

DROPPED?

Latino Education and Arizona's Economic Future

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This report is ...

...about a potential threat to the
economic well-being of all Arizonans

- Not about ethnicity
- Not about ideology
- only partially about education

Just a Few Years Ago

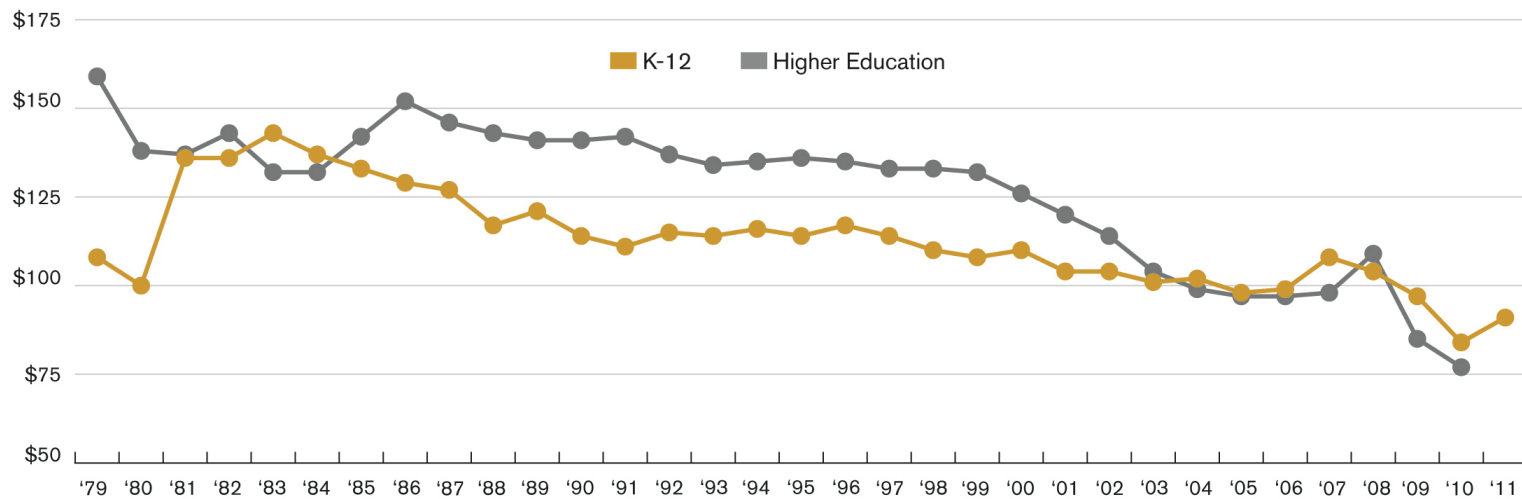
In 2001, *Five Shoes Waiting to Drop on Arizona's Future* warned of trends that could “make or break Arizona’s success in the future.”

- Attracting/keeping a skilled workforce
- Competing in the global economy
- Leadership in public and private sectors
- Leaky tax code
- Low educational attainment among Latinos



Five Shoes: “Place the educational interests of Latino young people at the top of the state’s agenda.”

FIGURE 1: EDUCATION APPROPRIATIONS PER STUDENT PER \$1,000 OF PER CAPITA PERSONAL INCOME, ARIZONA STATE GOVERNMENT GENERAL FUND

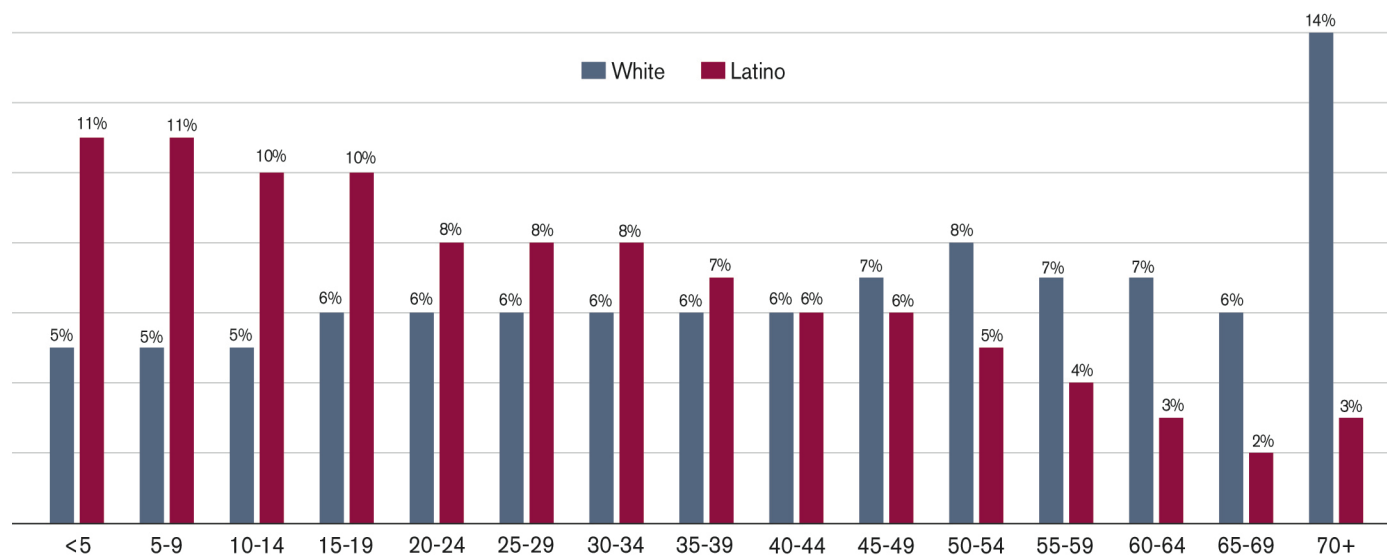


Note: Numbers are rounded.

Source: Arizona Joint Legislative Budget Committee, U.S. Department of Education, National Center for Education Statistics and the U.S. Department of Commerce, Bureau of Economic Analysis.

I. Demographics

FIGURE 3: AGE DISTRIBUTION OF ARIZONA RESIDENTS BY ETHNICITY, BY PERCENT, 2010



Note: Numbers are rounded.

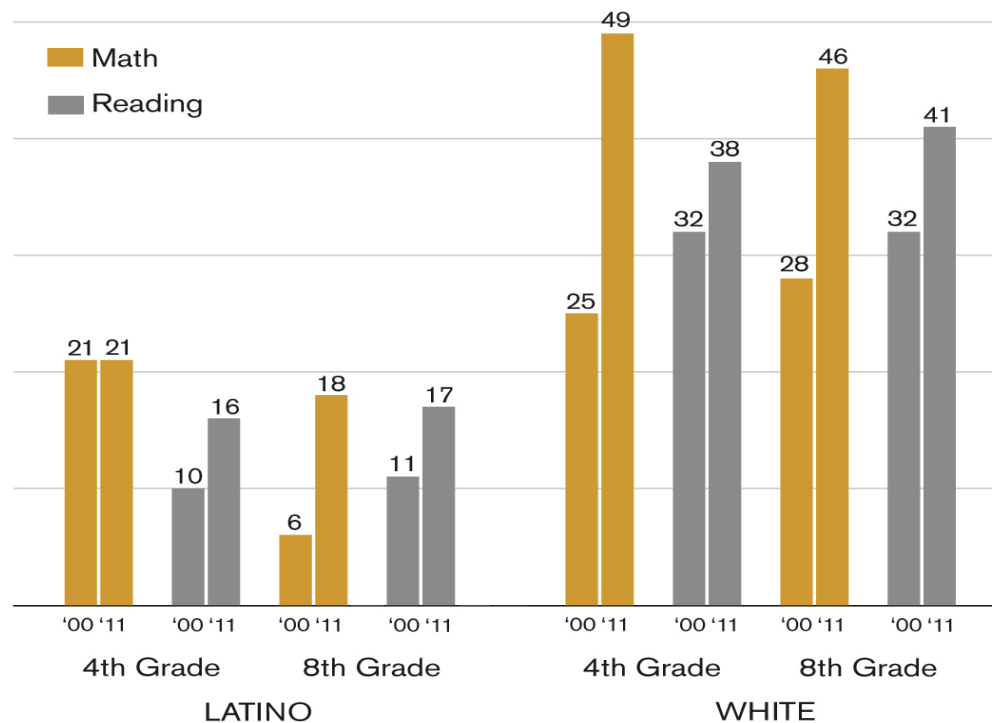
Source: U.S. Department of Commerce, Census Bureau, 2010 census.

More Demographics

- Percent of Arizona Latinos 19 or younger: 41%
of Whites: 21%
- Median age of Arizona Latinos: 25 years old
of Whites: 44 years old
- Arizona could reach “majority-minority” by 2030
- Percentage of Arizona Latinos under 5 who are
U.S. citizens: 97%

The education gap persists...

FIGURE 7: **PERCENTAGE AT OR ABOVE
“PROFICIENT”, NATIONAL ASSESSMENT OF
EDUCATIONAL PROGRESS (NAEP), 2000 AND 2011**

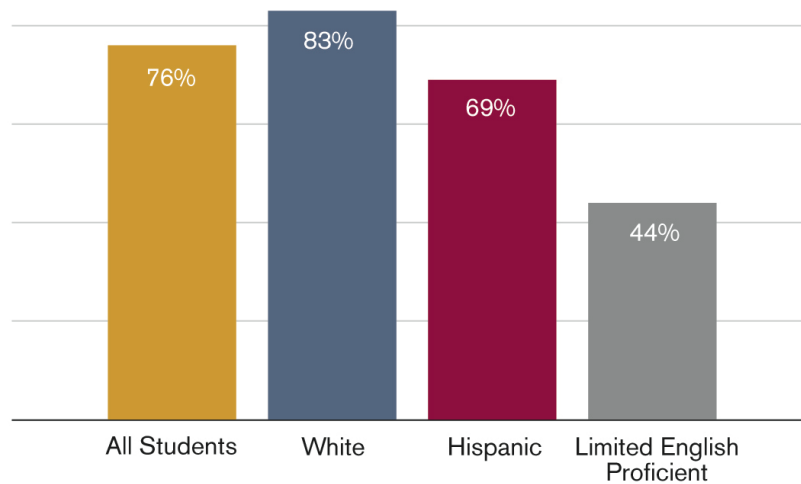


Note: Numbers are rounded. *Math tests were administered in 2000; reading tests were administered in 2002.

Source: National Center for Educational Statistics, Institute of Educational Sciences.

...contributing to a ‘diploma gap’ ...

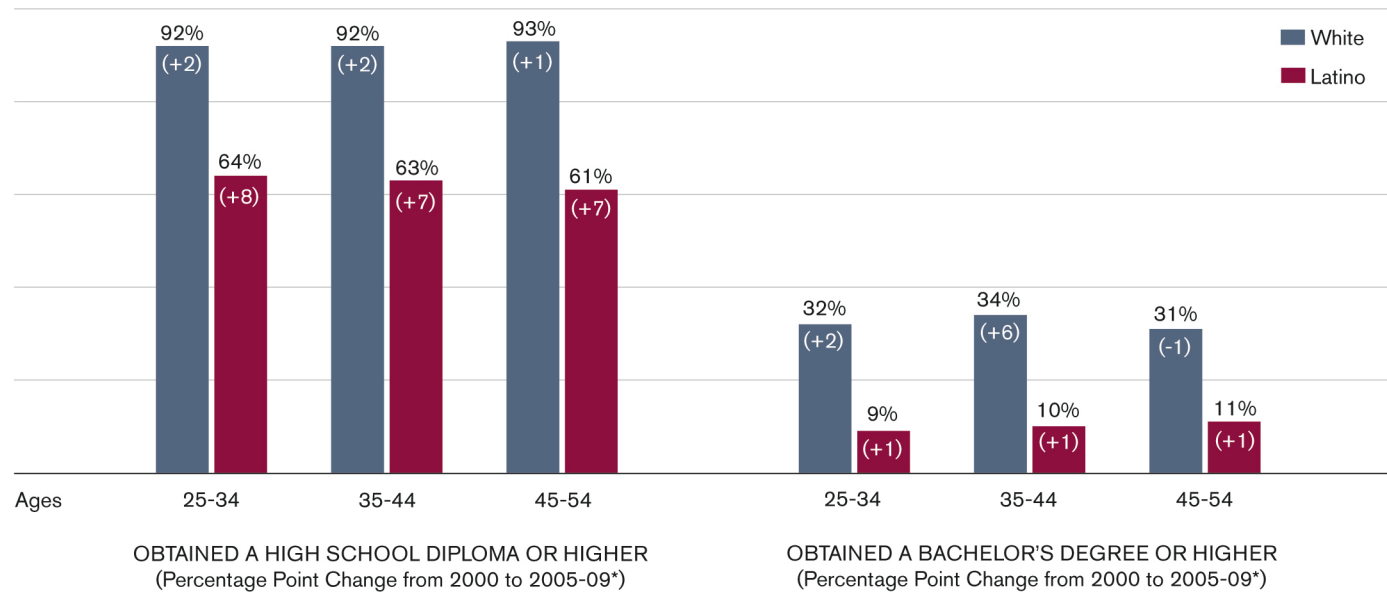
FIGURE 8: ARIZONA'S FOUR-YEAR HIGH SCHOOL GRADUATION RATE, 2009



Source: Arizona Department of Education.

...reflected in an ‘attainment gap...’

FIGURE 5: PERCENT EDUCATIONAL ATTAINMENT, 2005-09*, AND PERCENTAGE POINT CHANGE IN ARIZONA FROM 2000



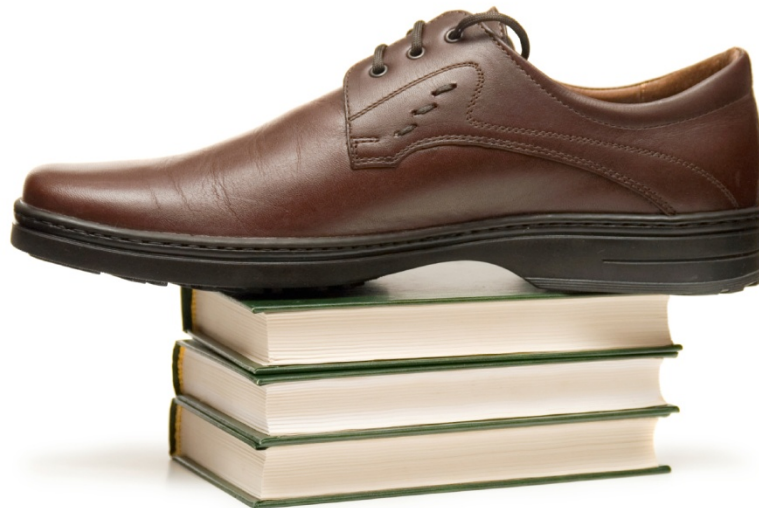
Note: *Uses a 5-year average for greater accuracy. Numbers are rounded.

Source: U.S. Department of Commerce, Census Bureau, decennial census (2000) American Community Survey (2005-09).

II. Economics

By 2018, 61% of all Arizona jobs will require some training beyond high school.

-- *Center on Education and the Workforce*
Georgetown University

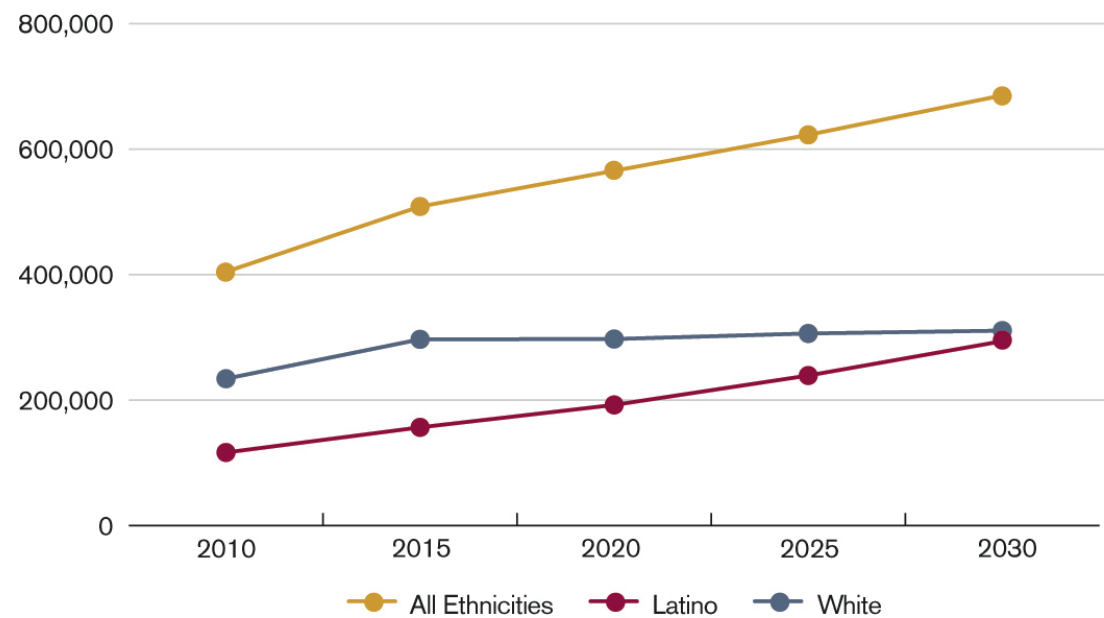


Arizona Unemployment, 2010

- Less than high school.....18.2%
- High school diploma/equivalent....13.6%
- Some college/associate's degree.....9.6%
- BA degree or higher.....4.7%

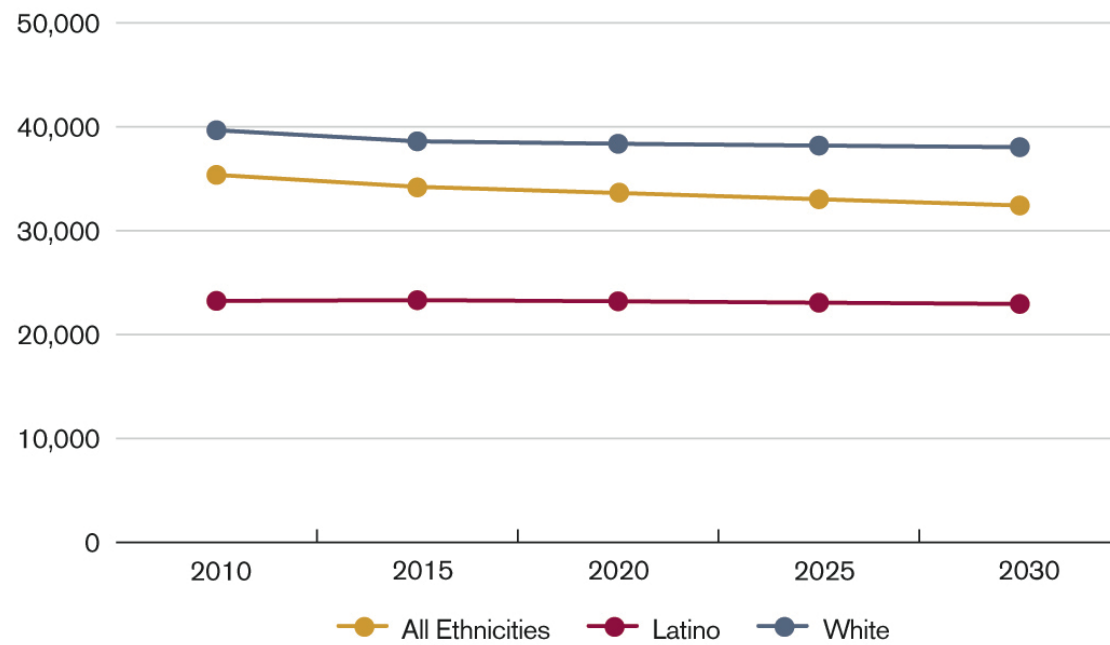
An undereducated workforce could mean...

FIGURE 16: NUMBER OF UNEMPLOYED ADULTS 25 AND OVER



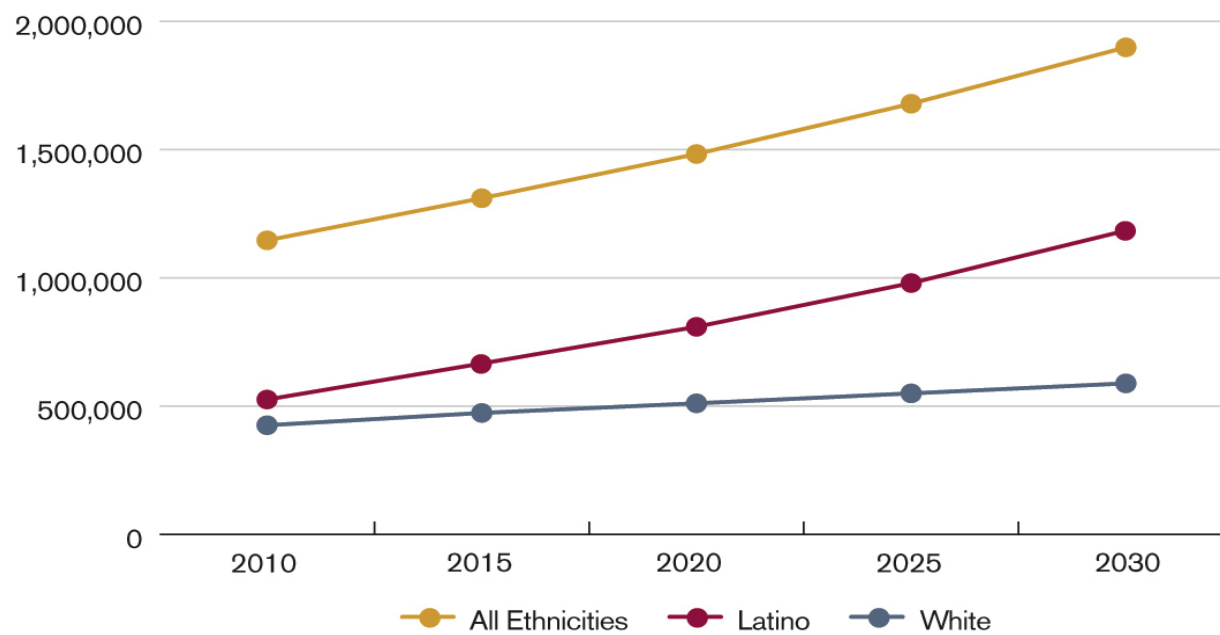
...contributing to...

FIGURE 19: **AVERAGE INDIVIDUAL INCOMES**



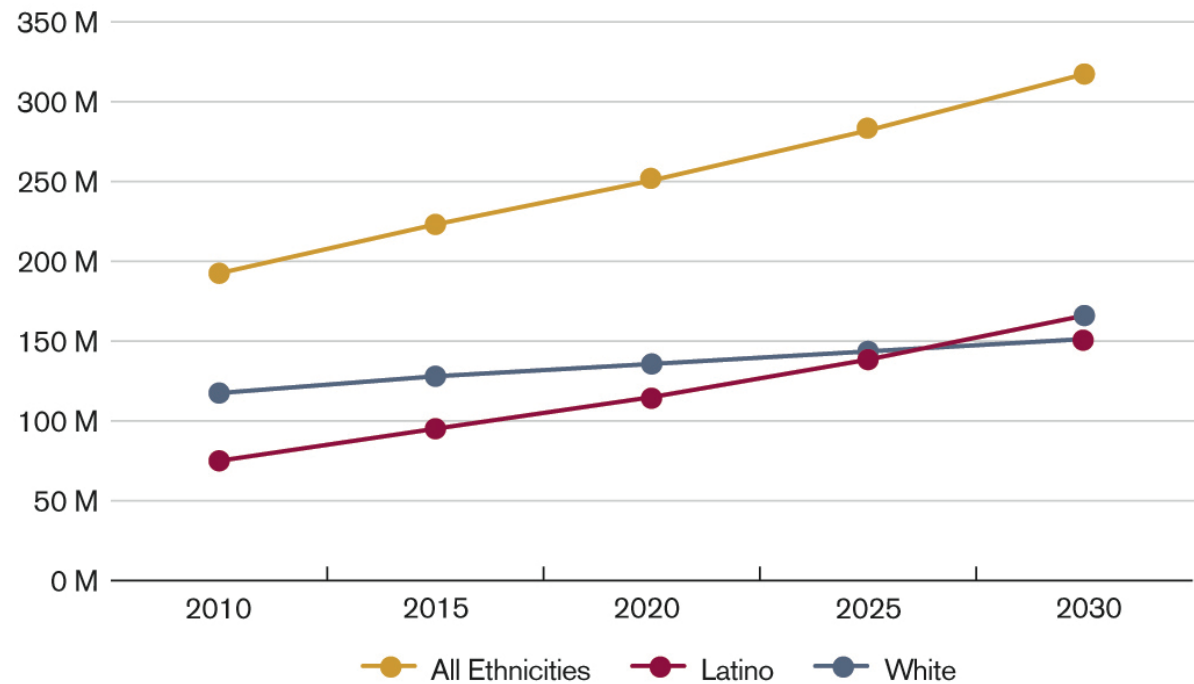
...promoting...

FIGURE 17: NUMBER OF PEOPLE LIVING IN POVERTY



...and requiring...

FIGURE 20: TOTAL WELFARE PAYOUT



A troubling look ahead

- Stagnating average incomes could mean:
 - Diminished purchasing power
 - Sluggish consumer demand
 - Flat per-capita tax revenues
- ...**AND**...
- More poverty
 - More unemployment
- More Arizonans without health insurance
- Greater demand for government services

Fixing education = fixing the economy

- If Arizona cut in half its number of 2010 Latino dropouts, those graduates would earn an additional \$31 million annually, allowing them to spend an additional \$23 million each year.

--the Alliance for Education
Washington, D.C.

What do Arizonans think?

In a recent statewide poll:

- Only 41% believe Hispanic students don't do as well as Whites
- Once informed, however, 49% are “very concerned” about the White-Hispanic education gap

Merrill/Morrison Institute Poll of 500 adults, April 2012, margin of error +/- 4.4 points

What to Do?

Guiding Principles:

- Going long-term—beyond election cycles
- Taking responsibility—public and private, officials and parents
- Paying up—no ROI without I
- Considering context—poverty and language

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