Achieving Equity for Latino Students

Office of Diversity Initiatives Webinar
February 24, 2012
2:00 p.m. (EST)
The College Board is a mission-driven organization that connects students to college success and opportunity. The organization promotes excellence and equity in America’s educational system through its programs and services in college readiness and college success, and through research and advocacy on behalf of students, educators and schools.
Achieving Equity for Latino Students

Frances Contreras, Ph.D.

Teachers College Press, 2011
The Urgency of Translating Research on Latino Students into Practice

- Latinos/as constitute 1 in 6 of all U.S. residents (16.3% of the U.S. Population)
- Latinos/as are 23% of all students in the US
- By 2020, 1 in every 4 students will be Latina/o
- Over 6.1 Million Latino children live in poverty (37.3 percent—the first time in U.S. history an ethnic group has surpassed poverty among White children)
- Latinos represent the group most affected by this “Great Recession”—with household wealth declining 66% from 2005-2009
- If the current path is not altered, a permanent Latino underclass is imminent
Motivation for Book

- Stories of those like my niece are far too common for Latino children in the United States
- Brown Paradox—Despite increasing Latino presence, very little investment and targeted divestment—Demographic Blindness, Denial or Fear?
90% of Latino Population live in:
Greatest Growth is in the South and Midwest

LEP Population Growth from 1995 - 2006

- Dark green: > 200%
- Medium green: 100% - 200%
- Light green: 50% - 100%
- Lightest green: < 50%
The Political Landscape: Anti Immigrant and Anti-Latino

- 2011—Alabama HB 56
- Florida—SB 2040 and HB 7089, Utah (HB 497), Indiana (SB 590), Georgia (HB 87)
- SB 1070 AZ (2010)
- HB 2281 AZ (2010) Ban on ethnic studies
- Secure Fence Act 2006
- Proposition 227 CA (1998)
- Proposition 187 CA (1994)

Source: Brave New Foundation
Examining Opportunities to Learn for Latinos

- House Bill 2687 Funded by WA State Legislature and Commission on Hispanic Affairs to examine the achievement gap in 2008-2009

- Design of Latino study prioritized listening to key stakeholders—Students, Parents and Teachers

- Conceptual Framework based on Education & Sociological Literature:
  - OTL Literature (Darling-Hammond, 1994; Darling-Hammond & Bransford, 2005; Oakes, 1995)
  - Peer Networks (Stanton-Salazar & Spina, 2005; Mehan, Villanueva, Hubbard, & Lintz, 1996; Gibson, Gandara & Koyama, 2004; Datnow & Cooper, 1997).
  - Social Capital (Coleman, 1988; Gandara, 1995; Contreras, 2005);
  - Community Cultural Wealth (Yosso, 2005)
  - Transition to College (McDonough, 2004; Kirst, 2004)
Research Questions

1) Do Latino students possess the same opportunities to learn as their peers in urban, suburban and rural contexts?

2) What are the perceptions of parents and students with respect to their experience in school and with school staff?

3) What are viable policy recommendations for raising Latino academic achievement in the state of Washington?
Proyecto Acceso Mixed-Method Design: Convergent Parallel Design

Parents
- Parent Nights Churches
  Community Meetings (n=247)
  → Focus Groups (n=3)

Students
- Survey
  8 Districts
  14 schools
  → Focus Groups (n=9)
  → MS Math
    2-3 Classes
    1 ELL Class
  → HS Math
    2-3 Classes
    1 ELL (n=468)

Teachers
- Survey of Teachers in Middle & High Schools (n=253)
- Latino Teacher Survey (n=167)
  → Individual Interviews (n=29)
## Survey Design-Protocol Contents

<table>
<thead>
<tr>
<th>Students</th>
<th>Parents</th>
<th>Teachers</th>
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<tbody>
<tr>
<td>• Demographic</td>
<td>• Student-Parent Interaction</td>
<td>• Demographic</td>
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<tr>
<td>• Context for Learning</td>
<td>• Context for Learning</td>
<td>• Context for Teaching</td>
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<tr>
<td>• Interaction with Parents</td>
<td>• Interaction with School</td>
<td>• Instruction of English Learners</td>
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<td>• Interaction with Peers</td>
<td>• Awareness of Resources</td>
<td>• Interaction with other Teachers/Colleagues</td>
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<tr>
<td>• Awareness of Resources</td>
<td>• College Aspirations</td>
<td>• Resources-Professional Development</td>
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<td>• Post High School Aspirations</td>
<td>• Demographic</td>
<td>• College Aspirations for Latino students</td>
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<td>• Interaction with Parents</td>
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</table>
Teacher Findings

- There are very few Latino and EL teachers regardless of Latino concentration or EL needs
- Teachers do not feel prepared to meet the needs of their EL students
- Teachers used students as translators in class and with parents
- Paraprofessionals frequently used to teach in content areas
- Teachers described “Advisory Classes” to develop test taking skills
- 71% of teachers believed that 25% or less of their Latino students will attend college.
### Table 1. Crosstabulation of School Type and Priority of Meeting WASL Standards

<table>
<thead>
<tr>
<th>Priority of Meeting WASL Standards</th>
<th>School Type</th>
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<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Urban Ring</td>
<td>Rural</td>
<td></td>
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<tr>
<td>Very High Priority</td>
<td>49.3%</td>
<td>49.4%</td>
<td>74.7%</td>
<td>16.16**</td>
<td>.25</td>
<td></td>
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<tr>
<td></td>
<td>(35)</td>
<td>(41)</td>
<td>(71)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Priority</td>
<td>49.3%</td>
<td>49.4%</td>
<td>25.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(35)</td>
<td>(41)</td>
<td>(24)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Priority</td>
<td>1.2%</td>
<td>1.2%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>(1)</td>
<td>(0)</td>
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</table>
Latino parents are more likely to be bilingual and recent immigrants (75% percent of surveys answered in Spanish).

Access to Bilingual Services minimal in schools

Many Latino students are not enrolled in a college prep curriculum which is disconcerting for parents.

Parents are not familiar with U.S. education system, need overview of processes to facilitate college-readiness and preparation

Latino parents have high hopes for their children’s future with majority wanting their child to earn a BA or Graduate degree (75%)
Student Findings

- Latino students were more likely to have parents with a high school or less education than their non-Latino peers (p<.001)

- Students understand and are aware of the language barrier between the school and their parents. Latino students were less likely to have parents that attended their extracurricular activities or events than their non-Latino peers (p<.001)

- Latino students are less likely to consider themselves high achievers and less likely to feel that their teachers considered them to be high achievers (p<.01)

- Latino students less likely to have peers who want to attend college (p<.001)

- Latino students believe that their parents want them to go to college and the majority intend to enroll in college after high school. Most also indicate a desire to earn an advanced degree.

- Teachers are most likely to be primary source of college information
Policy Implications

- Reframe Accountability at Federal and State Level
  - Emphasis on Testing—short and long-term outcomes on learning have not resulted in reduced achievement gaps
  - De-professionalization of teachers

- Professional development standards—cultural competency development for teachers

- The need for schools and staff to see Latino parents as partners in raising student achievement

- Governor’s AGOAC continues this work—multicultural policy body
Who Transitions To College & Who Doesn’t?
Percent of Students Transitioning from High School to College immediately following High School Graduation, Select ethnic Groups, 1972-2007

Explanation for Low Transition to College Rates: Inadequate Academic Preparation

Highest Level of Mathematics Course Completed, by Race/Ethnicity, 2005 (Percent)

LATINO COLLEGE COMPLETION
Percentage of students seeking a bachelor's or equivalent degree at 4-year Title IV institutions who completed a bachelor's or equivalent degree within 6 years, by race/ethnicity and control of institution: Cohort year 2000

The Role of Financial Aid

Average undergraduate tuition and fees for in-state public institutions, two and four-year, Select Years 1985-2008
Average amount of financial aid awarded from any source per full-time, full-year undergraduate student, by type of aid, and race/ethnicity: 1999-2000, 2003-04 & 2007-08

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Grants</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total(^1)</td>
<td>$5,400</td>
<td>$5,600</td>
<td>$7,110</td>
</tr>
<tr>
<td>White</td>
<td>5,600</td>
<td>5,500</td>
<td>7,090</td>
</tr>
<tr>
<td>African American</td>
<td>5,100</td>
<td>5,700</td>
<td>7,040</td>
</tr>
<tr>
<td>Latino</td>
<td>4,700</td>
<td>5,400</td>
<td>6,500</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6,400</td>
<td>6,700</td>
<td>8,760</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>6,400</td>
<td>6,700</td>
<td>8,760</td>
</tr>
<tr>
<td>Native</td>
<td>5,700</td>
<td>5,400</td>
<td>6,680</td>
</tr>
<tr>
<td><strong>Loans</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total(^1)</td>
<td>$6,000</td>
<td>$7,300</td>
<td>$9,480</td>
</tr>
<tr>
<td>White</td>
<td>6,000</td>
<td>7,400</td>
<td>9,790</td>
</tr>
<tr>
<td>African American</td>
<td>5,800</td>
<td>7,100</td>
<td>8,940</td>
</tr>
<tr>
<td>Latino</td>
<td>5,900</td>
<td>7,000</td>
<td>8,970</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>6,000</td>
<td>7,100</td>
<td>8,770</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>6,000</td>
<td>7,100</td>
<td>8,770</td>
</tr>
<tr>
<td>Native</td>
<td>5,800</td>
<td>6,900</td>
<td>7,980</td>
</tr>
</tbody>
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# Student Debt Too High: The Next Bubble to Burst

Total Cumulative Amount of Debt for Undergraduate Degree by Race/Ethnicity 2008 (Percent)

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Asian</th>
<th>American Indian or Alaska Native (%)</th>
<th>Native Hawaiian / other Pacific Islander (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>61.8</td>
<td>14.0</td>
<td>14.1</td>
<td>5.9</td>
<td>0.8</td>
<td>0.7</td>
</tr>
<tr>
<td>$1,000-4,799</td>
<td>58.4</td>
<td>16.6</td>
<td>16.0</td>
<td>4.4</td>
<td>1.0</td>
<td>0.7</td>
</tr>
<tr>
<td>$4,800-9,999</td>
<td>58.9</td>
<td>18.1</td>
<td>14.3</td>
<td>4.5</td>
<td>0.9</td>
<td>0.7</td>
</tr>
<tr>
<td>$10,000-18,999</td>
<td>63.2</td>
<td>17.0</td>
<td>11.6</td>
<td>4.1</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>$19,000 or more</td>
<td>62.9</td>
<td>18.9</td>
<td>10.2</td>
<td>3.9</td>
<td>0.6</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Other Nations Prioritize Financial Access to Higher Education

- The U.S. is the second most costly nation for Higher Education Costs
- The Case of Finland, The Netherlands, & Sweden
- Financial Incentives for students—Forgivable Loan programs
- Corporate Tax Rate increases to finance higher education
- For the United States to have greater financial stability, Investment in Latino students a National imperative
- Reframing Discourse on Financial Aid Policy—from Cost to National Investment
Book Conclusion: Rethinking Education Policy

- Quality Early Education—moving beyond access
- Cultivate Bilingual/Bicultural Teachers
- Engage parents in process as stakeholders—work incentives
- End Punitive approaches to testing—Exit Exams
- P-20 Leadership—seamless pathway
- State P-20 data systems
- Language Policy that frames bilingualism an Asset rather than Deficit
- A National DREAM Act
- College affordability models—increasing tax credit levels
- Expand Criteria and Definitions of State Merit Aid Programs
- College for All policy