This booklet derives from Professor Rochin’s Freshman Research Seminar at the University of California, Davis, Fall Quarter 2007. Its title is indicative of the course content. The following chapters highlight demographic concepts of interest to classmates who completed the Seminar. Their intent is to guide other students to learn more about demographic concepts and measures as well as information about America’s Latinas/os. They also thank Dr. Elias Lopez who met with all to discuss his days as a student at UCD, his former position as state analyst and demographer in Sacramento, and his current role as UCD’s, Senior Policy Analyst, Vice Chancellor’s Office - Student Affairs. Being of similar background to most of the students, he took particular interest in showing how demographic data is used in public policy and decision-making.

The Authors

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Marcos Torres - I am a second year undergraduate civil engineer student at the University of California, Davis. I was born in California and raised from a low-income immigrant family. My parent’s did all they could to make us to go to
school that is why I am trying to earn my bachelor's degree in civil engineering. After college I plan to work a decent 8-5 job and become successful. My interest is in migrant remittances, fostered by what I call: Immigrant Remitters.

**Juliana Romano** - I am a first year International Relations major at UC Davis. My obsession is to attempt to understand how our world is socially and economically constructed. For example, I want to discover what makes education so unattainable to many children in the world, let alone in the United States.

**Karla Colato** - I originally come from a single parent home in Los Angeles, California. I am a first time college student at the University of California, Davis. In my article I focus on the first time Latino college students in Davis because I am a part of the demographic. My goal is to make the numbers on this demographic more easily accessible to other students so that the graduation rate among these students improves.

**Francisco Cornejo** - I am currently a first year undergraduate student at the University of California, Davis. I was born in Mexico City, Mexico. I came from a low-income immigrant family. My future goals are to double major in Spanish and Sociology and minor in education. I want to become an educational counselor, possibly in high school. After earning my bachelor’s degree, I want to attend a graduate school and attain my master’s degree.

**Miah Arechiga** - I am a first year double major in Chicano/a Studies (with a cultural emphasis) and English (with an emphasis in creative writing) at the University of California, Davis. After Davis I would like to continue my education at NYU, The New School, or UCLA where I would pursue a career in script writing and filmmaking; an area where there is a need for not only women filmmakers, but for Chicano/a filmmakers as well.

**Mario Cruz** - I’m a second year mathematics major attending the University of California, Davis. In researching I wish to learn more about my peers and how many Hispanic students stay on campus.

**Clyde L. Arrington** - I am 18 years old, born on April 14th 1989. I am a Bay Area native. I was born and raised in Oakland California. I graduated from Oakland HS in 2007 and now attend UC Davis where I plan to major in Political Science.

**Mary Barrera** - I am currently a first year student at the University of California, Davis. I plan to major in Native American Studies. I also plan to continue my education, get a job, help my parents out and help my community. Later in life I want to work at an indigenous reservation.
**American Demographics: A Focus on Latinas/os**  
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In today’s world, “demographics” is everywhere, shown in all forms of mass media and used by organizations to identify population issues or concerns. There are stark examples of alarming demographics (e.g. “illegal aliens” running rampant) as well as subtle forms that grasp for attention such as the profiles of people who vote in public elections or need health insurance.

Demographics encompass selected traits of a particular group, which can be used to distinguish people from other groups of society. Demographics can be used deceptively to label or stigmatize groups with harmful traits or features. Demographics can become facts of life and seemingly true. In general, however, demographic portrayals can be useful for strategies, planning, and development of communities and conditions.

In light of a daily proliferation of demographic information, our seminar was designed to illustrate different types of demographics related to Latinas/os in America.

The authors, based on their own interests, selected each of the topics in this booklet. Their choices include a definition of a demographic concept, a statement why it is important to them, and an example of how the demographic data are used.

How are demographics related to “demography?”

“Demography is the study of the change in the size, density, distribution and composition of human populations over time, and includes analysis of such factors as the rate of birth, death, marriage and fertility, as well as emigration and immigration.” [Source - http://en.citizendium.org/wiki/Demography]
Demographers attempt to learn as much as possible about certain types of people, how they interact with other groups, and how they change over time. American demographers work with information such as the American Community Survey of the US Census Bureau to develop theories and analysis of particular populations, including their backgrounds, living conditions, behavior patterns, and certain types of socio-economic factors that identify groups and conditions.

American demographers also relate population factors (such as the size and growth of a population, or the location in urban and rural areas) to larger political, economic and social issues. They tend to focus on some groups to compare their rates of growth and changes in their socio-economic status and conditions. When we see in the media a certain type of race or ethnicity, which is increasingly common, the information presented is usually in terms of the challenges they bring and their exclusive or obtrusive position in society.

Demographics are the particular traits and features presented by demographers, such as a group’s ethnicity, race, gender, relative size, age, and composition. Demographics are the traits that mark the groups for distinction. Demographics also help to place the group into a particular sub-group, light, or perspective.

Latina/o Demographics

Demographics are used increasingly with regard to U.S. Latinas/os. It is a population that tends to be juxtaposed to other groups in various ways; e.g. outpacing other minority groups, younger – less educated, Spanish-speaking, illegal, poorer, more diverse than homogeneous. It is also a population of noted growth and concentration in different parts of America, attributed in part to immigration and relatively high fertility.

Recent demographic data show that minorities made up 33 percent of the U.S. population, with Latinos (or Hispanics) representing 14 percent of the population, followed by Blacks (12 percent), Asians/Pacific Islanders (4 percent), and American Indians/Alaska Natives (1 percent). (U.S. Census Bureau, 2005). The latest Census report shows that nearly 4.3 million births in 2006 were mostly due to a bigger population, especially a growing number of Hispanics.

Demographers, in turn, predict that minorities will constitute 39 percent of the total U.S. population by the year 2020. According to many demographers, the U.S. population has become more diverse over the past two decades as minority population groups have increased more rapidly than the White population.

Demographers like to group, sub-group and analyze these demographics to infer a new American population, different from the U.S. population in the early 1900s.
Recently, demographers and U.S. organizations have broken-down Latinas/os into sub-groups to analyze their status and conditions. For example, demographers have produced information on school age and foreign-born Latinas/os providing a context for education-specific programs. These demographics are also used to compare and contrast those in school or not in school for analysis of problems like teenage pregnancy and school dropout.

Demographers and U.S. organizations have also developed data to analyze differences between Latinas/os as immigrants (documented and illegal immigrants), native born, first-family Latino college students, English Language Learners, poor-rich, welfare dependent, queer or gay, migrants, and a whole variety of sub-groups that we read about daily without question.

UC Demographics

The University of California has been particularly interested in demographic data. UC administrators faced the voter’s Proposition 209 with a need to monitor its impact on enrollments. And UC needed data to anticipate its future student population.

Of note is a 2007 report of data on California youth, ages 16-22, paid for by the UC Office of the President. The report was commissioned to Bendixen & Associates (B&A) of Coral Gables, Florida. The key objectives were to capture the opinions of California’s new generation of 16-22 year olds on various issues affecting their lives, as well as to gain an understanding of their educational goals and their perceptions of the UC system. A new interviewing technology was utilized for this research in an attempt to connect with young people through a medium they are comfortable using. To this end, all interviews were conducted via cellular phone.

Of interest is the fact that the report is a case of demographic reporting. And the report pertains to OUR education at the University of California. We find it to be an appropriate opportunity to illustrate demographics of Latinas/os.

The study noted that:

One in eight of the nation’s young adults live in California. Three-fifths are youth of color, and nearly half are immigrants or the children of immigrants. Taken together, this poll paints a portrait of a generation coming of age in a society of unprecedented racial and ethnic diversity – the first global society this country has seen.
The report asked: “What do you consider the most pressing issue facing your generation in the world today?”

The study found that:

**California’s young adults** are strong believers in the American Dream, harbor deep concerns about family stability, cite marriage and parenthood as life goals, and are as apt to define their identity by music and fashion taste as by the color of their skin.

Poll residents cite family breakdown and violence in the community as the most pressing issues facing their generation. Poverty ranks third and global warming ranks fourth. Only three percent of **California young adults** list wars in Iraq and Afghanistan, and other international conflicts, as their top priority.

Several distinct differences emerge between racial and ethnic groups when it comes to identifying generational challenges. White **Anglo young** people name family breakdown as number one, followed by poverty and global warming. **Family** breakdown is also the top issue for **Asian young**, but violence in their neighborhoods is nearly as important, while global warming and poverty are tied for third. **African American** and **Latino young** say that violence in their neighborhoods or communities is the most pressing issue facing their generation – a finding underscored by the fact that approximately one-tenth of young Californians and almost one-fourth of **young African Americans** has spent time in jail or juvenile hall (Fig. 39). Both groups name family breakdown as the second most pressing issue and poverty as third.

**Asian young** are significantly more likely than other groups to name school as their biggest source of personal stress, while **African American young people** are more likely to name money.

Young Californians embrace the state’s increasing diversity in concept and in practice. More than one-half of the **White Anglo** and **Asian young** and two-fifths of Latino and African American young say that most of their friends are of a different race or ethnicity. This **multi-racial, multi-ethnic exclusivity** may also be reflected in the fact that only a tiny minority – one percent – name racism or discrimination as the most pressing issue facing their generation. Some 82 percent support giving illegal immigrants a chance to earn legal status and citizenship. Young people – particularly Asian and Latino youth – consider anti-immigrant sentiment to be a more critical issue for their generation than racism or discrimination.

The demographic future of California is multi-racial and multi-ethnic. Two-thirds of those polled have dated someone of a different race and 87 percent indicate
they would be open to marry or enter into a life partnership with someone of a different race. Considering that nearly 90 percent of California young adults expect to get married or enter into life partnerships, and expect to have children, the numbers of mixed-race households and children of mixed-race heritage may very well increase. In light of this phenomenon, the entire question of race relations – and the nature of “race” itself – may be forever altered.

Even though an overwhelming majority of California young adults opposes the current war in Iraq, a significant minority considers it somewhat or very likely that they will join or volunteer for military service.

The young adults of California have a positive image of their “physical and mental health” but there are important differences in their responses when the results are analyzed by gender, race and ethnicity.

Respondents were asked to rate their state of physical and mental health on a scale of 0 to 10, where 0 means “very unhealthy” and 10 means “very healthy.” Eight in ten African American young adults and almost three-quarters of White Anglo young rate their overall physical health as excellent (scores of 8, 9, or 10). In contrast, only six in ten Latino and Asian young adults rate their physical health as excellent. And young men are more likely than young women to rate their physical health as excellent. But when asked about their mental health, African American and Latino young adults give themselves a higher “mental health rating” than their White Anglo and Asian counterparts.

The vast majority of young people in California has a positive opinion of the University of California and most would consider attending a school in the UC system.

The University of California or UC system is viewed in a favorable light by the majority of California young people between the ages of 16 and 22 because of its positive image and reputation. Three-quarters of respondents say they would consider attending a UC school. White Anglo and Asian young adults are more likely to consider attending a UC school than their African American and Hispanic counterparts. About one-quarter of California youth say they consider UC “too expensive” or want to go to a school in another state.

About three-fifths of respondents say that the UC system does an excellent or very good job with its responsibility as a research institution, although few are aware of UC programs at work in their communities. Their priorities for UC as a research institution are consistent with their top concerns about their own lives.
California young people want UC researchers to improve K-12 education and discover advances that will create new jobs in the state – findings that align with their top sources of personal stress as schools and money. A third priority for the university is helping to clean up the environment. Although the majority of young people polled rank their own health as very good to excellent, they also list developing medical breakthroughs as among the top four priorities for UC research.


Lessons from UC Demographics

1. Everything underscored above refers to a demographic. Demographics include, for example, California young adults, White Anglo young, Latino young, African American and Asian young. There are other demographics that are more complex: e.g. mixed-race households and children of mixed-race heritage.
2. How is someone included in these demographics, the ones underscored above? Did you take the time to ask: How are these concepts defined? Measured? Used? What is a Latino? What is a ‘mixed-race household’?
3. Chances are that an opinion or visual (in your memory) was formed about the information parlayed by the demographic. What do you recall?
4. If similar demographics are used daily or periodically, the question is: are they the same demographics? Do they include the same people by age, gender, race, ethnicity, etc.? Is the data and information representative of the same group? Chances are, definitions and methods of collecting data differ from study to study. What if the data comes from a survey of population between the ages of 22-30 years of age? Is care being taken to distinguish the results of this survey from the study mentioned above?
5. Overall – concepts are important in demographics. Concepts must be carefully defined and consistent to make comparisons of data from study to study.

In the following the authors have been asked to carefully define their demographics and to cautiously cite data from secondary sources.

Demographics are more useful if they relate to well known concepts, clear definitions and specific qualifications as needed to identify a population.
Remittances are not only meant to help an individual family or person but can ultimately change the way two countries interact are. Remittances are personal expenditure, which is not easily regulated by governments. Remittances are defined to be payments of money sent to another person in another country. Remittances occupy an important place at the intersection between finance and development. They form a financial stream coming from and going to many low-income families in the United States and developing countries.

The Central Bank of Mexico expects migrant remittances to exceed the $20 billion mark by the year 2010, due to the large increase in Mexican immigrants. The number of Mexican migrant workers who remit money is approximately 6 million. Many of these people have been in the United States for a short period of time. Migrant workers are the ones usually associated with this characteristic and are those who are employed on a temporary, often seasonal basis and who come from a community, state, or nation other than where they are temporarily employed. Family networks play a key role in locating jobs for migrants. According to the Pew Hispanic Center, in a questionnaire handed out to Mexican migrants while they were applying for their matricula consular, more than 80 percent of the correspondents stated that they were in contact with a relative about job information in the United States. In the same case study, the median weekly earnings are $300 but lower for women, especially those that speak no English and have no identification card.

In the case of Mexican migrant workers in the United States, there are significant differences in the average monthly remittances by worker. This depends on the type of industry the worker is involved in. In the agriculture sector, the monthly remittance is $220; in the manufacturing industry, the average $225; construction, average $262, and the highest coming from communal services at $430. Two-thirds of the remittance senders dispatch money at least once a month, and the most recently arrived, those in the U.S. less than five years, are the most frequent remitters with three quarters sending money at least once a month.

In a news article entitled, Migrant Money Flow: A $300 Billion Current, published by the New York Times on November 18, 2007, remittances showed to be one the main source of income that developing countries receive. The World Bank
estimated that the total amount of remittances for 2006 was near the $300 billion mark but can only account for the transfers recorded by central banks. Remittances are one of the primary reasons that most immigrants come to the U.S., and that has been the case for most part of the past century. Migrant remittance senders are a largely untapped source of consumers of various financial services. According to the Pew Hispanic Center, about 70 percent of the methods used to send remittances are done by way of wire transfers. It has also been studied that migrant remittance senders send ATM cards with a certain amount of monetary value with a particular pass code. This helps theft and the occasional “lost” that occurs through monetary transfers.

Remittances interest me because most of the people involved with remitting are immigrants from developing nations. These people are trying to pursue their freedom of trying to better the lives of not only themselves but for their families and communities as well. Aren’t these people trying to do what the English Puritans were trying to do roughly 200 years ago? I strongly believe in letting these people work and develop a sense of passion and pride in helping their families. Knowing the characteristics of Mexican migrant remitters will benefit the relationship between the United States and Mexico in a plausible way that will help the border problem that we see today.

The following sources of information helped me in my research and can help others that are interested in pursuing research on migrant remittances to Mexico:


Author: Marcos Torres, undergraduate student at the University of California, Davis
I want to discover what makes education so unattainable to many children in the world, let alone in the United States. Consequently, I based my demographics project on negative child outcomes resulting from low family outcome. The absence of money is an obstacle that impedes all types of growth and development. Individuals living in a family of low-income base their life on fulfilling their basic needs, such as food, shelter, and medical insurance. In cases such as these, there is no room for money disbursed to education or extra-curricular activities, nor is there time for social interaction and outreach. Of course, racial and ethnic differences also play a significant role in the proportions of children residing in poor and low-income families. The absence of money is one of the chief tenants that contribute to the amount of high-school dropouts, pregnancies, and violence.

Family and life in the household usually and logically shapes a child’s life. In the same way, a family’s income shapes the future of a child, and most specifically, their academic future. A family who faces financial struggle has too many obstacles that accumulate at one time and puts to may limitations on their family’s life. For example, a family with low-income even with only one child struggles too much with their basic needs such as food, shelter, or health insurance that impedes their concentration on their child’s academic future. Usually, even if that child later obtains financial support, academic support is usually absent due to the lack of educational motivation. This motivation naturally comes from a good education, educational activities, or programs especially dedicated to education. Therefore, we will examine child poverty in the United States because it will give us an understanding of why education is not available too many children in the United States because it highly depends on money. Of course, there is an enormous variety in child well being, but generally, unless a child comes from a wealthy parent, a single parent for example is more susceptible to financial struggle and to the lack of all kinds of support that will impact the child’s educational development. Unfortunately, in the United States, education has a lot to do with money. Child poverty is one of the main factors that explain why American youth does not attain a high-end education.

Child poverty is the main indicator of a child’s well being. The financial situation of a family can affect their child’s overall growth, including academic growth. According to the population census bureau of the Annie Casey foundation, negative educational child outcomes are highly concentrated in poor families.
Furthermore, these poor families are usually either African-American or Hispanic. Overall, more than 25 million children, who are 36% of the population, lived in families with a yearly income of less than $35,000 in 1999, which is twice the poverty threshold. Of those, two-thirds lived in families with yearly income under $25,000 and two-fifths lived in families with incomes of less than $10,000.

According to the PUMS, the census 5-Percent Public Use Microdata Samples (1990 and 2000), there is a correlation between family income levels and negative child outcomes. Nationwide, 28% of children reside in single-parent families, and 77% of children living in family’s with less than $10,000 family income level belong to single-parent families. Moreover, 21% of the 10% of the children in these single-parent families are high school dropouts, which could be surely due to the fact that they come from this extremely low income. Families with incomes of $50,000 or more have a drop out rate below 8%, but this proportion drops significantly for children living in the most affluent families (5 percent). The results for children with no parents in the labor force are also striking. About 45 percent of the children in the lowest income bracket do not have any parents in the labor force, compared with only 3 percent of children in the most affluent families.

Distribution of Children by level of family income in 1999 (source: population reference bureau)

<table>
<thead>
<tr>
<th>Family income level</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>70,494,694</td>
<td>100</td>
</tr>
<tr>
<td>$10,000-$24,999</td>
<td>5,673,664</td>
<td>8</td>
</tr>
<tr>
<td>$25,000-$34,000</td>
<td>11,509,687</td>
<td>16</td>
</tr>
<tr>
<td>$35,000-$49,000</td>
<td>8,361,239</td>
<td>12</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>11,643,797</td>
<td>17</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>15,299,935</td>
<td>22</td>
</tr>
<tr>
<td>$100,000 or more</td>
<td>8,193,013</td>
<td>12</td>
</tr>
</tbody>
</table>

Usually, a child considered poor if he belongs in a family with an income of less than $17,000. Families with low incomes are more susceptible to high school dropouts, teen pregnancy, low earnings, violence, and divorces. More than 1 in 5 teens in the lowest income bracket are high school dropouts, compared to 1 in 25 teens living in the most affluent families. Of course, child poverty is mostly present in other races and ethnicities, such as in Hispanics or African-Americans. In 1999, only 4% of non-Hispanic white children live in families with incomes of less than $10,000, compared with 11% of Latino children, 16% of American...
Indian children, and 19% of African-Americans. Only 5% of African-American and American-Indian children and 6% of Latino children reside in families with income of $100,000 or more, along with 18% of non-Hispanic whites and 22% of Asian children.

**Distribution of children with negative child outcomes, by level of family income, 1999 (percent)**

<table>
<thead>
<tr>
<th>Family Income level</th>
<th>All children in families</th>
<th>Children in single-parent families</th>
<th>Children without working parents</th>
<th>Teens with high-school dropouts</th>
<th>Idle teens (not working or in school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Less than 100,000</td>
<td>8</td>
<td>22</td>
<td>34</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>$10,000-$24,999</td>
<td>16</td>
<td>33</td>
<td>28</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>$25,000-$34,000</td>
<td>12</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>$35,000-$49,000</td>
<td>17</td>
<td>14</td>
<td>11</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>22</td>
<td>9</td>
<td>9</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>$100,000 or more</td>
<td>14</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Although most families in the United States have sufficient resources to meet their children’s basic needs, a significant share of families struggles to make ends meet. Poverty is the main reason for negative child outcomes. We can deduce that poverty affects life in the household and impedes a child’s growth. Parents, especially single parents, are too preoccupied to fulfill their basic needs that education does not become a priority. The analysis of 2000 Census data shows us clearly that this might be the key factor that affects education in the United States. We also have to consider the fact that poverty is present in a dramatic way in races other than Asian or non-Hispanic whites. This suggests that programs that provide assistance in proportion to income so they can catch up and have more exposure to the opportunities that affluent families are automatically exposed to should serve families.
References:

The Annie Casey Foundation, 2004 kids Count Data Book (Baltimore, MD: 2004)

The Annie Casey Foundation, 2005 kids Count Data Book (Baltimore, MD: 2005)

American Demographics: A Focus on Latinas/os

CHAPTER 4
Chicano Students Attending College in California
By Francisco Cornejo

Even though the California population is based on Chicano decent, unfortunately the college rates of Chicano students attending a college in California are low compared to other groups. Chicanos are Mexican-Americans that live in the United States that are from a Mexican decent. This term is commonly used to recognize US citizens who are descendants of Mexicans.

Based on the 2000 U.S Census Bureau, from 100 Chicano or Chicana students who start elementary school, 46 of those students graduate from high school, eight receive a bachelor’s degree, and two earn a graduate or professional degree. Chicanos, including Latinos are the largest group in the United States that is least educated. The main reason why Chicano student rates of attending college are low is because a number of Chicano students that do not finish high school for various reasons, while others are pushed to stop going to school due to that they have to work in order to help their family. Some of them do not pursue a higher education because they cannot afford or they cannot receive government aid to pay for a higher education. Other contributing factors are: being forced to work in order to have a stable lifestyle, peer pressure to used drugs and join gangs, and the lack of resources to help them pursue a higher education.

Community colleges serve as the point of entry for the majority of Chicanos, including Latinos in higher education, offering low-cost, small level educational opportunities in the communities where students live and providing the preparation for four-year colleges and universities that may have been lacking in their K-12 education. According to the “Diverse Education” magazine, In California, 40 percent of Latinos including Chicanos who enroll in community colleges aspire to transfer to a four-year college or university. However, less than 10 percent of these students reach their goal of transferring to a four-year college.

According to the University of California Newsroom, released fall 2004 freshman admissions at UC Berkeley, for Chicano/Latino students dropped from 1,030 in fall 2003 to 955 for fall 2004. Over the years, the University of California schools have become very competitive which affects minority groups to even apply to college.
The reason I showed a lot of interest for this topic is because I identify with the Chicano community and feel that there is a lack of a higher education we are the biggest ethnic group in California’s population. In the community I grew up in was based on Chicanos, but the number of them pursuing a higher education is very low. Most of them do not finish high school for various reasons and a small percentage of them actually continue pursuing a higher education in a community college, four-year college, or technical school.

Sources:
file:///C:/Users/cornejo/Desktop/7978.htm
http://www.universityofcalifornia.edu/news/article/6302
http://www.diverseeducation.com/artman/publish/article_5664.shtml

To quote from this report: “In California, 40 percent of Latinos who enroll in community colleges aspire to transfer to a four-year college or university. However, less than 10 percent of these students reach their goal of transferring to a four-year college.”
**American Demographics: A Focus on Latinas/os**

**CHAPTER 5**

Queer Latinas/os Chicanas/os

By Miah Arechiga

**Definition:** Those who identify as queer: individuals who are “out”-openly queer to themselves and society and sexually identify as something that is not of social norms i.e.: lesbian, gay, bisexual, pansexual, asexual, transgender, intersex, and many more; who are also part of the Latino/a Chicana/o community

**Example/Data:** In researching queers it was obvious that there is unequal representation of the community, let alone the Latina/o Chicana/o queer community. In mainstream newspaper websites like LA Times and NY Times, when searching with terms like “queer,” “Latina,” or “Chicana,” there were little results. On the other hand, terms like “gay” and “Latino” produced greater results. This shows that society is not keeping up with the politically correct terminology. It also reveals a form of discrimination, which is probably why there are such a large amount of support groups for those who identify as LGBTIQA (Lesbian Bisexual Transgender Intersex Queer and Asexual). Across the nation there are LGBT Resource Centers providing whatever kind of support that is needed. These centers also put on programs and workshops to spread awareness, and they also commit themselves to health issues pertaining to the LGBT community.

Specific support groups for those of color would be QPOCC (Queer People of Color Coalition), APIQ (Asian Pacific Islander Queer), and two organizations exclusively for the Chicana/o Latina/o community, namely: Joteria, and La Famila (LaFa for short). The term La Famila came from Cherrie Moraga’s idea that the Latina/o Chicana/o queer community had to start a family from scratch, hence “famila.” She became conscious that there was no dialogue about queers, it was, and still is a very taboo topic within the Latina/o Chicana/o culture. However, queer or not, Chicanas/os and Latinas/os are very family oriented. Moraga realized that this understudied, unrepresented group still needed that type of support. She encouraged them to build a true community, a political, family-type community, and eventually, LaFa was established. According to Sherri Atkinson, director of UC Davis’ LGBT Resource Center

“There are many difficulties in finding numbers around queer identities. One is that the university does not collect that information (nor do we as a Center--for safe space reasons). Even if there was a database of sorts it would most likely
still not be a 100% accurate because the fear that some people still have in identifying as LGBT/queer in a homophobic society. Also, because coming out is a process that people go through at various stages of life (i.e. there is no one age that people come out) assessing accurate numbers is difficult. Also, the intersections of race/ethnicity and sexual orientation can cause people to consider additional factors in terms of connection with communities, etc.”

I have found that it is very difficult to find “numbers” on the queer community due to living in a heterosexist society; let alone finding numbers on the Latina/o Chicana/o queer community. Also, I feel that religion has played a role in suppressing queer identities within the community. Many Latinas/os Chicanas/os are very religious (it is largely apart of the culture), and in Catholicism/Christianity (and several other religions), being queer is viewed as a sin- making those who are queer afraid to “come out.” Even then, even if one came out to their families, coming out to the rest of society would be another obstacle. Queer marriage is not recognized in society- so queer partners are not able to receive the domestic benefits. Also, sodomy (sex between same gendered folk) was illegal in several states. The Bowers vs. Hardwick case for instance; the Supreme Court upheld that states laws against sodomy were legal (but 16 years later in Lawrence vs. Texas, it was seen as unconstitutional).

Queers have and still are struggling for their rights; which makes it that much harder to come out when a queer may not feel welcome to. Hate crimes (“gay bashing” to the queer community) is another fear that makes it difficult to come out. Like last year, at Lower Freeborn Hall- where the north-side entrance to KDVS student radio station is, “KDVS sucks,” “Fuck KDVgay,” “get a taste of the real world you retards,” “fuck you Homos” was written on the wall. There was a small section in the California Aggie and some paint thrown on the wall to cover it up, but nothing was done about the anti-queer remarks. There are also several “physical” hate crimes committed, that can sometimes lead to death. This anti-queer feeling leads to “closeted” behavior, which does not allow for much documentation (statistically) of the queer community.

**Reason for choosing demographic:** I have several reasons for wanting to study this community; one being, I’ve always been advocate for social justice/rights. The queer community is another marginalized group that has undergone much discrimination because of their determination to be themselves and refusal to live among social “norms.” Another is that I identify as a queer Chicana, and I believe that I have the right to demand for justice; but before I was “out” to myself, or to my family, I was still an activist for queer rights. I also have close friends and family members who identify as queer; so this topic and these “issues” are ones that are close to my heart.

Demographics from 2000 Survey by OutProud.org:  http://www.outproud.org/survey/highlights.html
[Note: 6,872 individuals 25 and under responded to the survey, which took, on average, 38 minutes to complete.]

• The mean age of the respondents is 18.3 years old. The youngest respondent is ten years old.
• 5,310 (77%) males responded; of these, 3,400 (64%) self-identified as gay, 1,229 (23%) as bisexual, 641 (12%) as questioning and 40 (1%) as other.
• 1,412 (21%) females responded; of these, 633 (45%) self-identified as lesbian, 558 (40%) as bisexual, 201 (14%) as questioning and 20 (1%) as other.
• 150 (2%) transgendered individuals responded.
• 81.2% of the respondents were of European descent (white), 5.5% of Asian descent, 4.4% of Latin American descent, 2.7% of African descent (or black), 0.9% of Native American descent (or American Indian), 0.2% of Native Australian descent (or Aboriginal), and 5.0% identified as other.
• 5,380 (78%) of the respondents were in school; of these, 194 (4%) were in elementary school, 2,722 (50%) were in high school, 2,464 (46%) were in college.

Highlights and Survey Findings:

The typical individual was 12.4 years old when they realized that they were queer.
• However, it took them, on average, until they were 15.6 years old to accept this fact.
• And they didn't tell anyone until they were 16.1 years old, on average.
• 76% of the respondents have told at least one person that they are queer.
• Their best friend was typically who they told first (42%), friends at school (21%) or friends outside of school or work (10%). Only 7% of the respondents told their parents first.
• Of those who haven't come out, the most commonly-cited reasons are fear of parents' and friends' reactions.
• Although there is still a long way to go, schools today are more welcoming and safer for queer students than they were just three years ago.
• 13% of high school students say that their schools discuss homosexuality in a positive manner, compared to only 6% in 1997.
• 51% of those in school have seen one or more incidents of anti-queer harassment at their school, down significantly from 59% in 1997. 23% now say that such harassment occurs somewhat frequently or more, compared to 29% three years ago.
• However, 60% have been verbally assaulted; 23% have been threatened with physical violence; 9% have been punched, kicked or beaten; and 6% have been attacked sexually (raped) because they were queer.
• Scouting plays a role in the lives of many queer youth
• Almost half of the male respondents have participated in Scouting. 43% were a Boy Scout earlier in their lives, 5% are currently a Scout.
• Half of the females have participated in Scouting. 48% were a Girl Scout earlier in their lives, 2% are currently a Scout.

• Queer people continue to join the military, which often takes its toll in stress.
• Of the 200 respondents who are in the military, for whom the average age is 20 years old, 49% have never told anyone of their sexual orientation; 28% are out to some people in their personal life, but not to anyone in the military; 19% have told a small group of friends and associates in the military that they are queer; and 5% indicate that they are openly gay to everyone.
• 23% of those in the military were not aware of their sexual orientation when they joined. Of those who were aware, the most frequent reasons cited for joining are because they wanted to serve their country (34%), because service was compulsory (27%, all outside the U.S.), or because they needed money for school (18%).
• 7% of the military respondents have been the target of a "witch hunt", which typically ended in their discharge and/or incarceration.
• Are queer youth any likelier to be left-handed than the general population? It doesn’t appear to be the case. The available data for the general population suggests that approximately 15% are left-handed. The data from the survey falls within that range.
• 9.5% of females and 12.3% of males indicated that they were left-handed.
• 7.6% of females and 5.3% of males indicated that they were ambidextrous.
American Demographics: A Focus on Latinas/os

CHAPTER 6
Hispanic First Time College Students
By Karla Colato

Every year, the University of California Davis receives thousands of applications from prospective first time college students. According to the Department of Education (http://nces.ed.gov), in the fall of 2006, 11 percent of enrolled freshmen were Hispanic. Out of this 11 percent, only 73 percent of them are expected to receive a bachelor’s degree within six years from the University of California Davis. This means that the other 27 percent of students either transfer to other colleges or they discontinue their studies. From the 73 percent who receive their bachelor’s degree in six years, the majority are women.

Because many of these Hispanic first time college students are born to low income immigrant parents and they are forced to start working to help out their families. Another reason why Hispanic students might discontinue their studies is that college may no longer be affordable to them. A lot of Hispanics students struggle to pay for their college education in the UC system. Sometimes they do not receive money from scholarships and grants and their parents cannot afford to pay out of pocket. An even more unfortunate reason why Hispanic students leave UC Davis, and this is the reason why many other students leave as well, is that they academically just cannot perform well. According to a study entitled Background and Academic Characteristics of Freshmen Entering UC Davis: A Consideration of their Relation to Educational Outcome by the Education Resources Information Center (http://www.eric.ed.gov/), many of the Hispanic students who enter the university are not academically ready for work load and complexity. Many students are surprised to find that they have to take their schoolwork more seriously.

I want to know what percentage of the people who come to UC Davis to receive a post secondary education are Latinos because I am part of this demographic. I am a first time college student at the University of California Davis who happens to be Latina. I face the same challenges that the people in this demographic have to face. Some of the struggles include language barriers, culture shock, and homesickness among others.

It is important to know about this demographic because it is demographic of increasing use.

The data that I used came from the Department of Education. They generate their data through the information that students submit during the application
process. The Department of Education requires the universities to ask certain questions of the people who apply. Once the students begin their attendance at the university, the university reports information of the students to the Department of Education. The Department of Education is a good source of information for this type of data because it holds no bias.
When trying to figure out a demographic to write about and to learn about I didn't know which way to go. There were so much that I wanted to learn and write about I couldn’t make a decision. Then I thought I should really look in my backyard. Literally I wanted to look at the demographics of Chicano and Latinos retention rate here at UC Davis. Throughout the rest of this paper, a lot of information came from research that Elias Lopez and Tom Estes of Student Affairs Research & Information on the UC Davis campus. Their report entitled “Retention and Attrition of Undergraduates at UC Davis, 1995 to 2004,” published in June of 2007. Their report explores the question “why do students leave the campus.” In Lopez and Estes’s research they broke up the students from ethnicity to gender, to financial aid, and to academic standing.

A concept that needs to be defined is attrition. The dictionary defines attrition as the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure. Throughout the research of Lopez and Estes, this word comes up a lot and having it defined makes it easier to understand what they are trying to report. Another thing this is that Lopez and Estes defined Latinos and Chicanos into one category of Hispanics. Here is a chart on how they can conduct their research.
Now going into a more specific part of this paper is to look at the Hispanics attrition here at UC Davis. According to the research of Lopez and Estes, currently UC Davis loses 7% of its students by the first year, 12% by the second year as a whole. Some groups lose more than 15% of the students by the second year. One of these groups is Hispanic Males. Given the information that was provided, already males have a lower population then females on the UC Davis campus. This is an alarming issue to the Hispanic community because the community is only 11% of the population on the UC Davis campus in 2006.

Another factor that seems to contribute to the attrition of Hispanic students on the campus is Academic Progress. From the period of 1995-2002 these are the number of students who left after the two years and that were on academic probation. The total count of new students from 1995-2002 of Hispanic males was 1,836. The 2-year attrition was 315 and the rate was 17%. Now from this specific group of students the percent of them that were on probation in the first term was 35%. The percentage of these students that were on probation in their last term was an increase to 59%. Looking at the other side of the gender spectrum, the number of Hispanic Females that entered the UC Davis campus as a new student was 2,617. For their count of the 2-year attrition were 391 and the rate was at 15%. The percentage of these students that were on probation in their first term was 32%. Just like the Hispanic males, the number of Hispanic females that were on probation in their last term was 51%. For both genders of the incoming new Hispanic community, at least half of this population were on academic probation on their last term.

Along with the look of enrollment of new students, attrition also looks at performance and graduation rates. The information that will be given is cumulative graduation rates for freshmen and transfer students combined. These estimates for graduation rates were derived from the graduation file extracted in the fall quarter of 2006 (Lopez and Estese, pg. 18).
The cumulative graduation rate of Hispanics has remained constant.

After reading and looking at these statistics, it has came apparent on how high the percentage of Hispanic students don’t further their undergraduate career here at UC Davis. There are lots of factors that come into play with those numbers, some leave because of family issues, money problems, or academic dismissal. There are lost of people and organizations here on campus that are trying to reduce the number of Hispanics leavening but they are also trying to get more enrolled and actually stay to get a degree. For instance, the Learning Sill Center located on the second floor of Dutton Hall, The Student Recruitment and Retention Center, The Educational Opportunity Program along with the STAR community, also various Hispanic organizations on campus.

The Hispanic community is looking forward to increasing the number of Hispanic students enrolling and graduation from the University of California, Davis. Demographics and information on college attendance and attrition are more than useful for ensuring greater enrollment and successful completion of studies.
American Demographics: A Focus on Latinas/os

CHAPTER 8
Demographic Profile: High School Dropouts
By Clyde Arrington

**Topic:** My demographic topic is on High School Dropouts through a period of 4 years. And what the 4-year drop out rate is its and estimation of the number of students who will drop out in a four-year period based on data collected for a single year. And example of how this is used today in my society is the Government tracks individual student data in a school for a period of for years to differentiate if the child is in/out of school during those for years. But if a student transfers schools then they are no longer included in the previous schools count. But if the student does not enroll or attend classes at another or the first school or even finish the current year of school the student is considered a drop out. That is until they are enrolled back into school, so in other if there are no traces of a student completing school with a diploma or a diploma equivalent they are considered a drop out.

The reason I have chosen my topic is because I am interested in finding out how many students drop out every year that are currently in their last year of High School and what efforts have been made to try and get these kids back into school. This is important not only to me but to my society because if a majority of these students drop out and never enter school again and the number of unemployment will go up in our communities because our kids aren’t even educated enough to get jobs in today’s competitive society. This will lead to the crime rate increasing and ultimately the homicide rate increasing. So that is why it is very important for us to make sure that we properly educate our youth today.

The best data I have used is found online because it is usually up to date rather than books that aren’t being updated as often as these sites are. For example the California Department of Education Website, this data I would have to say is more reliable to me just because they give you the study of what they were trying to find and then they define it and they break it down easy enough for anyone to understand and lat but not least they provide you with a lot of factual data taken directly form schools and educational institutions. Another website I have found useful is the Colorado dept. of Education. This site is also full of useful statistics and data from surveys. But there are sites that aren’t too helpful that just throw a bunch of charts at you that can be sort of confusing to read. But for the most part I would say online sources are a faster and more reliable.
The Caveats for this demographic is you have to be really careful in examining your sources of information because mostly all of the sources I have used have estimated numbers for their data there is no exact way to tell how many exactly drop out because some students may just randomly move out of a district and attend another school somewhere else. So you are not going to be able to account for every single student so you sometimes have to check the site and see if their data seems legit or not and compare their methods to the methods of other sites.
American Demographics: A Focus on Latinas/os

CHAPTER 9
Demographic Topic: Latino Immigrant Youth Laborers
By Mary Barrera

Definition: Latino immigrant youth are defined as teenager’s ages 16 through 19 and they are laborers working in the USA.

Reason for topic: Many Immigrants are constantly migrating to the USA a large percent of these are adolescents. Because of many young immigrant’s legal status sometimes they don’t have access to such things as medical care, a proper job: thus a proper education, a stable home (given that many times they migrate alone), many grow without any type of support except that of their far away family. If there is anyone that is the most affected it is this group being that once setting foot on the USA a cycle is formed in which these young adolescents become hooked to labor work when they could instead become educated and become a prosperous or beneficial group in the community. This group of youth will probably make a home in the U.S and when proceeding to work here in the U.S., in most cases many will not have any medical care so the state will sometimes pay for it. In other cases driving licenses are not issued and since many of these young immigrants have jobs they have the need to drive without one, risking consequences set as illegal. Today with the current immigration status, states are only further aggravating this national problem and in the midst of it all are especially these young immigrants.

Data Available:
Thirty-eight percent of immigrant Latino youth work full-time (more than 34 hours of work per week) (MPI). The proportion is even higher for youth of Mexican Descent. Forty-four percent of first-generation Mexicans in the 16-19 age bracket work full-time.

Sources of Data and Information:
Migration Information Source:
http://migrationinformation.org/Feature/display.cfm?id=48

National Conference of state legislatures: