Programs at Colleges in the Region?

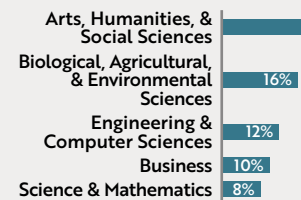
Certificates



Associate's Degree



Bachelor's Degree

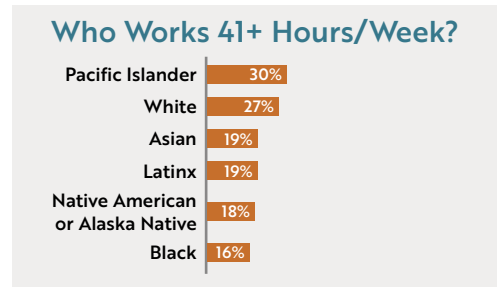
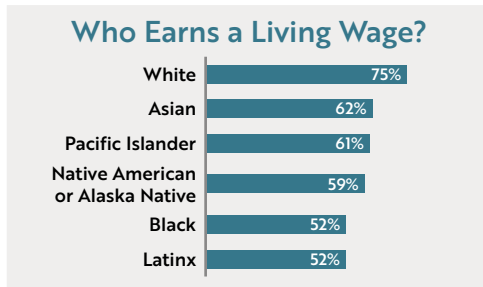
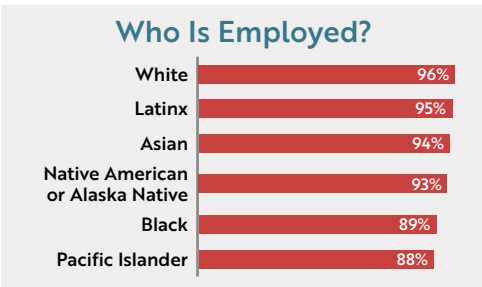


1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

# WORKFORCE

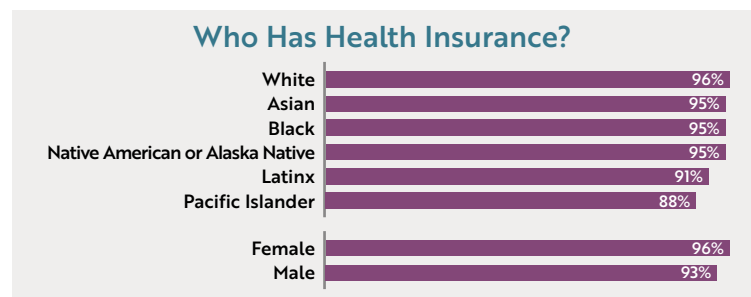
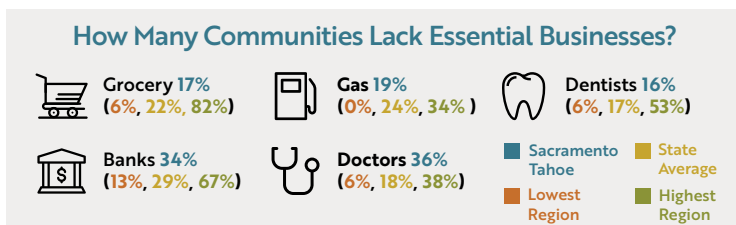
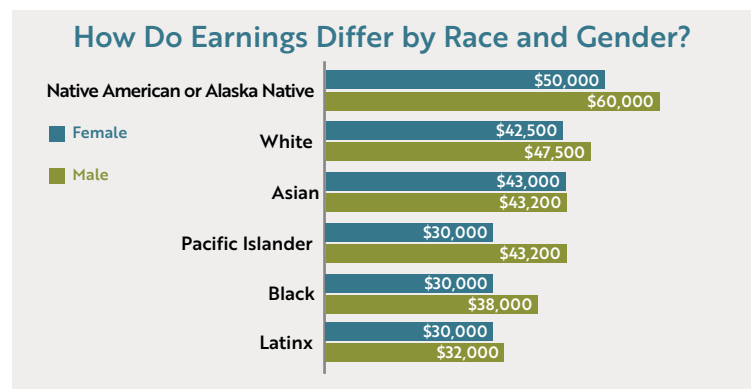
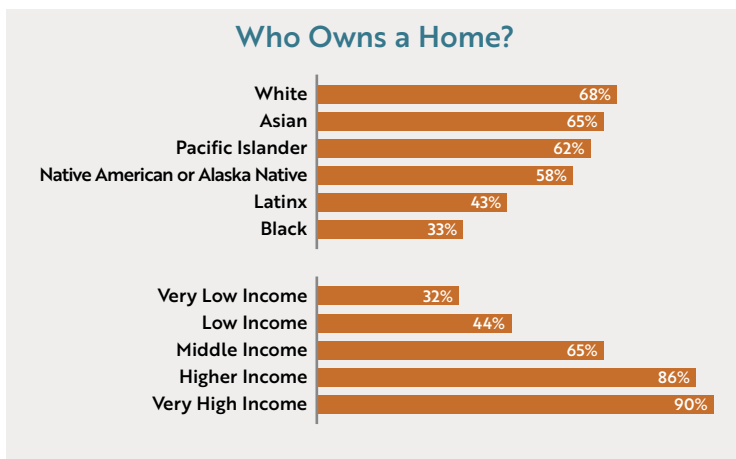
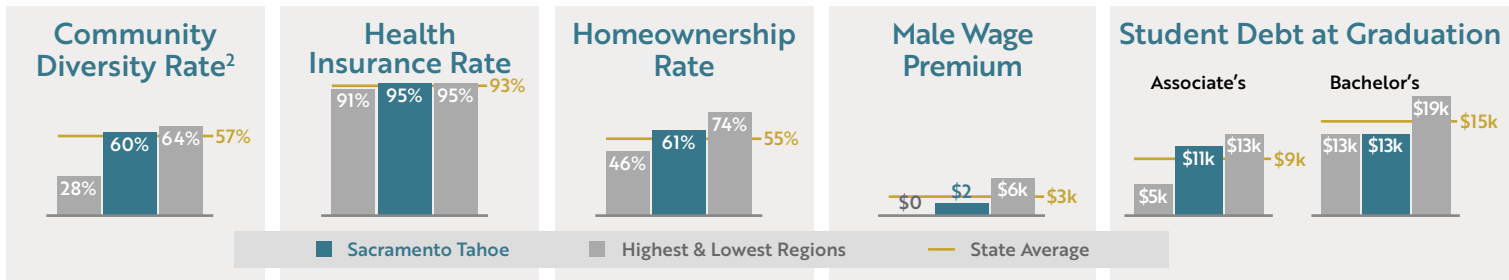
# SACRAMENTO-TAHOE

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 93 percent of Native American and Alaska Native residents being employed, compared to 96 percent of White residents. Moreover, while access to employment is critical, earning a living wage is also important. Seventy percent of Sacramento-Tahoe residents earn a living wage compared to the state average of 64 percent.



# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
 2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.





# POSTSECONDARY TO PROSPERITY

## SAN DIEGO



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

The San Diego region’s population makes up 8 percent of the state population. San Diego is home to eight California Community Colleges (CCC), two California State Universities (CSU), and one University of California (UC) undergraduate campus. Though high school graduation rates are lower than the state average, a larger proportion of students in this region go directly to college compared with students across the state. Regional attainment rates for associate’s and bachelor’s degrees either meet or surpass the state average, but are varied across groups. While 63 percent of Asian residents hold a bachelor’s degree, only 18 percent of Latinx residents do.

Despite meeting or surpassing the state’s employment rate and ability to earn a living wage, opportunity is uneven. While nearly all residents are employed, the ability to earn a living wage or own a home differs across racial and ethnic groups. Ninety-five percent of Latinx residents are employed, but only 42 percent earn a living wage, only 37 percent own a home, and only 87 percent have health insurance. Similar disparities exist for Black residents who also have higher employment rates than their ability to earn a living wage, own a home, or have health insurance. Though the region’s employment rate meets the statewide average, it does not necessarily secure residents’ well-being or ability to build wealth through homeownership.

**POPULATION**  
3,338,661

**COUNTIES**  
San Diego

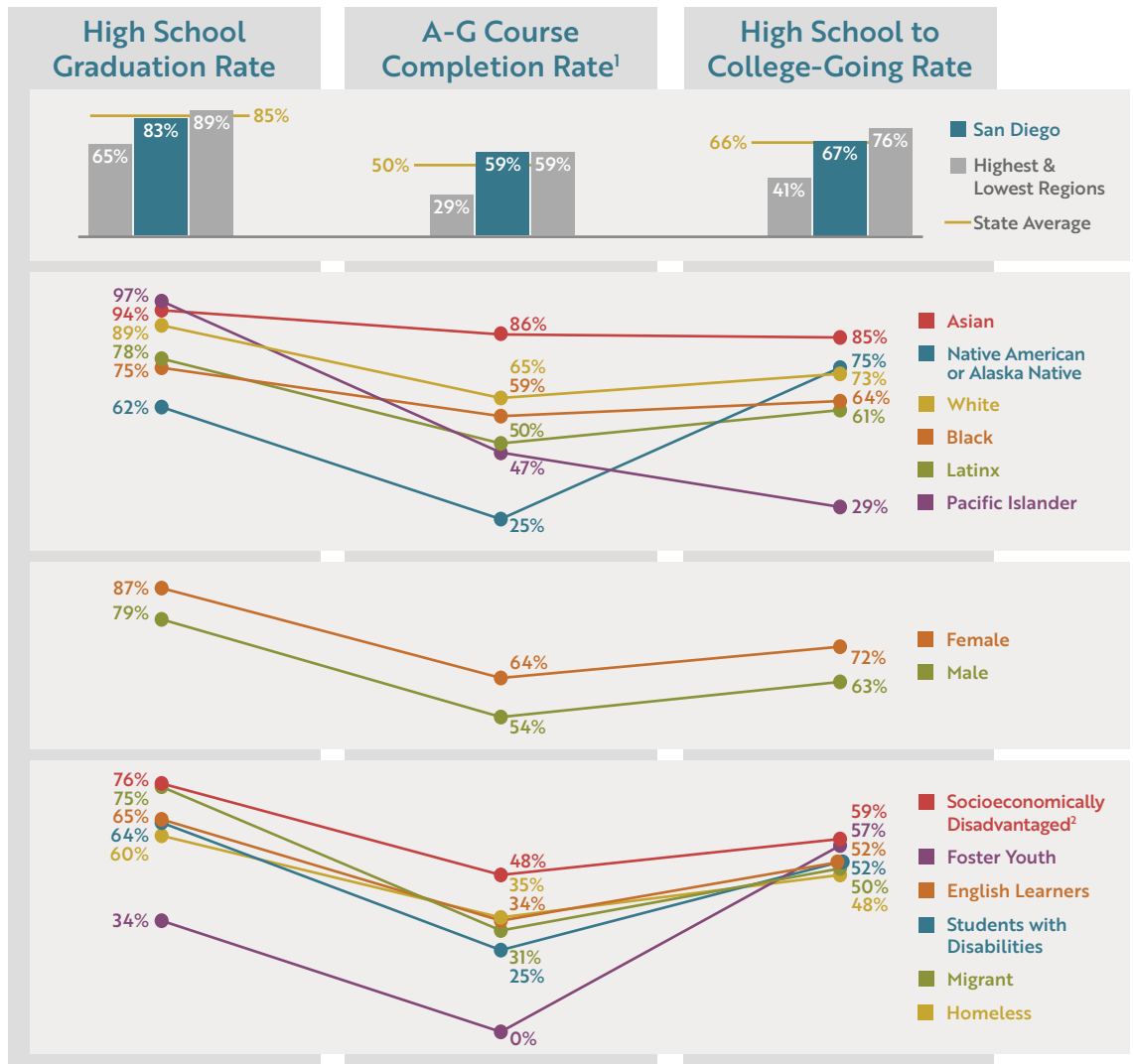
**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

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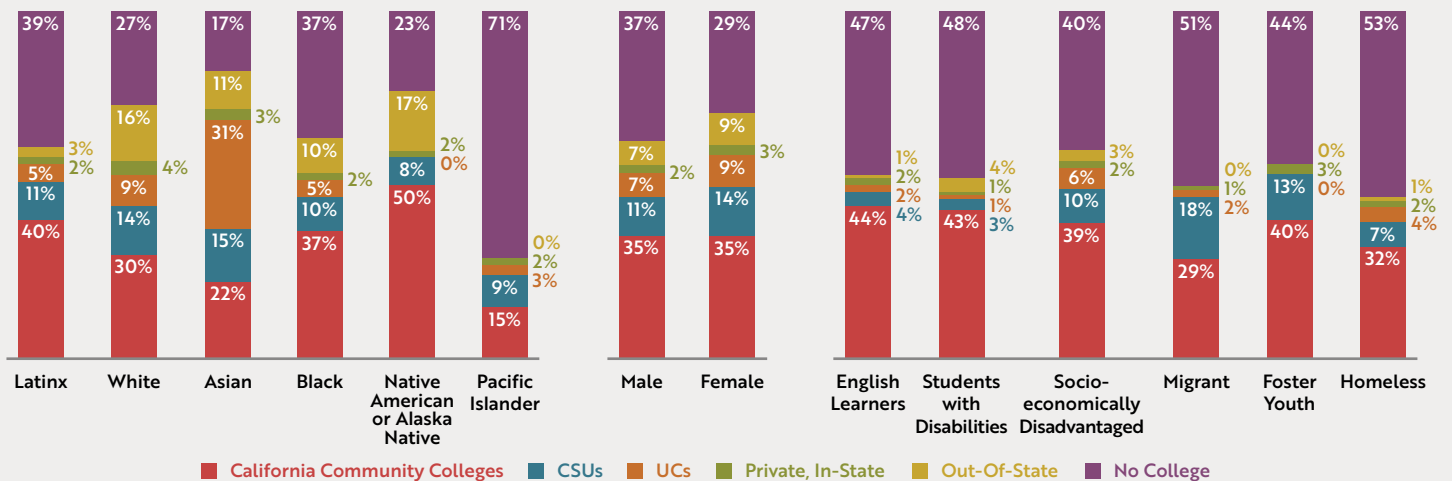
Substantial differences exist in higher education outcomes. College readiness and access are the first steps to college completion. Access to a college preparatory curriculum is not universal, and differences exist in who goes to college and where they go based on demographic characteristics, such as race and ethnicity. Homeless students, foster youth, English language learners, and students with disabilities also face tremendous barriers in accessing and succeeding in college.

Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

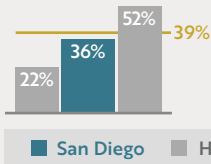


Where Do High School Students Go to College?

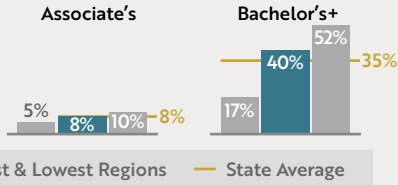


1. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.  
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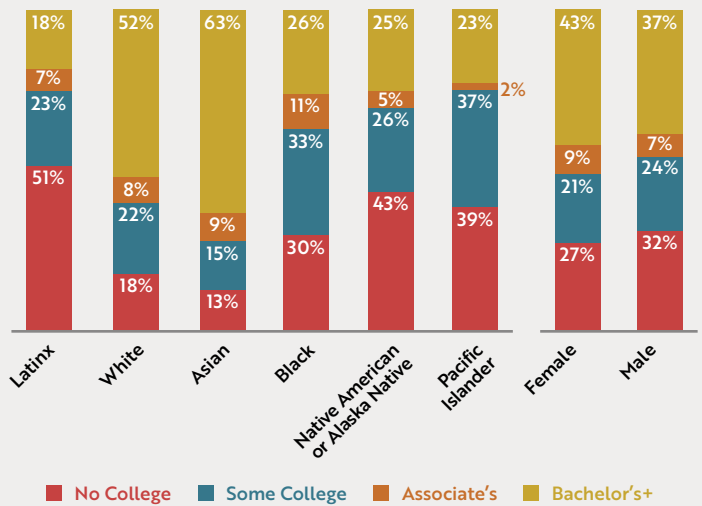
Adult (25+) Intent to Enroll



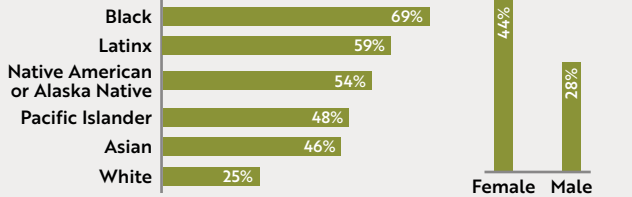
Highest Educational Attainment



What Is the Highest Level of Attainment?

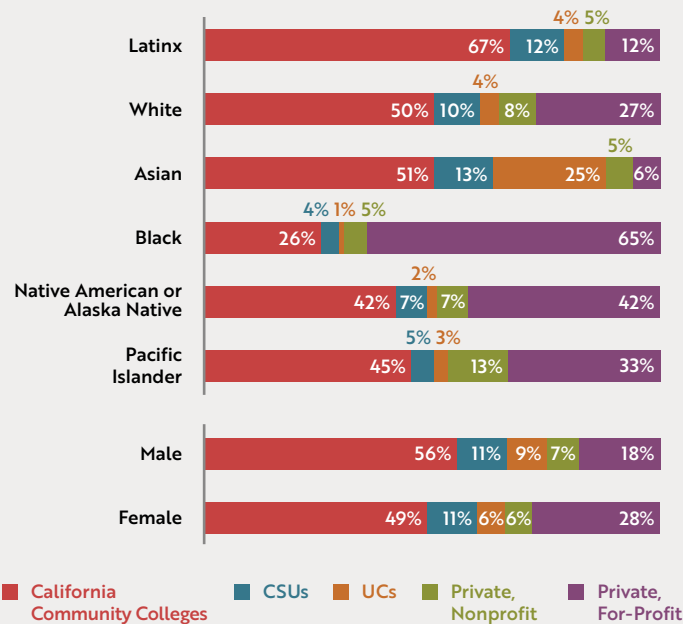
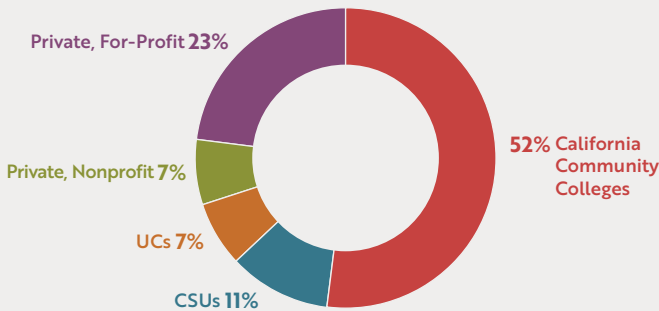


Which Adults (25+) Intend to Enroll in College?

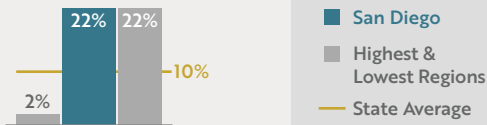


ABOUT COLLEGES IN THIS REGION

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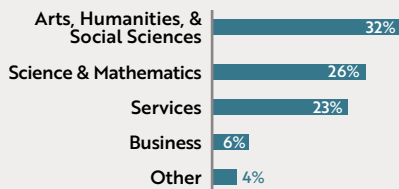


Online Enrollment Rate<sup>1</sup>

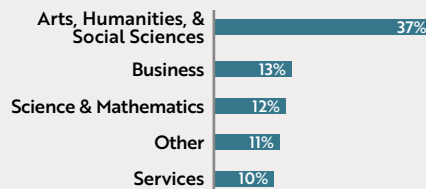


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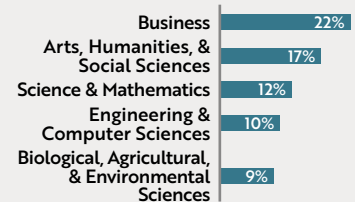
Certificates



Associate's Degree

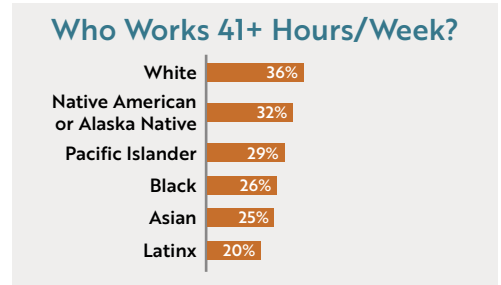
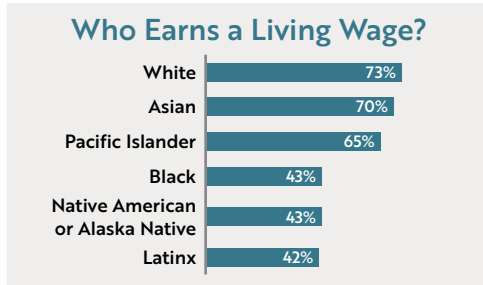


Bachelor's Degree



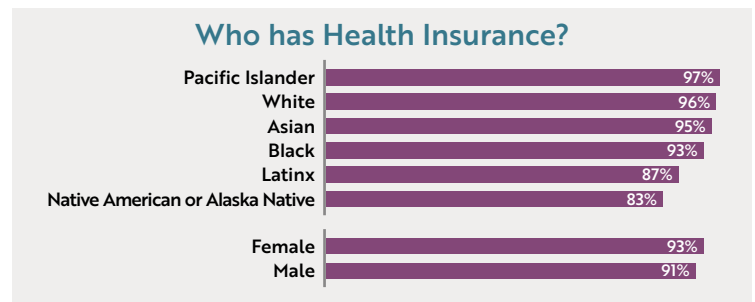
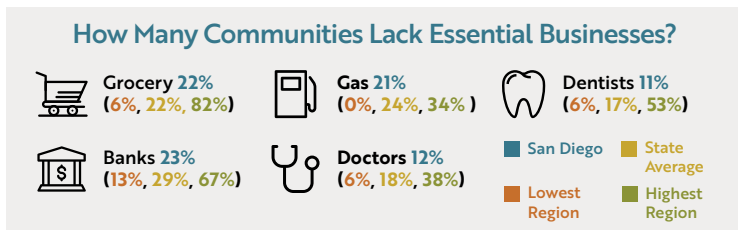
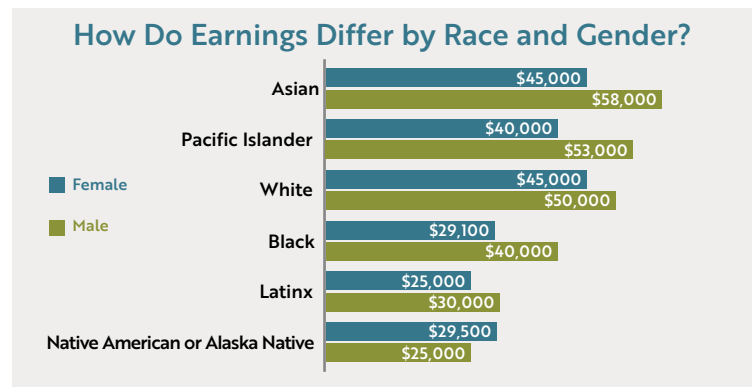
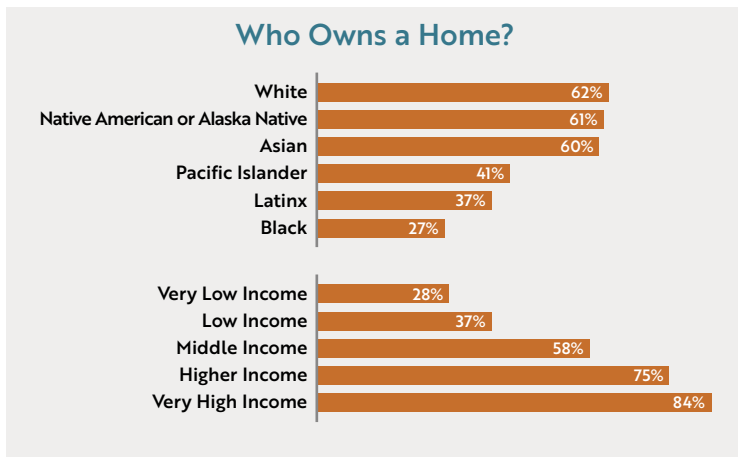
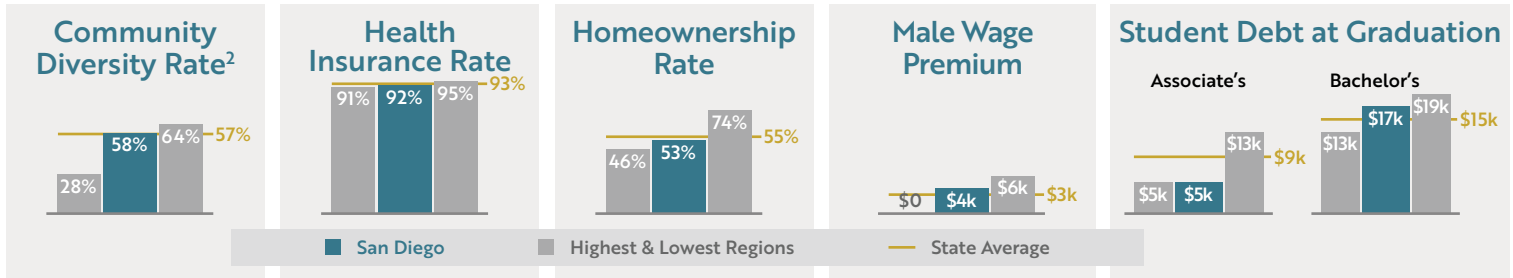
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist. Moreover, while access to employment is critical, earning a living wage is also important. Sixty-five percent of San Diego residents earn a living wage compared to the state average of 64 percent.



PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



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# POSTSECONDARY TO PROSPERITY

## SAN JOAQUIN VALLEY



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

San Joaquin Valley’s population makes up 11 percent of the state population. This region is home to thirteen California Community Colleges (CCC), three California State Universities (CSU), and one University of California (UC) institution. However, more students in the region meet eligibility requirements than the campus can admit. While high school graduation rates match the state average (85%), fewer high school students go directly to college (66%), and opportunity differs across racial and ethnic groups. Community college’s popularity is relatively similar across different demographic groups; however, 14 percent of Asian students attend a UC compared to 0 percent of Native American and Alaska Native students. Associate’s degree attainment matches the statewide average, but bachelor’s degree attainment is nearly half the statewide average with dramatic differences by race and ethnicity. Only 8 percent of Latinx residents hold a bachelor’s degree compared to 32 percent of Asian residents. Forty-six percent of adults in this region express an interest in enrolling in college, especially Black and Latinx adults (72% and 65%, respectively).

San Joaquin Valley has a lower employment rate and opportunity to earn a living wage compared to the state. While most residents are employed, the ability to earn a living wage or own a home differs by race and ethnicity. Asian residents have an employment rate of 94 percent, but only 62 percent earn a living wage, and 59 percent own a home. Opportunity remains inconsistent for White residents, who have the highest homeownership rates and likelihood of earning a living wage. While 94 percent of White residents are employed, only 73 percent earn a living wage, and 67 percent own a home. Employment alone does not necessarily secure residents’ well-being or ability to build wealth through homeownership. The region’s health insurance rate falls below the state average with only 90 percent of Latinx residents having health insurance compared to 95 percent of White and Pacific Islander residents.

### POPULATION

4,219,489

### COUNTIES

Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare

### ABOUT THE DATA<sup>1</sup>

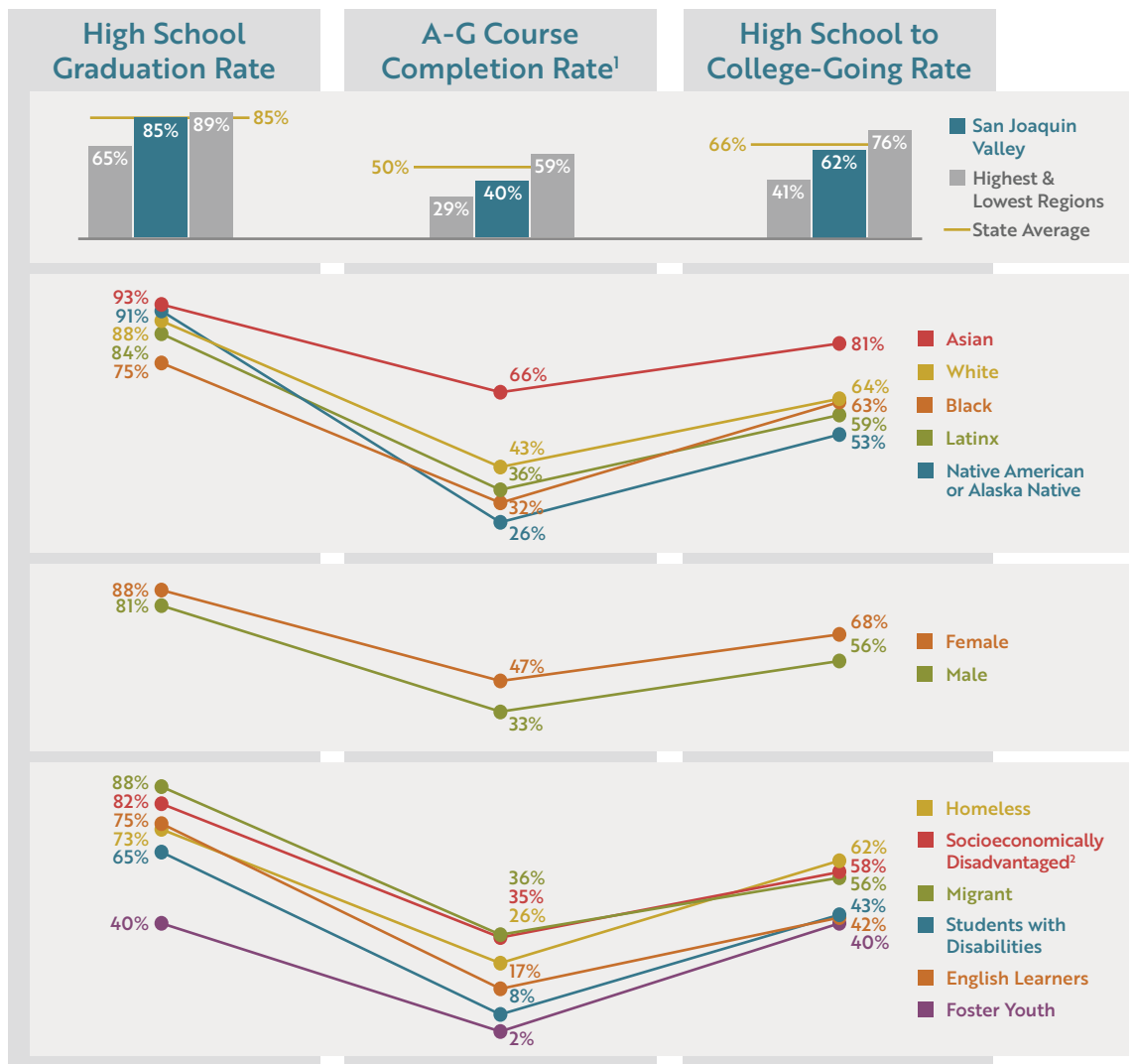
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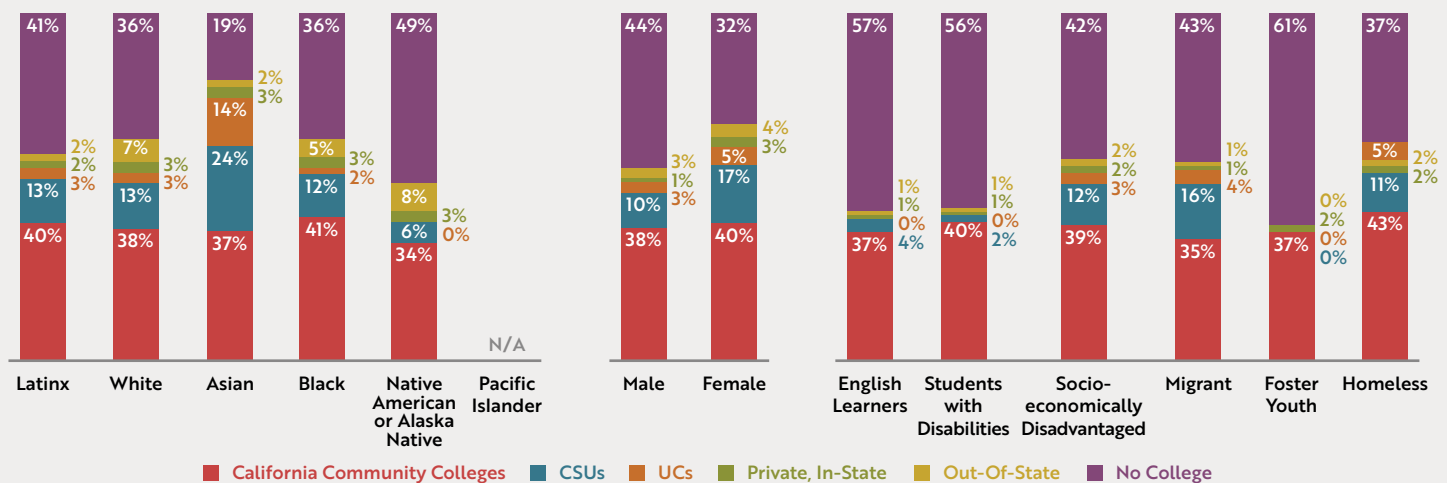
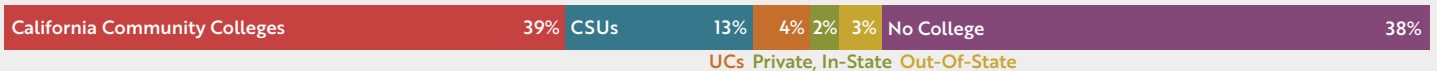
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Moreover, the postsecondary education system's focus on the traditional student's pathway (one who matriculates directly to college after high school) leaves limited opportunities for older adults interested in higher education to successfully complete a postsecondary credential.

The inequitable access to postsecondary education leads to significant differences in the region's educational attainment by race and ethnicity.

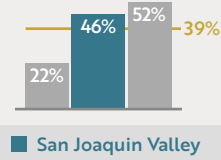


Where Do High School Students Go to College?

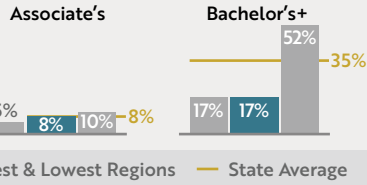


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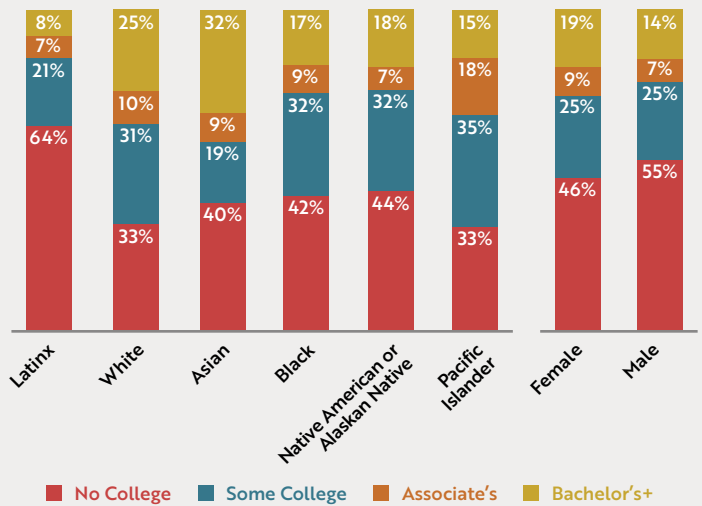
Adult (25+) Intent to Enroll



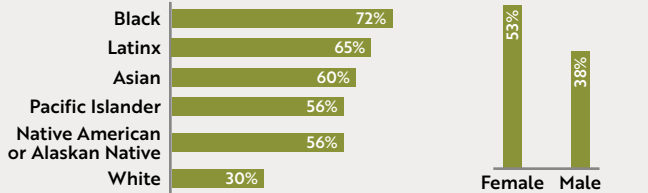
Highest Educational Attainment



What Is the Highest Level of Attainment?

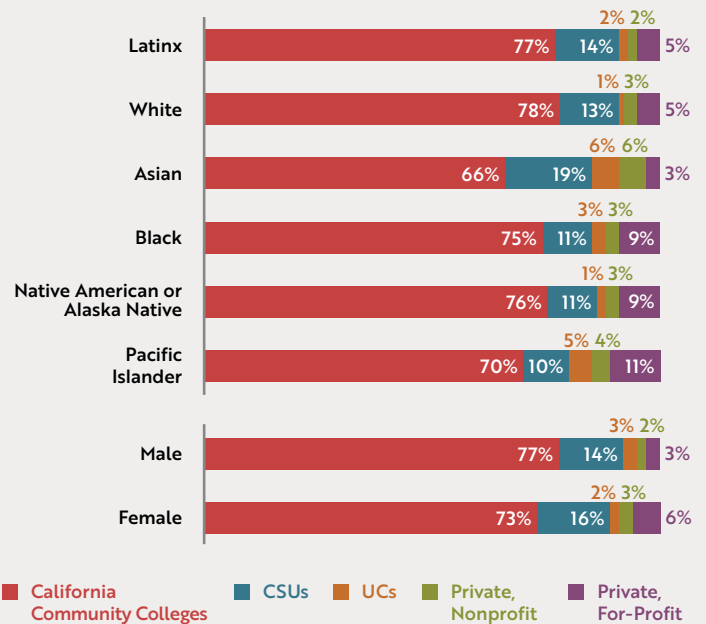
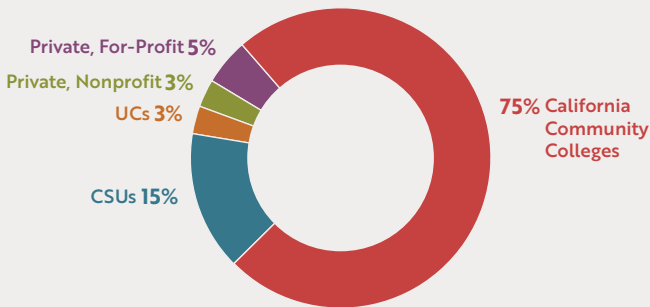


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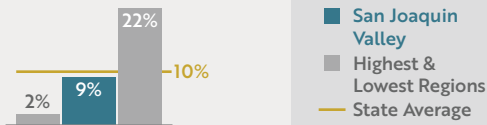


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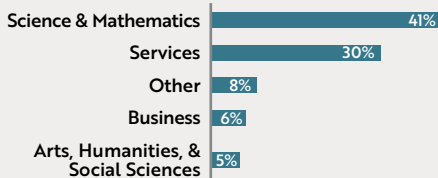


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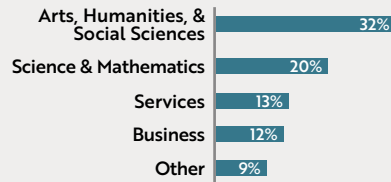


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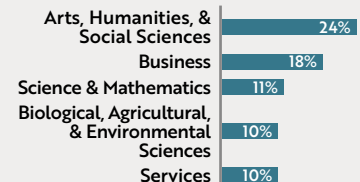
Certificates



Associate's Degree

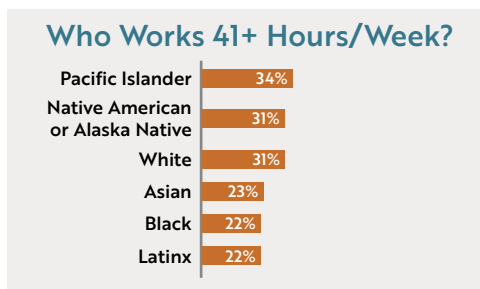
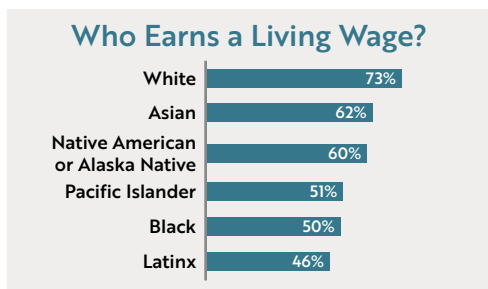


Bachelor's Degree



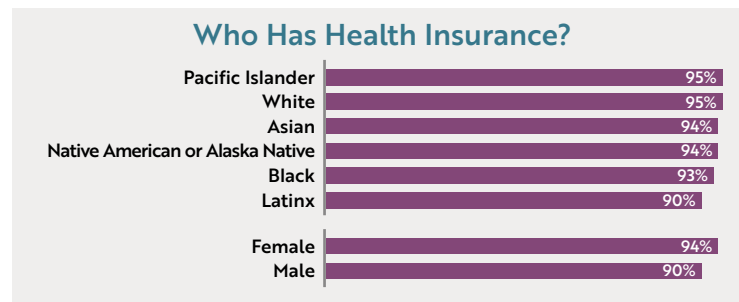
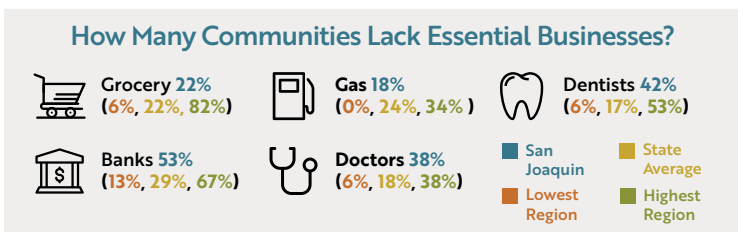
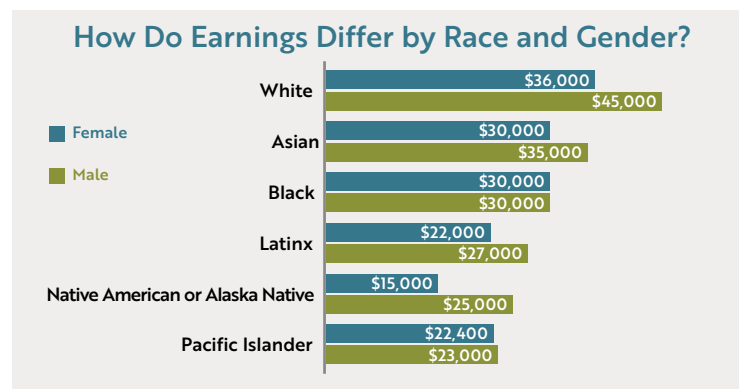
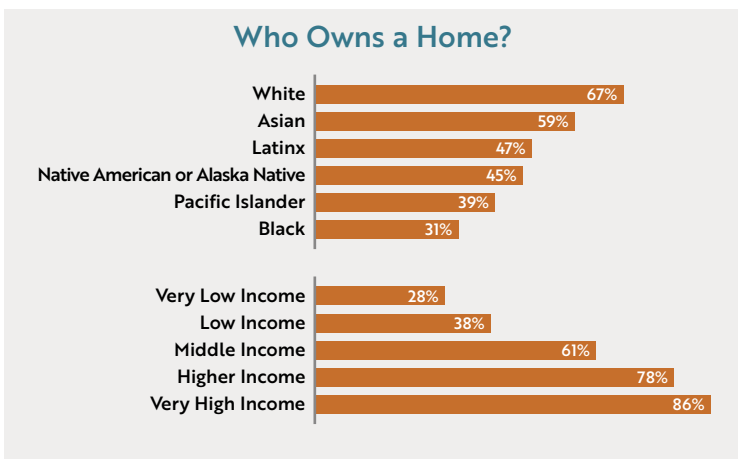
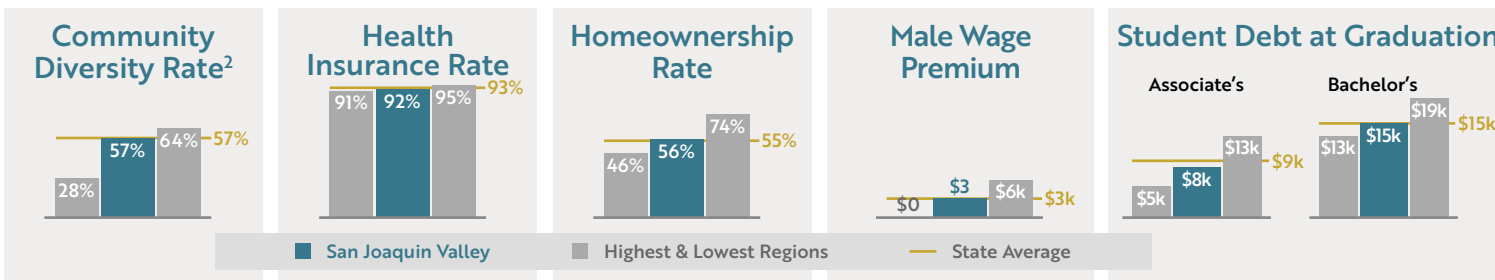
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# PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



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# POSTSECONDARY TO PROSPERITY

## UPPER SACRAMENTO VALLEY



More online at  
[californiacompetes.org/p2p](https://californiacompetes.org/p2p)

**T**his rural region makes up less than 1 percent of the state population. The Upper Sacramento Valley has one California Community College (CCC) and one California State University (CSU). Students attending a college in this region are more likely to attend a CSU (55%) compared to a CCC (45%). High school graduation, A-G course completion, and college-going rates all fall below the state average. English language learners and students with disabilities show lower enrollment in a public university compared to other groups. While associate's degree attainment surpasses the state average, bachelor's degree attainment falls 37 percent below and varies by racial and ethnic groups. Latinx residents are nearly twice as likely to have some college and nearly five times as likely to have no college as to have a bachelor's degree (12%). In contrast, 42 percent of Asian residents have a bachelor's degree.

Though the employment rate mirrors the state average, opportunity is inconsistent. Ninety-six percent of Latinx residents are employed, but only 45 percent earn a living wage, and 41 percent own a home. Though the region's health insurance rate of 94 percent surpasses the state average, only 84 percent of Black residents have health insurance. Asian residents have the lowest employment rate in the region (93%), but have a higher likelihood of owning a home (44%) and having health insurance (92%). Employment alone does not secure residents' well-being or ability to build wealth through homeownership.

### POPULATION

355,726

### COUNTIES

Butte, Colusa, Glenn, Tehama, Trinity

### ABOUT THE DATA<sup>1</sup>

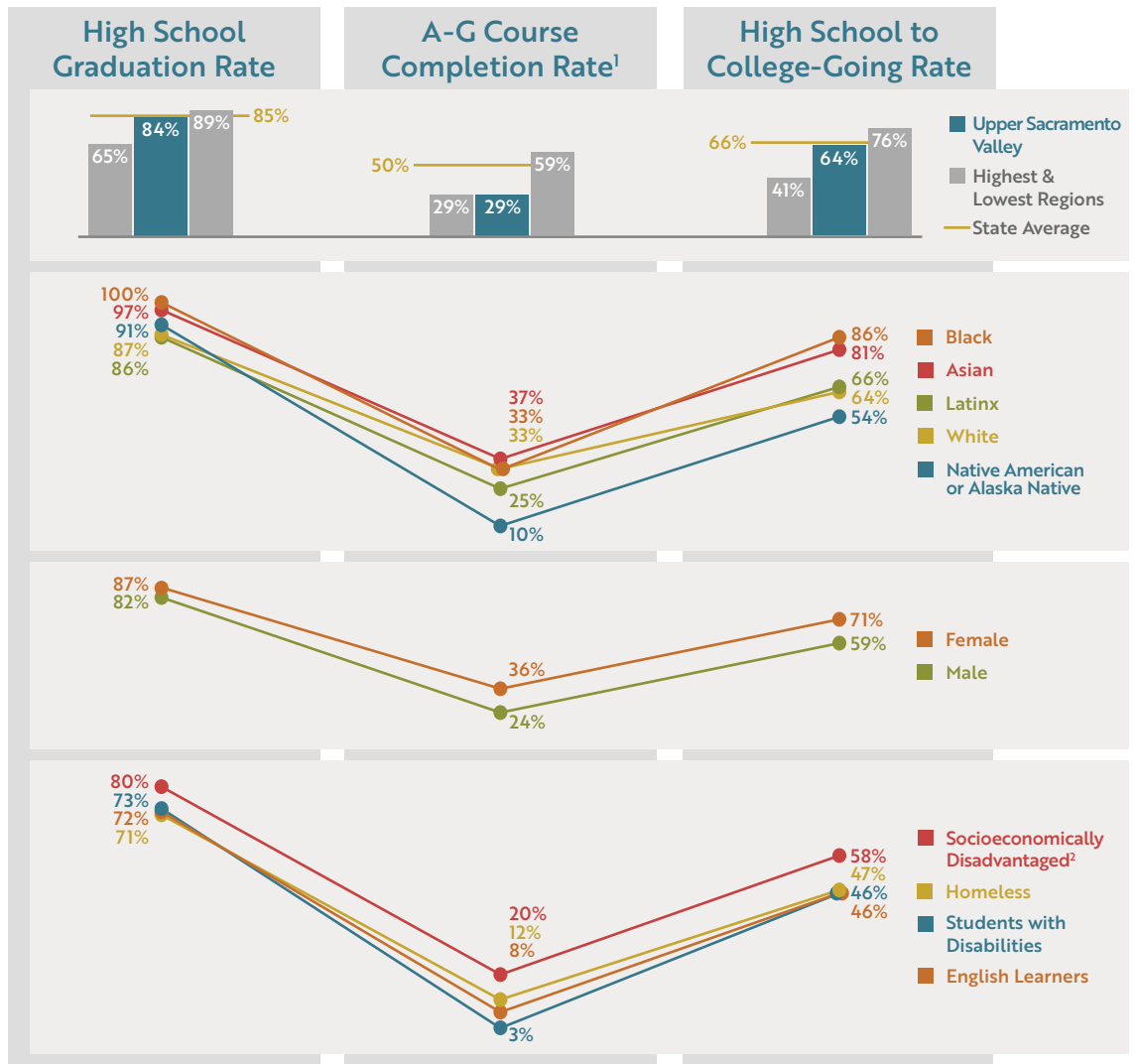
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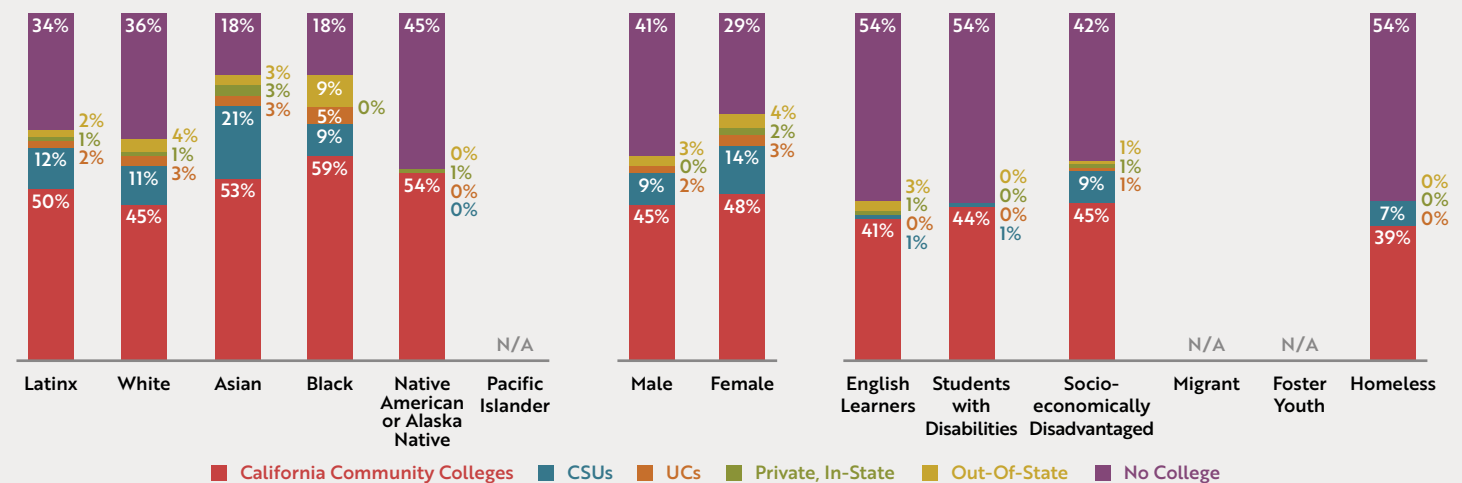
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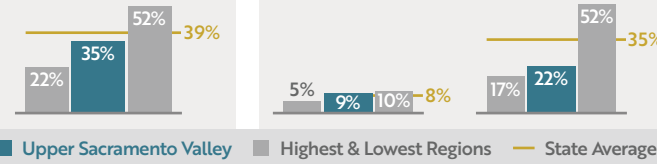


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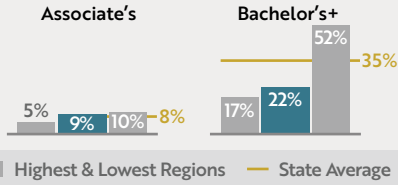


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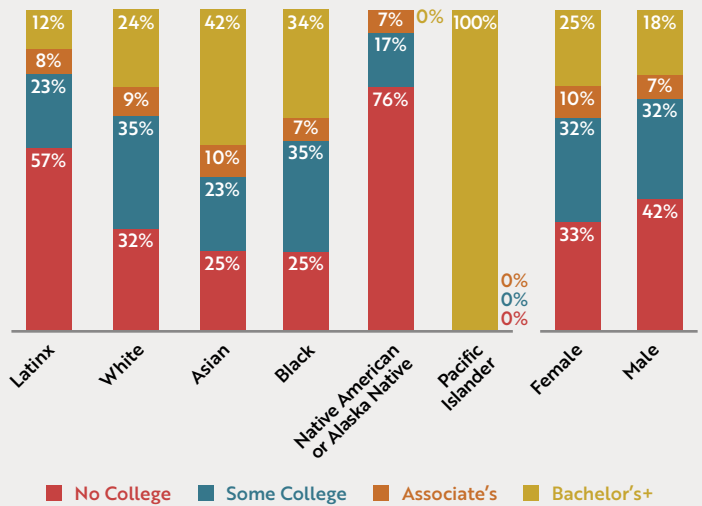
Adult (25+) Intent to Enroll



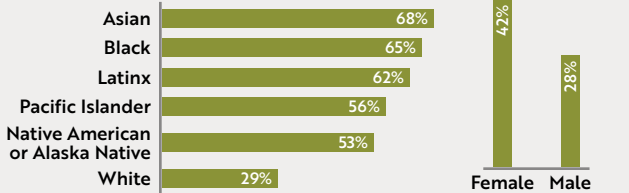
Highest Educational Attainment



What Is the Highest Level of Attainment?

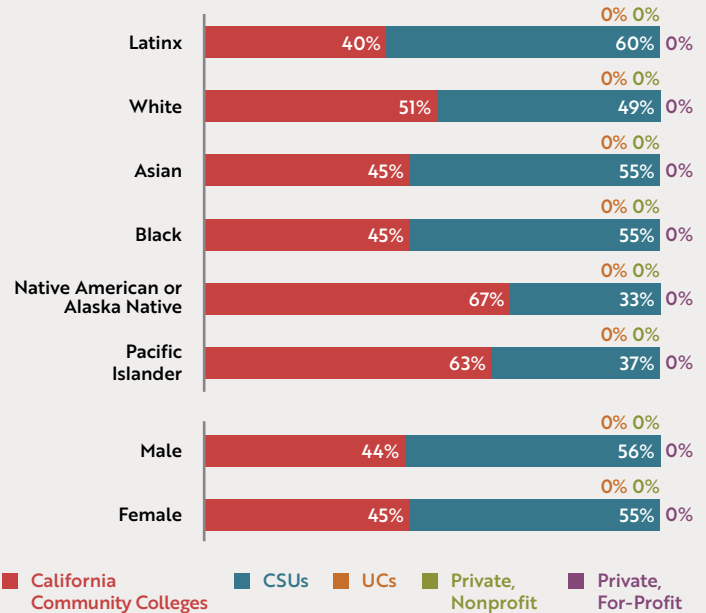
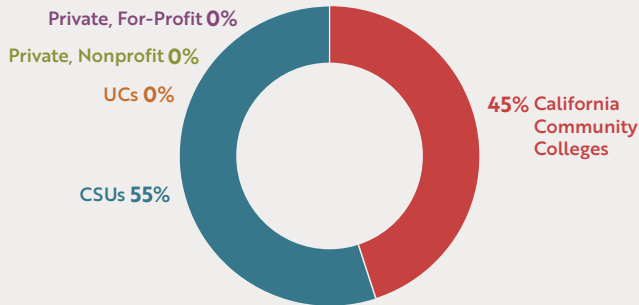


Which Adults (25+) Intend to Enroll in College?



ABOUT COLLEGES IN THIS REGION

What Does Enrollment at Colleges in this Region Look Like?

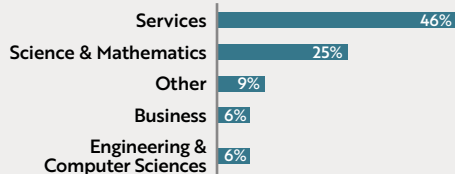


Online Enrollment Rate<sup>1</sup>

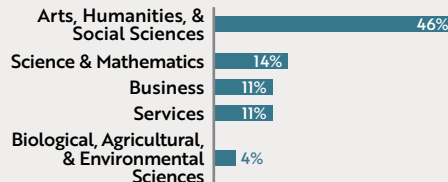


What Are the Most Commonly Completed Programs at Colleges in the Region?

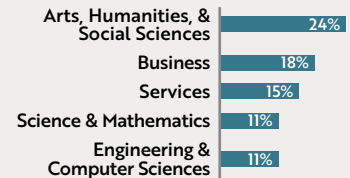
Certificates



Associate's Degree

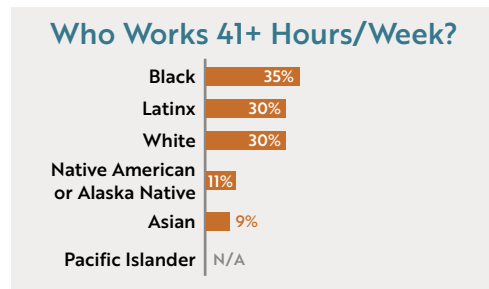
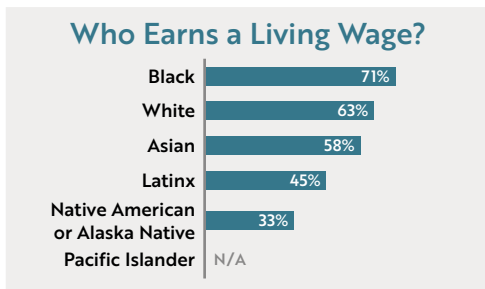
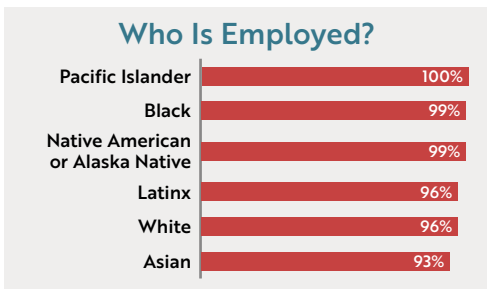
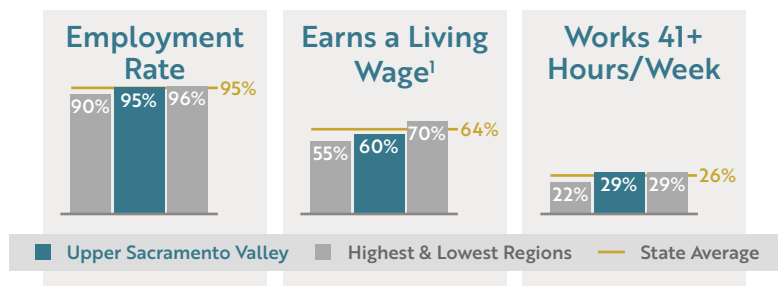


Bachelor's Degree



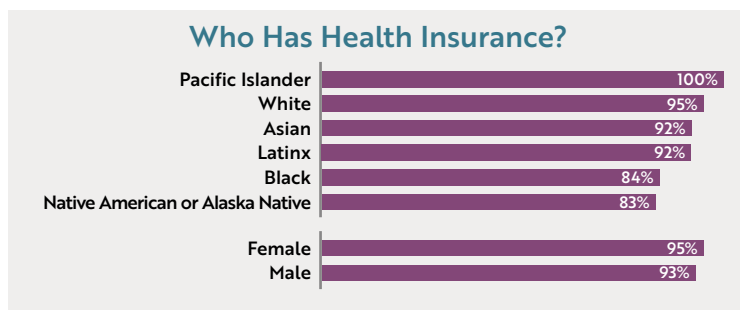
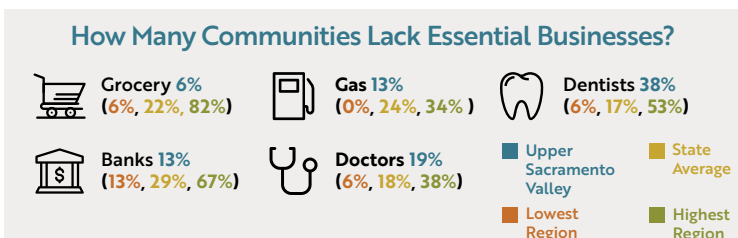
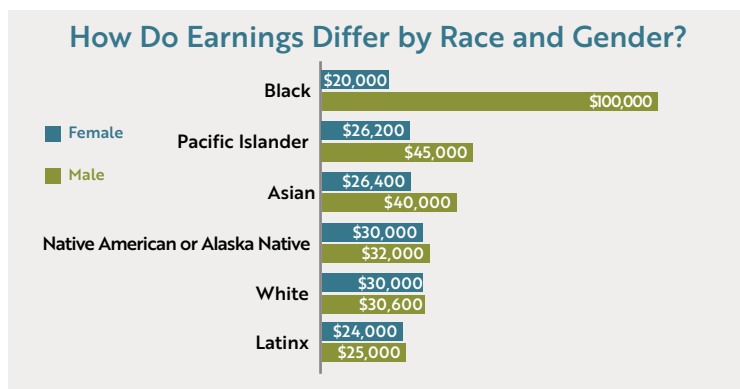
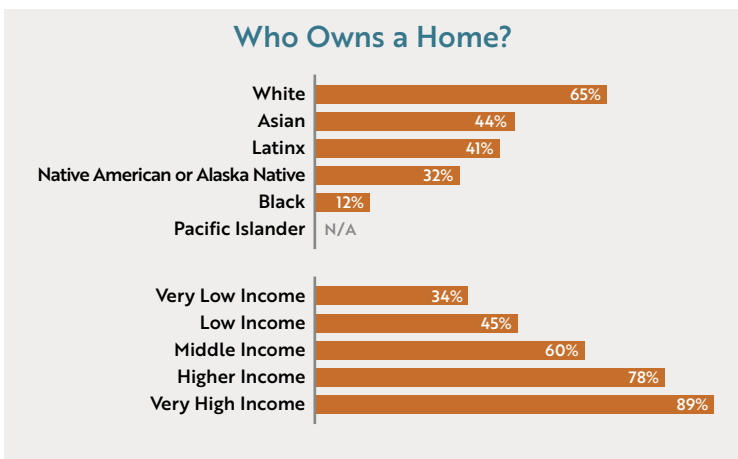
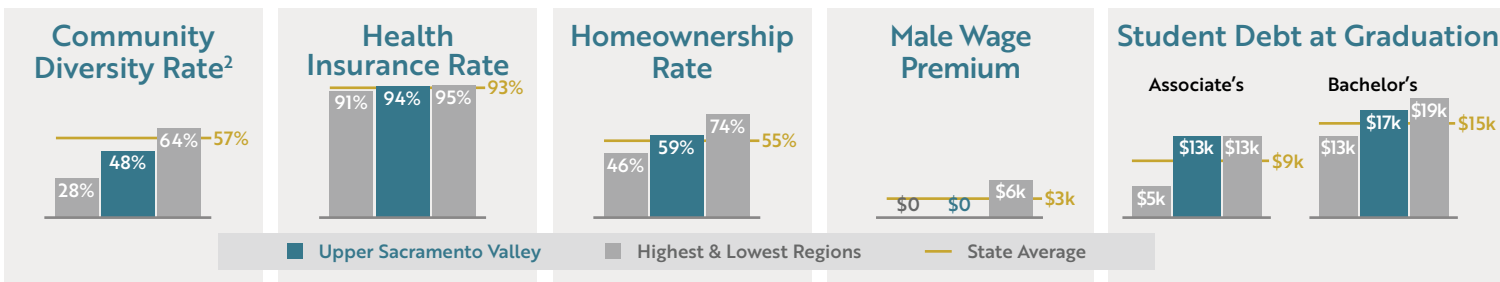
1. The percentage of college students enrolled in the fall term at colleges in the region who are enrolled exclusively in online courses. Note that these students may live in other regions, states, or countries.

Gainful employment is critical for individual and community economic and social strength. Employment rates in the region are similar to the state average. However, racial and ethnic differences in employment exist with 93 percent of Asian residents being employed, compared to 96+ percent of other groups. Moreover, while access to employment is critical, earning a living wage is also important. Sixty percent of Upper Sacramento Valley residents earn a living wage compared to the state average of 64 percent.



PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Mechanisms that reflect stability, build wealth, promote health, and enrich culture shape a community's ability to thrive. Similarly, wage gaps and communities without critical businesses demonstrate areas that need additional attention for equitable outcomes.



1. Earning a living wage means household income is sufficient to meet basic needs, which are adjusted for family size and county-level cost of living.  
 2. The community diversity rate estimates the probability that any two individuals selected at random would be of different races or ethnicities.



# Postsecondary to Prosperity

## Asian Californians

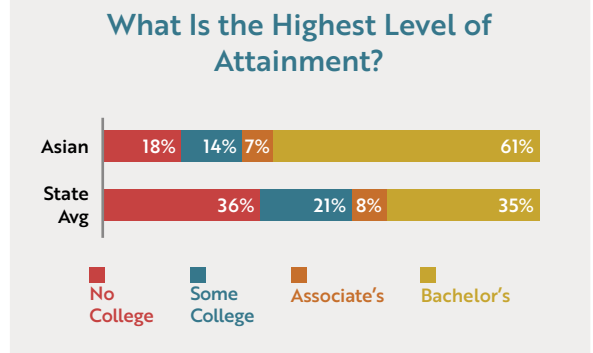
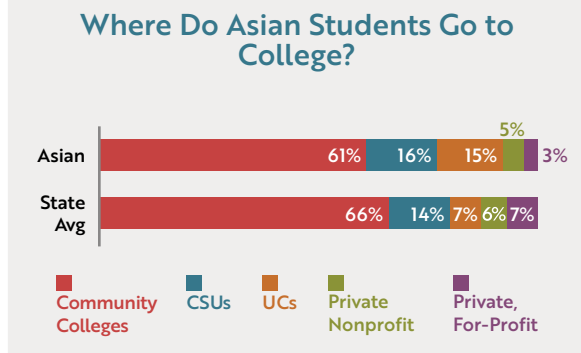
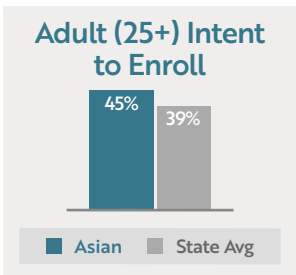
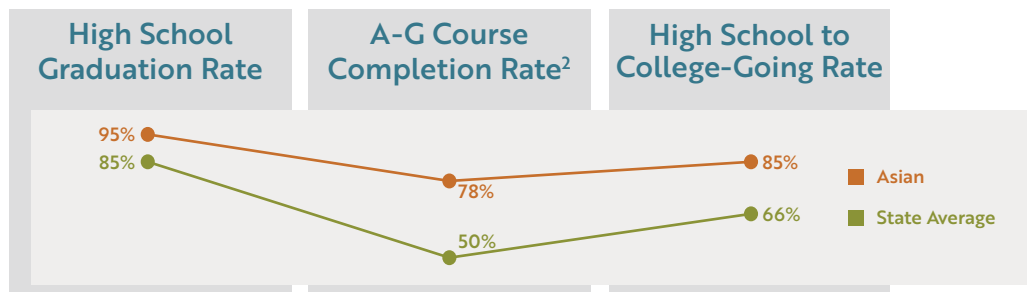
Asian Californians make up 14 percent of the state's population and primarily reside in the Bay Area region. The Asian diaspora includes those who are from Far East, Southeast Asia, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. Today, Asian Californians show some of the highest rates of college going and employment in the state, though substantial differences exist by region.

### ABOUT THE DATA<sup>1</sup>

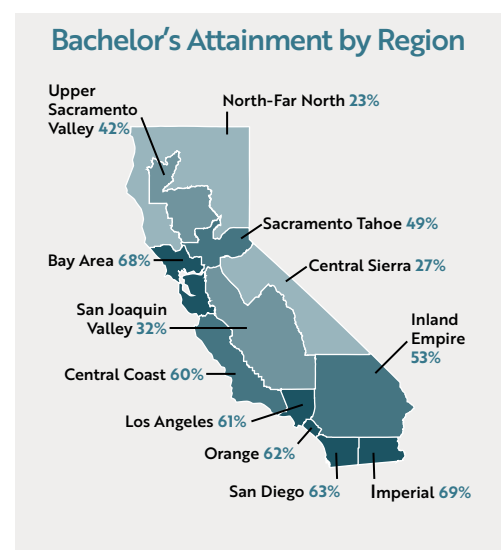
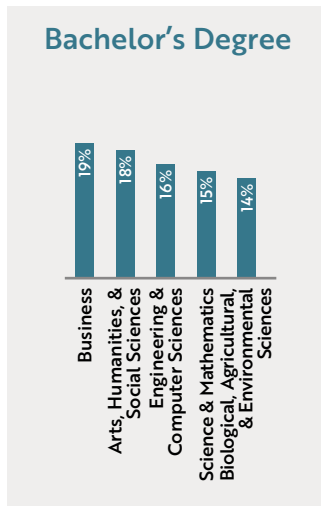
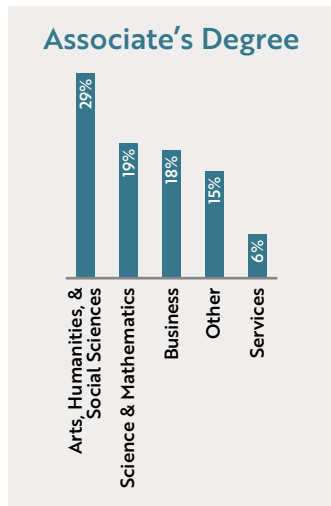
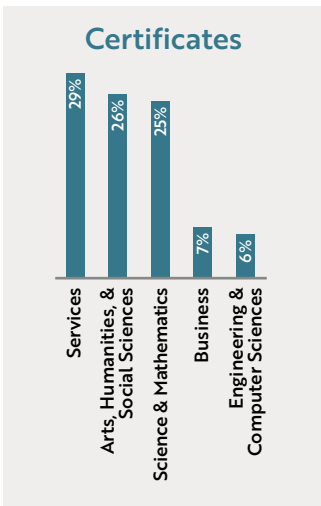
This factsheet uses 8 primary datasets (2017–2020)

## POSTSECONDARY

Asian Californians typically demonstrate greater access to postsecondary education compared to the state. They are more likely to graduate from high school, complete A-G courses, and enroll in college. Asian Californians are more likely to enroll in a UC or CSU compared to other groups, and fewer Asian Californians attend a CCC. Asian Californians are twice as likely hold bachelor's degrees compared to the state average.



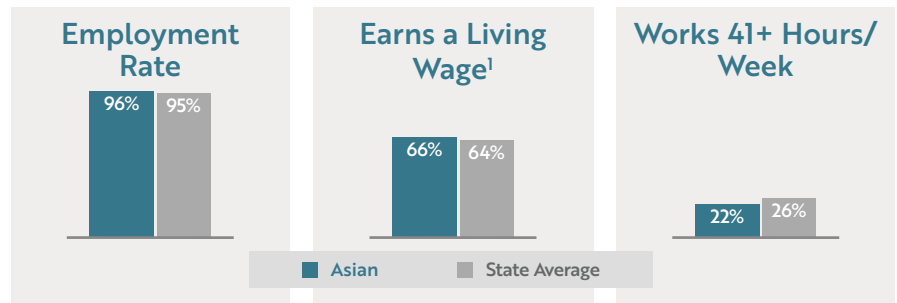
## What Programs Do Asian Students Most Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
 2. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.

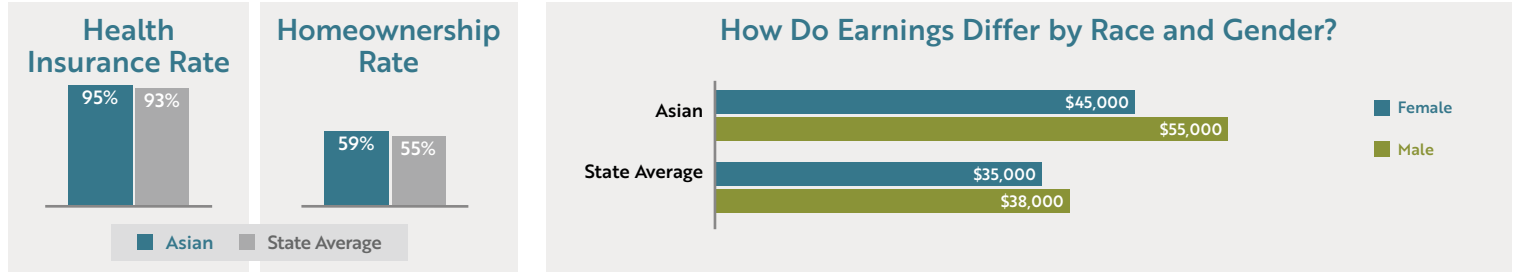
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Asian Californians are more likely to have a job and earn a living wage than Californians as a whole. Ninety-six percent of Asian Californians are employed, compared to 95 percent of all Californians, and 66 percent of Asian Californians earn a living wage, compared to 64 percent of the state as a whole.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Asian Californians are more likely to have health insurance and own a home compared to the state average. However, male Asian Californians make \$10,000 more than female Asian Californians—a gender wage gap that is \$7,000 more than the average gender wage gap in the state.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



### More Info Online

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# Postsecondary to Prosperity

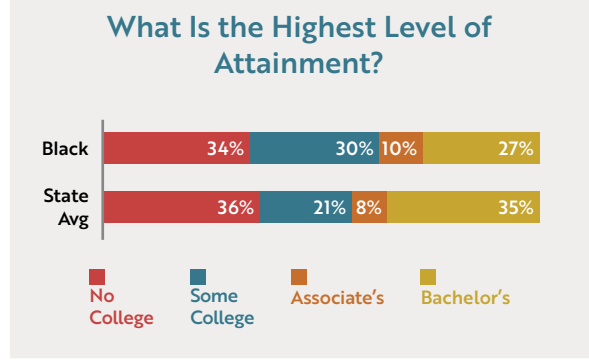
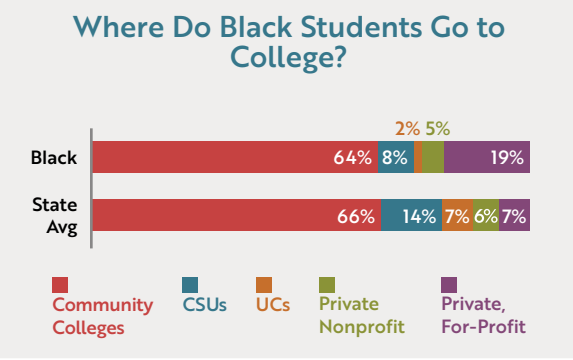
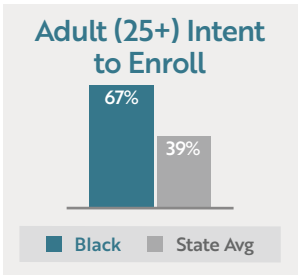
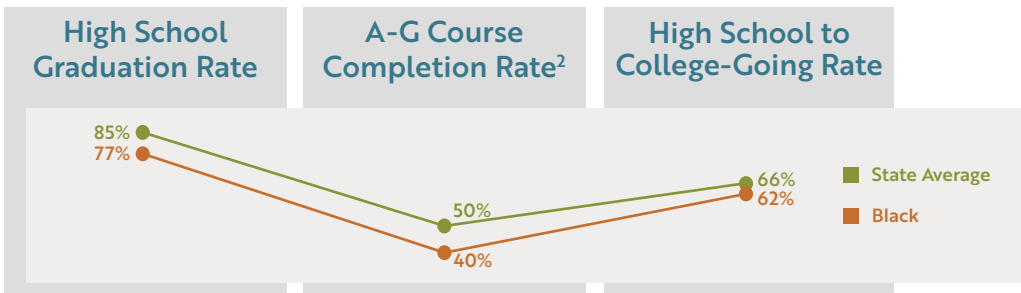
## Black Californians

Black Californians make up 6 percent of the state’s population, a share that has remained steady for the past 17 years. Black Californians have made incremental gains in degree attainment but still lag behind the state average for postsecondary and workforce outcomes.

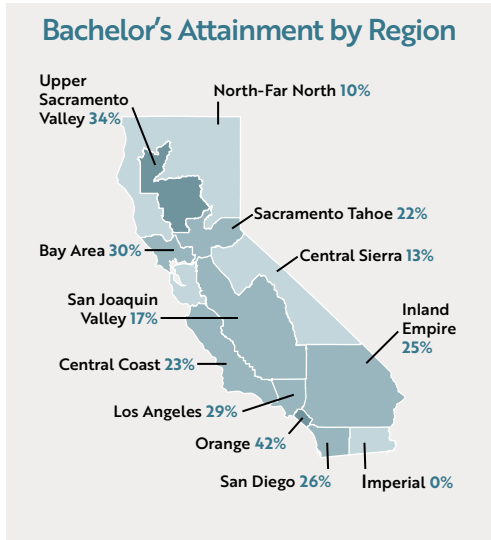
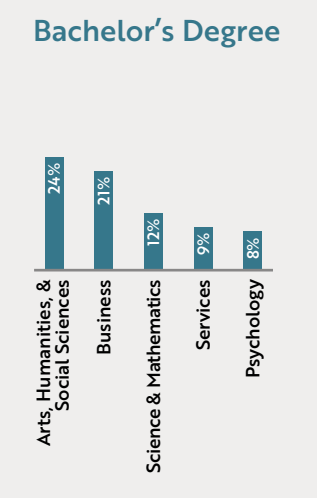
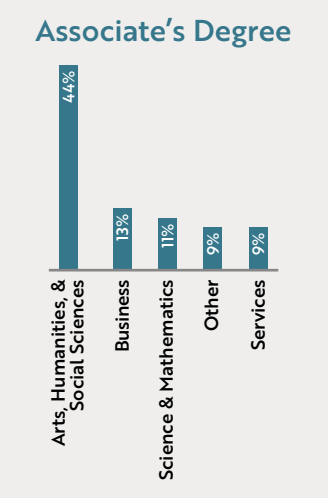
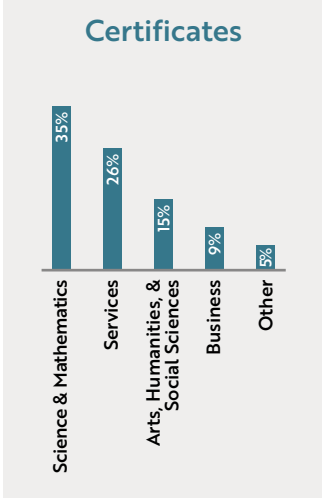
### POSTSECONDARY

**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

Fewer Black Californians graduate from high school, complete A-G courses, and enroll in college compared to the state. Black Californians enroll at the UC, CSU, and CCC at lower rates than other groups and are more likely to enroll in private, for-profit institutions. Black Californians are less likely to hold a bachelor’s degree but are more likely to have their highest degree be an associate’s degree and complete some college compared to other groups.



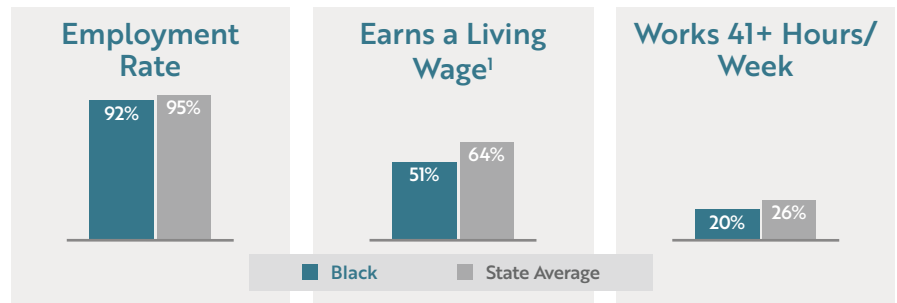
### What Programs Do Black Students Most Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
 2. High school students must complete a set of courses known as “A-G” to be eligible for admission to the California State University and University of California.

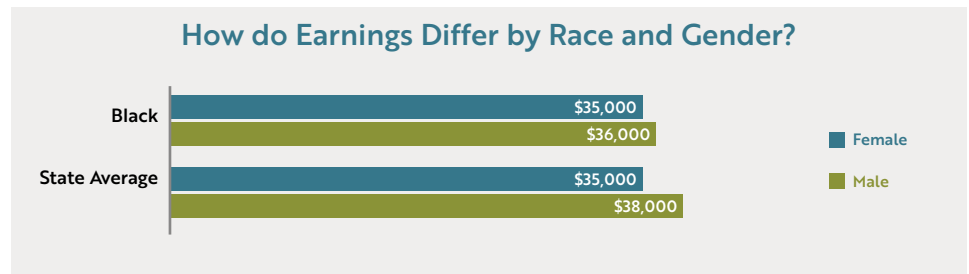
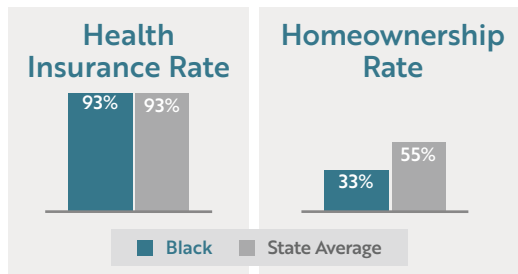
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Black Californians are slightly more likely to face unemployment than Californians as a whole. Ninety-two percent of Black Californians are employed, compared to the state average of 95 percent. When employed, 51 percent of Black Californians earn a living wage, whereas 64 percent of all Californians do so.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Black Californians are equally likely to have health insurance compared to the state average but are less likely to own a home. However, male Black Californians make \$1,000 more than female Black Californians—a gender wage gap that is \$2,000 less than the average gender wage gap in the state.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



### More Info Online

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# Postsecondary to Prosperity

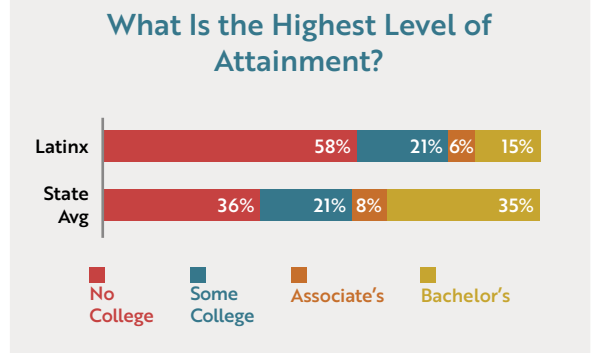
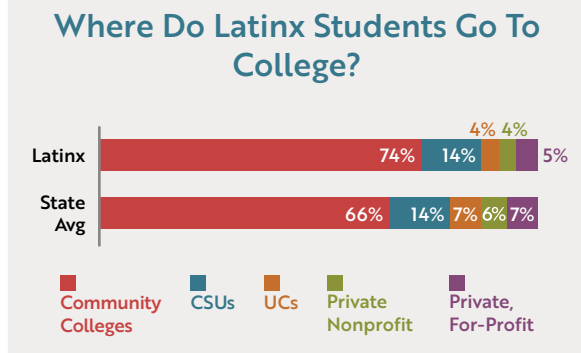
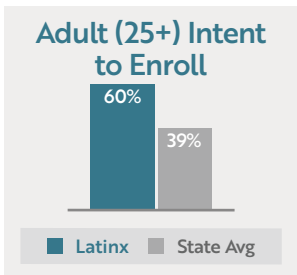
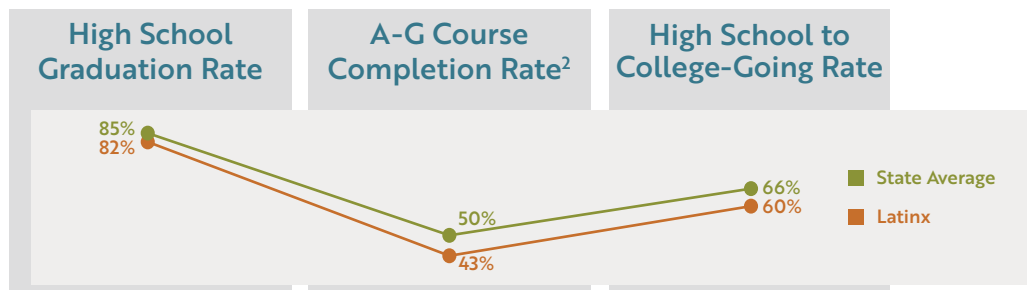
## Latinx Californians

Latinx Californians make up 39 percent of the state's population and are a major driver of California's overall population growth. The Latinx diaspora includes those who are from Cuba, Mexico, Puerto Rico, South America, or Central America. Latinx Californians have made incremental gains in degree attainment and wages over time, but still lag behind the state average.

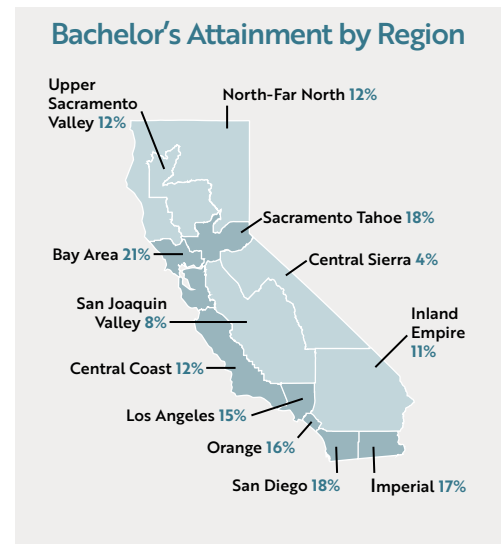
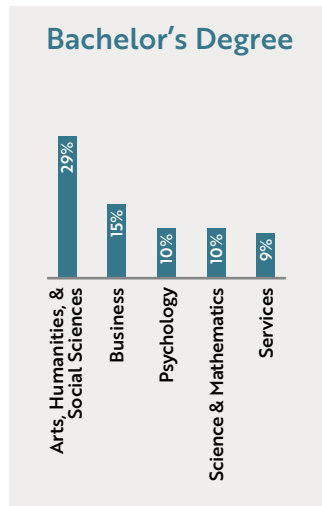
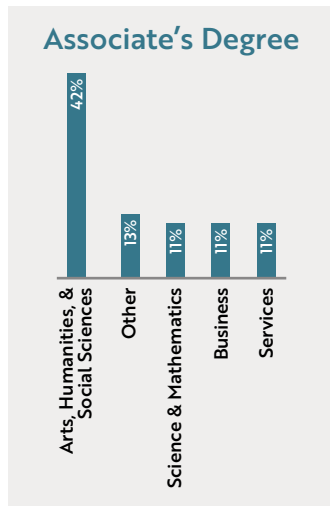
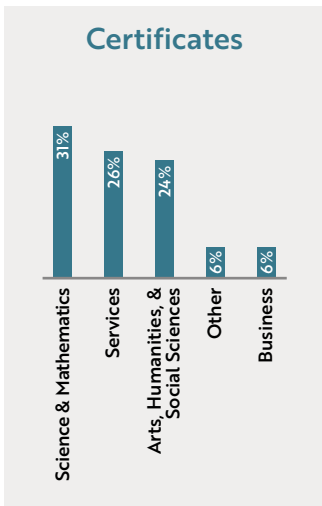
### POSTSECONDARY

**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

Fewer Latinx Californians graduate from high school, complete A-G courses, and enroll in college than the state average. For those who do enroll in college, they are 12 percent more likely to enroll in community college and 42 percent less likely to enroll in a UC compared to all Californians. Moreover, Latinx Californians are 61 percent more likely to have never gone to college and 57 percent less likely to hold a bachelor's degree compared to the state.



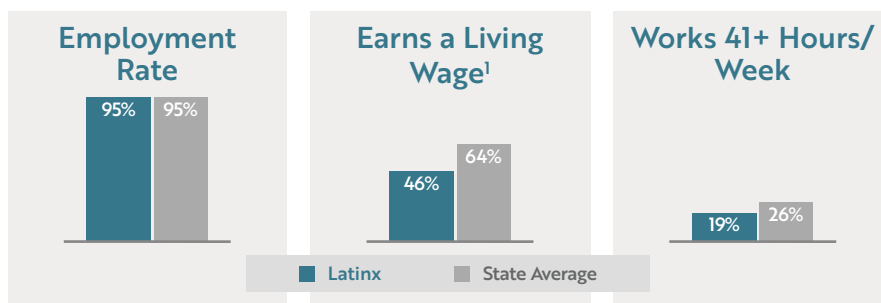
### What Programs Do Latinx Students Most Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
2. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.

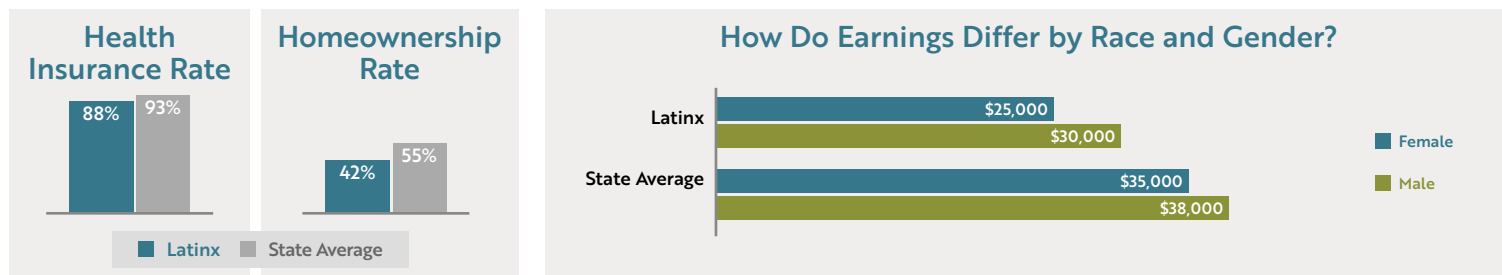
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Latinx Californians are equally likely to have a job but are less likely to earn a living wage than Californians as a whole. Ninety-five percent of Latinx Californians are employed, and 46 percent of Latinx Californians earn a living wage, compared to 64 percent of the state as a whole.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Latinx Californians are less likely to have health insurance or own a home compared to the state average. However, male Latinx Californians make \$5,000 more than female Latinx Californians—a gender wage gap that is \$2,000 more than the average gender wage gap in the state.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



### More Info Online

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# Postsecondary to Prosperity

## Native American and Alaska Native Californians

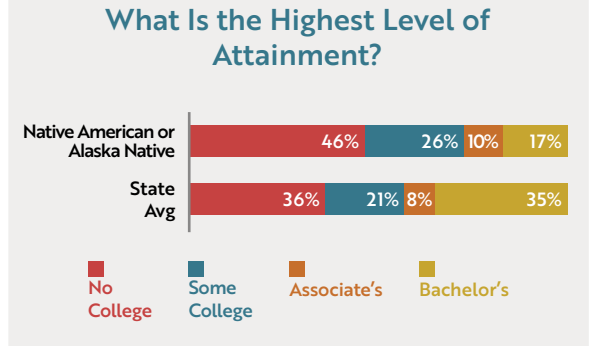
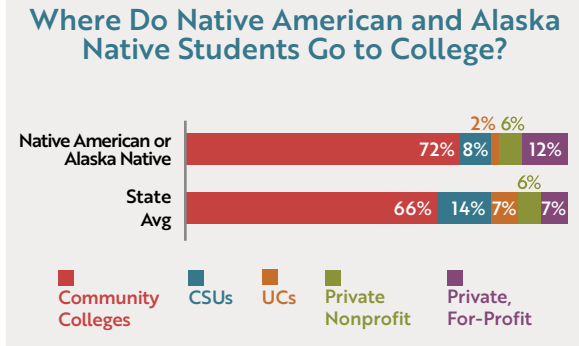
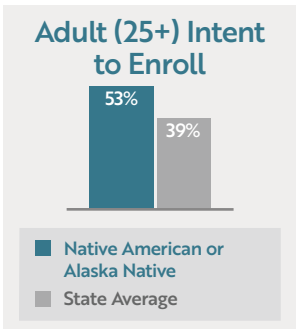
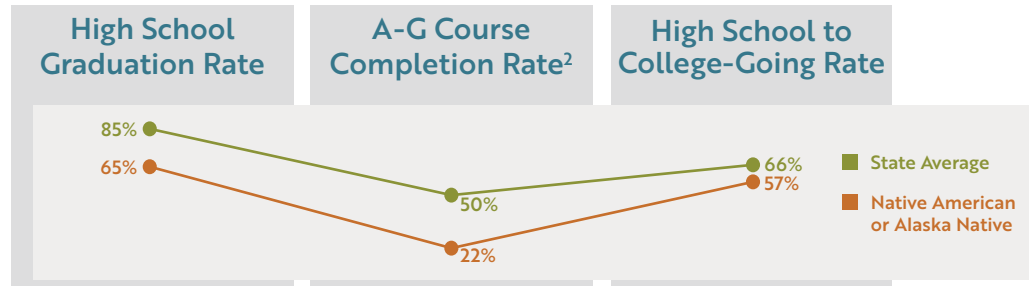
Native American and Alaska Native Californians make up less than 1 percent of the state's population, a steady share over the last 17 years. The largest numbers of Native Americans and Alaska Natives are in the Bay Area, San Joaquin Valley, Inland Empire, and North-Far North. These communities have experienced stagnating progress in educational and economic outcomes.

### ABOUT THE DATA<sup>1</sup>

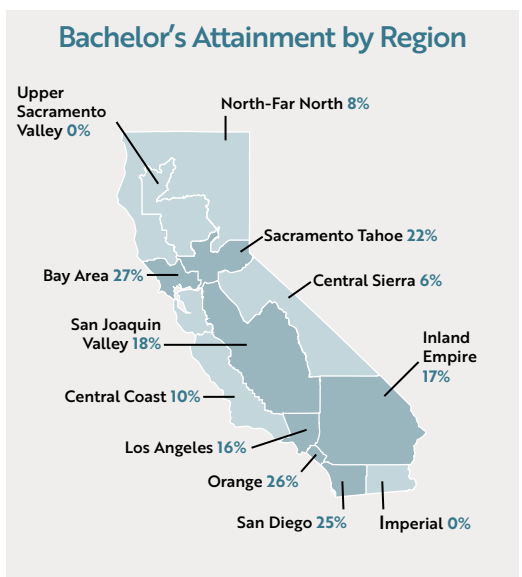
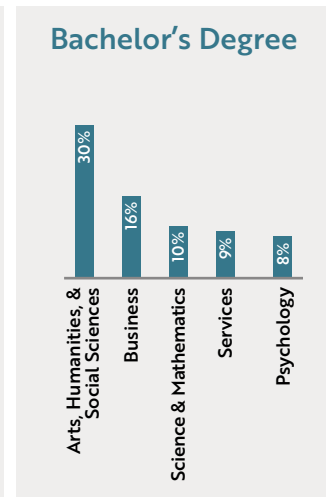
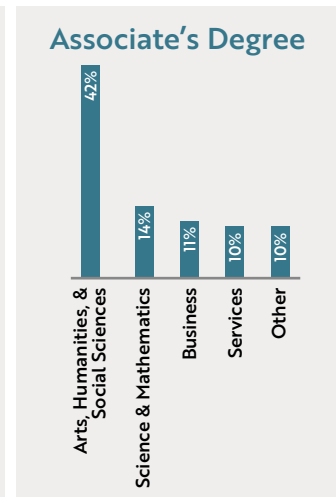
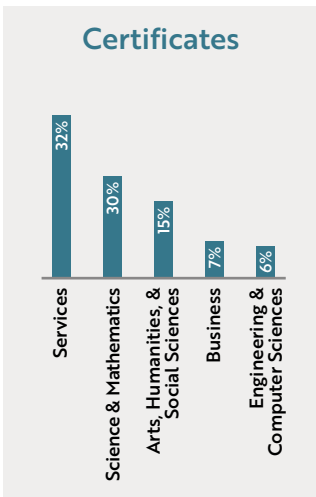
This factsheet uses 8 primary datasets (2017–2020)

## POSTSECONDARY

Fewer Native American and Alaska Native Californians graduate from high school, complete A-G courses, and enroll in college compared to the state average. Native American and Alaska Native Californians are more likely to enroll in a CCC or private, for-profit and less likely to enroll at a UC or CSU than Californians as a whole. This population is 26 percent more likely to not have a degree and are half as likely to attain a bachelor's degree than the state as a whole.



## What Programs Do Native American and Alaskan Native Students Most Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
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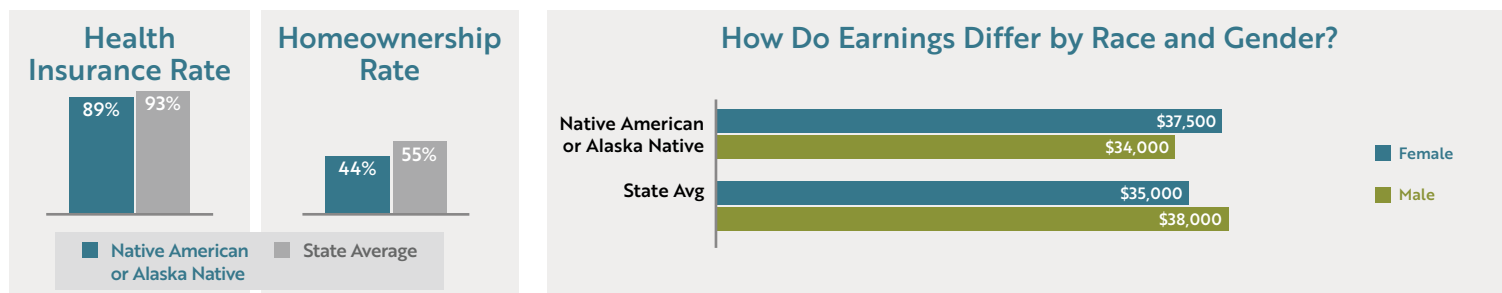
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Native American and Alaska Native Californians are less likely to have a job and earn a living wage than Californians as a whole. Ninety-two percent of Native American and Alaska Native Californians are employed, compared to 95 percent of all Californians, and 45 percent of Native American and Alaska Native Californians earn a living wage, compared to 64 percent of the state as a whole.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Native American and Alaska Native Californians are less likely to have health insurance or own a home compared to the state average. Female Native American and Alaska Native Californians make \$3,500 more than male Native American and Alaska Native Californians—a gender wage gap that is \$500 more than the average gender wage gap in the state and the only wage gap where females lead.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



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# Postsecondary to Prosperity

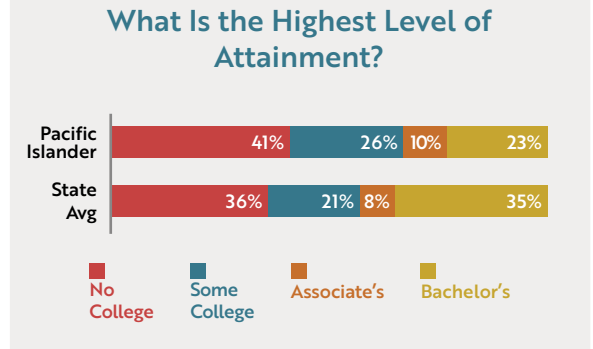
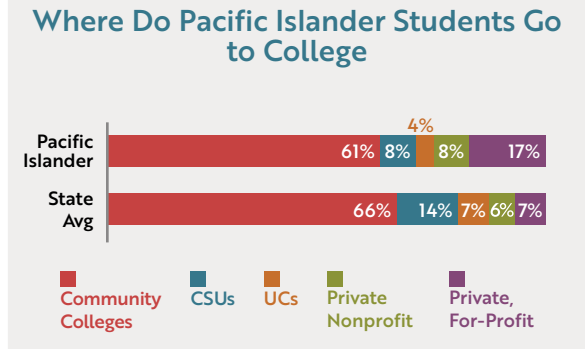
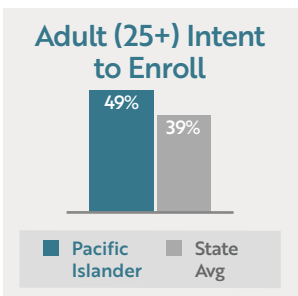
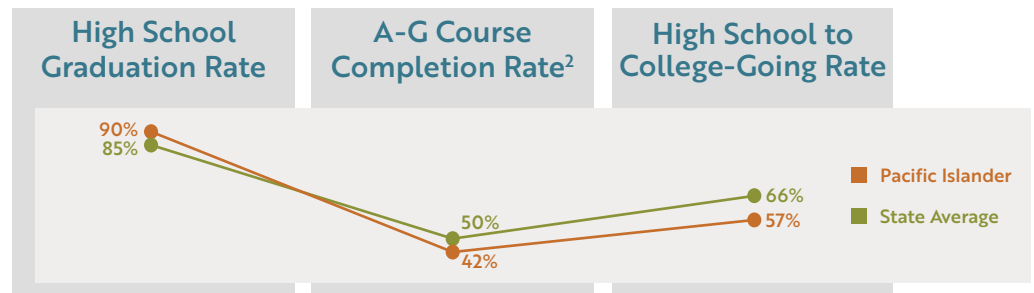
## Pacific Islander Californians

Pacific Islander Californians make up less than 1 percent of the state's population and largely reside in the Bay Area and Los Angeles. California's Pacific Islanders show improved high school graduation rates over time that have yet to translate into improved college and employment outcomes.

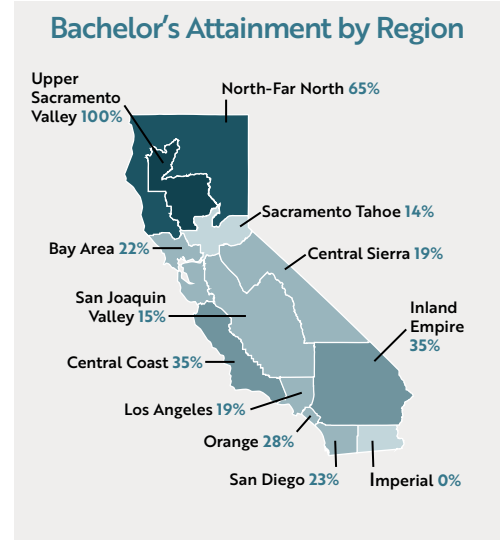
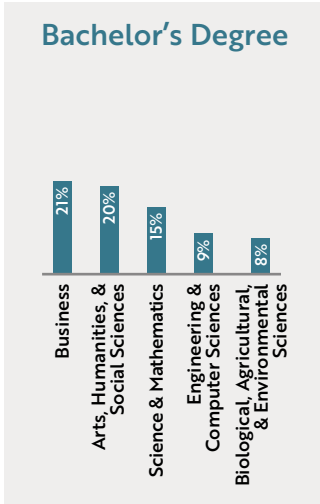
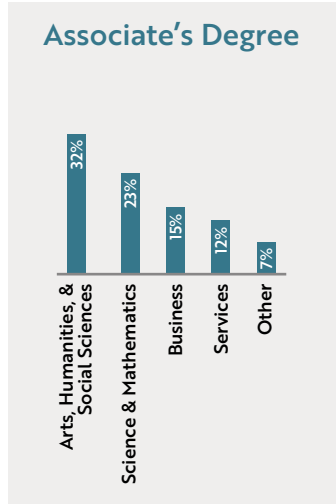
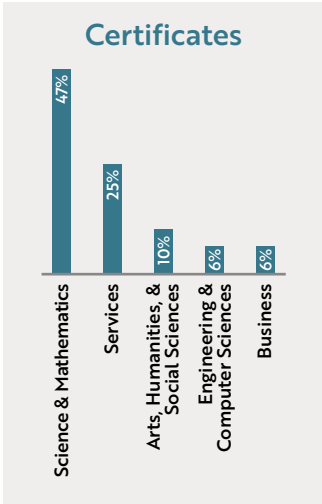
### POSTSECONDARY

**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

While more Pacific Islander students graduate from high school compared to the state average, fewer complete A-G courses or enroll directly to college. Pacific Islander students are more likely to enroll in a private, for-profit institution, but less likely to enroll in a CCC, CSU, or UC than California as a whole. Pacific Islander Californians are 17 percent more likely to not hold any degree, 20 percent more likely to hold an associate's degree, and 34 percent less likely to hold a bachelor's degree, compared to the state.



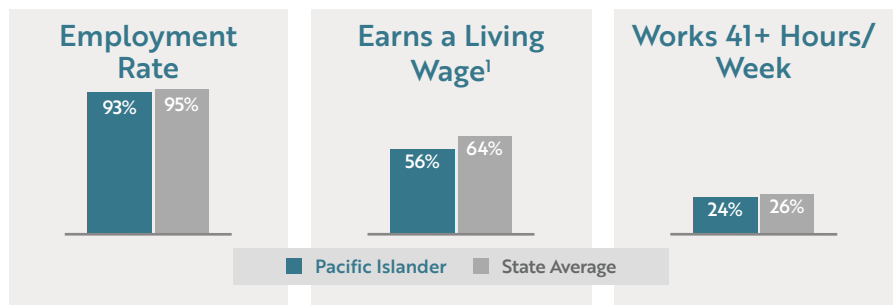
### What Programs do Pacific Islander Students Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
2. High school students must complete a set of courses known as "A-G" to be eligible for admission to the California State University and University of California.

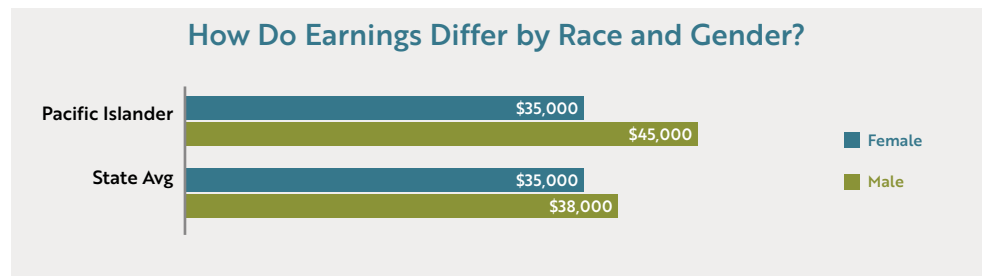
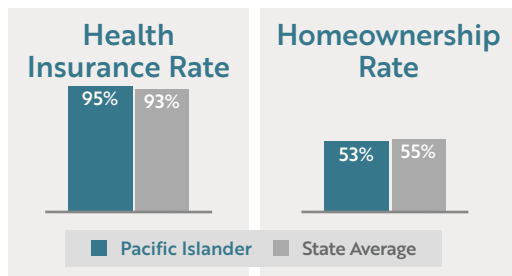
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. Pacific Islander Californians are less likely to have a job and earn a living wage than Californians as a whole. Ninety-three percent of Pacific Islander Californians are employed, compared to 95 percent of all Californians, and 56 percent of Pacific Islander Californians earn a living wage, compared to 64 percent of the state as a whole.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. Pacific Islander Californians are more likely to have health insurance compared to the state but less likely to own a home. Male Pacific Islander Californians make \$10,000 more than female Pacific Islander Californians—a gender wage gap that is \$7,000 more than the average gender wage gap in the state.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



### More Info Online

Visit [californiacompetes.org/p2p](https://californiacompetes.org/p2p) for more data that highlights opportunity for all Californians.



# Postsecondary to Prosperity

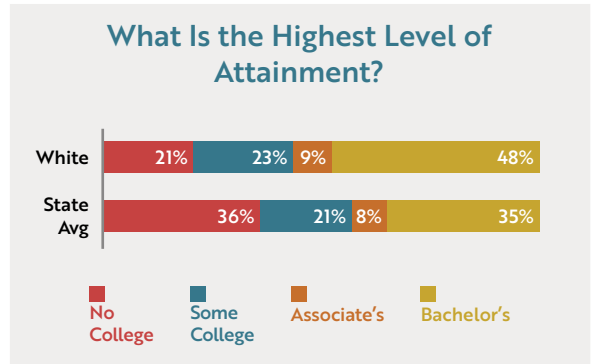
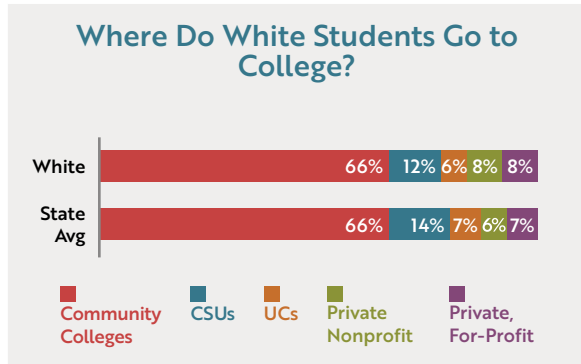
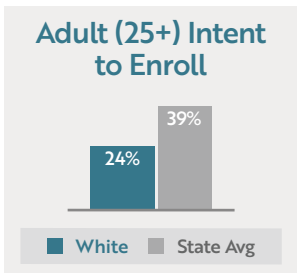
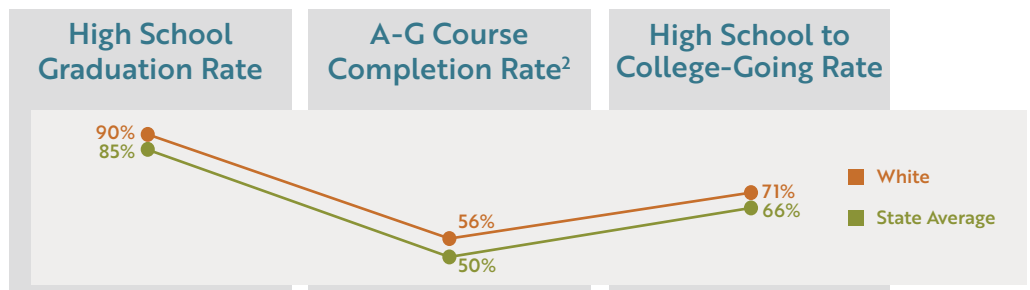
## White Californians

Whites in California make up 37 percent of the state’s population, and this share has been decreasing over time. White Californians have experienced strong educational and career outcomes overall, but the data reveal large variations by region.

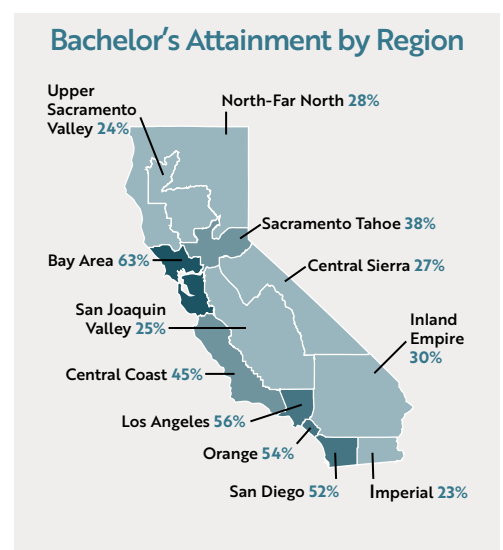
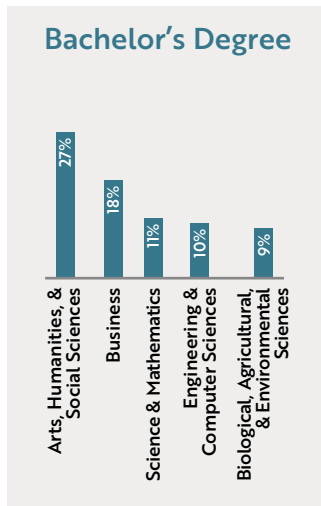
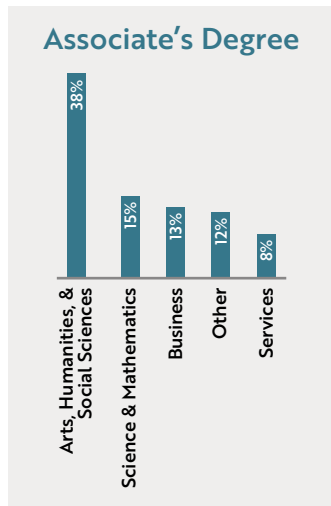
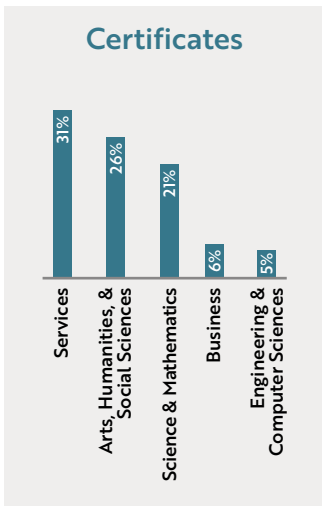
### POSTSECONDARY

**ABOUT THE DATA<sup>1</sup>**  
This factsheet uses 8 primary datasets (2017–2020)

White Californians typically demonstrate greater access to postsecondary education compared to the state. They are more likely to graduate from high school, complete A-G courses, and enroll in college. White Californians enroll in CCC, UC, CSU and private institutions at similar rates to the state. Fewer White Californians have no college degree compared to the state, and they are 37 percent more likely to earn a bachelor’s degree.



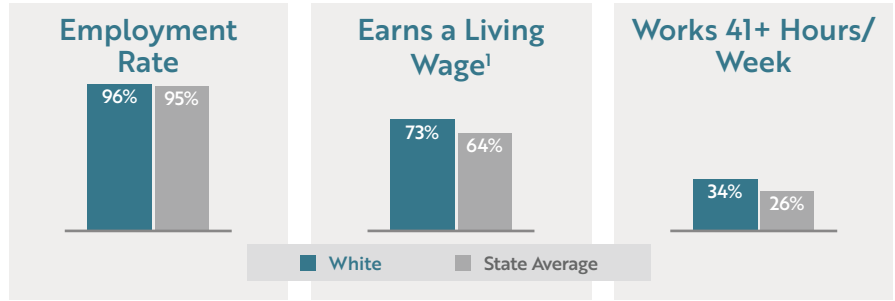
### What Programs Do White Students Most Commonly Complete?



1. For more detailed information on how metrics are calculated, please refer to the [technical appendix on californiacompetes.org/p2p](https://californiacompetes.org/p2p).  
2. High school students must complete a set of courses known as “A-G” to be eligible for admission to the California State University and University of California.

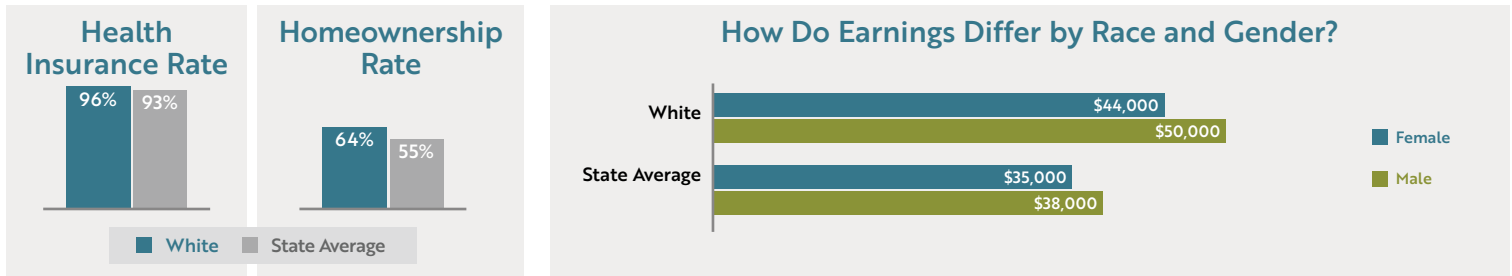
## WORKFORCE

Gainful employment is critical for individual and community economic and social strength. Being employed is critical to economic stability for many Californians, but given our state's high cost of living, earning a living wage is also critically important. White Californians are more likely to have a job and earn a living wage than Californians as a whole. Ninety-six percent of White Californians are employed, compared to 95 percent of all Californians, and 73 percent of White Californians earn a living wage, compared to 64 percent of the state as a whole.



## PROSPERITY

Though it is impossible to quantify prosperity, markers like health insurance, homeownership, and economic development signify pathways to prosperity. White Californians are more likely to have health insurance and own a home compared to the state average. However, male White Californians make \$6,000 more than female White Californians—a gender wage gap that is \$3,000 more than the average gender wage gap in the state.



1. Living wage is calculated as the median annual earnings that support a family of two adults and two school-aged children, adjusted by county-level cost of living, as determined by California's Employment Development Department.



### More Info Online

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[californiacompetes.org](http://californiacompetes.org)