



January 18, 1989



EDUCATIONAL OPPORTUNITY

The goals of the Master Plan have been stated clearly:

Recommendation #1:

All segments of public education...shall have as a primary and essential mission guaranteeing the access and insuring the success of currently underrepresented minority peoples of California.

Recommendation #2:

Each segment of California public higher education shall strive to approximate by the year 2000 the general ethnic, gender, economic and regional composition of recent high school graduates, both in first-year classes and subsequent college and university graduating classes.

Currently, Chicano/Latino students represent about 30%, and Black students represent 9% of the K-12 population. Yet, Chicano/Latino students enter at less than 10% and Black students less than 6% into 4-year institutions. Graduation rates are horrendous with more than a 60% drop-out rate. If we are to really take steps to change this situation to meet the goals of Recommendation #2, we need a clear and concrete plan to substantially raise the enrollment of students of color in higher education.

At this time, over 51% of Chicano/Latino and 55% of African-American college students enter under special admissions. Even more actually use the services provided from programs such as Educational Opportunity and Student Affirmative Action programs. We conclude that until K-12 education substantially improves, the key way in which we can raise students of color enrollment is by raising the number of special admit slots. Some may argue that these students are ill prepared and will just drop out. It is true, they are ill prepared as a result of an educational system that still does not sufficiently provide the necessary services to them. The answer, therefore, is not to lock these students out but to insure that colleges provide the

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necessary services that will help these students overcome the institutional barriers that exist in today's educational system.

In addition, the 1973 Master Plan committee passed a policy of increasing special admits to fully 12 1/2% of the first year class in each university segment. Therefore, we would like to amend Recommendation #7 to include:

Recommendation #7

In determining the regular admissions criteria and standards, both (UC and CSU) segments shall consider criteria and procedures which recognize skills, talents, knowledge, and the potential for success and shall advise prospective applicants and school counselors of those criteria.

* Beyond the formal definition of regular admission, both (UC and CSU) segments shall continue to use special admission standards and procedures to enroll at least 12 1/2% of each first year class, intending to increase the participation rates of historically underrepresented groups. These students must be assured of adequate support to facilitate their success, particularly through early outreach and summer bridge programs. Therefore, funding and resources must be insured to fully maintain these support services and increase correspondingly with the increase in population served. Initially there should be a doubling of these special admit slots and support services budgets through general funds and not through fee increases.@

@Underlined sections represent our suggested amendments.

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COMMUNITY COLLEGE STUDENT SERVICES

The vast majority of Third World students begin college in the community colleges. Approximately 80% of Chicano/Latino and 75% of African-American college students enroll in community colleges. The retention rate through their second year is less than 50% and the actual transfer rate is less than 5%.

One key factor is the actual material commitment the state makes to these students. From the Joint Legislative Committee's Master Plan Review: "In 1984-85, the California Community colleges received \$262 per ADA 'student' for student services, while the California State University and the University of California received, respectively, \$755 and \$982." Yet the mission of the Community Colleges is clear:

Recommendation #4

....The Governor and the Legislature shall insure that access to the California community Colleges is meaningful by funding and supporting programs which facilitate the greatest success for all students...

In fact this is not happening and that the low funding allocations for this state's over 1.3 million Community College students is not providing them with the best possible opportunities or the possibilities of achieving their utmost potential. In particular this affects the vast majority of students of color who see Community College as their only opportunity for a full education. Therefore, we feel the solution needs to be increased monies to Community College student services. Therefore Recommendation #19 should be amended to include:

Recommendation #19

The California Postsecondary Education Commission, in conjunction with the examination of budget formulas called for in Recommendation #17, analyze the effect....

* The results of such analysis is to be communicated by January 1, 1991 to the Governor and the Legislature, and to

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the Education Round Table for the purpose of further defining a program to fully support and fund budgetary proposals which would redress the differences. This program would begin with a doubling of per ADA "student" Community College funding from general funds in 1990.

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ETHNIC STUDIES

A new day is dawning in California. For the first time in California history, people of color now comprise the majority of students in our public schools. A true education can only be upheld when the history and culture of all people is an integral part of our curriculum. Our curriculum should reflect and respect the diverse races and cultures of California's rising new majority. However, in general, the collective history and culture of African-Americans, Asian/Pacific Islanders, Chicanos/Latinos and Native Americans have been distorted and neglected.

Key to the retention of students of color in our public schools is the affirmation of their heritage and pride in their role in contributing to the development and prosperity of life in California. Therefore we feel a sub-section of Recommendation #36 should be amended to include:

Recommendation #36a

Governing boards must be forceful and proactive in protection and advancing general education within the undergraduate curriculum and shall implement in consultation with the faculty the following action:

- * Requiring a course in ethnic and multicultural studies for the baccalaureate degree. Ethnic studies, African-American studies, Asian/Pacific Islander American studies, Chicano/Latino studies and Native American studies must be assured adequate support to facilitate the success of this program.

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FINANCIAL AID

We support the basic concept in Recommendation #22 and would like to monitor it for actual implementation. In light of the over 50% cut in federal financial aid grants and the proposed \$200 million more to be cut this year, it is imperative we take steps to expand and improve the coverage offered by state grants.

Currently, lack of funds represents one of the main reasons why students of color are dropping out of school. As a result, the outcome of these proposals must target the needs of the underrepresented student of color.

Recommendation #22

The Student Aid Commission....

- * The Student Aid Commission....
- * ...Cal Grant programs reach the widest number of needy students, especially underrepresented minority students and those who may be the first in their family to attend college.

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STUDENTS OF COLOR OFFICE OF THE LEGISLATIVE WATCH

The new Master Plan for Higher Education represents a new vision for students of color in the state of California. Embodied in its title, "Education for Citizenship in a Multicultural Democracy" are the basic hopes and aspirations of Third World students today. In this context, many of the recommendations in the new plan reflect the direction and responsibility that the Governor, Legislature and all segmental administrative bodies will have to take to achieve the goal of a "Multicultural Democracy".

Beginning with Recommendation #1

The missions of the California's public and accredited private segments of education shall be as follows:

- * All segments of public education,, shall have as a primary and essential mission guaranteeing the access and insuring the success of currently underrepresented minority peoples of California. This mission shall be exercised jointly and severally, and programs in its name shall be supported by the state.

Then throughout the rest of the document are proposals to achieve this goal including Recommendation #20

There be created a permanent Commission on Education Equity, charged with broad responsibility for the analysis and development of programs aimed at enhancing the full participation and success in education of all communities in Californians.

The implementation of these proposals and reforms is key to the goals of building a "Multicultural Democracy". For this to be effective, students of color must have a clear and tangible role to play directly in the development and monitoring of these reforms. Students of color are constantly needed for testimony, information, commentary and for dissemination of information. In the context of this new plan, the need will only increase. It is therefore logical that what is needed is an office for the purposes of on-going participation by

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students of color to work in conjunction with the statewide student associations. Therefore we propose that:

An office for Students of Color Legislative Watch be created. That it be state mandated and funded by the Governor, Legislature and segmental Administrations from general funds. The governing board would be composed of nine (9) officers, comprised of three (3) elected representatives from each of the three statewide Third World Networks, Movimiento Estudiantil Chicano de Aztlan (MEChA), the African/Black Student Statewide Alliance (A/BSSA) and the Asian/Pacific Islander Student Union (APSU). Its responsibilities would be to:

- a) Monitor all reforms and legislation affecting the education of students of color in California. Provide analysis and commentary on such legislation;
- b) Working in conjunction with the statewide student associations (UCSA, CSSA and CalSACC) to provide testimony for hearings relating to but not limited to issues of students of color;
- c) Working in conjunction with the statewide student associations to fill necessary positions on state Commissions and Committees for the purpose of monitoring or developing reforms to meet the needs of minority communities and students in California;
- d) Research and develop materials for the use of the statewide student associations, the Legislature and the Governor concerning conditions and perspectives of students of color in California;
- e) Have a funded office with a director, necessary staff and an operating budget.

This issue of accountability is clearly raised throughout the document. A number of new bodies are being developed to meet the needs of an ambitious new statewide plan for higher education. Very

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similar to our recommendation is the body formed in Recommendation #44

Student representatives of the graduate students of the University of California and the California State University shall organize a statewide Graduate Student Advisory boards as a permanent consultative and representative bodies. The Graduate Advisory Boards shall be supported through the annual budgets of the two university segments.....

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CAMPUS RACISM

The incidents of campus racism has posed a serious problem on our campuses in California. If we are to truly make the higher education institutions comfortable for students of color, then we must make certain that no acts of racism will be tolerated.

We are suggesting that an amendment be added to include:

That all institutions of higher education in the state adopt a clause against harassment because of race, ethnicity, gender, ability and sexual orientation in their student conduct code, which outlines institutional punishment for those who perpetrate or participate in any act of this type

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