

The Future of Education:

**Maximizing Latino Educational Attainment to Reach
the Full Potential of National Economic Competitiveness**

L'ATTITUDE

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Competitiveness

“The set of institutions, policies, and factors that determine the level of productivity of a country”

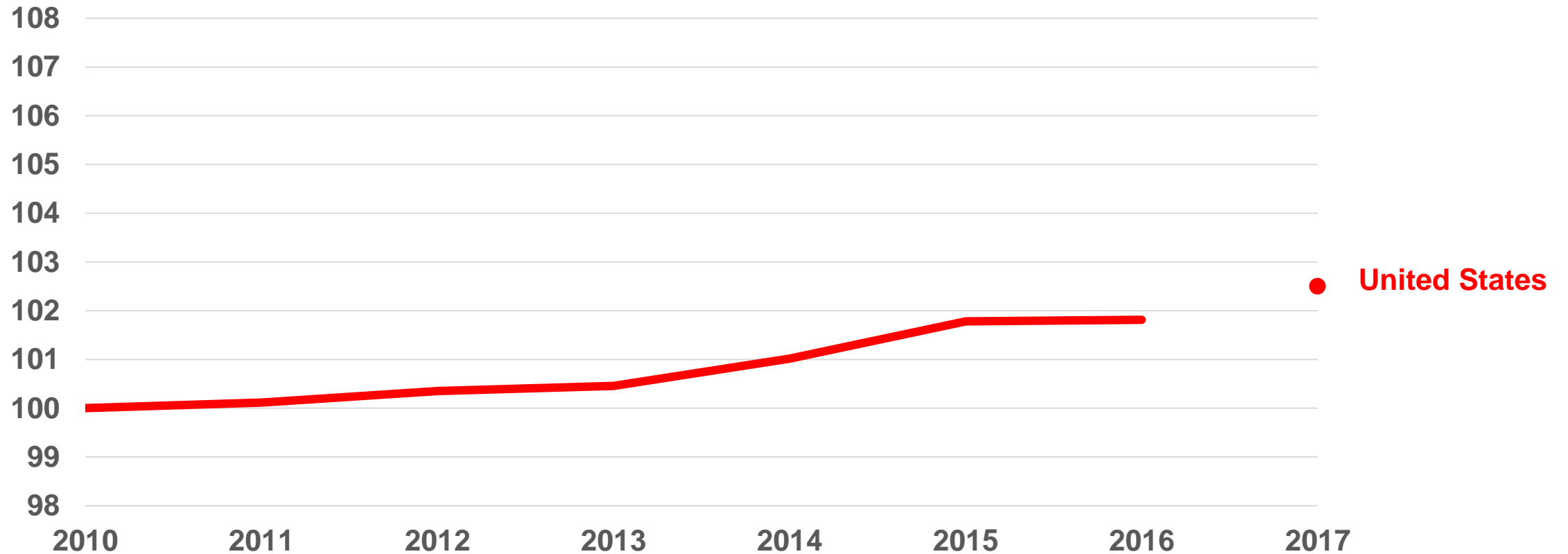
-World Economic Forum

Productivity

The most important driver of long-run economic growth

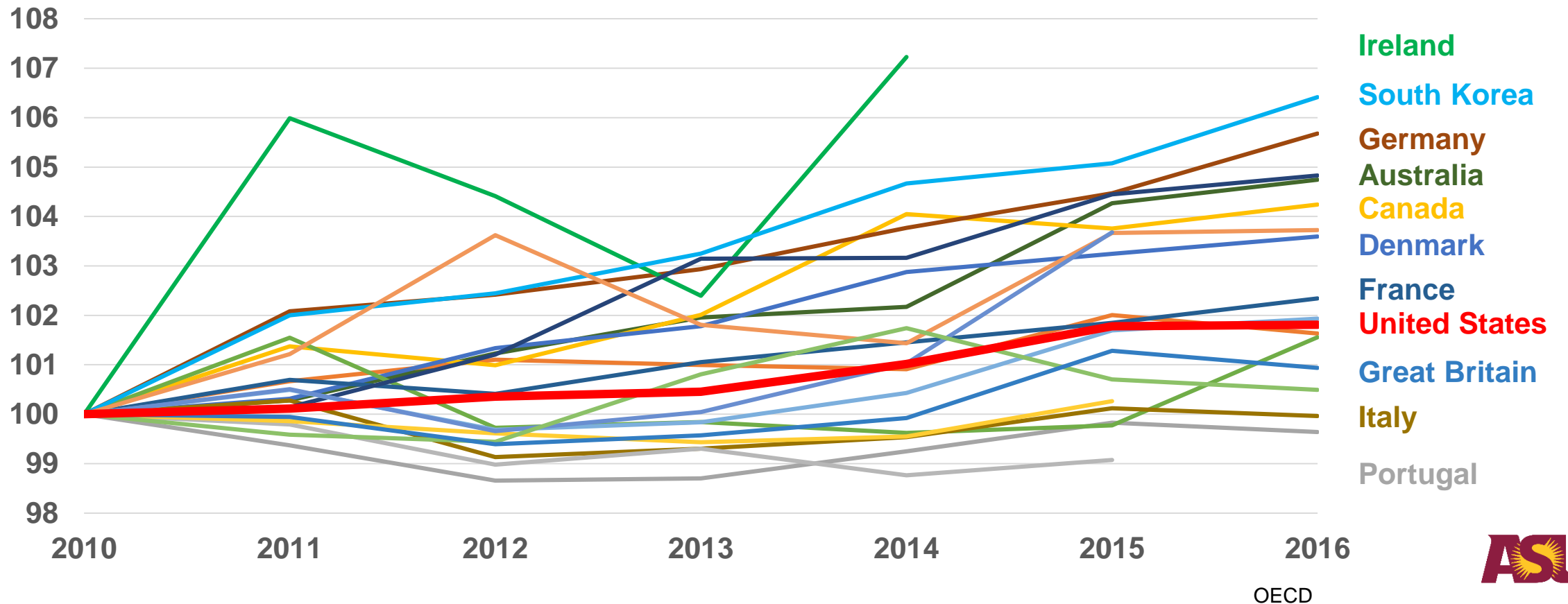
US Productivity Growth Has Stagnated

Multifactor Productivity, Indexed to 2010



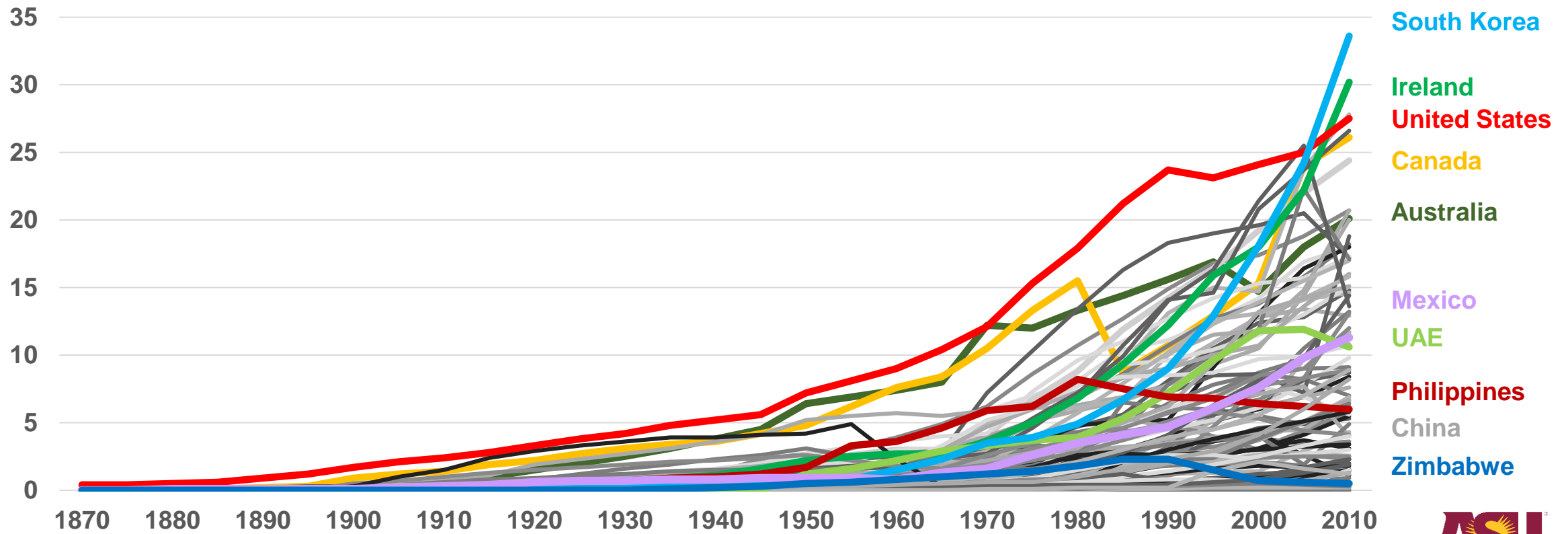
Other Countries Have Experienced Dramatically Faster Productivity Growth

Multifactor Productivity, Indexed to 2010



While Other Countries Have Caught Up and Surpassed the US in Educational Attainment

College Degree Attainment Rate of Working-Age Population by Country, 1870-2010

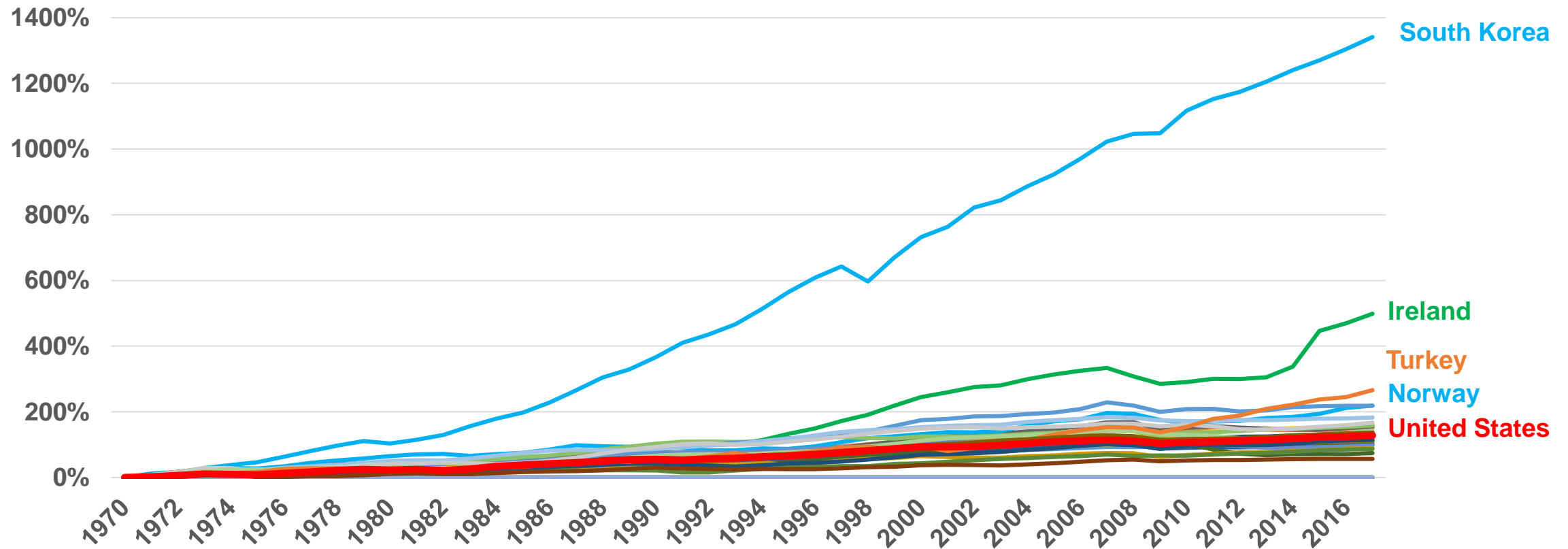


Barro and Lee Dataset

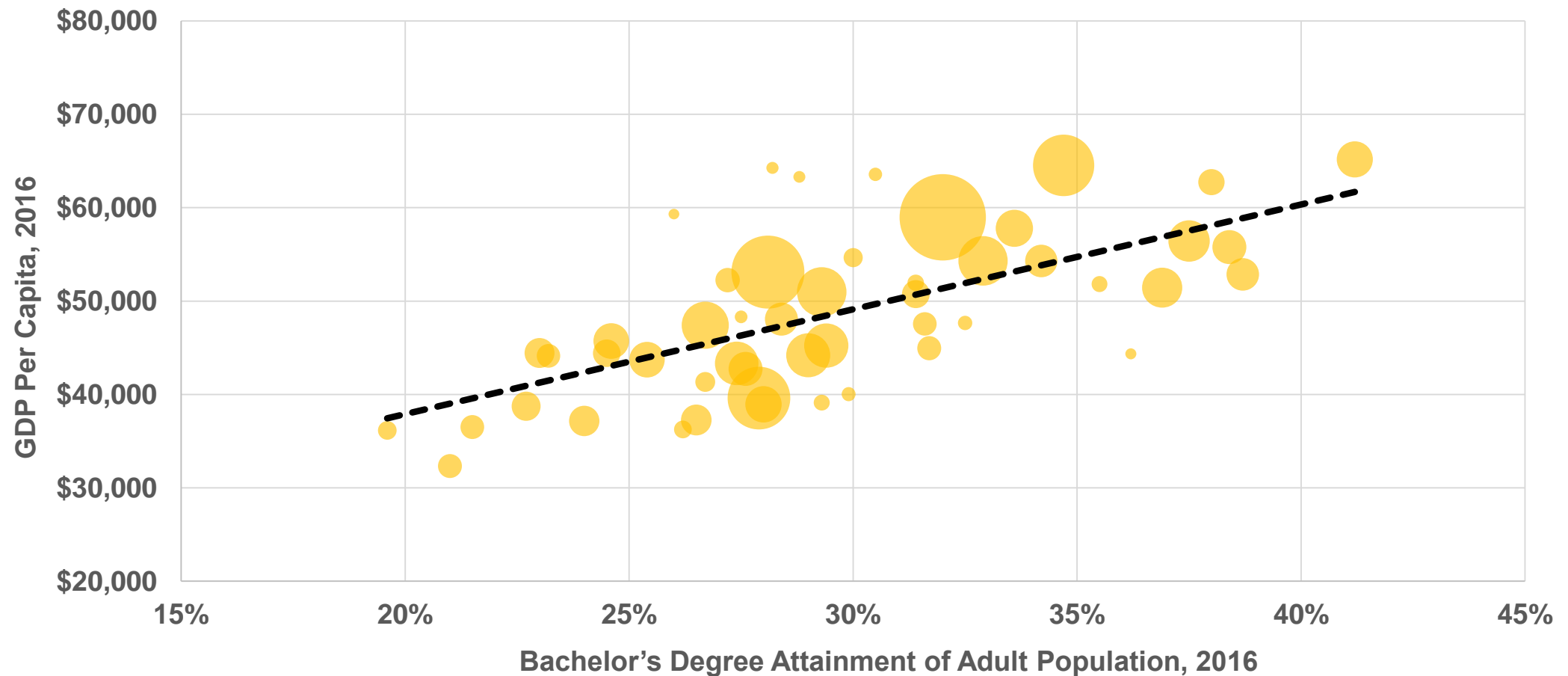


And Have Experienced Dramatically Faster Economic Growth

Change in Per Capita GDP in OECD Countries Relative 1970



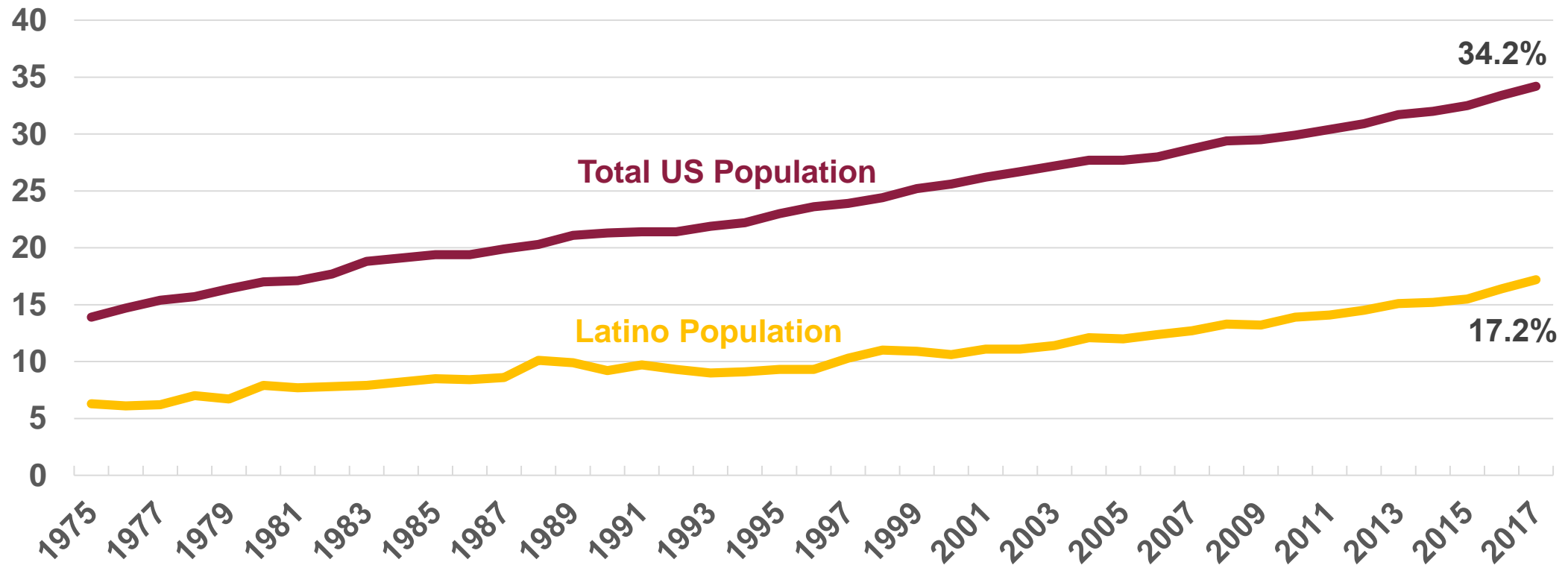
The Relationship Between Educational Attainment and Economic Growth at the State-Level is Strong



If we are to harness the power of the relationship between education and economic development, we need to understand what disparities exist in educational attainment.

The Bachelor's Degree Attainment Gap Between Latinos and the Overall Population is Large and Enduring

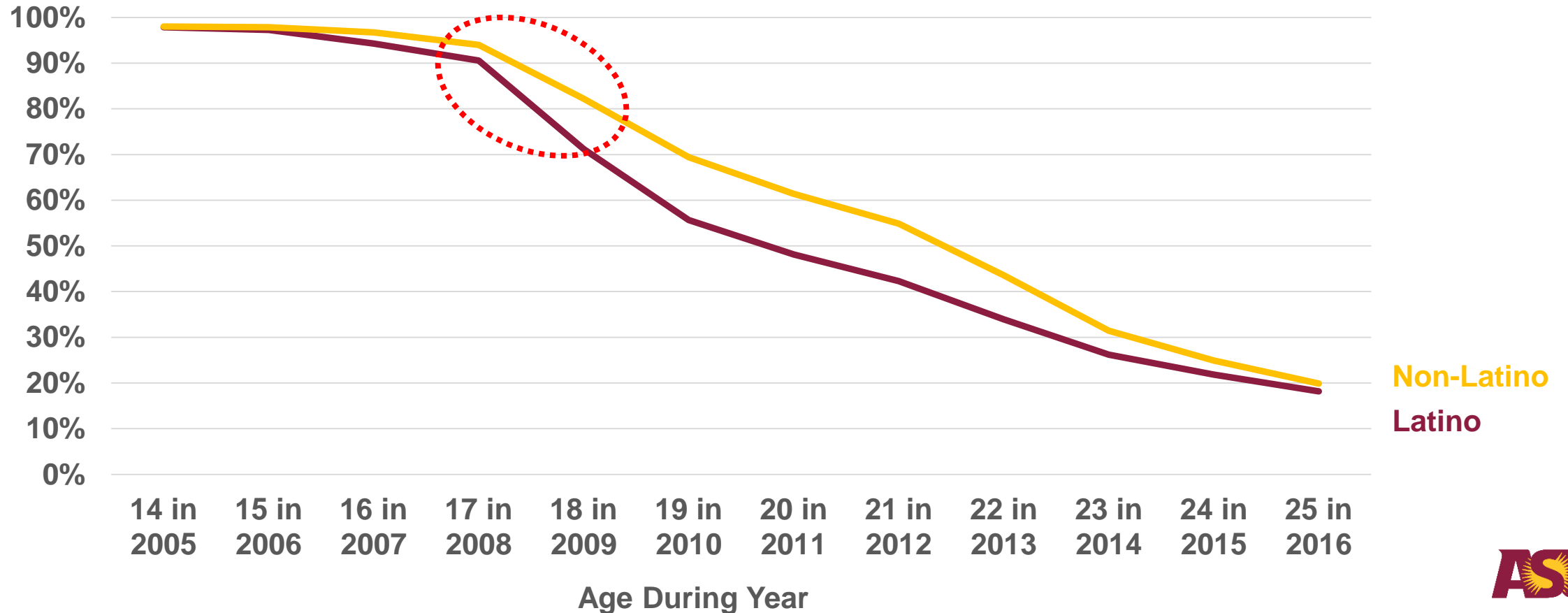
Bachelor's Degree Attainment of Adult Population, 1975-2017



Despite progress, the current educational pipeline continues to produce significant disparities between Latinos and non-Latinos.

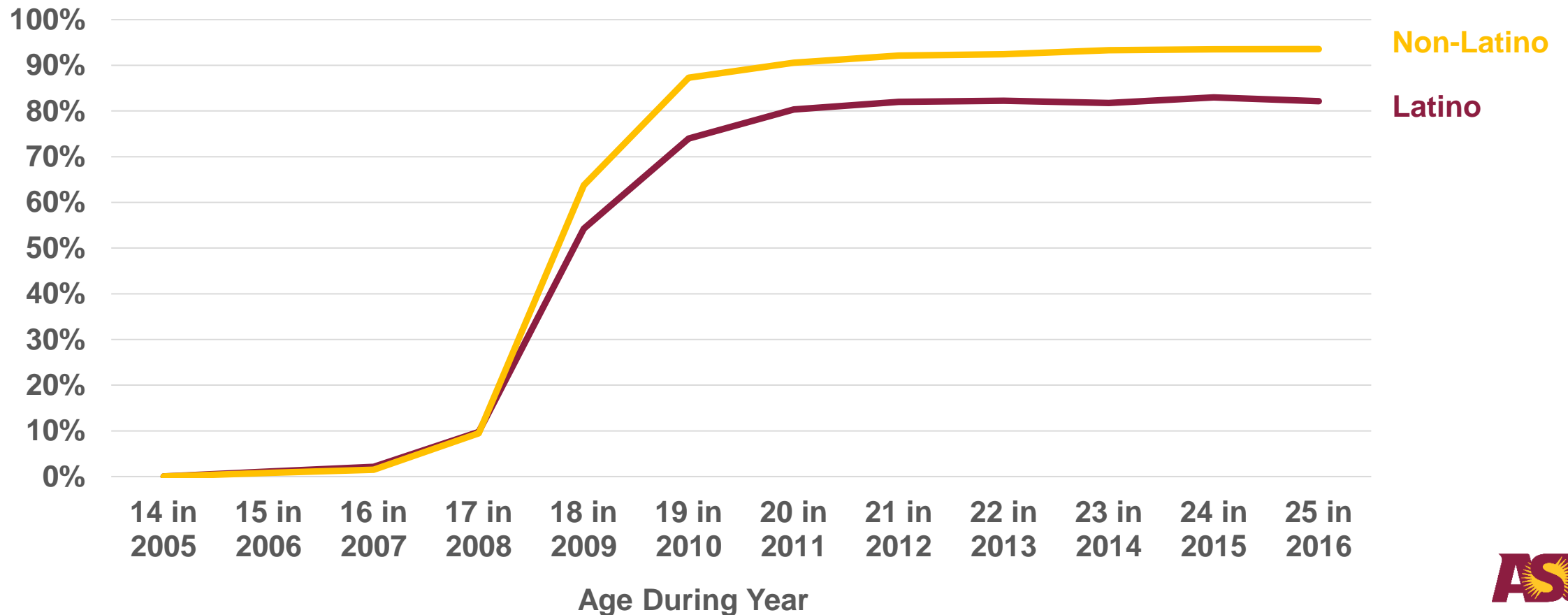
Latinos and Non-Latinos Enroll in School at Similar Rates Until Just Before High School Graduation

School Enrollment Rate for Children Born in 1991



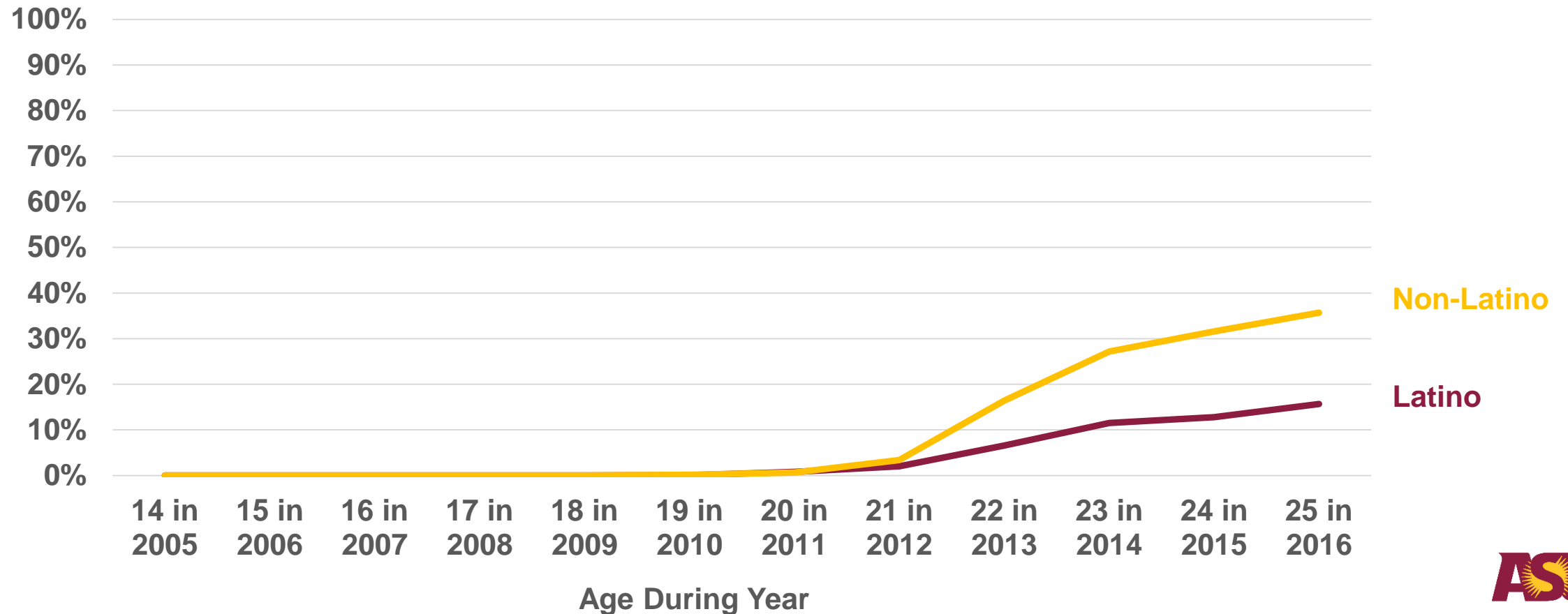
Differences in Enrollment Rates Cause Lasting Disparities in High School Completion

High School Diploma Attainment Rate for Children Born in 1991



Differences in High School Completion Cause a 20 Percentage Point Disparity in Bachelor's Degree Attainment by Age 25

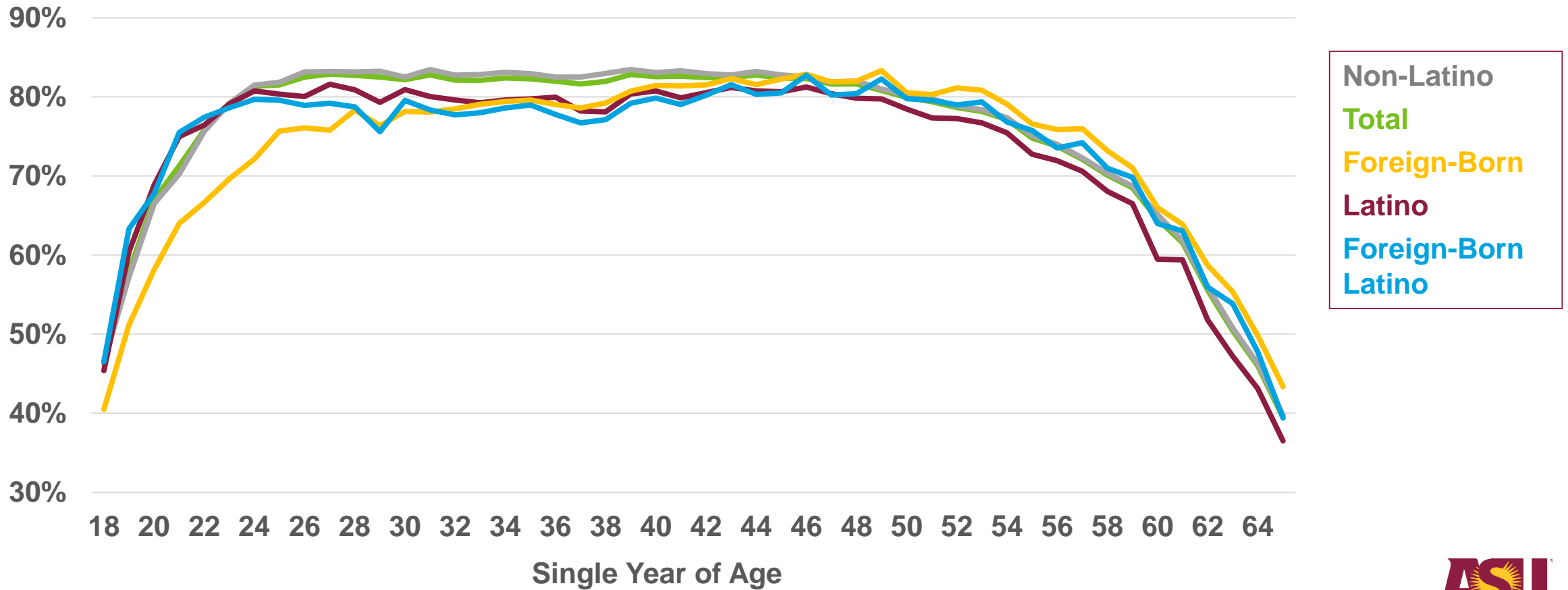
Bachelor's Degree Attainment Rate for Children Born in 1991



Despite nearly the same rates of workforce participation, Latinos earn much less in wages than non-Latinos.

Latinos Work Hard

Percent in Work Force by Single Year of Age, 2016



Latinos Work Consistently

Unemployment Rate by Educational Attainment and Demographic Category, 2016

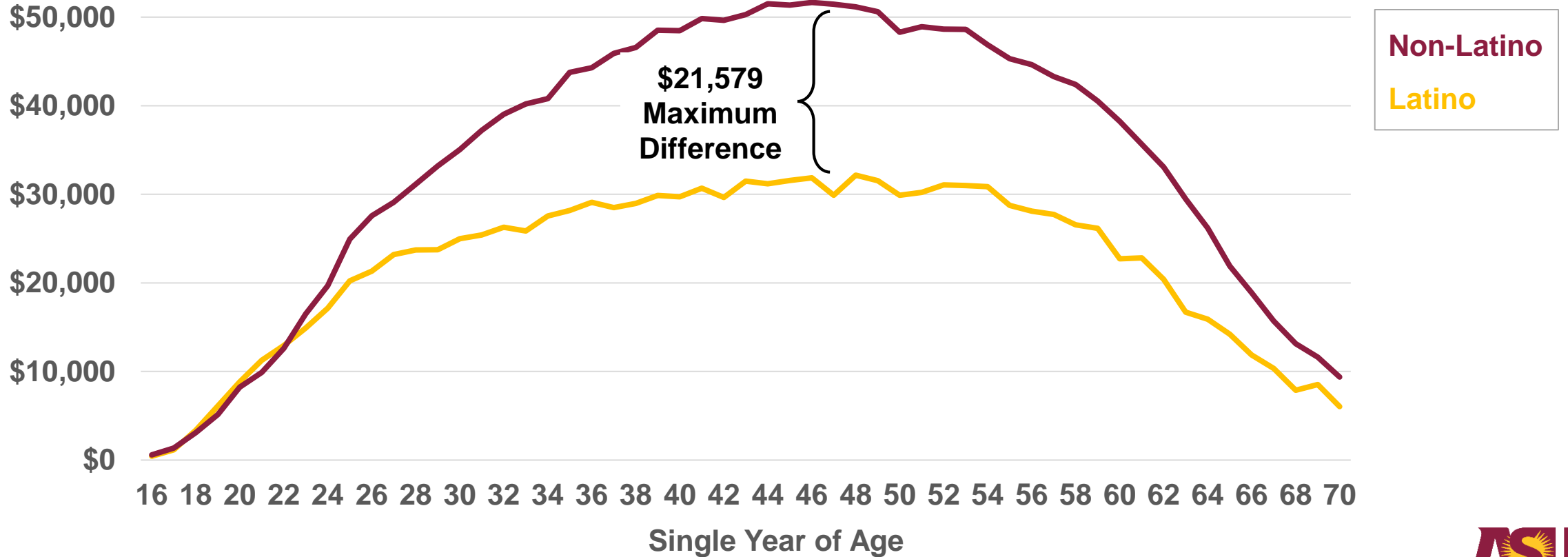
	Less Than High School Diploma	High School Diploma	Some College	Bachelor's Degree	Master's Degree and Above
Total Population	5.1%	4.4%	3.7%	2.5%	1.9%
Non-Latino	5.7%	4.4%	3.6%	2.5%	1.9%
Latino	4.4%	4.4%	4.1%	3.1%	2.3%
Foreign-Born	3.8%	3.8%	3.7%	3.1%	2.7%
Foreign-Born Latino	3.7%	3.5%	3.8%	2.9%	2.4%

For ages 25-65



But Latinos Earn Less Overall

Average Annual Wages Earned by Single Year of Age, 2016



These wage differences are a product of lower educational attainment as well as earning lower wages at each level of educational attainment.

Latinos Earn Less Even When They Have Comparable Qualifications

Avg. Wages by Educational Attainment and Demographic Category, 2016

	Less Than High School Diploma	High School Diploma	Some College	Bachelor's Degree	Master's Degree and Above
Total Population	\$15,302	\$24,400	\$32,690	\$56,466	\$81,798
Non-Latino	\$14,270	\$24,849	\$33,179	\$57,517	\$82,760
Latino	\$16,571	\$22,382	\$29,617	\$45,593	\$68,828
Foreign-Born	\$17,120	\$22,428	\$29,939	\$49,482	\$84,418
Foreign-Born Latino	\$17,095	\$21,233	\$27,449	\$38,675	\$63,994

For ages 25-65



Closing gaps in educational attainment would generate broad increases in U.S. prosperity, but this would require massive systematic change.

\$428.5 Billion

**annual increase in earned wages if
Latino and non-Latino education
and wage gaps were closed**

**This is equivalent to adding
the economic output of another**

San Francisco

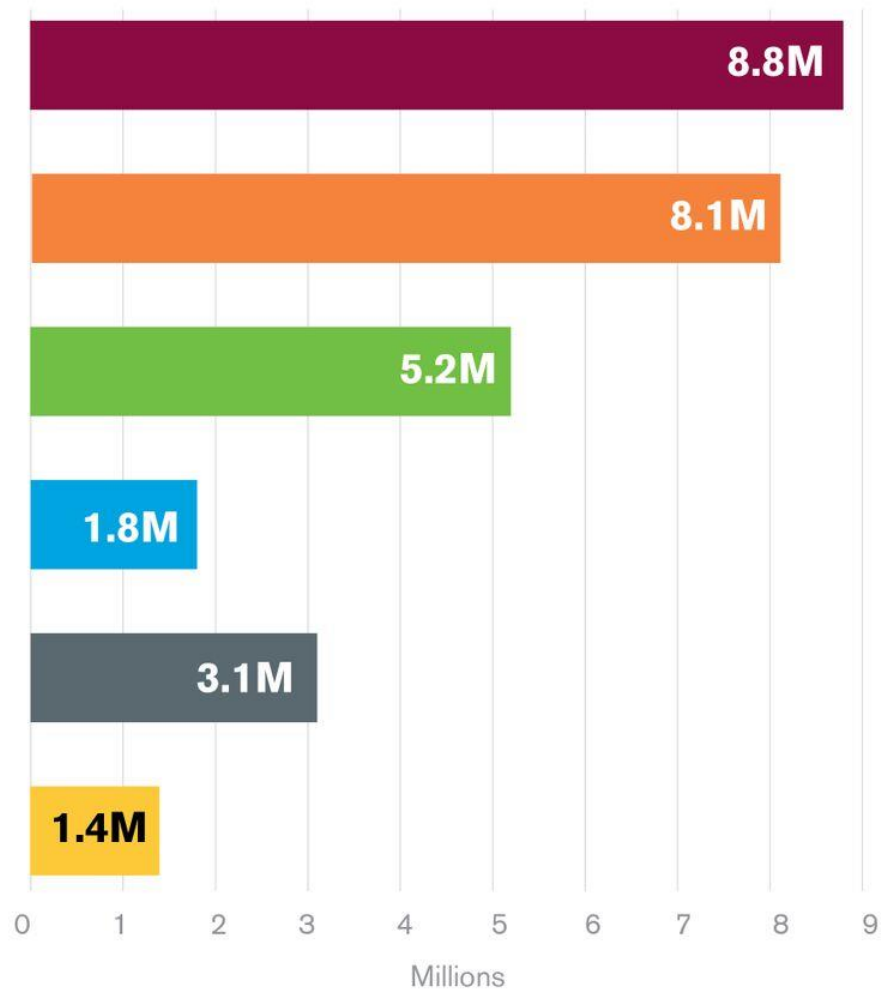
or

Thailand

\$127.7 Billion

**annual increase in federal and state income
tax revenue if Latino and non-Latino
education and wage gaps were closed**

Where we are



Less than High School Diploma Only

High School Diploma Only

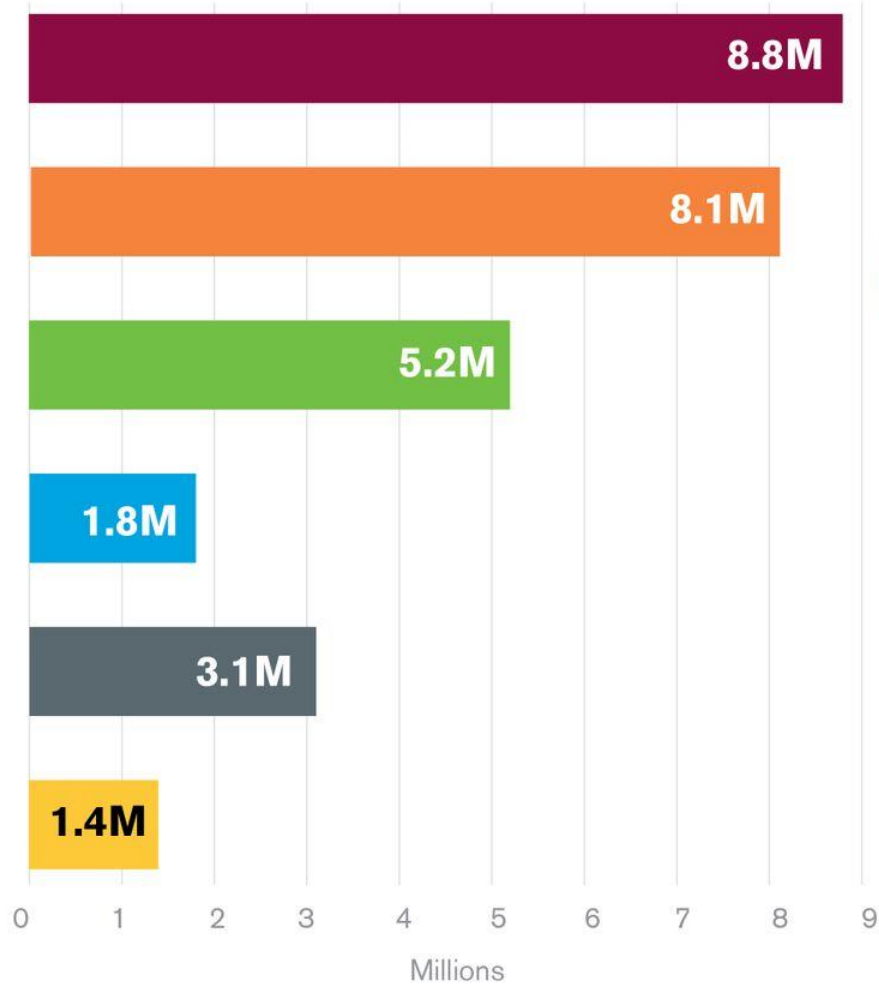
Some College Only

Associate Degree Only

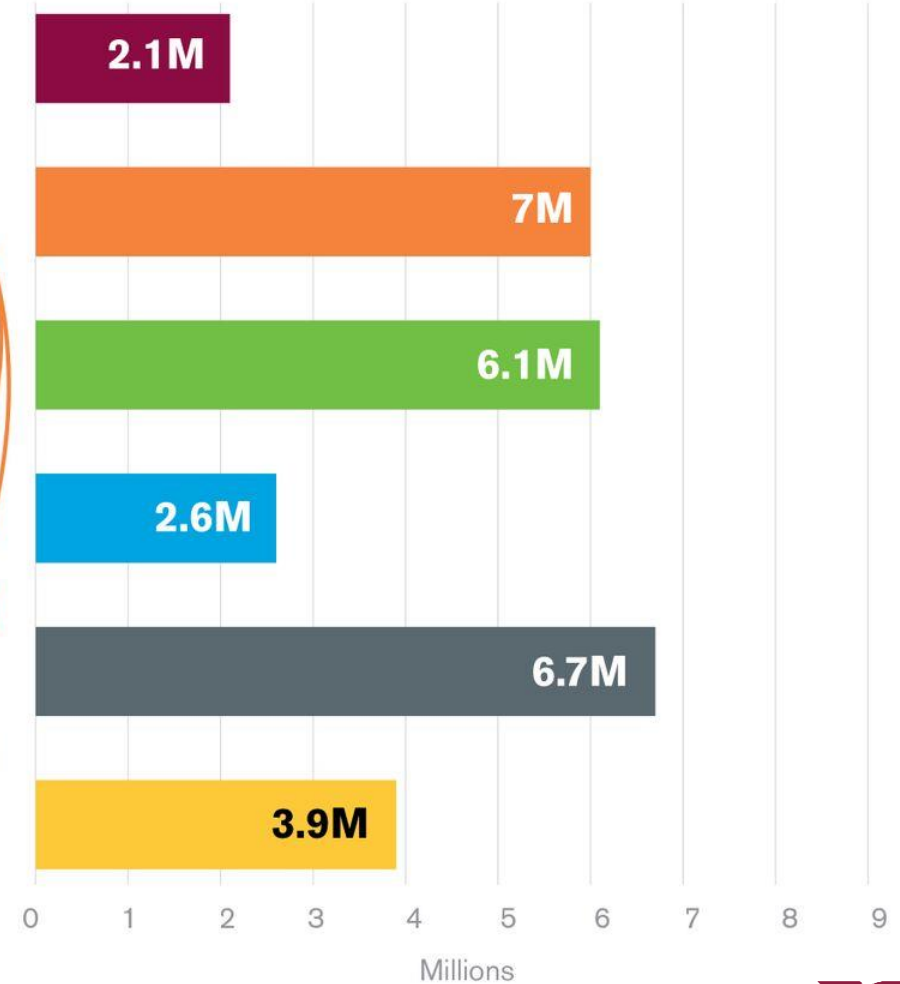
Bachelor's Degree Only

Masters and Above

Where we are



Where we need to be



Less than High School Diploma Only

High School Diploma Only

Some College Only

Associate Degree Only

Bachelor's Degree Only

Masters and Above

How Do We Create Massive Change?

- **Try new organizational designs**
- **Use technology to empower individuals and relationships, not replace them**
- **Be adaptable to local contexts**
- **Engage multiple stakeholders that contribute resources not dependent on the economic cycle**
- **Use visibility to build strong and vocal political constituencies**

Large Scale Change is Possible

Ira A. Fulton Schools of Engineering

- Nearly 3x increase in total enrollment
- More than 2.5x increase in degrees granted
- 5x increase in minority student enrollment
- 2.5x increase in first-generation student enrollment
- More than 2x increase in female STEM majors

**Rapid innovation is needed
to close a 40 year lag in
college attainment.**

Where do we begin?



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