

The College Completion Agenda 2011 Progress Report

Latino Edition



Acknowledgments

This report was written and edited by John Michael Lee, Jr., policy director of the Advocacy and Policy Center of the College Board; Frances Contreras, associate professor at the University of Washington; Keon McGuire, doctoral student at the University of Pennsylvania and intern at the College Board; and Adriana Flores, director of diversity initiatives at the College Board. The authors would also like to thank Anita Rawls, assistant research scientist in Research and Development; Kelcey Edwards, senior research analyst at the College Board; and Roxanna Menson, director in Advanced Placement who provided support for this project. The College Board would like to all the members of the Commission on Access, Admissions, and Success in Higher Education that created the goal and recommendations for the College Completion Agenda. The College Board would especially like to thank Gaston Caperton, president of the College Board and William “Brit” Kirwan, Chancellor for the University of Maryland System their leadership in this initiative.

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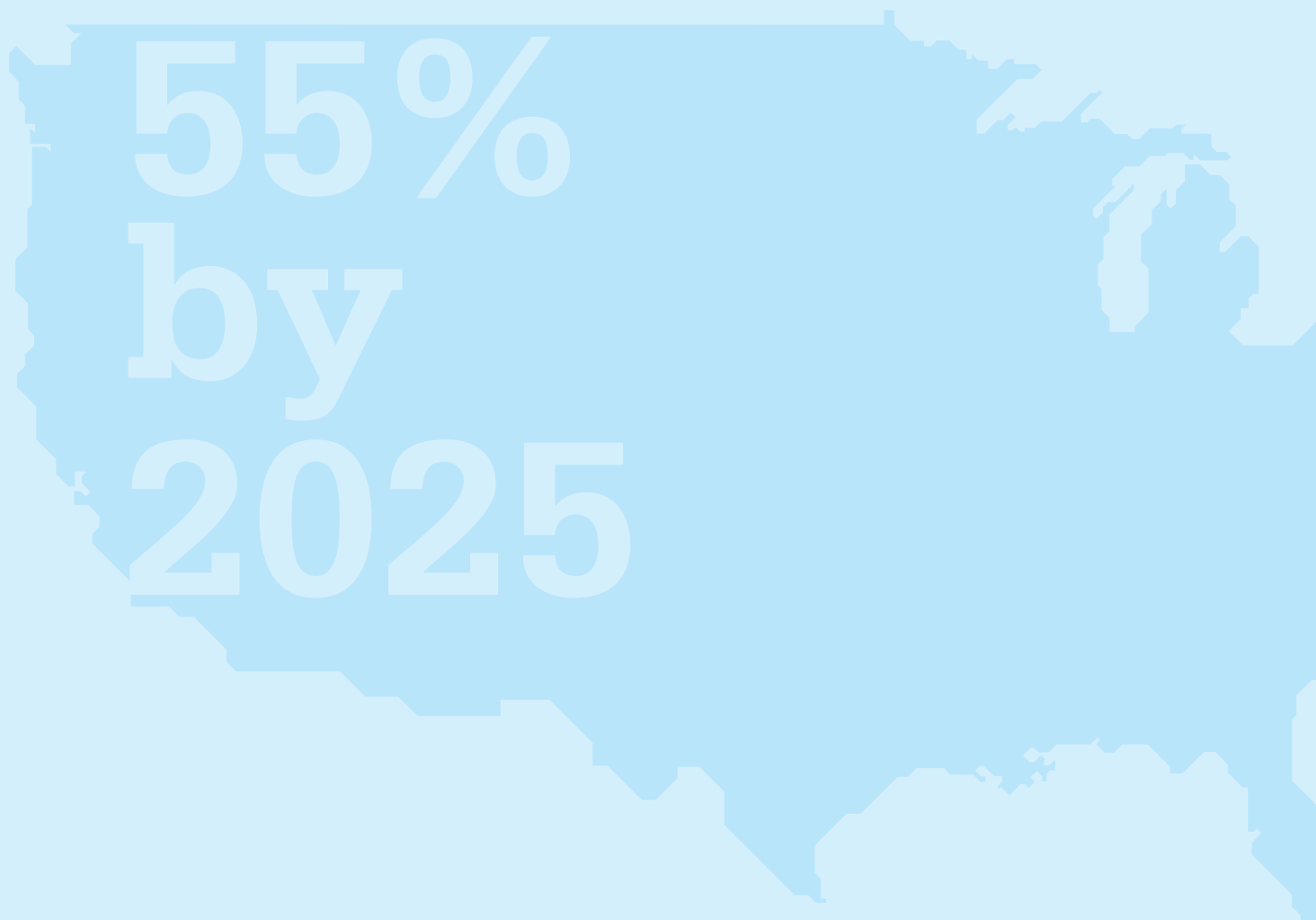
The College Completion Agenda

2011 Progress Report

Latino Edition

John Michael Lee, Jr.
Frances Contreras
Keon M. McGuire
Adriana Flores-Ragade
Anita Rawls
Kelcey Edwards
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The Goal: Increase the proportion of 25- to 34-year-olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.



One

Provide a program of voluntary preschool education, universally available to children from low-income families.

Two

Improve middle and high school college counseling.

Three

Implement the best research-based dropout prevention programs.

Four

Align the K–12 education system with international standards and college admission expectations.

Five

Improve teacher quality and focus on recruitment and retention.

Six

Clarify and simplify the admission process.

Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent.

Eight

Keep college affordable.

Nine

Dramatically increase college completion rates.

Ten

Provide postsecondary opportunities as an essential element of adult education programs.

Recommendations So Important They Cannot Be Ignored

When the Commission on Access, Admissions and Success in Higher Education (subsequently referred to as the commission) convened in fall 2008, the educational landscape was facing a number of issues that the commission's members recognized as formidable challenges to those students who aspire to enroll and succeed in college. Summarizing the commission's 2008 report, *Coming to Our Senses: Education and the American Future*, college and high school completion rates had dropped dramatically; the number of adults with postsecondary credentials was not keeping pace with other industrialized nations; and significant disparities existed for low-income and minority students. As such, the commission was faced with two key questions: What must be done to improve the nation's educational system, and how will we know if the changes that are made are successful?

Echoing the findings of other key educational policymakers, the commission declared that it is critical — and thus should be a primary goal — that 55 percent of the nation's young adults attain an associate degree or higher. The commission further offered a 10-part action plan in the form of 10 recommendations.

The commission noted that these recommendations are so important they must be measured on a regular basis to help us understand the state of the educational landscape in the nation and how it changes over time. The commission also noted the importance of erasing disparities to reaching our nation's college completion goal. Latinos are now the largest minority group in the United States and the fastest growing population in the country. However, only 19.2 percent of Latinos ages 25 to 34 years old have obtained an associate degree or higher. We cannot reach our college completion goal without increasing college completion for this important group. This report is designed to illustrate the degree to which Latinos are moving toward — or away from — taking the necessary steps for ensuring an educated Latino community.

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Continuing the Conversation:

An overview of the measurement of progress on the commission's recommendations

The 10 Recommendations

The commission believes that American education is the nation's greatest strength and most powerful force for advancing the common good in America. To once again return America to its rightful place as the global leader in educational attainment, the commission recommended the following 10-part action agenda:

One. Provide a program of voluntary preschool education, universally available to children from low-income families, such that all children at or below 200 percent of the official poverty line have a chance to enter school ready to learn.

Two. Improve middle and high school college counseling by meeting professional staffing standards for counselors and involving colleges and universities in college planning.

Three. Implement the best research-based dropout prevention programs, which include early identification of those students who are at risk of dropping out and subsequently providing them with a safety net.

Four. Align the K–12 education system with international standards and college admission expectations so that all students are prepared for future opportunities in education, work and life.

Five. Improve teacher quality and focus on recruitment and retention; an education system can only be as good as its teachers.

Six. Clarify and simplify the admission process; a transparent and less complex process will encourage more first-generation students to apply.

Seven. Provide more need-based grant aid while simplifying the financial aid system and making it more transparent; to minimize student debt and at least keep pace with inflation, make financial aid processes more transparent and predictable, and provide institutions with incentives to enroll and graduate more low-income and first-generation students.

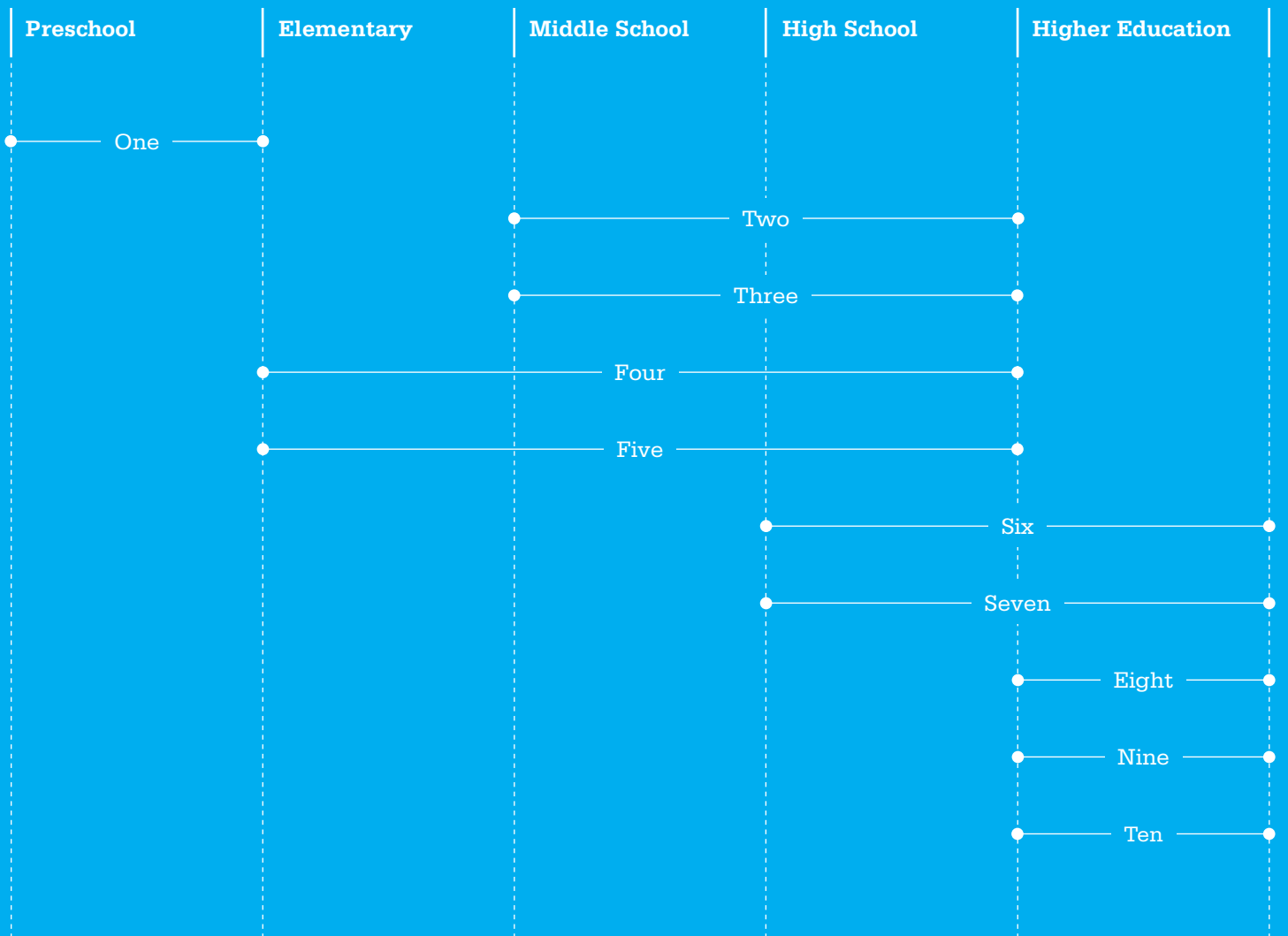
Eight. Keep college affordable by controlling college costs, using available aid and resources wisely, and insisting that state governments meet their obligations for funding higher education.

Nine. Dramatically increase college completion rates by reducing the number of dropouts, easing transfer processes and using “data-based” approaches to improve completion rates at both two- and four-year institutions.

Ten. Provide postsecondary opportunities as an essential element of adult education programs by supplementing existing basic skills training with a new “honors GED” and through better coordination of existing adult education, veterans benefits, outreach programs and student aid.

Completion at Every Stage

In order to reach the goal of 55 percent of 25- to 34-year-olds obtaining an associate degree or higher by the year 2025, the commission has put forth a 10-part recommendation agenda that is aimed at strengthening the educational pipeline at every stage throughout a student's trajectory from the cradle to college completion.



The Commission's Approach to Assessing the Current Status on the Recommendations

The commission's goal of 55 percent of young adults, ages 25 to 34, receiving a postsecondary credential by 2025 will be measured on a regular basis, and the College Completion Agenda Latino Edition can be used to measure progress toward this goal for Latinos. The indicators identified in this report give some signal of the current status of where the nation and state are on the overall goal and with each of the recommendations as they pertain to Latinos. As such, one or more indicators have been identified that, when taken together, allow one to infer the current status for Latinos.

In addition, it is important to note that the recommendations drove the decisions about which indicators to include in the final report. In some cases, data are not yet available to measure some of the indicators identified in the report. This is an important testament to the need to continue the national dialogue about developing effective data sources to measure educational endeavors. The commission recognizes that the measurement of educational efforts can take many forms. Because of the nature of the commission's goal and 10 recommendations, some of the indicators take the form of traditional quantitative statistics, whereas others are in the form of narratives. Wherever possible, data and indicators represent the most current nationally recognized sources. Rather than create new measures to assess the educational climate, this report seeks to determine the degree to which the commission's goal and 10 recommendations are being met. Many high-quality data sources and reports exist that can be used to inform current status and future progress on the goal and recommendations. This report employs data provided by well-respected organizations such as the National Center for Education Statistics, the National Center for Public Policy and Higher Education, and the U.S. Census Bureau, among others.

Helpful Icons

Gender



Female



Male

Category



Students



Institutions

In the selection of the indicators to measure the commission's goal and 10 recommendations, the statistics were vetted using the following criteria:

- **The indicators are rigorous.** All data must meet the generally accepted standards for rigor within the field of educational measurement. All data and collection methods are examined to ensure policymakers, educators, parents and students can make valid inferences about the nation's current status on each indicator.
- **The indicators are measurable on a regular basis.** A key concern for the commission is determining the degree to which progress is made over time on the goal and 10 recommendations. Therefore, only data sources available on a regular basis are included in this report. One-time reports, although helpful in providing a snapshot of the status of the nation on the goal and recommendations, will not aid in helping track progress over the coming years.
- **The indicators can be disaggregated.** Whenever possible, indicators are applicable to the nation and comparable across the 50 states and the District of Columbia. The commission's recommendations concern the entire nation, thus the indicators have a national focus. Importantly, individual states are conducting excellent work to allow policymakers and citizens within those states to track the status and note the trends on the goal and recommendations put forth by the commission. Many states, such as Florida, have already built state-level data systems that are being used to track students from preschool to college completion. Only indicators available on a national basis are featured herein. This is a report on the nation's status on the commission's goal and 10 recommendations. The indicators highlighted in this report represent those data that are available to help policymakers, educators, parents and students understand where the nation stands on the goal. As policies and practices continue to change, future iterations of this report may include new indicators that may be added or obsolete indicators removed to ensure that the indicators associated with each recommendation note the nation's status and subsequent progress on the commission's goal and 10 recommendations.

Latino College Completion

The United States is not keeping pace with other industrialized nations in the proportion of adults with postsecondary credentials. A well-educated workforce is vital to our economic strength and social health, and we must improve college completion rates, most urgently for low-income and minority students. In 2008, the College Board convened the Commission on Access, Admissions and Success in Higher Education to make recommendations on ways to increase the percentage of young adults who graduate from college prepared to succeed in today's economic climate. Recognizing that the educational system is a single continuum, the commission took a comprehensive approach, issuing

10 interdependent recommendations to reach a goal of ensuring that at least 55 percent of young American 25- to 34-year-olds hold a postsecondary credential by 2025.

The international competitiveness of the United States will depend on the academic success of Latino students. The Latino community has experienced unprecedented demographic growth in the United States in the past five decades (Figure A), yet Latinos educational attainment has not kept pace over the past 40 years.¹ According to the recent Census Bureau statistics, Latinos now represent one in six residents in the United States, a growth that is a result of both high birth rates and immigration patterns (Figure B).² In the past decade alone, over half of the nation's growth is attributed to the increase in the number of Latinos in this country.

The majority of Latinos in America (70 percent) are native born (Figure C), and this group increased 43.7 percent from 2000 to 2009. In 2009 65.5 percent of Latinos in the United States were from Mexico, followed by Puerto Rico (9.1 percent), El Salvador (3.6 percent) and Cuba (3.5 percent). While the majority of Latinos in America are native born, there is considerable variability by country of origin (Figure D).

The vast majority of Hispanics are concentrated in a handful of states. The top four states by Latino population — California (14,013,719), Texas (9,460,921), Florida (4,223,806) and New York (3,416,922) — account for 61.7 percent of the total Latino population in the United States (Figure E). In comparison, the next six states by Latino population — Illinois (2,027,578), Arizona (1,895,149), New Jersey (1,555,144), Colorado (1,038,687), New Mexico (953,403) and Georgia (853,689) — account for 16.6 percent of the total Latino population. Collectively, these top 10 states account for 78.3 percent, or more than three-fourths, of all Latinos in the United States. Because these top 10 states represent such a large proportion of the Latino population in America, this report measures many of the indicators by the top 10 states by Latino population. Looking at these states can help us understand the policies and practices that are having the most impact on Latinos across the nation.

While these states represent a large share of the Latino population, many of the fastest-growing states in terms of Latino population are those in the southeastern United States. From 2000 to 2010, the 10 fastest-growing states were Alabama (145.5 percent), South Carolina (144.8 percent), Tennessee (131.7 percent), Kentucky (119.1 percent), Arkansas (117.5 percent), North Carolina (111.5 percent), South Dakota (109.3 percent), Maryland (106.6 percent), Mississippi (104.6 percent) and Georgia (96.8 percent) (Figure F).

Latino youth now represent the largest minority group in K–12 U.S. schools and they are the fastest-growing segment of students (Figures G, H and I). In addition, Latinos accounted for more than 39 percent of all growth among children 16 and under in the past 10 years. Latinos are a youthful, largely

1. Gandara, P., and Contreras, F. (2009). *The Latino Education Crisis: The Consequences of Failed Social Policies*. (Cambridge, MA: Harvard University Press).

2. U.S. Census, 2010. *The Hispanic Population: 2010*.

bilingual population — in 2007, over 89 percent of Latino children under age 18 were born in the United States.³ And while multiple generations of Latinos reside in the United States and Latino children are largely American born, the majority of Latino students in the K–12 system (52 percent in 2006) have at least one parent who is an immigrant.

The Need for a Latino College Completion Agenda

Despite the demographic shift in Latinos across the United States, a limited proportion of Latinos are accessing colleges and universities, and even fewer are completing their two-year and four-year degrees.⁴ In 2009, 19.2 percent of Latino 25- to 34-year-olds had attained an associate degree or higher — less than half the national rate. The national average is 41.1 percent, with 69.1 percent of Asians, 48.7 percent of whites and 29.4 percent of African Americans 25 to 34 years old attaining an associate degree or higher as of 2009.

The enrollment of Latino students in higher education is an important benchmark for educational attainment for Latinos. As of 2008, there were approximately 2,273,000 Latino students enrolled in degree-granting institutions. It is projected that by 2019, about 3,298,000 Latino students will be enrolled in degree-granting institutions (Figure J). Such disparate educational progress across this rapidly growing population has stark consequences for the entire nation, as Latinos will make up a large segment of the future workforce. If the Latino workers of the future are not adequately educated, then the United States will not reach any of the college completion goals that have been set by the Obama administration, the Lumina Foundation or the College Board. Limited educational attainment stifles both economic opportunity and social mobility, and if efforts are not taken to turn around these educational outcomes, there will be serious implications for the economic future of the nation.⁵

The College Completion Agenda for Latinos delivers the measures to assess the educational attainment of this very important group in American society, and provides approaches for integrating this community into the larger national context of educational attainment based on the commission's 10 recommendations that span the P–20 educational continuum.

3. Aud, Fox, and Kewalramani, 2010. *The Condition of Education 2010*. U.S. Department of Education, NCES.

4. Gandara and Contreras, 2009; Contreras, F. (2011). *Achieving Equity for Latino Students: Expanding the Pathway to Higher Education Through Public Policy*. New York: Teachers College Press.

5. Gandara, P., and Contreras, F. (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Harvard University Press. Cambridge, MA.; Gandara and Contreras, 2009; Haskings, R., and Tienda, M. (2011). *The Future of Immigrant Children. The Future of Children*. Princeton University.

Reading the Document

The chapters in this document address the indicators used to assess the status of Latinos in achieving the commission's goal and recommendations. Each chapter gives an overview of the identified measures, a description of their importance, possible issues faced by policymakers, the current statistics, and points to consider when interpreting the measures. Each measure originates from a well-respected source, and readers are encouraged to inform their inferences about the nation's educational progress toward the overall goal by using the data presented in this report. There are also many useful icons that can make the data easier for the reader to interpret and understand the report.

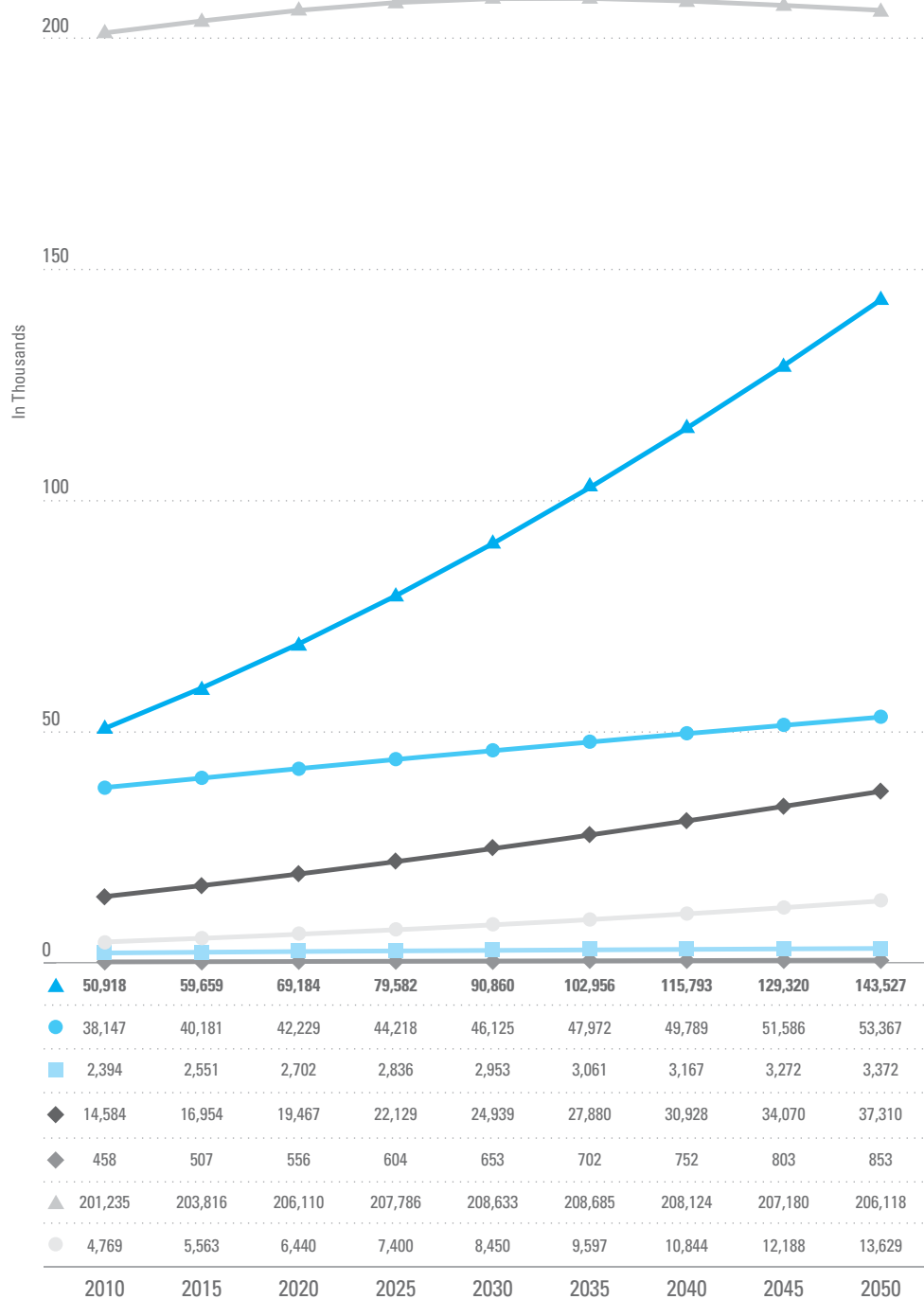
A

Projections of the Population by Race/Ethnicity for the United States: 2010 to 2050, High Net International Migration Series

Source: U.S. Census Bureau, Population Division

Note: The original race data from Census 2000 are modified to eliminate the "some other race" category. This modification is used for all Census Bureau projections products and is explained in the document entitled "Modified Race Data Summary File Technical Documentation and ASCII Layout" that can be found on the Census Bureau website at <http://www.census.gov/popest/archives/files/MRSF-01-US1.html>. Hispanics may be of any race. 'In combination' means in combination with one or more other races. The sum of the five race groups adds to more than the total population because individuals may report more than one race.

- ▲ Hispanic
- African American
- American Indian/
Alaska Native
- ◆ Asian
- ◆ Native Hawaiian/
Pacific Islander
- ▲ White
- Two or More Races



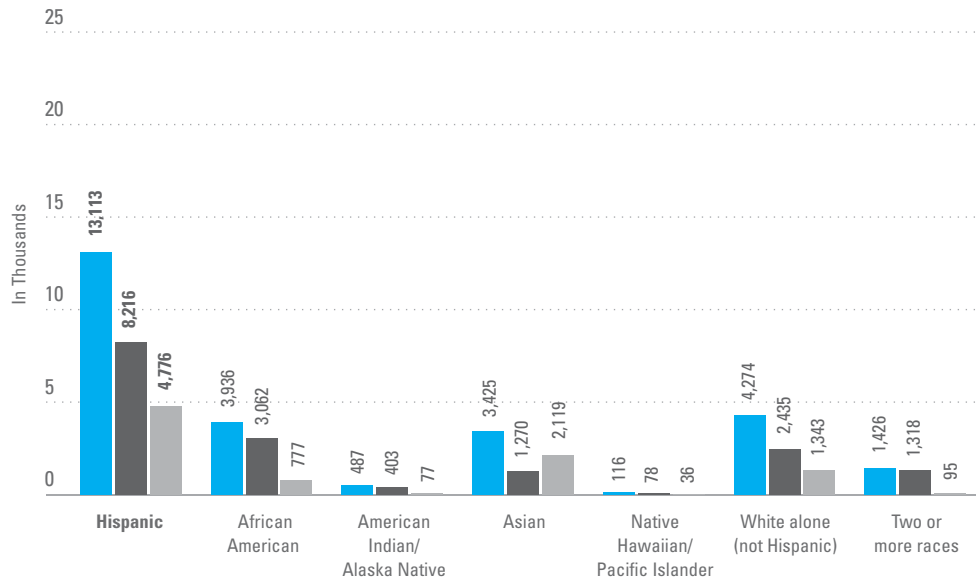
B

Births and Net Migration by Race or Ethnicity, 2000–2009

Source: U.S. Census Bureau, Statistical Abstract of the United States, 2011.

Note: The source provided on the specification sheet did not identify the reference used to collect the information through 2030, and was insufficient in itself to provide the information.

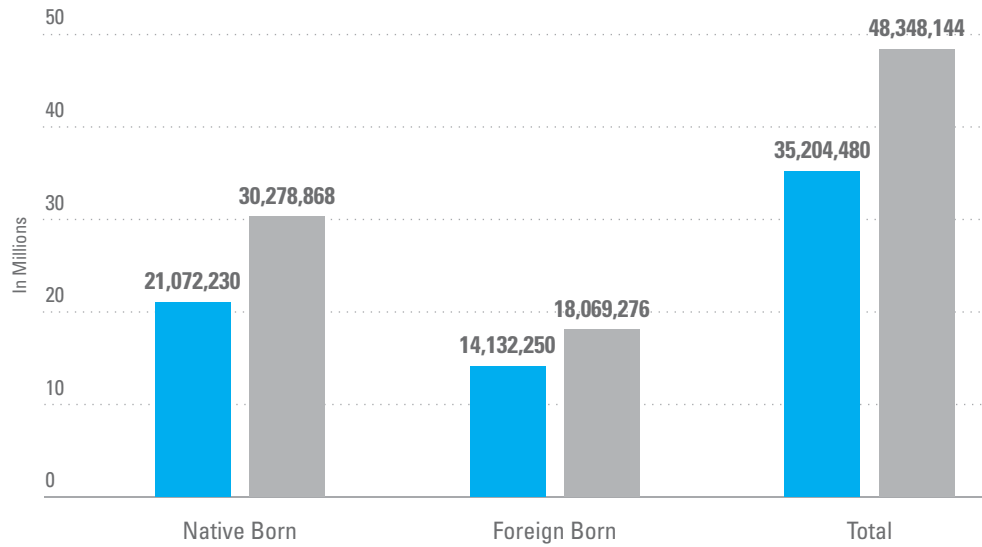
- Net Increase
- Natural Increase
- Net International Migration



C

Change in Hispanic Population by Nativity, 2000–2009

Source: Pew Hispanic Center tabulations of 2000 Census (5% IPUMS) and 2009 American Community Survey (1% IPUMS)

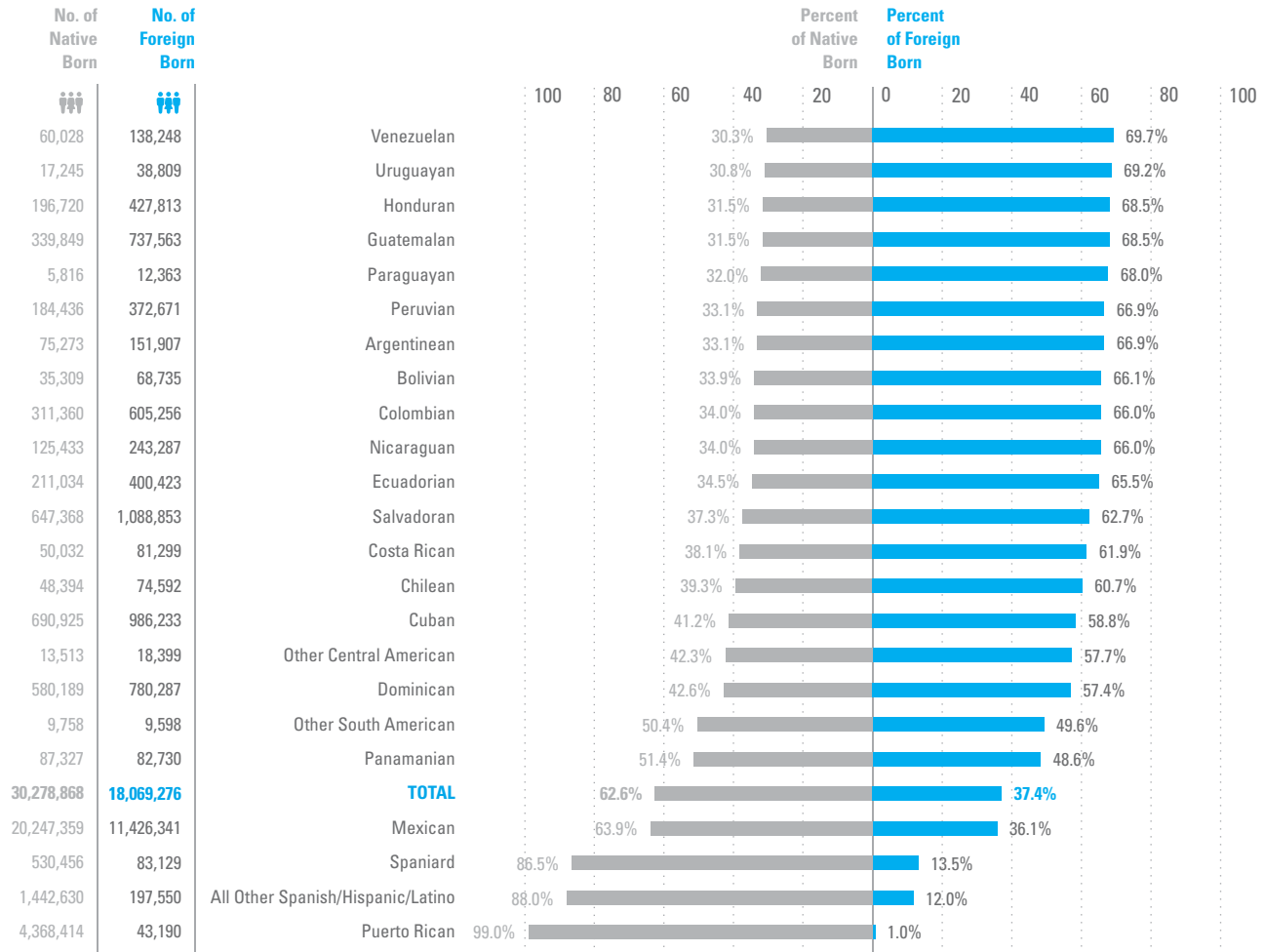
■ 2000
■ 2009

D

Country of Origin and Nativity of Hispanics, 2009

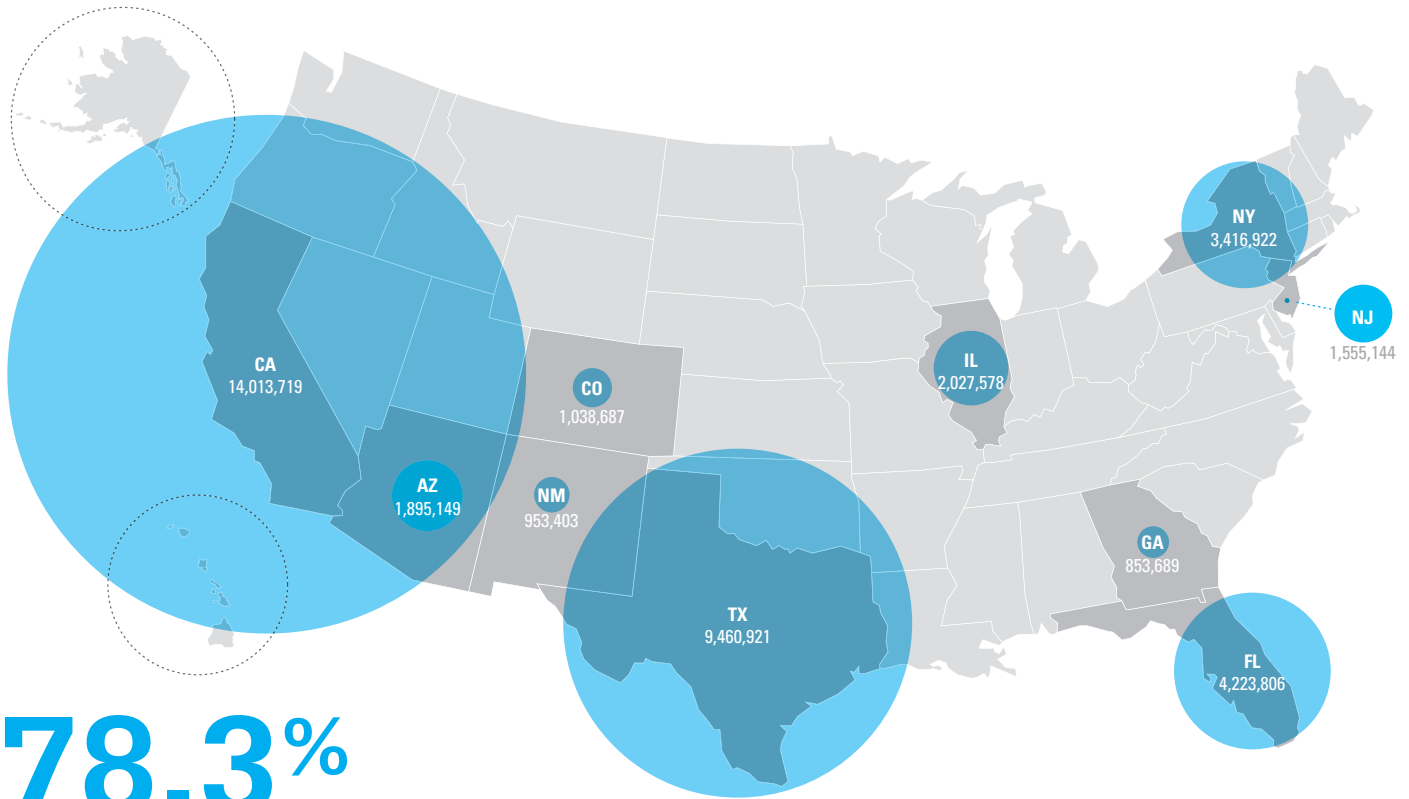
Source: Pew Hispanic Center tabulations of 2009 American Community Survey (1% IPUMS)

Note: Was unable to locate nativity information for 2000.



E**Top Ten U.S. States by Hispanic Population, 2010**

Source: U.S. Census Bureau, 2010 Estimates

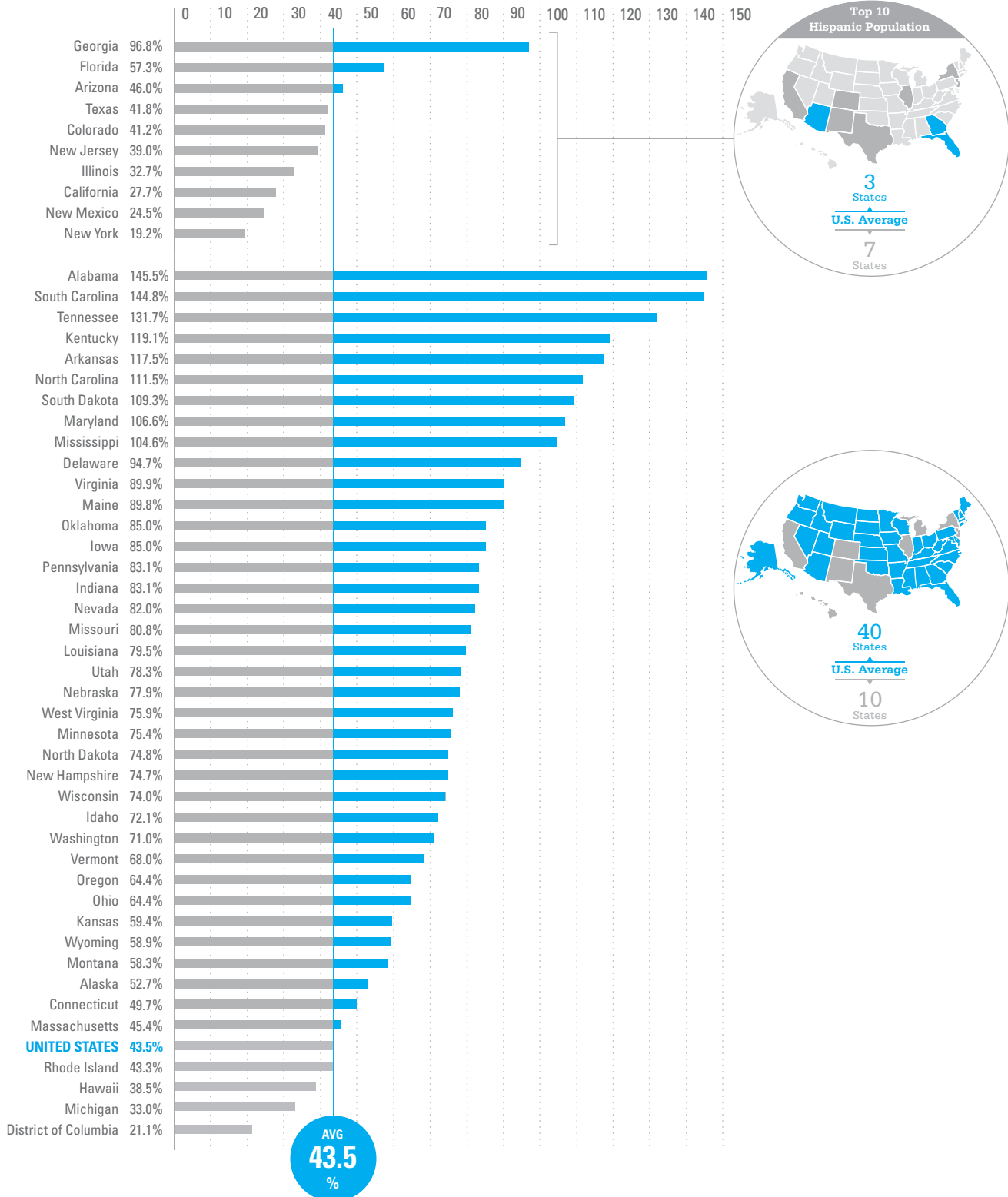
**78.3%**

As of 2010, 78.3 percent of the U.S. Hispanic population resides in 10 states (Arizona, California, Colorado, Florida, Georgia, Illinois, New Jersey, New Mexico, New York, Texas).

F

Hispanic Growth from 2000–2010, by State Rank

Source: U.S. Census Bureau, 2000 and 2010 Estimates



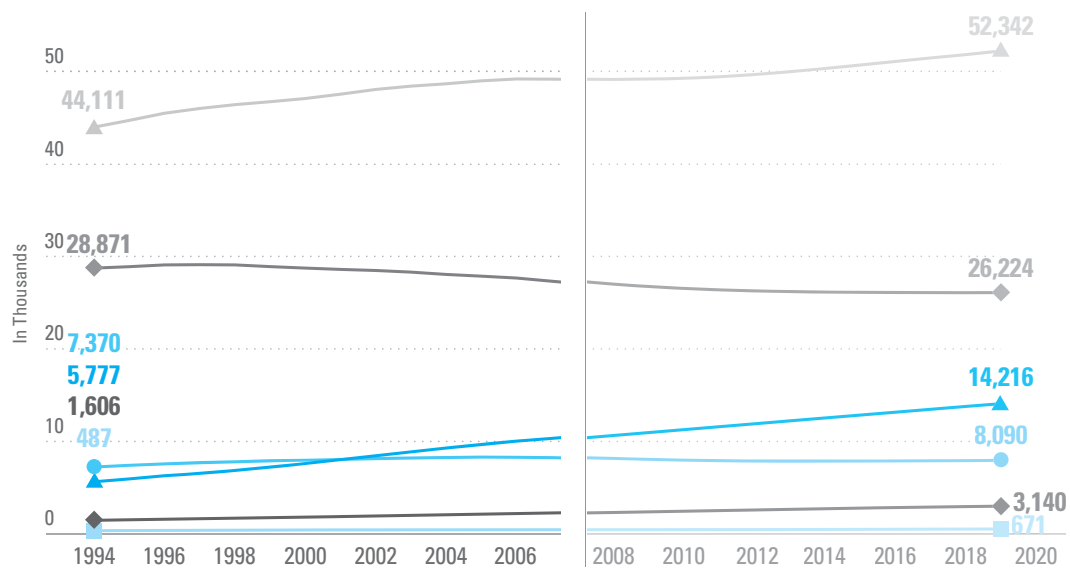
G

Actual and Projected Numbers for Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity, Fall 1994 Through Fall 2019

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1994-95 through 2007-08; and National Public Elementary and Secondary Enrollment by Race/Ethnicity Model, 1994-2007. (This table was prepared January 2010.)

Note: Some data have been revised from previously published figures. The historical racial/ethnic time-series was constructed using racial/ethnic enrollment data at the state level for individual grades. In some instances, enrollment data by race/ethnicity had to be imputed. Further, in some instances, the racial/ethnic enrollment data for individual grades had to be adjusted in order for it to sum to the state total for that grade. For additional information see the Elementary and Secondary Enrollment section of Appendix A. Race categories exclude persons of Hispanic ethnicity. Details may not sum to totals because of rounding. Mean absolute percentage errors of selected education statistics can be found in Table A-2, Appendix A.

- ▲ Hispanic
- African American
- American Indian/Alaska Native
- ◆ Asian/Pacific Islander
- ◆ White
- ▲ Total



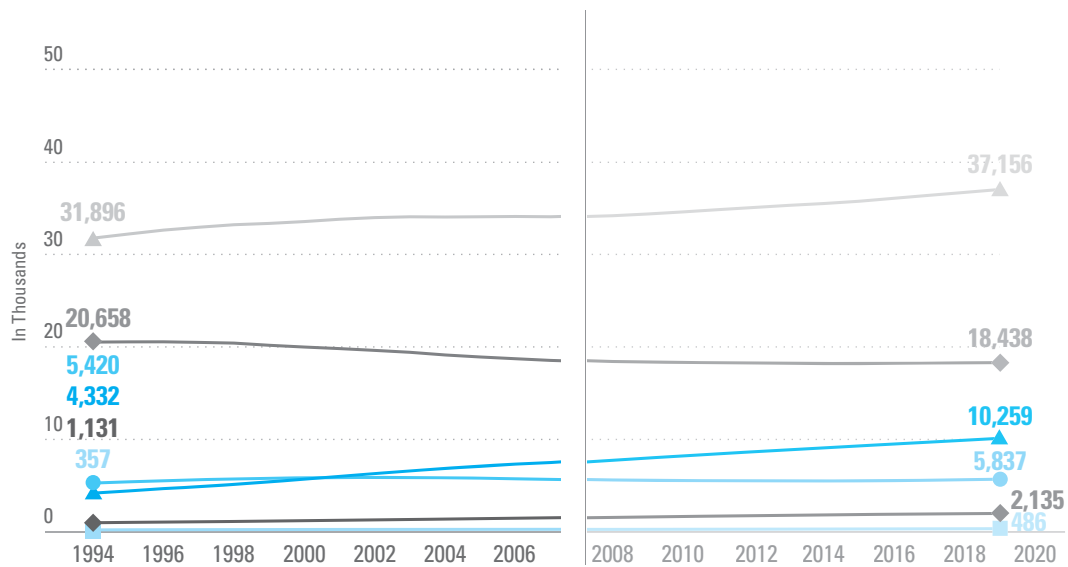
H

Actual and Projected Numbers for Enrollment in Grades Pre-K-8 in Public Elementary and Secondary Schools, by Race/Ethnicity, Fall 1994 Through Fall 2019

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1994-95 through 2007-08; and National Public Elementary and Secondary Enrollment by Race/Ethnicity Model, 1994-2007. (This table was prepared January 2010.)

Note: Pre-K=prekindergarten. Some data have been revised from previously published figures. The historical racial/ethnic time-series was constructed using racial/ethnic enrollment data at the state level for individual grades. In some instances, enrollment data by race/ethnicity had to be imputed. Further, in some instances, the racial/ethnic enrollment data for individual grades had to be adjusted in order for it to sum to the state total for that grade. For additional information see the Elementary and Secondary Enrollment section of Appendix A. Race categories exclude persons of Hispanic ethnicity. Details may not sum to totals because of rounding. Mean absolute percentage errors of selected education statistics can be found in Table A-2, Appendix A.

- ▲ Hispanic
- African American
- American Indian/Alaska Native
- ◆ Asian/Pacific Islander
- ◆ White
- ▲ Total

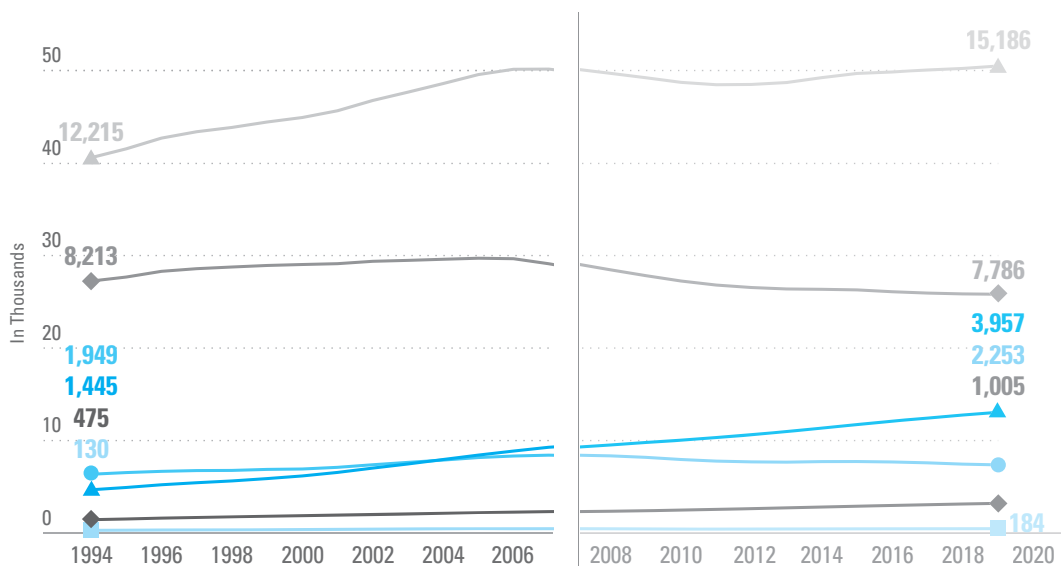


I Actual and Projected Numbers for Enrollment in Grades 9–12 in Public Elementary and Secondary Schools, by Race/Ethnicity, Fall 1994 Through Fall 2019

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary/Secondary Education," 1994-95 through 2007-08; and National Public Elementary and Secondary Enrollment by Race/Ethnicity Model, 1994–2007. (This table was prepared January 2010.)

Note: Some data have been revised from previously published figures. The historical racial/ethnic time-series was constructed using racial/ethnic enrollment data at the state level for individual grades. In some instances, enrollment data by race/ethnicity had to be imputed. Further, in some instances, the racial/ethnic enrollment data for individual grades had to be adjusted in order for it to sum to the state total for that grade. For additional information see the Elementary and Secondary Enrollment section of Appendix A. Race categories exclude persons of Hispanic ethnicity. Details may not sum to totals because of rounding. Mean absolute percentage errors of selected education statistics can be found in Table A-2, Appendix A.

- ▲ Hispanic
- African American
- American Indian/Alaska Native
- ◆ Asian/Pacific Islander
- ◆ White
- ▲ Total



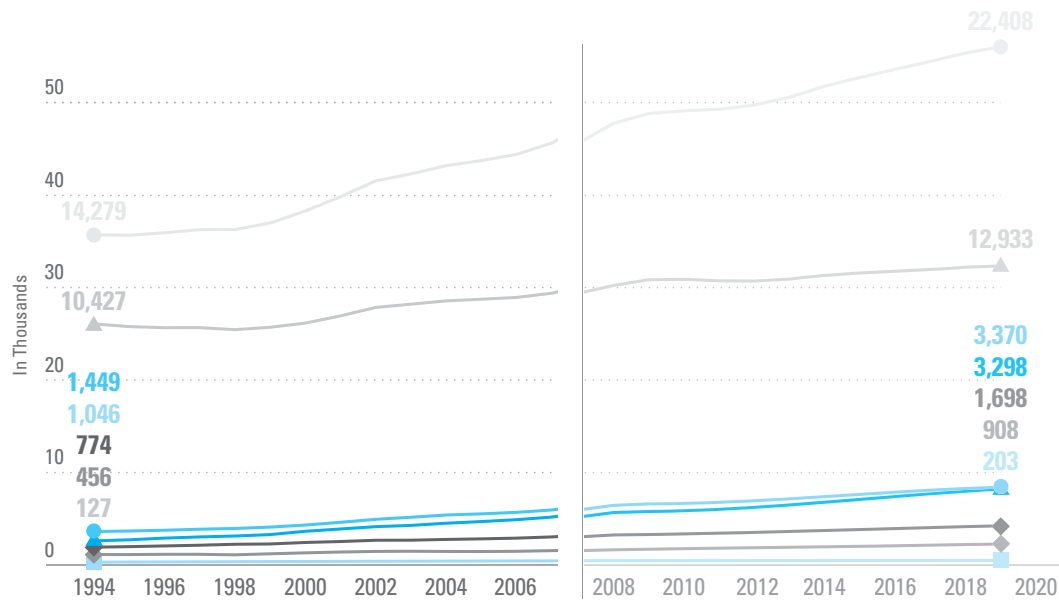
J

Actual and Projected Numbers for Enrollment in All Degree-Granting Institutions, by Race/Ethnicity, Fall 1994 Through Fall 2019

Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, "Fall Enrollment Survey" (IPEDS-EF:94-99), and Spring 2001 through Spring 2008; and Enrollment in Degree-Granting Institutions by Race/Ethnicity Model, 1980-2008. (This table was prepared February 2010.)

Note: Race categories exclude persons of Hispanic ethnicity. Enrollment data in the "racial/ethnicity unknown" category of the IPEDS "Fall Enrollment Survey" have been prorated to the other racial/ethnicity categories at the institutional level. Details may not sum to totals because of rounding. Mean absolute percentage errors of selected education statistics can be found in Table A-2, Appendix A. The racial/ethnic backgrounds of nonresident aliens are not known.

- ▲ Hispanic
- African American
- American Indian/Alaska Native
- ◆ Asian/Pacific Islander
- ◆ Nonresident Alien¹
- ▲ White
- Total



19.2%

As of 2009, 19.2 percent of Latinos ages 25–34 have attained an associate degree or higher in the United States.

30.0%

As of 2009, in three of the top 10 states by Latino population (Florida, New York and New Jersey), Latinos ages 25 to 34 who have attained an associate degree or higher are above the U.S. average.

Measuring the Goal: U.S. Educational Attainment Among 25- to 34-Year-Olds

What is this measure, and why is this measure important to Latinos?

This indicator monitors the percentage of Latino adults, 25 to 34 years old, in the United States who attained at least an associate degree or higher. Measuring degree attainment among this particular demographic is critical considering the United States' goal of increasing the number of citizens who have postsecondary training. As our country strives for global competitiveness and continually moves away from a postindustrial economy, training a new generation of workers becomes increasingly important.

Where are Latinos now? As of 2009, 19.2 percent of Latino 25- to 34-year-olds had attained an associate degree or higher. While the national average is 41.1 percent, Latino 25- to 34-year-olds are attaining associate degrees at less than half the national rate. Further, Figure K shows that 69.1 percent of Asians, 48.7 percent of whites and 29.4 percent of African Americans who are 25 to 34 years old had attained an associate degree or higher as of 2009.

It is important for all residents of the United States to access and succeed in higher education. Persistent racial/ethnic gaps in educational attainment are a daunting problem for our country and may prove to be more challenging to overcome as the demographics of our society continue to change. The data also show that younger Asians and whites are more educated than their older peers, while young Latinos and African Americans only slightly exceed the education levels of their elders ages 55 to 64. Larger increases must be made among underrepresented students in the United States if these populations are to fully sustain their families and communities.

Figure L shows that while 53 percent of native-born Latinos ages 20 to 29 are accessing higher education, only 25 percent of foreign-born Latinos ages 20 to 29 are doing the same. This shows a great disparity in access to higher education for Latino students who are born outside of the United States. In addition, Latinas ages 20 to 29 are accessing higher education at a higher rate than their male counterparts (Figure M). Figure N shows that those Latinos ages 20 and older who have difficulty speaking English access postsecondary education at only 17 percent, while those who speak only English or speak English very well access postsecondary education at 54 percent and 51 percent, respectively. Figure O shows that Latinos who access higher education can vary greatly by their country of origin. While Peruvians (60 percent), Columbians (58 percent), other Latinos (55 percent), Cubans (45 percent), Puerto Ricans (45 percent) and Ecuadorians (42 percent) who are age 20 and older have educational attainment above the national average, Dominicans (40 percent), Mexicans (30 percent), Hondurans (28 percent), Salvadorans (26 percent) and Guatemalans (25 percent) who are age 20 and older have attained college degrees at a rate below the national average.

Figure P shows the percentage of Latino 25- to 34-year-olds who have attained an associate degree or higher in 2008 by state rank. The percentages range from 41.2 percent in the District of Columbia to 9.5 percent in South Carolina. When the states are placed in rank order for the percentage of Latino 25- to 34-year-olds who have attained an associate degree or higher, the top states are the District of Columbia, New Hampshire, Florida, Maine and New York. The bottom states are South Carolina, Nevada, Delaware, Arkansas and Nebraska.

As of 2009, in three of the top 10 states by Latino population (Florida, New York and New Jersey), Latinos ages 25 to 34 who have attained an associate degree or higher are at or above the U.S. average.

When interpreting this measure, what should be kept in mind? As the United States works to achieve the goal of 55 percent of young Americans with an associate degree or higher, particular attention must be given to those populations of Americans who have experienced inequitable gains in our primary and secondary education system. For example, through improving the educational outcomes of Latino students, our nation's goal becomes achievable. Conversely, if these longstanding racial/ethnic and income disparities persist, it is highly unlikely that the United States will regain a competitive ranking in the global economy.

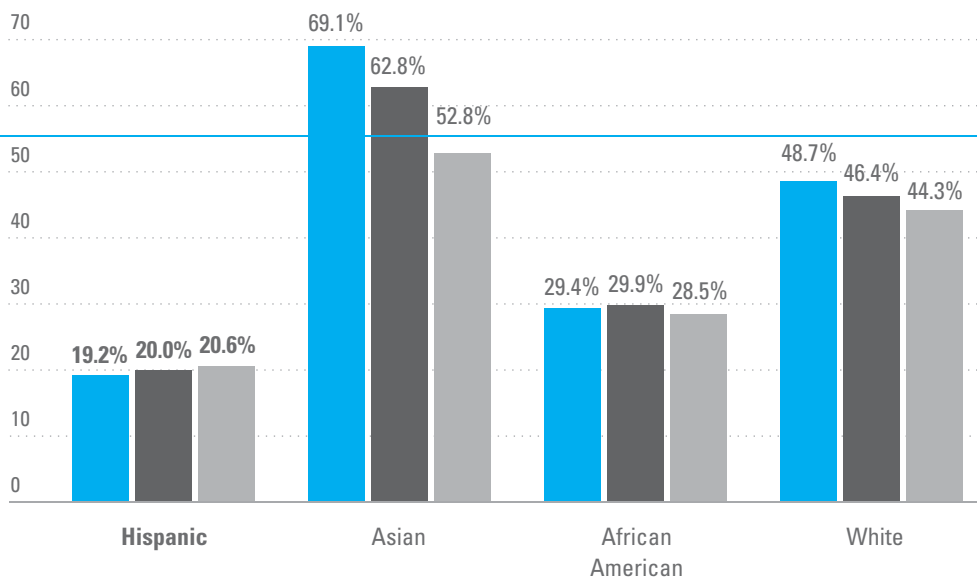
K

Percentage of Adults with an Associate Degree or Higher in the United States by Race/Ethnicity and Age, 2009

Source: U.S. Census Bureau, Current Population Survey, 2009

Note: Numbers may not sum to totals due to rounding. Asian includes Native Hawaiian and Pacific Islanders

■ 25- to 34-Year-Olds
■ 25- to 64-Year-Olds
■ 55- to 64-Year-Olds



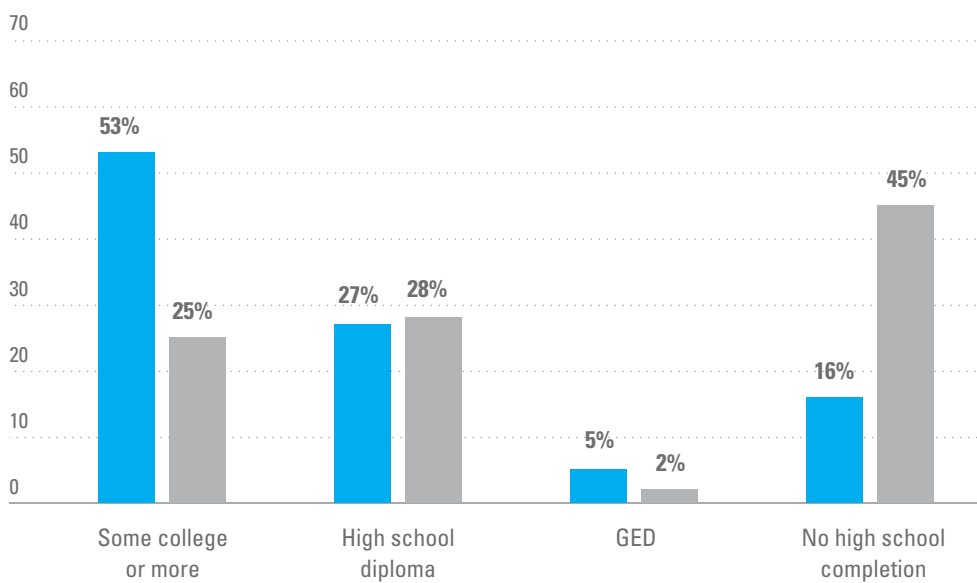
L

Highest Degree Attained for 20- to 29-Year-Old Native-Born and Foreign-Born Hispanics, 2008 (%)

Source: Pew Hispanic Center tabulations of the 2008 American Community Survey (ACS) Integrated Public Use Micro Sample (IPUMS)

Note: Numbers may not sum to totals due to rounding.

■ Native-born Hispanics
■ Foreign-born Hispanics



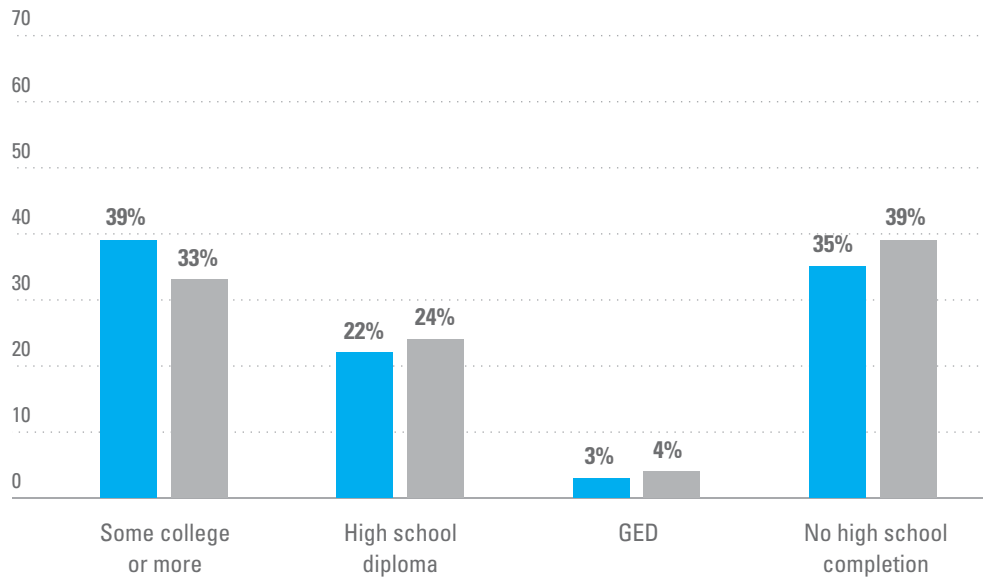
M

Highest Degree Attained for the Hispanic Population Ages 20 and Older by Sex, 2008

Source: Pew Hispanic Center tabulations of the 2008 American Community Survey (ACS) Integrated Public Use Micro Sample (IPUMS)

Note: Universe is the adult population not enrolled in high school. Numbers may not sum to totals due to rounding. Includes adults born in Puerto Rico.

■ Female
■ Male



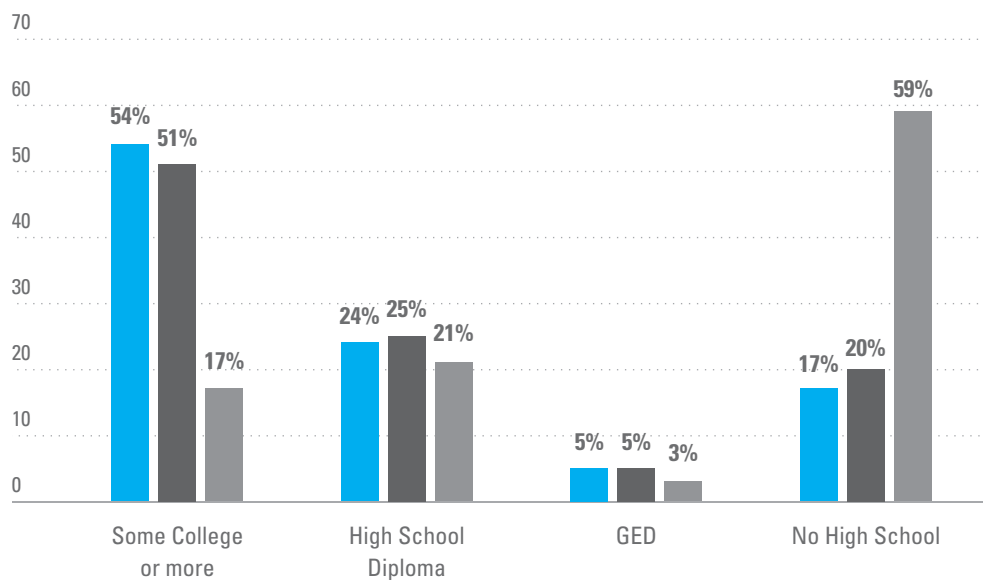
N

Highest Degree Attained for the Hispanic Population Ages 20 and Older by English Ability, 2008

Source: Pew Hispanic Center tabulations of the 2008 American Community Survey (ACS) Integrated Public Use Micro Sample (IPUMS)

Note: Universe is the adult population not enrolled in high school. Numbers may not sum to totals due to rounding. Includes adults born in Puerto Rico.

■ Speaks only English
■ Speaks very well
■ Speaks with difficulty

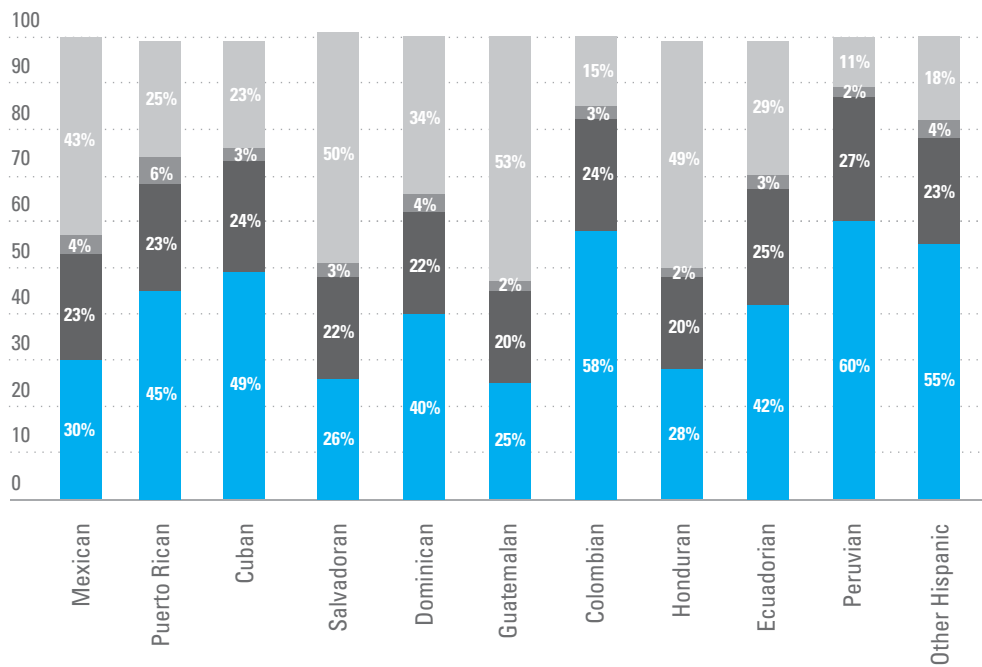


O Highest Degree Attained for the Native-Born Hispanic Population Ages 20 and Older by National Origin, 2008

Source: Pew Hispanic Center tabulations of the 2008 American Community Survey (ACS) Integrated Public Use Micro Sample (IPUMS)

Note: Universe is the adult population not enrolled in high school. Numbers may not sum to totals due to rounding. Includes adults born in Puerto Rico.

■ Some college or more
■ High school diploma
■ GED
■ No high school completion

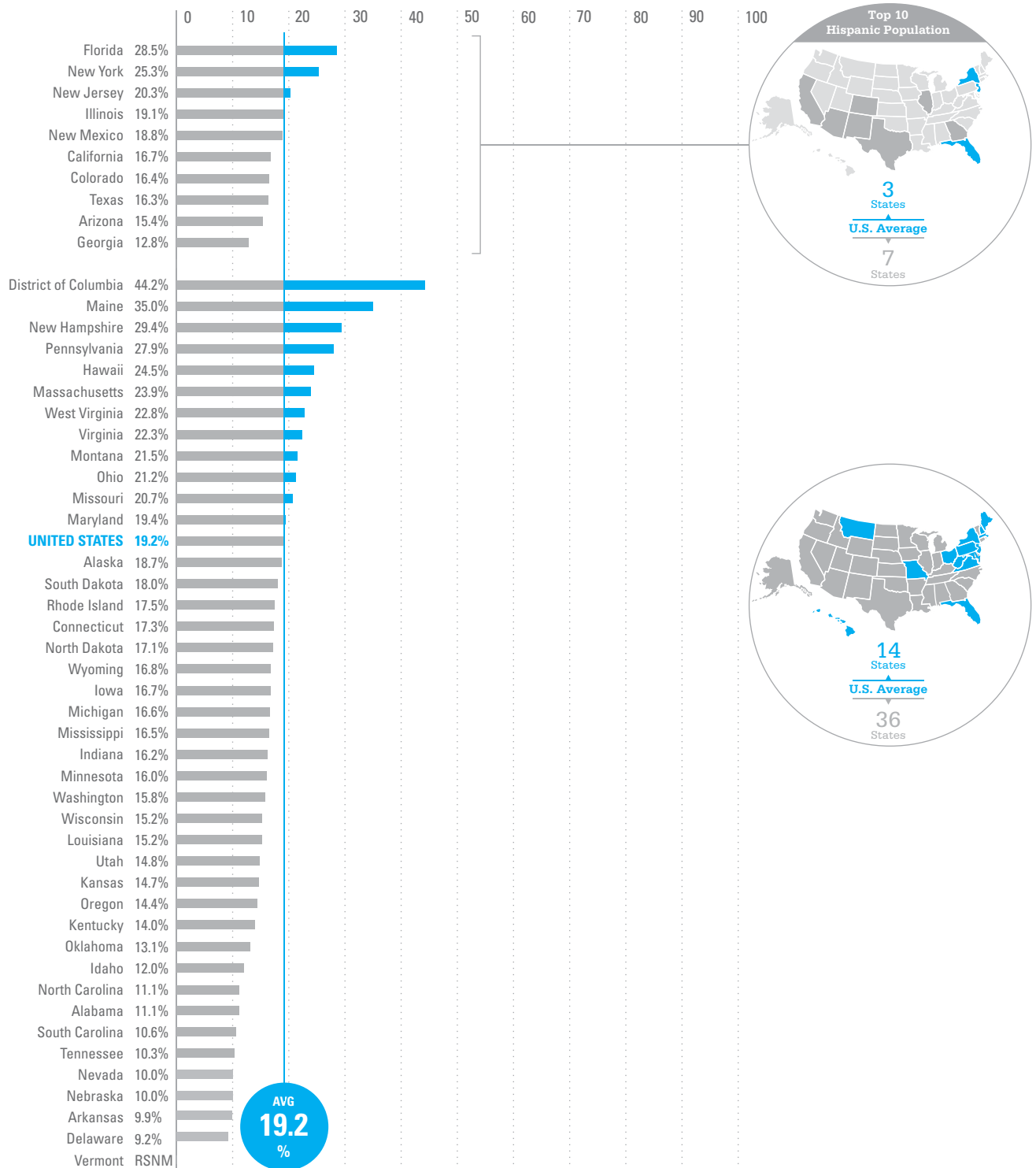


P

Percentage of Hispanic 25- to 34-Year-Olds with an Associate Degree or Higher in the United States by State Rank, 2008

Source: U.S. Department of Commerce, Census Bureau, 2005-07 and 2006-08 American Community Survey (ACS) Three-Year Public Use Microdata Sample (PUMS) data.

NOTE: Estimates are three-year averages of 2005-07 and 2006-08 data. Use of a three-year average increases the sample size, thereby reducing the size of sampling errors and producing more stable estimates. Race categories exclude persons of Hispanic ethnicity. RSNM



*NA is not available

†RSNM is Reporting standards not met.

Uno

Provide a program
of voluntary preschool
education, universally
available to children from
low-income families

WE RECOMMEND that states provide a program of voluntary high-quality, preschool education universally available to 3- and 4-year-old children from families at or below 200 percent of the poverty line.

Access to quality preschool for Latino children is one of the most pressing educational equity issues facing the Latino community. Countless studies document the benefits of preschool education on student achievement that extend beyond the school years.⁶ The positive benefits of preschool include cognitive skills development and preparation for success in later grades.⁷

Access to quality early childhood education sets up children for academic success as they enter the formal education system. Results from the Early Childhood Longitudinal Study (ECLS) have consistently shown that the performance of Latinos lags behind their peers — a direct reflection of limited access to quality preschool programs.⁸ More recently, from 2005 to 2009, Latino preschool enrollments have declined compared to their African American and white peers, despite the fact that Latino students represent a sizable and, in some states, the greatest proportion of 4-year-olds entering kindergarten.⁹ Expanding access to quality preschool programs is therefore an urgent priority for success among Latino students throughout the P–20 education continuum.

The following indicators provide insight into the accessibility of preschool education to children from low-income and Latino families:

- Percentage of 3- and 4-year-olds enrolled in preschool or kindergarten programs; and
- Kindergarten preparedness.

General Findings for This Recommendation

- As of 2009, 41.9 percent of 3- and 4-year-olds are enrolled in school.
- As of 2009, six of the top 10 states by Latino population (Florida, Georgia, Illinois, Texas, New Jersey and New York) have percentages of 3- and 4-year-olds in state-funded pre-K programs above the U.S. average.
- As of 2009, five of the top 10 states by Latino population (Illinois, New Jersey, Colorado, California and Texas) have percentages of 3-year-olds in state-funded pre-K programs above the U.S. average.
- As of 2009, four of the top 10 states by Latino population (Arizona, California, New Mexico and Colorado) have percentages of 4-year-olds in state-funded pre-K programs above the U.S. average.
- As of 2009, three of the top 10 states by Latino population (New Mexico, Illinois and New York) had percentages of 3- and 4-year-olds in federally funded Head Start education programs above the U.S. average.

6. Crosnoe, R., *Mexican Roots, American Schools* (Palo Alto: Stanford University Press, 2006); Belfield, C., “The Promise of Early Childhood Education Interventions.” In Belfield, H. Levin, *The Price We Pay*. (Washington DC: Brookings Institution Press, 2007); Garcia E., and Frede E., *Young English Language Learners* (New York: Teachers College Press, 2010).

7. Campbell, F. A., et al., “The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment,” *Developmental Psychology* 37, no. 2 (2001): 231–242.

8. Crosnoe, 2006; Gandara and Contreras, 2009; Contreras, 2011; Garcia and Gonzales, 2006.

9. Karoly, L., and Gonzalez, G., “Early Care and Education for Children in Immigrant Families” *The Future of Children* 21, no. 1 (Spring 2011).

38.5%

As of 2008,
38.5 percent of Latino
3- and 4-year-olds were
enrolled in preschool or
kindergarten programs.

- As of 2009, four of the top 10 states by Latino population (Illinois, Georgia, New York and New Mexico) have percentages of 3-year-olds in federally funded Head Start education programs above the U.S. average.
- As of 2009, four of the top 10 states by Latino population (New Mexico, California, Illinois and New York) have percentages of 4-year-olds in federally funded Head Start education programs above the U.S. average.
- As of 2006, 27 percent of Latino children have parents with no high school degree.
- As of 2006, 46 percent of Latino children score below grade level in recognition of letters at the start of kindergarten.
- As of 2006, 80 percent of Latino children score below grade level in understanding the beginning sounds of words at the start of kindergarten.
- As of 2006, 90 percent of Latino children score below grade level in understanding the ending sounds of words at the start of kindergarten.
- As of 2006, 98 percent of Latino children score below grade level in sight recognition of words at the start of kindergarten.
- As of 2006, 16 percent of Latino children score below grade level in identifying numbers and shapes at the start of kindergarten.
- As of 2006, 80 percent of Latino children score below grade level in understanding relative size at the start of kindergarten.
- As of 2006, 90 percent of Latino children score below grade level in understanding ordinality and sequence at the start of kindergarten.

Percentage of 3- and 4-Year-Olds Enrolled in Preschool Programs

What is this measure, and why is this measure important to Latinos?

This measure records the percentage of 3- and 4-year olds enrolled in preschool or kindergarten programs. Although it is important to monitor access for all children, it is critically important to pay attention to students from low-income and minority populations. The measure is presented by age, race/ethnicity, state rank, age by state rank and race/ethnicity by state rank.

What policy issues for Latinos are associated with this measure? Providing preschool programs for children in general and for Latino children in particular is a national interest as individuals accrue a variety of skills that allow them to productively contribute to the national economy in the future.¹⁰ Both the Early Learning Challenge Fund¹¹ and the Data Quality Campaign¹² are efforts to increase the capacity of states to collect and employ longitudinal data concerning relationships between preschool education and later academic and

10. Campbell, F. A., et al., "The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment," *Developmental Psychology* 37, no. 2 (2001): 231–242.

11. The Early Learning Challenge Fund. Retrieved May 6, 2011, from <http://www2.ed.gov/about/inits/ed/earlylearning/elcf-factsheet.html>

12. The Data Quality Campaign. Retrieved June 1, 2011, from <http://www.dataqualitycampaign.org/>

life outcomes. The ultimate goal is to link these longitudinal data systems to the preschool-to-workforce data systems. However, many states only possess a very basic infrastructure, allowing them to monitor a limited set of variables for individuals throughout their educational trajectories. While rich insights can be mined from longitudinal data, policymakers remain sensitive to the reality that these systems, even once in place, can only measure the efficacy of preschool programs. Thus, it is a necessity for states to remain committed over time to enhancing data collection capacity, as well as offer additional targeted funding for shorter-term research agendas focusing on these issues.

Teacher quality in early childhood education (ECE) remains a challenge despite state and national efforts to improve qualifications among ECE teachers.¹³ For Latino students, who are the most likely to attend preschools with limited resources, ensuring access to quality early childhood teachers with experience in working with bilingual bicultural communities is an area for improvement and engagement with state and national policy arenas. This is also an issue where two-year and four-year early childhood teacher-preparation programs in Institutions of Higher Education (IHEs) play a significant role in preparing a highly qualified ECE workforce that can meet the demand of an increasingly diverse pool of students from bilingual households.

Where are Latinos now? As of 2008, 47.5 percent of 3- and 4-year-olds are enrolled in preschool or kindergarten programs. While other racial/ethnic groups — Asian, African American, two or more races, white, and American Indian/Alaska Native — have more than or nearly half of their populations enrolled in preschool programs, just 38.5 percent of Latinos were enrolled in preschool programs during this time (Figure 1.1a).

The District of Columbia has the highest percentage (76.5 percent) of Latino 3- and 4-year-olds enrolled in preschool or kindergarten programs, while Nevada recorded the lowest percentage (19.2 percent) (Figure 1.1b). Five of the top 10 states by Latino population (New Jersey, New York, Florida, Illinois and California) have 3- and 4-year-olds enrolled in preschool or kindergarten programs above the U.S. average, while Texas, New Mexico, Colorado, Georgia and Arizona all have 3- and 4-year-olds enrolled in preschool or kindergarten programs below the U.S. average.

13. Ackerman, D. J., *State's Efforts in Improving the Qualifications of Early Care and Education Teachers* (Rutgers, NJ: National Institute for Early Education Research, 2003).

When interpreting this measure, what should be kept in mind?

When interpreting the presented data, readers should note that the data are not detailed enough to distinguish enrollment in preschool from enrollment in kindergarten programs. Moreover, there is substantial diversity concerning focus and mission of each preschool or kindergarten program. These programs range in both content and pedagogical approaches including, but not limited to, child/play-centered, teacher-directed/academic, cooperative, Montessori, Reggio Emilia and Waldorf.¹⁴ Although families have the opportunity to choose among many programs, selection is influenced by cost, distance, transportation and other competing values. For Latinos, bilingual teachers and curriculum content are considerations among parents, due to the strong desire they possess for their children to retain the Spanish language, culture and connection to family.¹⁵

Finally, the data presented in this measure are from the American Community Survey and are based on three-year estimates, which mean they represent the characteristics of the population from 2006–2008. These estimates are available over one year, three years or five years. The advantage of the three-year estimates is that they are more precise than the one-year estimates and are more current than the five-year estimates. Also, three-year estimates have a larger sample size than the one-year estimates. As such, the use of the three-year estimates reduces the size of sampling errors that lead to more stable estimates than the one-year estimates.

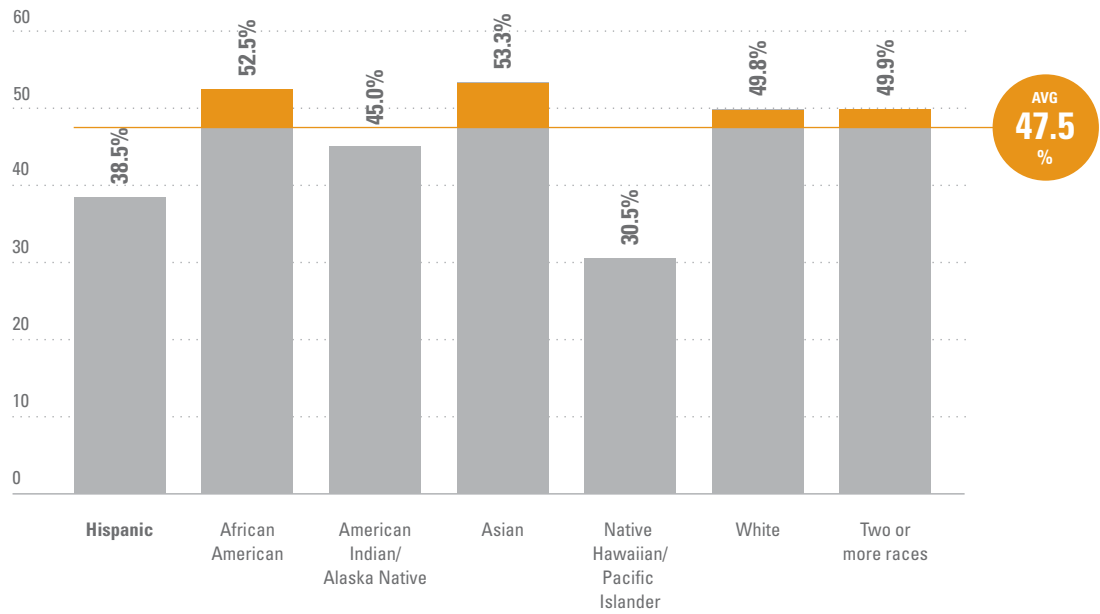
14. Wana, J., *How to Choose the Best Preschool for Your Child: The Ultimate Guide to Finding, Getting Into, and Preparing for Nursery School* (Naperville, IL: Sourcebooks, Inc., 2010).

15. Suárez-Orozco, C., and Suárez-Orozco, M., *Transformations: Immigration, Family Life, and Achievement Motivation Among Latino Adolescents* (Palo Alto: Stanford University Press, 1995).

1.1a

Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by Race/Ethnicity, 2006–2008

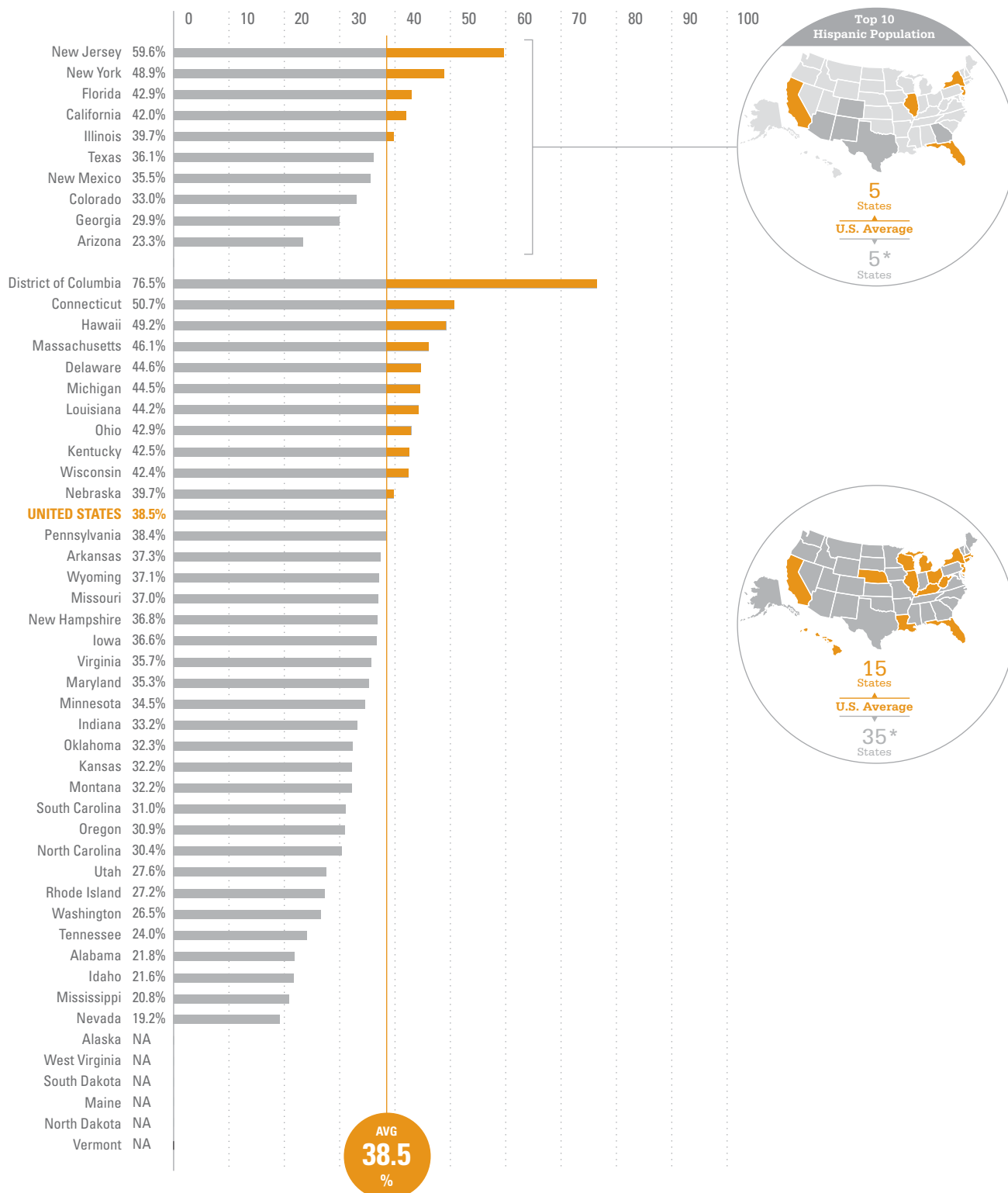
Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



1.1b

Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



60.0%

As of 2009, six of the top 10 states by Latino population (Florida, Georgia, Illinois, Texas, New Jersey and New York) have percentages of 3- and 4-year-olds in state-funded pre-K programs above the U.S. average.

50.0%

As of 2009, five of the top 10 states by Latino population (Illinois, New Jersey, Colorado, California and Texas) have percentages of 3-year-olds in state-funded pre-K programs above the U.S. average.

Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs

What is this measure, and why is this measure important to Latinos?

This indicator measures the percentage of 3- and 4-year-olds in state-funded preschool education programs. The measure presents an overview of data representing enrollment in state-funded child care for 3- and 4-year-olds at the state level. It is important because it represents the percentage of 3- and 4-year-olds who have access to state-funded pre-K programs.

What policy issues for Latinos are associated with this measure?

The commission notes the importance of states developing funding formulas to assist communities in establishing high-quality preschool programs. Also, the commission recommends that local school boards and districts play a role in helping to establish preschool programs. Local school boards can do this by offering space for preschool programs to operate and utilizing best practices for the alignment of a preschool curriculum with the learning expectations in kindergarten.

Where are Latinos now? As of 2009, 14.6 percent of 3- and 4-year-olds are in state-funded pre-K programs (Figure 1.2a). Six of the top 10 states by Latino population (Florida, Georgia, Illinois, Texas, New Jersey and New York) have percentages of 3- and 4-year-olds in state-funded pre-K programs above the U.S. average. Colorado, California, New Mexico and Arizona are all below the U.S. average.

As of 2009, 3.7 percent of 3-year-olds are in state-funded pre-K programs (Figure 1.2b). Five of the top 10 states by Latino population (Illinois, New Jersey, Colorado, California and Texas) have percentages of 3-year-olds in state-funded pre-K programs above the U.S. average. New York, Arizona, Florida, Georgia and New Mexico are all below the U.S. average.

As of 2009, 25.4 percent of 4-year-olds are in state-funded pre-K programs (Figure 1.2c). Six of the top 10 states by Latino population (Florida, Georgia, Texas, New York, Illinois and New Jersey) have percentages of 4-year-olds in state-funded pre-K programs above the U.S. average. Colorado, New Mexico, California and Arizona are all below the U.S. average.

60.0%

As of 2009, six of the top 10 states by Latino population (Florida, Georgia, Texas, New York, Illinois and New Jersey) have percentages of 4-year-olds in state-funded pre-K programs above the U.S. average.

When interpreting this measure, what should be kept in mind? The *State Preschool Yearbook* data provide information for each state on access, quality standards and resources for state-funded preschool programs.¹⁶ It is important to note that preschools are only one type of educational program that districts can target with Title I funds. The Title I funds are to support schools and districts with the highest percentage of low-income students, which can include all K–12 students. In addition, there are several states that do not offer state-funded pre-K programs: Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah and Wyoming. Other states did not provide data about their enrollment disaggregated by age, including Massachusetts, Minnesota, Pennsylvania, Vermont and Wisconsin.

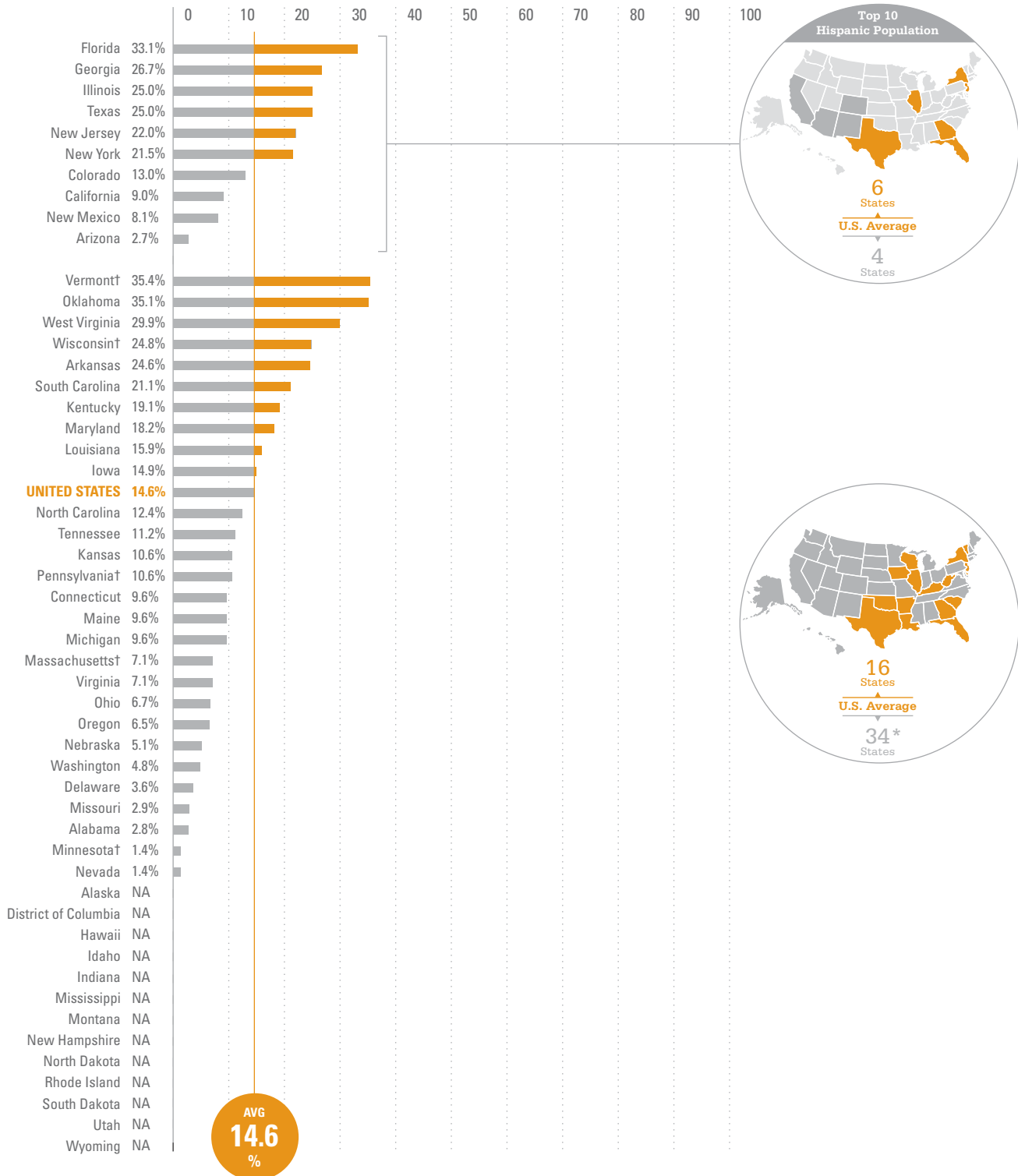
16. Barnett, W., Epstein, D., Carolan, M., Fitzgerald, J., Ackerman, D., and Friedman, A. "The State of Preschool 2010" (New Brunswick, NJ: NIEER, 2010).

1.2a

Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009

Note: The District of Columbia is not included.



*No State-Funded Program

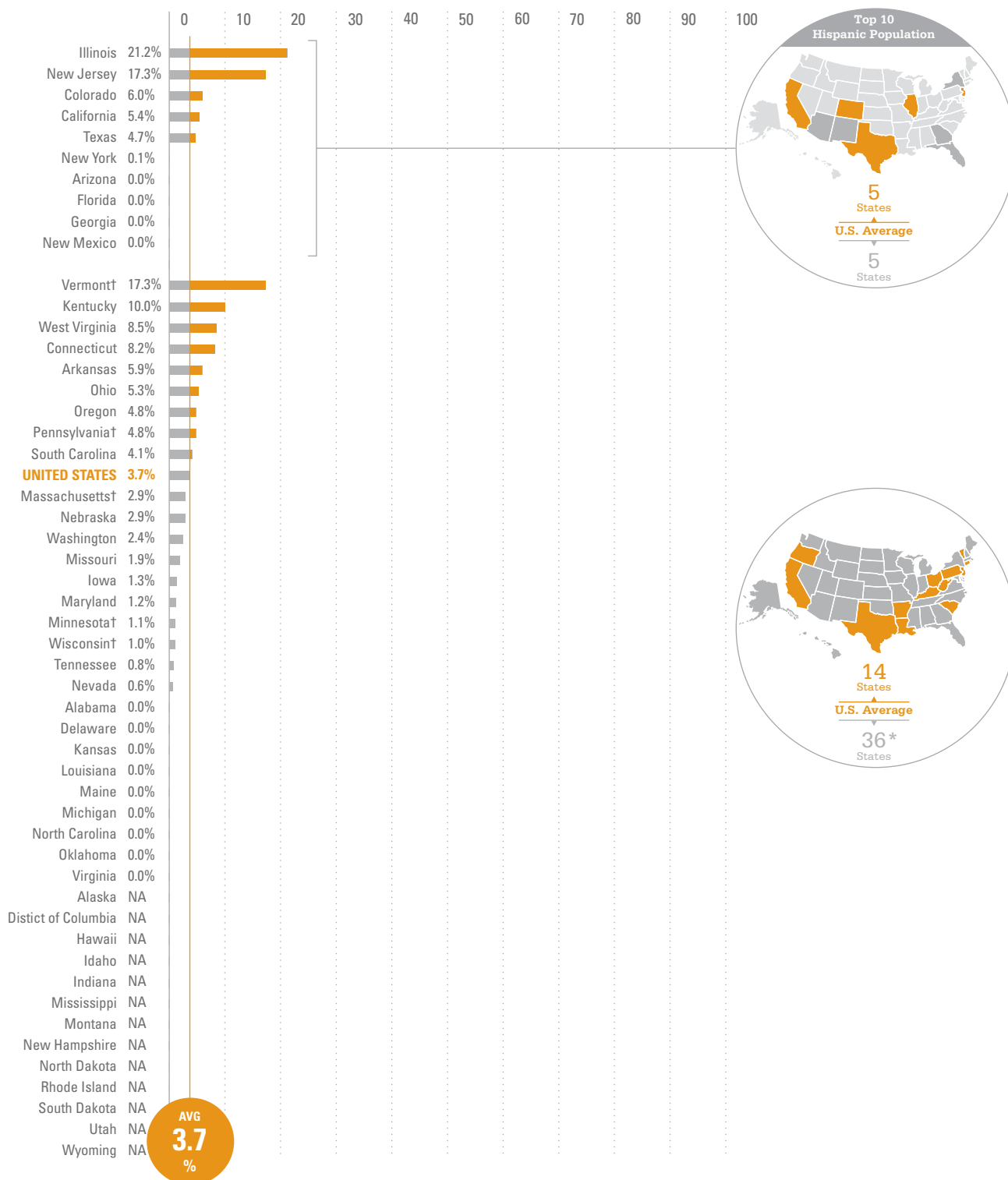
†At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

1.2b

Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009

Note: The District of Columbia is not included.



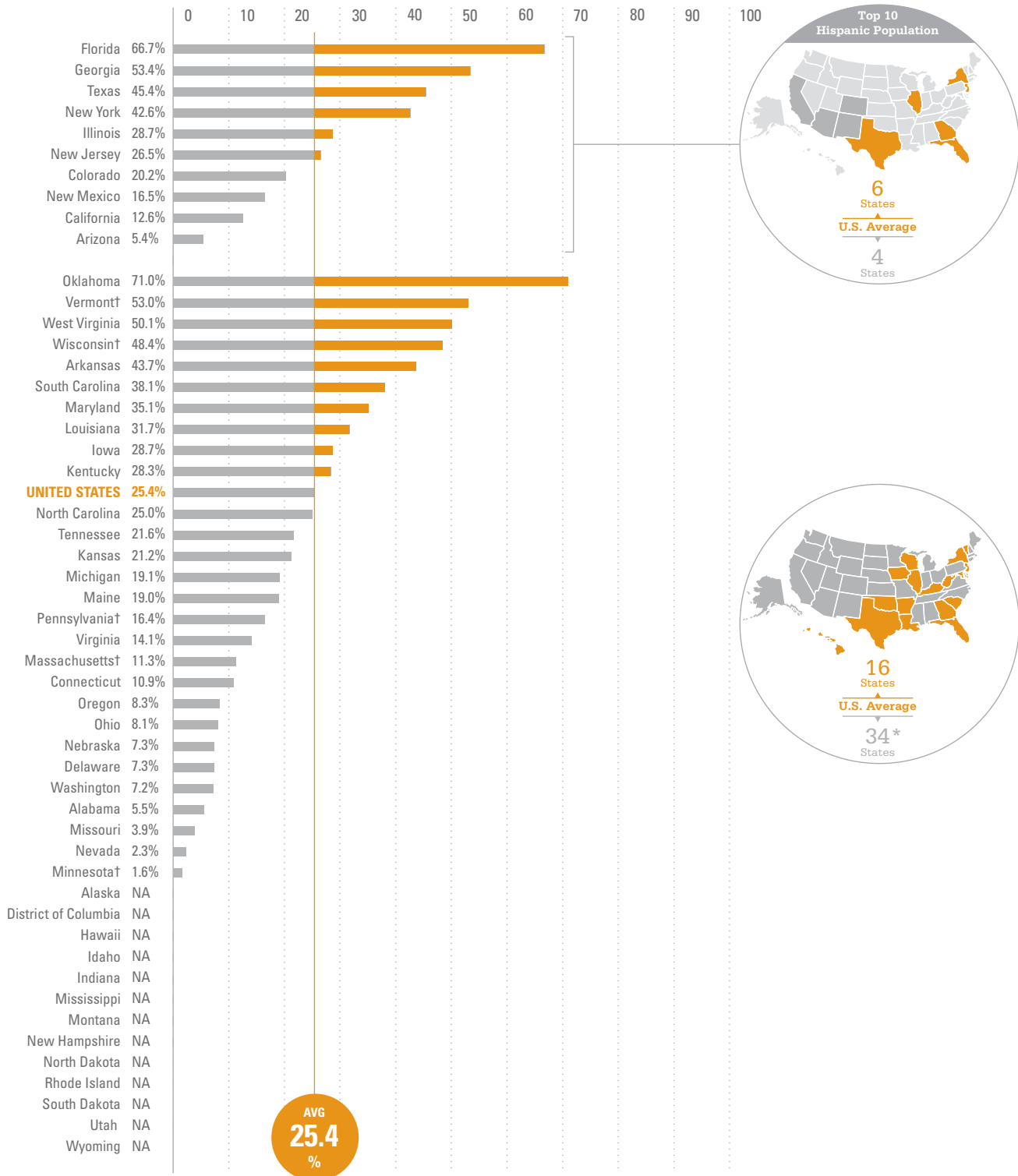
*No State-Funded Program

†At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

1.2c

Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009
Note: The District of Columbia is not included.



*No State-Funded Program

†At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

30.0%

As of 2009, three of the top 10 states by Latino population (New Mexico, Illinois and New York) have percentages of 3- and 4-year-olds in federally funded Head Start education programs above the U.S. average.

40.0%

As of 2009, four of the top 10 states by Latino population (Illinois, Georgia, New York and New Mexico) have percentages of 3-year-olds in federally funded Head Start education programs above the U.S. average.

Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs

What is this measure, and why is this measure important to Latinos?

This measure shows the percentage of 3- and 4-year-olds in federally funded Head Start education programs. Head Start funding provides preschool education, medical care, dental care, nutrition services and mental health services to its participants.¹⁷ These multifaceted services aim to improve the overall quality of life and provide the skills necessary to succeed later in life.

What policy issues for Latinos are associated with this measure?

Head Start is a federally funded program whose existence is based on yearly decisions made by the federal government. Each year the level of funding may change based on a variety of factors, including but not limited to the number of eligible children in a state, approval of the federal budget and supplemental state appropriations. For several years, the federal government has expressed concern about the use of funds for Head Start programs across the nation. With this possibility of variation in funding, states are increasing the amount of evidence they collect and disseminate about the use of Head Start funds in their state.

Although there have been concerted efforts to broaden access to preschool, Latino students are less likely than their white peers to attend preschools.¹⁸ In addition, an examination of children of immigrant and nonimmigrant parents in 615 California preschools found greater disparities in school quality for children of immigrant parents, as measured by adequacy of classroom space, quality of materials and instructional supports.¹⁹ This is in part due to the limited knowledge and awareness among Spanish-speaking immigrant parents about the pre-K opportunities that exist. Latino children in particular, the students most likely to constitute the children of immigrant parents in California and in other states, therefore have less access to the academic support and environments needed to reduce gaps in early achievement.²⁰

Where are Latinos now? As of 2009, 8.6 percent of 3- and 4-year-olds are in federally funded Head Start education programs (Figure 1.3a). Three of the top 10 states by Latino population (New Mexico, Illinois and New York) have percentages of 3- and 4-year-olds in federally funded Head Start education programs above the U.S. average. California, Texas, Georgia, Florida, New Jersey, Colorado and Arizona are all below the U.S. average.

17. U.S. Department of Health and Human Services, Administration for Children and Families (January 2010). Head Start Impact Study. Final Report. Washington, D.C., p. 9.

18. Fuller, B., & Kim, A., (2011). Latino Access to Preschool Stalls after Earlier Gains. *New Journalism on Latino Children* Institute of Human Development, Berkeley.

19. Karoly and Gonzalez, 2011.

20. Fuller and Kim, 2011.

40.0%

As of 2009, four of the top 10 states by Latino population (New Mexico, California, Illinois and New York) have percentages of 4-year-olds in federally funded Head Start education programs above the U.S. average.

As of 2009, 7.1 percent of 3-year-olds are in federally funded Head Start education programs (Figure 1.3b). Four of the top 10 states by Latino population (Illinois, Georgia, New York and New Mexico) have percentages of 3-year-olds in federally funded Head Start education programs above the U.S. average. Texas, California, New Jersey, Florida, Colorado and Arizona are all below the U.S. average.

As of 2009, 10.0 percent of 4-year-olds are in federally funded Head Start education programs (Figure 1.3c). Four of the top 10 states by Latino population (New Mexico, California, Illinois and New York) have percentages of 4-year-olds in federally funded Head Start education programs above the U.S. average. Florida, Texas, Arizona, Colorado, Georgia and New Jersey are all below the U.S. average.

When interpreting this measure, what should be kept in mind?

Despite every state having access to federal funds for implementing a Head Start program, the methods and level of implementation may vary from state to state. Participating students may receive various types of instruction.²¹ All Head Start programs focus on helping children to learn, but many also focus on other aspects of childhood.

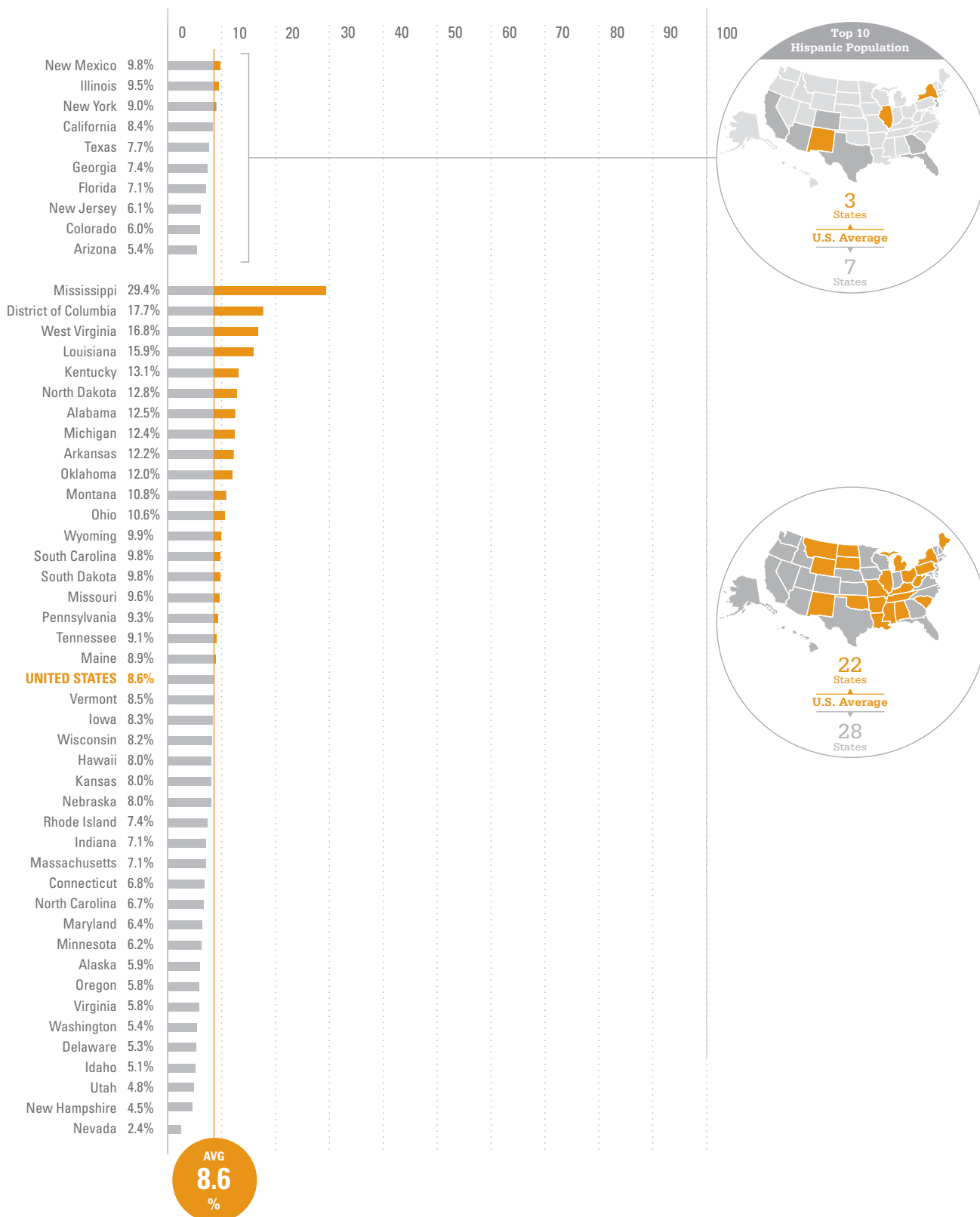
Data presented in this measure are from *The State of Preschool*, which are estimates based on data from the Head Start Program Information Reports for 2000–2010, and from the Administration for Children and Families. The data do not include children funded by state match; as such, the numbers for some states may underestimate the percentage of students who receive services from a Head Start program despite the source of funding.

21. Mathematica Policy Research. Results from the “I am Moving, I am Learning” Stage 1 Survey, 2007. Retrieved June 17, 2010, from http://www.acf.hhs.gov/programs/opre/hs/eval_move_learn/reports/stage1_survey/stage1_survey.pdf

1.3a

Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

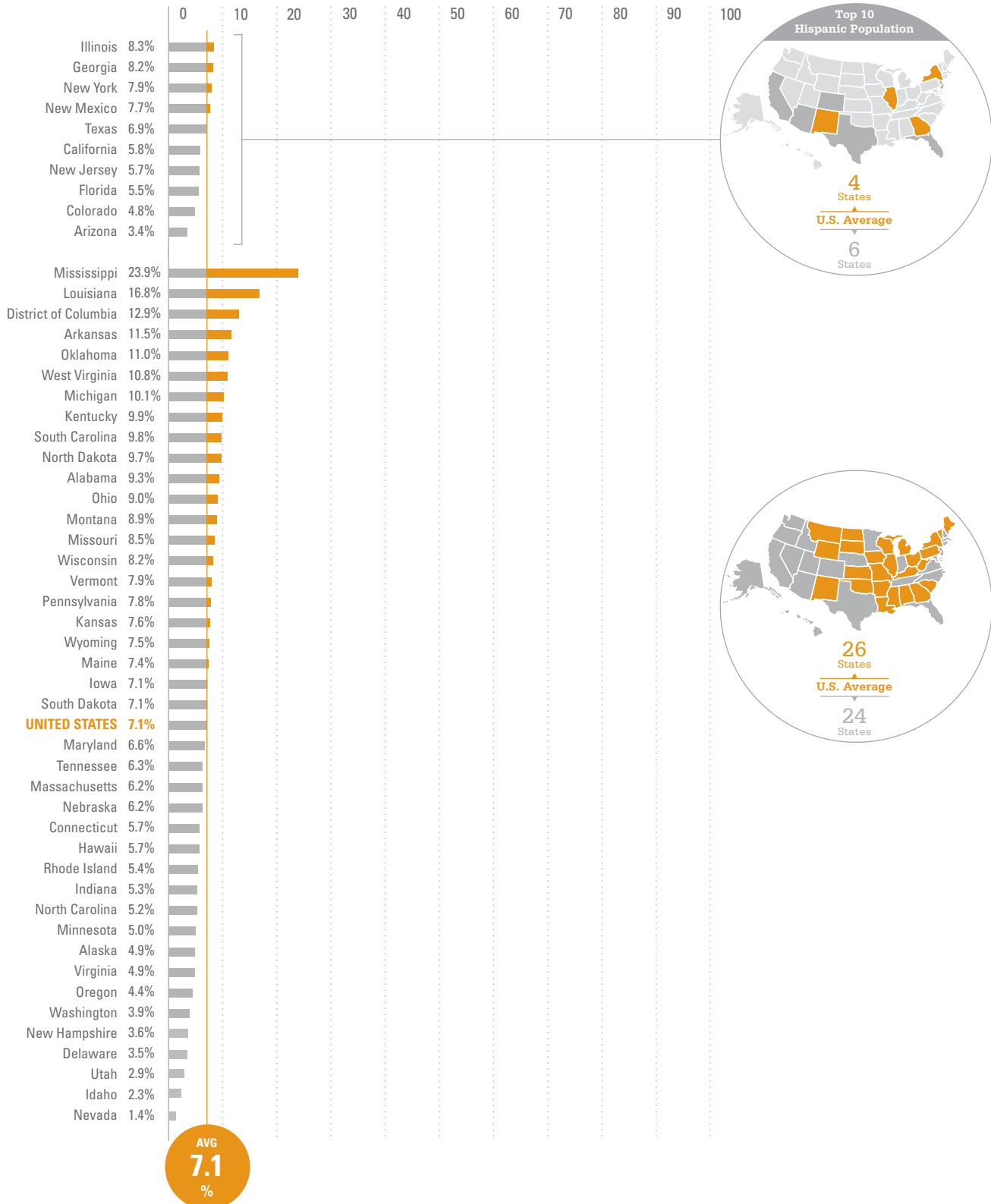
Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009



1.3b

Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

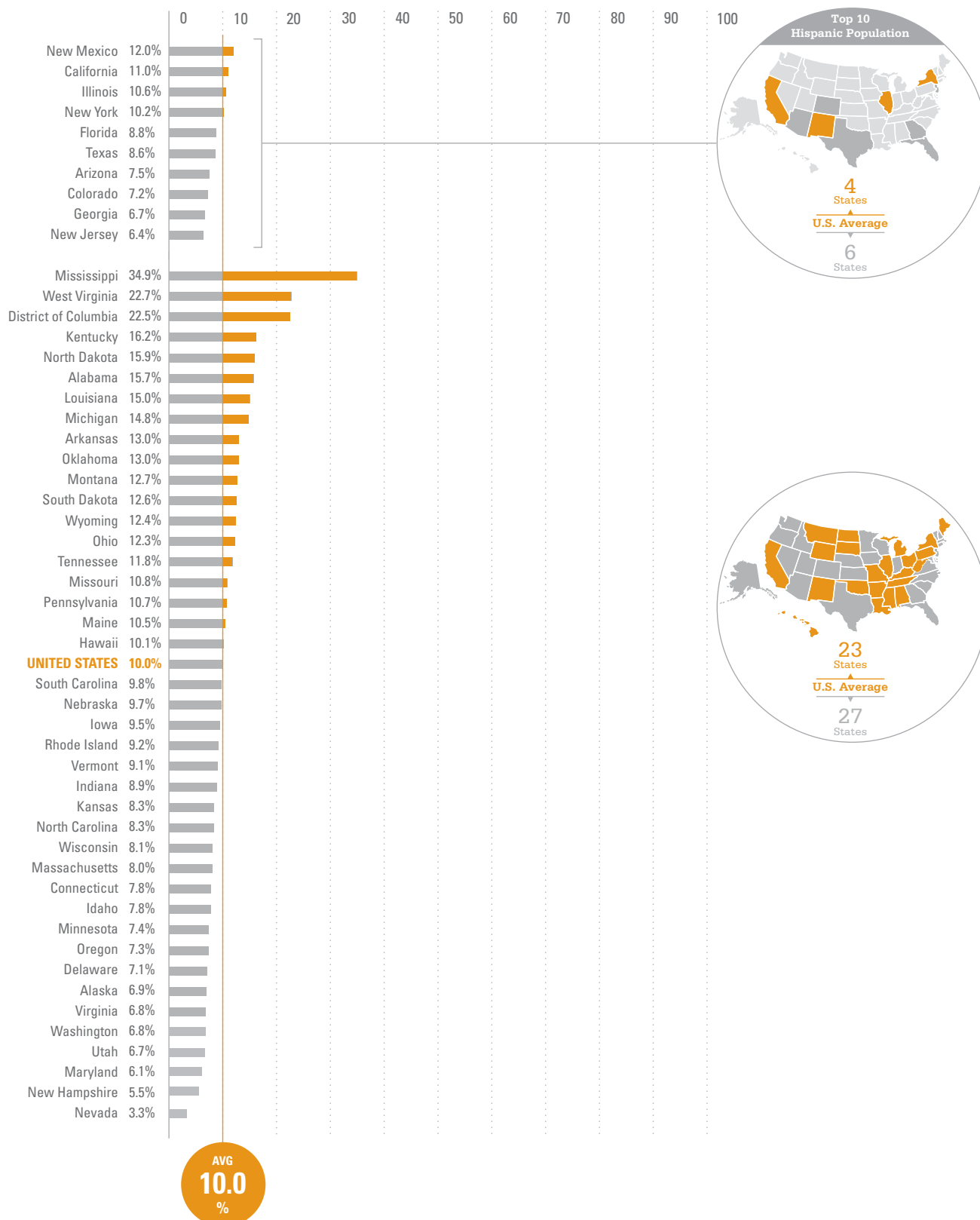
Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009



1.3c

Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009



46%

As of 2006, 46 percent of Latino children score below grade level in recognition of letters at the start of kindergarten.

80%

As of 2006, 80 percent of Latino children score below grade level in understanding the beginning sounds of words at the start of kindergarten.

90%

As of 2006, 90 percent of Latino children score below grade level in understanding the ending sounds of words at the start of kindergarten.

Kindergarten Preparedness of Children in Reading and Mathematics

What is this measure, and why is this measure important to Latinos?

The measure shows the readiness of children who are entering kindergarten in reading and mathematics. This measure is important because it indirectly shows the level of preparedness that Latino students receive before they enter kindergarten. This is important in assessing not only the quality of preschool that is available to Latino children, but also in the assessment of the readiness level of children who do not receive access to preschool programs.

What policy issues for Latinos are associated with this measure?

Early learning assessments are a challenge for this sector largely due to program variation and different purposes for ECE evaluation.²² Assessment at the preschool level presents an even greater challenge for bilingual students.²³ Current assessment measures for young English Language Learners (ELL) students are inadequate because most early learning assessments are primarily administered in English and do not appropriately assess a child's knowledge across both languages.²⁴ Leading experts agree that early childhood assessments require further development and greater consistency across cognitive measures.²⁵ For ELLs in particular, assessment practices should take into account structural linguistic differences, dialectical variations within languages, and differences in the order of vocabulary or grammatical acquisition.²⁶

Where are Latinos now? Latino children started kindergarten well behind their white peers on measures of reading readiness in English and on measures of mathematics knowledge. However, some Latino national/regional origin segments lagged behind whites much more than others.

As of 2006, 46 percent of Latino children score below level in recognition of letters compared with 27 percent of white children (Figure 1.4a). There is variability when the data are disaggregated by Latino origin, ranging from a low of 33 percent for those of Cuban descent to a high of 49 percent for those of Mexican descent.

22. Garcia & Frede, 2010. *Young English Learners*. New York: Teachers College Press; Findings from the National Hispanic Task Force on Early Childhood Education for Hispanics, 2007, p. 40.

23. Espinosa, L., Classroom Teaching and Instruction "Best Practices" for Young ELLs. In Garcia and Frede, *Young English Language Learners*, 148.

24. Ibid.; Garcia and Frede, *Young English Language Learners*, 188.

25. Snow, C., and Van Hemel, S. *Early Childhood Assessment: Why, What and How* (Washington, DC: The National Academic Press, 2008).

26. Ibid.

98%

As of 2006, 98 percent of Latino children score below grade level in sight recognition of words at the start of kindergarten.

16%

As of 2006, 16 percent of Latino children score below grade level in identifying numbers and shapes at the start of kindergarten.

62%

As of 2006, 62 percent of Latino children scored below grade level in understanding relative size at the start of kindergarten.

Figure 1.4a shows that 80 percent of Latino children score below level in understanding beginning sounds of words, compared with 66 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 74 percent for those of Puerto Rican and South American descent to a high of 82 percent for those of Central American descent.

Also, 90 percent of Latino children score below level in understanding ending sounds of words compared with 80 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 85 percent for those of South American descent to a high of 90 percent for those of Mexican descent.

As of 2006, 98 percent of Latino children score below level in sight recognition of words compared with 96 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 95 percent for those of South American descent to a high of 99 percent for those of Central American descent.

Figure 1.4b shows that a higher percentage of first-generation Mexican Americans score below level in recognition of letters, understanding the beginning sounds of words, understanding the ending sounds of words and sight recognition of words compared to third-generation Mexicans and white Americans. There is improvement in performance as the generations are lengthened, yet a higher percentage of third-generation Mexican Americans perform below level in reading readiness in comparison to third-generation white students.

Figure 1.4c shows that when accounting for the income level of the child, a higher percentage of Latino students score below basic in recognition of letters, understanding the beginning sounds of words and understanding the ending sounds of words compared to their white counterparts. This trend does not hold true for sight recognition of words, as Latinos perform almost equally with whites in most categories.

As of 2006, 16 percent of Latino children score below level in identifying numbers and shapes compared with 5 percent of white children (Figure 1.4d). There is variability when the data are disaggregated by Latino origin, ranging from a low of 9 percent for those of Cuban descent to a high of 23 percent for those of Central American descent.

Figure 1.4d also shows that 62 percent of Latino children score below level in understanding relative size, compared with 37 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 51 percent for those of Puerto Rican and South American descent to a high of 66 percent for those of Mexican descent.

Also, 90 percent of Latino children score below level in understanding ordinality and sequence compared with 74 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 83 percent for those of Puerto Rican descent to a high of 93 percent for those of Central American descent.

90%

As of 2006, 90 percent of Latino children score below grade level in understanding ordinality and sequence at the start of kindergarten.

99%

As of 2006, 99 percent of Latino children score below grade level in solving addition and subtraction problems.

As of 2006, 99 percent of Latino children score below level in solving addition and subtraction problems compared with 96 percent of white children. There is variability when the data are disaggregated by Latino origin, ranging from a low of 97 percent for those of Puerto Rican descent to a high of 99 percent for those of Central American and Mexican descent.

Figure 1.4e shows that a higher percentage of first-generation Mexican Americans score below level in identifying numbers and shapes, understanding relative size, understanding ordinality and sequence, and solving addition and subtraction problems compared to third-generation Mexicans and white Americans. There is improvement in performance as the generations are lengthened, yet a higher percentage of third-generation Mexican Americans perform below level in reading readiness in comparison to third-generation white students.

Figure 1.4f shows that when accounting for the income level of the child, a higher percentage of Latino students score below basic in identifying numbers and shapes, understanding relative size, and understanding ordinality and sequence than their white counterparts. This trend does not hold true for solving addition and subtraction problems because Latinos perform almost equally with whites in most categories.

When interpreting this measure, what should be kept in mind? While these are good measures of the academic preparedness of students entering kindergarten, they are not the only measures of success and they are limited in measuring the skills of bilingual children.²⁷

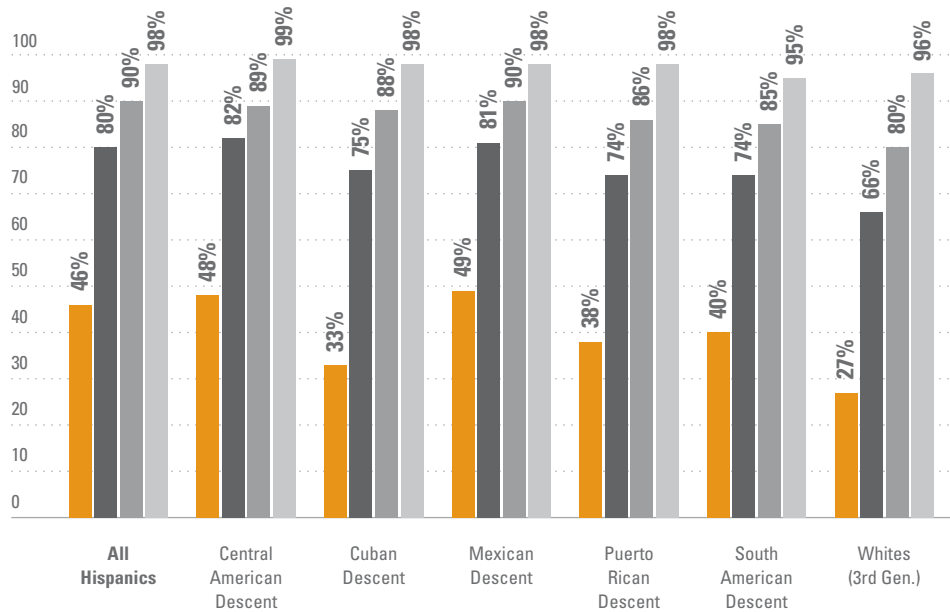
27. Beltran, E., *Responding to the Needs of Young Latino Children* (Publication of NCLR, 2010); Garcia, and Frede, *Young English Language Learners*.

1.4a

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Reading at the Start of Kindergarten, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Recognition of letters
- Level 2: Understanding beginning sounds of words
- Level 3: Understanding ending sounds of words
- Level 4: Sight recognition of words

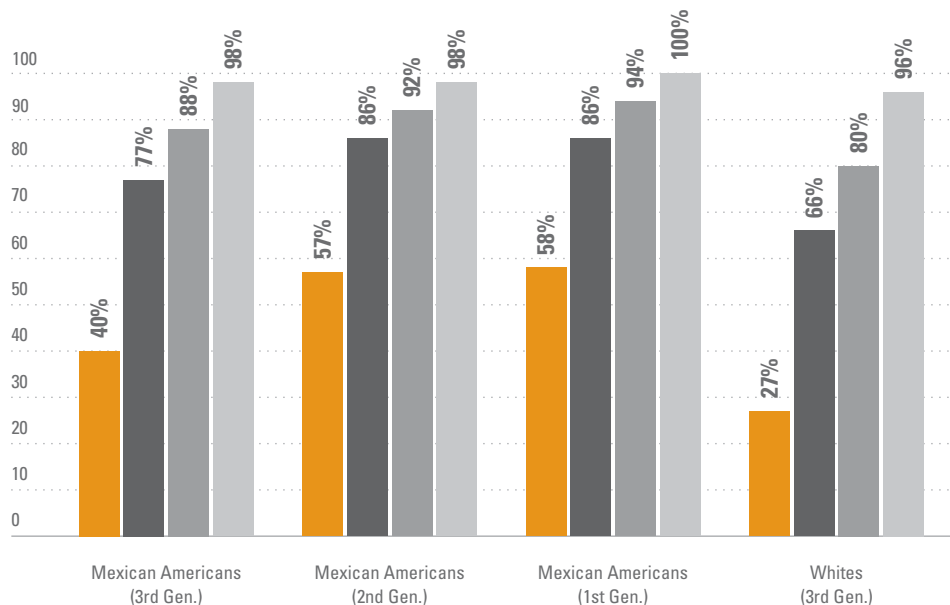


1.4b

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Reading at the Start of Kindergarten; Third Generation Whites and First-, Second- and Third-Generation Mexican Americans, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Recognition of letters
- Level 2: Understanding beginning sounds of words
- Level 3: Understanding ending sounds of words
- Level 4: Sight recognition of words

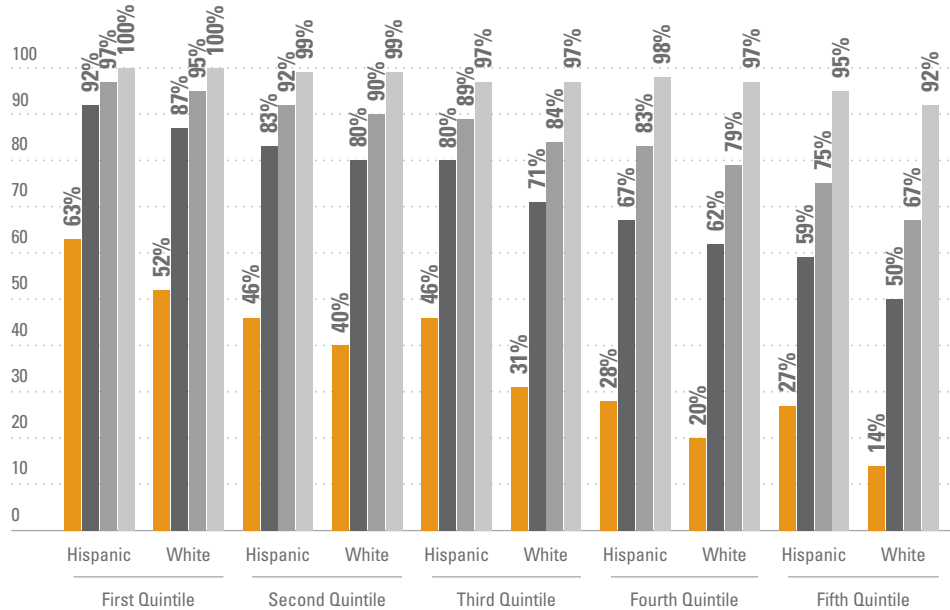


1.4c

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Reading at the Start of Kindergarten, by SES Quintile for Hispanics and Whites, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Recognition of letters
- Level 2: Understanding beginning sounds of words
- Level 3: Understanding ending sounds of words
- Level 4: Sight recognition of words

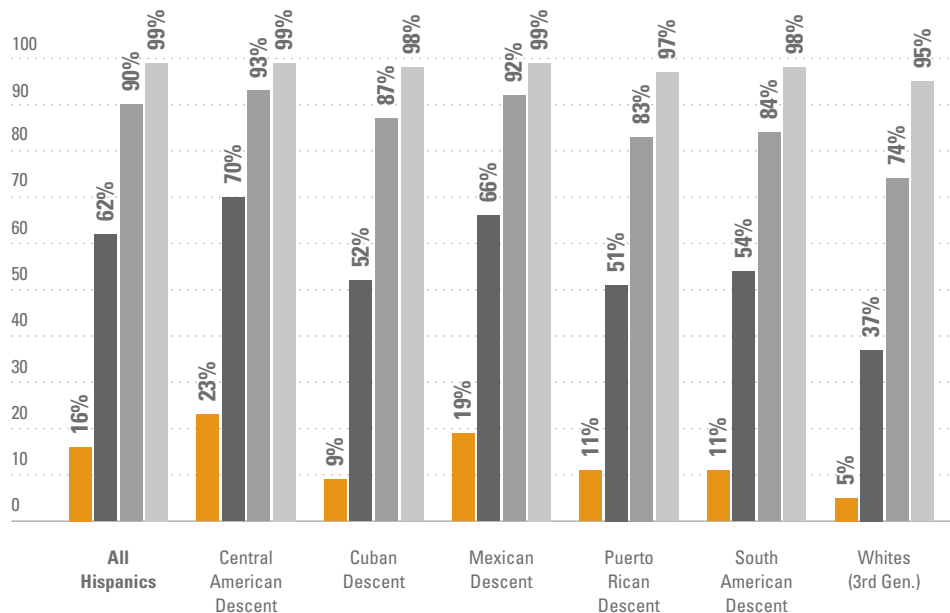


1.4d

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Mathematics at the Start of Kindergarten, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Identifying numbers and shapes
- Level 2: Understanding relative size
- Level 3: Understanding ordinality and sequence
- Level 4: Solving addition and subtraction problems

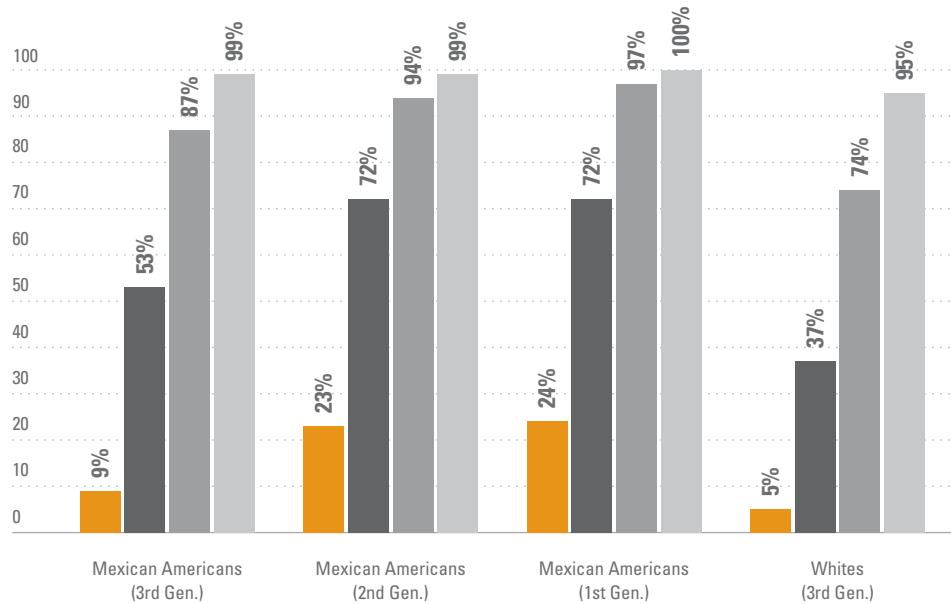


1.4e

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Mathematics at the Start of Kindergarten: Third-Generation Whites and First-, Second- and Third-Generation Mexican Americans, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Identifying numbers and shapes
- Level 2: Understanding relative size
- Level 3: Understanding ordinality and sequence
- Level 4: Solving addition and subtraction problems

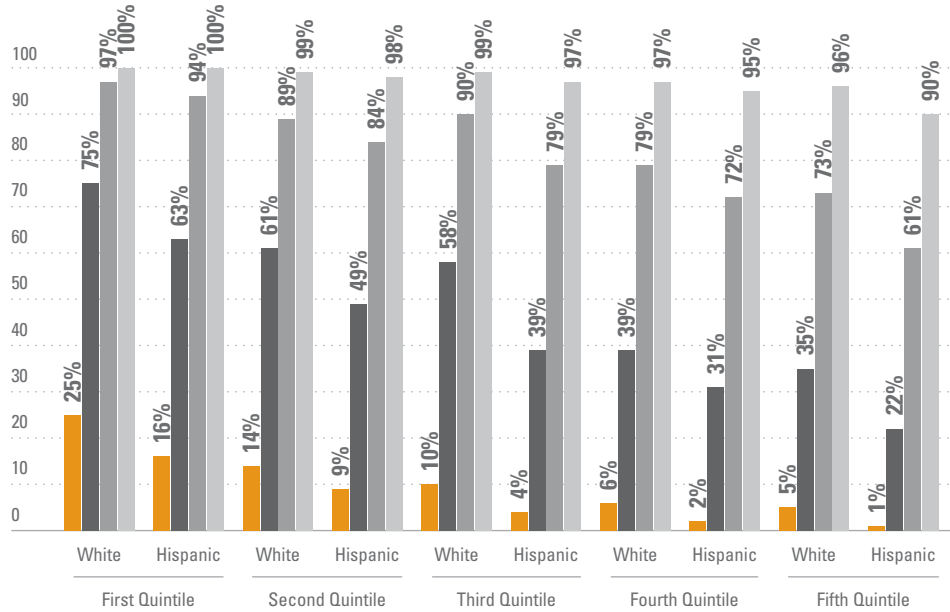


1.4f

Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Mathematics at the Start of Kindergarten by SES Quintile for Hispanics and Whites, 2006

Source: Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores. Report to the National Task Force on Early Childhood Education for Hispanics. Tempe, AZ: Arizona State University.

- Level 1: Identifying numbers and shapes
- Level 2: Understanding relative size
- Level 3: Understanding ordinality and sequence
- Level 4: Solving addition and subtraction problems



Dos

Improve middle and high school counseling

WE RECOMMEND that states and localities move toward professional norms for staffing middle and high school counseling offices and that colleges and universities collaborate actively to provide college information and planning services to all students (with a special focus on low-income students).

Middle and high school college counselors are critical to bridging the information gap among Latino students on the course work necessary to plan for and prepare to transition to college. Middle school counselors play a critical role in positioning Latino students on a pathway for enrolling in a college-preparatory curriculum in high school. Information on the academic courses necessary to be ready for honors, Advanced Placement®, and college-prep curriculum needs to be communicated to Latino parents at this stage. For example, it is well documented that students who take Algebra I in middle school transition to high school ready for a college-preparatory curriculum and are more likely to be placed in advanced and honors courses.²⁸

The American Counseling Association recommends a student-to-counselor ratio of 250:1. Public high schools with less than 10 percent minority students have 256 students to every counselor.²⁹ Schools with more than 50 percent minority students have 628 students per counselor.³⁰ Because Latinos attend highly segregated schools³¹ they are more likely to have well over 600 students per every counselor. In addition to the issue of access, the messages that school counselors send to Latino students are equally important. Counselors have the potential to assist students in reaching their post-high school aspirations or to serve as gatekeepers, conveying low expectations or channeling students into less rigorous noncollege-prep courses.³² Access to counselors who possess high expectations and “channel” Latino students into a college-going curricular path in middle school is one approach to increasing the pool of Latinos on a clear trajectory for college. Finally, counselors have the potential to engage Latino parents, which is a way toward raising Latino college-going preparedness and patterns.³³

The following indicators reflect the state of middle and high school college counseling:

- Student-to-counselor ratio;
- States with comprehensive school counseling programs; and
- Kindergarten preparedness.

28. EdSource, *Gaining Ground in Middle Grades: Why Some Schools do Better* (2010); McDonough, 2005; Cabrera and La Nasa, 2000.

29. NCES, 2002, Table 27-1.

30. Ibid.

31. Gandara and Contreras, 2009.

32. Auerbach, S., “Why Do They Give the Good Classes to Some and Not to Others?” (Latino Parent Narratives of Struggle in a College Access Program), *Teachers College Record* 104, no. 7 (2002).

33. Bryan, J., *Fostering Educational Resilience and Achievement in Urban Schools Through School-Family-Community Partnerships* (Publication of the American School Counselor Association, 2005).

60.0%

As of 2008, six of the top 10 states by Latino population (Colorado, New Mexico, New York, Florida, Texas and Georgia) have average student-to-counselor ratios below the U.S. average.

General Findings for This Recommendation

- As of 2008, six of the top 10 states by Latino population (Colorado, New Mexico, New York, Florida, Texas and Georgia) had average student-to-counselor ratios below the U.S. average.
- As of 2009, eight of the top 10 states by Latino population had statewide comprehensive school counseling programs.

Student-to-Counselor Ratio

What is this measure, and why is this measure important to Latinos?

This measure provides the student-to-counselor ratios. The student-to-counselor ratio identifies the potential access a student may have to the counseling services provided in a particular school, district or state.

What policy issues for Latinos are associated with this measure?

Because of the limited supply of academic counselors in schools and because of high student ratios, Latino students have historically relied, and currently rely, on alternate forms of counseling within the school and community setting. Many of these counseling services are through intervention programs such as AVID (Advancement Via Individual Determination), MESA (Math Engineering Science Achievement), ALAS (Achievement for Latinos through Academic Success), Upward Bound and GEAR UP. Many of these programs operate on school sites and serve as central hubs of information, services and exposure to college information for Latino and underrepresented students.³⁴ They also serve to counter the all too common negative messages of school counselors or school staff. Intervention programs that are the most successful serve to complement school efforts, have staff members located on school sites, and have components that engage parents and families.³⁵

Where are Latinos now? On average, each counselor in the United States is responsible for 457 students (Figure 2.1a). This is the lowest student-to-counselor ratio for the nation since 1997. This is nearly two times the recommended ratio of 250:1 from the American School Counselor Association.³⁶ Six of the top 10 states by Latino population (Colorado, New Mexico, New York, Florida, Texas and Georgia) have average student-to-counselor ratios below the U.S. average, while New Jersey, Illinois, Arizona and California all have average student-to-counselor ratios above the U.S. average.

34. Gandara P., & Bial, D., (2001). Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth. Report of the National Postsecondary Education Cooperative Working Group on Access to Postsecondary Education. U.S. Department of Education.

35. Gandara and Bial, 2001; Gandara and Contreras, 2009.

36. American School Counselor Association, Student-to-Counselor Ratios. Retrieved on March 5, 2010, from <http://www.schoolcounselor.org/content.asp?contentid=460>

When interpreting this measure, what should be kept in mind?

The student-to-counselor ratio data include all school counselors and do not identify how much time, if any, they spend providing college counseling to students. It is important that all students receive college and career counseling early, particularly by middle school. Middle school is a critical point at which students must begin to take the necessary academic trajectory to prepare for college. School and college counselors are essential to students because they improve student access to information about college and career options. Also, while the student-to-counselor ratios show the average number of students to one counselor in the state, there can be great variability by school.

In addition to the issue of high counselor-to-student ratios in schools, Latino students are less likely to seek out school counselors for college information because they perceive counselors to be uninformed or hostile to Latinos,³⁷ or because the counselors have a reputation for limiting opportunities and placing underrepresented students in a noncollege-track curriculum.³⁸

Greater professional development for school counselors, particularly in the area of helping students and their families better prepare for college early, would help to alter existing notions about their gatekeeping roles in schools that serve high percentages of Latino students.

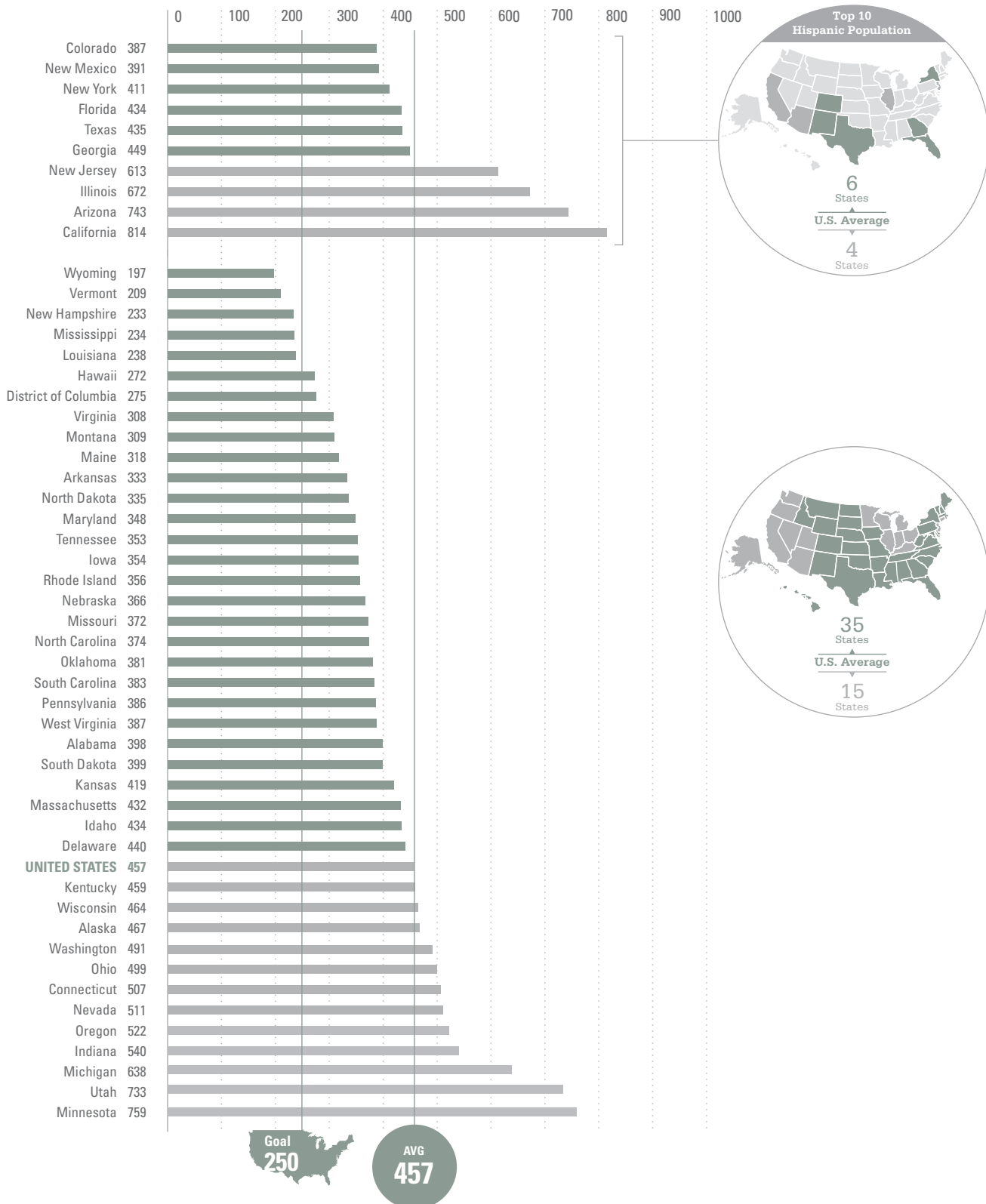
37. Gandara and Bial, 2001.

38. Atkinson, Jennings, and Livingston, 1990.

2.1a

Student-to-Counselor Ratio by State Rank, 2009

Source: NCES Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, 2009



80%

As of 2009, eight of the top 10 states by Latino population have statewide comprehensive school counseling programs.

Statewide Comprehensive School Counseling Programs

What is this measure, and why is this measure important to Latinos?

This measure is the percentage of states by Latino population whose pre-K–12 schools offer a comprehensive school counseling program. A comprehensive school counseling program is one in which a plan or framework is in place that provides a structured program and guidelines for school counselors, so that counselors are able to work with all students on career, academic and personal/social development. Monitoring the existence of such programs is important in order to understand how many states encourage school counselors to provide support, encouragement and guidance to students, particularly in helping Latino students prepare for and succeed in college.

What policy issues for Latinos are associated with this measure?

Although most states have a comprehensive school counseling program, many school counselors are often assigned to complete auxiliary tasks. The American School Counselor Association (ASCA) recommends appropriate and inappropriate work activities for school counselors.³⁹ Some appropriate activities include academic planning, interpretation of achievement tests and advocating for students at individual education planning meetings. Some inappropriate activities include registering and scheduling for all new students, performing of disciplinary actions, clerical record keeping and teaching classes when teachers are absent. State policies should make an effort to remind and encourage teachers, school administrators and other school officials to allow school counselors the opportunity to participate in appropriate activities as suggested by ASCA and to implement the national model of comprehensive school counseling.⁴⁰ State policies should also make an effort to move toward the development of a measure and collection of data that will determine the level of implementation of the comprehensive school counseling programs in the state.

Where are Latinos now? As of 2009, 36 states (70.6 percent) had a statewide comprehensive school counseling program (Figure 2.2). Eight of the top 10 states by Latino population had comprehensive school counseling programs, while two of the top 10 states by Latino population (California and Colorado) do not.

39. American School Counselor Association, "Appropriate and inappropriate activities for school counselors" (2008), 1. Retrieved on Feb. 2, 2010, from <http://www.schoolcounselor.org/files/appropriate.pdf>

40. American School Counselor Association, ASCA National Model. Retrieved March 5, 2010, from <http://www.ascanationalmodel.org/>

When interpreting this measure, what should be kept in mind?

Currently, no rigorous data are regularly available for the percentage of students who have access to college counseling in middle school and high school. Although estimates for the student-to-counselor ratio are available, these estimates do not take into account the myriad functions performed by today's school counselors in addition to college counseling. Disciplinary issues, scheduling and other guidance issues tend to crowd the schedule for the nation's middle and high school counselors, leaving little time to implement the ASCA national model. Policymakers and educators must discuss ways to create a measure that can gauge the degree to which students have access to high-quality college counselors. Further, it is believed that more data must be collected on the interactions between counselors and students.

2.2

States with Comprehensive School Counseling Programs

Source: American School Counselor Association, 2011

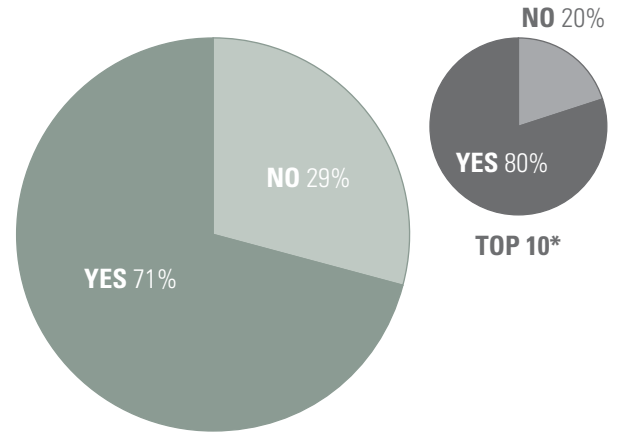
YES

Alabama
Alaska
Arizona
Arkansas
Connecticut
Delaware
Florida
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Louisiana
Maine
Massachusetts
Michigan
Missouri

Montana
Nebraska
New Hampshire
New Jersey
New Mexico
New York
North Carolina
Oklahoma
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Virginia
West Virginia
Wisconsin

NO

California
Colorado
District of Columbia
Hawaii
Kentucky
Maryland
Minnesota
Mississippi
Nevada
North Dakota
Ohio
Pennsylvania
Vermont
Washington
Wyoming



*10 states with the largest Latino populations

Tres

Implement the best
research-based dropout
prevention programs

WE RECOMMEND that states and local educational agencies adopt targeted interventions (starting in elementary and middle schools), focusing on early warning signs of students in danger of dropping out in order to identify such students and put an “educational safety net” under them.

Latino students represent the largest group of students dropping out of high school before graduation. In 2008, approximately one in five Latinos left high school before graduation.⁴¹ Several factors, including academic achievement, test scores at the elementary and middle school levels, grade retention, and language proficiency, contribute to high dropout rates.⁴² The overall graduation rate for Latino students in public high schools that same year was 63.5 percent.⁴³ Given the increasing proportion of Latinos in K–12 schools, this high dropout rate among Latinos has considerable consequences and implications for all states with Latino populations on the rise, and is an area that requires immediate attention. The high Latino student dropout rates represent a loss of talent and a lost opportunity for mobility and low wages, all of which translate into limited personal life options, community resources and state revenues.⁴⁴

The likelihood of Latino ELL students dropping out of high school is greater than that of the United States–born Latino student population, largely because of limited linguistic and academic support in secondary schools.⁴⁵ Higher English language proficiency also reduces the likelihood of dropping out.⁴⁶

Many states possess or are developing longitudinal data tracking systems.⁴⁷ However, such state systems are not widely accessible to school staff or the public for analysis. Schools and districts in particular would benefit from conducting their own analysis of their data to understand the behaviors of school dropouts, including the number of units and the curriculum enrolled in at the point of departure; the migratory patterns of the dropouts within the district or local community colleges; the number of hours the students worked prior to leaving school; the number of absences in any given semester; incidences of disciplinary action; and the reasons for leaving school. Because students are the most likely to drop out of high school in the ninth grade, special attention to the academic progress for first-year students would assist school staff in developing an early intervention system to the “warnings” that become apparent in the first year. Students with a “warning sign” should be targeted early for parent conferences and an array of additional supports.

Addressing the Latino dropout crisis⁴⁸ is a critical aspect of broadening the pool of Latino students who successfully transition to college, earn college degrees and cultivate positive life options early in their adult years. However, improving educational outcomes for Latino students from pre-K to postsecondary attainment is not exclusively an issue of equity, but also has tremendous consequence for the future of our nation’s economy. The above average high school event dropout rate for Latino students, which was 6 percent during the

41. NCES, *The Condition of Education 2010*.

42. Rumberger, R., and Lim, S. (2008). *Why students drop out of school: A review of 25 years of research*. Publication of the California Dropout Research Project.

43. Stillwell, R., (2010), *Dropouts From the Common Core of Data: School Year 2007–08. First Look*. June 2010. Robert Stillwell. National Center for Education Statistics NCES.

44. Baum, Ma, and Payea, *Education Pays* (New York, The College Board, 2010); Gandara and Contreras, 2009.

45. Sheng, Z., Sheng, Y., and Anderson, C., “Dropping Out of School Among ELL students: Implications for Schools and Teacher Education,” *The Clearing House* 84 (2011): 98–103.

46. Rumberger and Lim, 2008, 2.

47. *Every One Counts*, San Bernardino County Superintendent of Schools, Key Recommendations in the Research on Dropouts (2011).

48. Gandara and Contreras, 2009.

2007–2008 academic year,⁴⁹ reduces the economic prosperity of the entire nation. For instance, if half of the Latino students who did not graduate with the class of 2010 had received their high school diploma they would likely be earning an additional \$2.2 billion each year.⁵⁰ The increased individual earnings for this specific group would have likely increased their collective spending capacity by \$1.6 billion and \$594 million in investments during an average year. In addition, by midway through their careers these graduates would likely have spent \$4.3 billion more on home purchases over their lives and \$178 million on vehicle purchases during an average year.⁵¹

States like California, with a large percentage of Hispanics as a share of the state's total population, can accrue significant economic benefits by decreasing dropout rates. If you simply account for California's major cities — Los Angeles–Long Beach, Fresno, San Jose, San Francisco–Oakland, San Diego and Sacramento — the state stands to gain a total of \$436.8 million in additional spending and investment.⁵² Considering the fiscal challenges our nation faces as we continue on the road of recession recovery, it is in our collective economic interest to improve the graduation and completion rates of Latino students at all levels.

The following indicators can aid legislators in understanding these questions:

- Graduation rates of public high school students;
- National status dropout rates — excluding institutional populations;
- National status dropout rates — including institutional populations; and
- National event dropout rates.

49. National Center for Education Statistics (event dropout rate 2007–2008).

50. "Education and the Economy: Boosting the Nation's Economy by Improving High School Graduation Rates among Students of Color and Native Students" Alliance for Excellent Education. May 2011.

51. Ibid., p. 2.

52. "The Economic Benefits of Reducing the Dropout Rate for Students of Color in the Nation's Forty-Five Largest Metropolitan Areas" Alliance for Excellent Education. July 2010.

General Findings for This Recommendation

- As of 2008, 63.5 percent of Latino students who entered public high school as freshmen graduated with a high school diploma.
- As of 2010, eight of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, New Mexico and Georgia) require exit examinations for students to earn a high school diploma.
- As of 2010, two of the top 10 states by Latino population (Texas and New York) use end-of-course examinations as the exit exam to earn a high school diploma.
- As of 2010, one of the top 10 states by Latino population (Arizona) allows credit for exit examinations taken in other states to earn a high school diploma.
- As of 2010, five of the top 10 states by Latino population (Texas, Florida, New York, New Jersey and New Mexico) have substitute exit examination assessments to allow students to earn a high school diploma.
- As of 2010, three of the top 10 states by Latino population (Florida, New Mexico and Georgia) have an alternative diploma or certificate that students can earn in the place of a high school diploma.
- As of 2008, the noninstitutional status dropout rate of Latino students was 18.3 percent.
- As of 2008, the overall status dropout rate for Latino students was 19.0 percent.
- As of 2008, the event dropout rate for Latinos was 6.0 percent.
- As of 2010, five of the top 10 states by Latino population (Arizona, Florida, Georgia, New Jersey and New York) have a legal age of 16 for students to legally drop out of school.
- As of 2010, two of the top 10 states by Latino population (Colorado and Illinois) have a legal age of 17 for students to legally drop out of school.
- As of 2010, three of the top 10 states by Latino population (California, New Mexico and Texas) have a legal age of 18 for students to legally drop out of school.

63.5%

As of 2008, 63.5 percent of Latino students who entered public high school as freshmen graduate with a high school diploma.

80.0%

As of 2010, eight of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, New Mexico and Georgia) require exit examinations for students to earn a high school diploma.

20.0%

As of 2010, two of the top 10 states by Latino population (Texas and New York) use end-of-course examinations as the exit exam to earn a high school diploma. freshmen graduated with a high school diploma.

Graduation Rates of Public High School Students

What is this measure, and why is this measure important to Latinos?

This measure records the percentage of Latino students who graduate from high school within four years. This indicator is significant because Latino students represent the largest group of students dropping out of high school; thus, this measure shows how well public high schools are serving Latino students.

This indicator also provides the states that require exit examinations, states that use end-of-course tests as the exit examinations, states that allow reciprocity with other state's exit examinations, states that allow substitute assessments to count for exit examinations, and states that allow graduates to obtain alternative credentials or diplomas. These measures are important for allowing the reader to understand the differences in policies that exist among states that can directly affect the graduation rates of students.

What policy issues for Latinos are associated with this measure?

Decreasing dropout rates among Latino students will increase students' eligibility to enroll in a postsecondary institution and broaden their employment options. Obtaining a better understanding of high dropout rates requires monitoring the percentage of students who enter high school as first-year students and graduate with a diploma within four years. This measure provides policymakers with the data necessary to determine whether high schools are successfully graduating Latino students in a timely manner.

In addition to curricular approaches to addressing student progress, providing an environment where students feel safe and are engaged academically and socially are important elements to a student's likelihood of staying in school. For example, Latino youth appear to be less resilient in schools where students think there are gang problems or a gang culture.⁵³ And Latino students who are engaged in their high school context, through a variety of extracurricular activities in the community, are more likely to graduate from high school and transition to college.⁵⁴

While not all states require exit examinations, many states do provide these exams. However, the implementation of exit examinations and the accompanying policies associated with exit examinations vary significantly by state. While exit examinations can inhibit students from graduating, some states accompany these exit exams with other policies that provide opportunities for students to show competency and obtain a high school diploma. However, other states allow exit exams to serve as the sole determinant of graduation without accompanying policies that allow students who fail these exams to earn diplomas.

53. Catterall, J. S. (1998). Risk and resilience in student transitions to high school. *American Journal of Education*, 106, 302–333. Gandara and Contreras, 2009.

54. Gandara and Contreras, 2009.

10.0%

As of 2010, one of the top 10 states by Latino population (Arizona) allows credit for exit examinations taken in other states to earn a high school diploma.

50.0%

As of 2010, five of the top 10 states by Latino population (Texas, Florida, New York, New Jersey and New Mexico) have substitute exit examination assessments to allow students to earn a high school diploma.

30.0%

As of 2010, three of the top 10 states by Latino population (Florida, New Mexico and Georgia) have an alternative diploma or certificate that students can earn in the place of a high school diploma.

Where are Latinos now? As of 2008, 74.9 percent of all students in the United States who entered public high school as freshmen graduate on time. As the graduation rate has remained relatively flat since 2003, the 2008 data point almost reflects the nation's peak of 75.0 percent in 2004.

Although there has been a slight increase in the overall graduation rate from 2006 to 2008, large racial gaps persist (Figure 3.1a). With African American, Latino and American Indian/Alaska Native students from the class of 2008 graduating at rates of no more than 64.2 percent, a gap of as much as 29 percentage points divided these historically underserved students of color/underrepresented populations from their Asian/Pacific Islander peers.

For Latino public high school students, the average graduation rate ranges from 48.1 percent in New Hampshire to 100.0 percent in Vermont (Figure 3.1b). In rank order, the states with the highest graduation rates for Latino students are Vermont, Alaska, West Virginia, Missouri and Arkansas (Figure 3.1b). None of these states are in the top 10 states that have the largest Latino population. The states with the lowest graduation rates are New Hampshire, Utah, New York, the District of Columbia and Georgia. Both New York and Georgia are in the top 10 states that have the largest Latino populations.

As of 2010, eight of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, New Mexico and Georgia) require exit examinations for students to earn a high school diploma (Figure 3.1c). As of 2010, two of the top 10 states by Latino population (Texas and New York) use end-of-course examinations as the exit exam to earn a high school diploma (Figure 3.1d). As of 2010, one of the top 10 states by Latino population (Arizona) allows credit for exit examinations taken in other states to earn a high school diploma (Figure 3.1e). As of 2010, five of the top 10 states by Latino population (Texas, Florida, New York, New Jersey and New Mexico) have substitute exit examination assessments to allow students to earn a high school diploma (Figure 3.1f). As of 2010, three of the top 10 states by Latino population (Florida, New Mexico and Georgia) have an alternative diploma or certificate that students can earn in the place of a high school diploma (Figure 3.1g).

When interpreting this measure, what should be kept in mind? As readers compare graduation rates across the country, it is important to consider the varying graduation requirements that exist from state to state. Although diversity exists, many states require students to take and pass a state examination and to complete differing years of course work in social studies, science, mathematics and English language arts.⁵⁵

In addition to the variability of interstate graduation rates, there is also a large difference within individual states. The overall graduation rates can be significantly skewed by a small number of districts. For instance, studies for *Diplomas Count 2010* discovered that states such as California, Florida, Illinois, Nevada and New York are heavily influenced by "dropout epicenters."⁵⁶

55. Doughnay, J., Alignment of high school graduation requirements and state-set college admission requirements (2006). Retrieved June 17, 2010, from <http://www.ecs.org/clearinghouse/68/60/6860.pdf>

56. www.edweek.org/go/dc10

Also, readers should note that students who receive an alternative high school credential and those who take more than four years to complete high school are not accounted for in the percentage of on-time completers or dropouts. As such, the dropout rates and the average freshmen graduation rates do not account for all high school students. Thus, although one may expect a relationship between low graduation rates and high dropout rates, this does not hold true for every state.

To address the variety of ways states calculate graduation rates, the U.S. Department of Education issued regulations in January 2009 to set a single, uniform graduation rate calculation across all states. States will also have to disaggregate data by student subgroups for both reporting and accountability purposes. Lastly, the new method of calculation will appropriately account for dropout and transfer students.⁵⁷

When examining data on graduation rates, it is important to understand what exit examination policies, if any, exist for students in a state. These policies, or the lack of these policies, can have a direct influence on graduation rate. The reader is cautioned to take policies into account when examining and comparing graduation rates.

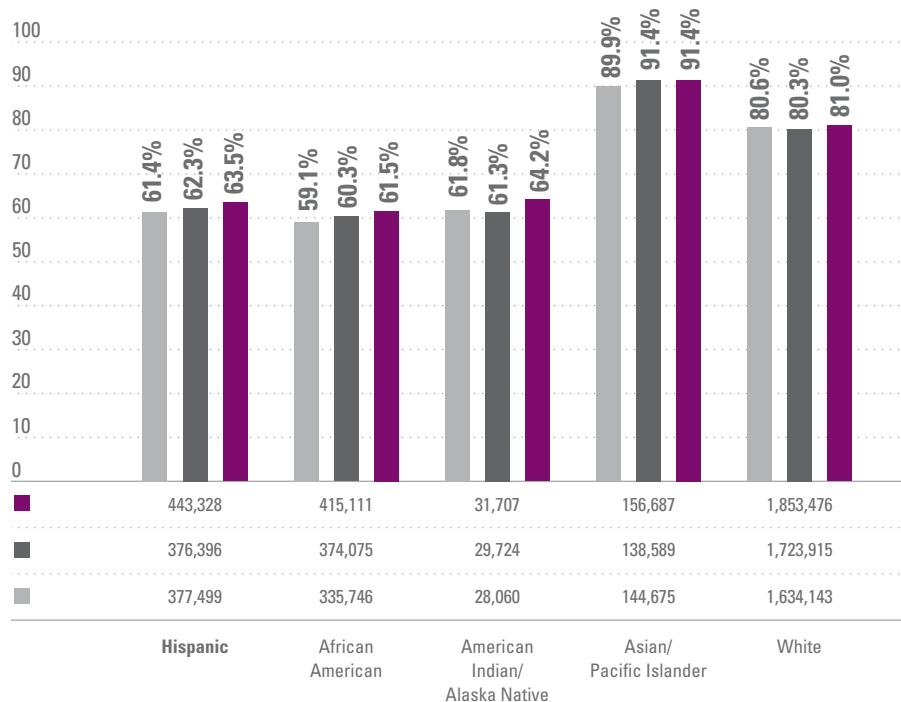
3.1a

National Average Graduation Rates for Public High School Students by Race/Ethnicity, 2006–2008

■ 2008
■ 2007
■ 2006

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data, 2008–2010*

Note: This is based on the percentage of public high school students who enter school as freshman and graduate in four years. Race categories exclude Hispanic origin unless specified.



57. www.usde.com: Key Policy Letters Signed by the Education Secretary or Deputy Secretary, (April 1, 2009).

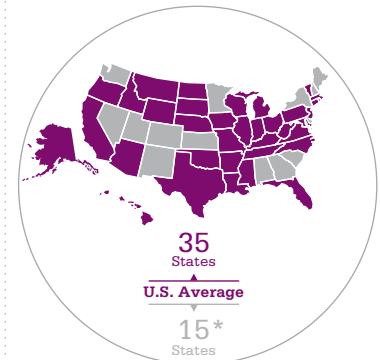
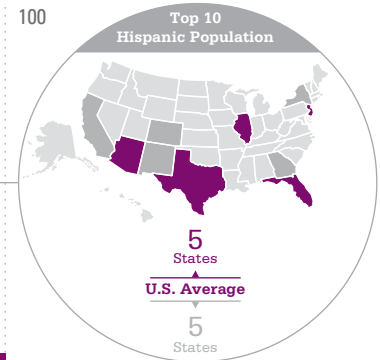
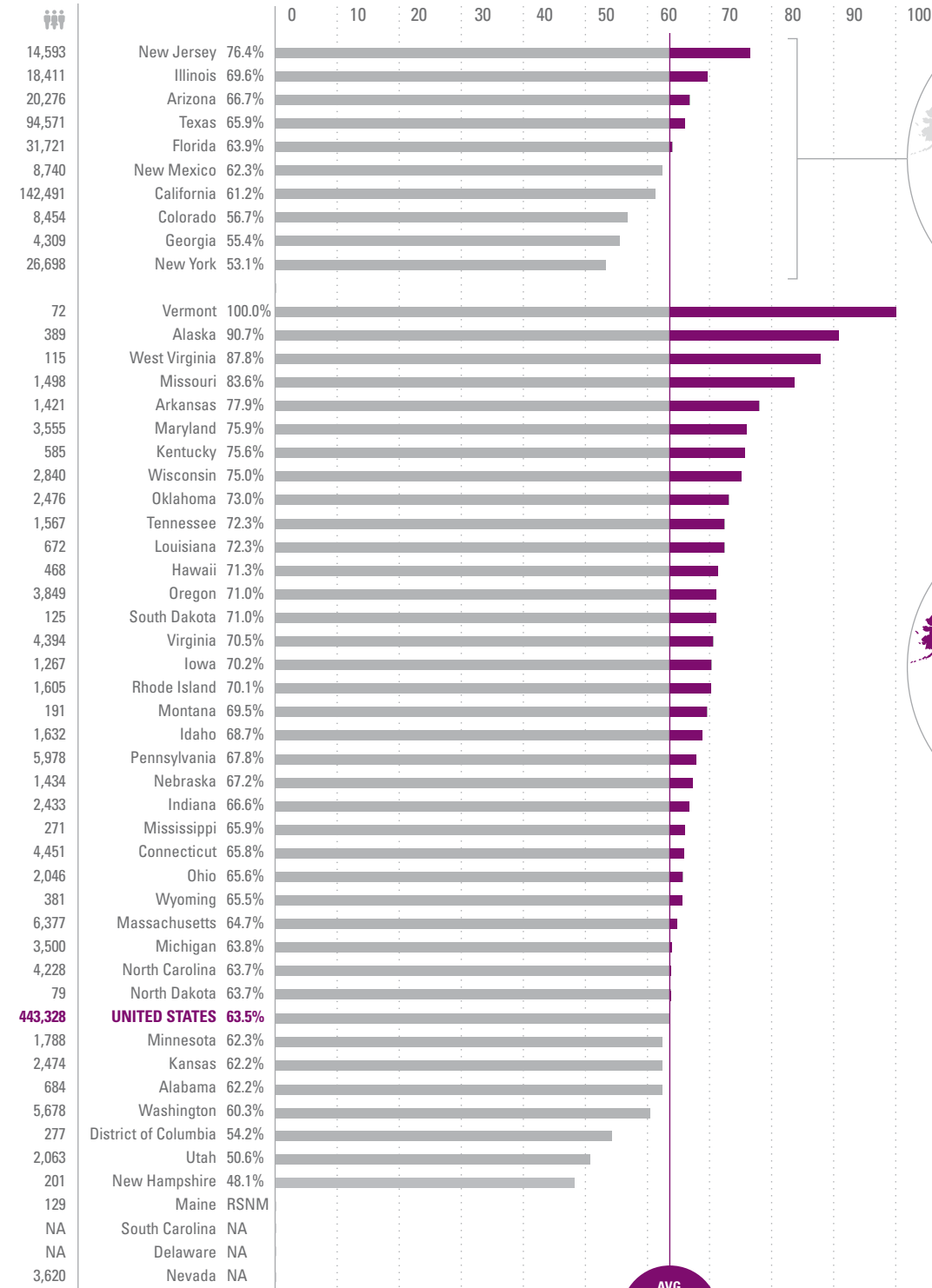
3.1b

Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08, 2010*

Note: State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. Maine reported 1,161 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity; Maine's data were not included in the U.S. total. This is based on the percentage of public high school students who enter school as freshman and graduate in four years.

No. of
Graduates



AVG
63.5
%

*NA is not available

†RSNM is Reporting standards not met.

3.1c

States with Exit Examinations, 2010

Source: Education Commission of the States, 2010

Note: In Indiana, beginning with the class of 2012, students will be required to pass end-of-course assessments instead of the GQE. Oklahoma will be effective with the class of 2012.

YES

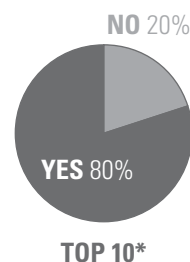
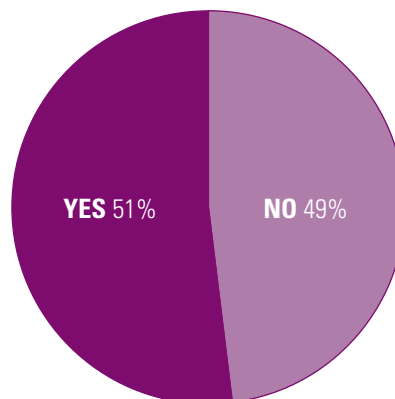
Alabama
Alaska
Arizona
Arkansas
California
Florida
Georgia
Idaho
Indiana
Louisiana
Maryland
Massachusetts
Minnesota
Mississippi
Nevada
New Jersey
New Mexico
New York
North Carolina

Ohio
Oklahoma
South Carolina
Tennessee
Texas
Virginia
Washington

NO

Colorado
Connecticut
Delaware
District of Columbia
Hawaii
Illinois
Iowa
Kansas
Kentucky
Maine

Michigan
Missouri
Montana
Nebraska
New Hampshire
North Dakota
Oregon
Pennsylvania
Rhode Island
South Dakota
Utah
Vermont
West Virginia
Wisconsin
Wyoming



*10 states with the largest Latino populations

3.1d

States Where End-of-Course Exams Are Used as the Exit Exam, 2010

Source: Education Commission of the States, 2010

YES

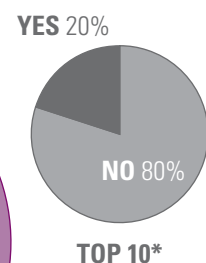
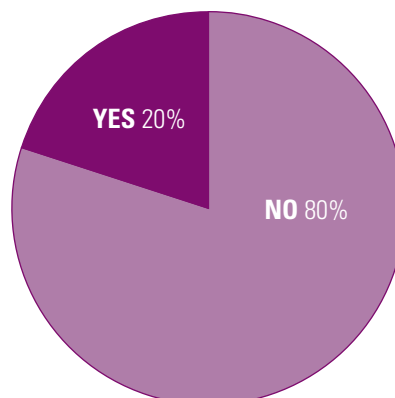
Arkansas
Maryland
Mississippi
New York
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia

Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Missouri
Montana
Nebraska

Nevada
New Hampshire
New Jersey
New Mexico
North Dakota
Ohio
Oregon
Pennsylvania
Rhode Island
South Dakota
Utah
Vermont
Washington
West Virginia
Wisconsin
Wyoming

NO

Alabama
Alaska
Arizona
California
Colorado
Connecticut



*10 states with the largest Latino populations

3.1e

States with Reciprocity with Other States' Exit Exams, 2010

Source: Education Commission of the States, 2010

YES

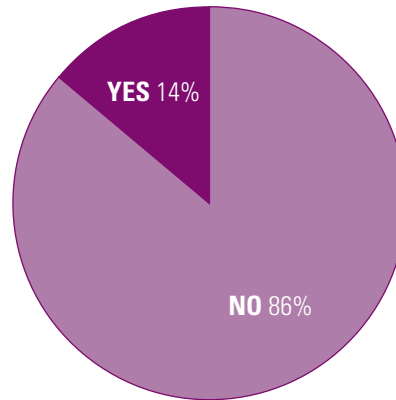
Alaska
Arizona
Idaho
Indiana
Maryland
Mississippi
Ohio

NO

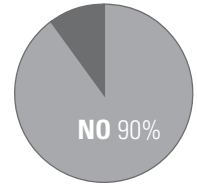
Alabama
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia

Hawaii
Illinois
Iowa
Kansas
Kentucky
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Maine
Massachusetts
Michigan
Minnesota
Missouri
Montana
Nebraska
New Hampshire
New Jersey
New Mexico
New York
Nevada
North Carolina

North Dakota
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming



YES 10%



TOP 10*

*10 states with the largest Latino populations

3.1f

States with Substitute Assessments, 2010

Source: Education Commission of the States, 2010

YES

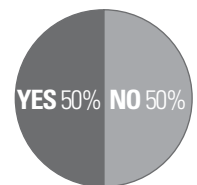
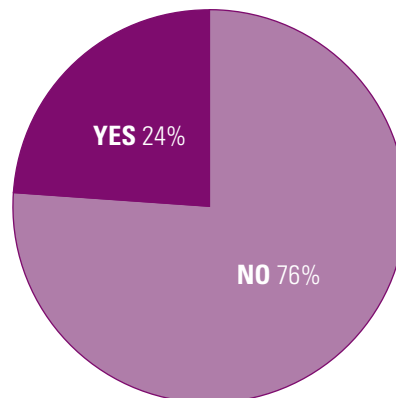
Alabama
Arkansas
Florida
Idaho
Maryland
New Jersey
New Mexico
New York
North Carolina
Texas
Virginia
Washington

NO

Alaska
Arizona
California
Colorado

Connecticut
Delaware
District of Columbia
Georgia
Hawaii
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska

New Hampshire
Nevada
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Utah
Vermont
West Virginia
Wisconsin
Wyoming



TOP 10*

*10 states with the largest Latino populations

3.1g

States with an Alternative Diploma or Certificate, 2010

Source: Education Commission of the States, 2010

YES

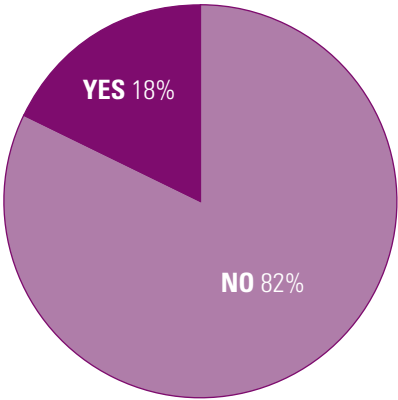
Alaska
Florida
Georgia
New Mexico
Nevada
North Carolina
South Carolina
Tennessee
Virginia

NO

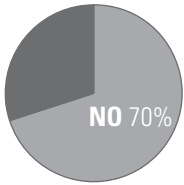
Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware

District of Columbia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
New Hampshire
New Jersey

New York
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Texas
Utah
Vermont
Washington
West Virginia
Wisconsin
Wyoming



YES 30%



TOP 10*

*10 states with the largest Latino populations

18.3%

As of 2008, the noninstitutional status dropout rate of Latinos is 18.3 percent.

National Status Dropout Rate — Excluding Institutional Populations

What is this measure, and why is this measure important to Latinos?

This measure records the percentage of noninstitutionalized individuals ages 16–24 who are not enrolled in high school and who do not have a high school credential (e.g., diploma or certificate of General Educational Development (GED), irrespective of when the individual dropped out of school. It does not include individuals incarcerated in adult or juvenile correctional facilities or those living in military barracks, nursing or other health care facilities. This measure gauges our nation's overall educational attainment across years.

What policy issues for Latinos are associated with this measure?

Identifying early and supporting Latino students who are at risk of dropping out is important. As Latino students are among those most affected by the dropout phenomenon in our K–12 schools, states should implement dropout prevention programs targeted at improving high school graduation rates as well as performance.

Where are Latinos now? As of 2008, the status dropout rate for Latinos is 18.3 percent (Figure 3.2a) — more than two times the overall national rate (which was 8.0 percent). Figure 3.2b shows that there is considerable variability among Latino subgroups by ethnicity and country of origin. The status dropout rates range from a high of 29.2 percent for other Central Americans to a low of 6 percent for Cubans. There is also great variability among native-born and foreign-born students. When the data are disaggregated for native-born students, the data range from a high of 12.8 percent for Puerto Ricans to a low of 5.3 percent for Cubans. When the data are disaggregated for foreign-born students, the data range from a high of 41.1 percent for Salvadorans to a low of 8 percent for Cubans.

When interpreting this measure, what should be kept in mind?

The status dropout rates were calculated using the U.S. Census Current Population Survey (CPS). As previously stated, this information does not include individuals living in long-term medical facilities, military personnel or incarcerated individuals. In addition, caution should be used when making inferences from this data due to the inclusion of immigrants (e.g., individuals who may have never attended a school in the United States). Finally, these data are not directly comparable to dropout rates provided by the American Community Survey (ACS).⁵⁸ The CPS, however, maintains an advantage as it allows for the examination of historical trends.

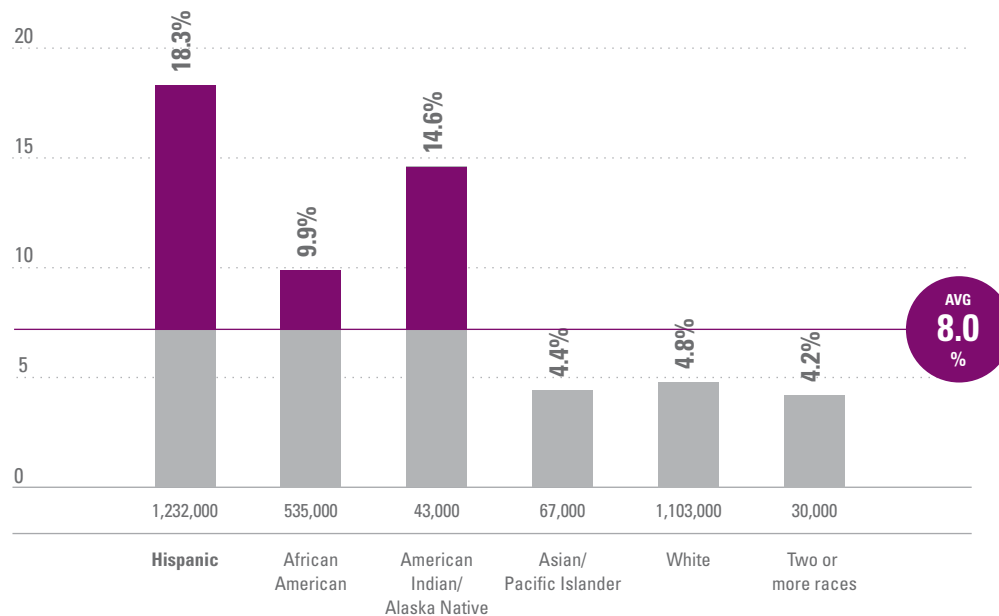
58. The Condition of Education, 2010. Retrieved June 2, 2011, from <http://nces.ed.gov/programs/coe/supnotes/2010-n06.asp>

3.2a

National Status Dropout Rates by Race/Ethnicity — Excluding Institutional Populations, 2008

Source: NCES, Trends in High School Dropout and Completion Rates in the United States, 2010

Note: Respondents were able to identify themselves as being two or more races. The white (non-Hispanic), African American (non-Hispanic), Asian/Pacific Islander (non-Hispanic), and American Indian/Alaska Native (non-Hispanic) categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. Non-Hispanics who identified themselves as multiracial are included in the Two or more races (non-Hispanic) category. The Hispanic category consists of Hispanics of all races and racial combinations. Race categories exclude persons of Hispanic origin unless specified.

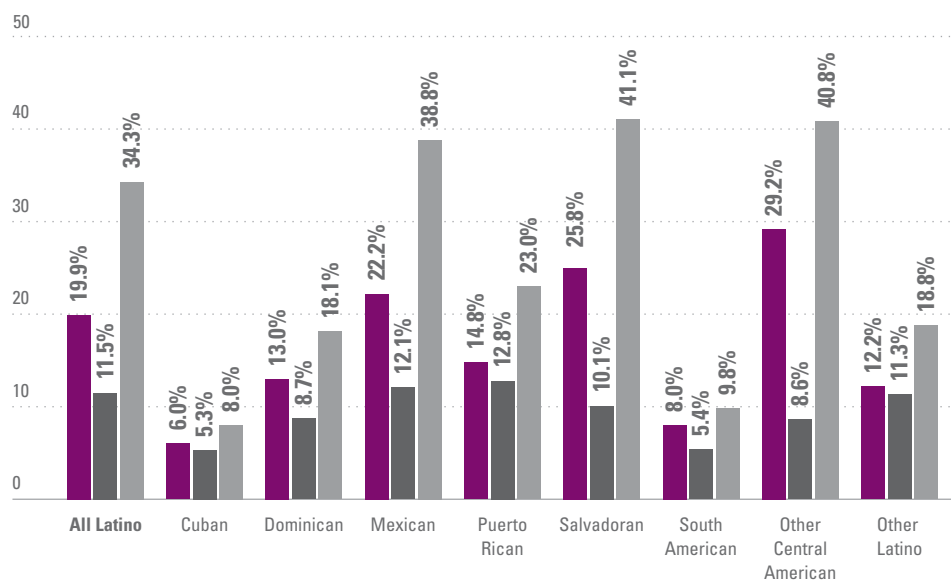


3.2b

Percentage of Hispanic 16- to 24-Year-Olds Who Were High School Status Dropouts by Nativity, 2007

Source: Aud, Fox, & Ramani, NCES, 2010

■ Status Dropout Rate
■ Native-born Dropout Rate
■ Foreign-born Dropout Rate



19.0%

As of 2008, the overall status dropout rate for Latinos is 19.0 percent.

National Status Dropout Rate — Including Institutional Populations

What is this measure, and why is this measure important to Latinos? This measure records the overall percentage of individuals ages 16–24 who are not enrolled in high school and who do not have a high school credential (e.g., diploma or GED), irrespective of when they dropped out or whether they are in an institutional or noninstitutional setting. Data for this measure are based on the American Community Survey and include individuals living in military barracks in the United States and those who are institutionalized, offering a broader more inclusive population. Considering how mass incarceration has disproportionately affected Latino citizens, this measure offers critical information for understanding the unique challenges that members of the Latino community face.

What policy issues for Latinos are associated with this measure?

Understanding dropout rates among both institutionalized and noninstitutionalized Latinos is important to help develop effective early intervention programs for Latino students who are chronically the most vulnerable. Although there is no consensus on whether dropout rates with or without institutionalized individuals are more accurate, there is no question that society benefits when more individuals in general, and Latino students in particular, attain college degrees.

Where are Latinos now? As of 2008, the status dropout rate is 9.1 percent for 16- to 24-year-olds (Figure 3.3), including those living in military barracks and institutionalized persons. The status dropout rate numbers were very high for many racial and ethnic groups. While the status dropout rates were the lowest among Asians (3.2 percent), whites (6.2 percent) and students of two or more races (7.3 percent), the status dropout rates were considerably higher among Latinos (19.0 percent), American Indians or Alaska Natives (16.3 percent), and African Americans (10.4 percent) (Figure 3.3).

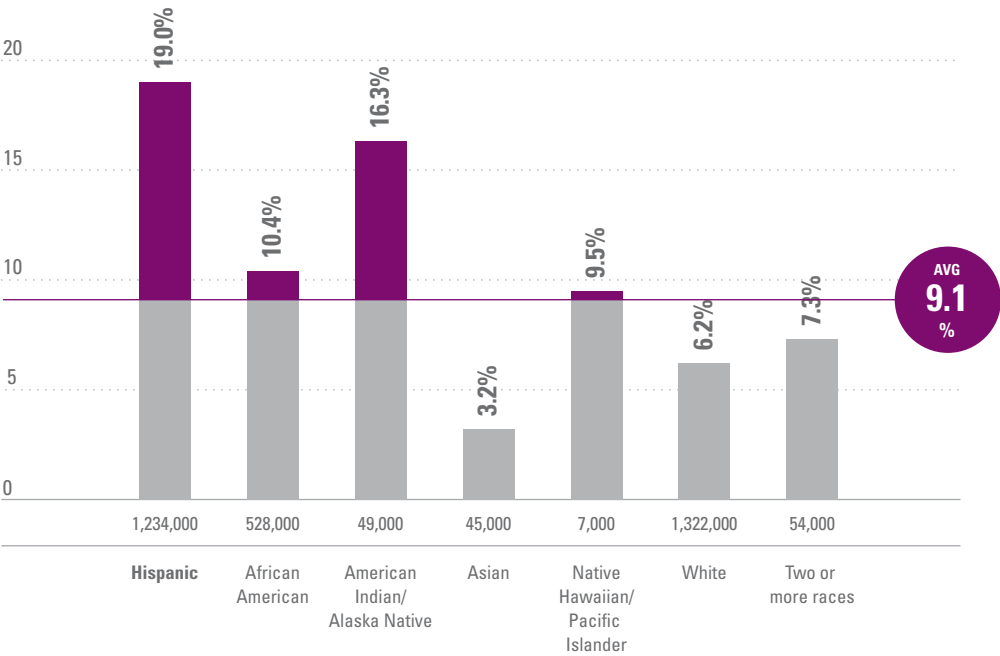
When interpreting this measure, what should be kept in mind? The status dropout rates were calculated using the American Community Survey, including individuals living in military barracks in the United States and those living in institutionalized group quarters such as adult and juvenile correctional facilities, nursing and other health facilities. Caution should be used when making inferences from this data due to the inclusion of immigrants (e.g., individuals who may have never attended a school in the United States). In addition, the ACS data are not directly comparable to the dropout rates from the CPS.⁵⁹ It is also important to keep in mind that Latino students drop out as early as middle school. There are no existing data that address middle school dropout rates. Thus, the dropout rates for Latino students are likely to be higher.

59. Ibid.

3.3

National Status Dropout Rates by Race/Ethnicity — Including Institutional Populations, 2008

Source: NCES, Condition of Education, 2010.
Note: Race categories exclude persons of Hispanic origin unless specified.



6.0%

As of 2008, the event dropout rate for Latinos is 6.0 percent.

50.0%

As of 2010, five of the top 10 states by Latino population (Arizona, Florida, Georgia, New Jersey and New York) have a legal age of 16 for students to legally drop out of school.

20.0%

As of 2010, two of the top 10 states by Latino population (Colorado and Illinois) have a legal age of 17 for students to legally drop out of school.

National Event Dropout Rate

What is this measure, and why is this measure important to Latinos?

This measure reflects the annual rate at which public high school students in the United States dropped out of grades nine through 12 during a 12-month period (i.e., October 2007–October 2008). Data from this measure allow readers to identify which students dropped out during a specific time frame. This measure differs from the status dropout rate, which records the portion of a target age demographic not enrolled in high school and students who do not possess a high school credential regardless of when they dropped out of school. This indicator also shows the age at which students can legally drop out of school in each state. This measure is important for allowing the reader to understand the differences in policies that exist among states that can directly affect the dropout rates of students.

What policy issues for Latinos are associated with this measure? As high dropout rates remain a critical challenge for Latino students, it is important that states build the capacity to identify and support students who are the most likely to drop out. Implementing dropout prevention programs and moving beyond statistics to really understand the experiences and barriers of students who drop out must be a high priority. It is also important that states understand the relationship between policies that allow students to legally drop out of schools and the effect that these policies have on dropout rates.

Where are Latinos now? As of 2008, the national event dropout rate is 4.1 percent for public high school students (Figure 3.4a). This includes all students who dropped out in grades nine through 12 between October 2007 and October 2008. Since 2003, the rate has remained rather consistent, peaking in 2007 at 4.4 percent (Figure 3.4a).

For Latino students, the event dropout rates for public high school students ranges from 12.1 percent in Colorado to 2.2 percent in Alabama (Figure 3.4c). States with the highest event dropout rates for Latino students were Colorado, Michigan, Ohio, Massachusetts and Rhode Island. Colorado is one of the top 10 states by Latino population. Conversely, the states with the lowest rates were Alabama, Indiana, New Hampshire, New Jersey and Idaho (Figure 3.4c). New Jersey is one of the top 10 states by Latino population.

30.0%

As of 2010, three of the top 10 states by Latino population (California, New Mexico and Texas) have a legal age of 18 for students to legally drop out of school.

When interpreting this measure, what should be kept in mind? A dropout is an individual who was enrolled at some point during the prior year, was not enrolled at the beginning of the current year, did not graduate or earn equivalency, and met the test for exclusion. Students may be excluded for the following reasons: They transferred to another public school district, private school or state- or district-approved education program; they had a temporary absence due to suspension or a school-approved illness; or because of death.⁶⁰ Although this definition is rather comprehensive, it fails to account for students who repeat a grade — another barrier for Latino students — or those who reenter the educational system after initially being labeled a dropout.

When comparing graduation rates, the reader is encouraged to also take into account the age that students are legally able to drop out of school in a given state. States that allow students to legally drop out of school at age 16 may see more students who drop out in the ninth and 10th grades, while states that allow students to legally dropout of school at 17 or 18 may experience higher dropout rates in the 11th or 12th grades. This context is especially important when analyzing dropout rates by grade level.

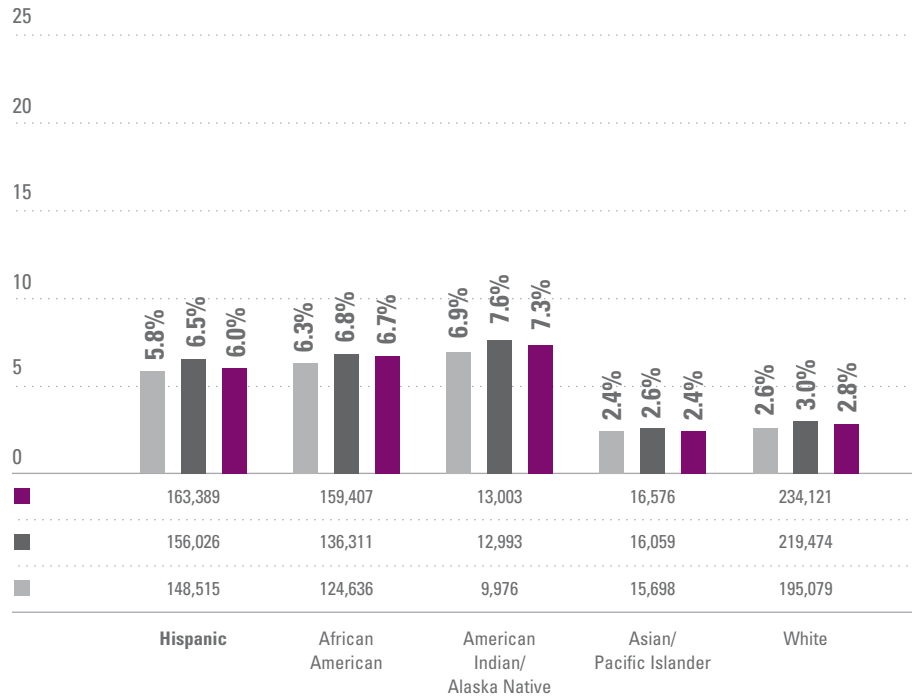
60. National Center for Education Statistics, Public School Graduates and Dropouts from the Common Core of Data: School Year 2007–2008 (NCES 2010-341). Retrieved June 3, 2011, from <http://nces.ed.gov/pubs2010/2010341.pdf>

3.4a

National Event Dropout Rates of Public High School Students in Grades 9–12 by Race/Ethnicity, 2006–2008

■ 2008
■ 2007
■ 2006

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data, 2008, 2010*.
Note: Race categories exclude persons of Hispanic origin unless specified.



3.4b

State Statutory Age When Students Can Legally Drop Out, 2010

Source: Education Commission of the States, 2010

Note: Indiana: An individual is required to stay in school until he or she: graduates; is between 16 and 18 and meets the requirements for an exit interview; or reaches at least 18 years of age. Withdrawal before 18 requires parent/guardian's and principal's written permission. Louisiana: "A child between ages 17 and 18 may withdraw from school prior to graduation if both the following circumstances exist: (a) The written consent of his parents, tutor or legal guardian. (b) An exit interview is conducted where the student and his parent, tutor or legal guardian provide written acknowledgment that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future. During such exit interview, a student who is withdrawing from school shall be given information that has been prepared and supplied by the Louisiana Workforce Commission regarding available training and employment opportunity programs, provided such information is available." Montana: requires that a child shall remain in school until the latter of either the child's 16th birthday or the date of completion of the work of the eighth grade. New Hampshire: The superintendent may grant waivers upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent. New York: Both New York City and Buffalo require minors to attend school from age 6 until age 17. Each district in the state is authorized to require minors between 16 and 17 who are not employed to attend school. The board of education of the Syracuse city school district is authorized to require minors who are age 5 on or before December 1st to attend kindergarten instruction. Texas: School districts may require persons who voluntarily enroll in school or voluntarily attend school after their 18th birthday to attend school until the end of the school year. Virginia: "For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board ..."

AGE 18

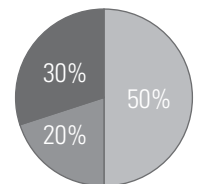
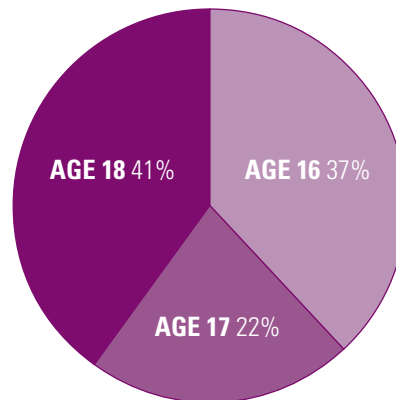
California
Connecticut
District of Columbia
Hawaii
Indiana
Kansas
Louisiana
Michigan
Nebraska
Nevada
New Hampshire
New Mexico
Ohio
Oklahoma
Oregon
South Dakota
Texas
Utah
Virginia
Washington
Wisconsin

AGE 17

Alabama
Arkansas
Colorado
Illinois
Maine
Mississippi
Missouri
Pennsylvania
South Carolina
Tennessee
West Virginia

AGE 16

Alaska
Arizona
Delaware
Florida
Georgia
Idaho
Iowa
Kentucky
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Massachusetts
Minnesota
Montana
New Jersey
New York
North Carolina
North Dakota
Rhode Island
Vermont
Wyoming



TOP 10*

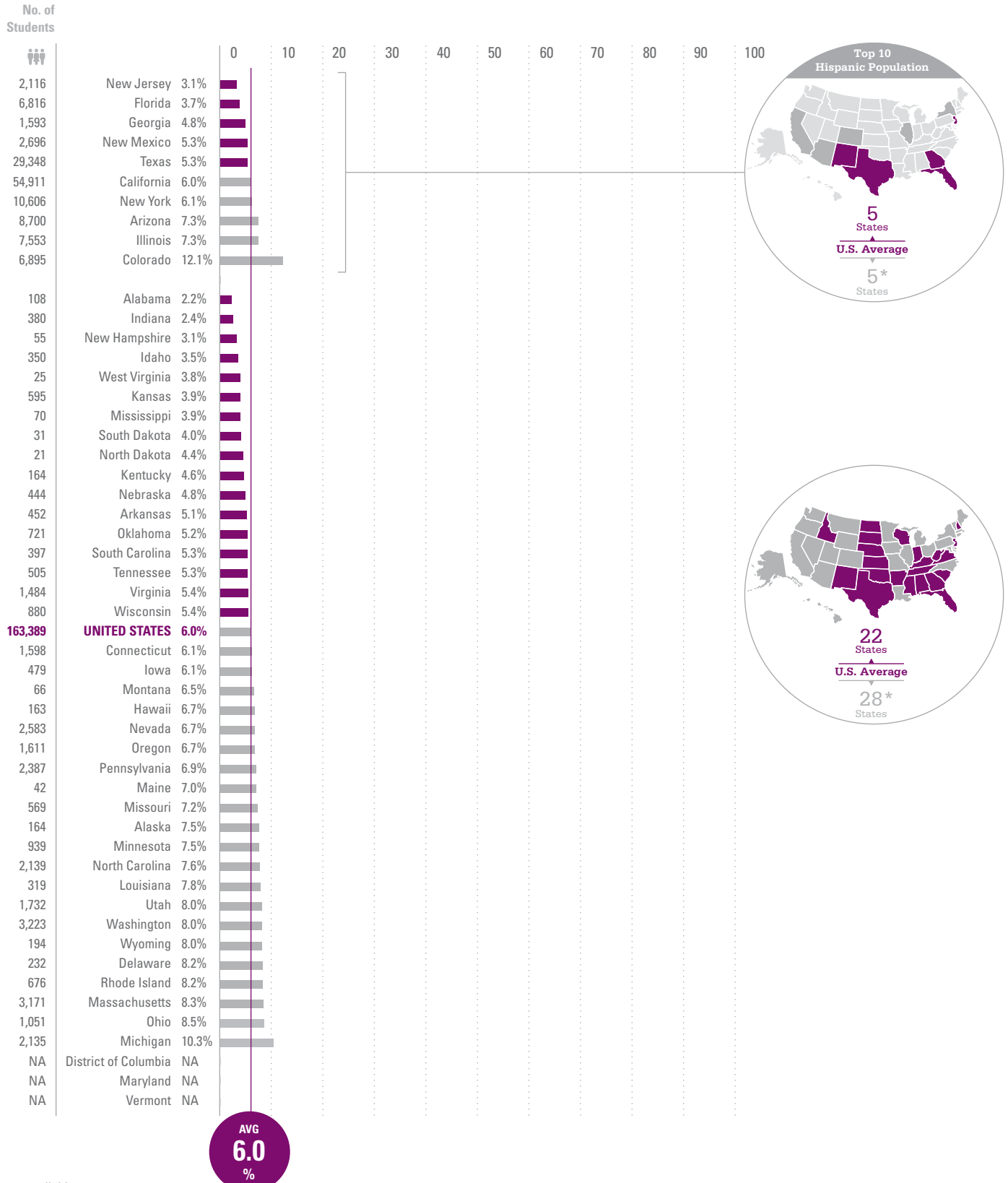
*10 states with the largest Latino populations

3.4c

Event Dropout Rates for Hispanic Public School Students in Grades 9–12 by State Rank, 2008

Source: NCES, Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08, 2010

Note: State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.



*NA is not available

Cuatro

Align the K–12 education system with international standards and college admission expectations

WE RECOMMEND that governors, legislators and state education agencies work to provide a world-class education to every American student by aligning high school programs with international benchmarks tied to the demands of college and career.

The United States continues to fall behind developed nations in the number of college graduates annually produced. Too few of our high school graduates transition to and graduate from college with two-year and four-year degrees. Latino students are no exception and represent a sizable segment of the high school population that is “stopping out” of the educational continuum to work and help support their families. College preparation early — in middle school at the latest — is crucial for better positioning of Latino students to visualize themselves in college and to actualize their early aspirations. Research on college aspirations has shown Latinos to have high aspirations for degree attainment.⁶¹ Translating these aspirations into a plan for attainment early in a student’s educational trajectory is where the K–12 system may better align with college admission expectations. Latino students need better preparation in addition to information.⁶²

Latino students continue to lag behind their peers in achievement, as measured by state and federal standardized test scores, low high school graduation rates and low transition to college rates. These outcomes are a direct reflection of an achievement gap that begins very early for Latino students.⁶³ Students who have difficulty in curriculum content early are more likely to become disengaged with school in the primary grades — contributing to a cycle of underachievement and high attrition rates by the time the students reach high school.

Access to a rigorous college-going curriculum in high school is uneven, particularly in the schools that Latino students attend.⁶⁴ Access to a rigorous and challenging curriculum in high school will better prepare students for college-level curriculum and reduce the need for remediation in college. As of 2008, 45.1 percent of Latino students require remediation in college (See Figure 4.4). Few states have strong connections between the K–12 and postsecondary sectors with respect to the content taught in secondary schools and the content expected in college.

The Common Core State Standards movement is attempting to ensure greater alignment in curriculum content across states in English/language arts and math. This effort calls for individual states to provide a clear framework for teachers, schools and families on the content knowledge a student should have access to and acquire in the core subject areas. Under the high stakes accountability framework that NCLB established, the Common Core State Standards have emerged as a step toward consistency in curricular delivery.

61. Kao, G., and Tienda, M. (1998). Educational Aspirations of Minority Youth. *American Journal of Education* 106(3), (May, 1998), pp. 349–384. The University of Chicago Press; Swail, W. S., Cabrera, A. F., Lee, C., and Williams, A. (2005). Pathways to the bachelor’s degree for Latino students. Washington, DC: The Educational Policy Institute; Contreras, et al., 2008.

62. Cabrera, A. F. and La Nasa, S. M. (2001). On the Path to College: Three critical tasks facing America’s disadvantaged. *Research in Higher Education*, 42(2), 119–150; McDonough, P. (2004). Counseling Matters: Knowledge, Assistance, and Organizational Commitment in College Preparation. In William G. Tierney, Zoë B. Corwin and Julia E. Colyar (Eds.) *Preparing for College: Nine Elements of Effective Outreach*. Albany, NY: SUNY Press.

63. Gandara and Contreras, 2009.

64. Contreras, 2005; Gandara and Contreras, 2009.

Greater alignment between the K–12 and postsecondary sectors on curricular content and offerings will provide opportunities for K–12 and postsecondary collaboration,⁶⁵ and allow for modifications to curricular approaches to better respond to the standards that exist in higher education. Equity in Common Core Standards delivery and oversight is an important aspect for greater consideration to ensure that Latino students have access to applicable, equitable and appropriate modes of curricular delivery as the states attempt to meet these standards.

Inadequate preparation for college-level course work is another factor predicting college retention and success. Remediation, the institutional response to under preparation, is an important part of the college experience for many low-income, first-generation students. For the 1992 cohort of 12th-grade students entering higher education, 20.3 percent of Latinos are required to take remedial courses, with the majority of Latino students needing more than two remedial classes while in college.⁶⁶ The fact that one in five Latinos are enrolled in at least one remedial course in college affirms the need for greater alignment with the K–12 sector to reduce inequities, but this also raises the need for targeted efforts to ensure that students persist despite the need for remediation.

The following indicators are presented to monitor the degree to which the nation is aligning K–12 education systems with international standards and college admission expectations:

- Percentage of public high schools offering Advanced Placement® (AP®) or International Baccalaureate (IB) courses in the four core subject areas;
- Percentage of states with alignment between K–12 and higher education standards; and
- Percentage of students in remedial college classes.

65. Conley, 2008, Rethinking College Readiness, EPIC.

66. U.S. Department of Education, National Center for Education Statistics. *Remedial Education at Degree-Granting Postsecondary Institutions* in Fall 2000, NCES 2004-010, by Basmat Parsad and Laurie Lewis. Project Officer: Bernard Greene. Washington, DC: 2003.

General Findings for This Recommendation

- As of 2010, five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP or IB courses in the four core subject areas (English language arts, mathematics, science and social studies) above the U.S. average.
- As of 2010, five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP courses in the four core subject areas (English/ language arts, mathematics, science and social studies) above the U.S. average.
- As of 2010, five of the top 10 states by Latino population (Florida, Colorado, Georgia, California and Arizona) have percentages of public high schools that offer IB courses above the U.S. average.
- As of 2010, 16 percent of AP Exam takers are Hispanic.
- As of 2010, five of the top 10 states by Latino population (Florida, Colorado, Georgia, California and Arizona) have percentages of public high schools that offer IB courses above the U.S. average.
- As of 2010, nine of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have alignment between high school standards and college and workplace expectations.
- As of 2010, five of the top 10 states by Latino population (Texas, New York, Arizona, New Mexico and Georgia) have alignment between high school graduation requirements and college and workplace expectations.
- As of 2010, six of the top 10 states by Latino population (California, Texas, New York, Illinois, Colorado and Georgia) have college- and career-ready assessment systems.
- As of 2010, three of the top 10 states by Latino population (Texas, Florida and Georgia) have P–20 longitudinal data systems that integrate educational information from preschool through graduate school.
- As of 2010, nine of the top 10 states by Latino population (California, Florida, New York, Illinois, Arizona, New Jersey, Colorado, New Mexico and Georgia) have adopted the Common Core State Standards in English language arts and mathematics.
- As of 2008, the remediation rate for Latinos is 45.1 percent.

50.0%

As of 2010, five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP or IB courses in the four core subject areas (English/language arts, mathematics, science and social studies) above the U.S. average.

50.0%

As of 2010, five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP courses in the four core subject areas (English/language arts, mathematics, science and social studies) above the U.S. average.

Percentage of Public High Schools Offering AP® or IB Courses in the Four Core Subject Areas

What is this measure, and why is this measure important to Latinos?

This indicator measures the percentage of public high schools in the United States that offer AP or IB courses in each of the four core subject areas: English/language arts, mathematics, science and social studies.

AP is a cooperative endeavor between secondary schools and colleges; college faculty connect college-level standards into the development, validation, and scoring processes. Comparability studies ensure that the performance of students on AP Exams is aligned to the performance of students in the comparable college course.

In 2009, a study revealed that IB standards were highly aligned to the Knowledge and Skills for University Success (KSUS) college-ready standards in terms of both cognitive strategies and individual subject area knowledge.⁶⁷ Both programs are a good measure of the alignment of high-school standards to college expectations.

What policy issues for Latinos are associated with this measure? There is considerable variation among college and university policies that specify the score a student must achieve on an AP and/or IB exam to receive college course credit or advanced standing. As more academically prepared high school students gain access to AP, IB, and other rigorous course work, state leaders and policymakers should consider the extent to which the variance among institutions' college credit granting policy presents barriers for these students as they transition to college.

Aligned standards for college readiness will streamline and strengthen an effective K–16 educational system. States should work with higher education institutions to ensure that students who successfully complete rigorous course work and demonstrate academic proficiency through examinations offered by AP and IB earn college credit towards their bachelor's degrees regardless of the institution they attend. While state policymakers often face challenges reconciling the competing values of system efficiency/accountability and institutional autonomy, research findings confirm that earning credit through AP and IB yields a range of positive outcomes, including improved academic persistence and enhanced disciplinary focus. Policymakers can review and compare state policies for awarding credit for AP and IB by using the Education Commission of the States' searchable database.⁶⁸

67. Conley, D. T., and Ward, T. (2009). *Summary Brief: International Baccalaureate Standards Development and Alignment Project*. Eugene, OR: Educational Policy Improvement Center.

68. <http://mb2.ecs.org/reports/Report.aspx?id=2134>

50.0%

As of 2010, five of the top 10 states by Latino population (Florida, Colorado, Georgia, California and Arizona) have percentages of public high schools that offer IB courses above the U.S. average.

16.0%

As of 2010, 16 percent of AP Exam takers are Hispanic.

Through efforts like the College Board's AP Florida Partnership promoting educational excellence and equity for all students, and state requirements to administer the PSAT/NMSQT® or PLAN in 10th grade, students can be identified for rigorous course work early in their high school years, encouraging increased access and success.

Where are Latinos now? As of 2010, 33.7 percent of public high schools across the nation offer AP or IB courses in the four core subject areas (English/language arts, mathematics, science and social studies). Five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP or IB courses in the four core subject areas above the U.S. average. However, New York, Illinois, Texas, Arizona and New Mexico all have percentages of public high schools that offer AP or IB courses in the four core subject areas below the U.S. average (Figure 4.1a).

Five of the top 10 states by Latino population (New Jersey, Georgia, Florida, California and Colorado) have percentages of public high schools that offer AP courses in the four core subject areas (English/language arts, mathematics, science and social studies) above the U.S. average. However, New York, Illinois, Texas, Arizona and New Mexico all have percentages of public high schools that offer AP courses in the four core subject areas below the U.S. average (Figure 4.1b). As of 2010, 16 percent of AP Exam takers are Hispanic (Figure 4.1c).

Five of the top 10 states by Latino population (Florida, Colorado, Georgia, California and Arizona) have percentages of public high schools that offer IB courses above the U.S. average. However, New York, Texas, New Jersey, Illinois and New Mexico all have percentages of public high schools that offer IB courses in the four core subject areas below the U.S. average (Figure 4.1d).

When interpreting this measure, what should be kept in mind? The presentation of AP and IB courses should not be misconstrued as the only types of rigorous high school curricula. This measure should be used as one gauge of the amount of rigor available to students in public high schools across the nation. Rigorous course work can also be found in magnet and honors programs throughout the country; however, data for these programs are limited and do not meet the standards for inclusion in this report. While there is cause for concern about limited availability of AP core course curricula in some schools, a list of 171 online AP course providers is available through the AP Course Ledger website.

Readers should also consider that a school is counted whether or not it offers one or 30 AP courses. This indicator only addresses participation (i.e., access) and not performance, which is more closely tied to college readiness. Taking IB, for example, is not the same thing as earning the IB diploma.

College and career readiness pertains to the skills and content knowledge that students should possess in reading, mathematics, writing and communications in order to be successful in the workforce or in college.⁶⁹

A growing number of educational leaders contend that institutional, state, and federal policies can create unintended barriers for low-income and minority students. Several states have enacted legislation to reduce these barriers and improve higher education system accountability by 1) Ensuring that AP and IB credit policies accurately inform prospective students and families about credit-granting and tuition saving options; 2) supporting seamless articulation of postsecondary credit for qualifying AP and IB exam scores; and 3) Ensuring broader consistency among the states postsecondary institutions to maximize the application of credit and reduce the accumulation of excess credits. The Education Commission of the States provides a searchable database comparing state policies on awarding credit for AP and IB exam scores.⁷⁰

While low-income and minority students continue to struggle with access to college for a number of reasons, states should not focus solely on affordability. There are a number of exemplary state models and initiatives that have expanded access to AP and IB courses.⁷¹ Promising practices underscore the need to create greater access to college admission exams (SAT® and ACT) and simplify the financial aid application process, while promoting a resolute commitment to eliminate barriers that limit underserved and low-income students from access to rigorous course work.

69. Wiley, A., Wyatt, J., and Camara, W. J., *The Development of a Multidimensional College Readiness Index* (College Board Research Report No. 2010-3) (New York: The College Board, 2010).

70. The Education Commission of the States, *Advanced Placement: State Requires Postsecondary Institutions to Award Credit for AP Exam Scores* (2010). <http://mb2.ecs.org/reports/Report.aspx?id=2134>

71. The Education Commission of the States Policy Brief, *Strategies to Empower Low-Income and Minority Students in Gaining Admission to and Paying for College*, (2008).

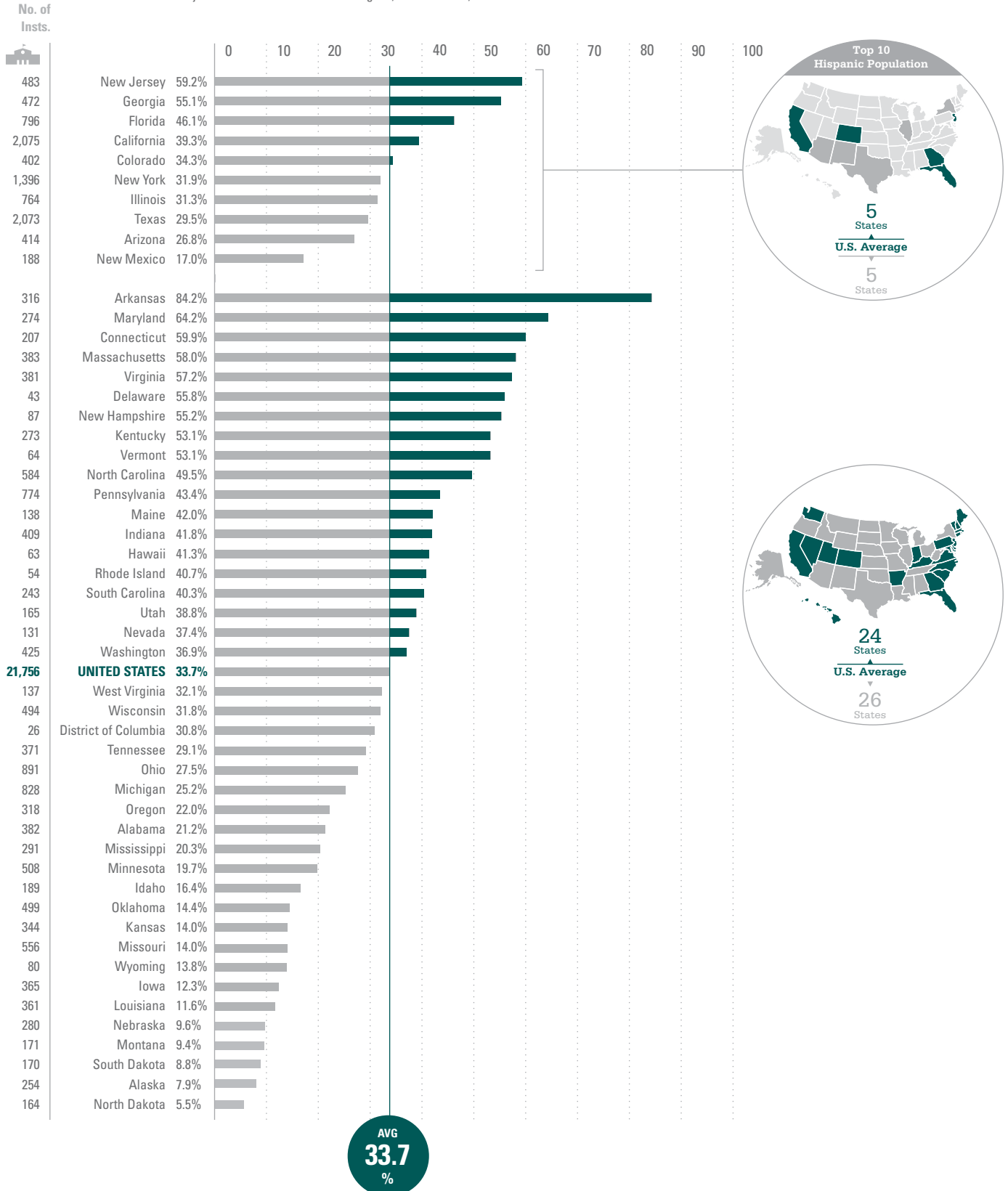
4.1a

Percentage of Public High Schools¹ Offering AP[®] or IB Courses in the Four Core Subject Areas,² 2010

Source: The College Board and International Baccalaureate, 2010.

¹Number of public high schools in the United States, as maintained by the College Board.

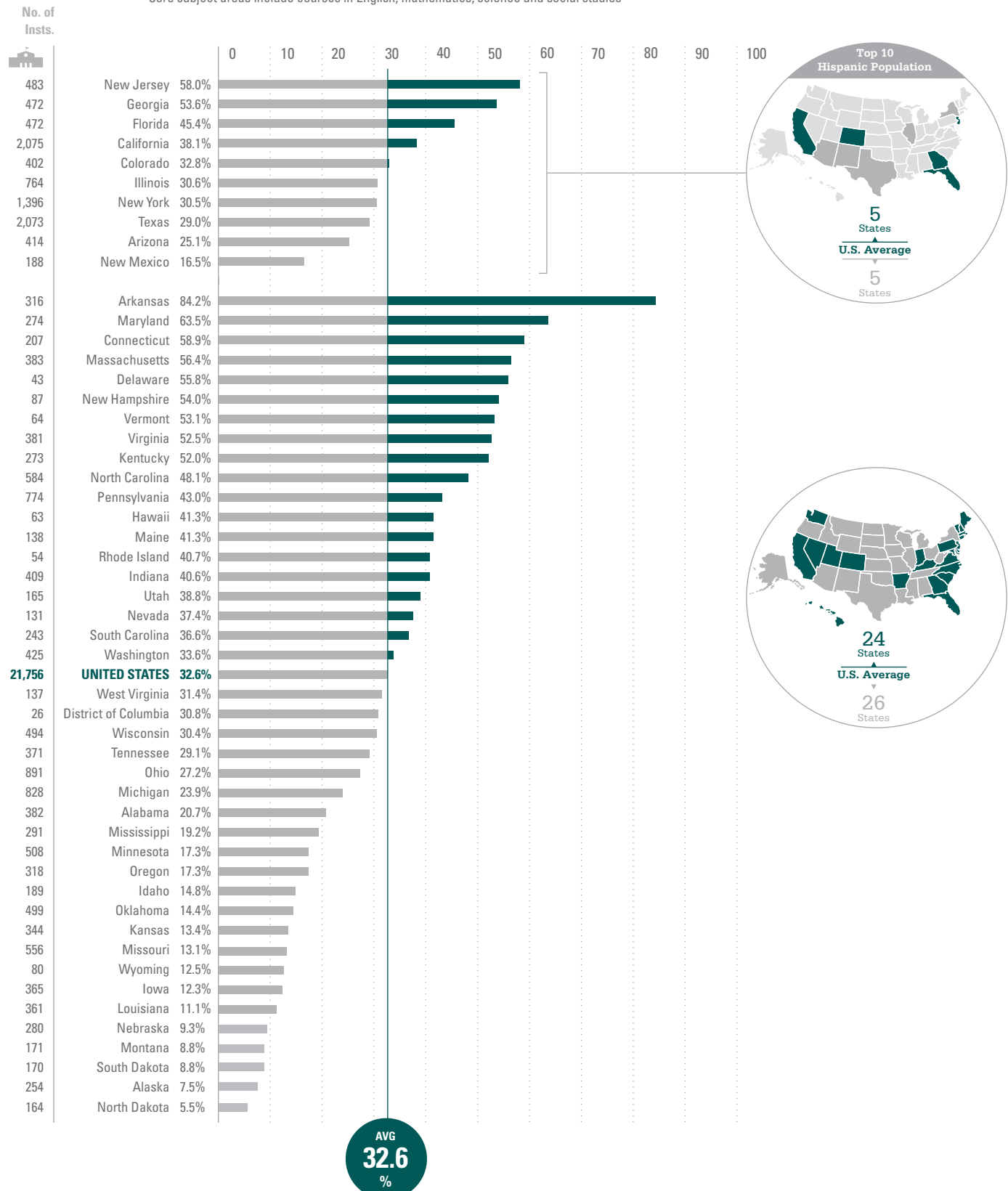
²Core subject areas include courses in English, mathematics, science and social studies.



4.1b

Percentage of Public High Schools¹ Offering Advanced Placement® (AP®) in the Four Core Subject Areas,² 2010

Source: The College Board, 2010

¹ Number of public high schools in the United States, as maintained by the College Board² Core subject areas include courses in English, mathematics, science and social studies

4.1c

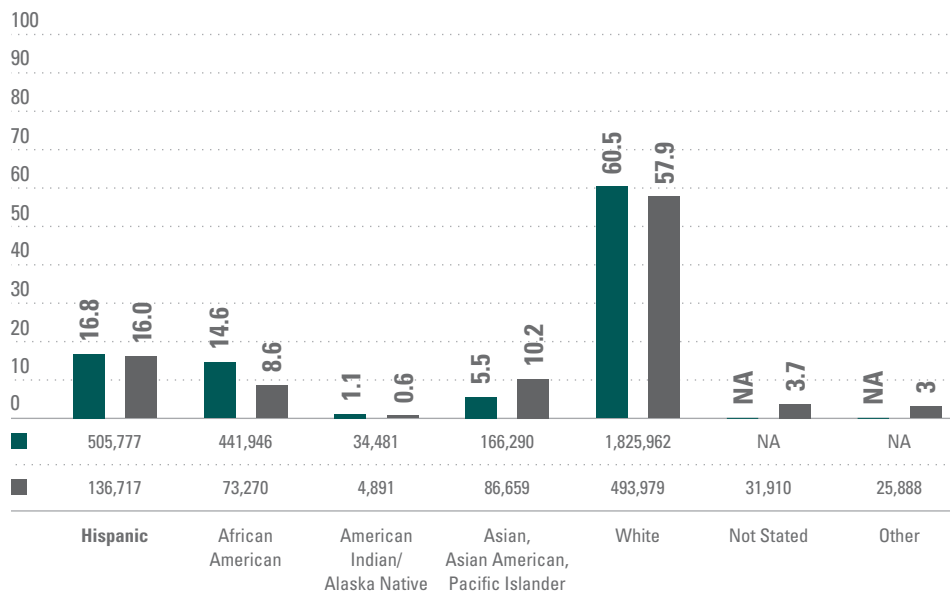
Public High School Student Population and AP Examinee Population by Race/Ethnicity for the Class of 2010

Source: College Board, 7th Annual AP Report to the Nation, 2011

¹ "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

² These examinees include all public school students in the class of 2010 who took an AP Exam at any point in high school. Because some AP Exam takers identify themselves as "Other" for ethnicity or do not provide ethnicity, the "AP Examinee Population" in this figure only represents 93.2% of the AP population in 2010 and the AP 3+ or higher represents only 89.8 percent of the AP 3 or higher population.

Overall Student Population¹
AP Examinee Population²



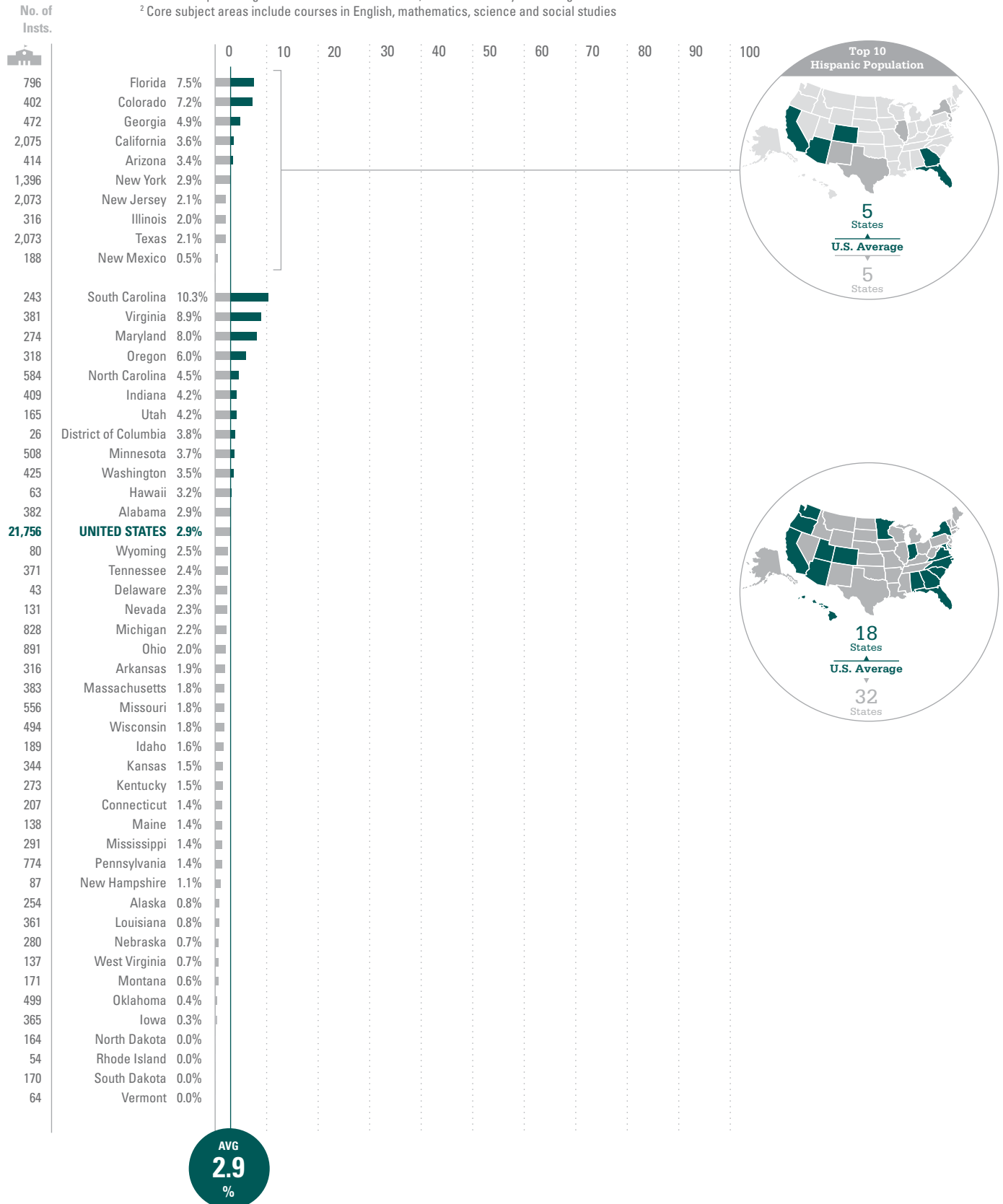
4.1d

Percentage of Public High Schools¹ Offering IB Courses in the Four Core Subject Areas,² 2010

Source: The College Board and International Baccalaureate, 2010

¹ Number of public high schools in the United States, as maintained by the College Board

² Core subject areas include courses in English, mathematics, science and social studies



90%

As of 2010, nine of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have alignment between high school standards and college and workplace expectations.

50%

As of 2010, five of the top 10 states by Latino population (Texas, New York, Arizona, New Mexico and Georgia) have alignment between high school graduation requirements and college and workplace expectations.

Percentage of States with Alignment Between K–12 and Higher Education Standards

What is this measure, and why is this measure important to Latinos?

This indicator measures the degree to which states have coordinated K–12 and postsecondary expectations to ensure that students have access to and complete a high school curriculum that will prepare them for success after graduation. Measures include the percentage of states that have aligned high school standards and college and workplace expectations, the percentage of states with alignment between high school graduation requirements and college and workplace expectations, the percentage of states with college- and career-ready assessment systems, the percentage of states with longitudinal data systems connecting preschool through graduate study educational data, and the percentage of states committed to adopting the Common Core State Standards. These measures are important because they establish the state environment necessary to foster student access to a curriculum that will ensure they are ready for college and work after leaving high school.

What policy issues for Latinos are associated with this measure? These measures are important because they reflect policies that have the potential to improve educational and workforce outcomes. Thus, states should encourage collaboration and alignment between K–12 and higher education in order to decrease remediation and increase success in college or the workplace.

Where are Latinos now? As of 2010, nine of the top 10 states by Latino population (California, Texas, Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have alignment between high school standards and college and workplace expectations (Figure 4.2a). However, only five of the top 10 states by Latino population (Texas, New York, Arizona, New Mexico and Georgia) have alignment between high school graduation requirements and college and workplace expectations (Figure 4.2b). Six of the top 10 states by Latino population (California, Texas, New York, Illinois, Colorado and Georgia) have college- and career-ready assessment systems (Figure 4.2c). Three of the top 10 states by Latino population (Texas, Florida and Georgia) have P–20 longitudinal data systems that integrate educational information from preschool through graduate school (Figure 4.2d). Nine of the top 10 states by Latino population (California, Florida, New York, Illinois, Arizona, New Jersey, Colorado, New Mexico and Georgia) have adopted the Common Core State Standards in English/language arts and mathematics (Figure 4.2e).

When interpreting this measure, what should be kept in mind? There is a lot of variation in high school graduation requirements across states. High schools and institutions of higher education may work together to align courses within a state, but until these standards are implemented nationwide, students who attend out-of-state colleges may find it difficult to make sure these systems are aligned.

60%

As of 2010, six of the top 10 states by Latino population (California, Texas, New York, Illinois, Colorado and Georgia) have college- and career-ready assessment systems.

30%

As of 2010, three of the top 10 states by Latino population (Texas, Florida and Georgia) have P-20 longitudinal data systems that integrate educational information from preschool through graduate school.

4.2a

Percentage of States with Alignment Between High School Standards and College and Workplace Expectations, 2010

Source: Achieve, Inc., 2010

YES

Alabama

Arizona

Arkansas

California

Colorado

Delaware

Florida

Georgia

Indiana

Kentucky

Louisiana

Maine

Maryland

Michigan

Minnesota

Mississippi

Nebraska

New Jersey

New Mexico

New York

North Carolina

Ohio

Oklahoma

Oregon

Rhode Island

South Carolina

Tennessee

Texas

Virginia

Washington

West Virginia

NO

Alaska

Connecticut

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Hawaii

Idaho

Illinois

Iowa

Kansas

Massachusetts

Missouri

Montana

Nevada

New Hampshire

North Dakota

Pennsylvania

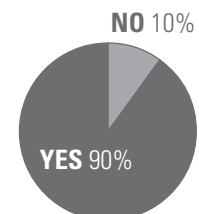
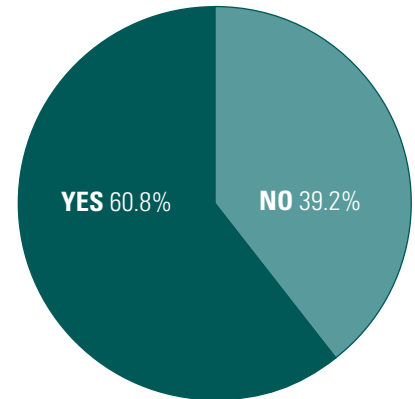
South Dakota

Utah

Vermont

Wisconsin

Wyoming



TOP 10*

*10 states with the largest Latino populations

4.2b

Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010

Source: Achieve, Inc., 2010

YES

Alabama

Arizona

Arkansas

Delaware

District of Columbia

Georgia

Indiana

Kentucky

Michigan

Minnesota

Mississippi

Nebraska

New Mexico

New York

North Carolina

Ohio

Oklahoma

South Dakota

Tennessee

Texas

Washington

NO

Alaska

California

Colorado

Connecticut

Florida

Hawaii

Idaho

Illinois

Iowa

Kansas

Louisiana

Maine

Maryland

Massachusetts

Missouri

Montana

New Jersey

Nevada

New Hampshire

North Dakota

Oregon

Pennsylvania

Rhode Island

South Carolina

Utah

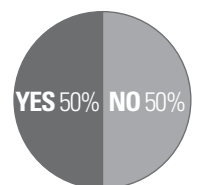
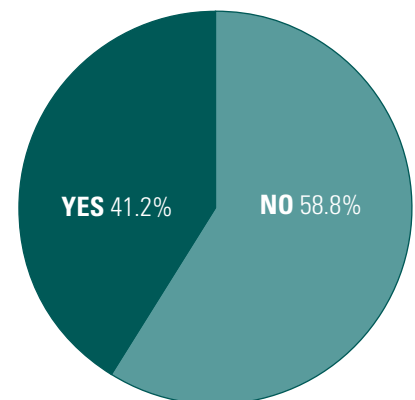
Vermont

Virginia

West Virginia

Wisconsin

Wyoming



TOP 10*

*10 states with the largest Latino populations

90%

As of 2010, nine of the top 10 states by Latino population (California, Florida, New York, Illinois, Arizona, New Jersey, Colorado, New Mexico and Georgia) have adopted the Common Core State Standards in English/language arts and mathematics.

4.2c

Percentage of States with College- and Career-Ready Assessment Systems, 2010

Source: Achieve, Inc., 2010

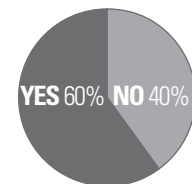
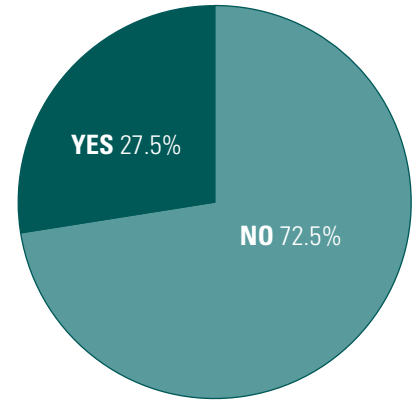
YES

Alabama
California
Colorado
Georgia
Hawaii
Illinois
Kentucky
Louisiana
Maine
Michigan
New York
Tennessee
Texas
Wisconsin

NO

Alaska
Arizona
Arkansas
Connecticut
Delaware
District of Columbia
Florida
Idaho
Indiana
Iowa
Kansas
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada

New Hampshire
New Jersey
New Mexico
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Utah
Vermont
Virginia
Washington
West Virginia
Wyoming



TOP 10*

*10 states with the largest Latino populations

4.2d

Percentage of States with P-20 Longitudinal Data Systems, 2010

Source: Achieve, Inc., 2010

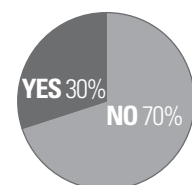
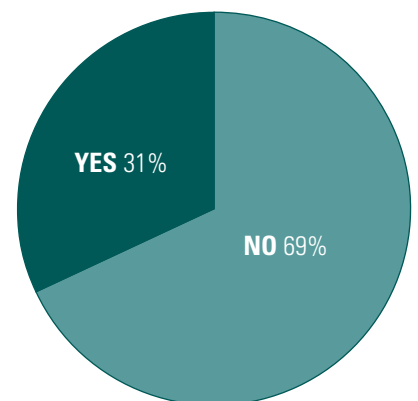
YES

Alabama
Alaska
Arkansas
Delaware
Florida
Georgia
Iowa
Louisiana
Missouri
Nevada
Oregon
Pennsylvania
Texas
Utah
Washington
Wyoming

NO

Arizona
California
Colorado
Connecticut
District of Columbia
Hawaii
Idaho
Illinois
Indiana
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Montana

Nebraska
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Rhode Island
South Carolina
South Dakota
Tennessee
Vermont
Virginia
West Virginia
Wisconsin



TOP 10*

*10 states with the largest Latino populations

4.2e

Percentage of States That Have Adopted the National Common Core Standards, 2010

Source: National Governors Association and Council of Chief State School Officers, Common Core Standards Initiative, 2010.

YES

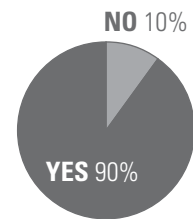
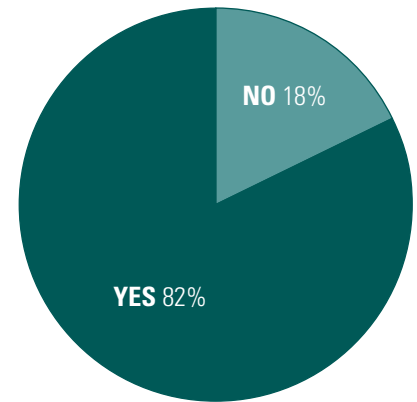
Alabama
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Florida
Georgia
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Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maryland

Massachusetts
Michigan
Mississippi
Missouri
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North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Utah

Vermont
West Virginia
Wisconsin
Wyoming

NO

Alaska
Maine
Minnesota
Montana
Nebraska
North Dakota
Texas
Virginia
Washington



TOP 10*

*10 states with the largest Latino populations

45.1%

As of 2008, the remediation rate of Latinos is 45.1 percent.

Percentage of Students in Remedial College Classes

What is this measure, and why is this measure important to Latinos?

This measure monitors the proportion of first- and second-year undergraduate students who enroll in developmental or remedial courses to enhance their basic reading, writing, mathematics or studying skills. Data presented in this measure can be employed to assess how well schools are preparing students for college-level work. Included in the data are both degree- and nondegree-seeking students. This measure is important when considering how well K–12 school systems are serving Latino students.

What policy issues for Latinos are associated with this measure?

Pertaining to public opinion, which in turn influences public policy, there is a continual debate about whether remedial course offerings are appropriate at the college level and, if so, which postsecondary institutions should offer them (e.g., two-year colleges).⁷² There is further concern about the costs required to administer remedial courses and the impact of such courses on academic standards at four-year institutions.⁷³ As a result, some states have limited their support of remedial courses at four-year institutions and are restricting the use of public funds allocated for such courses. The fundamental policy issue is that students — particularly Latinos — are not adequately prepared to succeed in college upon enrollment. If postsecondary degree attainment for Latino students is to improve, this issue must remain a priority.

Where are Latinos now? As of 2008, 37.6 percent of first- and second-year undergraduate students had taken at least one remedial college class (Figure 4.3). The lowest remediation rates were for whites (33.1 percent), those of “two or more races” (35.5 percent), “other” (37.0 percent) and Asian (38.1 percent); the remediation rates were considerably higher among African Americans (47.3 percent), Latinos (45.1 percent) and American Indians (43.9 percent; Figure 4.3).

72. McCabe, R., *No One to Waste* (Denver: Community College Press, 2000); Shults, C., *Institutional Policies and Practices in Remedial Education: A National Study of Community Colleges* (ED447884) (Washington, DC: American Association of Community Colleges, 2000).

73. Hoyt, J., and Sorenson, C., “High School Preparation, Placement Testing, and College Remediation,” *Journal of Developmental Education* 25, no. 2 (2001): 26–33.

When interpreting this measure, what should be kept in mind?

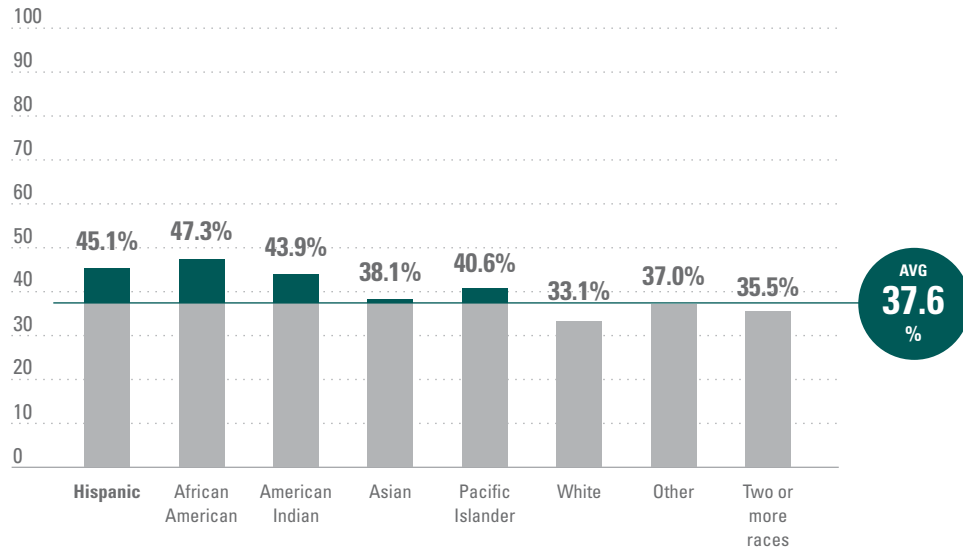
The National Center for Education Statistics generally defines postsecondary remedial education as courses in reading, writing, mathematics or study skills for college-level students lacking the skills necessary to perform the level required by the institution.⁷⁴ Although these courses are taken while in college, students may not earn credit toward degree attainment. Unlike data from other indicators in this report, the National Postsecondary Student Aid Study (NPSAS) data include Puerto Rico. The NPSAS is based on a nationally representative sample of all students enrolled in postsecondary education. However, for this indicator, only responses from first- and second-year undergraduates were considered to address the issue of remedial courses.

74. Parsad, B., Lewis, L., and Greene, B., Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000 (Washington, DC: National Center for Education Statistics, November 2003).

4.3 Percentage of First- and Second-Year Undergraduates in Remedial Courses after High School Graduation by Race/Ethnicity, 2008

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010.

African American includes black, Hispanic includes Latino, American Indian includes Alaska Native, Pacific Islander includes Native Hawaiian, and Other includes respondents having origins in a race not listed.



Cinco

Improve teacher quality
and focus on recruitment
and retention

WE RECOMMEND that states, localities and the federal government step up to the crisis in teaching by providing market-competitive salaries, creating multiple pathways into teaching, and fixing the math and science crisis.

Latino children are the most likely to attend poorly resourced schools with teachers who do not possess advanced degrees and who have the least teaching experience in the profession.⁷⁵ Over 48 percent of Latinos attend high schools where more than 76 percent of the students qualify for free and reduced-price lunches. Even fewer teachers have the capacity to serve ELL students in public schools, despite the ever-increasing demand to serve bilingual and bicultural students.⁷⁶

In schools where 76 to 100 percent of the students qualify for free and reduced-price lunches, 38 percent of secondary teachers possessed an advanced degree, compared to 52 percent of secondary teachers in schools with less than 25 percent of their student body qualifying for free and reduced-price lunches.⁷⁷

In addition to lower academic qualifications, Latino students are more likely to be taught by teachers who do not possess a degree in the content area in which they are teaching and by teachers without the appropriate certification. For example, LA elementary schools were more likely to have higher percentages of teachers with probationary (5.1 percent) or temporary waivers or emergency credentials (6.4 percent).⁷⁸ At the secondary level, 5.2 percent of the teachers had probationary certification and 5.7 percent were temporary or emergency waiver teachers.⁷⁹ Close to half of Latino students are therefore attending schools where teachers are less likely to have advanced degrees or who lack the appropriate certification to teach altogether. Improving teacher quality is therefore a critical component of raising Latino student achievement in the K–12 sector and increasing the number of Latino students who transition to and persist successfully through college. Although the teacher workforce has witnessed an increase in the percentage of teachers with advanced degrees in the last decade,⁸⁰ graduate degrees or formal certification represent a more narrow conception of teacher quality and effectiveness⁸¹ and are one piece of a complex puzzle. The research from the field suggests conflicting evidence that advanced degrees or certification alone have the greatest impact on teacher effectiveness.⁸² However, Darling-Hammond and colleagues, using longitudinal data from Texas, found that certified teachers consistently produced greater student achievement gains than noncertified teachers. In addition, teacher effectiveness appears to be strongly related to preparation prior to entering the profession.⁸³

75. Gandara and Contreras, 2009; Darling-Hammond, 2010.

76. Gandara and Contreras, 2009; Gandara and Gibson, 2010.

77. Aud, S., Hussar, W., Planty, M., Snyder, T., Bianco, K., Fox, M., Frohlich, L., Kemp, J., Drake, L., *The Condition of Education 2010* (NCES 2010-028) (Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2010), Table A-27-3.

78. NCES, *The Condition of Education*, 2010.

79. Ibid.

80. Ibid.

81. Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., and Vasquez Heilig, J., "Does teacher preparation matter? Evidence about teacher certification, Teach for America, and teacher effectiveness," *Education Policy Analysis Archives*, 13, no. 42 (2005): 1–51.

82. Goldhaber and Brewer, 1993; See also Darling-Hammond, Berry, and Thoreson, 2000, for their critique of Goldhaber's findings; Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., and Heilig, J. V., "Does teacher preparation matter?"

83. Darling-Hammond, L., Holtzman, D. J., Gatlin, S. J., and Heilig, J. V., "Does teacher preparation matter?"

There are multiple approaches to assessing teacher quality; those featured in this report include:

- State encouragement and support for teacher professional development;
- Percentage of public school teachers of grades nine through 12 by field;
- State policies on out-of-field teachers;
- Percentage of bachelor's, master's and doctoral degrees earned in education;
- Percentage of teachers leaving the profession;
- Data systems to monitor teacher quality; and
- Percentage of teachers by full-time teaching experience.

General Findings for This Recommendation

- As of 2010, seven of the top 10 states by Latino population (Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have professional development standards for K–12 teachers.
- As of 2010, funding is provided for all districts in the state to provide professional development for teachers in one of the top 10 states by Latino population (Georgia).
- As of 2010, two of the top 10 states by Latino population (New York and Georgia) require districts/schools to set aside time for professional development.
- As of 2010, five of the top 10 states by Latino population (Florida, New York, New Jersey, New Mexico and Georgia) require districts to align professional development with local priorities and goals.
- As of 2010, three of the top 10 states by Latino population (California, Florida and New York) provide incentives for teachers to earn National Board Certification.
- As of 2008, 6.9 percent of mathematics teachers are Hispanic.
- As of 2008, 4.2 percent of natural science teachers are Hispanic.
- As of 2010, four of the top 10 states by Latino population (Texas, Florida, New Mexico and Georgia) require parental notification of out-of-field teachers.
- As of 2010, one of the top 10 states by Latino population (Florida) places a ban or cap on the number of out-of-field teachers who are allowed in K–12 classrooms.
- As of 2008, Latinos earned 5.3 percent of bachelor's degrees earned in education.
- As of 2008, Latinos earned 6.8 percent of master's degrees earned in education.
- As of 2008, Latinos earned 5.2 percent of doctoral degrees earned in education.
- Across the nation, 5.6 percent of Hispanic public school teachers from the 2007-08 academic year did not return to the teaching profession the following year.

- Across the nation, 23.7 percent of Hispanic private school teachers from the 2007-08 academic year did not return to the teaching profession the following year.
- As of 2010, four of the top 10 states by Latino population (Texas, Florida, New York and Georgia) can link teacher evaluation to student achievement in their state data systems.
- As of 2010, three of the top 10 states by Latino population (California, Florida and New Mexico) have the ability to link teacher and student records by course/subject.
- As of 2010, all top 10 states by Latino population have assigned unique identification numbers to teachers.

70%

As of 2010, seven of the top 10 states by Latino population (Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have professional development standards for K–12 teachers.

10%

As of 2010, funding is provided for all districts in the state to provide professional development for teachers in one of the top 10 states by Latino population (Georgia).

State Encouragement and Support for Teacher Professional Development

What is this measure, and why is this measure important to Latinos?

To ensure that teachers continue to build on the knowledge and skills developed through undergraduate and/or graduate education, they must participate in ongoing professional development initiatives. The content of professional development activities for teachers may be guided by a set of agreed upon standards by a local education agency, the decision of the building administrator and/or the decision of an individual teacher. Thus, the quality of these experiences must be closely monitored to assure that teachers have access to knowledge that will provide more opportunity for students to attain college and career success. One such entity that monitors and identifies teachers who have met high standards based on what teachers know and should be able to do is the National Board for Professional Teaching Standards.⁸⁴

What policy issues for Latinos are associated with this measure?

Schools and districts are encouraged to implement policies and procedures that provide quality professional development for their teachers. Professional development opportunities should align with other goals and objectives within a school, district and/or state. This type of districtwide or schoolwide professional development compensates for the varied types of instruction teachers may receive in their preservice programs, and will help to alleviate the large-scale concerns across a local education agency. This will also ensure that the knowledge and skills of the teachers are being developed in the most effective areas.

Where are Latinos now? As of 2010, seven of the top 10 states by Latino population (Florida, New York, Arizona, New Jersey, Colorado, New Mexico and Georgia) have professional development standards for K–12 teachers (Figure 5.1a). Funding is provided for all districts in the state to provide professional development for teachers in one of the top 10 states by Latino population (Georgia) (Figure 5.1b). Two of the top 10 states by Latino population (New York and Georgia) require districts/schools to set aside time for professional development (Figure 5.1c), while five of the top 10 states by Latino population (Florida, New York, New Jersey, New Mexico and Georgia) require districts to align professional development with local priorities and goals (Figure 5.1d). Finally, three of the top 10 states by Latino population (California, Florida and New York) provide incentives for teachers to earn National Board Certification (Figure 5.1e).

84. National Board for Professional Teaching Standards; for more information, see <http://www.nbpts.org/>

20%

As of 2010, two of the top 10 states by Latino population (New York and Georgia) require districts/schools to set aside time for professional development.

50%

As of 2010, five of the top 10 states by Latino population (Florida, New York, New Jersey, New Mexico and Georgia) require districts to align professional development with local priorities and goals.

30%

As of 2010, three of the top 10 states by Latino population (California, Florida and New York) provide incentives for teachers to earn National Board Certification.

When interpreting this measure, what should be kept in mind?

Professional development models come in many different forms, with varying degrees of effectiveness. Although tracking the number of states with professional development initiatives is helpful in understanding the degree to which teachers have further educational opportunities beyond formal schooling, it is also important to track the effectiveness and quality of professional development courses.

5.1a

States with Professional Development Standards, 2010

Source: Education Week, Quality Counts, 2010

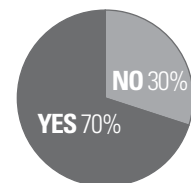
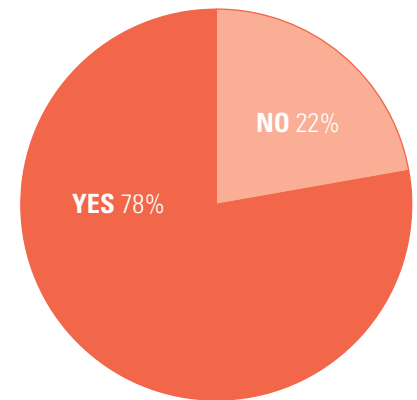
YES

Alabama
Arizona
Arkansas
Colorado
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Florida
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Hawaii
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Iowa
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Kentucky
Louisiana
Maine
Maryland
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Missouri
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New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Utah
Vermont
Virginia
Washington
West Virginia

NO

Alaska
California
District of Columbia
Idaho
Illinois
Nebraska
Nevada
South Dakota
Texas
Wisconsin
Wyoming



TOP 10*

*10 states with the largest Latino populations.

5.1b

States That Finance Professional Development for All Districts, 2010

Source: Education Week, Quality Counts, 2010

YES

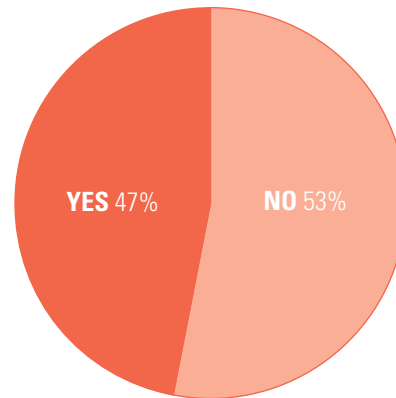
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Wisconsin

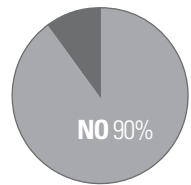
NO

Alaska
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Oklahoma
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Tennessee
Texas
Vermont
Wyoming



YES 10%



TOP 10*

*10 states with the largest Latino populations.

5.1c

States That Require Districts/Schools to Set Aside Time for Professional Development, 2010

Source: Education Week, Quality Counts, 2010

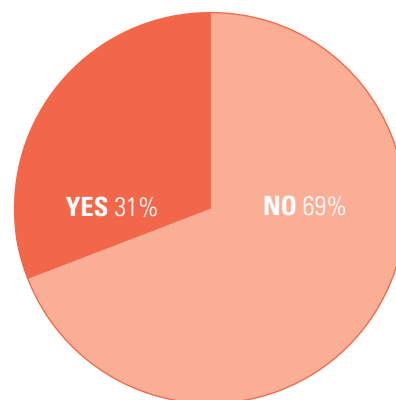
YES

Alabama
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Tennessee
Vermont
West Virginia

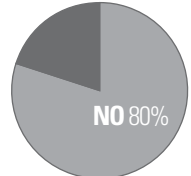
NO

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Idaho
Illinois
Indiana
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Massachusetts
Minnesota
Mississippi
Missouri

Nevada
New Hampshire
New Jersey
New Mexico
North Carolina
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Texas
Utah
Virginia
Washington
Wisconsin
Wyoming



YES 20%



TOP 10*

*10 states with the largest Latino populations.

5.1d

States That Require Districts to Align Professional Development with Local Priorities and Goals, 2010

Source: Education Week, Quality Counts, 2010

YES

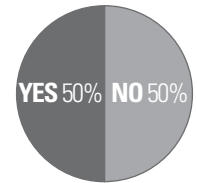
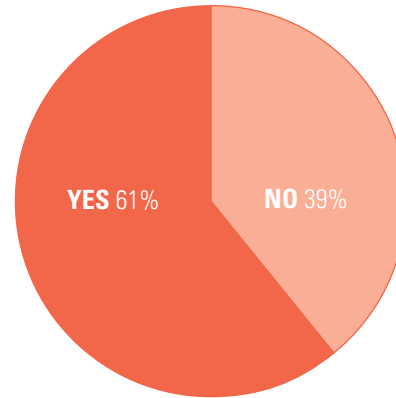
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Wisconsin
Wyoming

NO

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Arizona

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Mississippi
Nebraska
New Hampshire
North Dakota
Ohio
Oregon
South Dakota
Texas
Washington



TOP 10*

*10 states with the largest Latino populations.

5.1e

States That Provide Incentives for Teachers to Earn National Board Certification, 2010

Source: Education Week, Quality Counts, 2010

YES

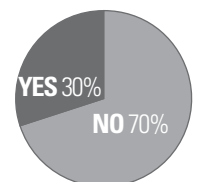
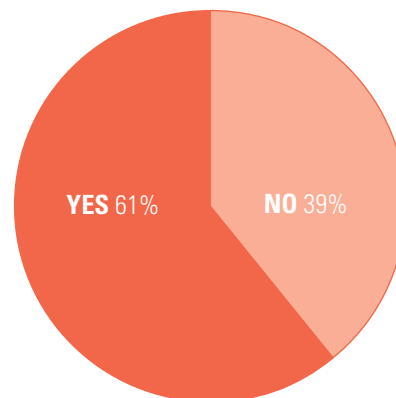
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Rhode Island
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Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

NO

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Arizona
Colorado

Connecticut
District of Columbia
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Indiana
Minnesota
Missouri
Nebraska
New Hampshire
New Jersey
New Mexico
Ohio
Oregon
South Dakota
Tennessee
Texas
Utah



TOP 10*

*10 states with the largest Latino populations.

6.9%

As of 2008,
6.9 percent of
mathematics
teachers were
Hispanic.

4.2%

As of 2008, 4.2
percent of natural
science teachers
were Hispanic.

Percentage of Public School Teachers of Grades Nine Through 12 by Field

What is this measure, and why is this measure important to Latinos?

The data in this measure present the primary teaching assignment of public school teachers for grades nine through 12. This highlights the demand for teachers in the mathematics and science fields — disciplines that have long struggled with recruitment and retention issues. Highly qualified teachers in these areas are necessary to build the pipeline of students who will be able to work in mathematics and science fields. The U.S. Department of Labor recommends building the gateway to science, technology, engineering and mathematics career fields through K–12 education.⁸⁵ Thus, the identification of Science, Technology, Engineering and Mathematics (STEM) teachers is a pivotal role in the nation's ability to remain competitive with other countries in economic growth and sustainability.

What policy issues for Latinos are associated with this measure?

The number of teachers of grades nine through 12 in a specific subject area is closely related to the course requirements for graduation. If states require students to complete a specific sequence of courses to receive a high school diploma, it is expected that the schools offer these courses to students. Thus, states, districts and schools may be limited in the number of mathematics and science teachers they can hire if these courses are not required for graduation. Policymakers should strive to ensure that their graduation standards require students to complete rigorous mathematics and science courses, specifically with the intent of preparing students for the demands of the workforce.

Where are Latinos now? As of 2008, when disaggregated by race/ethnicity, 81.2 percent of mathematics teachers and 86.4 percent of natural science teachers are white (Figure 5.2). In comparison, African Americans represent 7.3 percent of mathematics teachers and 5.5 percent of natural science teachers. Nearly, 7 percent (6.9 percent) of mathematics teachers and 4.2 percent of natural science teachers are Hispanic.

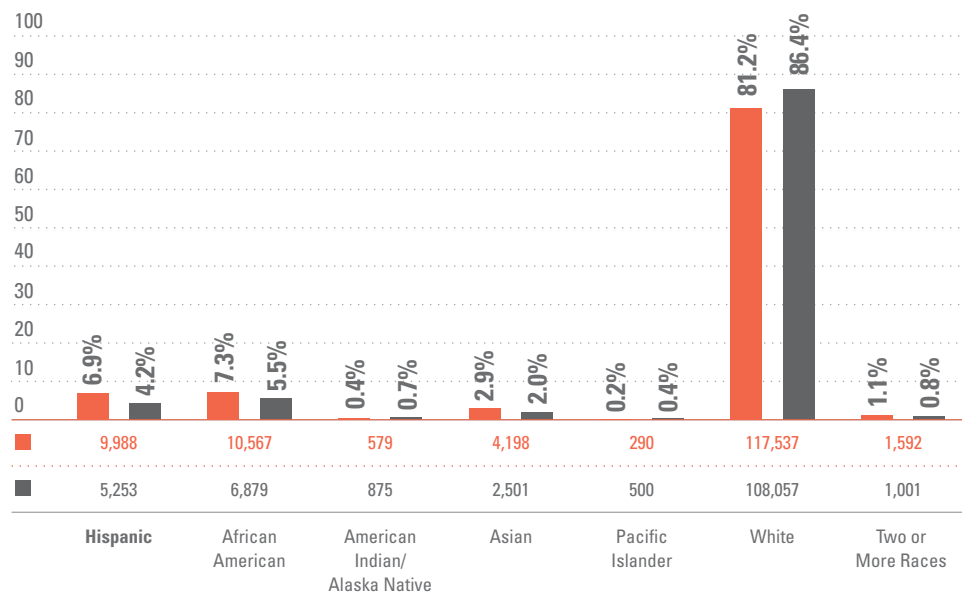
85. U.S. Department of Labor, 2007. *The STEM workforce challenge: The role of the public workforce system in a national solution for a competitive science, technology, engineering and mathematics (STEM) workforce*. Retrieved from http://www.doleta.gov/youth_services/pdf/STEM_Report_4%2007.pdf

When interpreting this measure, what should be kept in mind? In many instances, teachers may teach more than one subject in a school. This measure accounts for the primary teaching assignment of teachers who are responsible for courses in grades nine through 12. In addition, the measure does not address the academic rigor of the courses being taught. Currently, the level of rigor in all high school courses is not measured; however, the Classification of Secondary School Courses⁸⁶ provides an inventory of all high school courses taught across the nation in a standardized format. This system provides the ability to identify the same course across the nation by standardizing the name of the course being offered.

5.2

Percentage of Public School Teachers of Grades 9 Through 12 in Mathematics and Science Fields by Race/Ethnicity, 2008

Source: NCES, Digest of Education Statistics, 2009



86. National Center for Education Statistics, 2011, High School Transcript Studies. Retrieved May 9, 2011, from <http://nces.ed.gov/surveys/hst/courses.asp>

40%

As of 2010, four of the top 10 states by Latino population (Texas, Florida, New Mexico and Georgia) require parental notification of out-of-field teachers.

10%

As of 2010, one of the top 10 states by Latino population (Florida) places a ban or cap on the number of out-of-field teachers who are allowed in K–12 classrooms.

State Policies on Out-of-Field Teachers

What is this measure, and why is this measure important to Latinos?

A teacher with content knowledge in the area in which he or she teaches is more likely to be qualified. This measure seeks to obtain an understanding of the number and percentage of states that notify parents when a teacher is teaching out of field, or in an area in which she or he may not have received formal training. The measure also provides the number and percentage of states that have a ban or cap on the number of out-of-field teachers permissible in classrooms. Providing parents with this knowledge gives them the opportunity to decide whether or not the teacher of their children meets their personal expectations.

What policy issues for Latinos are associated with this measure?

Identification of out-of-field teachers may adversely affect the schools' accreditation or reputation.⁸⁷ Implementing policies that require states to send parental notification or place a ban or cap on the number of out-of-field teachers will encourage schools to put more highly qualified teachers in place to teach students. States should focus on policies and practices that help these out-of-field teachers acquire appropriate licensure and/or certification.

Where are Latinos now? As of 2010, four of the top 10 states by Latino population (Texas, Florida, New Mexico and Georgia) require parental notification of out-of-field teachers (Figure 5.3a). One of the top 10 states by Latino population (Florida) places a ban or cap on the number of out-of-field teachers who are allowed in K–12 classrooms (Figure 5.3b).

When interpreting this measure, what should be kept in mind?

Although parental notification and bans or caps on the number of out-of-field teachers can, in part, aid in improving the quality of teachers in the United States, this indicator does little to protect students from teachers who received their degree in the field in which they teach, yet, as evidenced through teacher evaluations, are failing to provide an acceptable teaching experience. Students of these failing teachers are not receiving access to a high-quality education despite the perceived qualifications of the teachers. On the other hand, parental notification, as well as caps and bans can also be problematic in regions in which there are simply not enough teachers to fill classrooms.

87. Ingersoll, R. M., "The problem of underqualified teachers in American secondary schools," *Educational Researcher* 28, no. 2 (1999): 26–37; Ingersoll, R. M., Out-of-field teaching and the limits of teacher policy (Center for the Study of Teaching and Policy and The Consortium for Policy Research in Education, 2003). <http://depts.washington.edu/ctpmail/PDFs/LimitsPolicy-RI-09-2003.pdf>

5.3a

States That Require Parental Notification of Out-of-Field Teachers, 2010

Source: Education Week, Quality Counts, 2010

YES

Arkansas
Florida
Georgia
Hawaii
New Mexico
Texas

NO

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
District of Columbia
Idaho
Illinois

Indiana

Iowa

Kansas

Kentucky

Louisiana

Maine

Maryland

Massachusetts

Michigan

Minnesota

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Missouri

Montana

Nebraska

Nevada

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Vermont

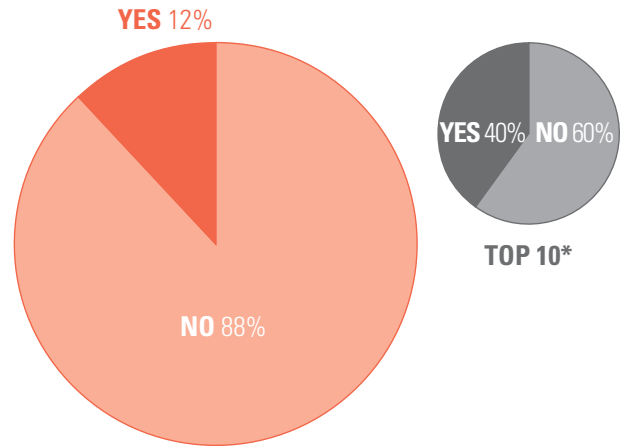
Virginia

Washington

West Virginia

Wisconsin

Wyoming



*10 states with the largest Latino populations.

5.3b

States That Have a Ban or Cap on the Number of Out-of-Field Teachers, 2010

Source: Education Week, Quality Counts, 2010

YES

Florida
Kentucky
Nebraska
South Carolina

NO

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Georgia
Hawaii
Idaho

Illinois

Indiana

Iowa

Kansas

Louisiana

Maine

Maryland

Massachusetts

Michigan

Minnesota

Mississippi

Missouri

Montana

New Hampshire

New Jersey

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Vermont

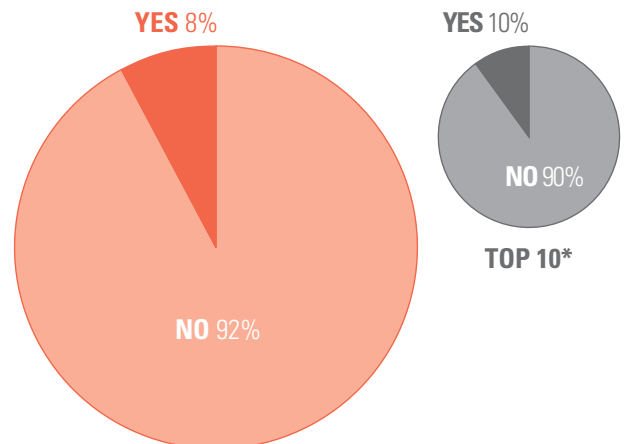
Virginia

Washington

West Virginia

Wisconsin

Wyoming



*10 states with the largest Latino populations.

5.3%

As of 2008, Latinos earned 5.3 percent of bachelor's degrees in education.

6.8%

As of 2008, Latinos earned 6.8 percent of master's degrees in education.

5.2%

As of 2008, Latinos earned 5.2 percent of doctoral degrees in education.

Percentage of Bachelor's, Master's and Doctoral Degrees Earned in Education

What is this measure, and why is this measure important to Latinos?

This measure monitors the percentage of degrees earned in the field of education. Indirectly, data from this indicator reflect the proportion of graduates who may be eligible for teacher licensure. This is important because securing teacher licensure is a critical step toward becoming a highly qualified teacher.

What policy issues for Latinos are associated with this measure?

Organizations such as the National Council for Accreditation of Teacher Education (NCATE)⁸⁸ offer assessment standards for schools of education that are used to evaluate curriculum rigor and program quality. Since students who want to obtain teaching licensure are often encouraged to attend these programs, policymakers should seek support from organizations such as NCATE to ensure that their decisions concerning improvement of teacher education programs are evidence based.

Teachers who are from underrepresented communities can identify with the communities of their students and serve as role models. Low numbers of Latinos who receive degrees in education indicate the need for targeted recruitment for this important demographic. The value of having diverse teachers in schools is considerable and extends beyond the benefits to Latino students. Diverse teachers bring different perspectives to their instructional approaches, and have also been found to serve as a bridge between the school and the community.⁸⁹

However, retaining these teachers in the profession remains a challenge. Burnout is a concern for teachers of color, who are most likely to engage in additional service within the school such as advising student clubs, serving as a parent liaison (especially if they are bilingual) and acting as college advisers for underrepresented students.

Combined efforts of raising teacher quality and effectiveness, contributing to ongoing professional development opportunities, retaining good teachers, and expanding the teacher workforce to include more bilingual and bicultural teachers who speak Spanish are efforts that can increase the transition to college and postsecondary completion rates.

88. National Council on Accreditation of Teacher Education, 2010. Retrieved March 21, 2010, from <http://www.ncate.org/>

89. Monzó, L.D., and Rueda, R.S., "Professional Roles, Caring and Scaffolds: Latino Teachers' and Paraeducators' Interactions with Latino Students," *American Journal of Education* 109, no. 4 (August 2001): 438–471.

Where are Latinos now? When disaggregated by race/ethnicity, whites represented 84.4 percent of bachelor's degrees, 76.7 percent of master's degrees and 65.8 percent of doctoral degrees conferred in education (Figure 5.4). Hispanics earned 5.3 percent of bachelor's degrees, 6.8 percent of master's degrees and 5.2 percent of doctoral degrees in education.

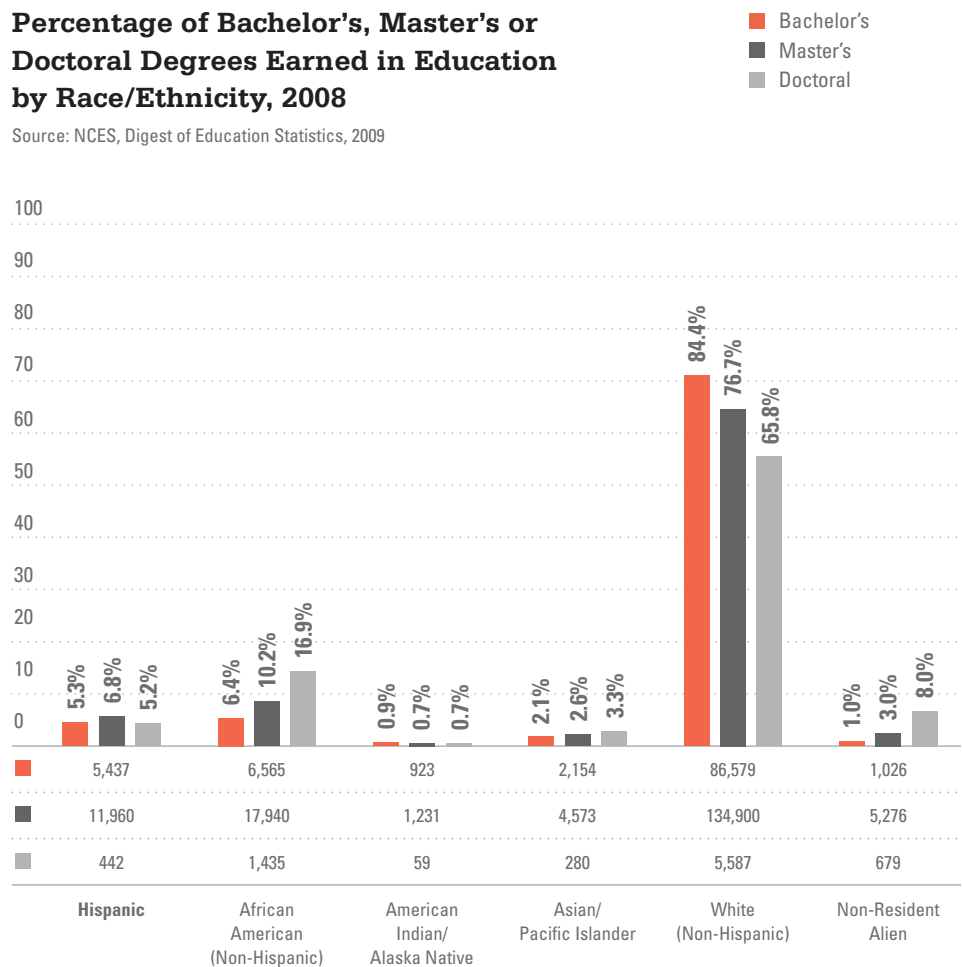
When interpreting this measure, what should be kept in mind?

Bachelor's, master's and doctoral degrees conferred to students in any given year include various specialized training within the broad field of education. For example, programs include, but are not limited to, educational psychology, school counseling, athletic training, curriculum and instruction, and higher education. Thus readers must not assume that the number of graduates earning degrees in education represents the number of individuals completing an approved teacher education program.

5.4

Percentage of Bachelor's, Master's or Doctoral Degrees Earned in Education by Race/Ethnicity, 2008

Source: NCES, Digest of Education Statistics, 2009



5.6%

Across the nation, 5.6 percent of Hispanic public school teachers from the 2007-08 academic year did not return to the teaching profession the following year.

23.7%

Across the nation, 23.7 percent of Hispanic private school teachers from the 2007-08 academic year did not return to the teaching profession the following year.

Percentage of Teachers Leaving the Profession

What is this measure, and why is this measure important to Latinos?

This measure monitors teacher attrition during one-year cycles. This indicator demonstrates teacher shortages where they exist. Considering that Latino students are more likely than their white peers to attend an underfunded, under-resourced “low-performing” school where teacher attrition is the most pronounced, decreasing this measure may produce significant improvements.

What policy issues for Latinos are associated with this measure?

Decreasing teacher attrition is certainly an economic imperative. The Alliance for Excellent Education estimates that it costs \$2.2 billion per year to replace teachers who leave the profession.⁹⁰ The professional development and support services that departing teachers received during their tenure will have to be repeated for their replacements. Teachers articulate multiple reasons for leaving the profession, but many posit dissatisfaction with aspects of the job as their rationale for not returning.⁹¹ In addition, schools with high-poverty rates and high populations of Latino students lose teachers at higher rates than other schools.⁹² As such, national teacher attrition trends have a disproportionate adverse effect on Latino students. Policymakers should ensure that teachers in these educational settings receive the necessary support to succeed and persist.

Where are Latinos now? The annual rate of public and private school teachers leaving the profession increased since 1989. About 8.0 percent of public school teachers during the 2007-08 academic year did not return to the teaching profession the following year. In private schools, about 15.9 percent of teachers during the 2007-08 academic year did not return to the teaching profession the following year.

When disaggregated by race/ethnicity, the attrition rate was the highest among black teachers in both public (9.0 percent) and private (24.2 percent) schools (Figure 5.5). In public schools, Latino teachers had the lowest attrition rate (5.6 percent). In private schools, the attrition rate was the highest among Latino teachers (23.7 percent).

When interpreting this measure, what should be kept in mind?

Although this measure captures the number of teachers who leave the profession entirely, it does not present data on teachers who leave one school, district or state to continue teaching in another school, district or state. In addition, this measure does not account for the attribution factors that cause teacher attrition.

90. Alliance for Excellent Education, 2005. Teacher attrition: A costly loss to the nation and to the states. Retrieved Feb. 19, 2010, from: <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf>

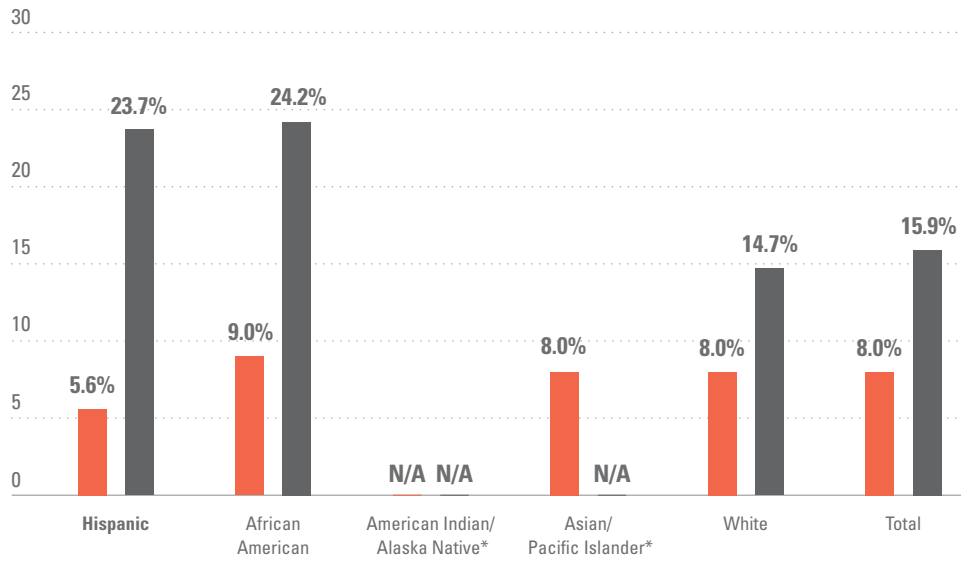
91. Ingersoll, R.M., “Teacher turnover and teacher shortages: An organizational analysis,” *American Educational Research Journal*, 38, no. 3 (2001): 499–534.

92. Barnes, G., Crowe, E., and Schafer, B., 2007. The cost of teacher turnover in five school districts: A pilot study., 50. Retrieved Feb. 19, 2010, from http://www.nctaf.org/resources/demonstration_projects/turnover/TeacherTurnoverCostStudy.htm

5.5

National Percentage of Teachers Leaving the Profession by Race/Ethnicity, 2009

Source: NCES, Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow-Up Survey, 2010



* Data not available.

40%

As of 2010, four of the top 10 states by Latino population (Texas, Florida, New York and Georgia) can link teacher evaluation to student achievement in their state data systems.

30%

As of 2010, three of the top 10 states by Latino population (California, Florida and New Mexico) have the ability to link teacher and student records by course/subject.

100%

As of 2010, all top 10 states by Latino population have assigned unique identification numbers to teachers.

Data Systems to Monitor Teacher Quality

What is this measure, and why is this measure important to Latinos?

This measure identifies states that are able to match student and teacher records for the purpose of evaluating teachers and monitoring student achievement. These systems allow for the evaluation of teachers based on how their students perform on state assessments. Teacher quality is evaluated via student performance across courses/subject areas. Overall, these data systems allow for a more detailed look at the quality of a teacher.

What policy issues for Latinos are associated with this measure?

The Educational Technical Assistance Act of 2002 provides grant funding to states to support the design, development and implementation of a statewide longitudinal data system.⁹³ With this funding came strong recommendations for best practices for the use of these data systems. States should ensure that their longitudinal data systems provide them with the most information and align with federal policies related to privacy, security and confidentiality.

Where are Latinos now? As of 2010, four of the top 10 states by Latino population (Texas, Florida, New York and Georgia) can link teacher evaluation to student achievement in their state data systems (Figure 5.6a). Three of the top 10 states by Latino population (California, Florida and New Mexico) have the ability to link teacher and student records by course/subject (Figure 5.6b). All top 10 states by Latino population have assigned unique identification numbers to teachers (Figure 5.6c).

When interpreting this measure, what should be kept in mind? The creation of integrated, statewide longitudinal data systems is a relatively new concept in the field of education. The knowledge and information that can be gleaned from such longitudinal data systems are invaluable. The existence of these longitudinal data systems is only one step. Future efforts to improve teacher quality should advocate for increased and appropriate usage of the data from the longitudinal data systems to inform decision making.

93. National Center for Education Statistics, Statewide longitudinal data systems grant programs. Retrieved May 13, 2011, from <http://nces.ed.gov/Programs/SLDS/index.asp>

5.6a

Percentage of States in Which Teacher Evaluation Is Tied to Student Achievement, 2010

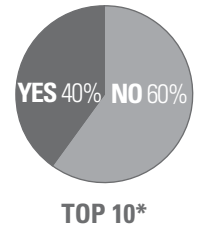
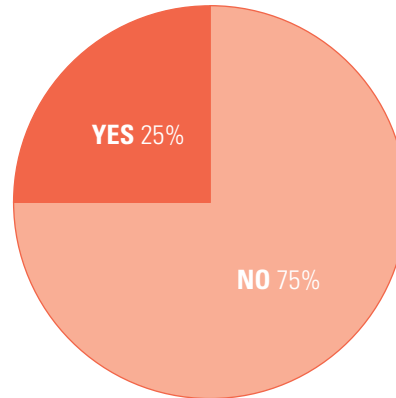
Source: Education Week, Quality Counts, 2010

YES

Delaware
Florida
Georgia
Iowa
New York
North Carolina
Ohio
Oklahoma
South Carolina
Tennessee
Texas
Utah
Virginia

NO

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
District of Columbia
Hawaii
Idaho
Illinois
Indiana
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
New Jersey
New Mexico
Nevada
New Hampshire
North Dakota
Oregon
Pennsylvania
Rhode Island
South Dakota
Vermont
Washington
West Virginia
Wisconsin
Wyoming



*10 states with the largest Latino populations.

5.6b

Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010

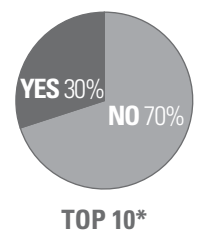
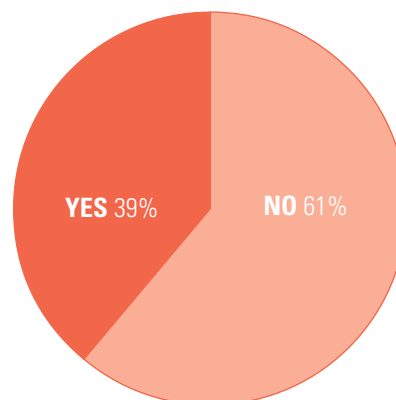
Source: Education Week, Quality Counts, 2010

YES

Alabama
Arkansas
California
Delaware
Florida
Hawaii
Louisiana
Mississippi
Missouri
New Mexico
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
Tennessee
Utah
Washington
West Virginia
Wyoming

NO

Alaska
Arizona
Colorado
Connecticut
District of Columbia
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Minnesota
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Oregon
South Dakota
Texas
Vermont
Virginia
Wisconsin



*10 states with the largest Latino populations.

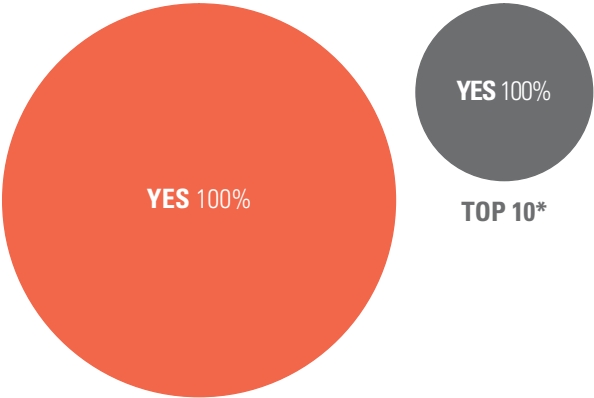
5.6c

Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010

Source: Education Week, Quality Counts, 2010

YES

- | | | |
|----------------------|----------------|----------------|
| Alabama | Maine | Pennsylvania |
| Alaska | Maryland | Rhode Island |
| Arizona | Massachusetts | South Carolina |
| Arkansas | Michigan | South Dakota |
| California | Minnesota | Tennessee |
| Colorado | Mississippi | Texas |
| Connecticut | Missouri | Utah |
| Delaware | Montana | Vermont |
| District of Columbia | Nebraska | Virginia |
| Florida | Nevada | Washington |
| Georgia | New Hampshire | West Virginia |
| Hawaii | New Jersey | Wisconsin |
| Idaho | New Mexico | Wyoming |
| Illinois | New York | |
| Indiana | North Carolina | |
| Iowa | North Dakota | |
| Kansas | Ohio | |
| Kentucky | Oklahoma | |
| Louisiana | Oregon | |



*10 states with the largest Latino populations.

13.4%

As of 2008, 13.4 percent of teachers had less than three years of full-time teaching experience.

33.6%

As of 2008, 33.6 percent of teachers had three to nine years of full-time teaching experience.

29.3%

As of 2008, 29.3 percent of teachers had 10 to 20 years of full-time teaching experience.

23.7%

As of 2008, 23.7 percent of teachers had more than 20 years of full-time teaching experience.

Percentage of Teachers by Full-time Teaching Experience by State

What is this measure, and why is this measure important to Latinos?

This measure describes teachers in terms of their years as full-time teachers. This helps states plan strategies to recruit and retain teachers. For example, states should consider the implications of when the percentage approaching more than 20 years is relatively high and/or when the percentage of those with three to 19 years of experience is decreasing. States will need to develop and implement different strategies to retain teachers when the percentage of teachers with less than three years of experience is relatively high.

What policy issues for Latinos are associated with this measure?

The recruitment, preparation and retention of teachers via competitive compensation and benefits are important policy issues in many states. Some states are examining these issues collectively, while others are focusing on the area of immediate need. There is a need for states to collaborate more on these efforts by providing licensure reciprocity between more states for families who relocate.

Where are Latinos now? As of 2008, 13.4 percent of teachers have less than three years of full-time teaching experience (Figure 5.7). When disaggregated by the top 10 states by Latino population, Arizona has the highest percentage (21.0 percent) and Georgia has the lowest percentage (10.3 percent). As of 2008, 33.6 percent of teachers have three to nine years of experience (Figure 5.7). When disaggregated by the top 10 states by Latino population, New Jersey has the highest percentage (40.8 percent) and Texas has the lowest percentage (31.2 percent).

As of 2008, 29.3 percent of the teachers have 10 to 20 years of experience (Figure 5.7). When disaggregated by the top 10 states by Latino population, Georgia has the highest percentage (35.9 percent) and Arizona has the lowest percentage (26.1 percent).

The remaining 23.7 percent of teachers have more than 20 years of full-time teaching experience (Figure 5.7). When disaggregated by the top 10 states by Latino population, Texas has the highest percentage (24.1 percent) and Colorado has the lowest percentage (16.8 percent).

When interpreting this measure, what should be kept in mind?

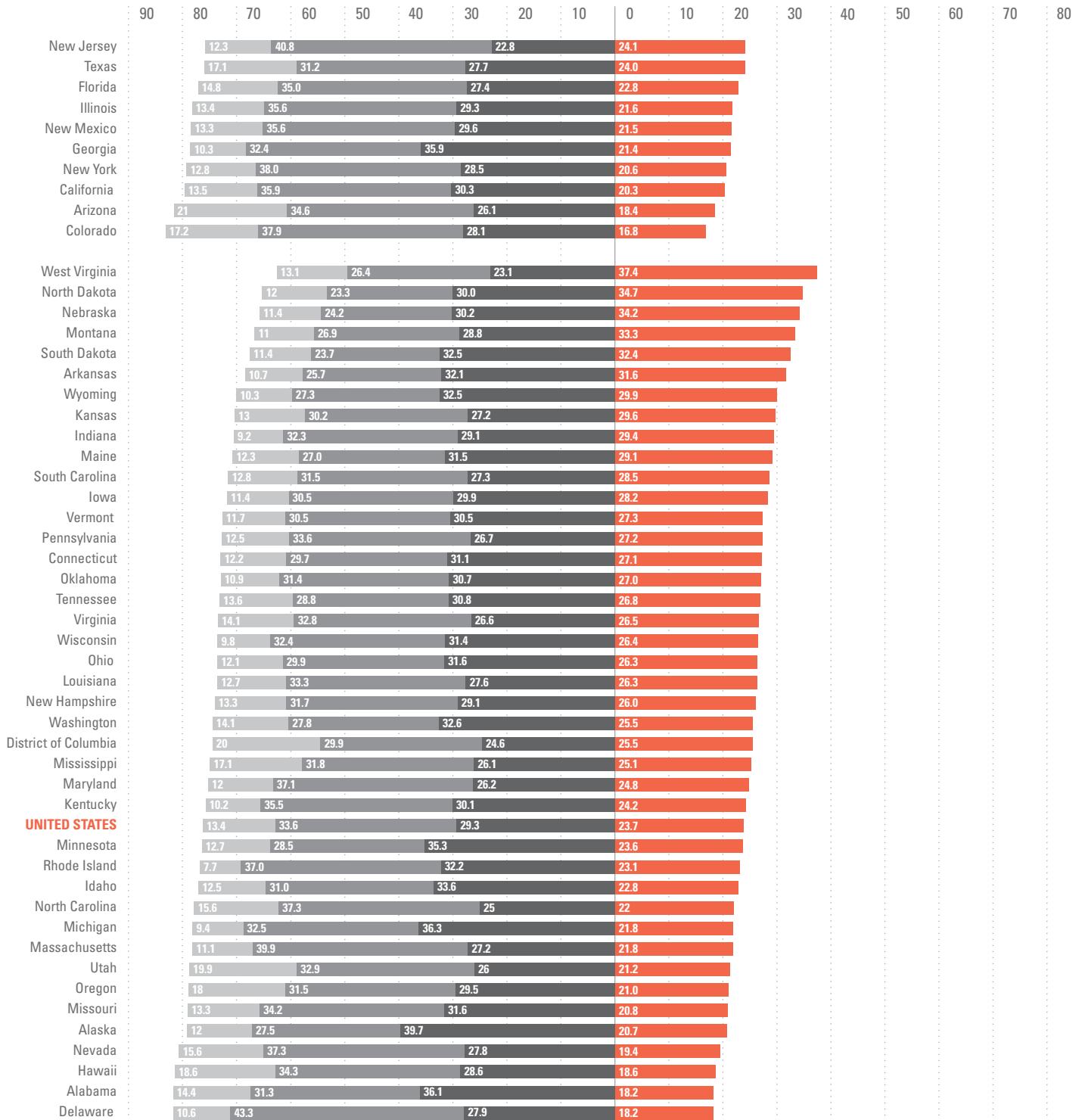
The number of years of teaching experience is a strong measure to help states understand the teacher pipeline for their state. States should also consider these data in conjunction with demographic information. For example, having a high percentage of relatively inexperienced teachers may, in fact, reflect a surge in student enrollment that necessitated the hiring of new teachers. Also, the percentage of teachers within a state by years of experience does not provide any information about the quality of those teachers.

5.7

Percentage of Public K–12 Teachers by Years of Teaching Experience by State, 2008

Source: NCES, Digest of Education Statistics, 2009

- Over 20 years
- 10 to 20 years
- 3 to 9 years
- Less than 3 years



Seis

Clarify and simplify
the admission process

WE RECOMMEND that public and private institutions of higher education continue to uphold the highest professional standards in admission and financial aid, and collaborate to make the admission process more transparent and less complex.

The commission identified the need to utilize technology to make the college application process broadly available online to prospective applicants. Institutions of higher education vary widely in their online capabilities and the information that is available to prospective student applicants. In addition to expanding the availability of admission applications online, Latino students and their families would benefit from these online materials being available in both English and Spanish.

College selection is often a family decision; therefore, it is important to develop effective ways to engage the parents as partners in the preparation and application processes. Cultural nuances that also contribute to decisions made about college enrollment and being culturally sensitive can make a major difference in convincing a student to leave home or a parent to take out a loan. Translation services are not routinely made available at student and parent college outreach sessions, but these services would help to alleviate parent concerns about sending their children to college.

By providing materials in both English and Spanish for students and their families, as well as expanding the mode of content delivery (online resources also in Spanish), postsecondary institutions would be sending a powerful message of inclusion and commitment to raising Latino application and enrollment rates. In addition, understanding regional cultural differences within the Latino community would also help admission and financial aid officers when they communicate with Latino students and their families. Bilingual staff are integral to the recruitment and retention effort for institutions.

Another valuable step to clarify the admission process relates to the mystery surrounding the qualifications necessary for admission, particularly to selective institutions. For high-achieving Latinos in particular, this information is especially relevant to their college-choice processes. Increasing the enrollment rates of Latino high achievers to selective institutions is a viable means for increasing college completion among this population, since selective postsecondary institutions graduate higher percentages of their underrepresented students.⁹⁴ However, many students are unaware of the specific attributes and variables, or “what constitutes merit,” at selective institutions.⁹⁵ Many universities and systems provide only baseline requirements but not information about what makes an applicant “competitively eligible” for admission to selective colleges.⁹⁶ For example, not all Latino students are aware that taking AP or IB courses in high school serves as a signal to colleges about a student’s aptitude for college-level course work. Further, few first-generation students know that participating in dual enrollment programs give them a boost in admission processes at many selective institutions. Although many selective institutions and flagships have holistic review processes, many admission offices have developed and utilize their own

94. Carnevale and Rose, 2003; Fry, *Latino Youth Finishing College: The Role of Selective Pathways* (Washington, DC: Pew Hispanic Center, 2004).

95. Contreras, 2005.

96. Contreras, 2005, 2011.

rubrics for rating student achievement. Taking the mystery out of this process for students would expand student knowledge about the admission process and the steps they can take to prepare and build a strong case for admission.

Selective institutions tend to have multiple deadlines, such as those they designate as an “early admission” deadline. For a first-generation Latino family, going through a process with multiple deadlines and trying to understand the importance of each deadline (early decision versus early admission versus rolling, etc.) can be overwhelming. It is important for institutions to fully explain this new vocabulary and the processes that many families do not encounter unless their children apply to selective institutions. The language and the messages can confuse Latino families and limit access.

Since most Latino students are enrolled in less selective colleges,⁹⁷ increasing enrollment in more selective institutions requires targeted outreach efforts. While college knowledge among Latino students varies, it is considerably lower than their peers, which is largely due to the proportion of Latinos having first-generation status and coming from low-income backgrounds.⁹⁸ Providing Latino students and their families with tangible information about college preparation and practices to make them academically competitive for admission or transfer (e.g., AP course enrollment, extracurricular activities, sports) would serve to demystify the admission process, especially at selective institutions.

We look at the admission process from both the students’ and the institutions’ perspectives and focus on five indicators:

- Technology use;
- Percentage of four-year colleges with applications available online;
- Percentage of four-year colleges to which students can submit applications online;
- Percentage of four-year colleges that participate in national and statewide application systems; and
- Immediate enrollment rates for high school graduates.

97. “Rising to the Challenge Hispanic College Graduation Rates As a National Priority,” American Enterprise Institute, 2010. Authors’ calculations are based on data for first-time, full-time students in three incoming classes (1999, 2000 and 2001) of 641 colleges studied, as reported in the NCES IPEDS.

98. Vargas, 2004.

General Findings for This Recommendation

- As of 2010, 65 percent of Latinos use the Internet.
- As of 2010, 45 percent of Latinos have home broadband access to the Internet.
- As of 2010, 76 percent of Latino use cell phones.
- As of 2010, 58 percent of Latinos use cell phones to access non-voice applications.
- As of 2010, 31 percent of Latinos use cell phones to access the Internet.
- As of 2010, 27 percent of Latinos use cell phones to send and receive emails.
- As of 2010, 55 percent of Latinos use cell phones to send and receive text messages.
- As of 2010, 34 percent of Latinos use cell phones to send and receive instant messages.
- As of 2009, three of the top 10 states by Latino population (Colorado, New Mexico and Illinois) are above the national average of the percentage of institutions with admission applications online.
- As of 2009, two of the top 10 states by Latino population (Colorado and New Mexico) are above the national average of the percentage of institutions that accept admission applications online.
- As of 2009, three of the top 10 states by Latino population (California, Texas and New York) have statewide application systems that aim to streamline the admission process.
- As of 2008, 63.9 percent of Hispanic high school completers enroll in a two- or four-year college immediately after completing high school.

65%

As of 2010, 65 percent of Latinos use the Internet.

45%

As of 2010, 45 percent of Latinos have home broadband access to the Internet.

76%

As of 2010, 76 percent of Latino use cell phones.

58%

As of 2010, 58 percent of Latinos use cell phones to access non-voice applications.

Technology Use

What is this measure, and why is this measure important to Latinos?

Understanding new ways in which to communicate to an emerging population is crucial. This measure is important in understanding what modes of technology are used by Hispanics in order to understand if current offerings from admission units will effectively reach this important demographic.

It is also important since major national organizations and communications entities, such as Univision, are building communications efforts around technology. Web and mobile platforms are becoming part of communication plans in admission and financial aid offices. As of October 2011, all Title IX higher education institutions must provide an online calculator so that families and students can better understand the cost of college. The fact that this is an online tool speaks to the reliance on technology for these mandates, but the reality is that Latino families still lag in technology access and this mandate might not fully benefit them.

The use of social media to reach students has been debated in the admission profession, but its importance for this community will be only relevant if more Latinos are connected (virtually).

What policy issues for Latinos are associated with this measure?

Data show that there is still a substantial gap in technology use in the Latino community. Policies related to closing the technology gap will impact communication efforts with Latino students and their families.

Where are Latinos now? As of 2010, 65 percent of Latinos use the Internet compared to 66 percent of African Americans and 77 percent of whites (Figure 6.1a). However, 45 percent of Latinos have home broadband access to the Internet compared to 52 percent of African Americans and 65 percent of whites. Seventy-six percent of Latinos use cell phones compared to 79 percent of African Americans and 85 percent of whites. Although the percentage of cell phone use is important, how cell phones are being used is also important.

Figure 6.1a shows that among Hispanics, 58 percent use cell phones to access non-voice applications, 31 percent use cell phones to access the Internet, 27 percent use cell phones to send and receive emails, 55 percent use cell phones to send and receive text messages, and 34 percent use cell phones to send and receive instant messages. Comparably, among whites, 64 percent use cell phones to access non-voice applications, 29 percent use cell phones to access the Internet, 26 percent use cell phones to send and receive emails, 61 percent use cell phones to send and receive text messages, and 20 percent use cell phones to send and receive instant messages.

31%

As of 2010, 31 percent of Latinos use cell phones to access the Internet.

27%

As of 2010, 27 percent of Latinos use cell phones to send and receive emails.

55%

As of 2010, 55 percent of Latinos use cell phones to send and receive text messages.

34%

As of 2010, 34 percent of Latinos use cell phones to send and receive instant messages.

Figure 6.1b shows that, as of 2010, native-born Latinos (81 percent) are more likely to use the Internet than foreign-born Latinos (54 percent). The figure also shows that foreign-born Latinos who have been in the U.S. more than 20 years (48 percent) use the Internet less than foreign-born Latinos who have been in the country less than 10 to 19 years (63 percent) or less than 10 years (61 percent).

Figure 6.1c shows that, as of 2010, native-born Latinos (86 percent) are more likely to own cell phones than foreign-born Latinos (70 percent). The figure also shows that foreign-born Latinos who have been in the U.S. over 20 years (63 percent) own cell phones at a lower percentage than foreign-born Latinos who have been in the country less than 10 to 19 years (72 percent) or less than 10 years (82 percent).

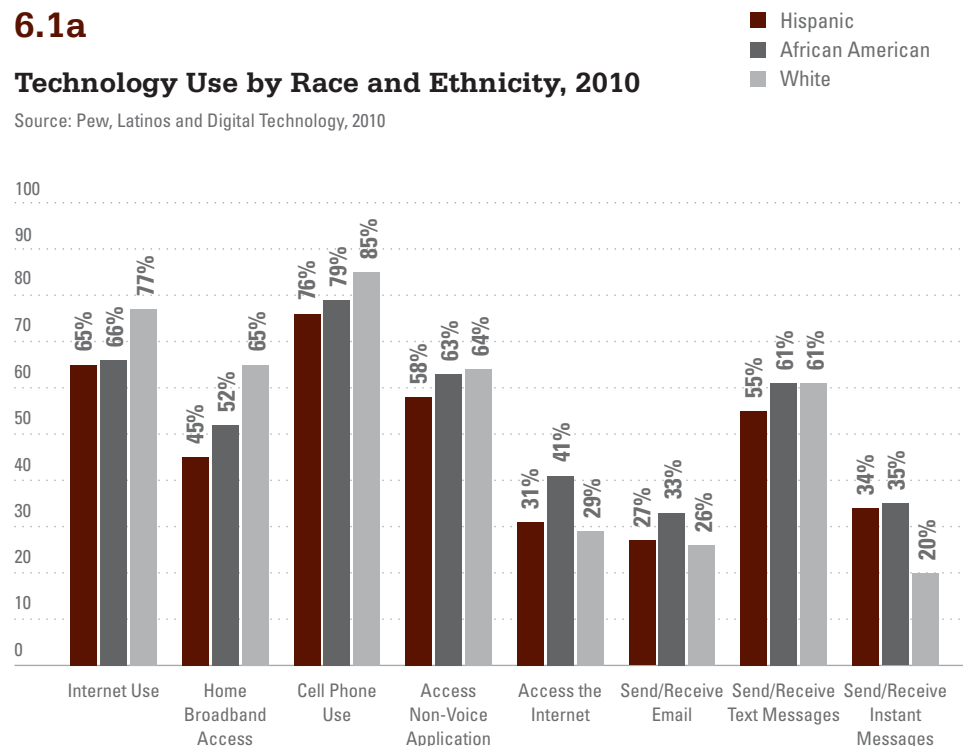
When interpreting this measure, what should be kept in mind?

As communication efforts shift to more online information, it's important to note that a substantial number of Latinos still do not have access to the Internet. Also, because of the differences in high school graduation and college enrollment between native and recently arrived foreign-born Latinos, the use of cell phones might be a more effective tool to reach this population.

6.1a

Technology Use by Race and Ethnicity, 2010

Source: Pew, Latinos and Digital Technology, 2010



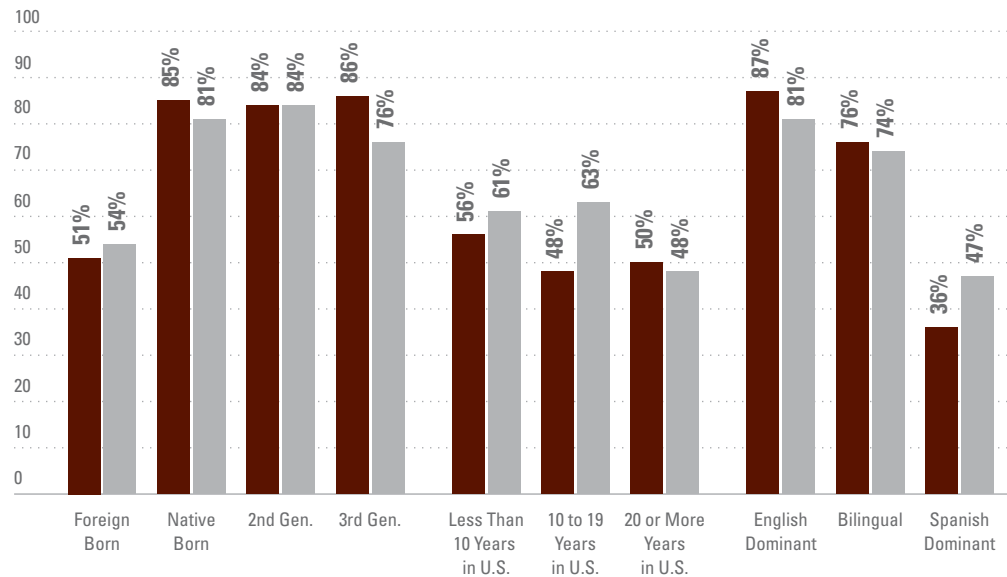
6.1b

Hispanic Internet Use by Nativity and Language, 2011

Source: PEW: Latinos and Digital Technology, 2011

Note: General technology information was provided in a previous file (Hispanics in Social Context). This provides more detailed information on Internet use by Hispanics.

■ 2009
■ 2010



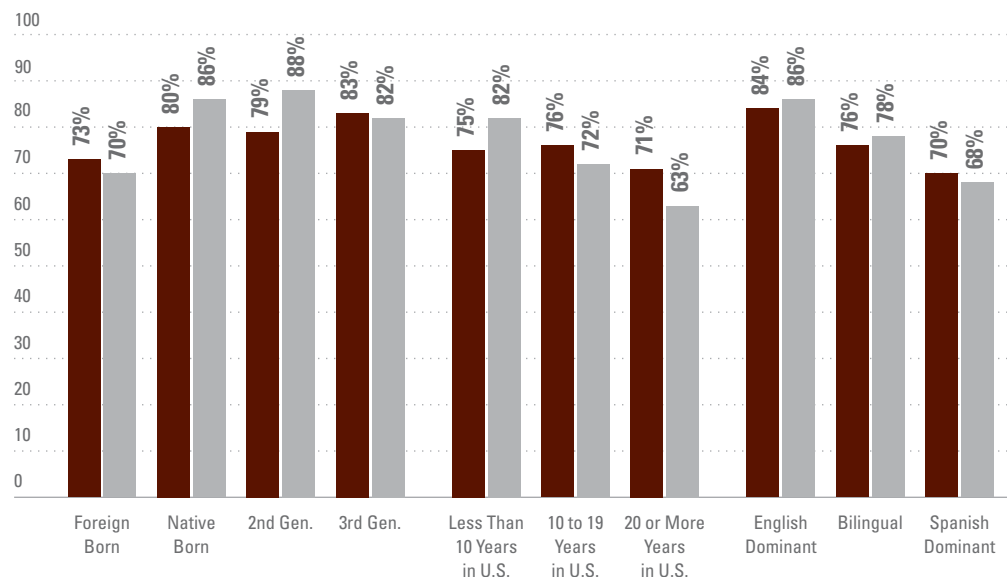
6.1c

Hispanic Cell Phone Ownership by Nativity and Language, 2011

Source: PEW: Latinos and Digital Technology, 2011

Note: General technology information was provided in a previous file (Hispanics in Social Context). This provides more detailed information on cell phone use by Hispanics.

■ 2009
■ 2010



30.0%

As of 2009, three of the top 10 states by Latino population (Colorado, New Mexico and Illinois) are above the national average of the percentage of institutions with admission applications online.

Percentage of Four-Year Colleges with Admission Applications Available Online

What is this measure, and why is this measure important to Latinos?

The admission profession fundamentally changed with the emergence of the Internet. Institutions made great strides over the past decade and a half in utilizing the Internet as an outreach tool for a new generation of technologically savvy applicants. Admission officers quickly recognized the potential of the Internet to disseminate applications to a broader range of applicants than the institution might have attracted through traditional mailings.

One of the first steps toward simplifying the process for all students is for institutions to make their applications readily available online. This removes potential obstacles for applicants, such as having to call during the school day in order to reach the admission office during business hours or missing a deadline because of insufficient turnaround time to request, complete and return the application.

What policy issues for Latinos are associated with this measure?

Institutions and their applicants benefit from policies that increase the availability of applications online. For most institutions, this means ensuring that adequate staff and financial resources are in place to develop, maintain and improve the admission website. In addition, outreach efforts that aim to connect students with the online application must be in place.

Where are Latinos now? When disaggregated according to the top 10 states by Latino population, the percentage of institutions with online admission applications ranges from 38.5 percent in Arizona to 100 percent in Colorado (Figure 6.2). Three of the top 10 states by Latino population (Colorado, New Mexico and Illinois) are above the national average of the percentage of institutions with admission applications online.

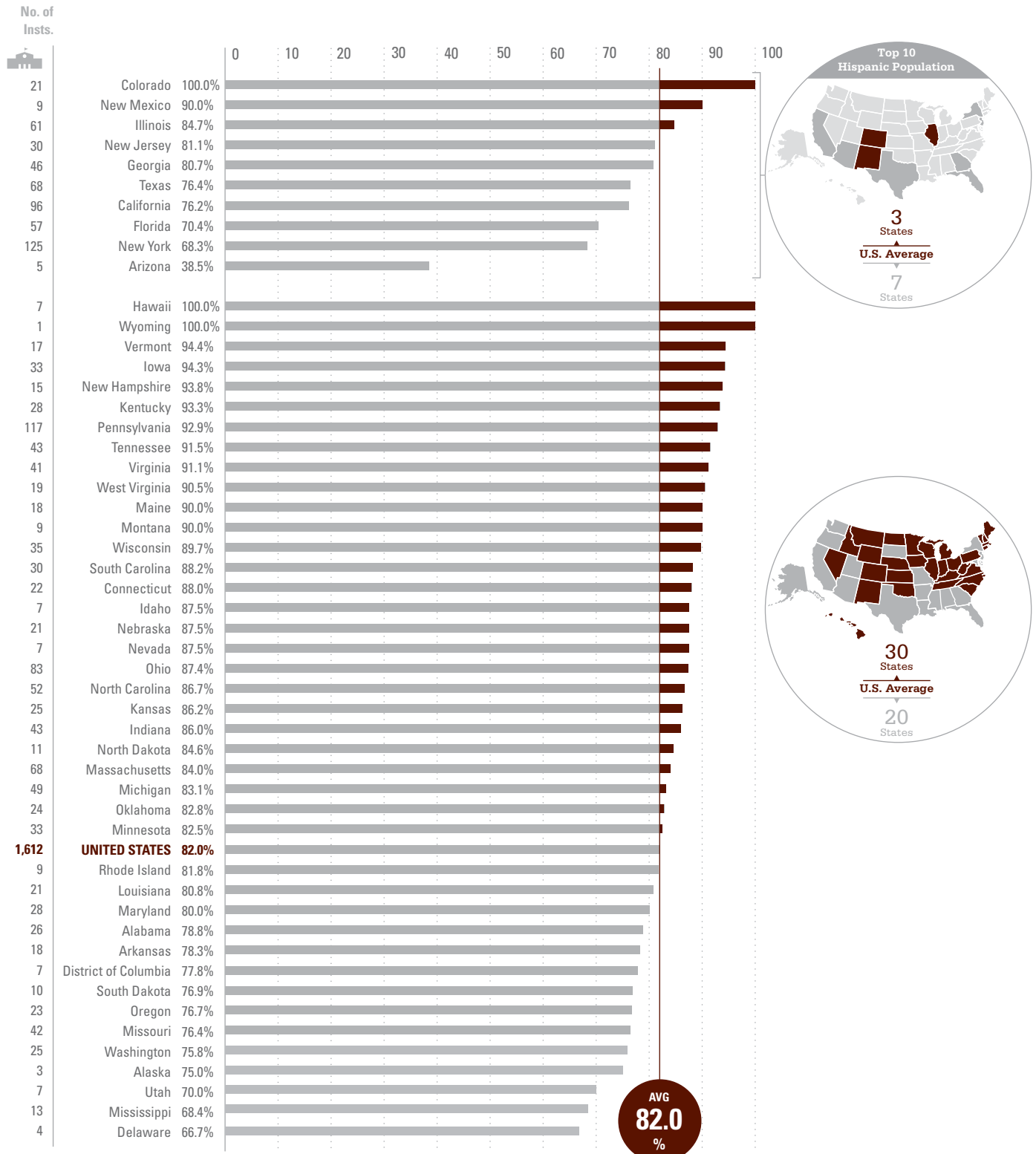
When interpreting this measure, what should be kept in mind?

The *Annual Survey of Colleges* data are based on self-reported information from the institutions, and colleges do not necessarily respond to all questions on the survey. This indicator is calculated solely from affirmative responses (i.e., those institutions that explicitly indicate the application is available online through their websites). This method may slightly underestimate the proportion of four-year colleges with the option.

6.2

Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009

Source: College Board, Annual Survey of Colleges, 2008; NCES, IPEDS Institutional Characteristics Survey, 2009.
Note: (For entry in fall 2009)



20.0%

As of 2009, two of the top 10 states by Latino population (Colorado and New Mexico) are above the national average of the percentage of institutions that accept admission applications online.

Percentage of Four-Year Colleges That Accept Admission Applications Online

What is this measure, and why is this measure important to Latinos?

The previous measure demonstrates that the vast majority of four-year institutions have made their applications available through their websites. This indicator examines a similar issue, but focuses more specifically on the ability to submit the application electronically.

The technology used to submit online applications has lagged slightly behind the general availability of online applications. This is understandable given the relative ease with which an institution can post a PDF file of the application, compared to the amount of work required to develop a tool that captures information entered into an online application. Given the increase in the proportion of four-year colleges with this technology, it is clear that institutions are making online applications a priority. The ability to submit the application online streamlines the process for students and frees up resources in the admission office. In theory, if these resources are no longer devoted to the manual entry of data, they can be used in other productive ways to improve the admission process. For Latino families, it might be helpful to have admission checklists and guides in English and Spanish, so that Spanish-speaking parents can support their children in the application process.

What policy issues for Latinos are associated with this measure?

An increasing concern in online applications that adds to the complexity of access is when some, but not all, elements of the application can be submitted electronically. Institutions should ensure that a student fully understands which requirements have been submitted and which elements may require additional work on the student's part. For example, the student may need to contact teachers to send recommendations directly to the college, or the school may need to send the transcript or the counselor recommendation. Secondary schools and higher education institutions should improve outreach to help students understand how to use these tools effectively.

Institutions should make sure that online application tracking technology does not sacrifice accuracy for efficiency. Online application submission tools should also ensure the integrity of information, particularly as schools increasingly use such technology to submit confidential student information (e.g., recommendations or transcripts).

Where are Latinos now? When disaggregated according to the top 10 states by Latino population, the percentage of states that accept admission applications online range from 46.2 percent in Arizona to 95.2 percent in Colorado (Figure 6.3). Two of the top 10 states by Latino population (Colorado and New Mexico) are above the national average of the percentage of institutions that accept admission applications online.

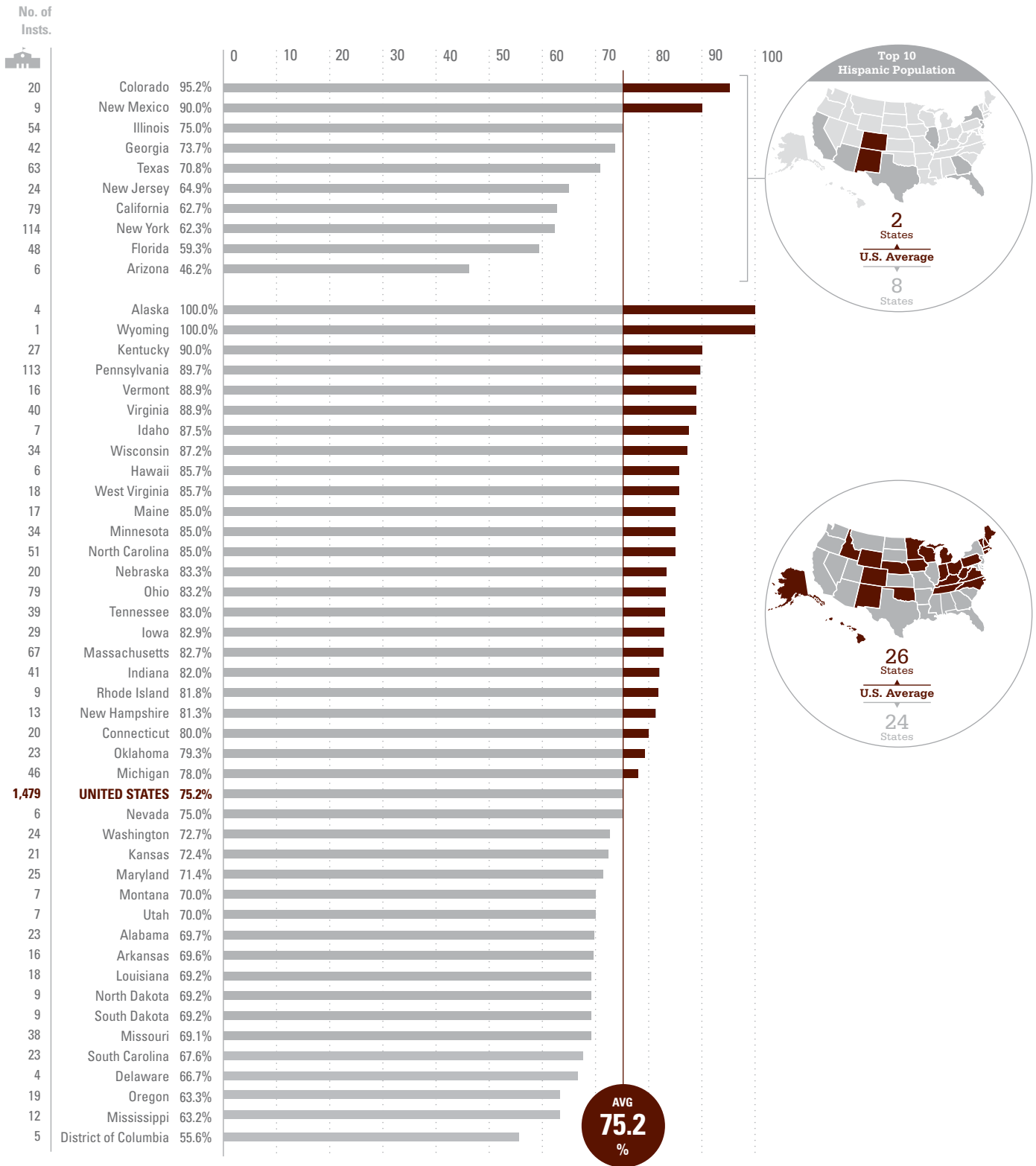
When interpreting this measure, what should be kept in mind?

As was the case with the previous indicator, the *Annual Survey of Colleges* data are based on self-reported information from the institutions, and colleges do not necessarily respond to all questions on the survey. This indicator is calculated solely from affirmative responses (i.e., those institutions that explicitly indicated that applications can be submitted online) and may underestimate the proportion of colleges for which Internet technology is in place.

6.3

Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009

Source: College Board, Annual Survey of Colleges, 2008; NCES, IPEDS Institutional Characteristics Survey, 2009.
Note: For entry in fall 2009.



22.8%

As of 2009, 22.8 percent of four-year institutions participate in national application systems that aim to streamline the admission process.

30.0%

As of 2010, three of the top 10 states by Latino population (California, Texas and New York) have statewide application systems that aim to streamline the admission process.

Percentage of Four-Year Colleges That Participate in National and Statewide Application Systems

What is this measure, and why is this measure important to Latinos?

This measure represents the proportion of four-year colleges that participate in application systems which aim to simplify the admission process. These application systems address the overlap in applications and provide a platform for a student to enter the information once and then send the application to multiple colleges.

Over the past two decades, the options themselves, as well as the number of participating institutions, have expanded greatly. The Common Application (CA), which has existed in paper form since 1975, was introduced online in 1998 and, by 2006, all members accepted the application online. Since then, the CA launched its online school form system and partnered with Naviance to provide school officials the option of submitting transcripts, school forms and recommendations electronically.

The Universal College Application (UCA), introduced in 2007, expanded the opportunity for a centralized electronic application to colleges that do not necessarily use “holistic” review processes. Although CA membership is limited to those requiring components such as teacher recommendations and an essay, the UCA does not have this stipulation. This potentially opens the door to a wider range of higher education institutions, particularly in the public sector.

The Common Black College Application (CBCA), introduced approximately 10 years ago, originally collaborated with five historically black colleges and universities (HBCUs) with the goal of increasing the presence of these colleges in new markets and increasing educational options for students. The CBCA participates in a range of outreach activities in schools and communities. Students pay a single application fee and are able to apply simultaneously to more than 35 colleges.

A common application for Hispanic-serving institutions (HSIs) currently does not exist. Forty-eight percent of HSIs in 2007 were four-year institutions.⁹⁹ A common application for these institutions (n=128) would streamline admission processes for Latino students. For the community college HSI sector (48 percent, n=127),¹⁰⁰ these postsecondary institutions have open enrollment and therefore are more easily accessible to families. In fact, these institutions have become part of the community and, in cases such as Miami Dade College, have become beacons in the community.

99. Santiago, D., *Emerging Hispanic Serving Institutions* (Washington, DC: Excelencia in Education, 2008).

100. Ibid.

What policy issues for Latinos are associated with this measure? Perhaps the greatest concern is access to information and resources — knowing that the above options exist, having the ability to pay application fees or the knowledge to seek fee waivers, and subsequently having access to the technology with which to complete one of the above options. Institutions should examine payment and fee-waiver policies in order to ensure that all students have the ability to participate equally in these application systems. Institutions that are not current members of a centralized application system should examine the costs and benefits of participation. The K–12 and higher education communities should strive to improve outreach to underrepresented minority, low-income and first-generation students about the benefits of these application systems. This outreach needs to be done in a culturally relevant way to ensure that Latino families become part of the process.

Where are Latinos now? When disaggregated according to the top 10 states by Latino population, the percentage of four-year institutions that participate in national application systems range from 0.0 percent in New Mexico to 39.9 percent in New York (Figure 6.4a). Three of the top 10 states by Latino population (New York, New Jersey and Colorado) are above the national average of the percentage of four-year institutions that participate in national application systems.

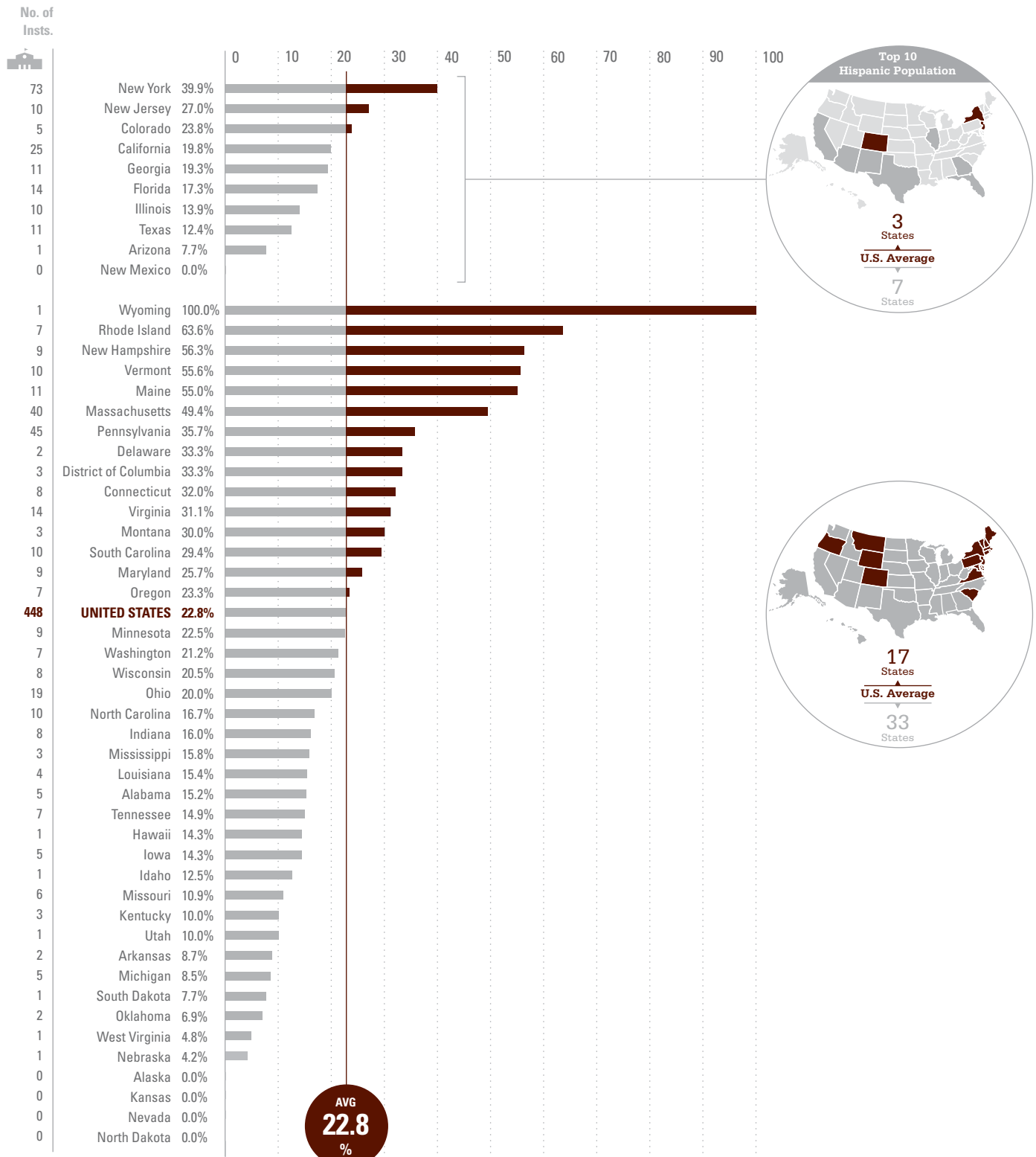
As of 2009, 22.8 percent of four-year institutions participate in these national application systems (Figure 6.4a). This number has risen steadily from 10.8 percent in 2000 to 22.8 percent in 2009. When disaggregated by state, the percentage range from 0.0 percent in Alaska, Kansas, Nevada, New Mexico and North Dakota to 100 percent in Wyoming. When placed in rank order, states with the highest percentage of institutions using national application systems are Wyoming, Rhode Island, New Hampshire, Vermont and Maine. As of 2010, three of the top 10 states by Latino Population (California, Texas and New York) have statewide application systems for public four-year institutions that aim to streamline the admission process (Figure 6.4b).

When interpreting this measure, what should be kept in mind? Many state or city higher education systems have centralized application systems. The goal in this indicator is to describe application systems that connect students to a broader array of colleges, thus numerous four-year institutions that do in fact participate in local or regional “common” application systems are excluded. In addition, other application platforms simplify the process for school officials, which can have an indirect effect on the process for students. For example, schools that use Naviance’s “College Planning” or ConnectEDU’s “SuperAPP” are able to send materials electronically to more than 1,000 colleges.

6.4a

Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009

Source: Common Application, Universal College Application, Common Black College Application; NCES, IPEDS Institutional Characteristics Survey, 2009
Note: For the 2009–2010 application cycle.



6.4b

States with Statewide Common Applications for Public Four-Year Colleges and Universities, 2011

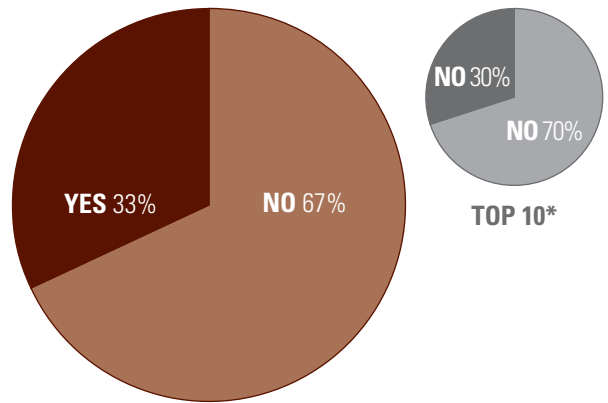
Note: California has separate applications for the University of California System and the California State University System, though students can apply to any school in each individual system with one application. New York has a statewide application for students applying to the State University of New York. There is a separate application for the City University of New York system institutions. Rhode Island will start in fall 2011. Maryland offers a statewide application for those universities that are in the University of Maryland System. Maryland has several public four-year institutions that fall outside of the system (and three institutions within the system) that are not supported by the statewide common application system. For the 2009–2010 application cycle.

YES

Alaska
California
District of Columbia
Hawaii
Idaho
Maine
Maryland
Minnesota
New York
North Carolina
North Dakota
Rhode Island
South Dakota
Texas
West Virginia
Wisconsin
Wyoming

NO

Alabama
Arizona
Arkansas
Colorado
Connecticut
Delaware
Florida
Georgia
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Massachusetts
Michigan
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
Tennessee
Utah
Vermont
Virginia
Washington



*10 states with the largest Latino populations.

63.9%

As of 2008, 63.9 percent of Hispanic high school completers enrolled in a two- or four-year college immediately after high school.

Immediate Enrollment Rate of High School Graduates

What is this measure, and why is this measure important to Latinos?

One way to assess whether efforts to streamline, simplify and demystify the admission process are effective is to examine the proportion of students applying to college. This hinges on an assumption that if the process is perceived to be less intimidating, then more students will ultimately apply to college. However, there does not appear to be a comprehensive source for this information. This can be explored indirectly through the immediate enrollment rate of students who recently completed high school. If a greater proportion of students enroll, then a greater proportion of them must have applied to college in the first place.

This measure is fundamental to the overall goal of the commission. These data indirectly reflect application behaviors and thus provide insight into an important piece of the education pipeline in which students must apply, enroll, return for the sophomore year and ultimately complete their degrees (see Recommendation Nine for more details on retention and completion).

In the case of Latino students, these data also show the missed opportunities for many Latinos who graduate but do not enroll in higher education. This is the case for thousands of undocumented students each year who graduate from high school, but due to financial and other access issues never enroll in higher education.

What policy issues for Latinos are associated with this measure?

Enrollment rates differ based on family income, parental education, race/ethnicity and gender. Policies geared toward improving application and enrollment rates for low-income and underrepresented minority students in particular will contribute greatly to the commission's goal.

Where are Latinos now? As of 2008, 68.6 percent of high school completers in the United States enroll in a two- or four-year college immediately after completing high school. This includes those who received a high school diploma or a GED. However, the immediate enrollment rate for African American students (55.7 percent) and Hispanic students (63.9 percent) trailed that of white students (71.7 percent) (Figure 6.5).

When interpreting this measure, what should be kept in mind? A student may complete the admission process only to find that certain factors, such as family finances, prevent her or him from enrolling. Therefore, this measure likely underestimates the actual proportion of recent high school completers who applied to college. It is also important to consider that this measure reflects students who have made it to a certain point of the educational pipeline and completed high school. State outcomes may be impacted by differential dropout rates (see Recommendation Three for additional details).

Readers should note that the rates in Figure 6.5 are based on high school completers, which included both high school graduates and individuals who earned high school equivalency certificates (i.e., GEDs). The rates in Figure 6.5 are based on high school graduates only.

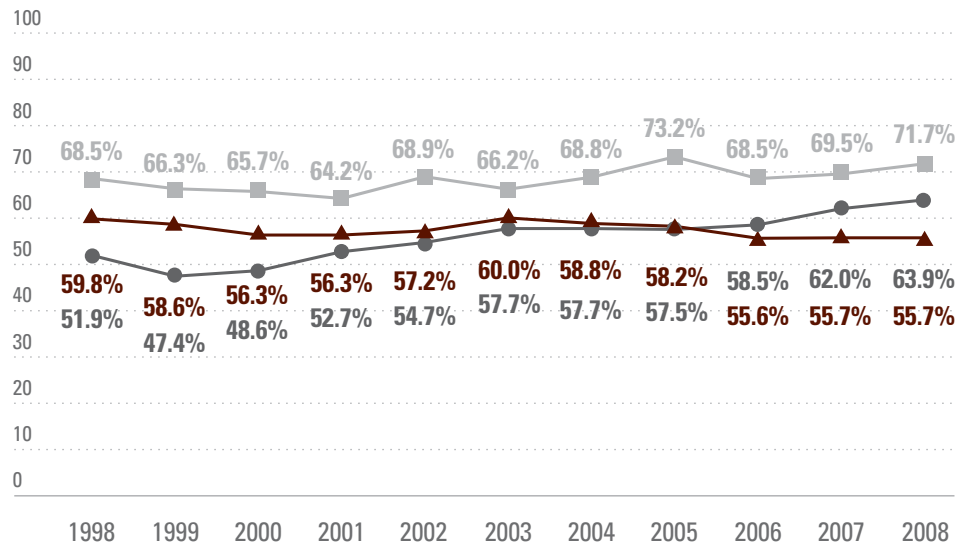
6.5

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion by Race/Ethnicity, 1998–2008

- ▲ African American
- Hispanic
- White

Source: NCES, Condition of Education, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year. Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income, black and Hispanic categories, moving average rates are presented. These rates were generally calculated as the average of the annual rates for the following three adjacent years: the year in question, the year immediately before it and the year immediately after it.



Siete

Provide more
need-based grant
aid while simplifying
the financial aid
system and making
it more transparent

WE RECOMMEND that federal and state officials encourage increased access by providing more need-based grant aid, making the process of applying for financial assistance more transparent and predictable, and finding ways to inform families, as early as the middle school years, of aid amounts likely to be available to individual students.

Providing additional need-based grant aid to low-income Latino students would contribute to a greater proportion of Latinos persisting and graduating from college. Several studies have found financial aid to be a significant predictor of college success and completion because it equalizes opportunities between more affluent students and low-income students, and allows the low-income student to fully integrate into the academic and social infrastructure of the institution.¹⁰¹ Allowing students to fully appreciate the college experience and focus on the academic requirements of their majors also enhances their ability to create valuable peer networks, engage in a variety of enriching experiences (such as study abroad) or become civically engaged in the surrounding community. These are all invaluable college experiences that foster competitive skills which are relevant to the broader labor marketplace.

The reality for many Latino students in college today, however, is a more nontraditional route where work is center stage in their college experience. Many Latino students choose a pay-as-you-go approach to financing their college education.¹⁰² For Latino students who attend college part time, over 73 percent are employed and they are more likely to work more than 35 hours a week (43 percent).¹⁰³ For community college students in particular, where most Latino students begin their postsecondary degrees with the intent to transfer to four-year institutions (over 60 percent), Latinos are more likely to both work and attend college part time. Need-based grant aid would provide community college students with the financial assistance necessary to work less and complete their associate degrees within a three-year time frame and successfully transfer to complete their four-year degrees.

The largest proportion of financial aid available to low-income students in 2010 was loans (43 percent), with grant aid representing 26 percent of financial aid awards. In fact, the greatest growth in aid over the past decade has been in the form of student loans.¹⁰⁴ The greater reliance on loans to meet the needs of low-income students is problematic because researchers have found loans to have a negative effect on student persistence.¹⁰⁵ In addition to attending college part time or working full time while in college, these are the top-risk factors that have adverse effects on degree completion.¹⁰⁶

Given that Latinos are less likely than their peers to borrow and less likely to receive high amounts of grant aid, the pattern of working long hours and attending college part time is an area for targeted reform and investment.

101. Cabrera, Nora, and Castaneda, 1992; Perna, 1998; Nora, 2004; Cabrera, La Nasa, and Castaneda, 1993.

102. Ibid.

103. U.S. Department of Commerce, Census Bureau, Current Population Survey, October Supplement, 2008; NCES, Table A-45-2.

104. *Trends in Student Aid*, 2010 (New York: The College Board, 2010).

105. Dowd and Coury, 2006; Gladieux and Perna, 2005.

106. Gladieux and Perna, 2005.

Many states have responded to rising tuition costs with merit-aid programs, but Latino and other racial/ethnic minority students are less likely than their peers to secure state merit aid. Although many states have parallel need-grant programs, broadening access to both need-based and merit-aid programs is essential to ensure greater Latino postsecondary persistence. Often times need-based aid lags behind more politically amenable merit-aid programs, or need-based grants are a smaller subset of merit-aid award programs.

Indicators of progress on this recommendation include:

- Grant aid for students from low- and moderate-income families; and
- Changes in the federal student aid application process and financial aid programs.

General Findings for This Recommendation

- As of 2008, the average amount of total financial aid awarded to full-time, undergraduate Hispanic students was \$7,900.
- As of 2008, the average amount of grant aid awarded to full-time, undergraduate Hispanic students was \$4,300.
- As of 2008, the average amount of loans awarded to full-time, undergraduate Hispanic students was \$6,900.

\$7,900

As of 2008, the average amount of total financial aid awarded to full-time, undergraduate Hispanic students was \$7,900.

\$4,300

As of 2008, the average amount of grant aid awarded to full-time, undergraduate Hispanic students was \$4,300.

\$6,900

As of 2008, the average amount of loans awarded to full-time, undergraduate Hispanic students was \$6,900.

Grant Aid for Latino Students

What is this measure, and why is this measure important to Latinos?

This indicator measures the amount of grant aid available to Latino students. This measure is important because students from underserved populations can afford to enroll and succeed in college only if they have access to adequate financial resources.

What policy issues for Latinos are associated with this measure?

The federal government provides the foundation of need-based aid through Pell Grants to low- and moderate-income students. Funding for Pell Grants is subject to annual appropriations. State governments also provide important grant aid to students. While some of this aid is need based, other funds are distributed on the basis of academic qualifications, and many of these dollars go to students who could enroll without them. Colleges and universities also distribute considerable amounts of grant aid. As with state grants, the majority of dollars from colleges and universities are awarded to meet financial need, but many funds also go to students who can afford college without this assistance.

Where are Latinos now? As of 2008, the average amount of total financial aid awarded to full-time, undergraduate Hispanic students was \$7,900. In comparison, the average amount of total financial aid awarded was \$9,400 to full-time, undergraduate white students, \$9,000 to African American students and \$9,600 to Asian students.

As of 2008, the average amount of grant aid awarded to full-time, undergraduate Hispanic students was \$4,300. In comparison, the average amount of grant aid awarded was \$5,000 to full-time, undergraduate white students, \$4,400 to African American students and \$6,400 to Asian students.

As of 2008, the average amount of loans awarded to full-time, undergraduate Hispanic students was \$6,900. In comparison, the average amount of loans awarded was \$7,200 to full-time, undergraduate white students, \$7,000 to African American students and \$6,800 to Asian students.

When interpreting this measure, what should be kept in mind?

There are multiple definitions of “need-based” aid. In some cases, only aid that is awarded explicitly on the basis of financial need is considered need based. The critical issue is that sufficient dollars go to students who need them regardless of how these dollars are labeled. Therefore, monitoring the amount of grant aid that low- and moderate-income students receive is the most meaningful way to examine the assistance these students are receiving, which enables them to participate in postsecondary education.

Simplifying the Federal Student Aid System and the Application Process

What is this measure, and why is this measure important to Latinos?

Even when sufficient financial aid funds are available, many students have difficulty accessing those funds. Navigating the financial aid process is especially difficult for low-income and first-generation college students.¹⁰⁷ A simpler application process and financial aid programs that are more predictable and transparent have the potential to increase educational opportunities for all students, especially for those from families with low- and moderate-incomes, and for first-generation students.

What policy issues for Latinos are associated with this measure? The U.S. Department of Education has the authority to modify the student aid application process in significant ways. Other measures, which include removing questions from the application, modifying the formula used to calculate aid eligibility and consolidating programs, require congressional action. States can also integrate state financial aid systems into federal systems to allow students to understand their full-aid eligibility after completing the Free Application for Federal Student Aid (FAFSA). With greater coordination of both federal aid and state aid, students can easily obtain the aid needed to access and complete their higher education.¹⁰⁸ Federal and state governments should also do more to make financial aid eligibility simpler and clearer so that students can determine their full financial aid eligibility. If these systems are made easier and more transparent, then low- and moderate-income students and first-generation students will see that entering and completing college are realistic options.

Where are Latinos now? The Federal Student Aid Commission, states, postsecondary institutions, local districts and communities play a collective role in simplifying the financial aid process and making information broadly available in both English and Spanish for Latino students and their parents.¹⁰⁹

While steps are already under way by the federal government to simplify the FAFSA, conveying clear information related to both college costs and financial aid is also critical for students and their families.¹¹⁰ In a study of over 400 Latino youth in California, students cited the complexity of the FAFSA as a barrier to accessing aid programs.¹¹¹ In addition, Latino parents and students, like many first-generation students, overestimate the cost of college.¹¹² As a result, many students and their families consider a college education unattainable.¹¹³

107. College Board, *Cracking the Student Aid Code*, 2010. Retrieved May 12, 2010, from http://www.advocacy.collegeboard.org/sites/default/files/11b_3172_Cracking_Code_Update_WEB_110112.pdf

108. See <http://www2.ed.gov/finaid/info/apply/fafsa-project.html>

109. Gandara and Contreras, 2009.

110. Zarate and Fabienke, 2007; Zarate and Pachon, 2006.

111. Zarate and Pachon, 2006.

112. Perna, 2004; Zarate and Pachon, 2006; Grodsky and Jones, 2004.

113. Zarate and Pachon, 2006.

Some colleges and universities have created virtual financial aid offices for students, where several questions related to financial aid are available online. However, this alone cannot solve the information gap that exists in the financial aid process for Latino and low-income students. In a study of low-income, urban high school students in California, for example, Venegas found that access to computers and the Internet are an insufficient answer to the digital divide that exists within the Latino community. In addition, both students and parents are often suspicious of websites not linked to a specific college and are reluctant to provide information over the Internet.¹¹⁴ Thus, current virtual approaches by online financial aid offices that offer tools to estimate college costs by entering earnings or employment information creates anxiety and fear among Latino students and their families, given the anti-Latino, anti-immigrant climate in many states.

Simplifying application processes, increasing access to information in English and Spanish, and having information sessions in Spanish for parents in school and community settings are vital approaches to raising awareness about actual costs and financial aid opportunities available to Latino students.

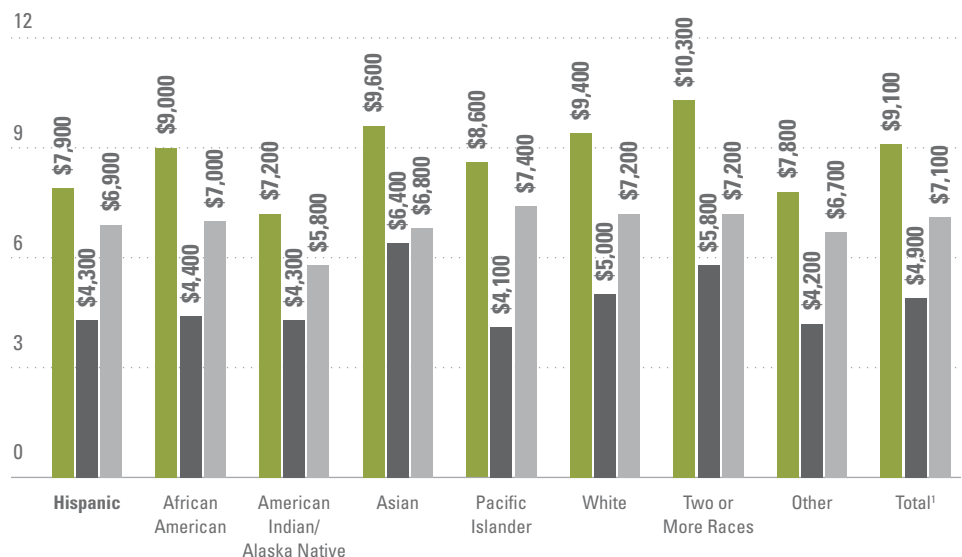
7.1

Average Amount of Financial Aid Awarded from Any Source for Full-Time Undergraduates Enrolled for the Full Year, 2007-08, by Race and Ethnicity

■ Any Aid
■ Grants
■ Loans

Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 National Postsecondary Student Aid Study (NPSAS:08).

Note: All dollar values are in 2003-04 dollars. Students may receive aid from multiple sources. Financial aid includes assistance in the form of grants, loans, work-study or any other type of aid, including PLUS loans (loans to parents). Data include undergraduates in degree-granting and non-degree-granting institutions. Total includes other race/ethnicity categories not separately shown.



114. Venegas, 2006.

Ocho

Keep college
affordable

WE RECOMMEND restraining growth in college costs and prices, using available aid and resources wisely, and insisting that state governments meet their obligations for funding higher education.

The rising cost of a college education serves as a barrier to college persistence and completion among Latinos. Affordability is therefore a central component to raising college enrollment and completion rates among Latino students across institutional sectors.

State appropriations for higher education continue to decline across the United States, leaving colleges and universities with few mechanisms to fund public institutions. The primary response of public two- and four-year institutions to declining state revenue has been to raise tuition rates, a trend that has held steady. Students are shouldering the burden of state fiscal shortfalls in a time when the U.S. increasingly needs a college-educated workforce.

For Latino students, such shifts in higher education financing further contribute to their likelihood of choosing community colleges, many of which are Hispanic-serving institutions, to begin their postsecondary pathway. This enables them to work in order to pay for school and remain in community contexts close to their families.¹¹⁵ In fact, in a study that examined college-choice processes of Latino students, Santiago found that close to half of all Latinos who are enrolled in postsecondary institutions attend Hispanic-serving institutions — citing both cost and location as the primary reasons for their college choices.¹¹⁶

Indicators of progress on this recommendation include:

- State appropriations to fund public higher education;
- Tuition, fees and other costs of attendance at colleges and universities;
- Net price students pay for college;
- Change in family income levels; and
- Earnings of college graduates.

115. Contreras, Malcom, and Bensimon, 2008; Gandara and Contreras, 2009; Santiago, 2007.

116. Santiago, 2007.

General Findings for This Recommendation

- As of 2009, eight of the top 10 states by Latino population (New York, New Mexico, Georgia, Illinois, Arizona, New Jersey, California and Texas) are above the national average in state fiscal support for education per full-time enrolled (FTE) student.
- As of 2011, four of the top 10 states by Latino population (California, New Mexico, Texas and Arizona) are below the national average in published charges for undergraduates at public two-year institutions.
- As of 2011, six of the top 10 states by Latino population (Florida, New Mexico, New York, Georgia, Colorado and California) are below the national average in published charges for undergraduates at public four-year institutions.
- As of 2011, four of the top 10 states by Latino population (Georgia, Texas, Florida and Arizona) are below the national average in published charges for undergraduates at private four-year institutions.
- As of fall 2008, the total net price (price of tuition minus all grants) for Hispanic students was \$15,100.
- As of fall 2008, the total out-of-pocket price (price of attendance minus total aid) for Hispanic students was \$10,200.
- As of 2009, the median personal earnings for full-time, year-round Hispanic workers was \$20,717.
- As of 2009, the median household income for Hispanic families was \$39,923.

80%

As of 2009, eight of the top 10 states by Latino population (New York, New Mexico, Georgia, Illinois, Arizona, New Jersey, California and Texas) are above the national average in state fiscal support for education per full-time enrolled (FTE) student.

State Appropriations to Fund Higher Education

What is this measure, and why is this measure important to Latinos?

This indicator measures the state appropriation dollars used to support higher education in both total dollars and per full-time enrolled (FTE) student in the United States. Revenues for public colleges and universities, where about 80 percent of students are enrolled, come primarily from a combination of state appropriations and the tuition and fees that students pay. This measure is important because the inability of state appropriations to keep up with enrollment growth is a primary driver of rising tuition levels.

What policy issues for Latinos are associated with this measure?

State funding levels depend on the interaction of state priorities and the philosophies of educational funding with fiscal constraints. With pressures on state budgets from declining revenues and competing demands, only a strong commitment to affordable, high-quality public higher education on the part of state legislatures can assure the funding levels required to restrain tuition increases and provide adequate need-based aid.

Where are Latinos now? In the United States, state fiscal support for education increased 53.3 percent from 1984 to 2009. State fiscal support for education per FTE increased 4.6 percent from 1984 to 2009.

When the data are disaggregated according to the top 10 Latino states by population, state fiscal support for education per FTE ranges from \$4,687 in Colorado to \$8,923 in New York. Figure 8.1b shows that eight of the top 10 states by Latino population (New York, New Mexico, Georgia, Illinois, Arizona, New Jersey, California and Texas) are above the national average in state fiscal support for education per FTE in 2009. However, Florida and Colorado are below the national average in state fiscal support for education per FTE.

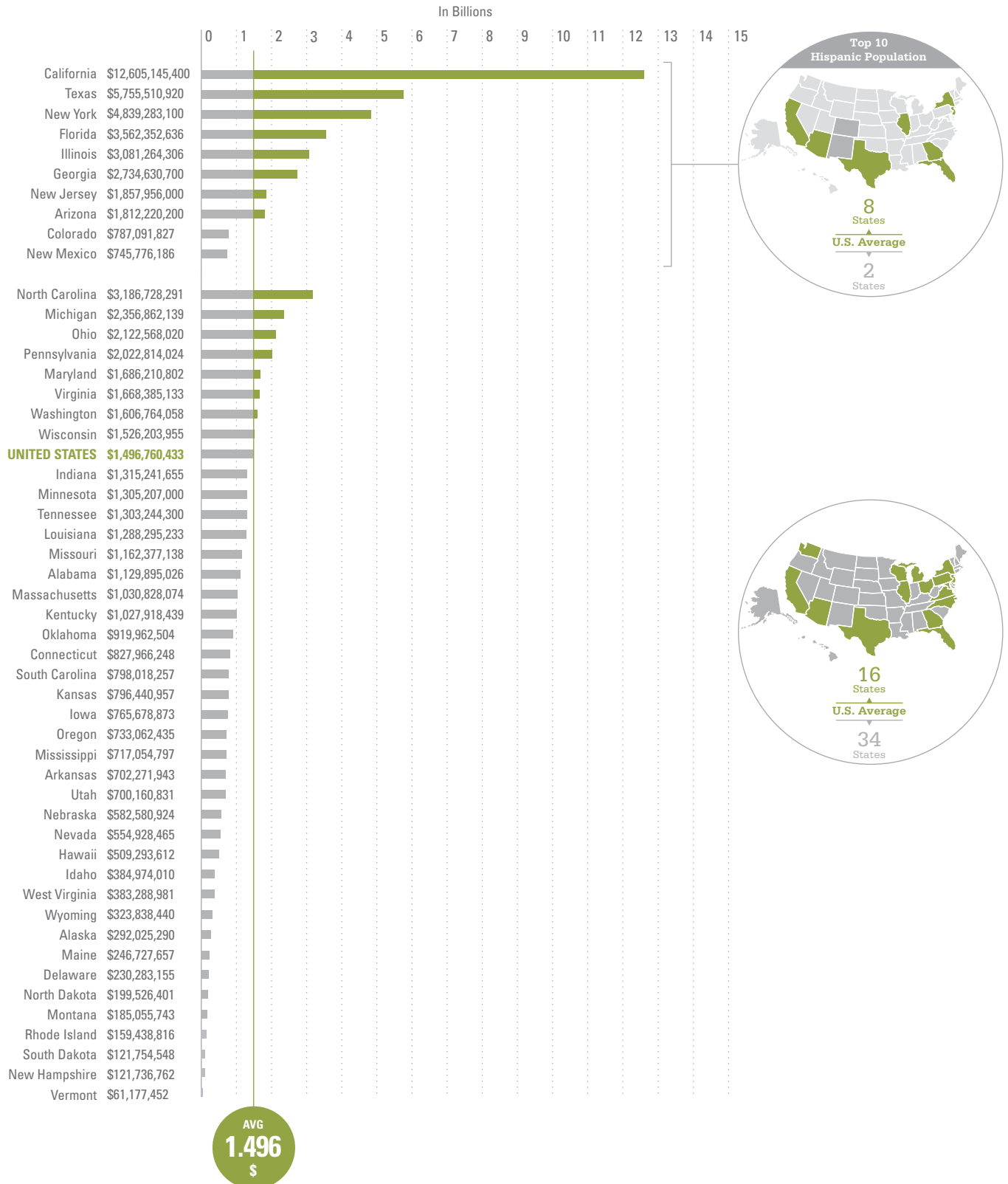
When interpreting this measure, what should be kept in mind?

State appropriation levels and patterns differ considerably across states. Both enrollment levels and economic circumstances must be understood to put appropriations into context. However, national appropriations do provide an important snapshot. It is much more important to understand the support in education per FTE because this value takes into account the enrollment of the state in addition to the allocation of education dollars. Further, this mitigates the advantage that larger states have in allocating more money to higher education.

8.1a

Educational Fiscal Support by State Rank, 2009

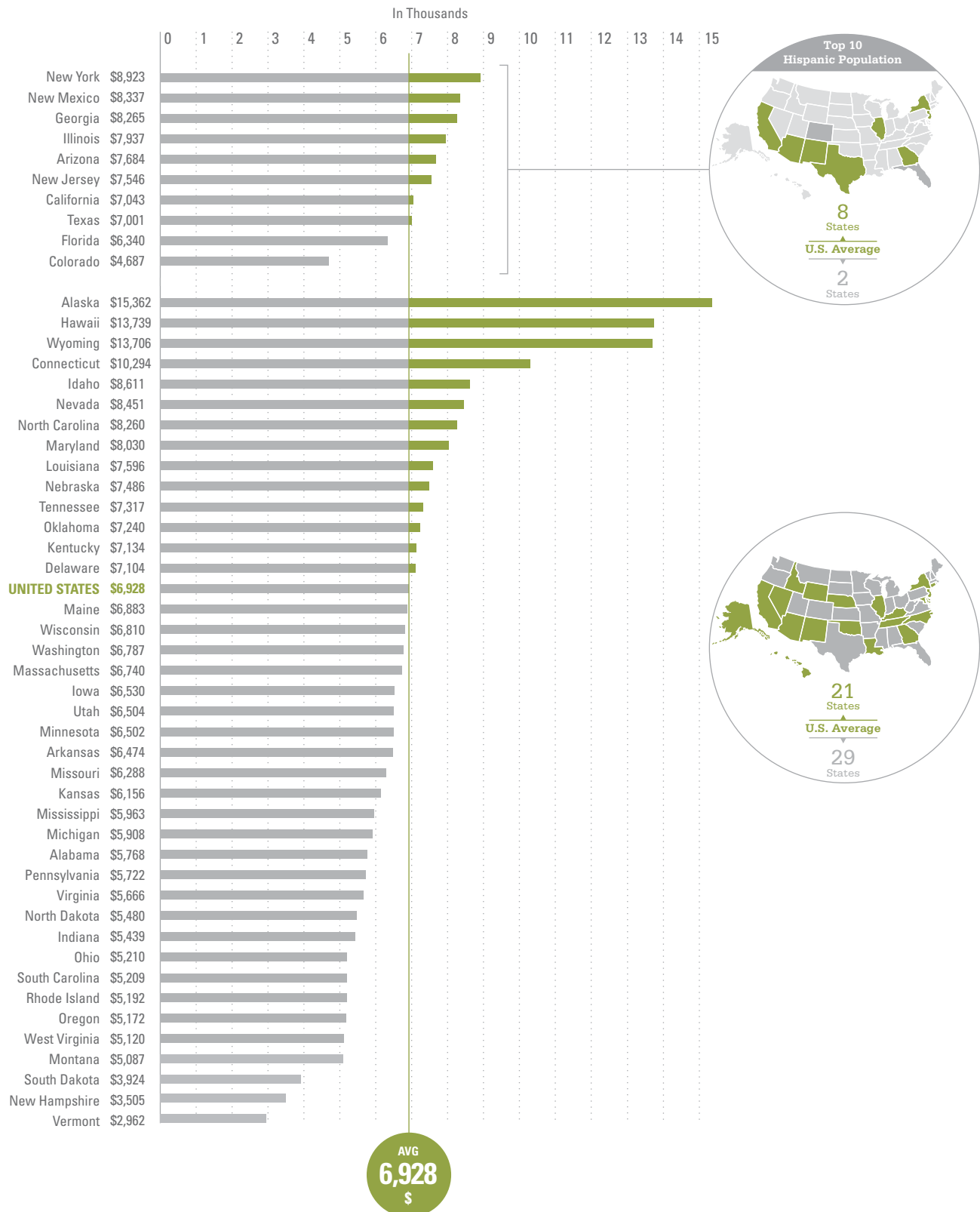
Source: State Higher Education Finance, State Higher Education, Executive Officers, 2010



8.1b

Educational Fiscal Support per FTE by State Rank, 2009

Source: State Higher Education Finance, State Higher Education, Executive Officers, 2010



40%

As of 2011, four of the top 10 states by Latino population (California, New Mexico, Texas and Arizona) are below the national average in published charges for undergraduates at public two-year institutions.

60%

As of 2011, six of the top 10 states by Latino population (Florida, New Mexico, New York, Georgia, Colorado and California) are below the national average in published charges for undergraduates at public four-year institutions.

Tuition, Fees and Other Costs of Attendance at Colleges and Universities

What is this measure, and why is this measure important to Latinos?

This indicator shows the tuition, fees and other costs of attendance at colleges and universities, the published tuition price by state, and the average annual percentage increase in inflation-adjusted published prices by decade. Although published prices can be deceptive because many students receive grant aid that reduces the price they actually pay, other students do pay the full price. Moreover, because of incomplete knowledge about the complex system of financial aid, many students are unaware of the subsidies available to them and make decisions based on the published prices. Other costs, including room, board, books and other expenses, are larger than tuition fees for many students and must also be considered in evaluating financial barriers to college participation.

What policy issues for Latinos are associated with this measure?

Prices are sometimes set by institutions and sometimes by state legislatures or other public bodies. Although it is tempting to push for small tuition increases in order to promote affordability, the provision of quality education requires adequate resources. Accordingly, tuition policy cannot be viewed in isolation from state appropriations and student aid policies.

Where are Latinos now? In the United States, the average published charges for undergraduates have continued to increase. When the data are disaggregated by the top 10 Latino states by population, in-state published tuition prices at public two-year institutions range from \$820 in California to \$3,990 in New Jersey (Figure 8.2a). Four of the top 10 states by Latino population (California, New Mexico, Texas and Arizona) are below the national average in published charges for undergraduates at public two-year institutions. However, Florida, Georgia, Illinois, Colorado, New York and New Jersey are above the national average.

When the data are disaggregated by the top 10 Latino states by population, in-state published tuition prices at public four-year institutions range from \$4,886 in Florida to \$11,667 in New Jersey (Figure 8.2b). Six of the top 10 states by Latino population (Florida, New Mexico, New York, Georgia, Colorado and California) are below the national average in published charges for undergraduates at public four-year institutions. However, Texas, Arizona, Illinois and New Jersey are above the national average.

40%

As of 2011, four of the top 10 states by Latino population (Georgia, Texas, Florida and Arizona) are below the national average in published charges for undergraduates at private four-year institutions.

When the data are disaggregated by the top 10 Latino states by population, in-state published tuition prices at private four-year institutions range from \$24,948 in Georgia to \$34,260 in California (Figure 8.2c). Four of the top 10 states by Latino population (Georgia, Texas, Florida and Arizona) are below the national average in published charges for undergraduates at private four-year institutions. However, Illinois, New Mexico, New Jersey, New York, Colorado and California are above the national average.

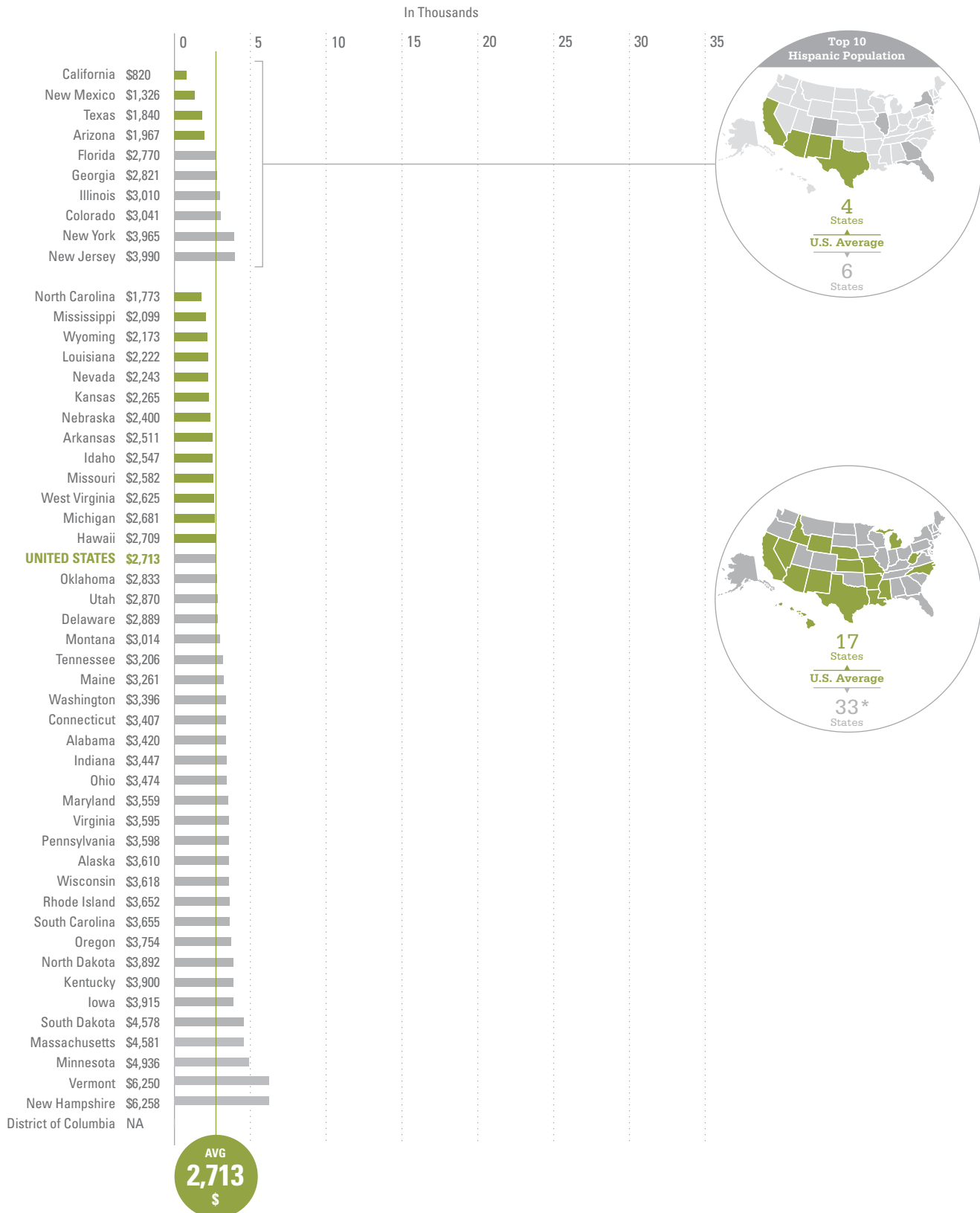
When interpreting this measure, what should be kept in mind?

Focusing on published prices without also considering student aid and net prices can give an exaggerated picture of the financial hurdles that students face. Moreover, there is considerable variation in the prices charged by U.S. colleges and universities. Typically, two-year public colleges charge less than four-year public institutions, which have lower prices than for-profit institutions; the highest published prices are in the private not-for-profit sector. However, there are also sizable differences within these sectors, particularly by state or region and among doctoral universities, master's universities and baccalaureate colleges. Increasingly, there are also multiple tuition levels within institutions, depending on program or year of study.

8.2a

In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2010–2011

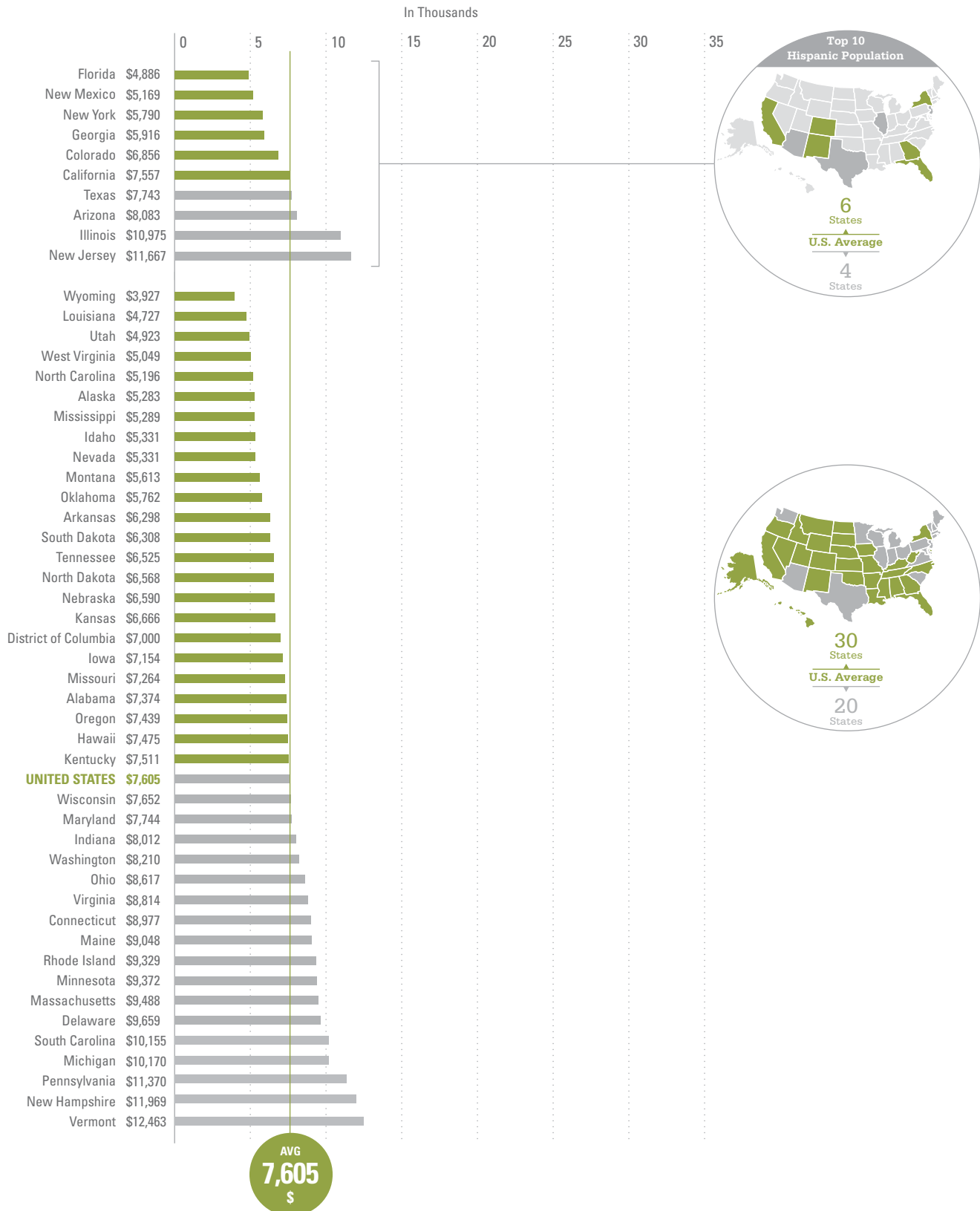
Source: The College Board, Trends in College Pricing, 2010



8.2b

In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2010–2011

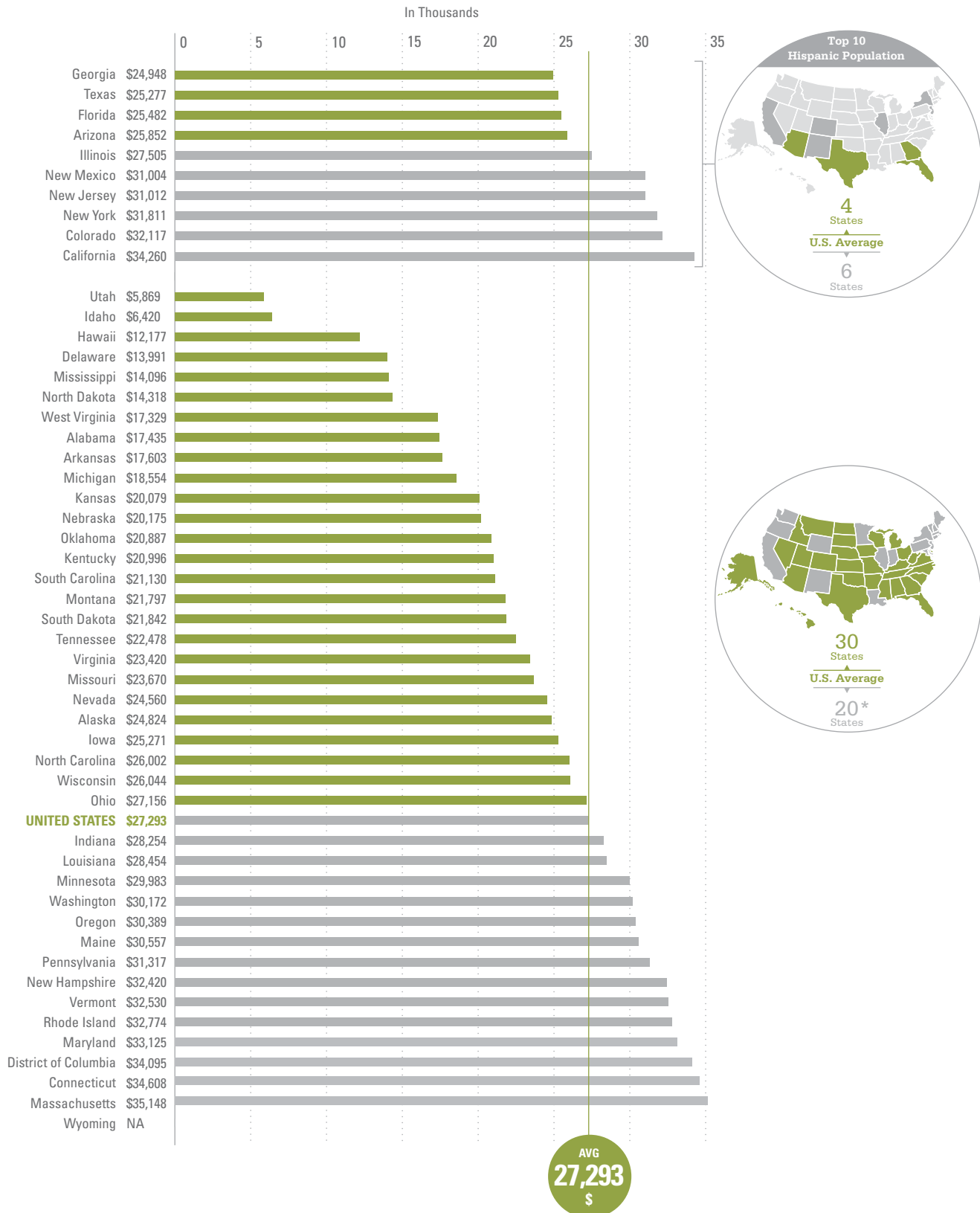
Source: The College Board, Trends in College Pricing, 2010



8.2c

In-State Tuition Prices at Private Four-Year Institutions by State Rank, 2010–2011

Source: The College Board, Trends in College Pricing, 2010



\$15,100

As of fall 2008, the total net price (price of tuition minus all grants) for Hispanic students was \$15,100.

\$10,200

As of fall 2008, the total out-of-pocket price (price of attendance minus total aid) for Hispanic students was \$10,200.

Net Price Students Pay for College

What is this measure, and why is this measure important to Latinos?

This indicator measures the amount of financial aid (grants and loans) used to finance postsecondary education expenses, and also shows the net price students pay for college after subtracting the average financial aid received from the average cost of attendance. This measure is important because increases in need-based grant aid frequently provide better-targeted improvements in college affordability than across-the-board tuition restraints.

What policy issues for Latinos are associated with this measure?

Net prices are the result of the interaction of tuition and fee levels, the other expenses (e.g., room and board) that students face and student aid availability. Policymakers must focus on both published prices and financial aid to monitor growth in net prices.

Where are Latinos now? Figure 8.3a shows that the total net price (price of tuition minus all grants) for Hispanic students is \$15,100. Comparably, the total net price is \$18,300 for whites, \$16,400 for African Americans and \$18,800 for Asian Americans.

Figure 8.3b shows that the total out-of-pocket price (price of attendance minus total aid) for Hispanic students is \$10,200. Comparably, the total net price is \$12,600 for whites, \$9,500 for African Americans and \$14,800 for Asian Americans.

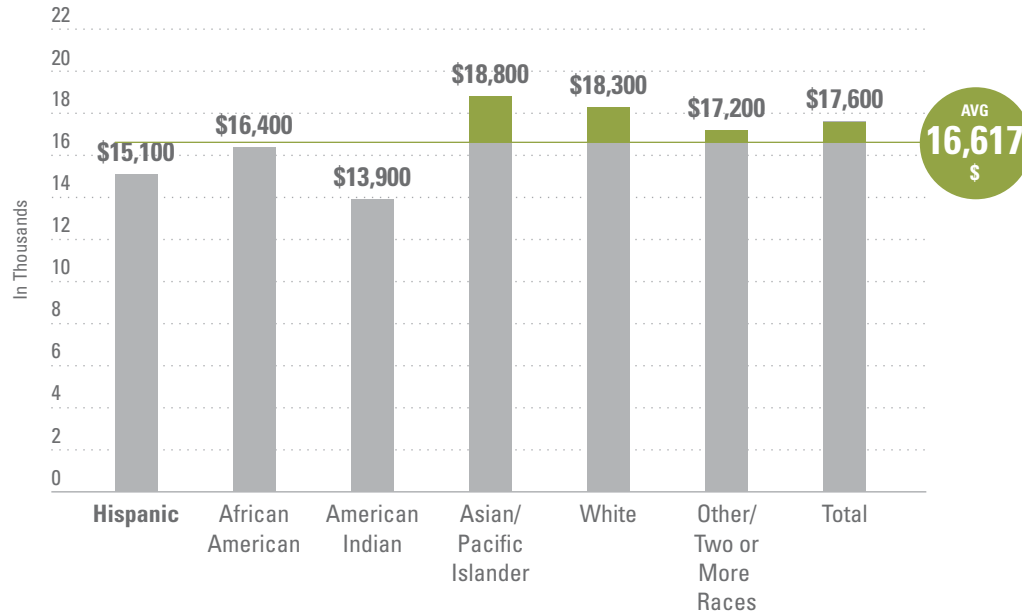
When interpreting this measure, what should be kept in mind?

Average net prices within sectors provide a clear view of the contrast between published prices and the amount that typical students actually pay. However, it is the distribution of net prices across income levels that provides the most insight into affordability.

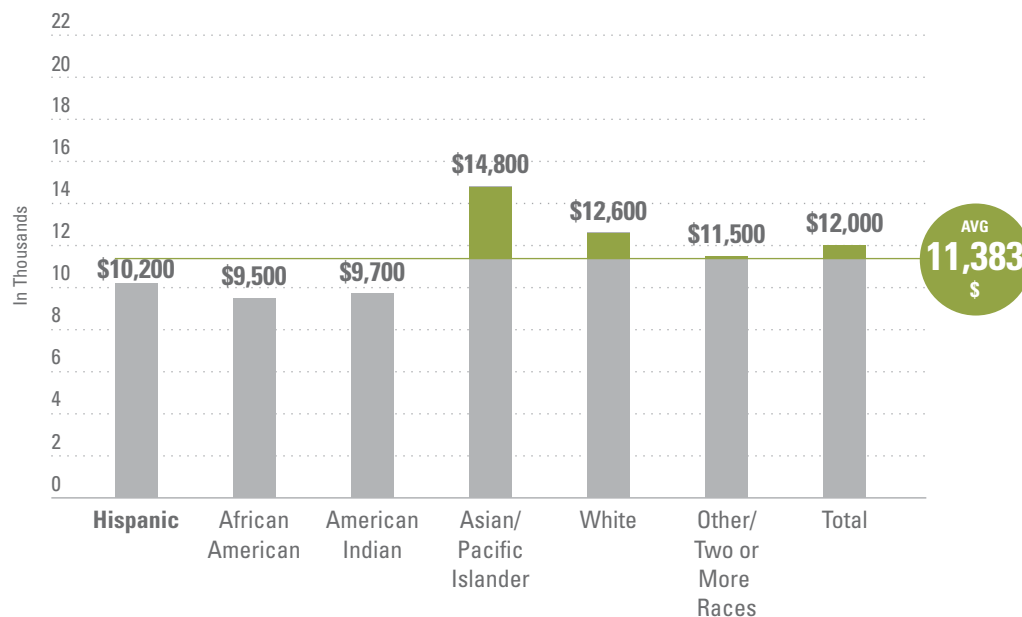
On average, net tuition and fees have risen more slowly than published prices, and net tuition and fees have even declined from 2004–2005 to 2009–2010 after adjusting for inflation. However, average net tuition, fees, room and board at public four-year colleges increased 1.4 percent per year beyond the general rate of inflation over this five-year period.

Price increases have a much larger impact on low- and moderate-income students than on those with greater resources. In recent years, net prices have risen most rapidly at public four-year colleges for students from families in the upper-half of the income distribution.

8.3a

Total Net Price (Price of Tuition Minus All Grants) Among All Full-Time, Full-Year Undergraduates by Race/Ethnicity, 2008


8.3b

Average Out-of-Pocket Net Price (Price of Attendance Minus Total Aid) Among All Full-Time, Full-Year Undergraduates by Race/Ethnicity, 2008


\$20,717

As of 2009, the median personal earnings for full-time, year-round Hispanic workers was \$20,717.

\$39,923

As of 2009, the median household income for Hispanic families was \$39,923.

Family Income Levels

What is this measure, and why is this measure important to Latinos?

This indicator measures the percentage growth in mean family income by quintile in constant 2009 dollars. This measure is important because college affordability depends on family financial capacity and on the prices of other major goods and services. Much of the current difficulty families and students face in financing postsecondary education arises from widespread unemployment, increased income inequality and general economic weakness.

What policy issues for Latinos are associated with this measure? Income levels are not directly correlated to education policy, but changes in incomes must be kept in mind when evaluating reasonable education financing policies.

Where are Latinos now? As of 2009, the median personal earnings for full-time, year-round Hispanic workers was \$20,717. Comparably, the median personal earnings was \$31,098 for full-time, year-round white workers, \$23,942 for African American workers and \$34,479 for Asian workers (Figure 8.4a).

As of 2009, the median household income for Hispanic families was \$39,923. Comparably, the median household income was \$54,671 for white families, \$33,463 for African American families and \$68,780 for Asian families (Figure 8.4c).

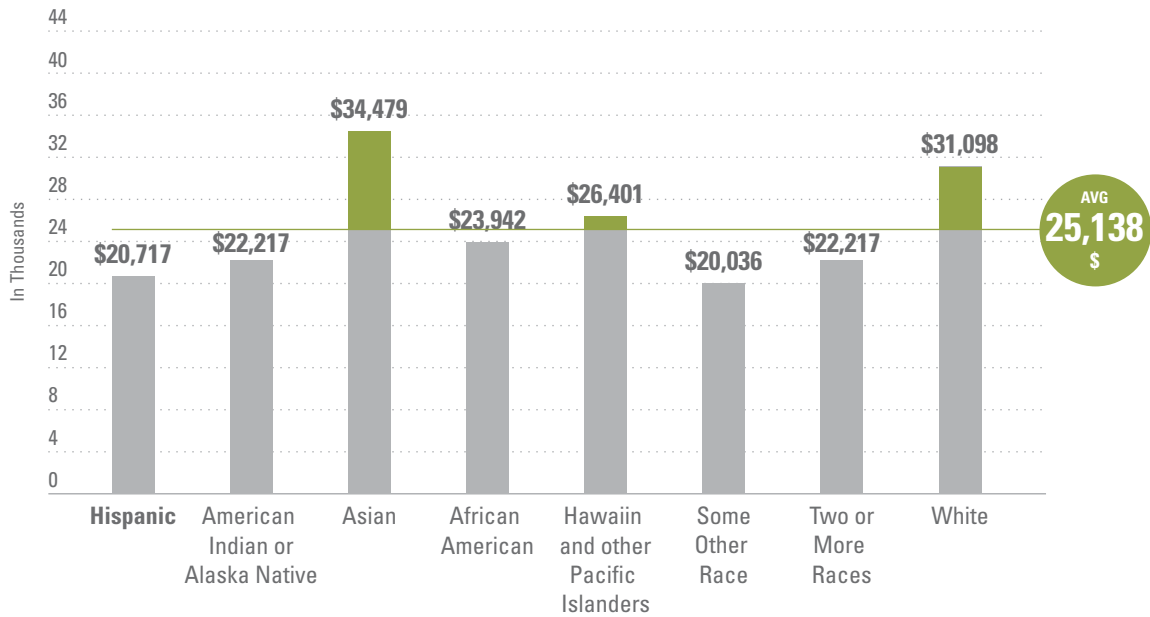
When interpreting this measure, what should be kept in mind?

The distribution of income and changes in that distribution over time highlight the extent to which college affordability problems are concentrated in certain segments of the population.

8.4a

Median Personal Earnings for Full-Time, Year-Round Workers by Sex and Race/Ethnicity, 2009

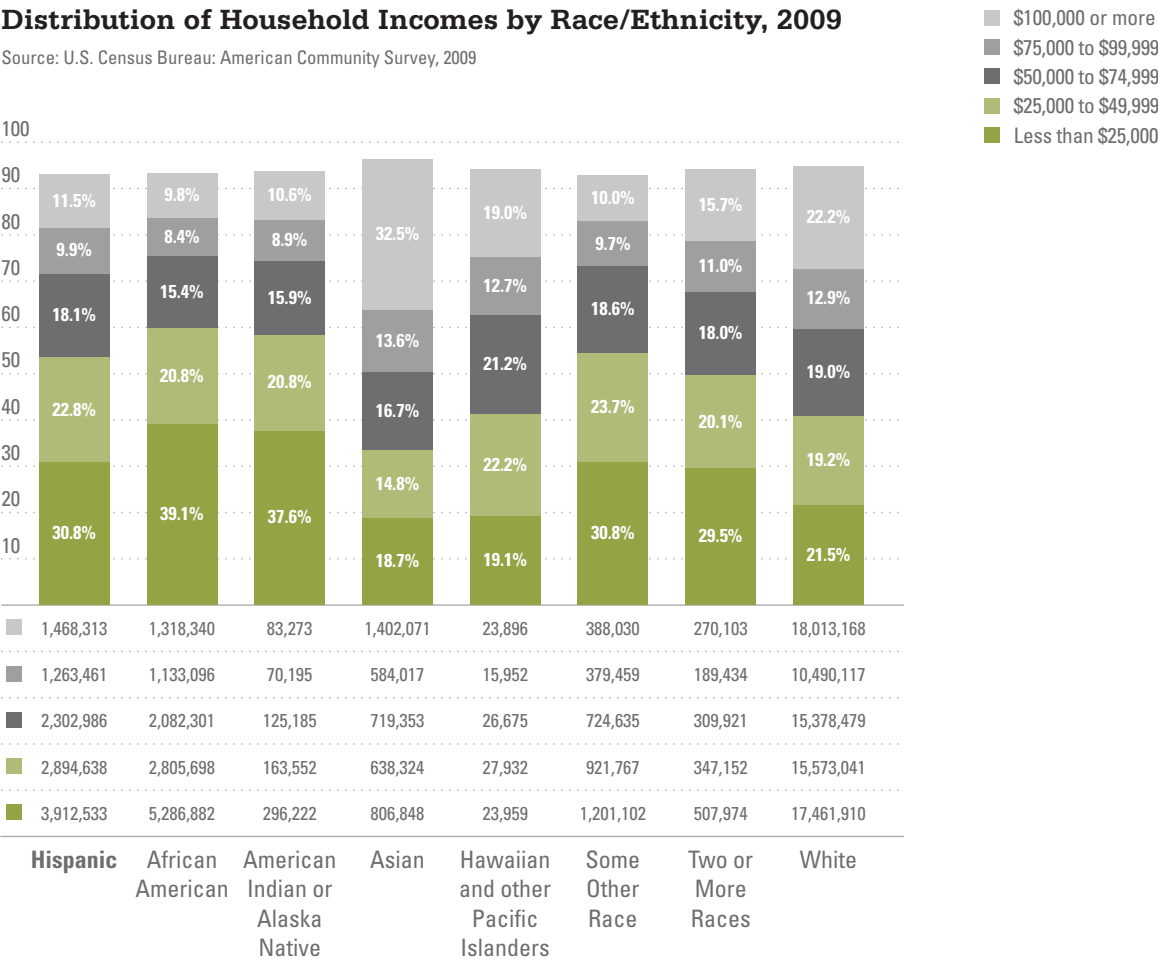
Source: U.S. Census Bureau: 2000 Supplemental Survey, American Community Survey, 2009
Note: 2000 values in 2000 constant dollars; 2009 values in 2009 constant dollars.



8.4b

Distribution of Household Incomes by Race/Ethnicity, 2009

Source: U.S. Census Bureau: American Community Survey, 2009

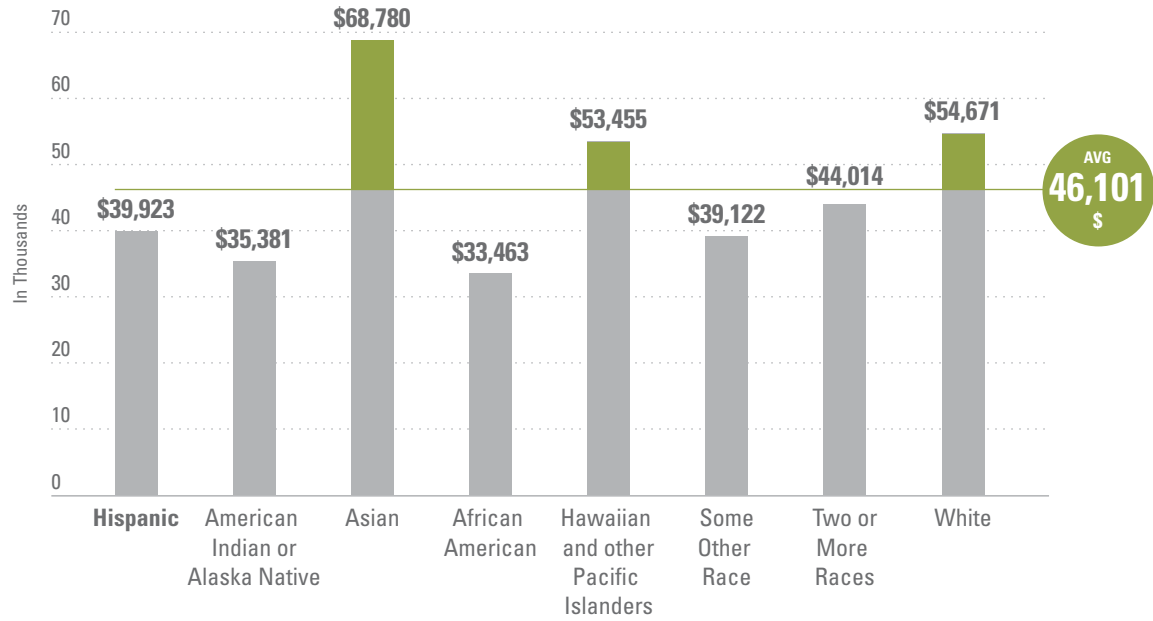


8.4c

Median Household Income by Race/Ethnicity in 2009

Source: U.S. Census Bureau: 2000 Supplemental Survey, American Community Survey, 2009

Note: 2000 values in 2000 constant dollars; 2009 in 2009 constant dollars.



Nueve

Dramatically increase
college completion rates

WE RECOMMEND that institutions of higher education set out to dramatically increase college completion rates by improving retention, easing transfer among institutions and implementing data-based strategies to identify retention and dropout challenges.

Increasing Latino college completion rates calls for direct investment in academic support programs, financial aid and the broader student services infrastructure at two- and four-year institutions to ensure student retention and success. The proportion of Latino students who transition to college is low compared to the composition of Latino students in the K–12 system. Although Latinos represent the largest growth in the K–12 system, the rates of immediate transition to college remained lower than their white peers from 1980 to 2005.

Increasing the pool of Latino students who transition to college immediately after high school is therefore an important first step toward integrating Latino students into postsecondary pathways. In addition, greater attention to Latino male college enrollment is an important consideration, as Latino males are now less likely than Latinas to enroll in college altogether. Initiatives and support that target males would prevent what Saenz and Ponjuan call “the vanishing Latino male in higher education,”¹¹⁷ and would integrate this group to optimally contribute to creating sustainable Latino communities with their Latina counterparts.

Because Latino students attend schools that are largely segregated and poorly resourced, transitioning to college successfully requires academic support in college. Retention rates for Latino students in higher education are the lowest compared to the college-going population. Direct programmatic supports to ensure academic progress are especially crucial in the community college sector, since approximately half (49 percent) of Latinos attend community colleges.¹¹⁸ The need for remediation is the greatest in this sector, and completion rates for Latinos who start in community colleges are the lowest across all racial/ethnic groups.¹¹⁹ Focusing on raising academic skills necessary to succeed in college would complement existing efforts for students in remedial courses, and provide the additional support necessary for students on the margin to pass the placement test cutoff scores in order to transition out of remedial curriculum.

HSIs play a critical role in college access for Latino students. Further, just over half of Latino undergraduates were enrolled in HSIs in 2007–2008.¹²⁰ Latino students are transforming higher education institutions and have contributed to the expansion of this sector.¹²¹ Meeting students where they are — attending two- and four-year Hispanic-serving institutions — is a viable strategy for states and the nation to invest resources in this sector to raise completion rates.

While many Latino students attend HSIs, this sector requires special attention to ensure equitable outcomes for students, particularly supporting an infrastructure for student success.¹²² Although Latinos constitute a sizable proportion of HSIs, their three-year graduation rates, transfer rates to four-year institutions and transition rates out of remedial classes remain a challenge for

117. Saenz and Ponjuan, 2009.

118. NCES, *The Condition of Education*, 2010.

119. Lee and Rawls, *The College Completion Agenda* 2010.

120. U.S. Department of Education, *Digest of Education Statistics*, 2009 (Washington, DC: National Center for Education Statistics, 2009).

121. Santiago, 2007.

122. Contreras, Malcom, and Bensimon, 2008.

many HSIs. Since the majority of HSIs are community colleges, Latinos are less than twice as likely to complete their bachelor's degrees when compared to their white peers beginning in the same two-year institutions.¹²³ In addition, in an exploratory study examining student outcomes between Latinos and their peers across select STEM majors at two- and four-year HSIs, Latinos were less likely to have equitable outcomes with respect to retention in their majors and degree completions.¹²⁴ At the same time, student satisfaction levels or sense of belonging are high at HSIs compared to predominantly white institutions.

HSIs attract Latino students due to their accessibility and affordability. As such, this sector would benefit from partnerships with, and investment from, states and the federal government to provide these institutions with the resources necessary to strengthen their infrastructure in order to address the academic needs of Latino students and ensure equity in graduation outcomes.

In understanding the degree to which the nation is successfully increasing completion rates, three indicators may prove fruitful to policymakers and educators:

- Graduation rates of associate degree– and certificate-seeking students;
- Graduation rates of bachelor's degree-seeking students; and
- Degrees awarded by colleges and universities.

General Findings for this Recommendation

- As of 2008, 25.7 percent of Latino full-time associate degree– or certificate-seeking students at two-year colleges graduate in three years or less.
- As of 2008, 49.4 percent of Latino full-time bachelor's degree-seeking students at four-year colleges graduated in six years or less.
- As of 2009, 12.7 percent of all associate degrees are awarded to Hispanics.
- As of 2009, 8.3 percent of all bachelor's degrees are awarded to Hispanics.

123. Swail, Cabrera, and Lee, 2004.

124. Ibid.

25.7%

As of 2008, 25.7 percent of full-time Latino associate degree– or certificate-seeking students at two-year colleges graduated in three years or less.

Graduation Rates of Associate Degree– and Certificate-Seeking Students

What is this measure, and why is this measure important to Latinos?

This measure monitors degree and certificate attainment for Latino college students in the United States. Data presented in this section reflect the percentage of first-time, first-year associate degree– or certificate-seeking students who graduate within both three and four years. Calculations of graduation rates were made by aggregating the institution-level adjusted entering cohorts and the number of students from these cohorts who completed their programs within the appropriate time frame. As such, readers can interpret this data as the proportion of students in the given sector or state. If the commission's goal of ensuring that, by the year 2025, 55 percent of young Americans ages 25–34 will earn an associate degree or higher, graduation rates for Latino students must improve.

What policy issues for Latinos are associated with this measure?

Ensuring that graduation rates among associate degree– and certificate-seeking Latino students increase requires intentional and consistent efforts by states to redress persistent educational inequities. There is also a tremendous economic imperative to the improvement of completion rates considering that Latinos are the fastest-growing population in the United States. States — especially those with higher populations of Latino citizens — will benefit from increasing graduation rates by producing a more educated citizenry, which in turn translates into short- and long-term economic benefits.

Where are Latinos now? As of 2008, 25.7 percent of Latino full-time associate degree– or certificate-seeking students at two-year colleges graduate in three years or less. Comparably, the graduation rates are 28.5 percent for first-time, full-time, first-year white students, 22.6 percent for African Americans and 31.5 percent for Asians (Figure 9.1a).

When interpreting this measure, what should be kept in mind?

Data presented on students' graduation rates are based exclusively on degree completion within the institution in which the student enrolled as a full-time, first-time student. Thus, students who completed their degrees at other institutions (e.g., transferred) counted against the original institution and had no impact on the receiving institution. In addition, readers should consider that some students have additional responsibilities — such as working while attending college — that may result in a longer time in school than the traditional two to three years.

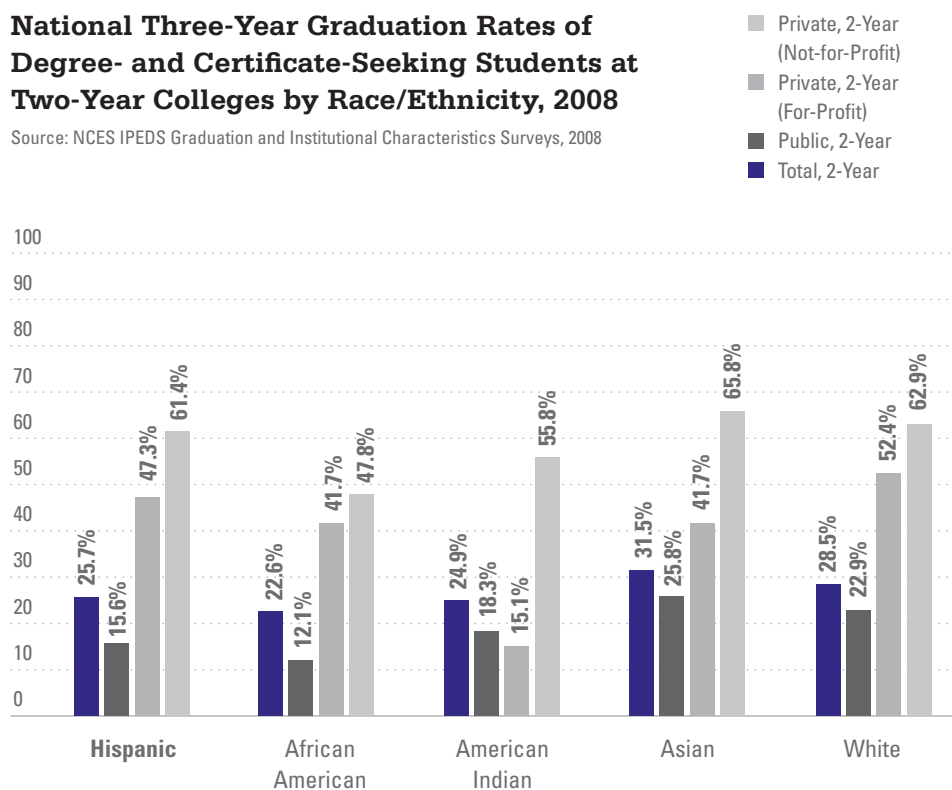
Moreover, current data collection methods in IPEDS graduation surveys do not allow for separation of associate degree– and certificate-seeking students. Disaggregating this data is important as there is more variability in completion time across certificate programs compared to the more standardized time expected to complete an associate program. Due to the fact that the commission’s goal focuses on associate degree attainment or higher, ideally data would be collected and analyzed for associate degree-seeking students only.

Finally, some estimates were based on a very small number of students, particularly when disaggregated by state, by sector and by ethnicity. Readers are advised to consider the number of institutions behind various estimates (found in figures that show the graduation rates by state and by sector) as well as the number of students who underlie these estimates (found in figures that show the graduation rates by state, by sector and by race/ethnicity). It is important to consider this context when interpreting these estimates.

9.1a

National Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by Race/Ethnicity, 2008

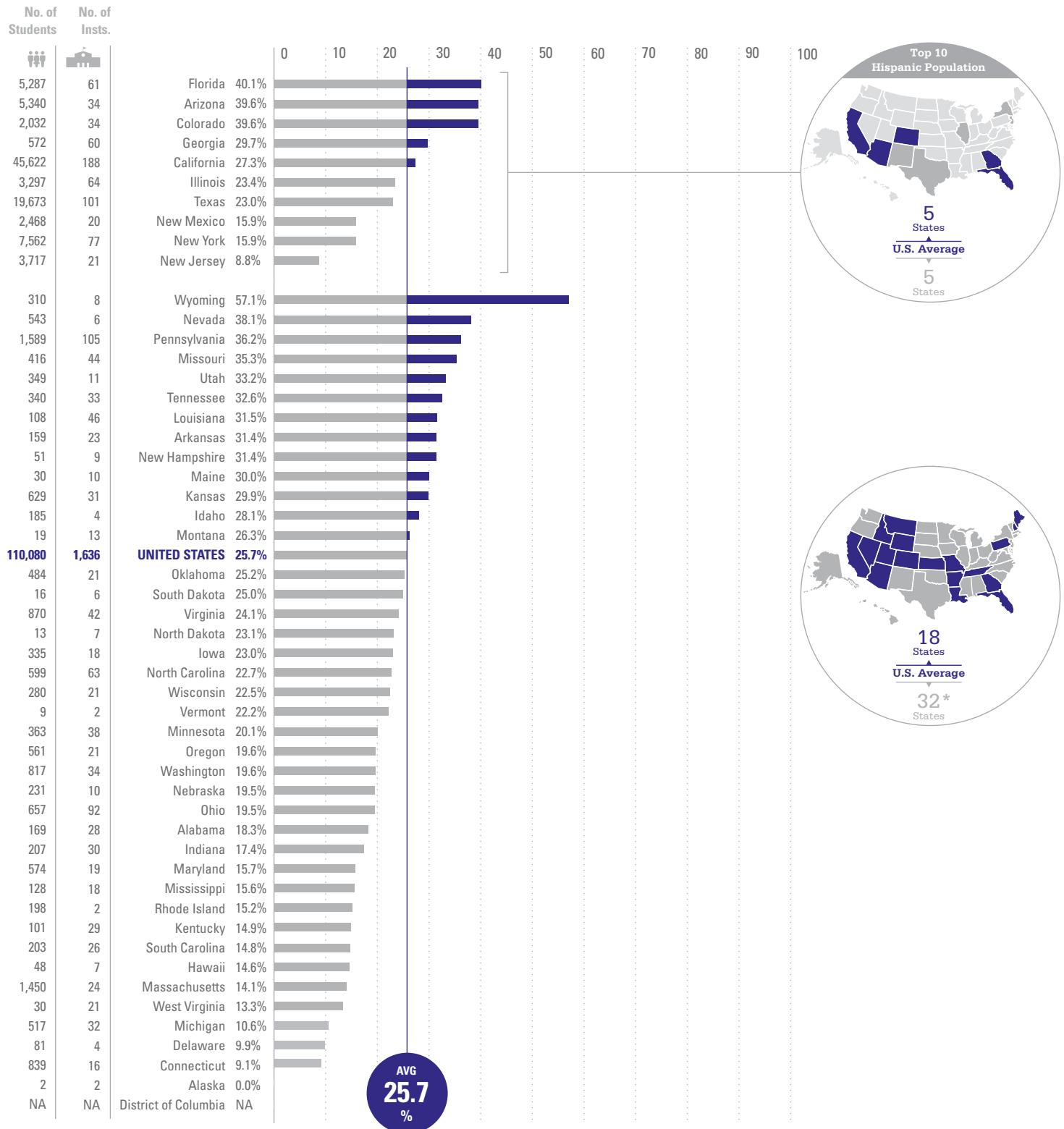
Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



9.1b

Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

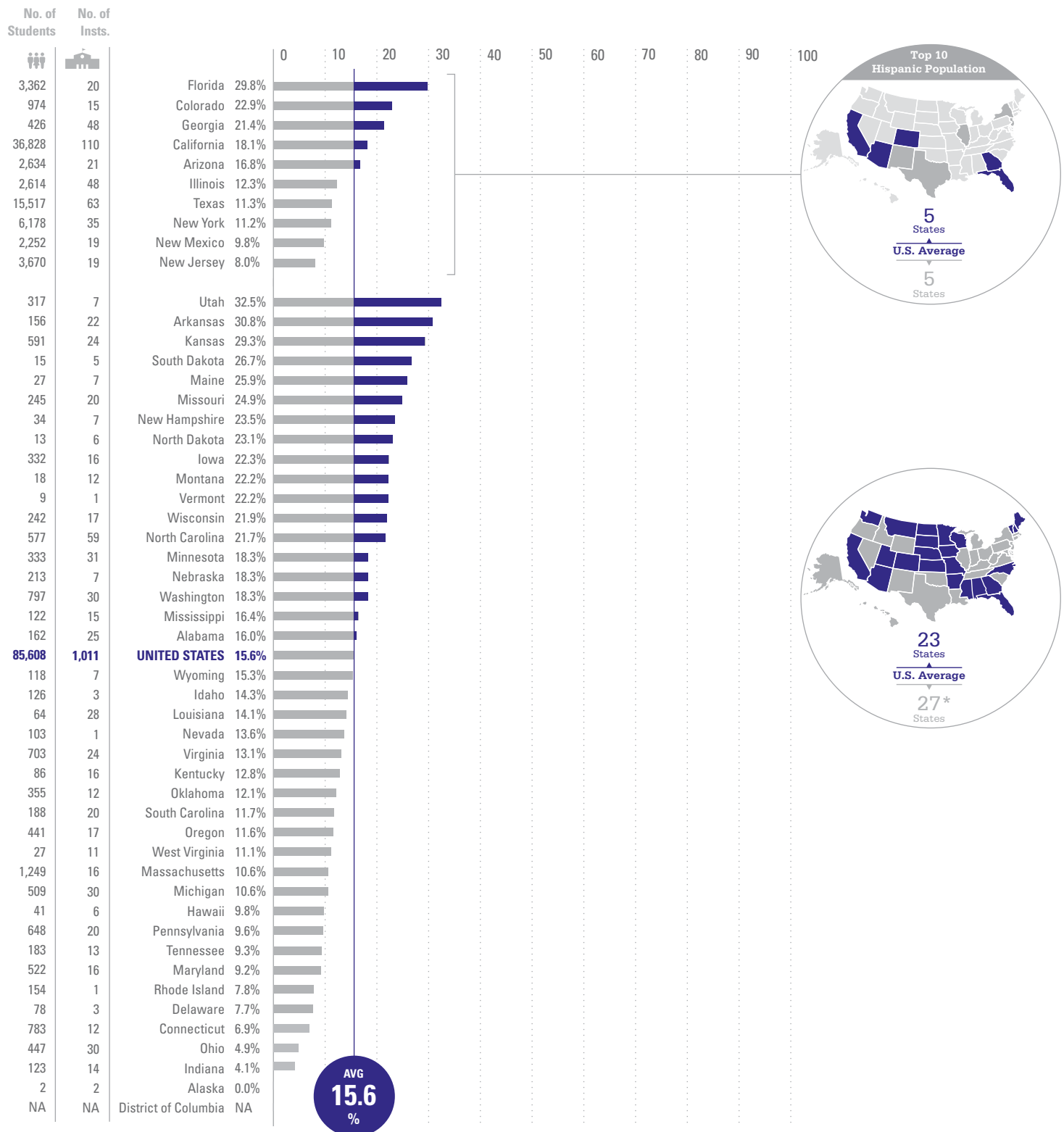


* Indicator data not available for all states.

9.1c

Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

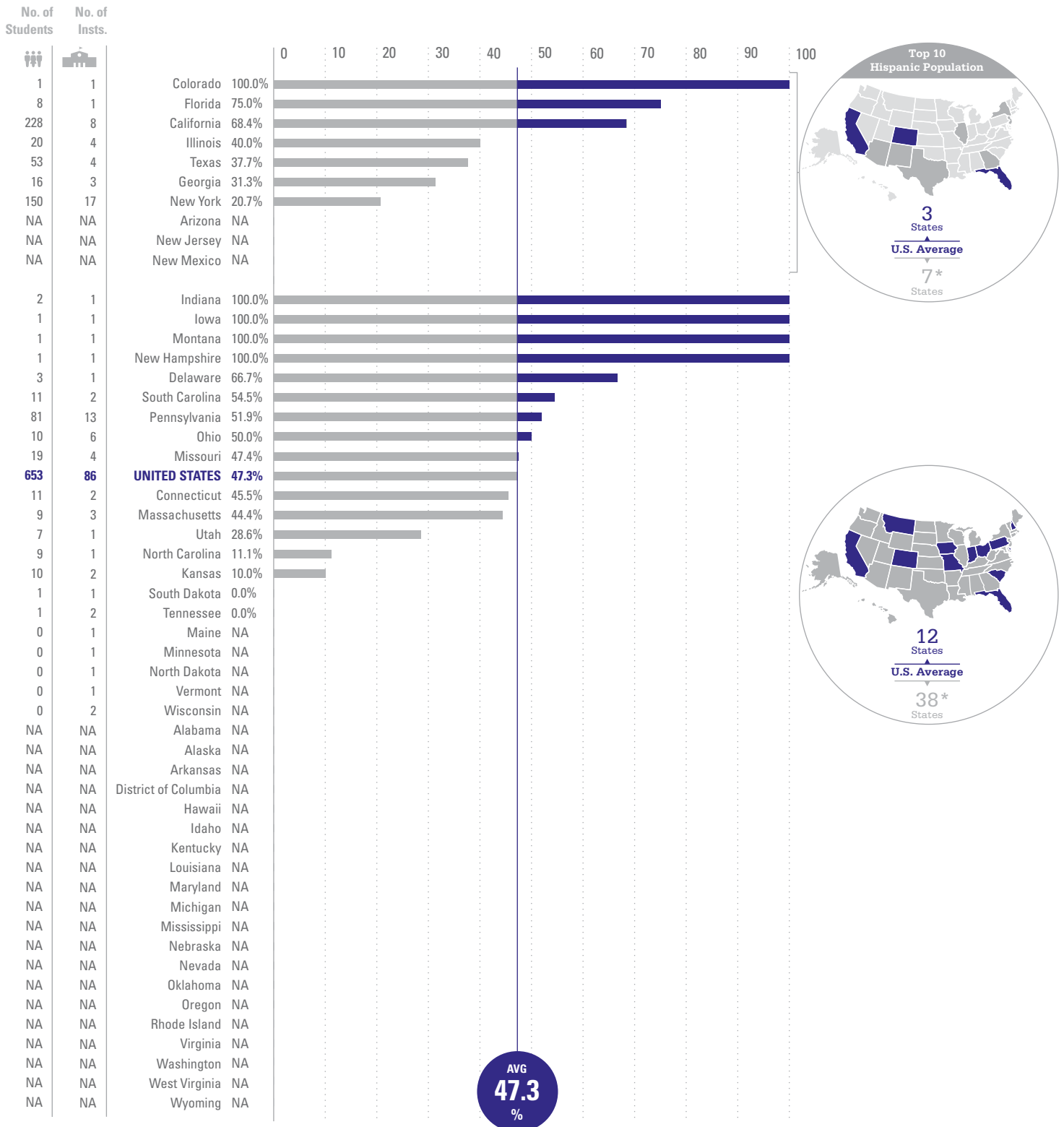


* Indicator data not available for all states.

9.1d

Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

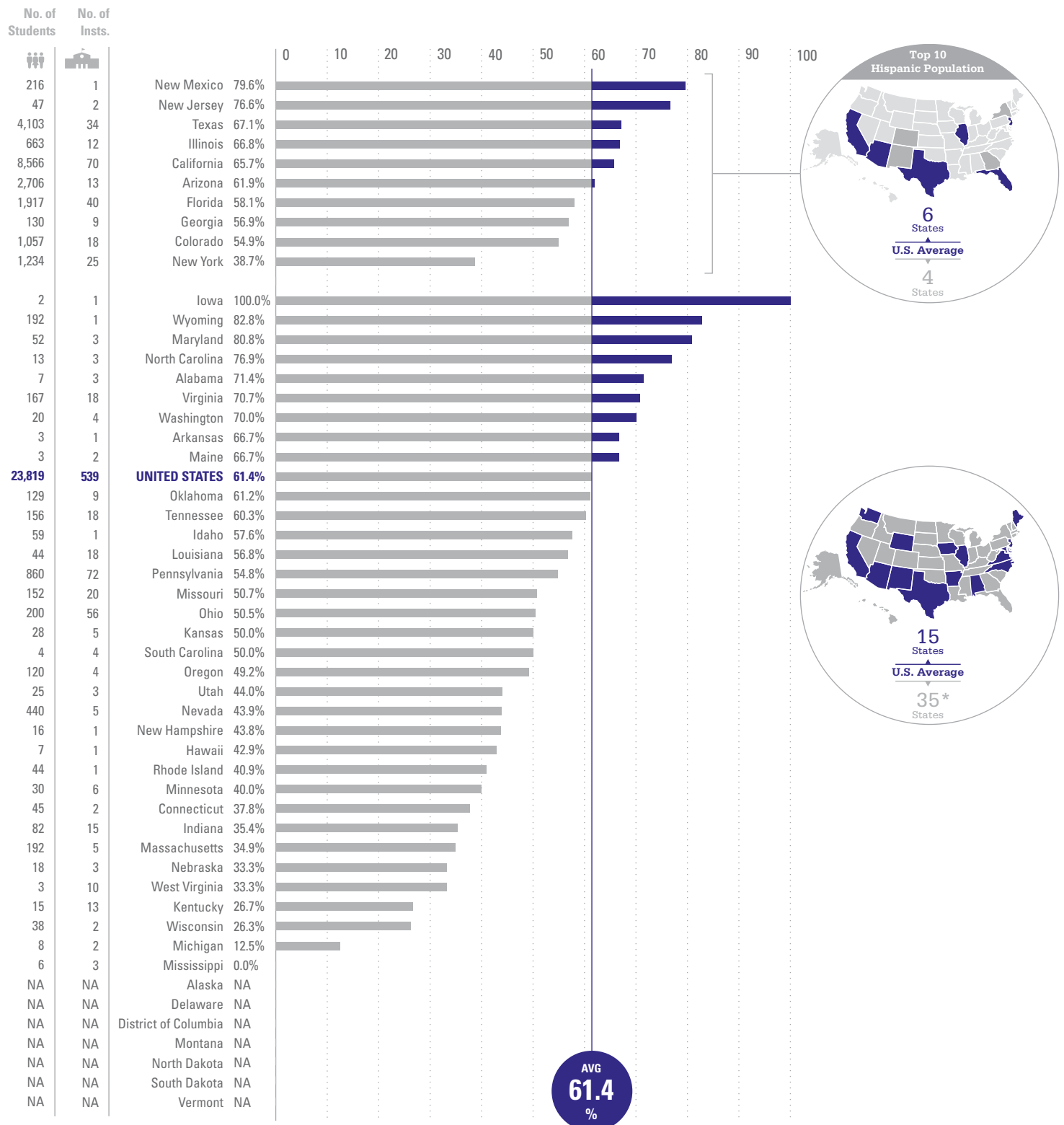


* Indicator data not available for all states.

9.1e

Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



* Indicator data not available for all states.

49.4%

As of 2008, 49.4 percent of Latino full-time bachelor degree-seeking students at four-year colleges graduated in six years or less.

Graduation Rates of Bachelor's Degree-Seeking Students

What is this measure, and why is this measure important to Latinos?

This measure complements the previous indicator by the provision of a more comprehensive picture of the educational progress of Latino college students. Primarily, data presented in this indicator reflect the percentage of first-time, first-year bachelor's degree-seeking students who graduated within six years or less. As eight-year graduation rates were available for the first time, they are included in this indicator. Calculation of graduation rates was produced by aggregating the institution-level adjusted entering cohorts and the number of students from these cohorts who completed their programs within the appropriate time frame.

One critique of how graduation rates are calculated — only measuring degree attainment within the institution in which one originally enrolled — is that it does not account for transfer students who earn degrees from an institution other than the one they first attended.

The data were disaggregated by state, race/ethnicity and source of institutional control (i.e., public, private not-for-profit, private for-profit) to help states understand the different outcomes across groups and to illustrate how the state's overall graduation rate is a function of the varying performance of these students in different types of institutions.

What policy issues for Latinos are associated with this measure?

Graduation rates and degree completion are high priorities among national and state policymakers. Both individuals and states invest money in higher education with the hope for a return that will secure economic benefits for the individual and for the state as a whole. Conversely, attrition and noncompletion have an adverse effect on the state and individuals, especially considering the growth in student loan debts and default rates in recent years.

It must also be considered that institutions which aim to educate low-income, first-generation, traditionally underserved students will face substantially different enrollment, retention and graduation challenges compared to institutions that attract most of their students from the top 10 percent of the nation's high school graduating classes. This may be a result of selection patterns instead of programs or interventions established by institutions. Policymakers should try to understand the benefits and limitations of graduation rates in order to better serve all constituents.

Where are Latinos now? As of 2008, 49.4 percent of Latino full-time bachelor's degree-seeking students at four-year colleges graduated in six years or less. Asians had the highest six-year graduation rate (67.5 percent), followed by whites (60.7 percent), African Americans (40.5 percent) and American Indians (38.5 percent) (Figure 9.2a). As was the case with the overall figures cited above, these estimates appear to be largely a function of the public and the private not-for-profit sectors. Six-year graduation rates were highest

in the private not-for-profit sector, a finding that was consistent across racial/ethnic groups.

When interpreting this measure, what should be kept in mind?

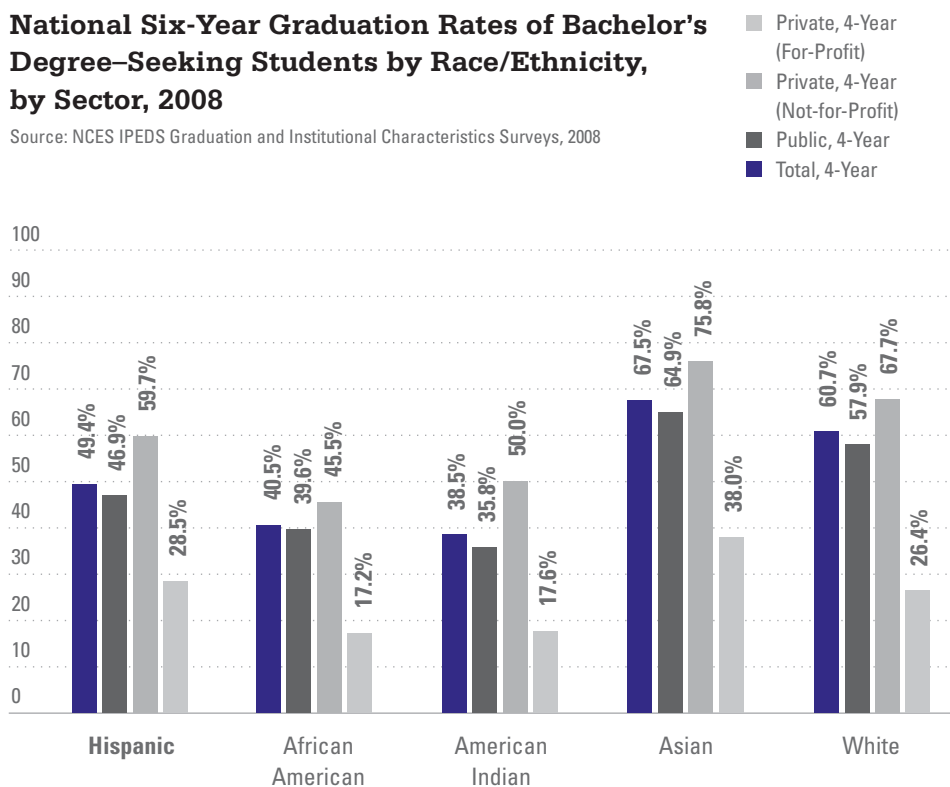
Similar to the last indicator, data presented on a student's graduation rate are based exclusively on degree completion within the institution in which the student enrolled as a full-time, first-time student. Thus, students who completed their degrees at other institutions (e.g., transferred) counted against the original institution and had no impact on the receiving institution. In addition, readers should consider that some students have additional responsibilities — such as working while attending college — that may result in a longer time in school than the traditional four to six years.

Finally, some estimates are based on a very small number of students, particularly when disaggregated by state, by sector and by ethnicity. Readers are advised to consider the number of institutions behind various estimates (found in figures that show the graduation rates by state and by sector) as well as the number of students who underlie these estimates (found in figures that show the graduation rates by state, by sector and by race/ethnicity). It is important to consider this context when interpreting these estimates.

9.2a

National Six-Year Graduation Rates of Bachelor's Degree-Seeking Students by Race/Ethnicity, by Sector, 2008

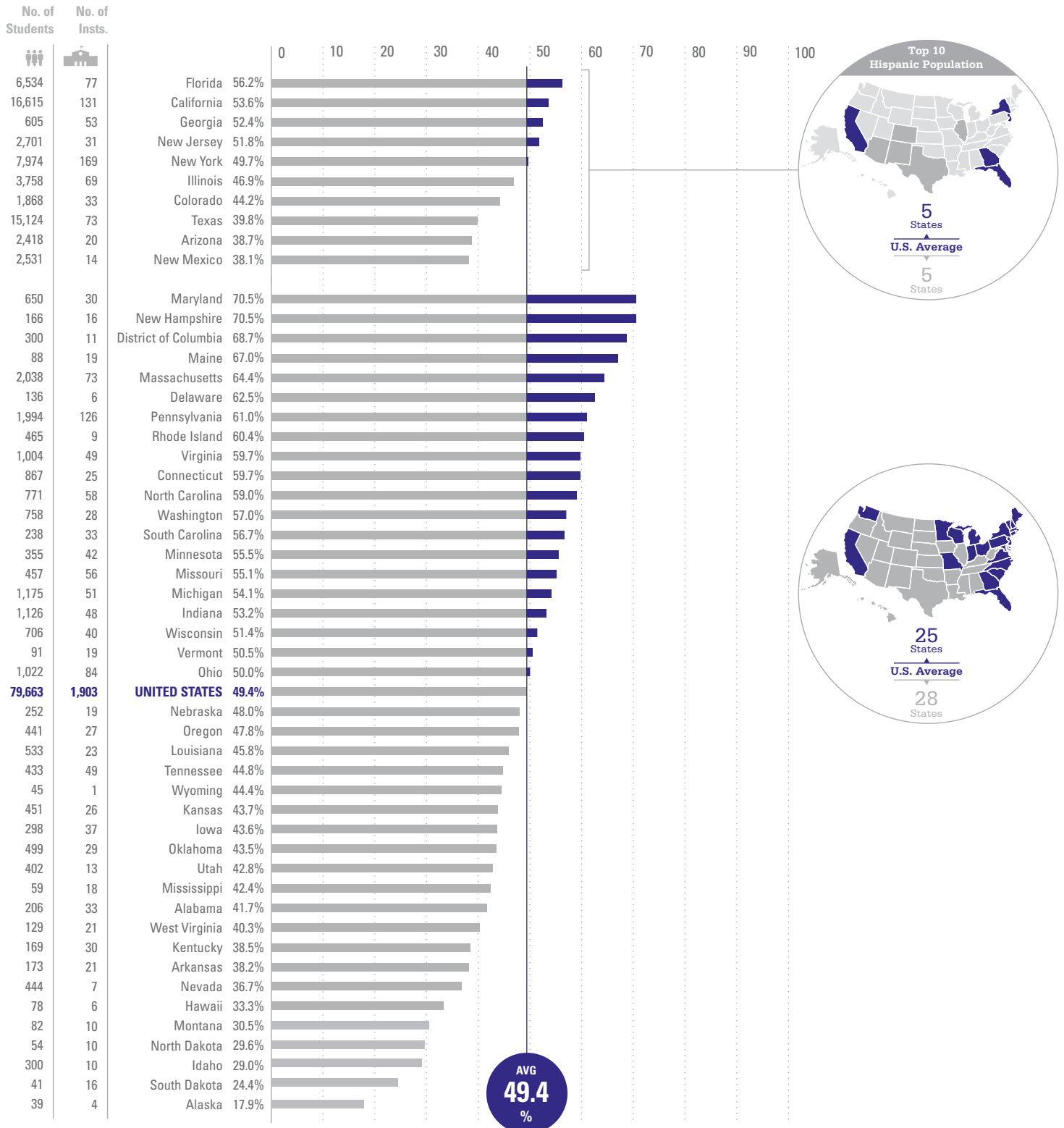
Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



9.2b

Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

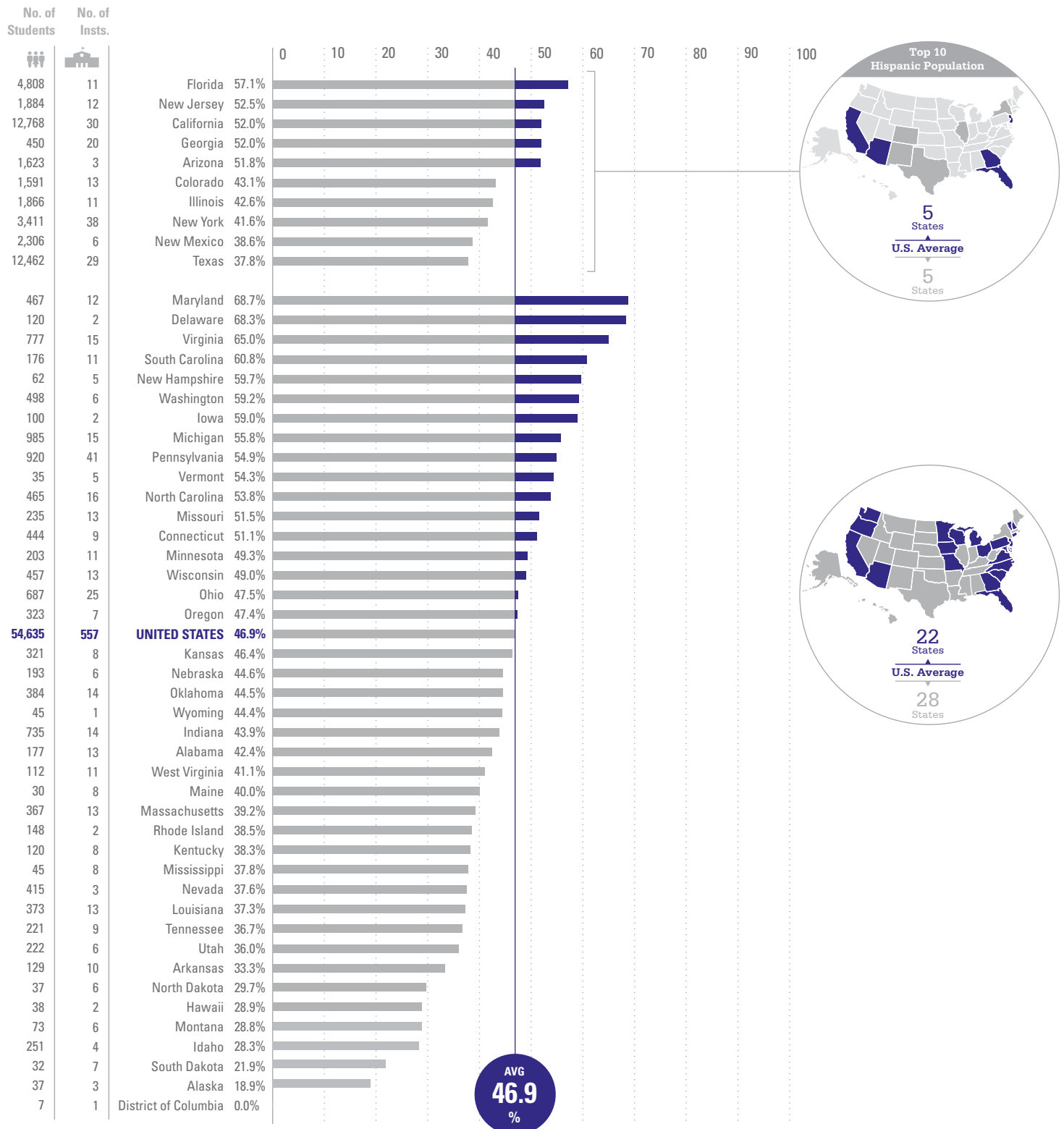
Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



9.2c

Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008

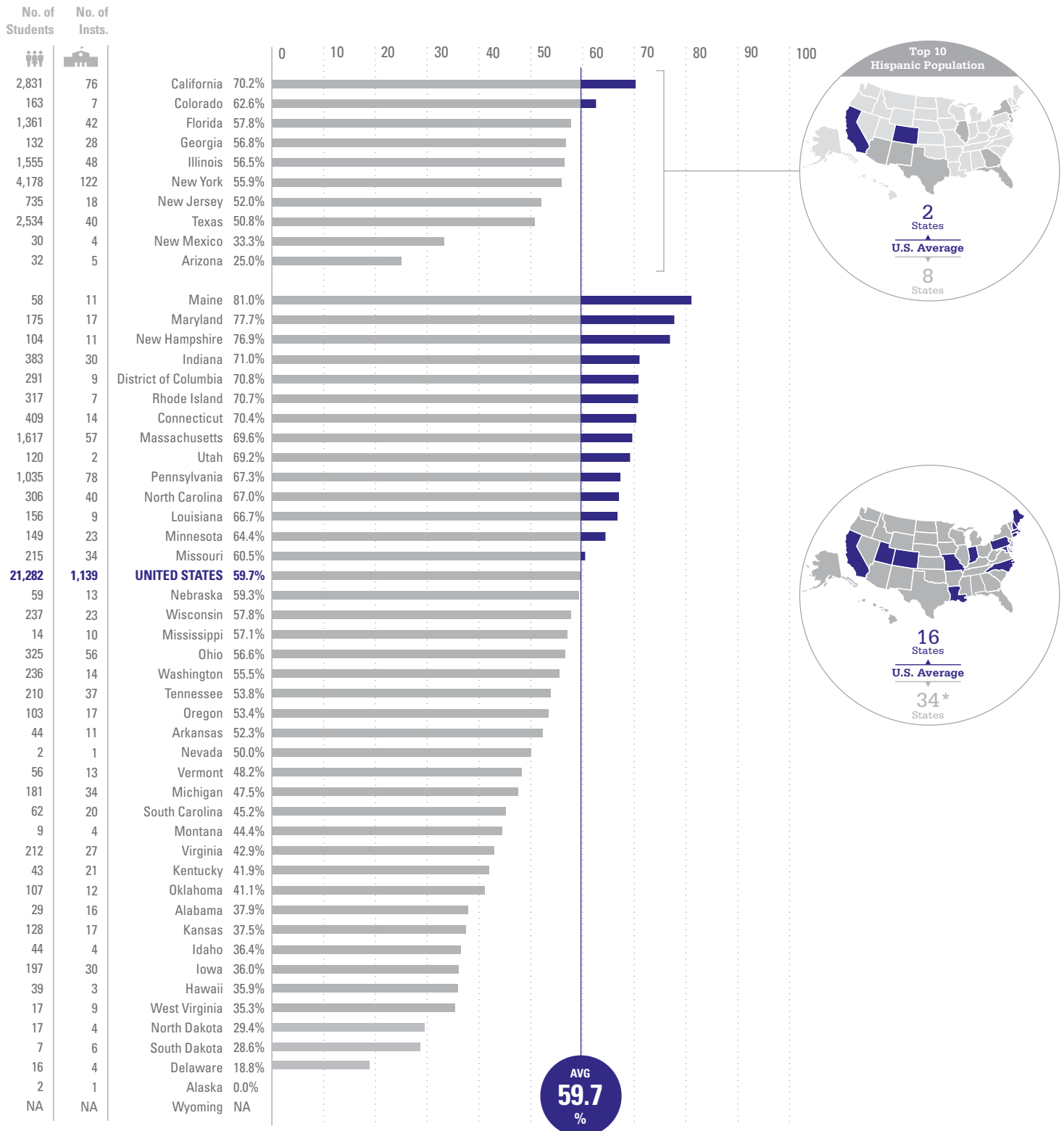
Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



9.2d

Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

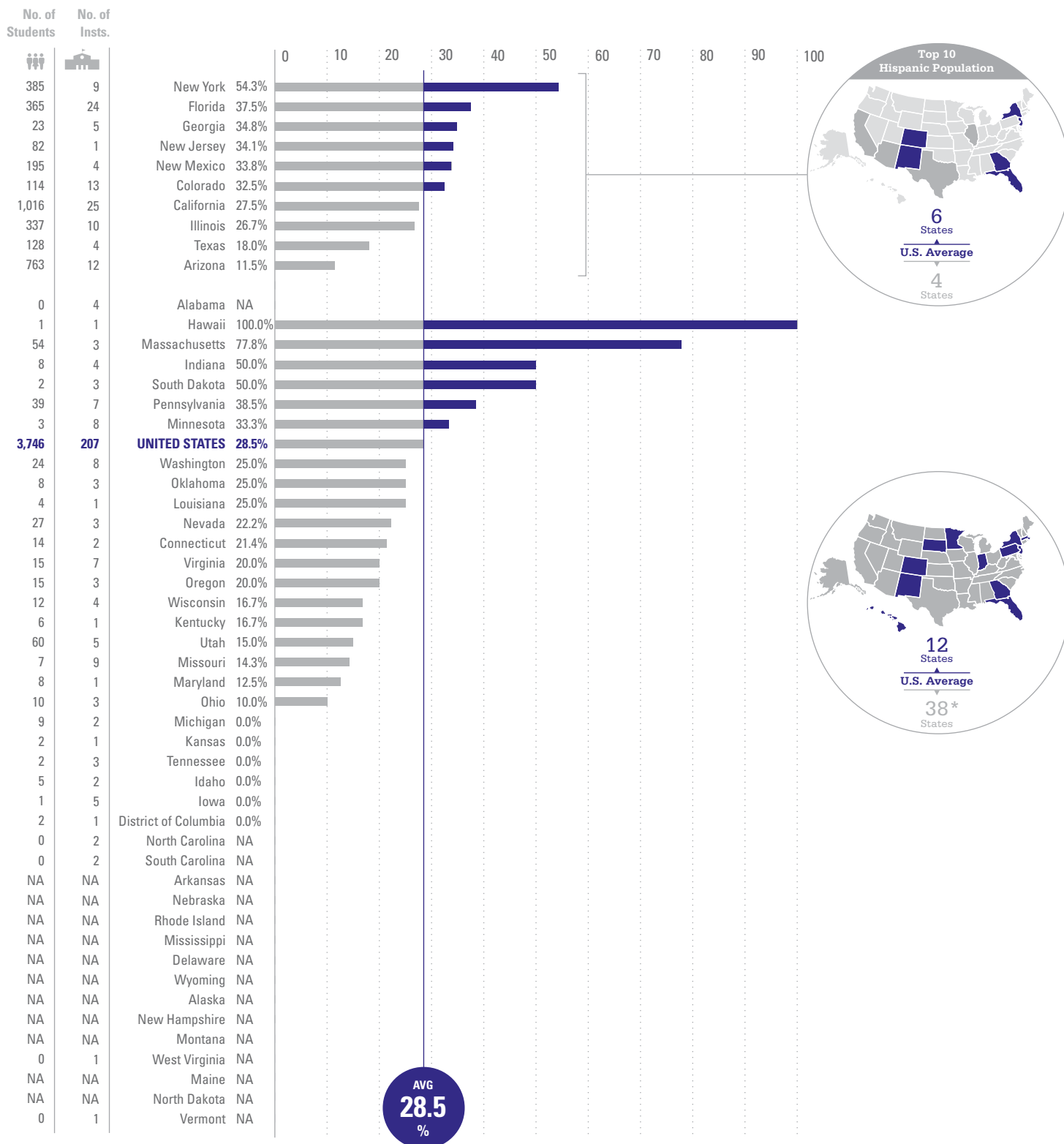


* Indicator data not available for all states.

9.2e

Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



* Indicator data not available for all states.

12.7%

As of 2009,
12.7 percent of all
associate degrees
were awarded to
Hispanics.

8.3%

As of 2009,
8.3 percent of all
bachelor's degrees
were awarded to
Hispanics.

Degrees Awarded at Colleges and Universities

What is this measure, and why is this measure important to Latinos?

This indicator measures the number of degrees that are awarded to Latinos in the United States each year by degree type, sector, field, race/ethnicity, gender and state. This measure is important because it shows the actual production of degrees for Latinos by colleges and universities in the United States.

What policy issues for Latinos are associated with this measure?

Unlike graduation rates, this measure includes those Latinos who earn degrees but do not graduate in a specified amount of time (e.g., 150 percent of time) and those graduates who attend school part time and who transfer to another school. These students are not currently included in graduation rates.

Where are Latinos now? There is considerable variability by race/ethnicity. Figure 9.3 shows that 1.1 percent of associate degrees are awarded to American Indians and Alaska Natives, 5.3 percent to Asian Americans and Pacific Islanders, 13.1 percent to African Americans, and 12.7 percent to Hispanics. These numbers are compared to the 67.8 percent of associate degrees awarded to white students.

Figure 9.3 also shows that 0.8 percent of bachelor's degrees are awarded to American Indians and Alaska Natives, 7.3 percent to Asian Americans and Pacific Islanders, 9.8 percent to African Americans, and 8.3 percent to Hispanics. These numbers are compared to the 73.8 percent of bachelor's degrees awarded to white students.

When interpreting this measure, what should be kept in mind?

While degrees awarded to students do include both transfer students and part-time students, it is not a measure of time to degree or efficiency of money spent for the student to obtain the degree.

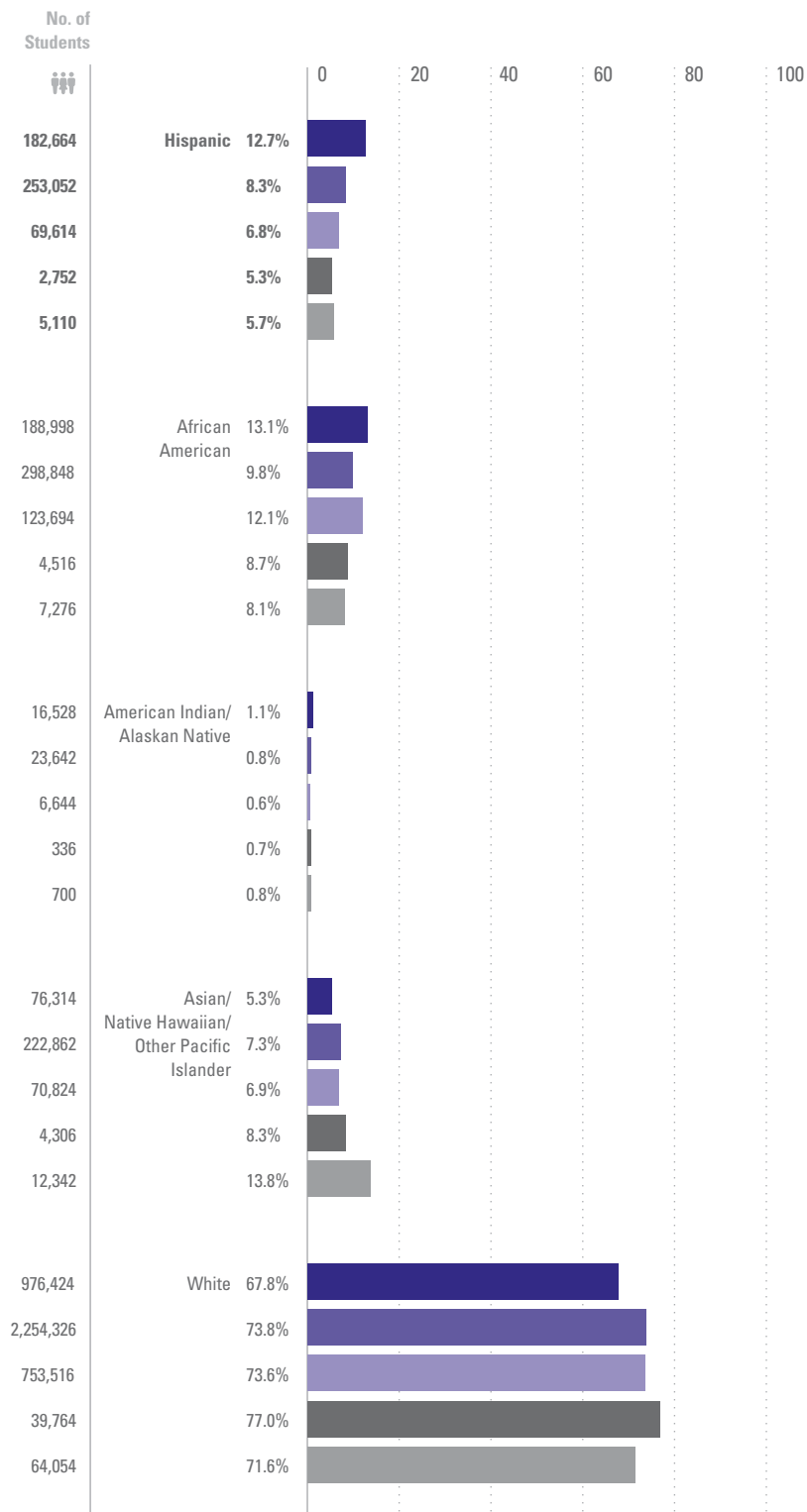
9.3

Number of Degrees Granted in the Nation by Race/Ethnicity, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only

- Associate
- Bachelor's
- Master's
- Doctoral
- Professional



Diez

Provide postsecondary opportunities as an essential element of adult education programs

WE RECOMMEND a renewed commitment to adult education opportunities, one that supplements existing basic skills training and General Educational Development opportunities with a new “honors GED,” and better coordination of federal and state efforts to provide adult education, veterans benefits, outreach programs and student aid.

According to the national Community College Summit in 2010, “nontraditional” adult students represent the “new norm” in higher education.¹²⁵ Many adults are returning to school to earn a degree, to acquire the skills to enter a new profession and to gain skills that are valuable to the increasingly competitive labor market.

“Nontraditional” adult learners are broadly defined by NCES as students who have delayed college enrollment, have dependents, attend part time, work full time, are a single parent, lack a high school diploma and are financially independent from their parents.¹²⁶

Because Latinos are less likely to participate in adult education programs than their African American or white peers, broadening access to information about the availability of online adult education programs and translating content into Spanish is likely to expand the pool of Latinos enrolling in these programs.

Of the Latinos enrolled in adult education programs, the majority of the students are likely to enroll in job- or career- related courses (25 percent in 2005), English as a second language instruction (approximately 1.1 million in 2007) or adult basic education programs (942,000 in 2007).¹²⁷ In addition, over one-half of Latinos enroll in courses for informal learning or personal interest (57.5 percent in 2005). Utilizing ESL and adult basic education programs to expose adult learners to the variety of degree options that exist through community colleges and pathways to transfer are plausible approaches to increasing degree attainment among adult learners.

Two indicators are presented for this recommendation:

- Educational attainment for Latino adults ages 25–34; and
- Latinos with no high school diploma who attain a GED.

General Findings for This Recommendation

- As of 2009, 80.8 percent of Latino adults ages 25–34 do not have a college degree.
- As of 2008, 9 percent of Latino students without a high school diploma attain a GED.

125. White House Summit on Community Colleges, Closing Session, Oct. 5, 2010.

126. NCES, 2002.

127. Office of Vocational and Adult Education, 2009.

80.8%

As of 2009, 80.8 percent of Latino adults ages 25–34 did not have a college degree.

Educational Attainment for Adults Ages 25–34

What is this measure, and why is this measure important to Latinos?

This measure provides insight into the challenges and opportunities for increasing educational attainment among Latino adults ages 25–34 in states and across the nation as a whole. The population without a college degree is composed of several groups — individuals without a high school diploma (or its equivalent), individuals with a high school diploma (or its equivalent) who have not attended college, and individuals with some college but who have not earned a degree. This measure illustrates why states need to differentiate their strategies for increasing educational attainment, as the needs of the first group are substantially different from those of the last group.

What policy issues for Latinos are associated with this measure?

The composition of Latino young adults who have yet to earn a college degree differs across states based on race/ethnicity, educational progress, socioeconomic status and a variety of other factors. In order to raise educational attainment, states need to implement different policies and approaches, depending on which specific populations they need to target. For example, as reflected in the eight-year graduation rates in Recommendation Nine and the enrollment in undergraduate education in the final indicator of this chapter, a portion of young Latino adults with some college are on the verge of earning a degree. However, others have exited postsecondary education altogether.

States should consider the financial challenges that Latino young adults face when pursuing educational opportunities in order to better understand how this age group pays for college and what incentives might be provided to institutions, individuals or employers to help support state and national educational attainment goals.

Where are Latinos now? As of 2009, 80.8 percent of Latino young adults ages 25–34 in the United States did not have a college degree. Specifically, 33.7 percent did not have a high school diploma (or its equivalent), 32.3 percent had a high school diploma (or its equivalent) but had not attended college, 14.8 percent had some college but no degree, and 19.2 percent had an associate degree or higher (Figure 10.1). About 69.1 percent of Asian and 48.7 percent of white young adults had earned an associate degree or higher, compared to only 29.4 percent of African American and 19.2 percent of Latino young adults (Figure 10.1). In addition, young Latino adults had the highest percentage without a high school diploma (or its equivalent).

When interpreting this measure, what should be kept in mind?

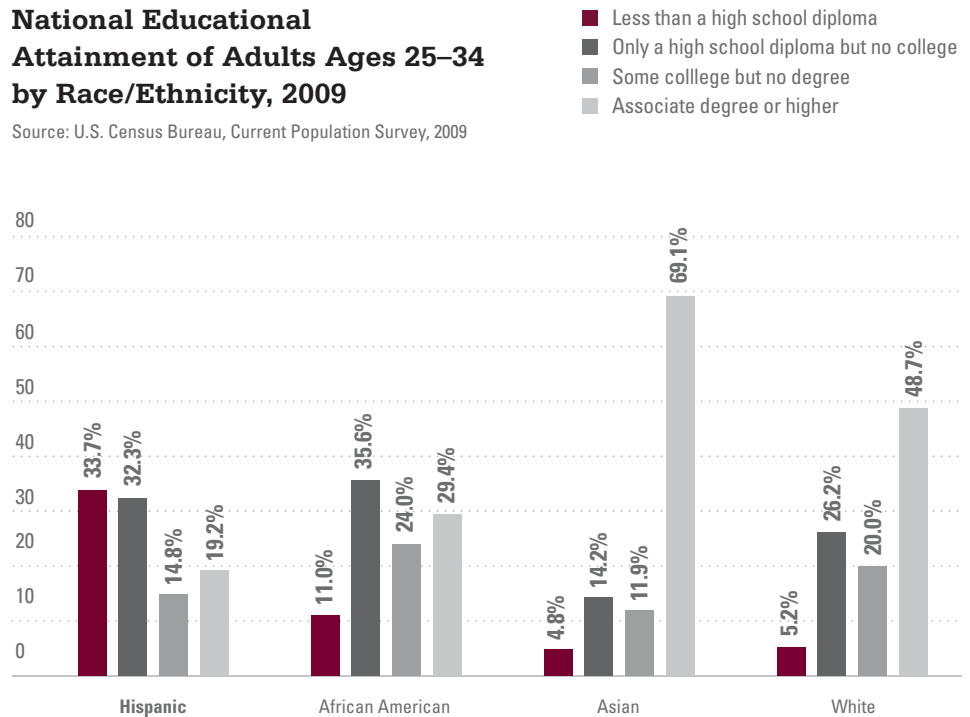
Methodological differences between the U.S. Census Bureau's Current Population Survey (CPS) and the American Community Survey (ACS) result in slightly different estimates of college degree attainment between this indicator and that presented in Figure K of the overview. Both surveys are subject to sampling errors, which should be considered when interpreting estimates.

Compared to one- and three-year ACS estimates, the five-year ACS estimates show the lowest margin of error. Estimates by race/ethnicity in Figure 10.1 are from CPS data, as they are not available by race/ethnicity in the ACS. Finally, “high school diploma” includes high school graduates, as well as those who earned a GED or alternative high school equivalency certificate.

10.1

National Educational Attainment of Adults Ages 25–34 by Race/Ethnicity, 2009

Source: U.S. Census Bureau, Current Population Survey, 2009



9%

As of 2008, 9.0 percent of Latinos with no high school diploma earned a GED.

Adults Ages 25–34 with No High School Diploma Who Attain a GED

What is this measure, and why is this measure important? A focus of many adult basic education programs for Latinos is helping individuals earn a high school equivalency certificate or GED. The GED provides a path for Latinos who have not earned a high school diploma to prove they have the high-school-level academic knowledge and skills needed. Latinos may choose to pursue a GED for a variety of reasons, which include difficulty in passing required state exit examinations or frequent migration.

What policy issues for Latinos are associated with this measure?

A high school diploma and the GED provide a foundation for basic job skills. However, in order to create a highly qualified workforce, states should strive to help Latino adults use a high school diploma or GED attainment as a launching point for further education and training as opposed to an endpoint of an educational journey. States can develop and enhance outreach programs to target Latinos who have not yet earned a high school credential, and can examine existing policies and programs to identify potential barriers to Latino participation in adult basic education programs. Although there is a need to increase access across states, it is also clear that many states need to develop strategies to improve pass rates for young adults who are already accessing basic adult education services.

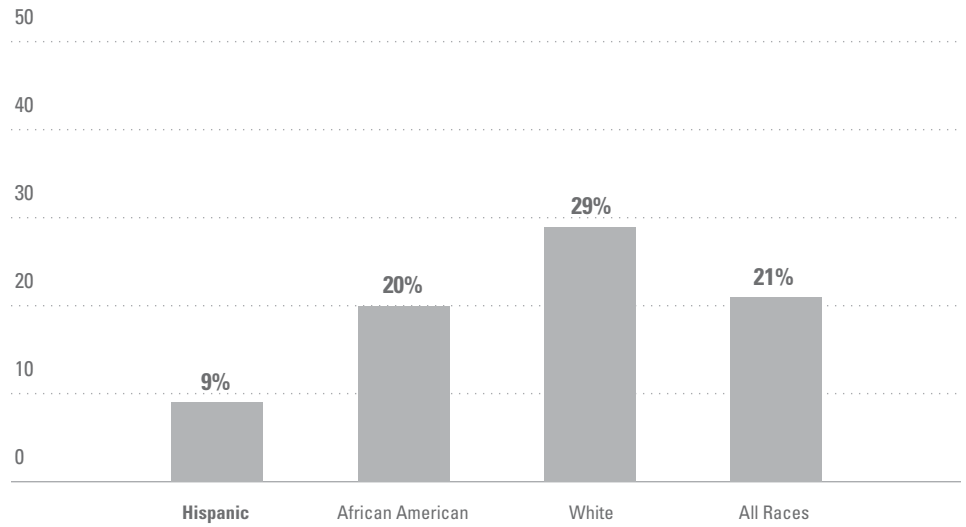
Where are Latinos now? As of 2008, 9.0 percent of Latinos with no high school diploma earned a GED (Figure 10.2).

When interpreting this measure, what should be kept in mind?

The GED test battery is composed of five separate assessments in reading, writing, mathematics, science and the social sciences. To earn a GED, a test-taker must earn a minimum passing score within each content area and surpass a minimum total score across the five areas. Passing scores are set by individual states. ACE defines a “candidate” as any individual who attempts at least one of the five tests. The test-taker must neither finish a test nor achieve the minimum score in order to be included as a candidate. “Completers” are defined as those who test in all five content areas, and “passers” are defined as those who have met the requirements set forth by their state and are awarded a GED. Completion and pass rates vary by state.

10.2**High School Dropouts with GED Credential by Race/Ethnicity, 2008**

Source: Pew: Hispanics, High School Dropouts and the GED, 2010



Appendix

Data Book

Overall Goal of the Commission

INDICATORS: Projected Population of the United States, by Race and Hispanic Origin

Calculation

As reported in Table 4-H. Projections of the Population by Sex, Race and Hispanic Origin for the United States: 2010 to 2050 High Net International Migration Series (NP2009-T4-H)

Sources/Links

U.S. Census Bureau, Population Division, 2009
<http://www.census.gov/population/www/projections/2009hnmsSumTabs.html>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

U.S. Census Bureau
<http://www.census.gov/>

INDICATORS: Hispanic Births and Net Migration by Race or Ethnicity

Calculation

As reported in Table 4-H. Projections of the Population by Sex, Race and Hispanic Origin for the United States: 2010 to 2050 High Net International Migration Series (NP2009-T4-H)

Sources/Links

U.S. Census Bureau, Statistical Abstract of the United States, 2011
<http://www.census.gov/compendia/statab/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

U.S. Census Bureau
<http://www.census.gov/>

INDICATORS: Change in Hispanic Population by Nativity; Country of Origin and Nativity of Hispanics; Highest Degree Attained for Hispanics

Calculation

As reported in Tables.

Sources/Links

Pew Hispanic Center tabulations of 2000 Census (5% IPUMS) and 2009 American Community Survey (1% IPUMS)
<http://pewhispanic.org/data/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

Pew Hispanic Center
<http://pewhispanic.org>

INDICATORS: Change in Hispanic Population and Growth by State Rank, 2010**Calculation**

As reported in Tables.

Sources/Links

U.S. Census Bureau, Population Division, 2010.

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

U.S. Census Bureau, Population Division, 2010.

INDICATOR: Percentage of 25- to 24-Year-Olds with an Associates Degree or Higher in the United States, 2000–2009**Calculation**

Numerator: Number of adults in age range with an associate, bachelor's, master's, doctoral or professional degree in the nation

Denominator: Number of adults in age range, in the nation

Sources/Links

U.S. Census Bureau, Current Population Survey, 2000–2009.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

Data Availability/Discussion

Data are gathered and reported annually. These calculations include academic and vocational/occupational associate degrees.

Data Sources/Related Links

N/A

INDICATOR: Latino Adults with an Associate Degree or Higher by State Rank**Calculation**

State numerator: Number of male and female adults ages 25–34 with an associate, bachelor's, graduate or professional degree.

State denominator: Number of male and female adults ages 25–34.

Sources/Links

Census Bureau, 2007–09 American Community Survey (ACS) Three-Year Public Use Microdata Sample (PUMS).

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

United States Census Bureau
<http://www.census.gov>

Recommendation One: **Provide a program of voluntary preschool education, universally available to children from low-income families**

INDICATOR: 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs**Calculation**

As reported in United States Education Dashboard table.

Sources/Links

U.S. Census Bureau, 2006-08 American Community Survey (ACS) Three-Year Public Use Microdata Sample (PUMS) Data.
<http://dashboard.ed.gov/statecomparison.aspx?i=a&id=0&wt=44>

Data Availability/Discussion

Data are gathered and reported annually. ACS three-year estimates are based on larger sample sizes, which reduce sampling error. The smaller margin of error results in more stable estimates. Race categories exclude persons of Hispanic ethnicity.

Data Sources/Related Links

U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates.
http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

INDICATOR: 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs**Calculation**

As reported in Table 2.

Sources/Links

National Institute for Early Education Research, Rutgers Graduate School of Education, *The State of Preschool*, 2009.
<http://nieer.org/yearbook2009/>

Data Availability/Discussion

Annual state preschool yearbooks are available from 2003 to the present. The number enrolled in preschool came from surveys of state preschool administrators. The number of 3- and 4-year-olds in each state was obtained from the U.S. Census Bureau's July Population Estimates.

Data Sources/Related Links

U.S. Census Bureau July Population Estimates, State Population Datasets.
<http://www.census.gov/popest/datasets.html>

INDICATOR: 3- and 4-Year-Olds Enrolled in Head Start Programs**Calculation**

Numerator: Number of 3- and/or 4-year-olds enrolled in state-funded federal head start (program year 2008–2009) reported in Appendix B.

Denominator: Number of 3- and/or 4-year-olds reported in Appendix D.

Sources/Links

National Institute for Early Education Research, Rutgers Graduate School of Education, *The State of Preschool* (Appendix B and D), 2009.
<http://nieer.org/yearbook2009/>

Data Availability/Discussion

State preschool yearbooks are available from 2003 to the present. The number enrolled in Head Start came from the Administration for Children and Families (ACF), the Head Start Bureau of the U.S. Department of Health and Human Services, Head Start State Collaboration Offices and Head Start Program Information Reports (PIR). The number of 3- and 4-year-olds in each state was obtained from the U.S. Census Bureau's July Population Estimates.

Data Sources/Related Links

U.S. Census Bureau July Population Estimates, State Population Datasets.
<http://www.census.gov/popest/datasets.html>

INDICATOR: Percentage of Children Scoring Below Basic in Levels 1, 2, 3 and 4 in Reading and Mathematics at the Start of Kindergarten**Calculation**

No calculation necessary

Sources/Links

Reardon, S.F., and Galindo, C. (2006). Patterns of Hispanic Students' Math and English Literacy Test Scores.
<http://ecehispanic.org/work/patterns.pdf>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

N/A

Recommendation Two: Improve middle and high school counseling

INDICATOR: Student-to-Counselor Ratio

Calculation

Numerator: Number of students aggregated by state.

Denominator: Number of school counselors aggregated by state.

Sources/Links

National Center for Education Statistics, Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, 1998–2009.

<http://nces.ed.gov/ccd/ccddata.asp>

Data Availability/Discussion

Data are gathered and reported annually and are available from 1987 to the present.

Data Sources/Related Links

American Counseling Association

<http://www.counseling.org/publicpolicy/>

INDICATOR: States with Comprehensive School Counseling Programs

Calculation

Numerator: Number of states listed on Web page, including the District of Columbia.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

American School Counselor Association, 2011.

<http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=280>

Data Availability/Discussion

The definition of “State Comprehensive School Counseling Program” can vary from state to state. It generally means that a state has a pre-K–12 plan or framework in place that provides a structured program and guidelines for school counselors so they can work with all students on career, academic and personal/social development.

Data Sources/Related Links

N/A

Recommendation Three: Implement the best research-based dropout prevention programs

INDICATOR: Average Graduation Rates for Public High School Students

Calculation

National average: As reported in Table 3.

By race/ethnicity: As reported in Table 2.

By state rank: As reported in Table 1.

Sources/Links

Stillwell, R. (2010). *Public School Graduates and Dropouts from the Common Core of Data: School Year 2007-08* (NCES 2010-341). National Center for Education Statistics. Washington, D.C.

<http://nces.ed.gov/pubs2010/2010341.pdf>

Race/Ethnicity Data for Prior Years

http://nces.ed.gov/ccd/tables/2010313_02.asp (2006–07)

http://nces.ed.gov/ccd/tables/2008353_02.asp (2005–06)

Data Availability/Discussion

Data are gathered and reported annually. The Common Core of Data is the primary national statistical database of public elementary and secondary schools in the United States.

The Averaged Freshman Graduation Rate is the number of regular diploma recipients in a given year divided by the average of the membership in grades eight, nine and 10, which was reported five, four and three years earlier, respectively.

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.

<http://nces.ed.gov/ccd/index.asp>

INDICATOR: States with Exit Examinations

Calculation

States with Exit Examinations: Compiled by the College Board.

States Where End-of Course Exams Are Used as the Exit Exam: Compiled by the College Board.

States with Reciprocity with Other States' Exit Exams: Compiled by the College Board.

States with Substitute Assessments: Compiled by the College Board.

States with Alternative Diploma or Certificate: Compiled by the College Board.

Sources/Links

Education Commission of the States, 2010.

<http://mb2.ecs.org/reports/Report.aspx?id=1357>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

Education Commission of the States, 2010.

<http://www.ecs.org>

INDICATOR: Status Dropout Rates for the Nation and by Race/Ethnicity, Gender and Age — Excluding Institutional Populations**Calculation**

National: As reported in Table A-19-1 in *The Condition of Education*.

By race/ethnicity, gender and age: As reported in Table 6 (Chapman, Laird, and KewalRamani, 2010).

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.

http://nces.ed.gov/pubs2010/2010028_7.pdf

Chapman, C., Laird, J., and KewalRamani, A. (2010). *Trends in High School Dropout and Completion Rates in the United States: 1972–2008* (NCES 2011-012). National Center for Education Statistics. Washington, D.C.

<http://nces.ed.gov/pubs2011/2011012.pdf>

Data Availability/Discussion

Data are gathered and reported annually. Status dropout rates reflect the percentage of 16- to 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or GED) at the time of the survey.

Data Sources/Related Links

U.S. Census Bureau, Current Population Survey, 1999–2008.

<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Status Dropout Rates for the Nation and by Race/Ethnicity, Gender and Age — Including Institutional Populations**Calculation**

As cited in Table A-19-2.

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.

http://nces.ed.gov/pubs2010/2010028_7.pdf

Data Availability/Discussion

Data are gathered and reported annually. Status dropout rates reflect the percentage of 16- to 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or GED).

Institutional populations include incarcerated persons, active duty military personnel living in barracks and those living in health facilities.

Data Sources/Related Links

U.S. Census Bureau, American Community Survey, 2008.

<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Event Dropout Rates of Public High School Students in Grades Nine Through 12**Calculation**

National: As reported in Table 4 (for 2008) and Table 7 (for 2003–2007).

By race/ethnicity: As reported in Table 6.

By gender: As reported in Table 8.

By state rank: As reported in Table 4.

By grade level: As reported in Table 5.

Sources/Links

Stillwell, R. (2010). *Public School Graduates and Dropouts from the Common Core of Data: School Year 2007–08* (NCES 2010-341). National Center for Education Statistics. Washington, D.C.

<http://nces.ed.gov/pubs2010/2010341.pdf> (2008)

http://nces.ed.gov/ccd/tables/2010313_07.asp (2003–2007)

Race/Ethnicity Data for Prior Years

http://nces.ed.gov/ccd/tables/2010313_06.asp (2007)

http://nces.ed.gov/ccd/tables/2008353_06.asp (2006)

Data Availability/Discussion

Data are gathered and reported annually. The Common Core of Data is the primary national statistical database of public elementary and secondary schools in the United States.

Dropouts are defined as individuals who were enrolled in school at some time during the previous school year, were not enrolled at the beginning of the following school year, had not graduated from high school or completed an equivalency program, and did not meet certain exclusionary conditions (e.g., transfer, temporary absence due to suspension or death).

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.

<http://nces.ed.gov/ccd/index.asp>

INDICATOR: State Statutory Age When Students Can Legally Drop Out**Calculation**

State Statutory Age When Students Can Legally Drop Out: As cited in Table 1.

Sources/Links

Education Commission of the States, 2010.

<http://www.ecs.org/html/educationIssues/StateNotes/2010-StateNotes.pdf>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

Education Commission of the States, 2010.

<http://www.ecs.org>

Recommendation Four: Align the K–12 education system with international standards and college admission expectations

INDICATOR: Public High Schools Offering AP and/or IB Courses in the Four Core Subject Areas**Calculation**

Numerator: Number of public high schools in the United States that offer Advanced Placement Program® courses and/or IB courses in the four core subject areas: English, mathematics, science and social studies.

Denominator: Number of public high schools in the United States, as maintained by the College Board.

Sources/Links

The College Board, 2010.

<http://www.collegeboard.com/ap>

International Baccalaureate, 2010.

<http://www.ibo.org>

Data Availability/Discussion

Advanced Placement data were gathered through the AP course audit and thus represent the number of schools with approved AP courses in the four subject areas. The list of IB schools is publicly available on the IBO website, and all schools that offer the diploma program and offer courses in the four subject areas.

Data Sources/Related Links

N/A

INDICATOR: Advanced Placement Participation and Performance

Calculation

AP Growth : As cited in Figure 1.

Public High School and AP Examinees Student Populations by Race/Ethnicity for the Class of 2010: As cited in Figure 6.

Public High School Students Scoring 3 or Higher on an AP Exam: Student Success Rates by Race/Ethnicity for the Class of 2010: As cited in Figure 9.

Percentage of Public High School Students Taking an AP Exam, Class of 2010: As cited in Appendix A.

Percentage of Public High School Students Scoring 3 or Higher on an AP Exam, Class of 2010: As cited in Appendix A.

Sources/Links

College Board, *AP Report to the Nation*, 2011.

<http://apreport.collegeboard.org/>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

The College Board

<http://www.collegeboard.org>

INDICATOR: States with Alignment Between High School Standards or Graduation Requirements and College and Workplace Expectations

Calculation

Numerator: Number of states, including the District of Columbia, with alignment between high school standards or graduation requirements and college and workplace expectations.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Achieve, Inc., *Closing the Expectations Gap — An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers*, 2010.

<http://www.achieve.org/ClosingtheExpectationsGap2010>

Data Availability/Discussion

Data are gathered and reported annually through Achieve's *Annual Survey of Policies*. The year 2010 marks the fifth annual *Closing the Expectations Gap* report from the American Diploma Project and the 2005 National Education Summit on High Schools.

Data Sources/Related Links

N/A

INDICATOR: States with College- and Career-Ready Assessment Systems or P–20 Longitudinal Data Systems**Calculation**

Numerator: Number of states, including the District of Columbia, with college and career-ready assessment systems or P–20 longitudinal data systems.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Achieve, Inc., *Closing the Expectations Gap — An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers*, 2010.

<http://www.achieve.org/ClosingtheExpectationsGap2010>

Data Availability/Discussion

Data are gathered and reported annually through Achieve’s *Annual Survey of Policies*. The year 2010 marks the fifth annual *Closing the Expectations Gap* report from the American Diploma Project and the 2005 National Education Summit on High Schools.

Data Sources/Related Links

N/A

INDICATOR: States That Have Adopted the National Common Core Standards**Calculation**

Numerator: Number of states that have adopted the National Common Core Standards.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

National Governors Association and Council of Chief State School Officers.

<http://www.corestandards.org>

Data Availability/Discussion

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) coordinate the Common Core State Standards Initiative. The standards are meant to provide a framework to prepare children for college and the workforce and were developed in collaboration with teachers, school administrators and experts.

Data Sources/Related Links

N/A

INDICATOR: First- and Second-Year Undergraduates in Remedial Courses after High School Graduation by Race/Ethnicity, Gender, Age, Income, Institution Type, Attendance Intensity and Class Level

Calculation

As reported in Table 6.2.

Sources/Links

National Center for Education Statistics, Profile of Undergraduate Students: 2007–08, 2010.

<http://nces.ed.gov/pubs2010/2010205.pdf>

http://nces.ed.gov/das/library/tables_listings/2010205.asp

Data Availability/Discussion

Data have been gathered every three to four years since 1986–1987. In the NPSAS survey, students respond to the question, “Since you completed high school, have you taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing or studying?” This includes courses taken at a current or prior postsecondary institution.

Data Sources/Related Links

National Center for Education Statistics, 2007-08 National Postsecondary Student Aid Study (NPSAS:08).

<http://nces.ed.gov/surveys/npsas/>

Recommendation Five: Improve teacher quality and focus on recruitment and retention

INDICATORS: States with Professional Development Standards; Finance Professional Development for All Districts; Require Districts and/or Schools to Set Aside Time for Professional Development; Require Districts to Align Professional Development with Local Priorities and Goals; Provide Incentives for Teachers to Earn National Board Certification; Require Parental Notification of Out-of-Field Teachers; Have a Ban or Cap on the Number of Out-of-Field Teachers; States in Which Teacher Evaluation Is Tied to Student Achievement; States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results; and States in Which Teachers Are Assigned a Unique Identification Number

Calculation

Numerator: Number of states listed on Web page, including the District of Columbia.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Education Week, *Quality Counts: The Teaching Profession*, 2010.

<http://www.edweek.org/media/ew/qc/2010/17sos.h29.teaching.pdf>

Data Availability/Discussion

Data are gathered through an annual state survey and reported annually by the Editorial Projects in Education Research Center. The 2010 report marks the 14th annual *Quality Counts* edition of this publication. The teaching profession was one of several topics focused on in relation to the report's special theme — the debate over common academic standards.

Data Sources/Related Links

N/A

INDICATOR: Public School Teachers of Grades Nine Through 12 by Field, Race/Ethnicity and Gender**Calculation**

As reported in Table 70.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.
http://nces.ed.gov/Programs/digest/d09/tables/dt09_070.asp

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The School and Staffing Survey collects data from public, private and Bureau of Indian Affairs schools. A sample of public charter schools was included in the 2003–04 and 2007–08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007-08 School and Staffing Survey.
<http://nces.ed.gov/surveys/sass/>

INDICATOR: Bachelor's, Master's or Doctoral Degrees Earned in Education**Calculation**

Numerator: Number of degrees awarded in education.

Denominator: Total number of degrees awarded.

By education level: As reported in Tables 271 (Bachelor's), 272 (Master's) and 273 (Doctoral).

By race/ethnicity: As reported in Tables 286 (Bachelor's), 289 (Master's) and 292 (Doctoral).

By gender: As reported in Table 304.

By state: As reported in Tables 322 (Bachelor's) and 323 (Master's).

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.
http://nces.ed.gov/programs/digest/d09/tables/dt09_271.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_272.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_273.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_286.asp?referrer=list

http://nces.ed.gov/programs/digest/d09/tables/dt09_289.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_292.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_304.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_322.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_323.asp?referrer=list

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report degree completions by award level based on the Classification of Instructional Programs (CIP). Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965.

Data Sources/Related Links

National Center for Education Statistics, IPEDS Completion Survey, 2000–2008.
<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

National Center for Education Statistics, Higher Education General Information (HEGIS) Degrees and Other Formal Awards Conferred Survey, 1997–1999.

INDICATOR: Teachers Leaving the Profession by School Type, Race/Ethnicity, Gender and Age

Calculation

By school type: As reported in Table 1.

By race/ethnicity, gender and age: As reported in Table 2.

Sources/Links

National Center for Education Statistics, *Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow-Up Survey*, 2010.
<http://nces.ed.gov/pubs2010/2010353.pdf>

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The *Teacher Follow-Up Survey* is part of the School and Staffing Survey (SASS), which collects data from public, private and Bureau of Indian Affairs schools. A sample of public charter schools was included in the 2003-04 and 2007-08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007-08 School and Staffing Survey.
<http://nces.ed.gov/surveys/sass/>

INDICATOR: Public K–12 Teachers by Years of Teaching Experience by State Rank

Calculation

As reported in Table 67.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.
http://nces.ed.gov/programs/digest/d09/tables/dt09_067.asp

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The School and Staffing Survey collects data from public, private and Bureau of Indian Affairs schools. A sample of public charter schools was included in the 2003-04 and 2007-08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007-08 School and Staffing Survey.
<http://nces.ed.gov/surveys/sass/>

Recommendation Six:

Clarify and simplify the admission process

INDICATOR: Technology Use**Calculation**

No calculations necessary.

Sources/Links

PEW: Latinos and Digital Technology.
<http://pewresearch.org/pubs/1887/latinos-digital-technology-internet-broadband-cell-phone-use>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Colleges with Admission Applications Available Online

Calculation

Numerator: Number of four-year colleges, in the nation and by state, with application available online.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

The College Board, *Annual Survey of Colleges*, 2000–2008.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2001–2009.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Public and private institutions are included.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Colleges to Which Students Can Submit Admission Applications Online**Calculation**

Numerator: Number of four-year colleges, in the nation and by state, to which students can submit application online.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

The College Board, *Annual Survey of Colleges*, 2000–2008.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2001–2009.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Public and private institutions are included.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application**Calculation**

Numerator: Number of four-year colleges, in the nation and by state, that accept either the Common Application, Universal College Application or Common Black College Application.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

List of institutions retrieved from Common Application, Universal College Application and Common Black College Application websites in January 2010.
<https://www.commonapp.org/CommonApp/Members.aspx>
<https://www.universalcollegeapp.com/index.cfm?ACT=Display&APP=APPONLINE&DSP=StudentCOLLEGEINFO>
<https://counselorlogin.com/application.asp>
 National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2009.
<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Common Application data are available from 1975 to the present. Universal College Application data are available from 2007 to the present. Common Black College Application membership history was available only for 2009 to the present. Member institutions are updated annually and include schools from both the public and private sectors.

Data Sources/Related Links

N/A

INDICATOR: States That Have Statewide Common Application Systems for Public Four-Year Colleges and Universities

Calculation

States That Have Statewide Common Application Systems for Public Four-Year Colleges and Universities: Compiled by the College Board

Sources/Links

The College Board, Advocacy and Policy Center.
<http://advocacy.collegeboard.org>

Data Availability/Discussion

Data were gathered by surveying each individual state's higher education agency. Data were gathered by the College Board Advocacy and Policy Center.

Data Sources/Related Links

The College Board.
<http://www.collegeboard.org>

INDICATOR: High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion

Calculation

Overall: As reported in Table A-20-1.

By race/ethnicity: As reported in Table A-20-3.

By gender: As reported in Table A-20-4.

By family income: As reported in Table A-20-1.

By parental education: As reported in Table A-20-2.

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.
http://nces.ed.gov/pubs2010/2010028_7.pdf

Data Availability/Discussion

Data are gathered and reported annually. High school completers include individuals who earned a high school diploma or equivalency certificate (e.g., GED).

Data Sources/Related Links

U.S. Census Bureau, Current Population Survey, 1998–2008.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Rate of High School Graduates Going to College by State Rank**Calculation**

As reported in Table 211.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2010.
http://nces.ed.gov/programs/digest/d10/tables/dt10_211.asp

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.
<http://nces.ed.gov/ccd/index.asp>

Recommendation Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent

INDICATOR: Average Total Financial Aid Awarded to Hispanics**Calculation**

No calculations necessary.

Sources/Links

U.S. Department of Education, National Center for Education Statistics, 2003-04 National Postsecondary Student Aid Study (NPSAS:08).
<http://nces.ed.gov/surveys/npsas/>

Data Availability/Discussion

Data are gathered and reported every three years.

Data Sources/Related Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/>

Recommendation Eight: **Keep college affordable**

INDICATOR: Educational Fiscal Support**Calculation**

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2009 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data09.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: Educational Fiscal Support per FTE**Calculation**

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2009 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data09.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: Educational Fiscal Support by State Rank**Calculation**

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2009 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data09.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: Educational Fiscal Support per FTE by State Rank**Calculation**

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2009 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data09.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: In-State Published Tuition Prices at Public Two-Year Institutions by State Rank**Calculation**

As reported in Table 6c.

Sources/Links

The College Board, *Trends in College Pricing*, 2010.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2010.

The College Board, *Trends in Student Aid*, 2010.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: In-State Published Tuition Prices at Public Four-Year Institutions by State Rank**Calculation**

As reported in Table 6c.

Sources/Links

The College Board, *Trends in College Pricing*, 2010.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2010.

The College Board, *Trends in Student Aid*, 2010.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Published Tuition Prices at Private Four-Year Institutions by State Rank**Calculation**

As reported in Table 6c.

Sources/Links

The College Board, *Trends in College Pricing*, 2010.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2010.

The College Board, *Trends in Student Aid*, 2010.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Published Net Tuition and Fees for Full-Time Undergraduate Students

Calculation

As reported in Table 7

Sources/Links

The College Board, *Trends in College Pricing*, 2010.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Numbers are rounded to the nearest 10s. Net tuition and fees are calculated by subtracting estimated average grant aid plus tax benefits per full-time student in the sector from the published price. Aggregate aid amounts are from *Trends in Student Aid*, 2010. Division of total aid across sectors and between full-time and part-time students is based on the NPSAS, 1993 through 2008.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2010.
 The College Board, *Trends in Student Aid*, 2010.
 The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

INDICATOR: Earnings of Full-Time Workers Ages 25–34

Calculation

N/A

Sources/Links

U.S. Census Bureau, American Community Survey, 2009.

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

N/A

Recommendation Nine: Dramatically increase college completion rates

INDICATOR: Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges

Calculation

Numerator: Number of students who completed a degree or certificate program within 150 percent of normal time, aggregated by sector, race/ethnicity and/or state.

Denominator: Number of degree- and certificate-seeking students in the adjusted cohort (revised first-time, full-time cohort minus exclusions), aggregated by sector, race/ethnicity and/or state.

Universe: Two-year, degree-granting, Title IV–participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender but do not separate certificate from degree-seeking students. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race and ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges**Calculation**

Numerator: Number of students who completed a degree or certificate program within 200 percent of normal time, aggregated by sector and/or state.

Denominator: Number of degree- and certificate-seeking students in the adjusted cohort (revised cohort minus exclusions), aggregated by sector and/or state.

Universe: Two-year, degree-granting, Title IV–participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate 200 and Institutional Characteristics Surveys, 2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data will be gathered and reported annually. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. This survey was developed to fulfill requirements in the Higher Education Opportunity Act of 2008.

Data Sources/Related Links

N/A

INDICATOR: Six-Year Graduation Rates of Bachelor's Degree-Seeking Students**Calculation**

Numerator: Number of students who completed a bachelor's degree or equivalent program within 150 percent of normal time, aggregated by sector, race/ethnicity and/or state.

Denominator: Number of bachelor's degree-seeking students in the adjusted cohort (revised first-time, full-time cohort minus exclusions), aggregated by sector, race/ethnicity and/or state.

Universe: Four-year, degree-granting, Title IV-participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race/ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

INDICATOR: Six-Year Bachelor's Degree Attainment Rates of Students**Calculation**

As reported in Tables 3 and 6.

Sources/Links

Radford, A.W., Berkner, L., Wheelless, S. C., and Shepherd, B. (2010). *Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After Six Years* (NCES 2011-151). National Center for Education Statistics: Washington, D.C.

<http://nces.ed.gov/pubs2011/2011151.pdf>

Data Availability/Discussion

The *Beginning Postsecondary Student* (BPS) surveys first-time, beginning students at three points in time: at the end of their first year (2003–2004), and then three years (2005–2006) and six years (2008–2009) after first starting in postsecondary education. Roughly 16,700 students were in the final sample. This is the third cohort of first-time beginners tracked by the National Center for Education Statistics since 1990.

Data Sources/Related Links

National Center for Education Statistics, Beginning Postsecondary Student Survey, BPS:04/09.

<http://nces.ed.gov/surveys/bps/>

INDICATOR: Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students**Calculation**

Numerator: Number of students who completed a bachelor's degree or equivalent program within 200 percent of normal time, aggregated by sector and/or state.

Denominator: Number of bachelor's degree-seeking students in the adjusted cohort (revised cohort minus exclusions), aggregated by sector and or state.

Universe: Four-year, degree-granting, Title IV-participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate 200 and Institutional Characteristics Surveys, 2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data will be gathered and reported annually. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. This survey was developed to fulfill requirements in the Higher Education Opportunity Act of 2008.

Data Sources/Related Links

N/A

INDICATOR: Degrees Awarded by Colleges and Universities**Calculation**

Number of degrees awarded, aggregated by degree type, sector, race/ethnicity and/or state.

Universe: degree-granting, Title IV-participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Completion and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race/ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

Recommendation Ten:

Provide postsecondary opportunities as an essential element of adult education programs

INDICATOR: Educational Attainment of Adults Ages 25–34**Calculation**

Numerator: Number of males and females, ages 25–34, in the nation and aggregated by state in each of the following categories: less than a high school diploma; high school diploma; some college; associate degree or higher.

Denominator: Number of males and females ages 25–34 in the nation and by state.

Sources/Links

U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates, Table B15001.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

Data are gathered and reported annually. The five-year ACS estimates were selected in order to reduce the margin of error in the population estimates.

Data Sources/Related Links

<http://www.census.gov/hhes/socdemo/education/>

<http://www.census.gov/hhes/socdemo/education/data/factsheet.html>

INDICATOR: Educational Attainment of Adults Ages 25–34 by Race/Ethnicity**Calculation**

Numerator: Number of adults ages 25–34 by race/ethnicity in each of the following categories: less than a high school diploma; high school diploma; some college; associate degree or higher.

Denominator: Number of adults ages 25–34 by race/ethnicity.

Sources/Links

U.S. Census Bureau, Current Population Survey, 2009.

<http://www.census.gov/hhes/socdemo/education/data/cps/2009/tables.html>

Data Availability/Discussion

Data are gathered and reported annually. These calculations include academic and vocational/occupational associate degrees.

Data Sources/Related Links

N/A

INDICATOR: Latinos with No High School Diploma Who Are GED Candidates**Calculation**

No calculations necessary.

Sources/Links

Pew: Hispanics, high school dropouts and the GED, 2010.

<http://pewhispanic.org/data/>

Data Availability/Discussion

GED data are gathered and reported annually.

Data Sources/Related Links

N/A

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National Summary

Overview

Fig.	Description	U.S. Average
E	U.S. Hispanic Population by State Rank, 2010	16.3%
F	U.S. Hispanic Growth from 2000–2010 by State Rank	43.5%
T	Percentage of Hispanic 25- to 34-Year-Olds Who Have Completed an Associate Degree or Higher, by Race/Ethnicity and State, 2008	17.5%

Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

Fig.	Description	U.S. Average
1.1b	Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006-08	38.5%
1.2a	Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	14.6%
1.2b	Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	3.7%
1.2c	Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	25.4%
1.3a	Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	8.6%
1.3b	Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	7.1%
1.3c	Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	10.0%

Recommendation Two

Improve middle school and high school college counseling

Fig.	Description	U.S. Average
2.1	Student-to-Counselor Ratio by State Rank, 2009	457
2.2	States with Comprehensive School Counseling Programs, 2008	71%

Recommendation Three

Implement the best research-based dropout prevention programs

Fig.	Description	U.S. Average
3.1b	Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008	63.5%
3.1c	States with Exit Examinations, 2010	52.0%
3.1d	States Where End-of Course Exams Are Used as the Exit Exam, 2010	20.0%
3.1e	States with Reciprocity with Other States' Exit Exams, 2010	14.0%
3.1f	States with Substitute Assessments, 2010	24.0%
3.1g	States with an Alternative Diploma or Certificate, 2010	8.0%
3.4b	State Statutory Age When Students Can Legally Drop Out, 2010	17.0%
3.4c	Event Dropout Rates for Hispanic Public School Students in Grades 9–12 by State Rank, 2008	6.0%

National Summary

Recommendation Four

Align the K–12 education system with international standards and college admission expectations

Fig.	Description	U.S. Average
4.1a	Percentage of Public High Schools Offering AP® or IB Courses in the Four Core Subject Areas, 2010	33.7%
4.1b	Percentage of Public High Schools Offering Advanced Placement (AP) Courses in the Four Core Subject Areas, 2010	32.6%
4.1d	Percentage of Public High Schools Offering IB Courses in the Four Core Subject Areas, 2010	2.9%
4.2a	Percentage of States with Alignment Between High School Standards and College and Workplace Expectations, 2010	60.8%
4.2b	Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010	41.2%
4.2c	Percentage of States with College- and Career-Ready Assessment Systems, 2010	27.5%
4.2d	Percentage of States with P–20 Longitudinal Data Systems, 2010	31.4%
4.2e	Percentage of States That Have Adopted the National Common Core Standards, 2010	82.4%

Recommendation Five

Improve teacher quality and focus on recruitment and retention

Fig.	Description	U.S. Average
5.1a	States with Professional Development Standards, 2010	78.0%
5.1b	States That Finance Professional Development for All Districts, 2010	47.0%
5.1c	States That Require Districts/Schools to Set Aside Time for Professional Development, 2010	31.0%
5.1d	States That Require Districts to Align Professional Development with Local Priorities and Goals, 2010	61.0%
5.1e	States That Provide Incentives for Teachers to Earn National Board Certification, 2010	61.0%
5.3a	States That Require Parental Notification of Out-of-Field Teachers, 2010	12.0%
5.3b	States That Have a Ban or Cap on the Number of Out-of-Field Teachers, 2010	8.0%
5.6a	Percentage of States in Which Teacher Evaluation Is Tied to Student Achievement, 2010	25.0%
5.6b	Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010	39.0%
5.6c	Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010	100.0%

Recommendation Six

Clarify and simplify the admission process

Fig.	Description	U.S. Average
6.2	Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009	82.0%
6.3	Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009	75.2%
6.4a	Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009	22.8%
6.4b	States with Statewide Common Applications for Public Four-Year Colleges and Universities, 2011	32.0%

Recommendation Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent

Fig.	Description	U.S. Average
7.1	Average amount of total financial aid awarded from any source for Hispanic full-time, undergraduates enrolled for the full year, 2008	\$7,900
7.1	Average amount of grant aid awarded from any source for Hispanic full-time, undergraduates enrolled for the full year, 2008	\$4,300
7.1	Average amount of Loans awarded from any source for Hispanic full-time, undergraduates enrolled for the full year, 2008	\$6,900

National Summary

Recommendation Eight

Keep college affordable

Fig.	Description	U.S. Average
8.1a	Educational Fiscal Support by State Rank, 2009	\$74,838,021,662
8.1b	Educational Fiscal Support per FTE by State Rank, 2009	\$6,928
8.2a	In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2010–2011	\$2,713
8.2b	In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2010–2011	\$7,605
8.2c	In-State Tuition Prices at Private Four-Year Institutions by State Rank, 2010–2011	\$27,293

Recommendation Nine

Dramatically increase college completion rates

Fig.	Description	U.S. Average
9.1b	Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	25.7%
9.1c	Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	15.6%
9.1d	Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	47.3%
9.1e	Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	61.4%
9.2b	Six-Year Graduation Rates of Hispanic Bachelor's Degree–Seeking Students at Four-Year Colleges by State Rank, 2008	49.4%
9.2c	Six-Year Graduation Rates of Hispanic or Latino Bachelor's Degree–Seeking Students at Public Four-Year Colleges by State Rank, 2008	46.9%

Recommendation Ten

Provide postsecondary opportunities as an essential element of adult education programs

Fig.	Description	U.S. Average
10.1	Percentage of Latino adults age 25-34 that have not attained an college degree, 2009	80.8%
10.2	Percentage of Latinos with no High School Diploma that have earned a GED, 2008	9.0%

State Summaries

INDICATORS

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
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Overview

E U.S. Hispanic Population by State Rank, 2010	3.9%	5.5%	29.6%	6.4%	37.6%	20.7%	13.4%	8.2%	9.1%	22.5%	8.8%	8.9%	11.2%	15.8%	6.0%	5.0%	10.5%	3.1%	4.2%	1.3%	8.2%	9.6%	4.4%	4.7%
F U.S. Hispanic Growth from 2000–2010 by State Rank	145.5%	52.7%	46.0%	117.5%	27.7%	41.2%	49.7%	94.7%	21.1%	57.3%	96.8%	38.5%	72.1%	32.7%	83.1%	85.0%	59.4%	119.1%	79.5%	89.8%	106.6%	45.4%	33.0%	75.4%
P Percentage of Hispanic 25- to 34-Year-Olds Who Have Completed an Associate Degree or Higher, by Race/Ethnicity and State, 2008	11.3%	15.3%	15.5%	10.2%	15.8%	15.5%	18.8%	10.1%	41.2%	28.2%	12.5%	21.6%	12.1%	17.5%	15.1%	15.8%	15.2%	13.6%	17.9%	27.7%	20.7%	23.4%	19.2%	17.2%

Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

1.1b Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	76.5	21.8		23.3	37.3	42	33	50.7	44.6	42.9	29.9	49.2	21.6	39.7	33.2	36.6	32.2	42.5	44.2		35.3	46.1	44.5	34.5
1.2a Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	2.8		2.7	24.6	9	13	9.6	3.6		33.1	26.7			25		14.9	10.6	19.1	15.9	9.6	18.2	7.1	9.6	1.4
1.2b Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	0		0	5.9	5.4	6	8.2	0		0	0			21.2		1.3	0	10	0	0	1.2	2.9	0	1.1
1.2c Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	5.5		5.4	43.7	12.6	20.2	10.9	7.3		66.7	53.4			28.7		28.7	21.2	28.3	31.7	19	35.1	11.3	19.1	1.6
1.3a Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	12.5	5.9	5.4	12.2	8.4	6	6.8	5.3	17.7	7.1	7.4	8	5.1	9.5	7.1	8.3	8	13.1	15.9	8.9	6.4	7.1	12.4	6.2
1.3b Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	9.3	4.9	3.4	11.5	5.8	4.8	5.7	3.5	12.9	5.5	8.2	5.7	2.3	8.3	5.3	7.1	7.6	9.9	16.8	7.4	6.6	6.2	10.1	5
1.3c Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	15.7	6.9	7.5	13	11	7.2	7.8	7.1	22.5	8.8	6.7	10.1	7.8	10.6	8.9	9.5	8.3	16.2	15	10.5	6.1	8	14.8	7.4

Recommendation Two

Improve middle school and high school college counseling

2.1 Student-to-Counselor Ratio by State Rank, 2009	398	467	743	333	814	387	507	440	275	434	449	272	434	672	540	354	419	459	238	318	348	432	638	759
2.2 States with Comprehensive School Counseling Programs	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes

Recommendation Three

Implement the best research-based dropout prevention programs

3.1b Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008	62.2	90.7	66.7	77.9	61.2	56.7	65.8	NA	54.2	63.9	55.4	71.3	68.7	69.6	66.6	70.2	62.2	75.6	72.3	RSNM	75.9	64.7	63.8	62.3
3.1c States with Exit Examinations, 2010	Yes	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	No	Yes	No	No	No	Yes	No	Yes	Yes	No	Yes
3.1d States Where End-of-Course Exams Are Used as the Exit Exam, 2010	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	U.S.
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Overview

E		2.7%																										
F		104.6%	80.8%	58.3%	77.9%	82.0%	74.7%	39.0%	24.5%	19.2%	111.5%	74.8%	64.4%	85.0%	64.4%	83.1%	43.3%	144.8%	109.3%	131.7%	41.8%	78.3%	68.0%	89.9%	71.0%	75.9%	74.0%	58.9%
P		15.6%	19.9%	23.1%	10.3%	9.8%	33.1%	20.1%	19.2%	24.9%	11%	15.6%	21.4%	12.6%	12.4%	17.2%	17.4%	9.5%	13.7%	10.6%	15.7%	15.8%	22.1%	14.9%	22.5%	15.6%	19%	17.5%

Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

1.1b	208		37		32.2	39.7	19.2	36.8	59.6	35.5	48.9	30.4			42.9	32.3	30.9	38.4	27.2	31		24	36.1	27.6		35.7	26.5		42.4	37.1	38.5
1.2a			2.9		5.1	1.4			22	8.1	21.5	12.4			6.7	35.1	6.5	10.6		21.1		11.2	25		35.4	7.1	4.8	29.9	24.8		14.6
1.2b			1.9		2.9	0.6			17.3	0	0.1	0			5.3	0	4.8	4.8		4.1		0.8	4.7		17.3	0	2.4	8.5	1		3.7
1.2c			3.9		7.3	2.3			26.5	16.5	42.6	25			8.1	71	8.3	16.4		38.1		21.6	45.4		53	14.1	7.2	50.1	48.4		25.4
1.3a	29.4	9.6	10.8		8	2.4	4.5		6.1	9.8	9	6.7	12.8	10.6	12	5.8	9.3	7.4	9.8	9.8	9.1	7.7	4.8	8.5	5.8	5.4	16.8	8.2	9.9	8.6	
1.3b	23.9	8.5	8.9	6.2	1.4	3.6	5.7	7.7	7.9	5.2	9.7	9	11	4.4	7.8	7.8	5.4	9.8	7.1	6.3	6.9	2.9	7.9	4.9	3.9	10.8	8.2	7.5	7.1		
1.3c	34.9	10.8	12.7	9.7	3.3	5.5	6.4	12	10.2	8.3	15.9	12.3	13	7.3	10.7	9.2	9.8	12.6	11.8	8.6	6.7	9.1	6.8	6.8	22.7	8.1	12.4	10			

Recommendation Two

Improve middle school and high school college counseling

2.1	234	372	309	366	511	233	613	391	411	374	335	499	381	522	386	356	383	399	353	435	733	209	308	491	387	464	197	457
2.2	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	71%

Recommendation Three

Implement the best research-based dropout prevention programs

3.1b	65.9	83.6	69.5	67.2	NA	48.1	76.4	62.3	53.1	63.7	63.7	65.6	73	71	67.8	70.1	NA	71	72.3	65.9	50.6	100	70.5	60.3	87.8	75	65.5	63.5
3.1c	Yes	No	No	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	No	Yes	Yes	No	No	No	52%
3.1d	Yes	No	No	No	No	No	No	No	Yes	Yes	No	No	Yes	No	No	No	Yes	No	Yes	Yes	No	No	Yes	No	No	No	No	20%

State Summaries

INDICATORS	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
3.1e States with Reciprocity with Other States' Exit Exams, 2010	No	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	Yes	No	No	No
3.1f States with an Substitute Assessments, 2010	Yes	No	No	Yes	No	No	No	No	No	Yes	No	No	Yes	No	No	No	No	No	No	No	Yes	No	No	No
3.1g States with an Alternative Diploma or Certificate, 2010	No	Yes	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No
3.4b State Statutory Age when Students Can Legally Drop Out, 2010	16	17	16	17	18	17	18	16	18	16	16	18	16	17	18	16	18	16	18	17	16	16	18	16
3.4c Event Dropout Rates for Hispanic Public School Students in Grades 9–12 by State Rank, 2008	2.2	7.5	7.3	5.1	6	12.1	6.1	8.2	NA	3.7	4.8	6.7	3.5	7.3	2.4	6.1	3.9	4.6	7.8	7	NA	8.3	10.3	7.5

Recommendation Four

Align the K–12 education system with international standards and college admission expectations

4.1a Percentage of Public High Schools Offering AP® or IB Courses in the Four Core Subject Areas, 2010	84.2	21.2	7.9	26.8	39.3	34.3	59.9	55.8	30.8	46.1	55.1	41.3	16.4	31.3	41.8	12.3	14	53.1	11.6	42	64.2	58	25.2	19.7
4.1b Percentage of Public High Schools Offering Advanced Placement (AP) Courses in the Four Core Subject Areas, 2010	20.7	7.5	25.1	84.2	38.1	32.8	58.9	55.8	30.8	45.4	53.6	41.3	14.8	30.6	40.6	12.3	13.4	52	11.1	41.3	63.5	56.4	23.9	17.3
4.1d Percentage of Public High Schools Offering IB Courses in the Four Core Subject Areas, 2010	2.9	0.8	3.4	1.9	3.6	7.2	1.4	2.3	3.8	7.5	4.9	3.2	1.6	2	4.2	0.3	1.5	1.5	0.8	1.4	8	1.8	2.2	3.7
4.2a Percentage of States with Alignment Between High School Standards and College and Workplace Expectations, 2010	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes
4.2b Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010	Yes	No	Yes	Yes	No	No	No	Yes	Yes	No	Yes	No	No	No	Yes	No	No	Yes	No	No	No	No	Yes	Yes
4.2c Percentage of States with College- and Career-Ready Assessment Systems, 2010	Yes	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No
4.2d Percentage of States with P–20 Longitudinal Data Systems, 2010	Yes	Yes	No	Yes	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes	No	No	Yes	No	No	No	No	No
4.2e Percentage of States That Have Adopted the National Common Core Standards, 2010	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No

Recommendation Five

Improve teacher quality and focus on recruitment and retention

5.1a States with Professional Development Standards, 2010	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.1b States That Finance Professional Development for All Districts, 2010	Yes	No	No	Yes	No	No	No	Yes	No	No	Yes	Yes	No	No	No	Yes	No	Yes	Yes	No	Yes	No	No	Yes
5.1c States That Require Districts/ Schools to Set Aside Time for Professional Development, 2010	Yes	No	No	Yes	No	No	Yes	Yes	No	No	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	Yes	Yes	No
5.1d States That Require Districts to Align Professional Development with Local Priorities and Goals, 2010	No	No	No	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	U.S.
3.1e	Yes	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	14%
3.1f	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	Yes	No	No	Yes	Yes	No	No	No	24%
3.1g	No	No	No	No	Yes	No	No	Yes	No	Yes	No	No	No	No	No	No	Yes	No	Yes	No	No	No	Yes	No	No	No	No	8%
3.4b	17	17	16	18	18	18	16	18	16	16	16	18	18	18	17	16	17	18	17	18	18	16	18	18	17	18	16	17
3.4c	3.9	7.2	6.5	4.8	6.7	3.1	3.1	5.3	6.1	7.6	4.4	8.5	5.2	6.7	6.9	8.2	5.3	4	5.3	5.3	8	NA	5.4	8	3.8	5.4	8	6

Recommendation Four

Align the K–12 education system with international standards and college admission expectations

4.1a	20.3	14	9.4	9.6	37.4	55.2	59.2	17	31.9	49.5	5.5	27.5	14.4	22	43.4	40.7	40.3	8.8	29.1	29.5	38.8	53.1	57.2	36.9	32.1	31.8	13.8	33.7
4.1b	19.2	13.1	8.8	9.3	37.4	54	58	16.5	30.5	48.1	5.5	27.2	14.4	17.3	43	40.7	36.6	8.8	29.1	29	38.8	53.1	52.5	33.6	31.4	30.4	12.5	32.6
4.1d	1.4	1.8	0.6	0.7	2.3	1.1	2.1	0.5	2.9	4.5	0	2	0.4	6	1.4	0	10.3	0	2.4	2.1	4.2	0	8.9	3.5	0.7	1.8	2.5	2.9
4.2a	Yes	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	60.8%
4.2b	Yes	No	No	Yes	No	No	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No	No	No	41.2%
4.2c	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	27.5%
4.2d	No	Yes	No	No	Yes	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	Yes	No	No	Yes	31.4%
4.2e	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	82.4%

Recommendation Five

Improve teacher quality and focus on recruitment and retention

5.1a	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	No	No	78%
5.1b	No	Yes	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	47%
5.1c	No	No	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No	No	No	Yes	No	Yes	No	No	No	No	No	No	Yes	No	No	31%
5.1d	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	Yes	Yes	61%	

State Summaries

INDICATORS	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
5.1e States That Provide Incentives for Teachers to Earn National Board Certification, 2010	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
5.3a States That Require Parental Notification of Out-of-Field Teachers, 2010	No	No	No	Yes	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No	No	No	No	No	No	No	No	No
5.3b States That Have a Ban or Cap on the Number of Out-of-Field Teachers, 2010	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
5.6a Percentage of States in Which Teacher Evaluation Is Tied to Student Achievement, 2010	No	No	No	No	No	No	No	Yes	No	Yes	Yes	No	No	No	No	Yes	No	No	No	No	No	No	No	No
5.6b Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No
5.6c Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5.7 Percentage of Public K–12 Teachers by Years of Teaching Experience by State, 2008																								
Less than 3 Years	14.4	12	21	10.7	13.5	17.2	12.2	10.6	20	14.8	10.3	18.6	12.5	13.4	9.2	11.4	13	10.2	12.7	12.3	12	11.1	9.4	12.7
3 to 9 Years	31.3	27.5	34.6	25.7	35.9	37.9	29.7	43.3	29.9	35	32.4	34.3	31	35.6	32.3	30.5	30.2	35.5	33.3	27	37.1	39.9	32.5	28.5
10 to 20 Years	36.1	39.7	26.1	32.1	30.3	28.1	31.1	27.9	24.6	27.4	35.9	28.6	33.6	29.3	29.1	29.9	27.2	30.1	27.6	31.5	26.2	27.2	36.3	35.3
Over 20 Years	18.2	20.7	18.4	31.6	20.3	16.8	27.1	18.2	25.5	22.8	21.4	18.6	22.8	21.6	29.4	28.2	29.6	24.2	26.3	29.1	24.8	21.8	21.8	23.6

Recommendation Six

Clarify and simplify the admission process

6.2 Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009	78.8	75	38.5	78.3	76.2	100	88	66.7	77.8	70.4	80.7	100	87.5	84.7	86	94.3	86.2	93.3	80.8	90	80	84	83.1	82.5
6.3 Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009	69.7	100	46.2	69.6	62.7	95.2	80	66.7	55.6	59.3	73.7	85.7	87.5	75	82	82.9	72.4	90	69.2	85	71.4	82.7	78	85
6.4a Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009	15.2	0	7.7	8.7	19.8	23.8	32	33.3	33.3	17.3	19.3	14.3	12.5	13.9	16	14.3	0	10	15.4	55	25.7	49.4	8.5	22.5
6.4b States with Statewide Common Applications for Public Four-Year Colleges and Universities, 2011	No	Yes	No	No	Yes	No	No	No	Yes	No	No	Yes	Yes	No	No	No	No	No	No	Yes	Yes	No	No	Yes

[illegible]

Recommendation Six

Recommendation Six

Clarify and simplify the admission process

6.4b	6.4a	6.3	6.2
No	15.8	63.2	68.4
No	10.9	69.1	76.4
No	30	70	90
No	4.2	83.3	87.5
No	0	75	87.5
No	56.3	81.3	93.8
No	27	64.9	81.1
No	0	90	90
Yes	39.9	62.3	68.3
Yes	16.7	85	86.7
Yes	0	69.2	84.6
No	20	83.2	87.4
No	6.9	79.3	82.8
No	23.3	63.3	76.7
No	35.7	89.7	92.9
Yes	63.6	81.8	81.8
No	29.4	67.6	88.2
Yes	7.7	69.2	76.9
No	14.9	83	91.5
Yes	12.4	70.8	76.4
No	10	70	70
No	55.6	88.9	94.4
No	31.1	88.9	91.1
No	21.2	72.7	75.8
Yes	4.8	85.7	90.5
Yes	20.5	87.2	89.7
Yes	100	100	100
32%	22.8	75.2	82

State Summaries

INDICATORS

Recommendation Eight

Keep college affordable

8.1a Educational Fiscal Support by State Rank, 2009	\$1,129,895,026	\$292,025,290	\$1,812,220,200	\$702,271,943	\$12,605,145,400	\$787,091,827	\$827,966,248	\$230,283,155		\$3,562,352,636	\$2,734,630,700	\$509,293,612	\$384,974,010	\$3,081,264,306	\$1,315,241,655	\$765,678,873	\$796,440,957	\$1,027,918,439	\$1,288,295,233	\$246,727,657	\$1,686,210,802	\$1,030,828,074	\$2,356,862,139	\$1,305,207,000
8.1b Educational Fiscal Support per FTE by State Rank, 2009	\$5,768	\$15,362	\$7,684	\$6,474	\$7,043	\$4,687	\$10,294	\$7,104		\$6,340	\$8,265	\$13,739	\$8,611	\$7,937	\$5,439	\$6,530	\$6,156	\$7,134	\$7,596	\$6,883	\$8,030	\$6,740	\$5,908	\$6,502
8.2a In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2010–2011	\$3,420	\$3,610	\$1,967	\$2,511	\$820	\$3,041	\$3,407	\$2,889		\$2,770	\$2,821	\$2,709	\$2,547	\$3,010	\$3,447	\$3,915	\$2,265	\$3,900	\$2,222	\$3,261	\$3,559	\$4,581	\$2,681	\$4,936
8.2b In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2010–2011	\$7,374	\$5,283	\$8,083	\$6,298	\$7,557	\$6,856	\$8,977	\$9,659	\$7,000	\$4,886	\$5,916	\$7,475	\$5,331	\$10,975	\$8,012	\$7,154	\$6,666	\$7,511	\$4,727	\$9,048	\$7,744	\$9,488	\$10,170	\$9,372
8.2c In-State Tuition Prices at Private Four-Year Institutions by State Rank, 2010–2011	\$17,435	\$24,824	\$25,852	\$17,603	\$34,260	\$32,117	\$34,608	\$13,991	\$34,095	\$25,482	\$24,948	\$12,177	\$6,420	\$27,505	\$28,254	\$25,271	\$20,079	\$20,996	\$28,454	\$30,557	\$33,125	\$35,148	\$18,554	\$29,983

Recommendation Nine

Dramatically increase college completion rates

9.1b Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	18.3	0	39.6	31.4	27.3	39.6	9.1	9.9	NA	40.1	29.7	14.6	28.1	23.4	17.4	23	29.9	14.9	31.5	30	15.7	14.1	10.6	20.1
9.1c Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	16	0	16.8	30.8	18.1	22.9	6.9	7.7	NA	29.8	21.4	9.8	14.3	12.3	4.1	22.3	29.3	12.8	14.1	25.9	9.2	10.6	10.6	18.3
9.1d Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	NA	NA	NA	NA	68.4	100	45.5	66.7	NA	75	31.3	NA	NA	40	100	100	10	NA	NA	NA	NA	44.4	NA	NA
9.1e Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	71.4	NA	61.9	66.7	65.7	54.9	37.8	NA	NA	58.1	56.9	42.9	57.6	66.8	35.4	100	50	26.7	56.8	66.7	80.8	34.9	12.5	40
9.2b Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	41.7	17.9	38.7	38.2	53.6	44.2	59.7	62.5	68.7	56.2	52.4	33.3	29	46.9	53.2	43.6	43.7	38.5	45.8	67	70.5	64.4	54.1	55.5
9.2c Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008	42.4	18.9	51.8	33.3	52	43.1	51.1	68.3	0	57.1	52	28.9	28.3	42.6	43.9	59	46.4	38.3	37.3	40	68.7	39.2	55.8	49.3
9.2d Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	37.9	0	25	52.3	70.2	62.6	70.4	18.8	70.8	57.8	56.8	35.9	36.4	56.5	71	36	37.5	41.9	66.7	81	77.7	69.6	47.5	64.4
9.2e Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008	NA	NA	11.5	NA	27.5	32.5	21.4	NA	0	37.5	34.8	100	0	26.7	50	0	0	16.7	25	NA	12.5	77.8	0	33.3

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VT
VA
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WY
U.S.

Recommendation Eight

Keep college affordable

8.1a		\$717,054,797
8.1b	\$5,963	\$6,288
8.2a	\$2,099	\$2,582
8.2b	\$5,289	\$7,264
8.2c	\$14,096	\$23,670
	\$21,797	\$20,175
	\$24,560	\$32,420
	\$31,012	\$31,004
	\$31,811	\$26,002
	\$14,318	\$27,156
	\$20,887	\$30,389
	\$31,317	\$32,774
	\$21,130	\$21,842
	\$22,478	\$25,277
	\$5,869	\$32,530
	\$23,420	\$30,172
	\$17,329	\$26,044
	*	
	\$27,293	\$74,838,021,662

Recommendation Nine

Dramatically increase college completion rates

9.1b	15.6
9.1c	16.4
9.1d	NA
9.1e	0
9.2b	42.4
9.2c	37.8
9.2d	57.1
9.2e	NA
	14.3
	NA
	NA
	22.2
	NA
	34.1
	33.8
	54.3
	NA
	NA
	10
	25
	20
	38.5
	NA
	NA
	50
	0
	18
	15
	NA
	20
	25
	NA
	16.7
	NA
	28.5

About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of more than 5,900 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit www.collegeboard.org.

The College Board Advocacy & Policy Center was established to help transform education in America. Guided by the College Board's principles of excellence and equity in education, we work to ensure that students from all backgrounds have the opportunity to succeed in college and beyond. We make critical connections between policy, research and real-world practice to develop innovative solutions to the most pressing challenges in education today.

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