

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central text is positioned on a white background that is partially framed by these blue shapes.

Issues in Hispanic Education: Equity and Access

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US Population of Hispanics -

- ▶ **57.5 million** (51.9 in 2011)
- ▶ The Hispanic population of the United States as of July 1, 2016, making people of Hispanic origin the nation's largest ethnic or racial minority. Hispanics constituted 17.8 percent of the nation's total population. (Vintage 2016 population estimate)

Hispanics - A Unidimensional Group? -

- ▶ Within this larger group are people from more than 20 Spanish-speaking nations. The U.S. born Latino population has grown at a very fast pace, while the share of foreign-born Latinos in the United States is in decline. The U.S. economic downturn, stricter border enforcement, dangers associated with unauthorized border crossings, and demographic and economic changes have influenced the slowdown of foreign-born immigrants to the United States.
- ▶ Generational status is important to consider because third-generation students are most likely to have parents who are fluent in English and less likely to live in poverty.
- ▶ Regardless of their generational status, Latino children are disproportionately poor, with one-third living in poverty and two-thirds living in low-income households. These living conditions are commonly characterized by larger household sizes, smaller residential units, and more crowded housing when compared to non-Latino children.

Educational Outcomes -

- ▶ Latino students in the United States are showing far different educational outcomes than their white peers and are facing inequitable opportunities that lead to inequitable lifelong outcomes. This educational gap has been long-standing and differences in test scores—particularly in math, reading, and graduation rates—are found at state and national levels. (Alvarez de Davila, S. and Michaels, C., 2016)

Some Issues -

- ▶ At the elementary grade levels (K-5), educational inequality results from both;
- ▶ **between-school segregation** - a disproportionate representation of one racial/ethnic group in one school or district over another and
- ▶ **within-school segregation** through tracking that limits students' access to challenging curriculum. Latino students are disproportionately more likely to attend segregated schools of lower quality and more likely to be tracked into less challenging classes.

Some issues (cont) -

- ▶ **Successful completion of high school** is perhaps the single most significant educational challenge for Latinos. At present, Latino students drop out before completing high school at significantly higher rates than any other racial/ethnic group in the United States. In the states with the largest Latino populations, California and Texas, only 55% and 56%, respectively, of Latino students graduate from high school. Gaps in high school completion rates between Latinos and other groups remain even after controlling for the students' social class background, language proficiency, and immigrant status. (ETS White Paper, 2012)

Factors Influencing Achievement Gap -

- ▶ **English Language Learners** - Of 3.7 million ELL students in fall 2015, Latino students represented 77.1 percent of all ELL students and 7.6 percent of all public K-12 students (National Center for Education Statistics, 2018).
- ▶ According to data collected by the U.S. Department of Education in 2009, 37 percent of Latino students in grade four and 21 percent of students in grade eight were English language learners, one of the many factors influencing the achievement gap between young Latino and white students.

Gaps: Achievement & Opportunity

- ▶ **Achievement** - describe outcomes, specifically differences in scores on state and national achievement tests between various student demographic groups. The achievement gap is demonstrated by differences in proficiency rates as revealed in math, science and reading scores, as well as graduation rates, of children of color and other disadvantaged children compared with graduation rates of white children.
- ▶ **Opportunity** - disparities in experiences and access to education among different populations. Measuring those disparities can be difficult. While there are assessments designed to measure student performance and identify factors associated with it, these exams are not designed to identify or explain the causes of differences in students' performance, causes that include disparities and patterns of educational inequities in the United States formed around race, class and ethnicity.

Factors in the Opportunity Gap -

- ▶ **Economic** - More Latino children are living in poverty—6.1 million in 2010—than children of any other racial or ethnic group. Two-thirds (4.1 million) of the 6.1 million Latino children living in poverty in 2010 were the children of immigrant parents, while the other third (2 million) were children of parents born in the United States. (Pew Hispanic Center)
- ▶ **Language Barriers** - The challenges that children who speak little or no English encounter in their early school years are many and are more likely to interfere with their school adjustment. Students who have limited English-language skills receive fewer opportunities to learn than students who are fully bilingual, or speak only English well.
- ▶ **Acculturation** - includes facing the new experiences and challenging events that require immediate attention, such as to how to navigate the school system, communicate with teachers, acquire knowledge (absorb what they're taught), and participate in sports and other extra-curricular activities.

Actions schools can take -

- ▶ Language -
 - ▶ Provide on site interpretation in quick, efficient manner advertising availability at entrance to school. Train personnel in use of interpretation services and use in all situations where understanding is paramount (discipline, special education, interpretation of scores and grades.
 - ▶ Provide all written materials in simple, direct format. Websites with interpretation embedded.
- ▶ Economic -
 - ▶ Ensure free access to educational opportunities (preschool, field trips, after school tutoring, after school enrichment, after school sports, etc.)
 - ▶ Ensure that all students eligible for free or reduced meals receive them by removing barriers (help parents complete forms, explain needed and accepted documentation, etc.)

Actions schools can take (cont) -

- ▶ Acculturation - (the process of adopting the cultural traits or social patterns of another group)
 - ▶ Awareness - that some Latinos are facing new experiences and challenging events that require immediate attention. (how to navigate the school system, communicate with teachers, acquire knowledge and participate in school culture and other extra-curricular activities)
 - ▶ Sensitivity - that Latino students may be learning a new language and adjusting to a new culture in addition to experiencing the everyday challenges of growing up.
 - ▶ Understanding - that students may be balancing their cultural value, that emphasizes family closeness and loyalty, with conflicting values in US society as well as pressure to fulfill family obligations that may keep them (girls in particular) from devoting time to studying and succeeding in school.

School Support -

- ▶ Cultural Responsiveness -
 - ▶ Provide training in Culturally Responsive Teaching to all teachers and staff involved with instruction. Note possible difference in learning styles and areas of interest.
 - ▶ Provide training in unconscious bias and micro-aggressions to all staff.
 - ▶ Encourage continued use of Spanish through dual language programs.
 - ▶ Highlight Latino history and contributions and involve Latino role models on an ongoing basis rather than simply Latino History Month.

School Support cont -

- ▶ Parent Engagement -
 - ▶ Empower parents to be more involved through flexible meeting times and places. (offer transportation if necessary).
 - ▶ Offer and provide translation services. (Don't use child)
 - ▶ Invite and encourage parents to visit their child at school
 - ▶ Educate parents about processes, procedures, and rights to obtain support or have concerns heard.

School Support cont -

- ▶ Academic -
 - ▶ Start students in school as early as possible with enrichment support to develop a strong vocabulary.
 - ▶ Encourage students to pursue more challenging classes and provide them with support, if necessary.
 - ▶ Teachers plan lessons considering differences in history, learning styles, and interests which engage Latino students.
 - ▶ Focus on a growth mindset. (e.g., “you haven’t mastered that yet but you have learned ...”)

School Support cont -

▶ Administrative -

- ▶ Provide equitable and adequate funding so all schools can provide resources and training for teachers.
- ▶ Provide professional development in Culturally Responsive Teaching (CRT), Unconscious Bias and Micro-aggressions, Stress and Trauma, and creating a “safe” classroom which is responsive to students’ social, emotional, and academic needs.
- ▶ Administrators encourage and expect regular teacher contact with parents.

School Support cont -

- ▶ Eliminate/ Reduce Barriers -
 - ▶ Clear communication - Provide all notices to parents in “plain language”, simplifying vocabulary and explanations as much as possible. Explain, or eliminate, educational jargon.
 - ▶ Offer a “pre-meeting” to review with parents the purpose of and procedures in the upcoming meeting. Support parents in thinking through and putting into words any questions and/ or concerns.
 - ▶ Make parents aware they can bring an advocate, if they desire.
 - ▶ Brainstorm with parents barriers to involvement such as time, place, child care, and transportation. Offer technology options for meeting, if necessary (Facetime, Skype, teleconference, etc).