

Summary of “The State of Asian American, Native Hawaiian, and Pacific Islander Education in California” Report

OVERVIEW

California has the largest and most diverse Asian American (AA) and Native Hawaiian and Pacific Islander (NHPI) population in the nation. This report on the state of AANHPI education in California highlights the achievements and challenges in public K-12 and public postsecondary education (especially the limitations in available education data on AANHPI subgroups), and provides recommendations for policymakers and community advocates.

SUMMARY OF MAJOR FINDINGS

1. Particular AANHPI subgroups have disproportionately high rates of dropping out of high school and do not have high school diplomas.

- Hmong have the largest proportion (45%) in the state (25 yrs and older) with less than a high school diploma among all racial/ethnic groups.
- About 40% of Cambodians and Laotians (25 yrs and older) have less than a high school diploma, which is double the state rate.
- Pacific Islander students in grades 9-12 have high dropout rates, with about one-fifth estimated to drop out over a four-year period.

2. Poverty and/or limited English proficiency heighten the risk for dropping out of high school and college/university. Most Asian American subgroups are limited English proficient, and specific AANHPI subgroups have very high poverty rates.

- Over 40% of Vietnamese, Koreans, Hmong, Cambodians, Taiwanese, Chinese, and Laotians report limited English proficiency, which is double the state rate.
- A quarter of Hmong and Cambodians live in poverty, about double the state rate, and about one fifth of Tongans live in poverty, more than one and a half times the state rate.

3. The proportion of AANHPI professional educators is less, and in some cases, far less than the proportion of AANHPI enrolled students in the public K-12 system and postsecondary institutions.

- Asians, Filipinos, and Pacific Islanders are 5%-7% of all K-12 personnel in the state, but Asians, Filipinos, and Pacific Islanders are 12% of K-12 student enrollment.

4. Financial aid is vital but not sufficient for student retention and success for AANHPI college students. Data on financial aid were not available by AANHPI subgroup or for the California State Universities, making comparisons difficult if not impossible.

- At the University of California, Asian students are the largest group among all racial/ethnic groups with parent income less than \$45,000, but though they receive similar dollar amounts in grants as other students, smaller proportions of Asian students receive scholarships compared to other racial/ethnic groups.

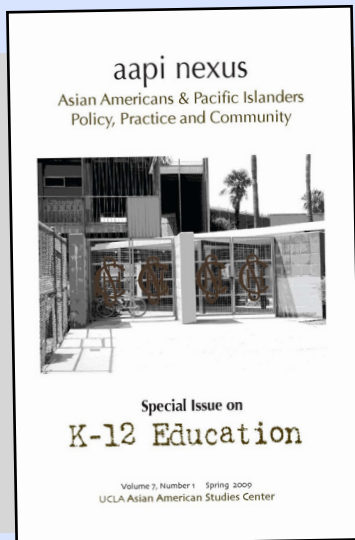
RECOMMENDATIONS

1. Disaggregated data by AANHPI subgroups are urgently needed.
2. More data and analysis are needed to determine the obstacles to retention, success, and graduation for AANHPI subgroups.
3. Pipeline programs to higher education need to target AANHPIs.

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"K-12 Education" 7:1 (2009)

Guest Editors:
Peter N. Kiang and Mitchell J. Chang

The K-12 Education issue highlights innovative and compelling programs and strategies that help inform the changing and diverse needs of AAPI communities, as well as encourage "interdisciplinary and cross-community dialogue," in this new decade of significant economic struggles and budget cuts.

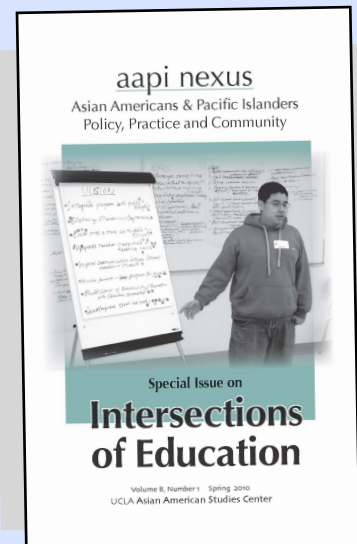
Authors: Patricia Espiritu Halagao, Allyson Tintiangco-Cubales, Joan May T. Cordova, Leena Neng Her, Valerie Ooka Pang, Phitsamay Sychitkokhong Uy, Jean J. Ryoo, Lusa Lo, Joseph Wu.

"Higher Education" 7:2 (2009)

Guest Editors:
Mitchell J. Chang and Peter N. Kiang

The Higher Education Issue expands the horizon of AAPI educational research in exciting ways that extend beyond the well-trodden "model" minority paradigms. The papers discuss not only the many challenges that AAPI College students face, but also potential solutions that have implications for future generations of AAPI College students.

Authors: L. Ling-chi Wang, Richard L. Wagoner, Anthony S. Lin, Jillian Liesemeyer, Oiyana A. Poon, Julie J. Park, Mitchell J. Chang.



"Intersections of Education" 8:1 (2010)

Guest Editors: Allyson Tintiangco-Cubales, Peter N. Kiang, Samuel D. Museus

The Intersections of Education Issue presents research that urges researchers, policy-makers, and practitioners to connect their work more intentionally across the domains of K-12 and higher education. This collection of papers informs the discussion in discovering improvements in access, retention, and curricular matters.

Authors: Shirley Hune, Jeomja Yeo, Yang Sao Xiong, Yingyi Ma, Allyson Tintiangco-Cubales, Roderick Daus-Magbual, Arlene Daus-Magbual.

