

Brief Insights | Examining English Learners' College Readiness and Postsecondary Enrollment in California

As California continues to embrace an assets-based approach to supporting English Learners (ELs), understanding their pathways to postsecondary success is critical. This brief explores the college readiness and postsecondary education outcomes of ELs across the state, drawing on the class of 2018 data from the California Department of Education. Researchers from the Center for Equity for English Learners (CEEL) and Santa Clara University analyze and compare outcomes for ELs in relation to statewide averages, as well as to Latinx and low-income student groups.

Research Question: How many ELs in California are prepared for and enroll in postsecondary education?

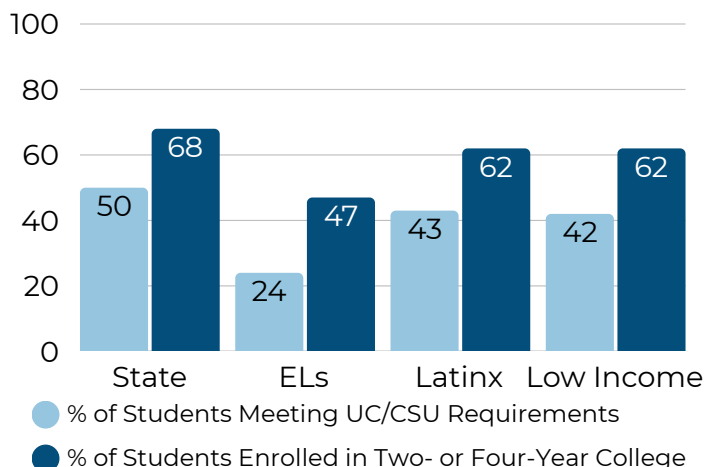
Key Findings:

- 1 EL STUDENTS LACK ACCESS TO COLLEGE PREPARATORY CLASSES.**
- 2 EL STUDENTS HAVE A LOW RATE OF MEETING THE STATE'S COLLEGE/CAREER INDICATOR.**
- 3 EL STUDENTS ENROLL IN POSTSECONDARY EDUCATION AT LOWER RATES THAN OTHER STUDENT GROUPS.**

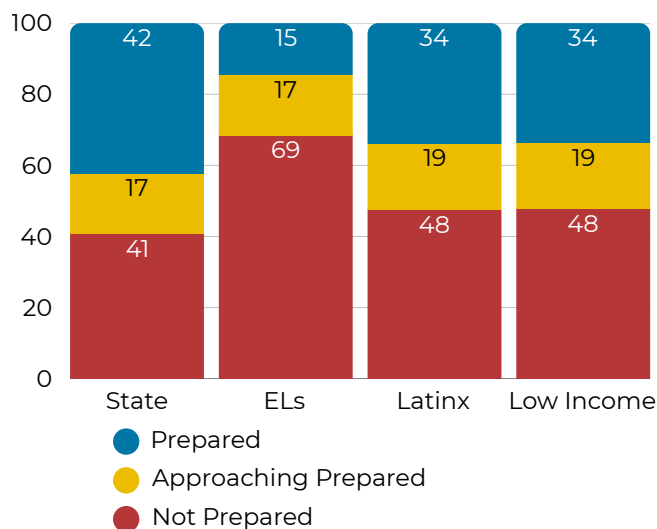
Why Does This Matter?

- Equity Minded Reform:** Recent policy changes in California aim to address the shortcomings of the educational system in supporting ELs.
- Promises Unfulfilled:** Despite the commitment to change, implementation of these policies have yet to produce tangible results.
- Barriers to Opportunity:** Studies show that ELs have limited access to advanced coursework, peer networks, and institutional supports that promote access to postsecondary education.

College Readiness and Enrollment Percentages



College/Career Indicator Percentages



Recommendations

Our findings and key takeaways from the existing literature on college readiness have generated a set of recommendations for policy and practice to provide ELs with opportunities to success in postsecondary education and careers.

Provide ELs access to a constellation of college and career preparation supports that are not mutually exclusive and are offered across all levels of the educational system.

Implement systems-wide improvements and research at the state-level through refined metrics and tracking systems.

Build college preparatory and career course placement, success, and knowledge at the district and school-level through English Learner Master Plans and professional development.

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