



The Emerging Majority

The Growth of the Latino Population and Latino Student Enrollments

by **Albert Cortez, Ph.D.**

Inside this Issue:

- ✦ **Changing demographics**
- ✦ **Are you ready for Title III?**
- ✦ **Successful bilingual programs**

As the 1950s baby boomers age, their children's children are entering their prime childbearing years. And the echo effect can be seen as school enrollments around the country expand.

In addition, there are notable changes in the demographic profiles of school-age children. In more and more states around the country, Latino students are reflecting the fastest growth of any student sub-group, often accounting for a substantial proportion of enrollment increases.

This growing national trend has serious implications for many aspects of public school education. States that are slow to recognize these do so at their students' peril.

Expanding Latino Presence in the United States

According to the most recent census, the United States has experienced significant growth in population during the preceding decade. According to a summary compiled by the U.S. Census Bureau, between 1990 and 2000, the population grew from

248,709,873 to 281,421,906, an increase of 13.2 percent (Murdock, 2002).

Much of the overall increase (49.6 percent) is attributed to natural causes (total births and deaths during the period analyzed). The remaining 50.3 percent of the growth is attributable to net immigration (new immigrants minus departures).

Most noteworthy in the observed trend data is the increase in the number and percentages of Latino student populations in many states. The U.S. Census Bureau estimates that the nation's Hispanic population has grown by 60 percent since 1990, a growth rate that exceeded the growth levels of all other U.S. populations.

Though the great majority of the country's Hispanic population is concentrated in a handful of the more highly populated states (California, Texas, Florida, New York, Illinois, New Jersey, Arizona, and New Mexico), many other states are also experiencing significant growth. Recent census data reflect that among the states with the greatest percentage increases in Latino population were:

- North Carolina, 394 percent;
- Arkansas, 337 percent;

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- Georgia, 300 percent;
- Tennessee, 278 percent;
- Nevada, 217 percent;
- South Carolina, 211 percent;
- Alabama, 208 percent;
- Kentucky, 173 percent;
- Minnesota, 166 percent; and
- Nebraska, 155 percent.

In contrast to other groups, census data have long shown that the U.S. Latino population is a younger population and, as a result, includes larger numbers of individuals of childbearing ages.

Of the total Hispanic population, over 35 percent are under the age of 18, in contrast to the non-Hispanic population where only 25 percent are 18 or younger. Coupled with traditionally larger families, these factors and increasing in-migration of Latino families have contributed to an increasing Latino presence in the nation.

Growth in Latino Student Enrollment

According to the U.S. Census Bureau, overall student enrollments

Though California, Texas, New York, Florida, Illinois and Arizona continue to have the greatest numbers of Latino students, other states have had the greatest proportional increases. In fact, 18 of the states had increases of over 100 percent in the last decade.

grew from 38,125,000 in 1989-90 to 47,356,000 in 1999-00, a net increase of 9,231,000 pupils over a 10-year period (2000). This 9 million student increase translated into a 24.2 percent increase over a single decade, creating significant pressure for more support to supply additional teachers and facilities to serve this population.

While student enrollments grew in most states, the greatest net increases were concentrated in some of the larger industrial states (California, Texas, Florida) and a few southwestern states, all areas experiencing significant growth in the Latino student population.

According to a report compiled by the U.S. Senate Health, Education, Labor and Pensions Committee and the Congressional Hispanic Caucus,

the National Center for Education Statistics report that Hispanic student enrollment in U.S schools has doubled over the last decade. More than 9 million Hispanic children are of school age. One in every six children enrolled in public schools is of Hispanic origin. By the year 2025, one in every four children will be of Hispanic origin (U.S. Senate, Congressional Hispanic Caucus, 2002).

The box on Page 10 presents a state-by-state summary of Hispanic school-age population reflecting 1990 and 2000 data and the percentage of increases within each state. Evident from this summary is the fact that Hispanic education and related issues are no longer limited to a handful of

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Successful Bilingual Education Programs

by María "Cuca" Robledo Montecel, Ph.D., and Josie Danini Cortez, M.A.

Twenty-five characteristics contribute to the high academic performance of students served by bilingual education programs. The Intercultural Development Research Association (IDRA) identified these characteristics through funding by the U.S. Department of Education. IDRA rigorously and methodically studied exemplary bilingual education programs in schools across the nation as determined by limited-English-proficient (LEP) students' academic achievement. IDRA now is helping others identify successful programs or raise the bar with their own bilingual education programs.

Amid a backdrop of great language diversity among the students and parents that U.S. schools serve are schools with exemplary bilingual education programs and extraordinary individuals who are committed to equity and excellence. This commitment manifests itself as academic success for *all* students, including LEP students. These schools refuse to make excuses for a lack of student achievement; they refuse to settle for anything less than excellence and high standards for all.

While there are many such

schools and classrooms across this country, time and resources dictated that IDRA work with only 10 schools and use their lessons learned as a guide for developing criteria that others can use to assess their own programs.

This study comes at a critical time. There are 4.4 million LEP students in the United States, a persistent achievement gap between LEP and non-LEP students, and a critical shortage of bilingual education teachers with the preparation, skills and tools to ensure that *all* of their students succeed.

The primary purpose of this study was not to prove that bilingual education works – there are years of rigorous

research that prove it does work when implemented with integrity. Instead, the purpose of this research study was to identify the characteristics that are contributing to the high academic performance of students served by bilingual education programs.

As IDRA visited, interviewed, and surveyed the teachers, administrators, parents and students in 10 different bilingual education programs and their schools, one thing became evident: leadership is an essential ingredient in the formula for student success. Leadership manifests itself in different ways, such as

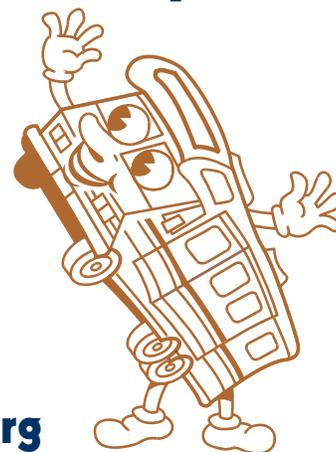
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- ✦ Access statistics, definitions, etc.
- ✦ Learn about Internet resources
- ✦ Find extensive useful Internet links
- ✦ Use IDRA's topical index to find what you are looking for

www.idra.org



commitment to students, valuing of students and their families, and openness to innovation and change. But, one aspect was evident in all of the individuals involved with the programs: each had the ability to inspire and see what was possible.

Lee Bolman and Terrence Deal write of this ability in *Leading with Soul*: “Perhaps we lost our way when we forgot that the heart of leadership lies in the hearts of leaders. We fooled ourselves, thinking that sheer bravado or sophisticated analytic techniques could respond to our deepest concerns. We lost touch with a precious human gift – our spirit” (1995). This aspect of leadership is difficult to measure but immediately recognizable. And it is this aspect that is critically needed to achieve equity and excellence for all students.

Research also finds that exemplary bilingual education programs hold school staff accountable for their students’ success, while providing them with the support and tools they need. These programs also nurture meaningful parent and community involvement. Our study of 10 exemplary

bilingual education programs confirms this.

IDRA researched school- and classroom-level indicators of successful bilingual education programs. Our extensive review of other research provided a strong theoretical framework with indicators conducive to successful programs for LEP students. IDRA framed these indicators as research questions in areas of leadership, vision and goals, school climate, linkages, school organization and accountability, professional development, parent involvement, staff accountability and assessment, staff selection and recognition, and community involvement.

IDRA’s primary research question for this study was, “What contributed to the success of a bilingual education classroom as evidenced by LEP student academic achievement?” In addition to the student data, qualitative and contextual research questions for other indicators emerged from our extensive review of the research and IDRA’s own history in bilingual education.

To help others identify successful

programs or improve their own bilingual education programs IDRA has produced *Good Schools and Classrooms for Children Learning English* (see next page). This guide is a rubric, designed for people in schools and communities to evaluate five dimensions that are necessary for success:

- School Indicators,
- Student Outcomes,
- Leadership,
- Support, and
- Programmatic and Instructional Practices.

This research study, and the corresponding publication, highlight some of the practices in schools that enable students to grow academically and socially in their native language as well as English.

Students who speak a language other than English have the right to comprehensible instruction that fosters learning. In 1973, the U.S. Supreme Court ruled unanimously that the failure of schools to respond to the language characteristics of LEP children was a denial of equal educational opportunity (*Lau vs. Nichols*, 1973).

Indicators of Success for Bilingual Programs

School Indicators	Student Outcomes	At the School Level: Leadership	At the School Level: Support	At the Classroom Level: Programmatic and Instructional Practices
✓ Retention Rate	✓ Oral Language Proficiency	✓ Leadership	✓ Professional Development	✓ Appropriate Program Models
✓ Dropout Rate	✓ Reading and Writing Proficiency	✓ Vision and Goals	✓ Parent Involvement	✓ Positive Classroom Climate
✓ Enrollment in Gifted and Talented/ Advanced Placement Programs	✓ Content Area Mastery in English	✓ School Climate	✓ Teacher Accountability and Student Assessment	✓ Academically Challenging Curriculum
✓ Enrollment in Special Education or Remedial Programs	✓ Content Area Mastery in Native Language	✓ Linkages	✓ Staff Selection and Recognition	✓ High Teacher Expectations
✓ Test Exemption Rates		✓ School Organization and Accountability	✓ Community Involvement	✓ Program Articulation
✓ Program Exiting Standard				

Intercultural Development Research Association, 2001

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The Equal Educational Opportunities Act of 1974 states, “No state shall deny equal educational opportunity on account of his or her race, color, sex or national origin by... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional program” (20 U.S.C., Section 1703 (f)).

This was followed in 1975 by detailed guidelines for determining the language characteristics of students and appropriate educational responses to those characteristics.

Most recently, President Bush signed into law the *No Child Left Behind Act*, in which Title VII (the *Bilingual Education Act*) has become Title III. In the 120 pages of the new Title III regulations, the term *bilingual education* is never used. It has been replaced by *English language*

acquisition. But the primary purpose is the same.

One key distinction is that the new regulation does not specify the methods for achieving such standards. The former law specified the development and implementation of exemplary bilingual education programs, development of bilingual skills and multicultural understanding, and development of English and the native language skills. Now, schools must determine for themselves how they will implement effective bilingual education programs.

As the country enters this new legislative era, it must be remembered that the civil rights of children remain unchanged. Educators must use the most appropriate tools available to ensure their students’ success. One of these tools is bilingual education.

Thirty years of research have proven that bilingual education, when implemented well, is the best way to

learn English. Children in such programs achieve high academic standards.

IDRA’s research re-affirms what is possible when committed and dedicated individuals use research to develop and provide excellent bilingual education programs for their students.

This article is excerpted from a series of articles that appeared in the IDRA Newsletter between September 2001 and February 2002. The series is available online at www.idra.org.

Resources

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Good Schools and Classrooms for Children Learning English

❖ A Guide ❖



Thirty years of research have proven that, when implemented well, bilingual education is the best way to learn English. New research by IDRA has identified the 25 common characteristics of successful schools that contribute to high academic performance of students learning English. This guide is a rubric, designed for people in schools and communities to evaluate five dimensions that are necessary for success:



- ❖ school indicators
- ❖ student outcomes
- ❖ leadership
- ❖ support
- ❖ programmatic and instructional practices

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Are You Ready for Title III?

Professional Development from the Intercultural Development Research Association

by Laura Chris Green, Ph.D.

The new Title III is part of the *No Child Left Behind Act*, the current *Elementary and Secondary Education Act* (ESEA), and replaces the old Title VII and Aid to Immigrant Students legislation. It requires schools to demonstrate that: (1) their LEP students are making **adequate yearly progress**, (2) their **parent involvement** activities are **effective**, and (3) their **professional development** is of **high quality** and is based on **scientifically-based research**.

The Intercultural Development Research Association (IDRA) has highly qualified, experienced staff who can assist you **in ways that no other organization can**. We offer professional development packages that will engage your teachers in long-term, in-depth training coupled with innovative ways of providing follow-up technical assistance. We ground ourselves in the latest scientifically-based research and align all our efforts with state and local standards. We use cutting-edge technologies and have special expertise in working with bilingual populations. We are committed to the **IDRA valuing philosophy**, respecting the knowledge and skills of the teachers we work with and modeling

continually how educators can identify assets and build on the strengths of the students and parents in their schools. Further details on our capabilities follow.

IDRA offers assistance to schools in meeting these Title III requirements through its **evaluation, parent involvement, and professional development** services.

Our Division of Evaluation Research can help with the **accountability requirements** of Title III. You will be required to report annually to your state education agency on:

- the progress LEP students make in acquiring oral and written English,
- the number and percentage of LEP students who meet exit criteria annually, and
- the progress they make on meeting state content standards (e.g., TAKS or other state-mandated assessments) for two years after they exit bilingual/ESL programs.

We can help you design your evaluation; select or create measurement instruments; collect, analyze, and interpret data; and write your final report.

Our Division of Community and Public Engagement can help you have an **effective parent involvement program** that:

- is designed to “improve student

academic achievement and school performance;”

- provides parents with a “description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;” and
- provides opportunities for parents “to participate... in decisions relating to the education of their children” (as required by the *No Child Left Behind Act*, 2002).

IDRA can provide you with **bilingual parent training sessions** designed to affirm the fact that all parents have something valuable to contribute to their children’s education.

Our Division of Professional Development can help you provide your teachers with **high quality professional development** that is of “sufficient intensity and duration... to have a positive and lasting impact on the teachers’ performance in the classroom.” We offer comprehensive training packages, not just “one-shots” like the “one-day or short-term workshops and conferences” that Title III specifies as not being allowed. Title III also stresses that professional development be based on **scientifically-based research**. In the area of reading research, IDRA training

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A Look At the New Title III

Title III is part of the *No Child Left Behind Act*, the new *Elementary and Secondary Education Act (ESEA)*. It replaces the old Title VII and Aid to Immigrant Students acts and requires schools to demonstrate that you:

- LEP students are making **adequate yearly progress**,
- **parent involvement** activities are **effective**, and
- **professional development** is of **high quality** and is based on **scientifically based research**.

The new **accountability requirements** require schools to report annually to their state education agency on:

- The progress limited-English-proficient (LEP) students make in acquiring oral and written English,
- The number and percentage of LEP students who meet exit criteria annually, and
- The progress LEP students make on meeting state content standards (e.g., TAAS) for two years after they exit bilingual and English as a second language (ESL) programs.

The act states that an **effective parent involvement** program:

- is designed to “improve student academic achievement and school performance;
- offers a flexible number of meetings, such as meetings in the morning or evening;
- [provides parents with a] description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- [provides] opportunities for regular meetings to formulate suggestions and to participate ... in decisions relating to the education of their children.”

High quality professional development should be of “sufficient intensity and duration... to have a positive and lasting impact on the teachers’ performance in the classroom.” **The law specifically discourages “one-shot” workshops** stating that professional development “shall not include activities such as one-day or short-term workshops and conferences.”

The law stresses **scientifically-based research**, which is defined as research that

- “Applies rigorous, systematic, and objective procedures to obtain valid knowledge...;
- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

In the area of reading research, the conclusions formulated by the **National Reading Panel** in its seminal report, *Teaching Children to Read*, describe what we know about teaching beginning readers about **phonemic awareness, phonics, fluency, vocabulary development** and **reading comprehension**. We have other research evidence for the areas of comprehensive school reform, mathematics instruction, and second language learners that we use for the design and implementation of exemplary programs.

Sample IDRA Professional Development Packages

Title

Early Literacy Development for Spanish Speakers
Making the Transition to English
Sheltered Instruction for Secondary Students
Mastering the Language of Mathematics
Parent Involvement and Leadership Development
Evaluation Research Services

Target Audience

Regular and bilingual classroom teachers, grades PK-3
Regular and bilingual classroom teachers, grades 2-5
Regular content area and ESL teachers, grades 6-12
Math teachers, grades 6-12
Spanish-speaking parents of school-age children
Schools and school districts implementing Title III programs

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states.

Though California, Texas, New York, Florida, Illinois and Arizona continue to have the greatest numbers of Latino students, other states have had the greatest proportional increases. In fact, 18 states had increases of over 100 percent in the last decade, including such historically unlikely candidates as North Carolina (397 percent), Arkansas (309 percent), South Carolina (189 percent), and Iowa (141 percent). Though the numbers in these emerging migration sites are smaller, the high proportional increases pose new challenges for these areas.

Texas has experienced both an overall growth in the population and a much faster increase in the Latino population. Texas' population grew from 16.9 million in 1990 to 20.8 million in 2000, a net increase of 22.9 percent. According to Dr. Steve Murdock, et al., Latinos account for a significant proportion of the increase in the state's population, representing 60 percent of the net population change (2002). The majority of that number includes persons who are under the age of 18.

Growing Numbers of Limited English Proficient Pupils

A significant subset of the new Latino student enrollment includes students who are identified as limited-English-proficient (LEP, also referred to as English language learners in the education literature). According to the National Clearinghouse on English Language Acquisition and Language Instruction Education Programs (previously known as the National Clearinghouse for Bilingual Education), since 1989-90 the number of students identified as LEP has grown from 2,154,781 to 4,416,580, a net increase of 104 percent over the 10-year span. In contrast, the overall enrollment has increased by only 24.2 percent.

Broader Distribution of LEP Students

Review of the data compiled by the clearinghouse reveals that the largest numerical increases in LEP students occurred in the larger states that historically have had larger concentrations of language-minority populations: California, Texas, Florida, New York, and Illinois. According to state-level data compiled by NCELA, the five states accounted for 1,194,543, or 51.3 percent, of the LEP student increases reported in the 50 states and the District of Columbia. California alone accounted for 1,480,527 LEP pupils and Texas for another 570,603 pupils.

Furthermore, there is evidence of an emerging greater national dispersion of the Latino and LEP population. As part of its analysis, the NCELA compiled data on the increase in the proportion of LEP pupils that constituted state school populations. Surprising to many is that many states that have historically enrolled very few language-minority pupils are experiencing explosive growth in these student populations.

Many southeastern and midwestern states report the greatest proportional increases in LEP enrollments in the country. According to state-level reports, states such as Florida, Georgia, Alabama, Arkansas, North Carolina, South Carolina, Tennessee, Kentucky, West Virginia, and Indiana experienced more than 200 percent increases in LEP enrollments over the last decade. Oklahoma, Missouri, Kansas, Nebraska, and Minnesota in the Midwest joined these states. In addition to these regions, the states of Nevada, Oregon, and Idaho also reported LEP increases over 200 percent in the span between 1989-90 and 1999-00. The state of New Hampshire reflected the greatest proportional increase in LEP enrollments.

While the above mentioned states

had the greatest proportional increases in LEP enrollments, NCELA data also indicate that a number of additional states have had LEP increases over 100 percent. This 100 percent to 200 percent growth range included the states of Arizona, Colorado, Washington, in the West and Iowa in the Midwest, and Vermont in the East.



Need for Significant School Adjustments

Though some of the percentage growth is attributable to the relatively smaller numbers of LEP students found in some of these states, the data nonetheless reflect that more and more states will be dealing with challenges of educating growing numbers of language-minority pupils.

The increasing presence of such students in these states no doubt has created a need for ongoing state attention to language-related issues, including maintaining specialized instructional support programs that ensure equitable student access to comprehensible instruction required under the *Lau vs. Nichols* U.S. Supreme Court decision.

Related issues involve the need for training greater numbers of bilingual education and English as a second language (ESL) teachers.

Though simply accommodating the larger number of school-age individuals presents challenges for educators, the issue is far more complex than simply accommodating greater numbers. Educators and community leaders must also recognize that a more diverse student enrollment has implications for instruction, teacher preparation, assessment and school accountability. Additionally, schools will need to re-assess existing parent and community engagement strategies to

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make them more responsive to parents and communities who may speak a different language and who may be grounded in a distinct cultural context. Schools who are slow or reluctant to adapt invite increasing failure.

Those dealing with this new Latino geographic dispersion may want to confer with educators based in states with a longer history of serving English language learners, including not only kindergarten through 12th grade educators and higher education staff, but also organizations such as the Intercultural Development Research Association (IDRA) who have long supported school efforts to recognize and capitalize on the strengths of the Latino community.

Some Implications for the Larger Society

In their recently-published book *The Miner's Canary*, L. Guinier and G. Torres state:

Race for us is like the miners canary. Miners often carried a canary into the mine alongside them. The canary's fragile respiratory system would cause it to collapse from noxious gases long before humans were affected, thus alerting them to danger. The canary's distress signaled that it was time to get out of the mine because the air was becoming too poisonous to breathe. Those who are racially (ethnically) marginalized are like the miner's canary. Their distress is the first sign of danger that threatens us all (2002).

In many states, minorities are fast emerging as the majority.

Writing on the future of Texas and its economy, Murdock observes that the future of the state is irrevocably tied to the state's Latino population. Based on population projections, which vary only by differing assumptions

Schools will need to reassess existing parent and community engagement strategies to make them more responsive to parents and communities who may speak a different language and who may be grounded in a distinct cultural context. Schools who are slow or reluctant to adapt invite increasing failure.

about the extent of in-migration, Murdock projects that if in-migration trends persist, Latinos will be the majority (53.1 percent) in Texas by the year 2030.

In Texas and a few other states, the emergence of Latinos as the majority group is assured, with the only issue in question being the amount of time that it may require. Murdock however notes that all groups are interconnected and the collective well-being is interdependent. He states:

Our analysis suggests that if current patterns of population change continue and relationships between minority status, age, and particular household types and reduced resources do not change from the patterns that currently exist, the future of Texas is likely to be one of decline in per household and general public resources and increased rates of impoverishment; decreases in the competitiveness of the Texas labor force, and increased demands for services... We show as well that future markets for goods and services will and consumer expenditures will for such goods and services will be increasingly

dependent on minority, older and more diverse households and populations (1999).

He also predicts that unless Texas changes the levels of past educational success experienced by Latino pupils, Texas' median family income will decrease from \$45,861 in 1999 to 42,620 in 2030, a net decline of \$3,241 per family and economic disaster for the state of Texas (Murdock et al., 1999).

At a minimum, schools are urged, in the words of IDRA founder and director emeritus Dr. José A. Cárdenas, to "do no harm to children" as they seek to adapt to the needs of what are soon to be the nation's largest student minority and in a few states the new majority.

In his book, *Multicultural Education: A Generation of Advocacy*, Dr. Cárdenas states:

George Santayana [noted historian] observed that a people ignorant of its history are doomed to repeat the mistakes of the past. It behooves us to look at the history of the early era of minority education, understand its relationship to current educational conditions and problems, and seek new avenues in our present efforts to extend educational opportunities to all... The need for improved educational opportunities based on social justice for atypical populations takes on a new significance when based on an economic need affecting the entire population. The past need to for an improved education was critical for minority populations. The present need is critical for survival of our country in its world leadership role (1995).

As noted earlier, trend data suggest Texas may not be unique and in fact may be reflective of future prospects for much of the country.

IDRA also urges these new areas serving growing number of LEP pupils

to avoid the dysfunctional English immersion responses emerging in such states as California. Research indicates that these responses will ill-serve many language-minority communities residing in that area.

Resources

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Hispanic U.S. School-Aged Population (Ages 5 through 18)

State	1990	2000	Growth 1990 to 2000
Alabama	5,972	17,728	197%
Alaska	4,624	7,474	62%
Arizona	195,536	364,808	87%
Arkansas	5,537	22,643	309%
California	2,009,970	3,064,819	53%
Colorado	113,572	191,690	69%
Connecticut	56,752	87,968	55%
Delaware	4,163	9,819	136%
District of Columbia	5,432	8,374	54%
Florida	303,693	549,965	81%
Georgia	24,120	96,738	301%
Hawaii	22,439	25,836	15%
Idaho	16,436	31,607	92%
Illinois	247,134	405,421	64%
Indiana	28,574	54,222	90%
Iowa	9,593	23,086	141%
Kansas	26,589	52,867	99%
Kentucky	5,234	13,399	156%
Louisiana	20,929	23,483	12%
Maine	1,788	2,760	54%
Maryland	26,557	53,253	101%
Massachusetts	77,770	121,267	56%
Michigan	57,225	90,342	58%
Minnesota	16,061	39,179	144%
Mississippi	4,128	9,018	119%
Missouri	16,052	31,197	94%
Montana	3,823	5,599	47%
Nebraska	10,798	26,167	142%
Nevada	30,040	104,575	248%
New Jersey	170,531	258,416	52%
New Mexico	155,195	202,239	30%
New York	506,142	687,447	36%
North Carolina	16,651	82,689	397%
North Dakota	1,484	2,307	56%
Ohio	39,583	59,428	50%
Oklahoma	25,317	51,126	102%
Oregon	31,656	76,526	142%
Pennsylvania	63,484	113,338	79%
Rhode Island	11,773	26,454	125%
South Carolina	7,216	20,819	189%
South Dakota	1,682	3,257	94%
Tennessee	7,748	27,557	256%
Texas	1,229,873	1,800,926	46%
Utah	25,635	55,594	117%
Vermont	897	1,539	72%
Virginia	34,161	74,943	119%
Washington	62,086	128,295	107%
West Virginia	2,069	2,992	45%
Wisconsin	28,876	54,688	89%
Wyoming	7,985	8,851	11%
Total	5,783,441	9,280,582	61%

Source: U.S. Senate. *Keeping the Promise: Hispanic Education and America's Future* (2002).

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D.C.: President's Advisory Commission on Educational Excellence for Hispanic Americans, September 2002).

U.S. Senate. *Keeping The Promise: Hispanic Education and America's Future* (Washington D.C.: U.S. Senate Health, Education, Labor, and Pensions Committee; The Congressional Hispanic Caucus. U.S. House of Representatives and U.S. Senate Democratic Hispanic Task Force, June 2002).

Albert Cortez, Ph.D., is the director of the IDRA Institute for Policy and Leadership. Comments and questions may be directed to him via e-mail at comment@idra.org.

The Intercultural Development Research Association

Presents

The Project Alianza Networking Conference

Showcasing Success

March 5-6, 2003

University of Texas at San Antonio

Downtown Campus

Project Alianza "Showcasing Success" is for educators involved in teacher preparation programs, primarily those preparing bilingual teachers, ESL teachers and teachers working with diverse student populations.

See www.idra.org/Events or call 210-444-1710 for more information.

Highlights of Recent IDRA Activities

October, IDRA worked with **8,258** teachers, administrators, parents, and higher education personnel through **80** training and technical assistance activities and **278** program sites in **12** states plus Mexico and Brazil. Topics included:

- ◆ Parent Leadership in Education
- ◆ Pathways to Certification
- ◆ *Hacia Adelante*: Planning Together for College Success
- ◆ Multicultural Education
- ◆ Classroom Management and Diverse Students

Participating agencies and school districts included:

- ◇ Arkansas Department of Education
- ◇ Houston Independent School District (ISD), Texas
- ◇ Cobre Consolidated School District, New Mexico
- ◇ *Proyecto Bienestar*, El Paso community-based organization
- ◇ Temple ISD, Texas

Activity Snapshot

The W.K. Kellogg Foundation funds Project Alianza, a collaboration of IDRA and the Mexican and American Solidarity Foundation, to create a comprehensive and interdisciplinary teacher preparation and leadership development program to serve an increasing Hispanic student population in the U.S. Southwest and Midwest. The project is expanding the elementary education curricula at participating universities to enhance the abilities of teachers, parents, administrators, school board members and community leaders to collaborate effectively. It focuses on kindergarten through sixth grade teachers – grade levels where bilingual education is offered most and where there is a shortage of well-prepared teachers. Project Alianza is enabling universities to tap into three groups of individuals who possess the basic requirements of a prospective bilingual education teacher: bilingual teacher aides, student in traditional bilingual teacher-preparation programs, and teachers trained in Mexico to teach in their elementary grades (*normalistas*) and who are legal U.S. residents.

Regularly, IDRA staff provides services to:

- ◆ public school teachers
- ◆ parents
- ◆ administrators
- ◆ other decision makers in public education

Services include:

- ◇ training and technical assistance
- ◇ evaluation
- ◇ serving as expert witnesses in policy settings and court cases
- ◇ publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210-444-1710.

Save this Date!

April 22-24, 2003

Ninth Annual IDRA

La Semana del Niño

Early Childhood Educators Institute™

San Antonio, Texas

Watch upcoming issues of the *IDRA Newsletter* and the IDRA web site for more information about this popular event.

www.idra.org



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is based on the seminal report by the **National Reading Panel**, *Teaching Children to Read*. We also draw on research done in the areas of comprehensive school reform, effective math instruction, and second language

acquisition when designing our innovative professional development.

For more information see the fliers online (www.idra.org) or feel free to contact us at 210-444-1710 or e-mail us at contact@idra.org for

further information on our services.

Laura Chris Green, Ph.D. is a senior education associate in the IDRA Division of Professional Development. Comments and questions may be directed to her via e-mail at comment@idra.org.



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