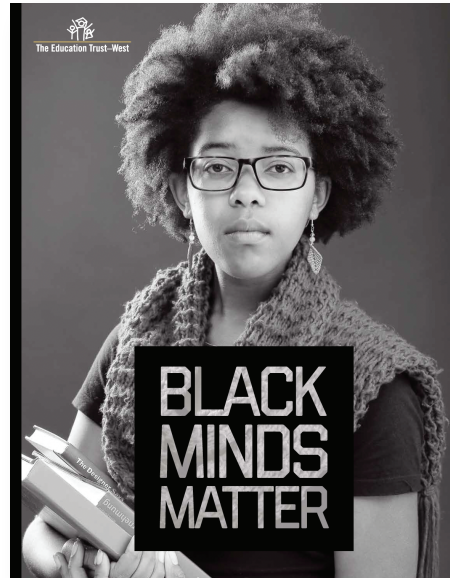


# Black Minds Matter:

## 2022 Factsheet



In 2015, The Education Trust–West launched the Black Minds Matter campaign to galvanize Californians around the need to do significantly more to live up to their progressive values, reverse racial inequities in policy, and honor Black students' civil right to education. As part of the campaign, Ed Trust–West released a report that laid bare the facts: California does too little to support Black student success.

California is home to the 5th largest Black population in the United States: 2.8 million Black people. Of those, approximately half a million are children under the age of 18, many of whom are enrolled in California's early learning and K-12 public school systems. Over 157,000 Black students attend California public colleges and universities.

Since the original release of Black Minds Matter, the state has made some progress in living up to its espoused commitments to Black students and families. However, progress is too slow. Institutions continue to limit Black students' access to opportunities and structural supports that are crucial for success in many early learning settings, K-12 school districts, and higher education systems.

Data continue to show that Black families and communities value education and that structural racism impedes Black students' success in California. Ed Trust–West urges local and state leaders and fellow advocates to use this updated fact sheet as a wake up call to do much more to support California's Black students. Our [Policy Agenda for Accelerating Racial Equity in California Education Systems in 2022](#) is an important starting place to understand the necessary statewide policy changes that Black students and communities deserve from education systems and leaders.

## EARLY LEARNING:

Access to learning before kindergarten has wide-ranging positive effects. Black children who have access to early learning opportunities are more likely to graduate from high school, attend college, and earn higher incomes.



There are **roughly 25,670 Black four-year-olds** in California.\*

**Only 16% of Black four-year-olds** are enrolled in California Transitional Kindergarten (TK) classrooms.\*\*

### Source(s):

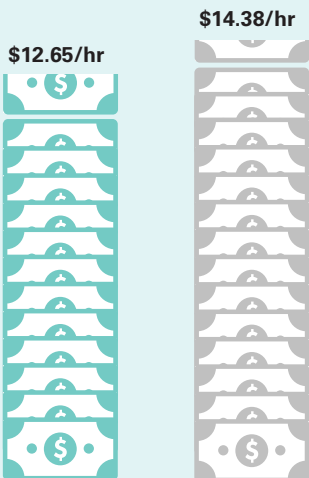
\* Diversitydatakids.org. (2017). Children aged 0-4 by race/ethnicity, 1-year estimates [Data set]. Institute for Child, Youth and Family Policy, Brandeis University.  
[https://data.diversitydatakids.org/dataset/01001\\_2\\_p-racial-ethnic-composition--children-aged-0-4--percent-/resource/03eddf7-339a-4d1d-b49b-92c73d055a11?filters=year%3A2017](https://data.diversitydatakids.org/dataset/01001_2_p-racial-ethnic-composition--children-aged-0-4--percent-/resource/03eddf7-339a-4d1d-b49b-92c73d055a11?filters=year%3A2017)  
 \*\* California Department of Education. (2021). Transitional kindergarten data, 2020-21 [Data set]. <https://www.cde.ca.gov/ds/ad/filestkdta.asp>

### Pay disparities disproportionately effects Black early educators.

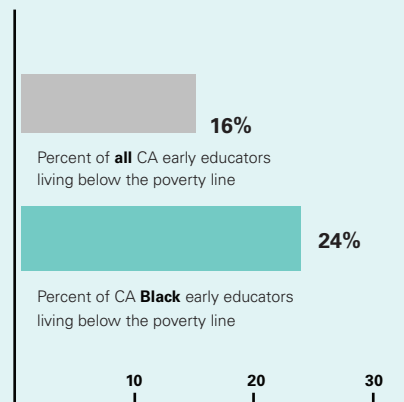
California's early learning and early care workforce have a wealth of racial diversity.

**Around 12% of family care-based providers and 5% of center-based providers in California's early care workforce are Black.\***

However, these early educators are underpaid and undervalued. Early educators with a Bachelor's degree **earn 38% less** on average than TK-8 educators with Bachelor's degrees.\*\*



Black preschool educators **earn \$12.65 per hour** while other racial/ethnic groups **earn \$14.38 per hour.**\*\*\*



**24% of Black early educators** live below the poverty line while the overall percentage of early educators below the poverty line is **16%.**\*\*\*\*

### Source(s):

\* Powell, A., Kim, Y., & Montoya, E. (2022, January). Demographics of the California ECE workforce. Center for the Study of Child Care Employment, University of California, Berkeley.

<https://csce.berkeley.edu/wp-content/uploads/2022/01/CSCCE-Demographics-of-the-California-ECE-Workforce.pdf>

\*\* Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. J. E. (2020, January 18). Financing early educator quality: A values-based budget for every state. CSCCE.Berkeley.

<https://csce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>

\*\*\* Austin, L. J. E., Edwards, B., Chávez, R., & Whitebook, M. (2019, December). Racial wage gaps in early education employment. Center for the Study of Child Care Employment, University of California, Berkeley.

<https://csce.berkeley.edu/wp-content/uploads/2020/02/RacialWageGaps-Early-Education-Brief.pdf>

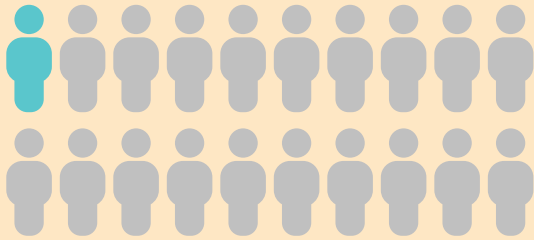
\*\*\*\* Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L. J. E. (2019, July 23). Breaking the silence on early child care and education costs. Center for the Study of Child Care Employment, University of California, Berkeley.

<https://csce.berkeley.edu/wp-content/uploads/publications/Break-the-Silence-on-Early-Child-Care-and-Education-Costs.pdf>

## KINDERGARTEN-12TH GRADE:

Black students are still being denied access to rigorous, challenging learning opportunities and high quality educators who affirm their identity and create supportive and safe learning environments. In high school, Black students are less likely to have access to college preparatory courses and receive mentorship around the college application and financial aid process.

In California, one in every 20 K-12 students is Black.



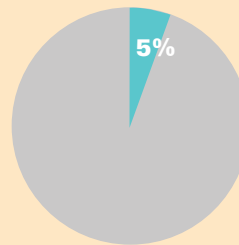
If Black students made up their own school district in California, they would be the second-largest district in the state, next to Los Angeles Unified.

**Source(s):**

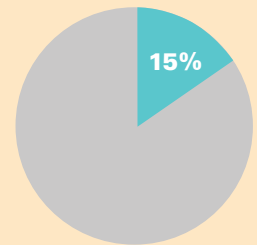
California Department of Education. (2021). Census Day enrollment by school, 2020–21 [Data set]. <https://www.cde.ca.gov/ds/ad/filesenr.asp>

While the total number of suspensions per year has decreased for Black students, they continue to be suspended at disproportionately higher rates - often for the same behaviors for which other students are less harshly punished.\*

In 2019, Black students made up **5%** of the student population but totaled **15%** of students suspended.\*\*



**Black Student Population**



**Black Student Suspensions**

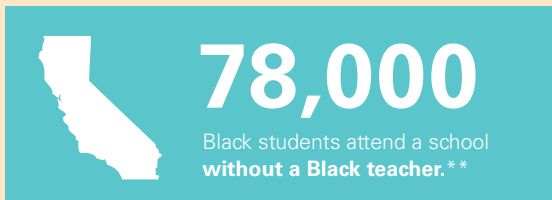
**Source(s):**

\* Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspensions and racial disparities in achievement. *Social Problems*, 63(1), 68–86. <https://doi.org/10.1093/socpro/spv026>

\*\* California Department of Education. (2019). Suspension data, 2018–19 [Data set]. <https://www.cde.ca.gov/ds/ad/filesad.asp>

Note: We cite 2018–19 suspension data here because of the variability in suspension data during the pandemic.

Black students who have at least one Black teacher between Kindergarten and third grade are **7% more likely to graduate from high school** and 13% more likely to enroll in college.\*



**Source(s):**

\* Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018, November). The long-run impacts of same-race teachers. *National Bureau of Economic Research*. <https://www.nber.org/papers/w25254>

\*\* ETW analysis of California Department of Education. (2019). Staff demographics data, 2018–19 [Data set]. <https://www.cde.ca.gov/ds/ad/staffdemo.asp>



However, **half (50%) of California schools** currently don't have a Black teacher on staff.

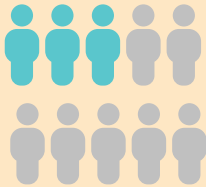


Only **37% of Black students** on the CA Healthy Kids survey report high levels of feeling happy, safe, connected, and supported at school.

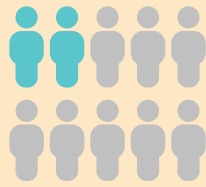
Discriminatory policies play into the disproportionality in school discipline and create a climate where Black students don't feel welcomed and supported on school campuses. **Black students are the least likely to report high levels of school connectedness** (37%) about feeling happy, safe, connected, and supported at school when compared to all other racial/ethnic student groups on the CA Healthy Kids survey.

Source(s):  
California School Climate, Health, and Learning Surveys, California Department of Education. (2019). Query CalSCHLS: School climate, 2017-2019 [Data set]. <https://calschls.org/reports-data/query-calschls/?ind=127>

Since the original Black Minds Matter report was released, Black student academic outcomes have seen little improvement.



Black students **on grade** level for English



Black students **on grade** level for Math

**In 2018-19, roughly three in 10 Black students were on grade level in English, and two in 10 were on grade level in math.\***

These outcomes directly result from systemic racial inequities in access to supportive, high-quality learning environments.\*\*

Source(s):  
\* \* California Assessment of Student Performance and Progress, California Department of Education. (2019). English Language Arts/Literacy and Mathematics research files, 2018-19 [Data set]. <https://caaspp-elpac.cde.ca.gov/caaspp/Default>  
\*\* United States Commission on Civil Rights. (2018, January). Public education funding inequity in an era of increasing concentration of poverty and resegregation. <https://www.usccr.gov/files/pubs/2018/2018-01-10-Education-Inequity.pdf>  
Note: We cite 2018-19 CAASPP data here because this is the last year that reliable, robust data was released on student academic outcomes.

While some districts have adopted the A-G courses required for UC/CSU eligibility as the default curriculum, **nearly half of districts don't require students to complete A-G courses successfully to graduate.** Further, some high schools don't even offer a full A-G course sequence.\*



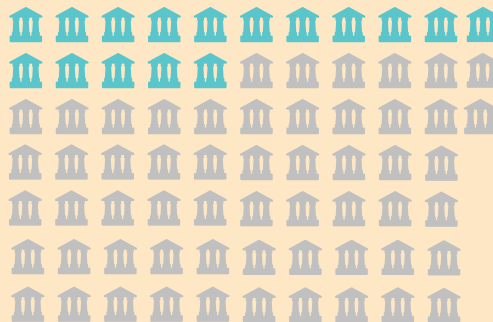
As a result, many Black students face challenges meeting A-G requirements, and **only 43% graduate from high school eligible for a UC or CSU.\*\***



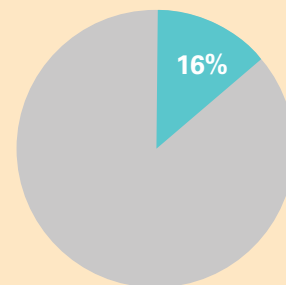
Source(s):  
\* Gao, N., Lopes, L., & Lee, G. (2017 November). California's high school graduation requirements. Public Policy Institute of California. <https://www.ppic.org/publication/californias-high-school-graduation-requirements/>  
\*\* California Department of Education. (2021). Adjusted cohort graduation rate and outcome data, 2020-21 [Data set]. <https://www.cde.ca.gov/ds/ad/files/acgr.asp>

Despite research showing that dual enrollment leads to higher college graduation rates and less student debt, California has yet to expand such programs equitably.

**Only 16 of California's community college districts have a high representation of Black students** in dual enrollment programs.\*



Statewide, **only 16% of Black high school students are enrolled** in these courses that give them early college access.\*\*



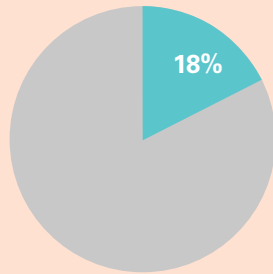
Source(s):  
\* EdTrust-West. (2022). Jumpstart: Mapping Racial Equity in California's Community College Dual Enrollment [Infographic]. <https://west.edtrust.org/resource/jumpstart-mapping-racial-equity-in-californias-community-college-dual-enrollment/>  
\*\* Kurlaender, M., Reed, S., Grosz, M., Mathias, J., & Hughes, K. (2021). A foot in the door: Growth in participation and equity in dual enrollment in California. UC Davis Wheelhouse. [https://education.ucdavis.edu/sites/main/files/wheelhouse\\_research\\_brief\\_vol\\_6\\_no\\_7\\_final.pdf](https://education.ucdavis.edu/sites/main/files/wheelhouse_research_brief_vol_6_no_7_final.pdf)

## HIGHER EDUCATION:

Once Black students graduate high school, they face undue bureaucratic and financial barriers accessing California's public higher education systems. These barriers make it harder for them to apply to, enroll in, and complete higher education degrees.

When colleges enroll students in transfer-level courses with supportive corequisites rather than remedial courses, Black students are **three times** more likely to successfully complete a transfer-level course.\*

As a result of the overuse of remedial community college courses, **only 18% of Black, first-time college students at California Community Colleges are enrolled in math corequisite courses that keep them on track to graduate.**\* Only six of the 116 California community colleges have stopped enrolling students in remedial courses.\*\*



Source(s):

\* Mejia, M., Rodriguez, O., Johnson H., Alesi Perez, C. (2021, December). Community College Math in California's New Era of Student Access. Public Policy Institute of California. <https://www.ppic.org/publication/community-college-math-in-californias-new-era-of-student-access/#~:text=In%20fall%202019%2C%20almost%20all>

\*\* California Community Colleges Board of Governors. (2021, July). CCC Board of Governors Meeting July 2021 Part B [Video]. TechConnect. <http://www.3cmediasolutions.org/node/21455?start=162>

Note: Corequisites are concurrent support courses, extended instructional time, intensive academic support services, and increased resources for students in transfer-level courses who need extra support.

In 2018-19, around **one in three Black 12th graders** (29%) in California did not submit a financial aid application.\*



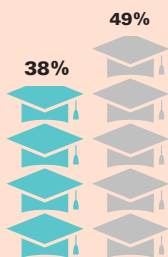
Approximately \$550 million in federal and state aid goes unused by students in California each year.\*\*

Source(s):

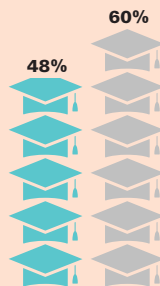
\* Ed Trust-West. (2022). Data tool: Racial disparities in financial aid completion, class of 2019 [Infographic]. <https://west.edtrust.org/racial-disparities-in-financial-aid-completion/>

\*\* Education Strategy Group (2020). FastTrack FAFSA Completion. <https://edstrategy.org/wp-content/uploads/2020/01/Fast-Track-FAFSA-Completion-Final.pdf>

A lack of access to corequisite courses, and other structural barriers to higher education, impact transfer and degree completion rates.



**38%** of Black students complete an Associate's degree from a California Community College in six years. The average six-year completion rate is 49%.\*



**48%** of Black students complete a degree from California State University in six years. The average six-year completion rate is 60%.



**76%** of Black students complete a degree from the University of California in six years. The average six-year completion rate is 83%.



As a result, only **26%** of Black adults have a bachelor's degree or higher in California.

Source(s):

\* Ed Trust-West. (2022). Data For The People Hub: Higher education graduation & completion [Infographic]. <https://west.edtrust.org/resource/data-for-the-people-hub/>