


Latinos and Educational Attainment in the U.S.A.

Historical & Educational Experiences
Ponce de León to Antonio Villaraigosa
Deficit Theories to Philosophies of Hope
15th to the 21st Century



Hispanic/Latino

Origins and Changes

I. History of Term Hispanic

1. Hispania: Name of the Iberian peninsula given by the Romans.
2. Romans occupied “Hispania” from 38 A.D. to 5th century.
3. Overrun by Germanic tribes: Visigoths, Gauls, Goths and others (5th to 8th centuries)
4. Moorish occupation: 700 A.D. to 1492 A.D.

Hispanic/Latino

II. Hispania becomes “España” in the 15th century.

III. Hispano

1. Refers to the countries in the American continent where Spanish is spoken and to individuals of the white race who were born there. (DICCIONARIO ENCICLOPEDICO, U.T.E.H.A., 1964, Tomo V, 1287).

Hispanic/Latino

IV. Hispanos

1. Plural of the noun “Hispano”
2. Also refers to persons in parts of New Mexico who call themselves “Hispanos”, claiming to be direct descendants of the first Spanish settlers in the southwest.
3. U.S. territory : Treaty of Guadalupe Hidalgo-1846.



Hispanic/Latino

V. Hispanics in the U.S.

1. Name adapted by Bureau of the Census as the official category for persons of Spanish origin and/or historical/cultural origin in the U.S.
2. An “ethnic” and not a racial category.
3. Term first used in 1970 Census



Hispanic/Latino

VI. Hispanic/Latino

1. Both terms used interchangeably by ordinary citizens, scholars and others.
2. “Hispanic” preferred 3 to 1 in most recent survey.
3. The use of either term depends on geography and ideology.

Hispanic/Latino

VII. Latino/Latina

1. “Latino” in Spanish refers to a male person; “Latina” to a female person.
2. “Latinos” refers to a group of persons of both sexes in Spanish.
3. English-speaking scholars and others often use both terms with a slash: “Latino/Latina” to mean both sexes. American feminist influence has resulted in the use of the term “Latino(a)”
4. History: Tribe in Italy that founded city of Rome.

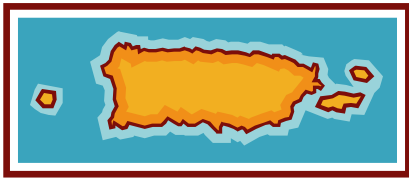
LATINOS IN THE UNITED STATES

Mexicans, Mexican Americans, Chicanos



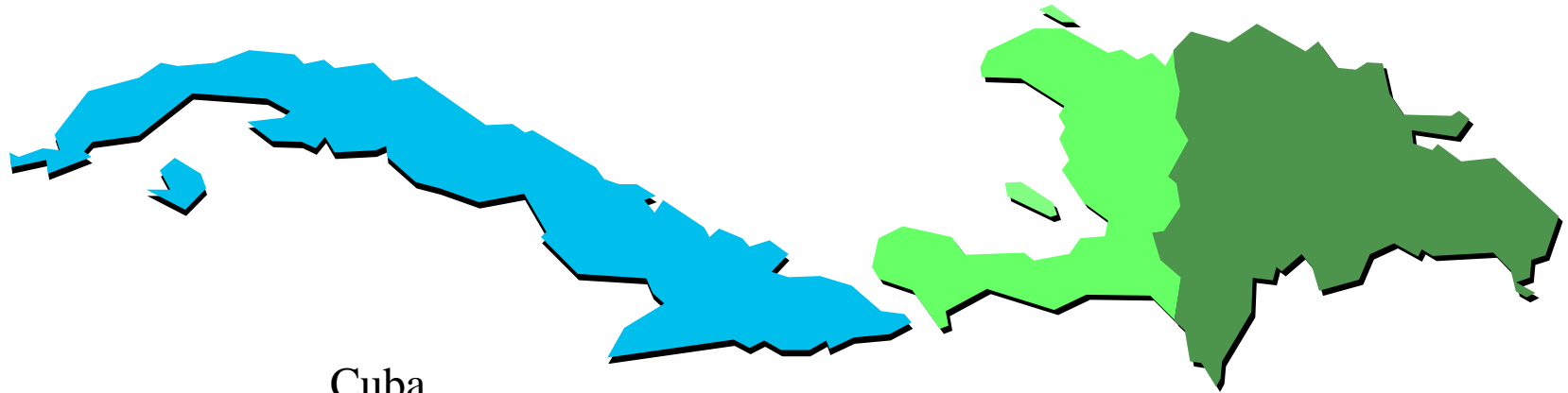
LATINOS IN THE UNITED STATES

Puerto Ricans



LATINOS IN THE UNITED STATES

Countries in the Caribbean



Cuba

Dominican Republic



LATINOS IN THE UNITED STATES

South American Countries

Colombia



Argentina



Ecuador



Peru



LATINOS IN THE UNITED STATES

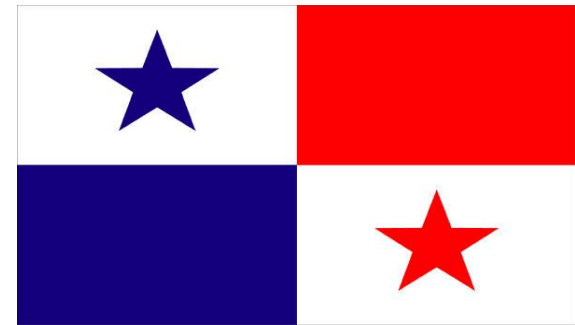
Central American Countries



Honduras



Guatemala



Panama



El Salvador



Nicaragua



1980 Census

Population in Thousands

Group	Population	Percent
Total	226,545	100
White (Non-Hispanic)	180,603	79.8
Black	26,092	11.5
Asian	3,551	1.6
American Indian	1,443	0.6
Some other race	264	0.1
Two or more races	N/A	N/A
Hispanic	14,603	6.4



1990 Census

Population in Thousands

Group	Population	Percent
Total	248,710	100
White (Non-Hispanic)	188,128	75.6
Black	29,216	11.7
Asian	6,968	2.8
American Indian	1,794	0.7
Some other race	249	0.1
Two or more races	NA	NA
Hispanic	22,354	9.0



2000 Census

Population in Thousands

Group	Population	Percent
Total	281,422	100
White (Non-Hispanic)	194,553	69.1
Black	33,948	12.1
Asian	10,477	3.7
American Indian	2,069	0.7
Some other race	468	0.2
Two or more races	4,602	1.6
Hispanic	35,306	12.5

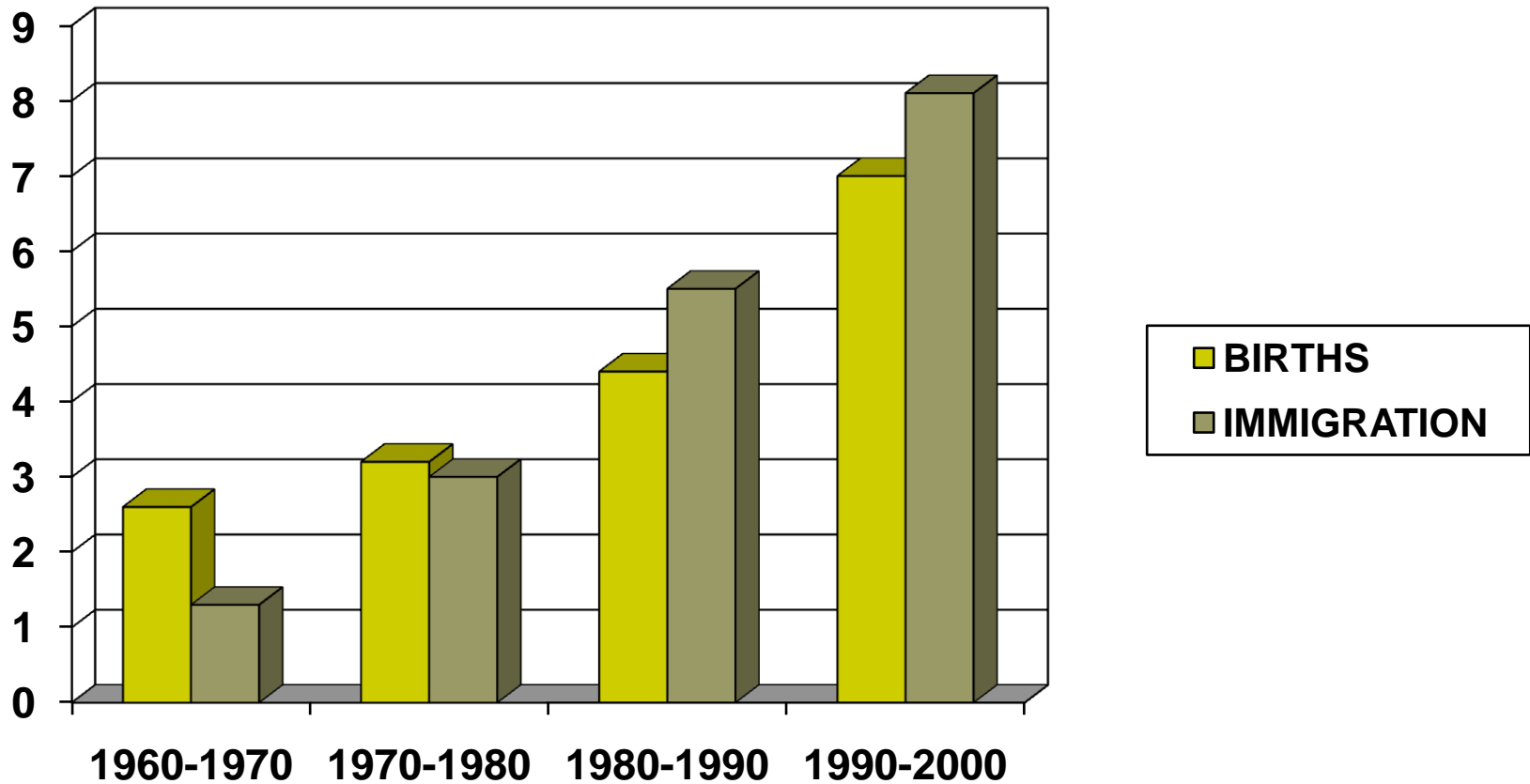
Growth of Latino & Non-Latino Cohorts of the Population, 1990-2000

Group	1990	2000	Change 1990-2000	% change 1990-2000
Total U.S. population	248,709,873	281,421,906	320,712,033	13.2
Latino	22,354,059	35,305,818	12,951,759	57.9
Mexican	13,495,938	20,640,711	7,144,773	52.9
Puerto Rican	2,727,754	3,406,178	678,424	24.9
Cuban	1,043,932	1,241,685	197,753	18.9
Other Latino	5,086,435	10,017,244	4,930,809	96.9
Non-Latino*	226,355,814	246,116,088	19,760,274	8.7
White	188,128,296	194,552,774	6,424,478	3.4
African American	29,216,293	33,947,837	4,731,544	16.2
American Indian & Alaska Native	1,793,773	2,068,883	275,110	15.3
Asian & Pacific Islander	6,968,359	10,476,678	3,508,319	50.3
Other race	249,093	467,770	218,677	87.8

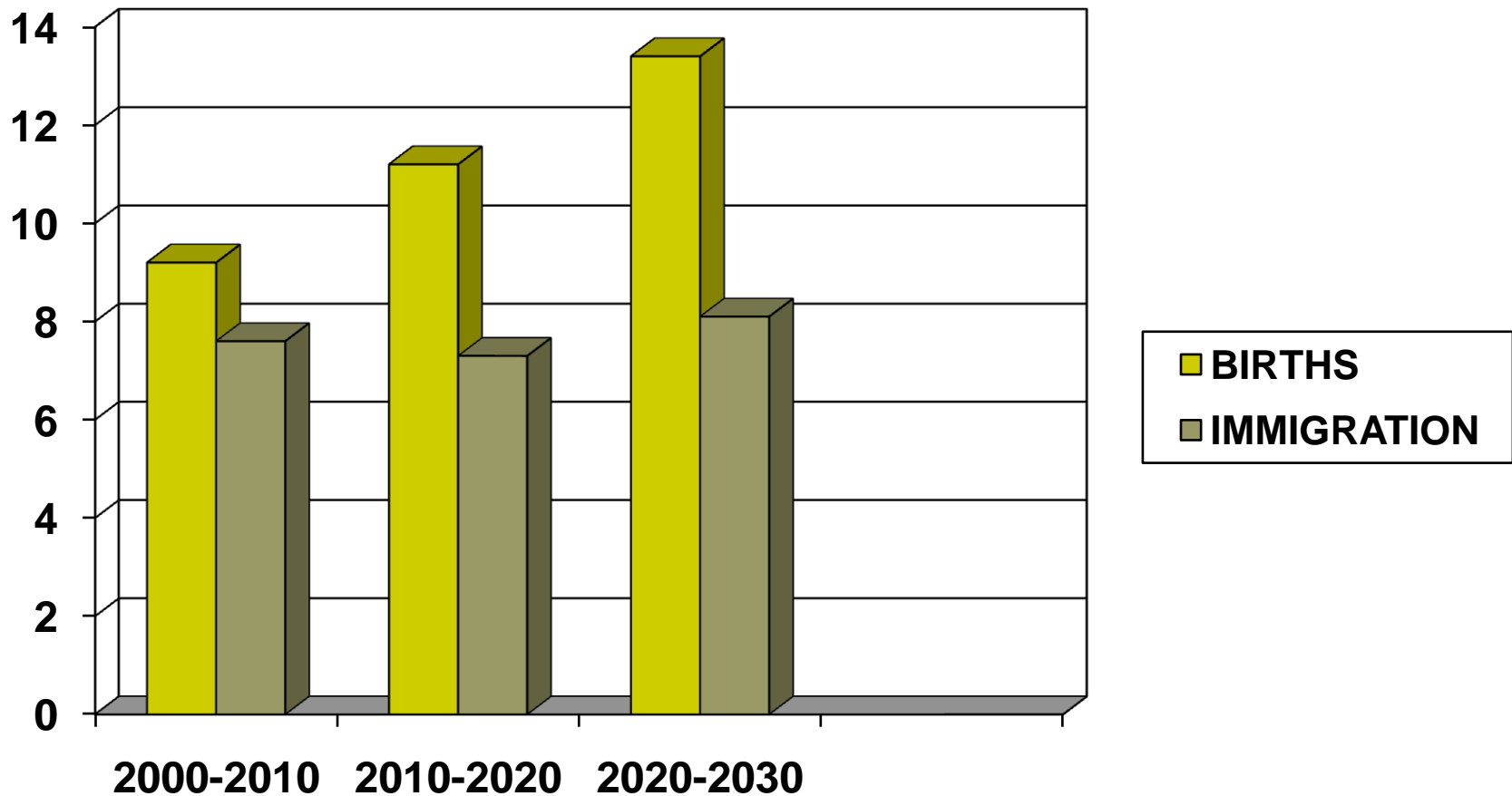
* Non-Latino groups are single-race groups.
Sources: Author's estimates using Census 1990

Hispanic Births & Immigration by Decades: 1960-2000

Source: Tienda & Mitchell, 2006



Hispanic Births & Immigration by Decades: 2000-2030 Source: Tienda & Mitchell, 2006





Diversity of Hispanic Cohort in the U.S.

35 Million (2000 Census)

Mexican/Mexican American/

Chicano 58%

Puerto Rican 10%

Cuban 4%

Central/South American 28%



Hispanic Educational Experience

I. De jure school segregation: 1840s -1950s

A) Manifest Destiny

Divine providence and westward expansion

B) Treaty of Guadalupe-Hidalgo (1846)

U.S. territorial expansion & U.S./Mexican border

C) Méndez v. Westminster S.D. (1947)

Assignment of students to schools on the basis of their race declared unconstitutional – California



Hispanic Educational Experience

II. De facto school segregation: 1960s-present

A) Contributing Social/Economic Factors

1. Residential segregation,
2. Low white birth rates,
3. Movement of whites to suburbs,
4. Manufacturing to service industry,
5. Different views on integration.



Persistent Socio-economic Issues, Academic Achievement, & the Latino Student

Social Issues that Affect Latino Students

1. Low scores on reading and math standard achievement tests,
2. High dropout rates,
3. Low income /working class status,
4. Immigrant status,
5. English language proficiency/cultural values.



Promoting Success for Latinos in Education: Dual Language Program

Focus on the Teacher's Role

Elementary School Level

1. Teachers matched theory with practice and were confident in what they taught,
2. Teachers use students' experiences and social/cultural context to teach skills in content areas,
3. Used thematic curriculum approach,



Focus on the Teacher's Role

3. Promoted active learning activities,

4. Promoted group-centered learning.

“Active Learning” characterized as:

1. Clear and precise communication with students,
2. Promoting involvement and paced instructional process,
3. Conducting continual assessment of learning,
4. Providing immediate feedback to student questions and concerns.
5. Use of two languages in the instructional process.



Promoting Success for Latinos in Education: Role of the High School Teacher

1. Culture and language of student valued,
2. High expectations for student learning,
3. Strong educational leadership,
4. Focused faculty development activities,
5. Diversity in curriculum offerings,
6. Student-centered counseling services,
7. Constant initiatives to engage parents in program,
8. Visible, palpable staff commitment to student success



Promoting Success for Latinos in Education: Model Programs-Elementary Level

School-wide Reform Programs Success for All/Exito Para Todos

Described as “a comprehensive reform program for elementary schools serving many children placed at risk. Provides schools with innovative curricula and instructional methods in reading, writing, and language arts from kindergarten to Grade 6 with extensive professional development. The curriculum emphasizes a balance between professional balance between phonics and meaning in beginning reading and extensive use of cooperative learning throughout the grades.”(Slavin & Calderon, 2001, 9)



Promoting Success for Latinos in Education: Model Programs-Elementary Level

Classroom Instructional Programs

Bilingual Cooperative Integrated Reading and Composition

This teaching program is an adaptation of a program by the same name for use with bilingual students. It uses a 4- person, cooperative team approach to reading and analysis of the story that the teacher introduces. It has been used in grades 2 through 8. (Slavin & Caldron, 2001, 18)



Promoting Success for Latinos in Education: Model Programs-Elementary Level

Content Specific Programs: Writing and Math Multicultural Reading & Thinking

“A writing program that trains teachers to improve students’ academic achievement by adding multicultural themes to all areas of the curriculum in Grades 3-8. It is intended make students better readers and writers by adding multicultural and problem-solving components to all areas of the curriculum.”(Slavin & Calderon, 2001, 29).



Promoting Success for Latinos in Education: Model Programs-Elementary Level

Project SEED – Math

This project is “an enrichment mathematics program designed to teach elementary school students, particularly low-income and minority students, to develop confidence in their ability to be successful in all academic work” (Slavin & Caldron, 2001, 33).



Promoting Success for Latinos in Education: Model Programs – High School Level

Dropout Prevention Programs

The Coca-Cola Valued Youth Program

This program was developed in 1991. “It is a cross-age tutoring program designed to increase the self-esteem and school success of at-risk middle and high school students by placing them in positions of responsibility as tutors of younger elementary school students” (Slavin & Calderon, 2001, 74).

ALAS (Achievement for Latinos through Academic Success)

The program was developed “for high-risk middle and junior high school Latino students, particularly Mexican American student from high-poverty neighborhoods. This program is “focused on youth with learning and emotional/behavioral disabilities using” the resources of “home, school and community” (Slavin & Calderon, 2001, 75).



Promoting Success for Latinos in Education:
Model Programs – High School Level

College Attendance Programs

Upward Bound

Project AVID

Project Score

Project GRAD



Promoting Success for Latinos in Education

What we need to serve the educational needs of Latino students in the foreseeable future

1. Dedicated and well prepared teachers with “GANAS” & high expectations for the students they teach,
2. State and Federal support for innovative and effective curricular approaches to teaching language minority Latino Students,
3. Curricular and programmatic reforms that involve the entire school environment,
4. An educational philosophy that recognizes and respects cultural and linguistic diversity as an asset in the education of all school children.