Are Current Policy Changes Closing the Door to College for Students of Color?

New scholarly analyses of present and proposed policy changes

September 25, 2018
ASIAN AMERICANS AND RACE-CONSCIOUS ADMISSION: UNDERSTANDING THE CONSERVATIVE OPPOSITION’S STRATEGY OF MISINFORMATION AND RACIAL DIVISION

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DIRECTOR, CENTER FOR RACIAL JUSTICE IN EDUCATION & RESEARCH

CO-AUTHOR: DR. LILIANA GARCES (UNIVERSITY OF TEXAS AT AUSTIN)
ORIGINAL GOAL OF AFFIRMATIVE ACTION

• Equal Access
• Level the playing field

President Johnson, 1965
LEGAL RATIONALE: DIVERSITY

Justice Powell (*Bakke*, 1978):
- Diversity rationale
- Quotas are unconstitutional.

Justice O’Connor (*Grutter* (2003)):
- Reaffirmed diversity rationale.
- *Race can be one of many factors considered.*

*Gratz* (2003):
- Point systems are unconstitutional – too inflexible.

Justice Kennedy (*Fisher II* (2016)):
- Reaffirmed diversity rationale.
- Reaffirmed: *Race can be one of many factors considered, particularly in holistic review.*
ASIANs ARE BEING USED TO MAKE THE CASE AGAINST AFFIRMATIVE ACTION. AGAIN. – ALVIN CHANG IN VOX
(3.28.2018)
Asian American voters:
• 1996: 61% opposed Prop 209 in California
• 2006: 75% opposed Prop 2 in Michigan

62.6% of Asian American undergraduates support affirmative action (Park, 2009).

Support for Affirmative Action among Registered Voters by Ethnic Group
(Source: AAPI DATA & NCAPA, 2017)
FOUR EXPLANATIONS:

1. 1990 Immigration Act
2. PRC: Exam-focused & ethno-nationalistic ed structural context
3. Social segregation
4. WeChat (founded in 2011) – echo chamber of fake news
MEDIA MISREPRESENTATIONS AND PUBLIC MISINFORMATION

• Recent Chinese American immigrants are not representative of all “Asian Americans”

• Lack of understanding of how race conscious admissions works among both affirmative action supporters and opponents.
Minority Serving Institutions under Trump’s Presidency

Andrés Castro Samayoa, Ph.D. (Boston College)
@andrescastrosam
andres.castrosamayoa@bc.edu

September 25, 2018
• Asian American Native American Pacific Islander Serving Institutions
• Historically Black Colleges & Universities
• Hispanic Serving Institutions

Tribal Colleges & Universities
• Predominantly Black Institutions
• Native American Non-Tribal Serving Institutions
• Alaska Native Serving Institutions
• Native Hawaiian Serving Institutions
• Account for ~15% of postsecondary institutions in the nation
• Enroll ~40% of students of color
  • Note that HSIs alone enroll over 60% of Latinos in college

(Conrad & Gasman, 2015; Castro Samayoa & Gasman, in press; Dwyer & Garcia, 2018)
### Table IV.2. Overview of Appropriations for Minority Serving Institutions in FY2018

<table>
<thead>
<tr>
<th>Authorizing Legislation</th>
<th>Name of Grant</th>
<th>FY 2017 Enacted</th>
<th>FY 2018 Presidential Request</th>
<th>Final Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEA Part III-A</td>
<td>Strengthening Institutions Program</td>
<td>$86,534</td>
<td></td>
<td>$98,886</td>
</tr>
<tr>
<td>HEA Part V-A</td>
<td>Strengthening Hispanic Serving Institutions</td>
<td>$107,795</td>
<td>$107,590</td>
<td>$123,183</td>
</tr>
<tr>
<td>HEA Part V-B(512)</td>
<td>Promoting Postbaccalaureate Opportunities for Hispanic Americans</td>
<td>$9,671</td>
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<td>$11,052</td>
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<td>HEA Part III-B-323</td>
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<td>$279,624</td>
</tr>
<tr>
<td>HEA Part III-B-326</td>
<td>Strengthening Historically Black Graduate Institutions</td>
<td>$63,281</td>
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<td>$72,314</td>
</tr>
<tr>
<td>HEA Part III-A-318</td>
<td>Strengthening Predominately Black Institutions</td>
<td>$9,942</td>
<td>$9,923</td>
<td>$11,361</td>
</tr>
<tr>
<td>HEA Part III-A-316</td>
<td>Strengthening Tribally-Controlled Colleges and Universities</td>
<td>$27,599</td>
<td>$27,547</td>
<td>$31,539</td>
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<tr>
<td>HEA Part VII A-4-723</td>
<td>Strengthening Master's Degree Programs at HBCUs</td>
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<td>Subtotal, Aid for Institutional development</td>
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*(HEA = Higher Education Act; amount in thousands)*

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(HEA = Higher Education Act; amount in thousands)

Table IV.3. Overview of Proposed Appropriations for Minority Serving Institutions in FY2019

<table>
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<tr>
<th>Authorizing Legislation</th>
<th>Name of Grant</th>
<th>Presidential Request</th>
<th>U.S. Senate Proposed</th>
<th>U.S. House of Representatives Proposed</th>
</tr>
</thead>
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<tr>
<td>HEA Part III-A</td>
<td>Strengthening Institutions Program</td>
<td>$</td>
<td>$ 101,067</td>
<td>$ 98,886</td>
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<td>HEA Part V-A</td>
<td>Strengthening Hispanic Serving Institutions</td>
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<td>$ 123,183</td>
</tr>
<tr>
<td>HEA Part V-B(512)</td>
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<td>$ 11,296</td>
<td>$ 11,052</td>
</tr>
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<td>HEA Part III-B-323</td>
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<td>Strengthening Historically Black Graduate Institutions</td>
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<td>$ 73,908</td>
<td>$ 72,314</td>
</tr>
<tr>
<td>HEA Part III-A-318</td>
<td>Strengthening Predominately Black Institutions</td>
<td>$</td>
<td>$ 11,611</td>
<td>$ 11,361</td>
</tr>
<tr>
<td>HEA PartIII-A-319</td>
<td>Strengthening Native American-Serving Non-Tribal Institutions</td>
<td>$</td>
<td>$ 3,910</td>
<td>$ 3,826</td>
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<tr>
<td>HEA Part III-A-316</td>
<td>Strengthening Tribally-Controlled Colleges and Universities</td>
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<td>$ 32,234</td>
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<td>Subtotal for Institutional Aid</td>
<td>$ 343,074</td>
<td>$ 674,502</td>
<td>$ 659,954</td>
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</table>

(HEA = Higher Education Act; in Thousands)

Sources: S. Rep 115-289, at 202 (2018); H. Rep. 115-862, at 150 (2018); Presidential FY 2019 Budget Summary and Background Information; Presidential FY 2019 Budget Request for Higher Education
Reauthorization of HEA...

• PROSPER Act
  • 25% graduation measures

• Aim Higher Act
  • MSI Innovation Fund

• Neither resolves eligibility for multiple grants
The Impact of the PROSPER Act on Underrepresented Students in For-profit Colleges

PRESENTED FOR THE CIVIL RIGHTS PROJECT
BRIAN PUSSER AND MATT ERICSON
UNIVERSITY OF VIRGINIA
Total Enrollment for all Students at Four-Year Institutions in 2014

Source: NCES, Table 303.25
Student Demographics at 4-Year Colleges in 2016

Source: NCES Table 306.50 “Total fall enrollment in degree-granting postsecondary institutions, by control and classification of institution, level of enrollment, and race/ethnicity of student: 2016”
Graduation Rates by Race Within 6 Years at 4-year Institutions by Institution Type

Source: NCES, Table 326.10
Percentage of Students in Four-Year Institutions and Share of Defaults 2014

Source: NCES, Table 303.25 and Federal Student Aid – Office of the U.S. Department of Education
What Congress Can Do To Protect Underrepresented Students in Higher Education

Preserve the existing gainful employment and cohort default rate provisions in order to increase accountability.

Strengthen the 90/10 Rule by moving to an 85/15 model that includes revenue from service members and veterans using GI Bills.

Restore restrictions on incentive payments for recruiters.

Protect borrower defense rules and loan forgiveness programs.

Restore income contingent payment plans and develop other, evidence-based plans to ease loan repayment.

Create financial incentives to increase student completion.

Support the provisions of the Aim Higher Act that would accomplish these goals.
In Consideration of Reinstating Pell for Incarcerated Students

UCLA Civil Rights Paper Series, September 2018

Original Paper Written By: Erin Corbett and Julie Ajinkya
“Education provides hope, confidence, and an overwhelming affirmation that we - the throwaway deviants - are capable of learning. Beyond the prospect of a better life upon release is the reconfiguration of character; these are benefits with impact that extend past the individual and into his community. There is humility in the recognition of the vast expanse of knowledge; it is humbling to admit that you do not know everything. The psychological effects of broadening your horizon are substantial; it is almost miraculous.”
How accountability can increase racial inequality: The case of federal risk-sharing

Nicholas Hillman
University of Wisconsin-Madison
9/25/2018
Policy context

• Public concern about growth and consequences of student loan debt

• Are we putting enough pressure on colleges to improve loan outcomes?

• Federal “risk-sharing” proponents would say no

• We need to fine colleges according to loan repayment rates
Repayment, income, & race are \textit{highly} correlated

Source: College Scorecard
A fairer way to improve repayment

• Penalizing colleges for inequality will only reinforce it

• What *specific* actions will improve repayment?
  - Don’t use repayment for accountability if you can’t answer this

• Promising ways forward:
  - Repayment improvement fund
  - Build campus & students’ capacity to improve outcomes
  - Comprehensive, community-based solutions
  - Technical assistance labs
All materials can be found at
www.civilrightsproject.ucla.edu

Contact us at crp@ucla.edu