

American Latino Agenda Report 2014

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INTRODUCTION

The American Latino Agenda Report 2014, presented by New America Alliance Institute (NAA) commemorates the celebration of the NAA's 2nd American Latino National Summit, aiming to change the tone and tenor of the national discourse concerning American Latinos.

Through this Report and the NAA National Summit, co-hosted by The American Jewish Committee, Excelencia in Education, Hispanic Association of Colleges and Universities, National Association of Latino Elected and Appointment Officials, Mexican American Legal Defense and Educational Fund, The San Antonio Hispanic Chamber of Commerce, The Latino Coalition, and Voto Latino, we seek to define to the nation who we are as American Latinos, where we stand and what our contributions are to our country, in terms of economic capital, human capital and political capital.

We recognize we are at the crossroads of a critical moment for the American Latino community and our nation. Now is the time for our community to build upon the progress we have made and reverse the damage caused by negative rhetoric targeted toward American Latinos. It is a crucial time for us as individuals, community leaders and institutions to not only stand collectively and be counted, but to lead, and thus bend the arc of history.

We present this Report with content contributions from American Immigration Council, Educational Testing Service, Excelencia in Education, Hispanic Association of Colleges and Universities, National Association of Latino Elected Officials, National Hispanic Medical Association, Univision, the White House Initiative on Educational Excellence for Hispanics; as well as other contributions from The Honorable Robert Menendez, Marcos G. Ronquillo, Esq., and Edward T. Rincón. We hope the data and recommendations included serve to continue developing a framework for efforts to improve achievement, quality of life and prosperity for American Latinos and all Americans. In addition to expressing our gratitude to the Report contributors, we thank our Summit co-hosts, supporting organizations, sponsors, media partners and each person dedicated to advancing the success of the American Latino community and our nation.

Note that the terms American Latino, Hispanic and Latino are used interchangeably. The term "American Latino" has been used by the NAA since its inception in 1999; it emphasizes that we are Americans first, and it celebrates our heritage and family origins from countries throughout Latin America. According to the U.S. Census' definition, the terms "Hispanic" or "Latino" refer to persons who trace their origin or descent to Mexico, Puerto Rico, Cuba, Spanish speaking Central and South American countries, and other Spanish cultures. Origin can be considered as the heritage, nationality group, lineage, or country of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic or Latino may be of any race.

FORWARD

AMERICAN LATINOS: FORGING A STRONGER AMERICA

By Ana-María Fernández Haar, NAA Institute Chair of the Board

When the New America Alliance (NAA) Institute convenes the 2nd Biennial American Latino National Summit in San Antonio this August 5-6, it will be with the same laser-focused vision, unwavering commitment and steadfast resolve that inspired its founding almost 15 years ago. Together with equally committed Latino/Hispanic driven organizations and important significant others, we continue to apply inspired action to our mission of propelling the progress of our communities; thus forging a stronger nation and, yes, a more perfect Union. A critical goal of our original mission is also being fulfilled as a new generation of accomplished Latino leaders is already taking its rightful place and moving forward with unstoppable energy and speed; an envisioned future that is already here. In the informal vernacular: we are talking the talk and walking the walk...together.

The scheduling of the NAA American Latino National Summit in election years serves to amplify our positions as articulated by the leading experts convened, precisely in the areas of greatest interest to all Americans: education, healthcare, voter participation/civic engagement, immigration and economic growth. As a non-partisan organization, we establish productive collaborations with a broad spectrum of like-minded public and private sector organizations and individuals; keenly aware that as engaged U.S. citizens, our growing voting clout matters, often providing decisive margins in electoral outcomes.

It is not lost on anyone that “According to Pew Research Center tabulations from the U.S. Census Bureau’s American Community Survey, in 2012 there were 10 million Latinos and 11.6 million non-Hispanic whites living in Texas, making up 38.2% and 44.4%, respectively, of the state’s 26.1 million residents... the Hispanic population is growing more quickly than the non-Hispanic white population—since 2000 Hispanics have made up 63.5% of the Lone Star state’s population growth”. No doubt, this growth will add interesting dimensions to the political landscape in the near future. Leticia Van de Putte, Texas State Senator and Candidate for Lieutenant Governor of Texas is certain to elucidate the demographic and psychographic ramifications of these trends coupled with the concerted efforts underway to increase voter registration and participation in the state.

The national picture tells a similar story. At the risk of repeating facts well known to Latinos and marketers, but often unreported or misreported, the Hispanic population of the United States as of July 1, 2012, was 53 million, making people of Hispanic origin the nation’s largest ethnic or racial minority. Hispanics constituted 17% of the nation’s total population; and 1.2 trillion of its buying power in 2012, projected to reach 1.5 trillion by 2015. But to put future growth in perspective, a Hispanic child born in 2014, at the age of 46 in 2060, will be part of a population cohort of **128.8 million**, or 31% of the nation’s total, the U.S. Census’ projected Hispanic population of the United States in that year.

The long and winding road aptly describes our journey and the journey to any promised land. It is seldom straight and more often than not, marked by roadblocks (natural and imposed), detours and unexpected obstacles. Ours is no different. Despite our progress we have much to do and a long way to go, ready as we are to give it our all and invest in our own solutions. We are disheartened that in certain sectors the national discourse about Latinos has deteriorated from two years ago, moving from misinformation and even ignorance to the realm of outright insults, accusations, untruths, and mischaracterizations, made even more heartbreaking when directed at innocent children. Few have been spared: not a supreme court justice, not Hispanic men and women in uniform, not elected or appointed officials, not sports icons, not entertainers, not scientists, not even the Pope himself. In this light, we appreciate even more the struggles and achievements of our African-American friends and colleagues, and the community as a whole; knowing full well that their experience is painfully unique in American history. It serves us all well to remember Dr. Martin Luther King’s words “The arc of the moral universe is long, but it bends toward justice”.

And so, we continue our journey, focused on our mission, accepting no defeat as permanent, forgiving those who trespass against us, standing tall and proud and committed to being the best citizens we can every day, forging a stronger America, because we love our country and because we know that our country needs us.

EXECUTIVE SUMMARY

ECONOMIC EMPOWERMENT

THE U.S. HISPANIC AUDIENCE

By Univision

While we have always been part of the American fabric, the Decennial Census only began tracking the Hispanic population in 1970. Since then, the number of Latinos living in the United States has increased sixfold, growing from 9.1 million people to 53 million in 2012. The Latino population in the United States grows by over 1.5 million people a year, and the Census projects that the Latino community will continue to grow at a much faster rate than any other group in the U.S., reaching 66 million by 2020 and 108 million by 2040.

Two-thirds of all U.S. Hispanics live in five states - California, Texas, Florida, New York and Illinois. Hispanics account for 47% of the population of Miami, 45% in Los Angeles, 21% in New York City, and 20% in Chicago. The Hispanic community is largely seen today as part of America's emerging middle class with spending power. The Household income distribution since 2000 shows that the age of Hispanic Households earning more than \$100,000 had almost doubled by 2013, while the percentage of homes earning less than \$35,000 had declined 11 percentage points. Hispanic buying power had reached \$1.4 trillion in 2012 which represents 2.2% of the United States' total wealth.

In 2012, for the first time, the total number of births from racial and ethnic minorities surpassed the total number of births from Whites in the United States. In 2010, whites made up 56% of young people and 80% of seniors, whereas, over 65% of Latinos are under the age of 35, and 75% are under the age of 45. Among younger generations, Latino Millennials (aged 21-34) comprise nearly 20% of U.S. youth. Of those Millennials, an increasing subset identify as bilingual – in the past decade alone, the number of bilingual speakers has increased to 73%, beating out English dominant speakers to become the largest Hispanic subgroup.

With increased presence, comes increased power and the 2012 Presidential elections demonstrated that the Latino vote will be critical to every election cycle going forward, and we will soon see how it influences the upcoming midterm elections. According to Pew Hispanic Center projections, Hispanics will account for 40% of the growth in the eligible electorate in the U.S. between now and 2030, at which forty million Hispanics will be eligible to vote, up from 23.7 million now.

What is undeniable is the effect Latinos are having on this country. They influence everything from food to fashion trends and are fueling the economy with job growth and homeownership. Bottom line, Latinos are becoming a force to be reckoned with as they become the backbone of America's middle class and increase their buying power to over \$2 trillion by 2025.

QUALITY OF LIFE AT THE CROSSROADS: THE IMPORTANCE OF PUBLIC-PRIVATE PARTNERSHIPS TO FORGE A STRONGER AMERICA

By NAA Member Marcos G. Ronquillo, Esq. and Edward T. Rincón, Ph.D

Public-private partnerships – also known as P3 or PPP programs – have been evolving over many years as a viable alternative to public entities for the financing, construction, and operation of infrastructure projects. As defined by the National Council for Public-Private Partnerships, a PPP is defined as:

In the United States, public-private partnerships have been adopted by many industries as a project delivery model in such areas as parking meters, state parks, horse racing facilities, lotteries, correctional facilities, schools, libraries, and various other services and infrastructure.

“A contractual agreement between a public agency (federal, state or local) and a private sector entity.

Through this agreement, the skills and assets of each sector (public and private) are shared in delivering a service or facility for the use of the general public. In addition to the sharing of resources, each party shares in the risks and rewards potential in the delivery of the service and/or facility.”

In the State of Texas, in order to stimulate the growth of public-private partnerships the SB 104833 was passed, which provides the legal framework for solicited and unsolicited proposals from private firms. Why have Texas and other governmental entities embraced public-private partnerships as a vehicle for the delivery of a project? Local Texas communities have limited revenue options, tax reform is not likely, and the state is providing minimal support to local communities. In such a challenging context, PPPs provide public agencies a solid alternative to the common practices of cutting spending, raising taxes and fees, or deferring projects.

Aside from the cost savings, however, the more remarkable outcome is that the governmental entity is able to overcome the traditional barriers to the funding, development, operation and maintenance of critical infrastructure or services that are needed by their community residents – a non-trivial achievement in today's fiscal climate.

PICKING UP THE PACE TO PARITY

By The Hispanic Association on Corporate Responsibility (HACR)

Between 1993, 2003, and 2007, we saw significant momentum in Hispanic representation in the corporate boardroom. However, the 2013 data suggests the momentum has been lost and while yes, there were some gains, it is important to highlight these gains were at best minimal – and not nearly representative given the size and financial strength of the U.S. Hispanic population. In 2013, Hispanics held 3% of the seats in the boardroom of the Fortune 500, 70% of the Fortune 500 did not have a Hispanic on their board, Latinas held less than 1% of board seats in the Fortune 500, there were only 10 Hispanic CEOs in the Fortune 500, and only 4% of Fortune 500 companies had multiple Hispanics on their board.

Over the past 20 years, Hispanics have gone from holding fewer than 1% of board seats in the Fortune 500, to just over 3% in 2013. And although this represents an increase of two percentage points, 20 years have passed and that increase is not representative of the size of the Hispanic population, their potential for continued growth, or their purchasing power.

Today, 134 Hispanics hold 172 board seats out of over 5,500 total seats in the Fortune 500, again representing just more than 3% of board seats. Among the Fortune 500, 348 companies have no Hispanic board members, leaving only 152, with Hispanic representation on their board. For those companies with Hispanics on their board, the majority, 133 had only one Hispanic board member and 19 companies had more than one Hispanic director in 2013.

This matters because a company's bottom line is inextricably linked to its ability to compete in an increasingly global economy. Diversity among directors who serve in the boardrooms of Corporate America's largest firms, is required to provide the necessary leadership in an ever changing global marketplace. Hispanics bring different insights, different experiences, and guidance to the table – all essential components for continued success in today's global environment.

Recent research indicates that Latinas are the primary decision makers in the Hispanic community, but yet this voice – which is largely responsible for making the financial decisions of that \$1.3 trillion is being spent is absent from the table. In 2013, 30 Latinas held 38 seats out of a total of 5,511 seats, representing less than 1% of the board elite of the Fortune 500. Gains for Latinas have flat lined, between 2007 and today Latinas have experienced no change in the proportion of seats held (0.68%).

HACR believes in the business proposition that when diversity leads, corporate America succeeds. This belief is, in part, based on research which shows that well managed, diverse teams yield better results.

THE AMERICAN LATINO VOTE

POLITICAL LEADERSHIP AND THE LATINO VOTE

By NALEO Educational Fund

This section of the report addresses increases in the Latino electorate and Latino elected officials, barriers to Latino political progress, and recommendations to ensure full Latino participation and representation in our nation's democracy.

The Latino vote has played a key role in determining the outcome of Presidential elections in the 21st century. Latino support in the 2000 – 2008 contests helped both George W. Bush (R) and President Barack Obama (D) win states that were critical for their respective victories. In 2012, a record number of Latinos were elected to congress, and the Latino vote reached an unprecedented 11.2 million. In mid-term Congressional elections, Latinos have reshaped the political landscape; and in 2010, 6.6 million Latinos cast ballots, an 18.8% increase over 2006. In 2014, more than 7.8 million Latinos are expected to vote, making up 7.8% of the electorate.

In the last several decades, the number of Latino elected officials at all levels in office in the United States has also increased steadily alongside Latino population and voter participation. As of 2014, the NALEO Educational Fund's Director of Latino Elected Officials included 6,084 individuals nationwide.

According to the Census Bureau's Population estimates for July 1, 2013 – there are now more than 54 million Latinos residing in the U.S., and this rapid growth of the Latino population is projected to continue for years to come. By 2050, one-third of the U.S. population will be Latino. However, there are many factors that affect the extent to which Latinos will be able to realize their full political potential. The share of Latinos in the U.S. who are currently eligible to vote is disproportionately small, compared to other population groups – 44.6% in 2012, compared to 79% of non-Hispanic whites,

69.7% of African Americans, and 53.3% of Asian Americans. The Latino population's youthfulness is a primary reason, one third of Latinos are under 18 years old, but Latinos are coming of age quickly – about 2,000 Latino U.S. citizens turn 18 and become eligible to vote every day. A relatively high rate of non-citizenship among Latinos prevent many Latino adults from being able to fully participate in the political process; according to the Department of Homeland Security statistics, about 4 million Latino legal permanent residents are eligible for naturalization but have not become U.S. citizens. Also, while the number of Latinos voting and registered to vote has increased steadily during past Presidential and Congressional mid-term elections, it is not keeping pace with the number eligible voters.

As much as Latino political influence has grown, structural and other barriers have prevented the Latino community from becoming full participants in the nation's democracy and from achieving fair representation in elected office. In addition to the high rates of youth and non-citizenship in the Latino community, the following are influential factors affecting Latino voter turnout and Latino candidates' electoral success: ongoing enactment of discriminatory voting and registration measures, ongoing use of discriminatory redistricting plans, diminished legal protections against discrimination in voting, language accessibility of voting and registration and lack of outreach and voter engagement targeted at Latino communities.

A strong and enduring American democracy requires the robust participation of Latinos. Policymakers, advocates and public and private institutions should take steps to cultivate Latino voter turnout and political leadership.

RECOMMENDED ACTION:

- Focusing more outreach, engagement efforts and funding on low-propensity voters, including young people and new registrants
- Investing in recruiting and developing Latino candidates, and building Latino political infrastructures that provide these candidates with access to resources to mount viable campaigns
- Modernizing and strengthening landmark federal voting rights protections, and filling in gaps in federal law with enhanced state and local measures to stop discriminatory voting policies
- Investing in civic education in elementary and secondary schools that prepares young people for active adult citizenship
- Expanding the availability of automated online registration and other innovations to increase voter registration rates
- Supporting policies that facilitate voting, such as expansion of early voting periods, and opposing legislative barriers, including strict voter ID requirements
- Ensuring that the growth of the Latino population is accurately measured and accounted for in redistricting and language assistance requirements by preserving a fully funded and mandatory ACS, as well as adequate funding for decennial Census planning and implementation
- Increasing public and private efforts to promote naturalization and assist legal permanent residents with the naturalization process, including the creation of more opportunities for Latino immigrants to study civics and English
- Implementing fundamental changes in the system of financing immigration services in order to stabilize the naturalization application fee, and exploring other options to make the naturalization more affordable for all legal permanent residents
- Expanding exemptions from English language testing for prospective new Americans who are elderly or disabled

REFORMING IMMIGRATION & HARNESSING OUR POWER

LATINOS AND THE ECONOMICS OF IMMIGRATION

By American Immigration Council

Latinos have a heavy stake in the immigration debate. More than one-third of the nearly 53 million Latinos were foreign-born in 2012; over half of the country's 40 million immigrations were from countries of Latin America, as were 79% of the 11.4 million unauthorized immigrants. Immigrants—including the unauthorized—occupy distinct niches in the job market and create jobs through their purchasing power and entrepreneurship, buying goods and services from U.S. businesses and creating their own businesses, both of which sustain U.S. jobs.

Immigrants comprise a sizable portion of the U.S. labor force. In 2013, there were 25.3 million foreign-born persons in the U.S. labor force, representing 16.3% of the total. Aside from contributing directly through their occupations, immigrant workers spend their wages in U.S. businesses—buying food, clothes, appliances, and cars—which sustains the jobs of the workers employed by those businesses. Moreover, businesses respond to the presence of new workers and consumers by investing in new restaurants, stores, and production facilities. Immigrant-fueled job creation occurs at all levels of education. A study that analyzed state-level employment data from 2000-2007 found that every 100 foreign-born workers who worked in science, technology, engineering, and mathematics, and who had advanced degrees from U.S. universities, were associated with an additional 262 jobs for native-born workers.

According to economist Giovanni Peri, “immigrants expand the U.S. economy’s productive capacity, stimulate investment, and promote specialization that in the long run boosts productivity,” and “there is no evidence that these effects take place at the expense of jobs for workers born in the United States.” This is because immigrants and native-born workers are usually not competing in the same job markets. They tend to have different levels of education, work in different occupations, and specialize in different tasks.

Immigrants are important consumers within the American economy. They sustain jobs and pay taxes with every purchase they make in a U.S. business. The purchasing power of Latinos totaled \$1.2 trillion in 2012 and is projected to reach \$1.7 trillion by 2017.

Immigrants are also vital to American entrepreneurship. According to a report from the Kauffman Foundation, “immigrants were nearly twice as likely to start businesses each month as were the native-born in 2013.” And according to the Selig Center for Economic Growth, “Immigrant businesses generate more than \$775 billion in revenue, \$125 billion in payroll, and \$100 billion in income, employing one out of every 10 workers along the way.” Moreover, 18% of all small business owners in the United States are immigrants, which is higher than the immigrant share of population (13%) or labor force (16%). From 1990 to 2012, the number of Hispanic entrepreneurs in the United States grew from 577,000 to more than 2 million. Additionally, the U.S. Census Bureau’s 2007 Survey of Business Owners found that the nation’s 2.3 million Latino-owned business had sales and receipts of \$350.7 billion and employed 1.9 million people in 2007.

Immigrants play a major role in fueling technological and scientific innovation in the U.S. According to the Partnership for a New American Economy, foreign born graduates comprised almost 41% of all masters and doctorate degrees in STEM fields. Also, according to a report from the Brookings Institution, “among people with advanced degrees, immigrants are three times more likely to file patents than U.S.-born citizens.”

Last year, the U.S. Senate passed the “Border Security, Economic Opportunity, and Immigration Modernization Act,” or S.744. Among its provisions, S.744 makes changes to the family and employment-based visa categories for immigrants, provides critical due-process protections, increases the availability of nonimmigrant workers to supplement all sectors of the workforce, and provides a path to citizenship to 11 million undocumented immigrants within the United States. According to the Congressional Budget Office (CBO), if enacted, the bill would help reduce the federal deficit by approximately \$1 trillion over 20 years, would boost the U.S. economy as a whole without negatively affecting U.S. workers, and would greatly reduce future unauthorized immigration. However, since the Senate passed S.744, the U.S. House of Representatives have failed to consider the bill or act on comprehensive immigration reform through a different vehicle.

RECOMMENDED ACTION:

- Our immigration system should acknowledge, and seek to maximize the economic contributions that immigrants make.
- Pass legislation such as S.744, which attempts to address some of the major problems with the current immigration system.
- The U.S. government should legally admit immigrants who can fuel the U.S. economy
- Create a pathway to citizenship for those unauthorized immigrants who have already made the United States their home.

EDUCATION: AMERICA’S ECONOMIC ENGINE

AMERICAN LATINOS, ECONOMIC REALITIES AND EDUCATIONAL OPPORTUNITY

By Educational Testing Service

Demographic and economic realities in the United States mean that American Latinos are pivotal to the resurgence of our nation’s educational attainment compared to other advanced economies and to assuring our sustained global competitiveness. American Latinos now number more than 53 million — or about 16% of the total population — and that number is growing fast.

Recent studies point to several areas in which American Latinos over the last few years have narrowed the education gap compared to Whites. For example, Hispanics had increased their four-year high school graduation rate in the 2011–2012 school year to 76%, compared to 86% for Whites and 69% for African Americans. Still, gaps remain and they are worrisome.

In 2007, ETS published a milestone study, *America’s Perfect Storm*. It identified three converging forces that, if not addressed, imperil our nation, our democracy and our world leadership. Regrettably, according to the principal author, Irwin Kirsch, the trends are worsening, not improving.

The first force is declining skills. Hispanic, Black and Asian adults, the report states, are far more likely to perform at the lowest level on a prose scale than Whites. The percentage of Hispanic adults who demonstrate proficiency in the lowest of the five literacy levels is four times that for Whites (49% vs. 12%).

The second force is sweeping demographic change. Our population is projected to grow to 360 million by 2030. It will become increasingly older and more diverse, with immigration, retirement of baby boomers and birthrates greatly affecting the composition of the workforce. The report points to the worrisome educational limitations of immigrant populations. Among immigrants 18 and older in 2004, about a third lacked a high school diploma, while another 28% held a bachelor's degree. Among American Latinos, the distribution was much different: 62% of immigrants from Mexico and Central America lacked a high school diploma, compared with 9% of those from Europe. In contrast, 46% and 56% of new immigrants from Europe and Asia, respectively, held a B.A. or higher degree compared with 6% of those from Mexico and Central America.

The third force is seismic changes in our economy: This has created new sources of wealth, novel patterns of trade and shifts in the balance of capital over labor. These changes are driven by technological innovation and globalization, producing a profound workforce restructuring. Today's labor markets are far different from those of earlier decades. This suggests that the challenge facing our country will be obtaining access to higher-earning opportunities as opposed to just finding or obtaining a job.

Research and experience have shown consistent correlations between educational attainment and success. Given the global economy's escalating reliance on skills and knowledge, and the growing gap in opportunity between the economically advantaged and disadvantaged, the links among education, well-being, economic growth and global competitiveness will grow stronger.

RECOMMENDED ACTION:

- A strong start for Hispanic preschoolers, including day care for children of working parents
- Better educational programs and policies for English learners
- Improved teacher quality across the board
- Greater parental engagement in their children's education
- Easier access to higher education
- Increased numbers of American Latinos going into STEM careers
- Easier transitions from two-year to four-year higher education institutions
- Increased numbers of private sector internships leading to jobs and careers
- Increased numbers of Hispanic college presidents, administrators and faculty

AMERICA'S ENGINE OF ECONOMIC GROWTH HINGES ON LATINO EDUCATIONAL SUCCESS

By The White House Initiative on Educational Excellence for Hispanics

Hispanics will represent 70% of our nation's population growth between 2015 and 2060. Hispanic educational attainment is not about ethnicity; it is increasingly about demographics, economics, and the workforce. By bringing together educators, families, community, nonprofit, faith-based, business and philanthropy leaders, we can solve the economic and civil rights issue of our time.

Millions of children in this country cannot reach the first rung on the ladder of opportunity because they are cut off from a quality early childhood education. Latinos are the largest segment of the early childhood population in the nation, making up nearly 24% all students, however less than half of Hispanic children are enrolled in any early learning program. For every dollar spent on high-quality preschool, there is a 7-dollar return through increased productive and savings on public assistance and criminal justice programs. Improving the quality of early learning programs and the Latino community's access to them is more than just a moral and educational imperative; it is smart government.

To create an economy built to last, every child must be provided with a well-rounded education, staffed with quality teachers, and exposed to a college-going culture as well as rigorous courses that will prepare them to be ready for college and careers. Science, technology, engineering, and mathematics (STEM) skills are necessary now more than ever to compete in a global economy, however, Hispanics are not sufficiently exposed to STEM subjects at the K-12 level and less than 2% of the STEM workforce is Hispanic. There is also a need for a rich pool of high-quality, culturally relevant and competent, and bilingual teachers reflective of the nation's diverse population. Lastly, earning a high school diploma is not enough and providing tools, support, information, and financial support to Hispanic students and their families starting from middle school years can move the needle toward a more educated community and nation.

The U.S. Bureau of Labor Statistics has projected that of the 47 million new workers entering the labor force between 2010 and 2050, a projected 37.6 million, or 80%, will be Latino. To ensure a future thriving workforce and develop a strong pipeline between college and career, the public and private sectors should consider providing internships, mentorships, and support networks to help Latino youth find a good-paying job and work their way up into the middle class.

Our nation is currently undergoing one of the most profound moments of transformation in education in its history, and as the Hispanic population grows and becomes an even-larger proportion of the American workforce, securing a globally competitive education for Latino students is critical.

RECOMMENDED ACTION:

- Increase awareness of the benefits of and expand access to quality early learning programs;
- Develop and encourage public-private partnerships to expand quality cradle-to-career programs across the country;
- Advance efforts to support, elevate, and diversify the teaching profession by calling for teacher salaries that are competitive with professions like architecture, medicine and law, and calling for more support for novice teachers and recruiting quality minority and/or culturally competent teachers;
- Address the distinct challenges Latino families face in established and emerging communities, and spur additional investments in programs and initiatives that support them;
- Encourage investments in making college more affordable for low income, first generation students, including Latino, DACA, and undocumented youth;
- Develop systems to expand access to and success in college-level work and advanced coursework while promoting partnerships between k-12 systems and higher education institutions with established dual enrollment and early college programs;
- Promote partnerships between businesses and higher education institutions to help create opportunities for first-generation, low-income, and Latino students, including sharing and amplifying internship, fellowship, and career opportunities; and
- Leverage data, proven approaches to fostering student development and success, and evidence-based programs and practices to inform work in both established and emerging communities.

HISPANIC HIGHER EDUCATION AND OUR ECONOMIC FUTURE

By The Hispanic Association of Colleges and Universities (HACU)

Hispanics comprise the largest ethnic minority in the United States, they are the youngest, with a median age of 27.4, as well as the fastest-growing. Hispanics are projected to make up nearly three of every four workers entering the American workforce between 2010 and 2020. Given that the competitive demands of a global and high tech economy increasingly require college degrees, the under-representation of Hispanics in higher education is a national crisis.

In 2012 only 45.5% of Hispanic 18-21 year olds were attending college compared to 49.4% of whites. At the current difference in annual family incomes between college and high school graduates, achieving parity of Hispanic participation in college would mean an additional \$7 billion annually for the U.S. economy and an additional \$1 billion in federal income tax. Assuring comparable college access and success is not simply about social justice, it is about investing in the American future.

Hispanic college students today are concentrated in Hispanic-Serving Institutions (HSIs): over half attend one of the approximately 370 colleges and universities with Hispanic enrollments of 25% or more. Not surprisingly, the number of HSIs is rapidly growing as the Hispanic demographic grows: from 172 in 1995, to 230 in 2000, to 253 in 2005, to 268 in 2010 and 370 in 2012. HSIs tend to be low cost, low tuition schools and consequently far less well-funded than other colleges and universities. In 2010 HSIs received \$3,815 in federal funding per student, compared to \$5,554 on average for all institutions of higher education: that is less than 69 cents on the dollar.

What is at stake is not just the opportunity and prosperity of one demographic segment of the country. Because Hispanics are already playing so central a role in the nation's workforce growth and this role will only increase as the century goes forward, increasing Hispanic educational attainment is critical to maintaining the economic strength of the U.S. And to the degree that science and technology are the economic drivers of the present and future, increasing Hispanic participation in STEM (science, technology, engineering and math) education and careers is essential to a culture of innovation and progress as well as to our national security.

RECOMMENDED ACTION:

- We must make increasing Hispanic educational access and success a national priority, because it is key to the economic growth of the United States throughout the 21st century.
- Federal appropriations need to reduce the funding gap experienced by HSIs. Increasing federal funding to HSIs through Title V and other targeted vehicles is the most cost-effective way to assure educational opportunity and success to the students who will make up the leadership and workforce of tomorrow.
- Addressing the persistent socio-economic issues that create increased barriers to educational attainment for Hispanics (and other underrepresented groups) is a must: in particular, assuring that K-12 schools serving Hispanic and other low income children have the resources and the support they need to prepare these students for college and careers should be foundational to the American dedication to equal opportunity.

- Supporting Hispanic adult degree completion efforts is important to make up for the lack of educational opportunities older generations have experienced.
- Increasing Hispanic participation in international education and enhancing HSI capacity to collaborate in transnational education, research, and service learning are crucial to improve Hispanic educational and professional success.

ENSURING AMERICA’S FUTURE BY IMPROVING LATINO HIGHER EDUCATIONAL OUTCOMES

By Excelencia in Education

As our nation’s fastest growing and youngest ethnic group, Latinos already make up nearly one quarter of elementary, middle, and high school students in the country. In today’s knowledge economy, a college education is an economic necessity for a competitive workforce and essential for individuals to thrive in the workforce and to fully participate in civic life but not enough Latino students are graduating from college.

Latino enrollment in college is growing. As of 2012, Latinos were the second largest racial/ethnic group enrolled at the undergraduate level – 16% of the undergraduate population (2.8 million). However, Latino adults still have lower levels of educational attainment than other adults. In 2013, 15% of Latino adults had earned a baccalaureate degree or higher, compared to 22% of African American, 32% of White, and 53% of Asian adults. In the next 10 years, Latino Labor force participation is projected to increase higher than that of any other racial/ethnic group, but Latinos in the workforce have the lowest levels of education.

Latinos will have to earn 5.5 million college degrees over the next six years for the U.S. to regain world leadership in educational attainment. Real progress for America requires bringing together education leaders, policy makers, Latino advocacy, community, business, media and philanthropic leaders, and many others to exchange ideas, form consensus and to take aligned actions to improve Latino college success.

By understanding the data trends for Latino and other post-traditional students, educators, policymakers and investors are better equipped to respond to today’s students and future workforce.

RECOMMENDED ACTION:

- Invest in the replication/scaling up of evidence-based strategies that increase college and career readiness as well as college completion.
- Increase financial literacy and opportunities for financial aid to make college more affordable.
- Incentivize colleges and universities to “serve” Latino students by enrolling, retaining, AND graduating them.
- Leverage change in public policy to be more inclusive of Latino and other post-traditional students and their diverse pathways to success.
- Develop partnerships with colleges and employers to link Latinos with workforce opportunities.

ECONOMIC EMPOWERMENT

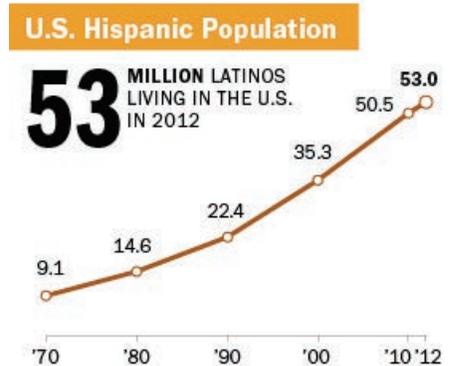
THE U.S. HISPANIC AUDIENCE

By Univision

While we have always been part of the American fabric, the Decennial Census only began tracking the Hispanic population in 1970. Since then, the number of Latinos living in the United States has increased sixfold, growing from 9.1 million people to 53 million in 2012.

With increased presence, comes increased power and the 2012 Presidential elections demonstrated that the Latino vote will be critical to every election cycle going forward, and we will soon see how it influences the upcoming midterm elections.

What is undeniable is the effect Latinos are having on this country. They influence everything from food to fashion trends and are fueling the economy with job growth and homeownership. Bottom line, Latinos are becoming a force to be reckoned with as they become the backbone of America's middle class and increase their buying power to over \$2 trillion by 2025.



Source: <http://www.pewresearch.org/fact-tank/2014/02/26/the-u-s-hispanic-population-has-increased-sixfold-since-1970/>

THE US HISPANIC AUDIENCE

According to the Pew Hispanic Center, Latinos are the nation's largest minority group and among its fastest growing populations. The latest figures from the U.S. Census Bureau (2013) indicate that the Latino population in 2012 was just over 53 million, making up 17% of the U.S. population. ¹

The Latino Population in the United States grows by over 1.5 million people a year. Census data shows that over 64% of the Latino Population growth in the past decade came from nativity or births in the U.S., while foreign-born Latinos accounted for little more than one third of the total, at 35.5%. This shift from foreign-born to US-born was first noticed in the 2000 Census and continues to change the profile of Latinos in the United States.

Another big shift that has been tracked both in the 2000 and 2010 Census is the dispersion of the Hispanic population across the United States. While still highly concentrated in eight states, the fact is that growth of Latinos in non-traditional areas has exploded over the past 15 years.

Table 4

STATISTICAL PORTRAIT OF HISPANICS IN THE UNITED STATES, 2010

Hispanic Population, by Nativity: 2000 and 2010

Universe: 2000 and 2010 Hispanic resident population

	2010 population	2000 population	Percent, 2010	Percent, 2000
Native born	31,912,465	21,072,230	62.9	59.9
Foreign born	18,817,105	14,132,250	37.1	40.1
Citizen	5,544,860	3,917,885	10.9	11.1
Non-citizen	13,272,245	10,214,365	26.2	29.0
Total	50,729,570	35,204,480	100.0	100.0

Source: Pew Hispanic Center tabulations of 2000 Census (5% IPUMS) and 2010 American Community Survey (1% IPUMS)

HISPANIC POPULATION GROWTH

According to the 2010 census, the Hispanic population accounted for 56% of the total population growth in the United States, growing from 35.6 million in 2000 to 52 million in 2012. The Latino growth rate from 2000 to 2010 was 47%, which is four times the growth rate for the total U.S. population, which was only 5% during the same period.

In terms of share of population, Hispanics accounted for 16.3% of the total U.S. population in 2010, up four percentage points from 2000.

The Census projects that the Latino community will continue to grow at a much faster rate than any other group in the United States for the next several decades and is expected to reach 66 million by 2020 and 108 million by 2040.²

When analyzing the 2010 census data, it is interesting to note that the three main country groups -- Mexicans, Puerto Ricans and Cubans -- actually increased in size from 2000 to 2010, in spite of the fact the immigration nearly came to halt during the Great Recession (2007-2009). That just speaks to the power of the Latino baby boom, which accounts for one in every four babies born in the United States today.

HISPANIC POPULATION DISTRIBUTION

Perhaps one of the most fascinating trends demographers have noticed since the year 2000 is both how the Latino population continues to be concentrated in certain key states, while also growing very quickly in what has up until now been considered non-traditional areas to find Latinos living.

The eight U.S. states with the largest Hispanic population – California, Texas, Florida, Arizona, New Jersey, Colorado, New York and Illinois – contain nearly three-quarters of all U.S. Hispanics³. In fact, in a number of major markets (DMA's) there are more Hispanics than any other ethnic group, including Los Angeles (45% Hispanic) and Miami (47% Hispanic). Hispanics also make up a sizeable part of the population in many northern cities including New York (21% Hispanic) and Chicago (20% Hispanic). But the growth of the Hispanic population is happening across the country, not just in these traditional Latino markets.

According to the Pew Hispanic Center, over the last decade, some of the fastest growing areas for the Latino population are located in the southeastern U.S., which experienced triple digit growth from 2000 to 2011. See Table 1 and the map of growth by state below.

Of course, Hispanics of Mexican origin continue to be the group with the largest presence in the U.S., accounting for 65% of the total Hispanic population. “However in 11 states—Florida, New York, New Jersey, Connecticut, District of Columbia, Hawaii, Maryland, New Hampshire, Pennsylvania, Massachusetts and Rhode Island—Mexicans are not the dominant Hispanic group,” says the Pew Hispanic Center in its report Mapping the Latino Population, By State, County and City, published in 2013.

Table 1

Growth in Hispanic Population among 10 Fastest Growing Hispanic States, 2000-2011

State	Population in 2000	Population in 2011	% Change, 2000-2011
Alabama	72,152	186,209	158
South Carolina	94,652	240,884	154
Tennessee	116,692	296,266	154
Kentucky	56,922	132,267	132
South Dakota	10,101	23,158	129
Arkansas	85,303	190,192	123
North Carolina	377,084	828,210	120
Mississippi	37,301	81,088	117
Maryland	230,992	488,943	112
Georgia	434,375	879,858	103

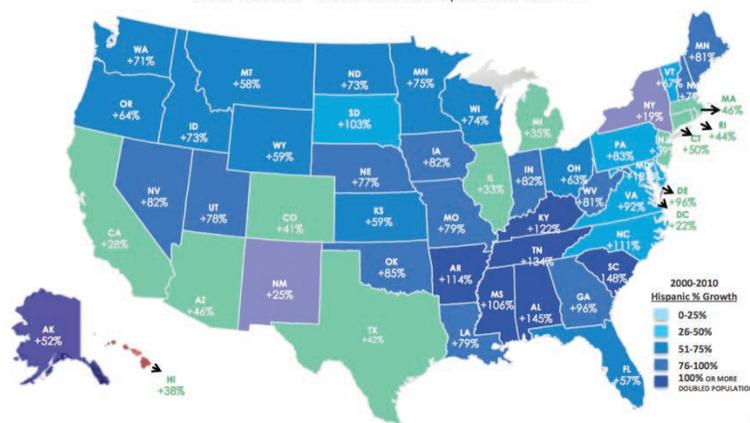
Notes: The states shown are the 10 largest by percent change in Hispanic population from 2000 to 2011. The overall U.S. Hispanic population grew 47.5% from 2000 to 2011.

Source: Pew Research Center tabulations of the 2000 Census (5% IPUMS) and 2011 ACS (1% IPUMS)

PEW RESEARCH CENTER

In The Last Decade Non-Traditional Hispanic States Grew Aggressively

2000 Census – 2010 Census Hispanic % Growth

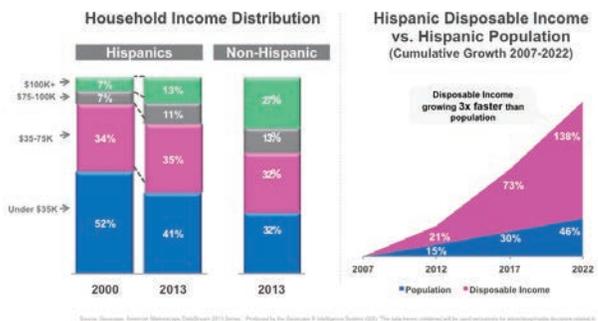


HISPANIC BUYING POWER

The Hispanic community is largely seen today as part of America's emerging middle class with spending power. The Household income distribution since 2000 shows that the percentage of Hispanic Households earning more than \$100,000 had almost doubled by 2013, while the percentage of homes earning less than \$35,000 had declined 11 percentage points, see chart below.

Hispanic buying power had reached \$1.4 Trillion in 2012 which represents 2.2% of the U.S.'s total wealth, but according to a 2014 Study conducted by the Saint Louis Federal reserve Bank estimates that Hispanic families will own between 2.6% (\$2.5 trillion) and 3.2% (\$4.4 trillion) of U.S. wealth by 2025.⁴ This increase in disposable income correlates to the fact that Hispanics are fueling 74% of the employment growth from 2010-2020 when they will represent almost 20% of the nation's total labor force, up from 15% in 2011; and the fact that Hispanics are also driving homeownership across the United States, representing 17% of projected new homeowners from 2012 to 2017.

An Emerging Middle Class with Spending Power



HISPANIC YOUTH/FAMILIES

In 2012, for the first time, the total number of births from racial and ethnic minorities surpassed the total number of births from Whites in the United States. This fact made headlines and put in perspective the changing face of America.

The numbers tell the story better than anything else. In 2010, whites made up 56% of young people and 80% of seniors. So while the overall U.S. population is graying, over 65% of Latinos are under the age of 35, and 75% are under the age of 45. In fact, although Latinos overall represent 17% of the total population today, when you look at the percentages they represent in every age group from birth through thirty-five years of age, the Latino share per age group is above 20% and in the birth to five age group, we represent 25% already, according to Ad Age's 2012 Edition of the Hispanic Fact Pack, which analyzed Bureau of the Census data from the 2010 American Community Survey (ACS).

Share of 2010 Hispanic Population by Age		
Age	U.S. Hispanic Population in Millions	Hispanics as % of U.S. Population
Under 5	5.1	25.3%
5-9	4.8	23.8
10-14	4.6	22.1
15-19	4.5	20.6
20-24	4.4	20.2
25-29	4.3	20.3
30-34	4.1	20.7
35-44	7.4	17.9
45-54	5.5	12.2
55-64	3.2	8.9
65-74	1.7	7.7
75-84	0.9	6.6
85+	0.3	5.2
Total	50.5	16.3

Source: Advertising Age's Hispanic Fact Pack 2012, Published July 2012

HISPANIC MILLENNIALS, CULTURE AND LANGUAGE

Among younger generations, Latino Millennials (aged 21-34) comprise nearly 20% of the U.S. youth. Of those Millennials, an increasing subset identify as bilingual – in the past decade alone, the number of bilingual speakers has increased 73%, beating out English-dominant speakers to become the largest Hispanic subgroup. With size comes influence – as the demographic profile of Hispanics evolves, language is an important cultural attribute that nobody can ignore.

The Nielsen Company breaks down the language usage among Hispanic adults by tracking the language in which Hispanics consume media. Their 2012 report shows that a majority of Latinos, 56%, still consume media only or mostly in Spanish, but also acknowledges the emergence of English-language viewing amongst Latinos, with 44% watching mostly or only in English.

According to *The Culture Connection, How Hispanic Identity Influences Millennials*, based on primary research conducted by Burke for Univision Communications, Inc. and published by Advertising Age in May 2012, Spanish is a social “glue” Hispanic millennials use to cement their social relationships, with 74% of “high culturally connected” Hispanic millennials saying “most of my friends can at least understand some Spanish.”

The study goes on to say that a widely held hypothesis that American-born Hispanic Millennials may have lost their cultural roots, habits, and practices is not true. In fact, according to the study, 65% of U.S. born millennials have a high Cultural Connection. What this means is that Millennial Hispanics retain their Hispanic cultural identity and live in a bi-cultural world. Another point is that younger Millennials (18-24 year olds) also have a strong connection to culture with half of the 18-24 year old Hispanics scoring high or medium on the Cultural Connection Index.

But it is not only about identity, what this study shows is that Hispanic Millennials are also keeping their culture alive. Sixty-one percent of Hispanic Millennials agree that passing on Latino traditions and customs to children is important and more than 50% agree that observing Latino traditions, customs and holidays through parties, events and celebrations is important. This suggests that Hispanic culture gets passed across generations and continues to run deep in the population.

HISPANICS AND EDUCATION

While high school graduation rates for Latino students have increased steadily over the past couple of years— increasing a stunning 10% from 2008 to 2010 alone—only 73% of Latino students received a high school diploma in the graduating class of 2010, the latest for which statistics are available, compared to 79% of white students and 81 percent of Asian American students. The fact is that bridging the educational gap of Latino students is now seen as a demographic imperative for this country.

The irony is that both young Latinos and their parents believe that education is very important for success in life. In fact, nine in ten (89 percent) Latinos believe that in order to get ahead in life these days, it is necessary to get a college degree. That is 15% higher than the general population (74%). However, in 2009, only 48% of Latinos planned to go to college versus 60% of the general population, according to a study published by the Pew Hispanic Center.⁵

The good news is that more and more people in schools, government, and business are aware of the educational gaps and are starting to work on solutions to help Latino students and families overcome some very real obstacles they face when trying to accomplish this part of their American Dream.

HISPANIC INFLUENCE ON MAINSTREAM

From food to fashion to financial services, the rapidly growing Latino population will have a huge and positive impact in the United States not only in the next five years, but for decades to come.

A study by Experian Marketing Services, in collaboration with the Hispanic agency Wing, set out specifically to determine just how much Latinos are influencing non-Latinos in the United States and how the influence is expressed in actual consumer behavior of non-Latinos. The Latino Influence Project, which was published in November 2012, shows just how much Latinos are influencing their non-Hispanic neighbors in a wide array of consumer areas, such as technology, fashion, food, beverages, sports, music, and travel.

HISPANIC INFLUENCE ON POLITICS

“Defying predictions that their participation would be lackluster, Latinos turned out in record numbers on Tuesday and voted for President Obama by broad margins, tipping the balance in at least three swing states and securing their position as an organized force in American politics with the power to move national elections,” wrote Julia Preston and Fernanda Santos on November 7, 2012 in *The New York Times*. “Overall, according to exit polls not yet finalized by Edison Research, Mr. Obama won 7% of the Hispanic vote while Mitt Romney won 27%. The gap of 44 percentage points was even greater than Mr. Obama’s 36-point advantage over John McCain in 2008,” they added.

When you analyze the data on how the Latino vote helped Obama win key swing states, you realize the real power of

the Latino vote. As we all know by now, in the key states of Florida, Ohio, Colorado, Nevada, and New Mexico, the Latino electorate overwhelmingly helped Obama win. Obama took Florida with 58% of the Hispanic vote, which raised quite a few eyebrows since much of the pro-Obama vote came from younger Cubans, a community that has traditionally been staunchly Republican. In Ohio, a state in which Latinos only represent 3% of the total electorate, 82% of Hispanics voted for Obama. According to data from the ImpreMedia-Latino Decisions election night exit poll, the number of votes Obama needed to win Ohio was 103,175 and the number of votes he got from Latinos in Ohio was 103,481.

But many experts say 2012 was only the tip of the iceberg. According to Pew Hispanic Center projections, Hispanics will account for 40% of the growth in the eligible electorate in the U.S. between now and 2030, at which time forty million Hispanics will be eligible to vote, up from 23.7 million now. The Pew study, *An Awakened Giant: The Hispanic Electorate is Likely to Double by 2030*, published the week after the 2012 election, went on to say that “if Hispanics’ relatively low voter participation and naturalization rates were to increase to the levels of other groups, the number of votes that Hispanics actually cast in future elections would easily double within two decades.”⁶

WHAT THE FUTURE HOLDS

Since colonial times, this country has been shaped by successive groups of immigrants. But no group has had the ability to influence the country as much as the Hispanic population does today. The size of the Hispanic population; the concentration in key markets such as Los Angeles, Miami and New York; Hispanic economic power; growing numbers of voters; and the enabling powers of travel and technology, all contribute to a future in which the Latino impact will be strongly felt.

The exact shape of that impact is difficult to predict. Changing patterns of immigration mean that more and more of the Hispanic population will be U.S. born. Yet, more than perhaps any group before them, American Latinos are demonstrating a commitment to their language, culture and traditions. Whether the metaphor is “melting pot” or “salad bowl,” Hispanics will be a significant ingredient.

QUALITY OF LIFE AT THE CROSSROADS: THE IMPORTANCE OF PUBLIC-PRIVATE PARTNERSHIPS TO FORGE A STRONGER AMERICA

By NAA Member Marcos G. Ronquillo, Esq. & Edward T. Rincón, Ph.D

Public-private partnerships – also known as P3 or PPP programs – have been evolving over many years as a viable alternative to public entities for the financing, construction, and operation of infrastructure projects. As defined by the National Council for Public-Private Partnerships, a PPP is defined as:

“A contractual agreement between a public agency (federal, state or local) and a private sector entity.

Through this agreement, the skills and assets of each sector (public and private) are shared in delivering a service or facility for the use of the general public. In addition to the sharing of resources, each party shares in the risks and rewards potential in the delivery of the service and/or facility.” (p.2)⁷

Public-private partnerships are not new and have been around for 200 years according to some sources. In her book, *Collaboration Nation*,⁸ author Mary Scott Nabors tells us of two historical events that are relevant to our discussion. At the start of the Revolutionary War, the American Navy consisted of a small number of ships commissioned by the colonies and staffed by volunteers. To expand their capacity, the Continental Congress issued licenses to entrepreneurs who were willing to operate armed ships and attack the British merchant vessels in exchange for a large share of the money and goods that they recovered. The fleet of entrepreneurs was so successful at intercepting British vessels and capturing their cargoes that historians consider the campaign a deciding factor in the war’s outcome. Yet another example of a public-private collaboration occurred in 1843 when Congress voted to underwrite the \$30,000 cost of Samuel Morse’s first experimental telegraph line from Baltimore to Washington.

Over time, public-private partnerships have evolved as a viable alternative to traditional contracting relationships throughout the world. In the United States, public-private partnerships have been adopted by many industries as a project delivery model in such areas as parking meters, state parks, horse racing facilities, lotteries, correctional facilities, schools, libraries, and various other services and infrastructure.

To stimulate the growth of public-private partnerships and utilize P3 projects for more than transportation, the State of Texas passed SB 1048⁹ which provided the legal framework for solicited and unsolicited proposals from private firms to develop infrastructure projects across a wide spectrum, including the following areas:

- Any ferry
- Mass transit facility
- Vehicle parking facility

- Port facility
- Power generation facility
- Fuel supply facility
- Oil or gas pipeline
- Water supply facility
- Public work
- Waste treatment facility
- Hospital
- School
- Medical or nursing care facility
- Recreational facility
- Public building
- Other similar facility currently available or to be made available to a governmental entity for public use

The legislation was modeled after the Virginia Public-Private Partnership Facilities Infrastructure Act, which was passed in 2002.¹⁰

Clearly, lawmakers made their support for public-private partnerships quite broad with this legislation. In addition, SB 1048 established the Texas Partnership Advisory Commission to provide legislative review and oversight of public-private infrastructure projects.

Why have Texas and other governmental entities embraced public-private partnerships as a vehicle for the delivery of a project? As discussed earlier, local Texas communities have limited revenue options, tax reform is not likely, and the state is providing minimal support to local communities. In such a challenging context, PPPs provide public agencies a solid alternative to the common practices of cutting spending, raising taxes and fees, or deferring projects. The various public entities that have adopted PPPs as a project delivery option have recognized several distinct and valuable benefits, such as:¹¹

- Comprehensive Contracts: Unlike traditional contracts, PPP programs consider the design, finance, construction, operation and maintenance phases of a project in a single procurement contract. Decision-makers are forced to approach project delivery from a long-term perspective rather than looking at each phase separately, which further minimizes the intermittent budget debates that are characteristic of traditional contracts that are procured in separate phases.
- Cost and Savings: Although the initial cost of financing of PPP programs will most likely be higher at first than traditional tax-free municipal bonds, additional cost savings are generally realized over the longevity of the project.
- Sharing of Risk: Since the responsibility for the capital investment required by a project is shifted to the private partner, the risk for the public entity is substantially reduced.
- Mobilization of Excess or Underutilized Assets: A public entity has the opportunity to make better use of its inventory of excess or underutilized assets in order to structure a deal with a private partner who sees value in these assets.
- Guaranteed Operation & Maintenance: Public entities will not need to worry about the long-term operation and maintenance costs of infrastructure projects since such costs are included in typical PPP agreements.
- Public Control: PPPs retain a high level of public control and should not be confused with “privatizing” and “out-sourcing” of public services or assets.
- Services to the Public: PPP projects allow the delivery of needed services and infrastructure to the public, thereby enhancing the quality of life and economic vitality of these communities.

The benefits of public-private partnerships sound promising, but what steps are needed to get such a program started? Fortunately, excellent guidance has been provided by professional organizations on their web sites, like the Texas P3 Association (www.P3Texas.com), regarding the legal framework and steps for creating public-private partnerships in accordance with The Public and Private Facilities and Infrastructure Act of 2011 (the “PPFI”). Importantly, the PPFI guidelines, provided as downloadable documents, address the needs of different types of governmental entities as follows:

- Model PPFI Guidelines for Texas Boards, Commissions, Departments and Agencies¹²
- Model PPFI Guidelines for Local Government Entities¹³

Figure 3 on the following page describes the general process involved for RGEs (Responsible Governmental Entity) to remain compliant with the PPFI requirements. More detailed guidelines, however, are provided for each of the general steps as well, although they can vary depending on whether the RGE is a state entity or a local government entity. The recommended guidelines are intended to provide RGEs a general template for the implementation of the PPFI and are not

designed to be limiting. On the contrary, RGEs have the flexibility to add or delete provisions included in the model guidelines, and add provisions not contained in these model guidelines as long as the resulting guidelines comply with the PPFi.

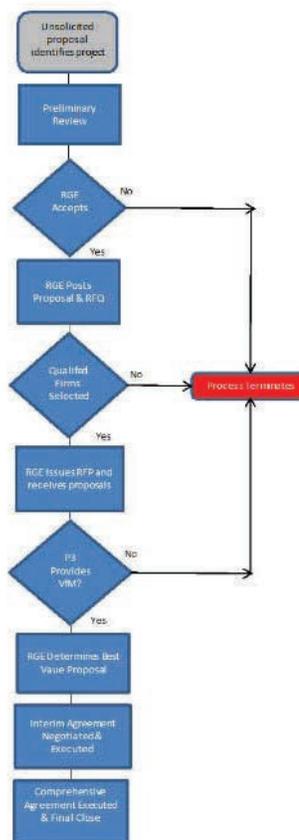
Aside from the general steps involved in obtaining solicited or unsolicited proposals, a critical step in the process involves the VfM or Value for Money analysis. The VfM analysis is a quantitative tool that helps to make the case for selecting the most appropriate mode of project delivery. A Public Sector Comparator (PSC) is used to assess the public sector cost of traditional delivery and how it compares to the cost of the PPP option over the Full Life Cycle (FLC) of the project. Although a VfM is not always conducted, it is the preferred method – and some would argue the only valid method -- for determining the benefits and savings that can be expected from the PPP option.

In order to obtain the most accurate assessment of savings to be realized from a PPP option, the cost over the full life of a project should include the following:

- Capital/construction costs
- Operating costs
- Taxes
- Project income – base on public sector ability to generate revenue, i.e., user fees
- Risk-related costs

Properly conducted, the VfM analysis reveals the cost savings provided by the PPP delivery option over the traditional procurement method, which past PPP projects have shown to range from 7 to 10 percent, and sometimes higher. Aside from the cost savings, however, the more remarkable outcome is that the governmental entity is able to overcome the traditional barriers to the funding, development, operation and maintenance of critical infrastructure or services that are needed by their community residents – a non-trivial achievement in today’s fiscal climate.

Figure 3: PPFi General Process



PICKING UP THE PAGE TO PARITY

By The Hispanic Association on Corporate Responsibility (HACR)

For nearly thirty years, HACR has been leading the way for inclusion of Hispanics in Corporate America, and during this time we have celebrated the accomplishments and forward thinking of some companies and their efforts to embrace diversity in the pursuit of their goals for success. 2013 marked the 20th anniversary of HACR's benchmarking of Hispanic inclusion at the highest levels of Corporate America. Between 1993, 2003, and 2007, we saw significant momentum in Hispanic representation in the corporate boardroom. However, the 2013 data suggests the momentum has been lost and while yes, there were some gains, it is important to highlight these gains were at best minimal – and not nearly representative given the size and financial strength of the U.S. Hispanic population.

KEY FINDINGS

IN 2013...

HISPANICS HELD **THREE PERCENT** OF SEATS IN THE BOARDROOM OF THE *FORTUNE 500*.

70 PERCENT OF THE *FORTUNE 500* DID NOT HAVE A HISPANIC ON THEIR BOARD.

LATINAS HELD LESS THAN **ONE PERCENT** OF BOARD SEATS IN THE *FORTUNE 500*.

THERE WERE ONLY **10** HISPANIC CEOs IN THE *FORTUNE 500*.

134 HISPANIC INDIVIDUALS HELD 172 BOARD SEATS IN THE *FORTUNE 500*.

ONLY **FOUR PERCENT** OF *FORTUNE 500* COMPANIES HAD MULTIPLE HISPANICS ON THEIR BOARD.

The picture is sobering, between 2007 and 2013 Hispanic representation in the corporate boardroom increased by less than one percent. The number of Hispanics serving as CEO increased from six to 10, but that number still only represents two percent of CEO's in the Fortune 500. Hispanics continue to be underrepresented at the highest level of Corporate America. The picture for women is even more dismal. Latinas currently hold less than 1 percent of board seats in the Fortune 500, and unfortunately, this trend has not changed significantly since the inception of this report in 1993 and carries over into the executive leadership of the nation's largest companies. Currently, not one company in the Fortune 500 is run by a Latina. And while we have seen some improvements for women generally in this respect, Latinas assuming the helm of a Fortune 500 company continues to remain an elusive goal.

There are of course, a number of reasons why these trends have played out this way, perhaps the recent economic downfall has led companies to play it safe with board appointments in an effort to minimize risk and avoid potential financial loss. Or perhaps diversity is no longer seen as such a priority within Corporate America. Nonetheless the quickly shifting demographics of the country and the increasing buying power of the Hispanic consumer warrants further consideration of this lack of representation. America's economic future depends on the Hispanic community.

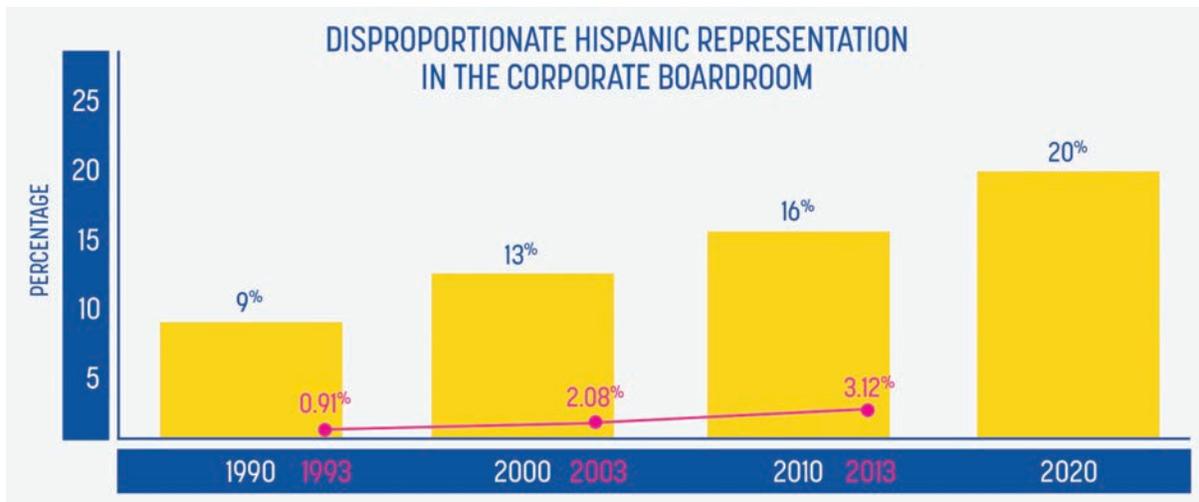
20 YEARS OF PROGRESS FOR HISPANICS?

Tracking Hispanic representation on corporate boards is at best like trying to hit a moving target. Corporate governance is quite dynamic and can be influenced by a number of factors including the financial position of the company, operating strategies, and other appointments held by prospective board members to name a few. Nevertheless, HACR has been tracking Hispanic representation in Fortune 500 boardrooms for 20 years now in an effort to improve the representation of Hispanics at the highest levels of Corporate America.

The figure below plots the growth of the U.S. Hispanic population between since 1990 alongside the gains that Hispanics have made in the corporate boardroom since 1993. Over the past 20 years, Hispanics have gone from holding fewer than one percent of board seats in the Fortune 500, to just over three percent in 2013. And although this represents an increase of two percentage points, 20 years have passed and that increase is not representative of the size of the Hispanic population, their potential for continued growth, or their purchasing power.

Today, 134 Hispanics hold 172 board seats out of over 5,500 total seats in the Fortune 500, again representing just more than three percent of board seats. Among the Fortune 500, 348 companies have no Hispanic board members, leaving only 152, with Hispanic representation on their board. For those companies with Hispanics on their board, the majority, 133 had

only one Hispanic board member and 19 companies had more than one Hispanic director in 2013. See below for the listing of companies with multiple Hispanic Directors.



COMPANIES WITH MULTIPLE HISPANIC DIRECTORS		
ADVANCE AUTO PARTS	KIMBERLY-CLARK CORPORATION	PHILLIPS VAN HEUSEN
AMR	MANPOWERGROUP	PITNEY BOWES INC.
AUTOMATIC DATA PROCESSING	MASSACHUSETTS MUTUAL LIFE INSURANCE COMPANY	RYDER SYSTEM, INC.
THE CLOROX COMPANY	THE MCGRAW-HILL COMPANIES	WELLS FARGO & COMPANY
EASTMAN CHEMICAL COMPANY	MOLINA HEALTHCARE INC.	THE WESTERN UNION COMPANY
EDISON INTERNATIONAL	NEWS CORP.	
HONEYWELL INTERNATIONAL	NII HOLDINGS	

WHY DOES THIS MATTER?

A company's bottom line is inextricably linked to its ability to compete in an increasingly global economy. Diversity among directors who serve in the boardrooms of Corporate America's largest firms, is required to provide the necessary leadership in an ever changing global marketplace. Hispanics bring different insights, different experiences, and guidance to the table – all essential components for continued success in today's global environment. Moreover, many Hispanic directors bring with them the understanding of the community and their connection to it which can help foster a company's success within the Hispanic community more generally.

20 YEARS OF PROGRESS FOR LATINAS?

In the past 20 years we have seen an increase in the representation of Hispanic women in the corporate boardroom. In 1993, eight Latinas held 13 board seats in the *Fortune 500*. This number represented a paltry 0.20 percent of seats in the *Fortune 500*. In 2003, we saw a rise in the number of Latinas in the boardrooms of the *Fortune 500* with 18 Latinas holding 25 seats between them, and while this represented a significant increase from 1993, it still was an extremely small proportion of the total board seats. In 2013, we have once again seen an increase in representation of Latinas with 30 Latinas holding 38 seats, but again, they collectively represent less than one percent of the board elite of the *Fortune 500*.

Gains for Latinas have flat lined. Between the last time the CGS was conducted (2007) and today, Latinas have actually experienced no change in the proportion of seats held (0.68 percent).



WHY DOES THIS MATTER?

Recent research indicates that Latinas are the primary decision makers in the Hispanic community, but yet this voice – which is largely responsible for making the financial decisions of how that \$1.3 trillion is being spent is absent from the table. We see this as a missed opportunity for Corporate America. Companies are missing out on this voice and the innovation, creativity, and insights that this group provides.

Additionally, U.S. Census research indicates that Latina-owned businesses are the fastest-growing segment of the entrepreneurs are a potential source for directorships. These Latina entrepreneurs can bring with them the required experience of managing successful operations as well as a significant understanding of the Hispanic community. Failure to capitalize on this knowledge and experience is another missed opportunity for Corporate America.

CLOSING THOUGHTS

The 2013 HACR *Corporate Governance Study* has revealed that in the 20 years that HACR has been conducting the benchmarking of Hispanic representation on corporate boards, there have only been minimal gains. Since 1993, the proportion of board seats held by Hispanics has increased from roughly one percent to slightly more than three percent. When will Corporate America realize that these minimal gains are not sufficient when it comes to Hispanic representation amongst the corporate elite?

By July 1, 2050, projections indicate there will be 133 million Hispanics in the United States, nearly 30% of the nation's total population, according to the U.S. Census. Corporations will need to rely on this population to not only replace their aging workforce and to attract consumers and investors, but to also provide the foundation on which their governance boards will be able to harness the strength of diversity to solidify their future. The gains that have been made in Hispanic representation on corporate boards are not enough given the trajectory we have seen for the population growth of Hispanics in the U.S.

As the size of the Hispanic population increases so will their political and economic power as well as their share of the labor force - companies should be looking for ways of engaging the voice of this population around their decision-making tables. Hispanics have a higher labor force participation rate than any other group in the United States. Additionally, the growth in the nation's labor force will be driven by the growth in the Hispanic population – their voice needs to be represented amongst those who are making the decisions. As educational attainment continues to increase for the Hispanic population and entrepreneurial opportunities abound, there is no legitimate reason why increased board representation cannot follow.

Unfortunately, this is not a problem that is unique to Hispanics. White women and members of other racial and ethnic groups are faced with the same dismal picture. Findings of the Alliance for Board Diversity (ABD) research mirror those of HACR's *Corporate Governance Study* - women and minorities remained underrepresented in corporate boardrooms with white/Caucasian men holding the majority of the Fortune 500 seats.

HACR like, the ABD, believes in the business proposition that when diversity leads, corporate America succeeds. This belief is, in part, based on research which shows that well managed, diverse teams yield better results.

THE AMERICAN LATINO VOTE

POLITICAL LEADERSHIP AND THE LATINO VOTE

By NALEO Educational Fund

Already the second-largest population group in the United States, the American Latino community continues to grow rapidly. Latino voting, political leadership, and influence in elections are growing as well, and still have yet to reach their full potential. This section of the report addresses increases in the Latino electorate and Latino elected officials, barriers to Latino political progress, and recommendations to ensure full Latino participation and representation in our nation's democracy.

The Latino Vote in Presidential and Congressional Mid-term Elections

The Latino vote has played a key role in determining the outcome of Presidential elections in the 21st century. Latino support in the 2000 – 2008 contests helped both

George W. Bush (R) and President Barack Obama (D) win states that were critical for their respective victories. The growth and influence of the Latino vote was one of the biggest stories coming out of the 2012 Presidential election. According to an analysis by polling firm Latino Decisions, while approximately 40% of Latino voters backed President Bush in 2004, only about 27% cast ballots for Republican Presidential candidate Mitt Romney in 2012, which constituted the largest partisan shift among any racial or ethnic group during that brief period.

Latino Decisions research also revealed that Governor Mitt Romney received a greater share of the non-Latino vote (which was predominantly non-Hispanic White) in the states of Colorado, Florida, Nevada and New Mexico. However, the Latino vote in those states for President Barack Obama either exceeded or significantly contributed to the President's margin of victory. In November 2012, a record number of Latinos were elected to Congress, and the Latino vote reached an unprecedented 11.2 million.

In mid-term Congressional elections, Latinos have reshaped the political landscape, both as voters and as candidates. In 2010, 6.6 million Latinos cast ballots, an 18.8% increase over 2006. The Latino vote was crucial in determining the outcome of two hotly-contested U.S. Senate races, in which U.S. Senator Michael Bennet (D-CO) and Senate Majority Leader Harry Reid (D-NV) were victorious.

Latino Republicans also achieved several significant milestones in 2010. Nevada elected Brian Sandoval as its first Latino Governor. In New Mexico, Susana Martinez became the nation's first Latina Governor. Marco Rubio was the second Latino U.S. Senator elected in Florida's history. In the U.S. House of Representatives, the number of Latino Republicans increased from 3 to 7, including the first Latino U.S. Representatives from Idaho (Raul Labrador) and Washington (Jaime Herrera Beutler).

The NALEO Educational Fund projects continuing growth this year in the number of Latino votes cast. In 2010, the more than 6.6 million Latinos who cast votes accounted for nearly 7% of voters; in 2014, more than 7.8 million Latinos are expected to vote, making up 7.8% of the electorate.

LATINO POLITICAL LEADERSHIP

In the last several decades, the number of Latino elected officials at all levels of office in the United States has also increased steadily alongside Latino population and voter participation. As of 2014, the NALEO Educational Fund's Directory of Latino Elected Officials included 6,084 individuals nationwide. Figure 1¹⁴ sets forth the number of Latinos in elected office at different levels of government for selected years between 1996 and 2014.

Figure 1: Latino Elected Officials in Local, State, and Federal Office for Selected Years

Federal Officials	State Officials (includes statewide officials and legislators)	County and Municipal Officials	Education Officials	Others (judicial and law enforcement, and special district officials)
17	162	1,653	1,240	671
19	204	1,846	1,412	579
25	244	2,151	1,836	876
26	260	2,282	2,173	1,109
31	303	2,313	2,322	1,115

In 1996, Latino elected officials served in 34 states, and by 2014, Latino officials represented constituents in 43 states.

Latinas have made significant strides in political leadership, as the Latina share of all Latino elected officials grew from 24% in 1996 to 35% in 2014. Latinas are also outpacing all women in their representation in higher offices. For example, 18.2% of all U.S. Representatives in the 113th Congress are female; however, 32.1% of Latinos presently serving in the House are women. According to the Center for American Women and Politics at Rutgers University, women hold 20.8% of the nation's state senate seats and 25.5% of the state lower house seats. In comparison, women account for 27.8% of Latino state senators, and 34.7% of Latino state lower house members.

REALIZING THE POLITICAL POTENTIAL OF LATINO GROWTH

The Latino population grew dramatically between 2000 and 2010, reaching 50.5 million. The Latino population increase of 15.2 million exceeded half (56%) of the nation's overall growth during that period. According to the most recent figures available – the Census Bureau's Population Estimates for July 1, 2013 – there are now more than 54 million Latinos residing

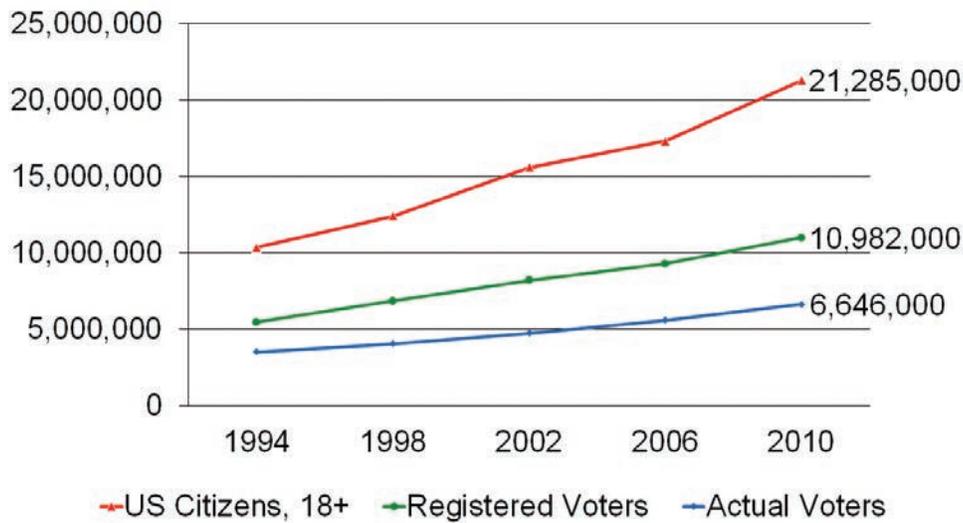
in the United States. The rapid growth of the Latino population is projected to continue for many years to come, as will the Latino community's political influence. By 2050, one-third of the U.S. population will be Latino.

However, there are many factors that affect the extent to which Latinos will be able to realize their full political potential. First, the share of Latinos in the United States who are currently eligible to vote is disproportionately small, compared to other population groups – 44.6% in 2012, compared to 79.0% of non-Hispanic whites, 69.7% of African Americans, and 53.3% of Asian Americans. The Latino population's youthfulness is a primary reason – one-third of Latinos are under age 18 – and Latino youth represent a significant segment of the future American electorate. As of 2012, 23.1% of U.S. citizens younger than 18 were Latino. About 2,000 Latino U.S. citizens turn 18 and become eligible to vote every day.

In addition, the relatively high rate of non-citizenship among Latinos prevents many Latino adults from being able to fully participate in the political process. According to Department of Homeland Security statistics, about 4 million Latino legal permanent residents are eligible for naturalization, but have not yet become U.S. citizens, and they represent nearly half of the nation's total population eligible to naturalize. For this population, access to naturalization is key, but has been diminished in part by increases in the fee for the U.S. citizenship application, which has reached \$680.

Additionally, Latino adults who are eligible to vote are not yet registering and casting ballots commensurate with their numbers. Figure 2¹⁵ sets forth the number of eligible Latinos (U.S. citizens age 18 and over), Latino registered voters, and Latino actual voters in the last five mid-term Congressional elections.

Figure 2: Eligible Latinos, Registered Voters and Actual Voters



While the number of Latinos voting and registered to vote has increased steadily during past Presidential and Congressional mid-term elections, it is not yet keeping pace with the number of eligible voters. Figure 3¹⁶ shows that the turnout rate of eligible Latinos in Congressional mid-term elections actually reversed its upward trend between 2006 and 2010; the same occurred between the Presidential elections of 2008 and 2012.

Figure 3: Voting by Latino Adult U.S. Citizens

Presidential Elections				Mid-Term Elections			
Year	Eligible Latinos	Actual Latino Voters		Year	Eligible Latinos	Actual Latino Voters	
		Number	% of Eligible			Number	% of Eligible
2000	13,159,000	5,934,000	45.1%	1998	12,395,000	4,068,000	46.2%
2004	16,088,000	7,587,000	47.2%	2002	15,601,000	4,747,000	47.5%
2008	19,537,000	9,745,000	49.9%	2006	17,315,000	5,595,000	49.3%
2012	23,329,000	11,188,000	48.0%	2010	21,285,000	6,646,000	47.1%

BARRIERS TO FULL PARTICIPATION AND REPRESENTATION

As much as Latino political influence has grown, structural and other barriers have prevented the Latino community from becoming full participants in the nation's democracy and from achieving fair representation in elected office. In addition to the high rates of youth and non-citizenship in the Latino community, the following are influential factors affecting Latino voter turnout and Latino candidates' electoral success.

Ongoing Enactment of Discriminatory Voting and Registration Measures: Recent trends in changes to voting law and procedures at state and local levels make it more difficult for many Latinos and other underrepresented groups to vote. Strict voter ID and proof of U.S. citizenship registration requirements, citizenship checks on already-registered voters, and reductions in early voting periods and polling places threaten to disproportionately impair the Latino vote. Whereas about 11% of all Americans lack the government-issued photo identification that a number of states have begun requiring to vote in-person, 16% of eligible Latino voters do not have such documentation.

In addition, prospective Latino voters are also more likely to lack documentary proof of citizenship. When states have scrutinized the U.S. citizenship of registered voters, the result has mostly been the needless questioning of native-born and naturalized Americans wrongly identified as non-citizens in outdated official records. In Florida, for example, nearly 60% of voters whose registration was challenged in 2012 were Latino, even though Latinos accounted for well under 20% of eligible voters in the state.

Ongoing Use of Discriminatory Redistricting Plans: In addition to making it harder to vote, some jurisdictions continue to create barriers to Latino political influence when they design new electoral districts that fail to reflect the degree of Latino-driven population growth, and fail to provide Latinos with a fair opportunity to elect the candidates of their choice. Under these circumstances, even when Latinos participate in the political process, they will not be able to effectively elect their preferred leaders. For example, in Texas, where Latinos accounted for about two-thirds of population growth from 2000 to 2010, a federal court found that the legislature's 2011 Congressional and state legislative maps intentionally discriminated against Latinos and violated the Voting Rights Act (VRA). These maps were designed so that Latinos would likely be outvoted by non-Latino in every new Congressional district gained because of the growth of the Latino community.

Diminished Legal Protections Against Discrimination in Voting: Unfortunately, more voting changes that disproportionately prevent and deter Latino voters and candidates from taking part in the political process are going unchallenged because of the U.S. Supreme Court's 2013 invalidation of part of the VRA. The Court's decision in the case of

Shelby Co. v. Holder rendered mostly inoperable procedures which had required certain states and localities to obtain federal review of changes in voting laws and procedures before they could take effect (the "preclearance" process).

Since 2013, a number of states and localities have implemented policies that had previously been adjudged to limit, or were suspected of impairing, Latinos' political opportunities. These include the state of Texas, which put into operation a strict voter ID law that the NALEO Educational Fund projected would make voting more difficult for an estimated 699,000 Latino Texans eligible to vote who lack state-issued identification.

In addition, both prior to and after the *Shelby* decision, many jurisdictions attempted to dilute the impact vote of Latinos and other under-represented groups by increasing their use of discriminatory at-large electoral systems. For example, in 2010, the Arizona legislature passed a law which would have added two at-large seats to the Community College Board in Maricopa County, but initially abandoned its implementation after the Department of Justice expressed concerns during the preclearance process. After *Shelby*, the state moved forward to enforce the law.

Language Accessibility of Voting and Registration: A significant number of Latino U.S. citizen adults – about 4.8 million or just over 20% – are not yet fully proficient in English, and may encounter difficulties with navigating voting and registration procedures and understanding election materials in English, which often contain complicated and confusing language about candidates and ballot measures. The VRA requires certain jurisdictions to provide language assistance to Latino voters throughout the election process, including translated materials and bilingual poll workers.

However, some jurisdictions fail to comply, and the Department of Justice has brought successful litigation against many localities. In addition, based on the Census Bureau's American Community Survey (ACS), several new jurisdictions were covered by these requirements starting in October 2011, including areas that are not traditional centers of the Latino population, such as Fairfax County in Virginia, Salt Lake County in Milwaukee, and additional counties or townships in Connecticut and Massachusetts. These types of jurisdictions may need technical assistance to implement effective language assistance programs.

Lack of Outreach and Voter Engagement Targeted at Latino Community: In American political campaigns, parties and candidates tend to concentrate their voter outreach efforts on those citizens who are already actively participating in the political process. Thus, they do not make investment in the Latino community a high priority for their efforts. As a result, some Latinos become even less engaged, and do not receive the "invitation to participate" or the information needed to cast ballots. Without robust voter outreach and education to Latinos who are not yet fully engaged – "low propensity voters" – the Latino participation gap will likely persist.

RECOMMENDATIONS

A strong and enduring American democracy requires the robust participation of Latinos. Policymakers, advocates and public and private institutions should take steps to cultivate Latino voter turnout and political leadership by:

- Focusing more outreach, engagement efforts and funding on low-propensity voters, including young people and new registrants
- Investing in recruiting and developing Latino candidates, and building Latino political infrastructures that provide these candidates with access to resources to mount viable campaigns
- Modernizing and strengthening landmark federal voting rights protections, and filling in gaps in federal law with enhanced state and local measures to stop discriminatory voting policies
- Investing in civic education in elementary and secondary schools that prepares young people for active adult citizenship
- Expanding the availability of automated online registration and other innovations to increase voter registration rates
- Supporting policies that facilitate voting, such as expansion of early voting periods, and opposing legislative barriers, including strict voter ID requirements
- Ensuring that the growth of the Latino population is accurately measured and accounted for in redistricting and language assistance requirements by preserving a fully funded and mandatory ACS, as well as adequate funding for decennial Census planning and implementation
- Increasing public and private efforts to promote naturalization and assist legal permanent residents with the naturalization process, including the creation of more opportunities for Latino immigrants to study civics and English
- Implementing fundamental changes in the system of financing immigration services in order to stabilize the naturalization application fee, and exploring other options to make the naturalization more affordable for all legal permanent residents
- Expanding exemptions from English language testing for prospective new Americans who are elderly or disabled

REFORMING IMMIGRATION & HARNESING OUR POWER

LATINOS AND THE ECONOMICS OF IMMIGRATION

*By American Immigration Council
Authored by Paul McDaniel and Guillermo Cantor*

Latinos have a heavy stake in the immigration debate. More than one-third (35.6 percent) of the nation's nearly 53 million Latinos were foreign-born as of 2012¹⁷. This group represents 16.9 percent of the U.S. total population¹⁸. Over half (53 percent) of the country's 40 million immigrants were from the countries of Latin America,¹⁹ as were 79 percent of the 11.4 million unauthorized immigrants.²⁰ Latinos, in other words, have a vested interest in dispelling the misinformation that so often clouds public and policy debates about immigration. The best available evidence, however, reveals that most stereotypes are not grounded in facts. Immigrants—including the unauthorized—occupy distinct niches in the job market and *create* jobs through their purchasing power and their entrepreneurship, buying goods and services from U.S. businesses and creating their own businesses, both of which sustain U.S. jobs. The presence of new immigrant workers and consumers in an area also spurs the expansion of businesses, which creates new jobs. In addition, immigrants and native-born workers are usually not competing in the same job markets because they tend to have different levels of education, work in different occupations, and specialize in different tasks.

IMMIGRANTS FILL LABOR NEEDS, CREATE JOBS AND STRENGTHEN THE ECONOMY IN MANY WAYS

Immigrants comprise a sizable portion of the U.S. labor force. In 2013, there were 25.3 million foreign-born persons in the U.S. labor force, representing 16.3 percent of the total.²¹ Aside from contributing directly through their occupations, immigrant workers spend their wages in U.S. businesses—buying food, clothes, appliances, and cars—which sustains the jobs of the workers employed by those businesses.²² Moreover, businesses respond to the presence of new workers and consumers by investing in new restaurants, stores, and production facilities.²³ And immigrants create their own businesses, which have their own employees. The end result is more jobs for more workers. In addition, immigrant scientists and engineers can revolutionize entire industries with their discoveries or inventions, creating an untold number of new jobs in the process. According to economist Giovanni Peri, “immigrants expand the U.S. economy's productive capacity, stimulate investment, and promote specialization that in the long run boosts productivity,” and “there is no evidence that these effects take place at the expense of jobs for workers born in the United States.”²⁴

Immigrant-fueled job creation occurs at all levels of education, skill, and location. Immigrants with advanced degrees create jobs for native-born workers, according to a study from the American Enterprise Institute and the Partnership for a New American Economy. The study, which analyzed state-level employment data from 2000 to 2007, found that every 100 foreign-born workers who worked in science, technology, engineering, and mathematics, and who had advanced degrees from U.S. universities, were associated with an additional 262 jobs for native-born workers. Immigration also positively influences job growth in metropolitan areas. Through an analysis of 505 metropolitan areas from 2005 to 2011, a 2013 report found that an increasing number of immigrants moving to an area leads to significantly higher employment growth and a decline in the unemployment rate.²⁵

Immigrants in the Labor Force

Immigrants and native-born workers are usually not competing in the same job markets because they tend to have different levels of education, work in different occupations, and specialize in different tasks. Concerning education, for instance, according to a report from the Brookings Institution around 32 percent of native-born and 30 percent of foreign-born individuals had at least a bachelor's degree. Conversely, 29 percent of foreign-born persons lacked a high-school diploma, compared to only 7 percent of native-born workers.²⁶

Immigrants are disproportionately represented in high- and less-skilled industries. According to the Brookings Institution, in 2010 immigrants made up 23 percent of all workers in both the information technology and high-tech manufacturing sectors. At the same time, immigrants are also in abundance in industries such as construction, food service, and agriculture, where they represent around one-fifth of all workers.²⁷ Immigrants and native-born workers fill different kinds of jobs that require different sets of skills. Even if they work in the same occupation or industry—or the exact same business—they usually specialize in different tasks.²⁸

There is no correlation between immigration and unemployment. An analysis of 2011 data from the American Community Survey found that, at the county level, there is no statistically significant relationship between the unemployment rate and the presence of recent immigrants who arrived in 2000 or later.²⁹ Furthermore, a 2009 study found that there was little apparent relationship between recent immigration and unemployment rates at the regional, state, or county level in 2008.³⁰ The highest unemployment rates were found in counties located in manufacturing centers and rural areas—which tend to have relatively few recent immigrants. Recent immigrants usually go where the jobs are: metropolitan and non-manufacturing counties where unemployment rates are lower.³¹

Immigrants as Consumers

Immigrant consumers sustain jobs—and pay taxes—with every purchase they make in a U.S. business. Although consumer-purchasing statistics are not available for immigrants, they are available for the two largest immigrant communities: Latinos (37 percent of whom are foreign-born) and Asians (67 percent of whom are foreign-born)³². Together, Latinos and Asians accounted for 15.6 percent of the nation's total purchasing power in 2012, according to the Selig Center for Economic Growth at the University of Georgia. The purchasing power of Latinos totaled \$1.2 trillion in 2012 and is projected to reach \$1.7 trillion by 2017. The purchasing power of Asians totaled \$718 billion in 2012 and is projected to reach \$1 trillion by 2017.³³

Immigrants as Entrepreneurs

Immigrants are more likely than natives to start their own businesses. According to a report from the Kauffman Foundation, “immigrants were nearly twice as likely to start businesses each month as were the native-born in 2013.”³⁴ A report from the Partnership for a New American Economy found that “immigrants started 28 percent of all new U.S. businesses in 2011.” The report also quantifies the scale of the economic contributions made by immigrant business owners. Immigrant businesses “generate more than \$775 billion in revenue, \$125 billion in payroll, and \$100 billion in income, employing one out of every 10 workers along the way.” And, “in addition to creating jobs, the businesses that immigrants start also create revenue to boost our GDP, exports to alleviate our trade imbalance, taxes to fund our deficit, and new consumption that fuels our economy.”³⁵

The power of immigrant entrepreneurs is evident in businesses large and small. At the small end of the spectrum, the Fiscal Policy Institute found in an analysis of 2007 Census data (the last year for which data are available) that immigrant-owned small businesses employed 4.7 million people and had \$776 billion in receipts. Moreover, 18 percent of all small business owners in the United States were immigrants, which was higher than the immigrant share of the population (13 percent) or labor force (16 percent). Immigrants comprised 65 percent of all taxi service owners, 54 percent of dry cleaning and laundry service owners, 53 percent of gas station owners, and 49 percent of grocery store owners.³⁶ As these data show, immigrant entrepreneurs play key roles in growing industries such as the transportation and food processing industries. According to the Immigrant Learning Center, immigrant entrepreneurs fulfill transportation needs in urban daily life, including taxi, limousine, and bus services.³⁷ Immigrant business owners are also present throughout the entire spectrum of food production, including in restaurants, groceries, specialty retail markets, and food manufacturing.³⁸ Furthermore, the contributions of immigrant entrepreneurs are not limited to small businesses and growing industries. According to a 2011 report by the Partnership for a New American Economy, as of 2010 nearly one-fifth (18 percent) of all Fortune 500

companies—businesses like Google, Sun Microsystems, Yahoo!, and Kohl’s—had at least one founder who was an immigrant. Collectively, these companies generated \$1.7 trillion in annual revenue and employed 3.6 million workers worldwide.³⁹

The number of Hispanic entrepreneurs has grown exponentially in recent decades, according to a 2014 report by the Partnership for a New American Economy and the Latino Donor Collaborative.⁴⁰ Specifically, from 1990 to 2012, the number of Hispanic entrepreneurs in the United States grew from 577,000 to more than 2 million, a growth that far outpaced population growth among the working-age Hispanic American population.⁴¹ While entrepreneurship rates for non-Hispanic, native-born individuals dropped from 2000 to 2010, the number of Hispanic entrepreneurs grew by 71.5 percent.⁴² Additionally, the U.S. Census Bureau’s 2007 Survey of Business Owners found that the nation’s 2.3 million Latino-owned businesses had sales and receipts of \$350.7 billion and employed 1.9 million people in 2007 (the last year for which data are currently available from the survey).⁴³

Immigrants as Community Builders

Immigrant entrepreneurs can positively impact neighborhood revitalization. According to a 2012 report from the Immigrant Learning Center, neighborhood immigrant-owned businesses contribute to reviving commerce and investment in areas that had declined.⁴⁴ Immigrant entrepreneurs are also expanding their enterprises beyond traditional neighborhood businesses, developing new businesses in additional locations; the rise of businesses owned or co-owned by immigrants has greatly improved once-blighted neighborhoods.⁴⁵ And cities are taking note: a 2014 report from the American Immigration Council observes that “a budding place-based awareness of the important contributions that new and existing immigrants make to neighborhood revitalization is seen in the increasing number of cities pursuing a nexus of immigrant welcoming, integration, and economic development initiatives.”⁴⁶

Immigrants as Innovators

Immigrants play a major role in fueling technological and scientific innovation in the United States. According to a report from the National Academy of Sciences, “the United States has benefited immensely from, and is highly dependent upon, foreign-born individuals talented in science and engineering who elect to study in the United States and decide to remain here—if eligible—after completing their education.”⁴⁷ One of the ways immigrants contribute to the United States’ economic growth and competitiveness is by joining the workforce or starting businesses after earning degrees in science, technology, engineering, and mathematics (STEM) fields from U.S. research universities. In 2009, according to the Partnership for a New American Economy, foreign-born graduates comprised almost 41 percent of all masters and doctorate degrees in STEM fields.⁴⁸ The importance of immigrants’ contribution to science and engineering is apparent by many measures. For instance, according to a report from the Brookings Institution, “among people with advanced degrees, immigrants are three times more likely to file patents than U.S.-born citizens.” These immigrant inventors “may provide spillover benefits to U.S.-born workers by enhancing job creation and by increasing innovation among their U.S.-born peers.”⁴⁹

WE NEED AN IMMIGRATION SYSTEM BASED IN REALITY

Our immigration system should acknowledge, and seek to maximize, the economic contributions that immigrants make. As is, however, temporary and permanent avenues of immigration to the United States, whether through the family-based system or the employment-based system, are unresponsive to the forces of supply and demand. That is why 11 million unauthorized immigrants now live in the country.

Last year, the U.S. Senate passed the “Border Security, Economic Opportunity, and Immigration Modernization Act,” or S.744, which attempted to address some of the major problems with the current immigration system. Among its provisions, S. 744 makes changes to the family and employment-based visa categories for immigrants, provides critical due-process protections, increases the availability of nonimmigrant workers to supplement all sectors of the workforce, and provides a path to citizenship to 11 million undocumented immigrants within the United States. According to the Congressional Budget Office (CBO), the fiscal and economic effects of the Senate immigration reform bill (S. 744) would be overwhelmingly positive⁵⁰. If enacted, the bill would help reduce the federal budget deficit by approximately \$1 trillion over 20 years, would boost the U.S. economy as a whole without negatively affecting U.S. workers, and would greatly reduce future unauthorized immigration. However, ever since the Senate passed S.744 in May 2013, the U.S. House of Representatives has failed to consider the bill or act on comprehensive immigration reform through a different vehicle.

The U.S. government would be wise to take a much more purposeful and strategic approach to immigration by legally admitting immigrants who can fuel the U.S. economy—and by creating a pathway to citizenship for those unauthorized immigrants who have already made the United States their home. This would ultimately benefit not only immigrants and Latinos, but everyone in the country.

EDUCATION: AMERICA'S ECONOMIC ENGINE

AMERICAN LATINOS, ECONOMIC REALITIES AND EDUCATIONAL OPPORTUNITIES

By Educational Testing Service

SUMMARY

Three forces are converging that point to an increasingly pivotal role for the American Latino workforce. These forces are: 1) declining skills; 2) sweeping demographic change; and 3) seismic changes in the U.S. economy. American Latinos figure dramatically in each of these areas by virtue of the rapid growth in their numbers, their insufficient skills for participation in an economy that requires greater education and skills, and growing awareness of the centrality of American Latinos for our nation's prosperity and sustained global competitiveness.

This essay draws on conclusions from a milestone report — America's Perfect Storm — from Educational Testing Service along with data about improvements in American Latino educational attainment and the gaps that remain between them and non-Hispanic Whites. The inescapable conclusion is that increased educational opportunity for American Latinos is not only good for America — it is a national imperative.

Success will come, says this essay, when every sector of our society — educational institutions at all levels; local, state and federal government; the private sector; community-based organizations; foundations; and Hispanic organizations — act to increase educational opportunities for American Latinos.

Demographic and economic realities in the United States mean that American Latinos are pivotal to the resurgence of our nation's educational attainment compared to other advanced economies and to assuring our sustained global competitiveness. American Latinos (Hispanics) now number more than 53 million — or about 16 percent of the total population — and that number is growing fast.

Recent studies point to several areas in which American Latinos over the last few years have narrowed the education gap compared to Whites. For example, Hispanics had increased their four-year high school graduation rate in the 2011–2012 school year to 76 percent, compared to 86 percent for Whites and 69 percent for African Americans.⁵¹ (Note: Hispanics and American Latinos are used interchangeably in this essay.)

Still, gaps remain and they are worrisome. The National Science Foundation and the National Center for Science reported in 2012 that Hispanics earned seven percent of science and engineering degrees, compared to three percent in 1992. This was a much greater increase during the same period than those of African Americans and women.⁵²

The American Institutes for Research said in 2013 that “STEM education and the workforce must draw talent from a broad student population at every level if the nation is to sustain its preeminence in the global STEM community.”⁵³ This, of course, includes American Latinos.

And in June of this year, The Education Trust issued a report, *The State of Education for Latino Students*, that noted that six-year college graduation rates for Latinos (studies of graduation rates span 6 years for all groups) have increased to 52 percent from 46 percent in 2002. Encouraging, yes, but still behind the 63 percent rate for White students. They lag significantly, the report said, in college readiness benchmarks in English, reading, math, and science.⁵⁴

American Latinos, furthermore, are the most segregated group in our nation's public schools, and those schools are under-resourced. The segregation results not so much from discrimination but from the effects of zip codes, socioeconomic status, real estate tax funding of schools and other causes. Students in many schools are insufficiently exposed to aspects of mainstream culture and values, role models and ideas.

Today in our public schools alone there are more than 5 million English learners (ELs) — and around 80 percent of them are American Latinos. Despite the efforts of countless individuals and organizations, the needs of ELs are not being addressed adequately. Students are often misclassified, placed in special education programs and evaluated on what they know in English rather than what they know in another language. (For information on ETS's Center for English Language Learning and Assessments, visit http://www.ets.org/research/topics/ella/us_k12.)

CONVERGING FORCES THAT IMPERIL OUR FUTURE

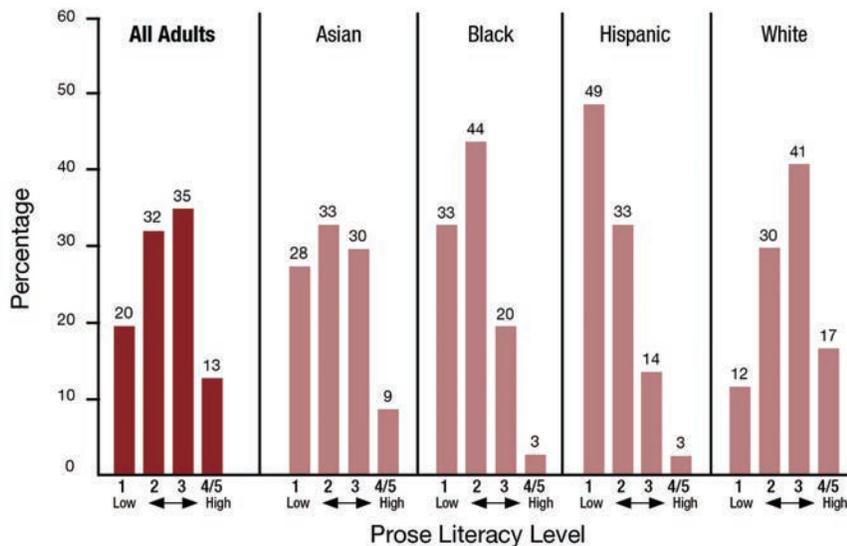
In 2007, ETS published a milestone study, *America's Perfect Storm*. It identified three converging forces that, if not addressed, imperil our nation, our democracy and our world leadership. Regrettably, according to the principal author, Irwin Kirsch, the trends are worsening, not improving.⁵⁵

The first force is declining skills. Many people 16 and older lack sufficient literacy and numeracy skills needed to participate fully in an increasingly competitive work environment.

Hispanic, Black and Asian adults, the report states, are far more likely to perform at the lowest level on a prose scale than Whites. The percentage of Hispanic adults who demonstrate proficiency in the lowest of the five literacy levels is four times that for Whites (49 vs. 12 percent). Among Black adults, this ratio is 2.8 times, while for Asian adults it is 2.3.

Much smaller percentages of these racial/ethnic groups demonstrate skills in the highest two levels on the prose scale (see Figure 1). Seventeen percent of White adults perform in Levels 4/5, compared with only 3 percent of Black and Hispanic adults and 9 percent of Asian adults.

Figure 1
Percentage of Adults in Each Prose Literacy Proficiency Level, by Race/Ethnicity



Source: Adult Literacy and Life Skills (ALLS) Survey, 2005

High school graduates as a percentage of 17-year olds peaked at 77 percent in 1969, fell to 70 percent in 1995, and has stayed in this range ever since. The graduation rate for disadvantaged minorities, although improving recently, is about 50 percent.

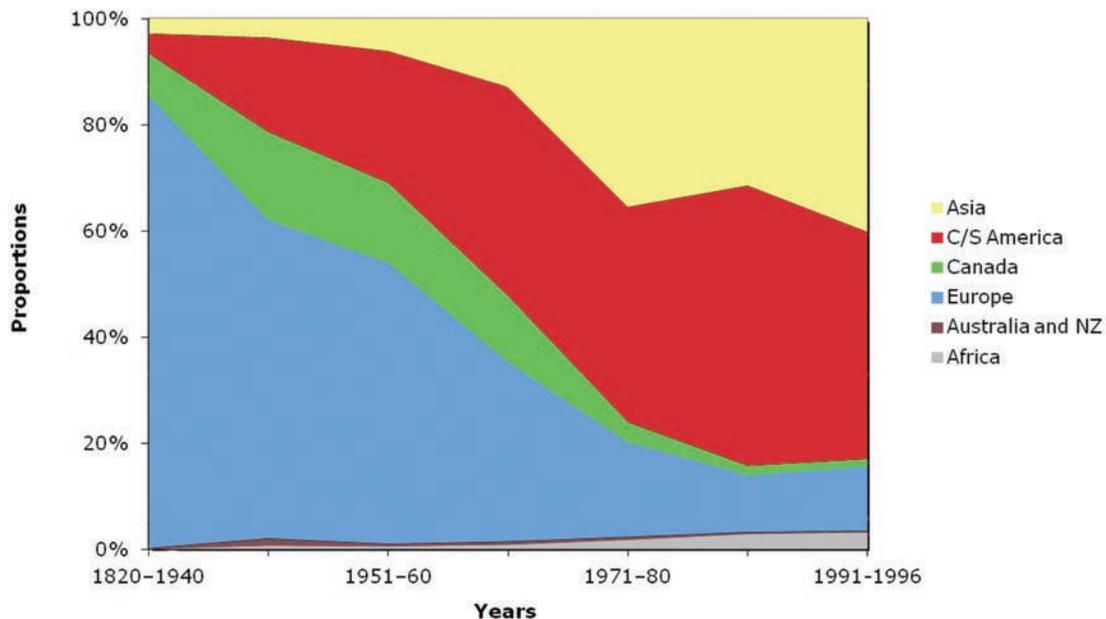
International surveys show that in no area of achievement is the United States among the world's leaders in average educational output at age 15, despite the fact that we are among the world's leaders in per-pupil spending.

The second force is sweeping demographic change. Our population is projected to grow to 360 million by 2030. Our population will become increasingly older and more diverse, with immigration, retirement of baby boomers and birthrates greatly affecting the composition of the workforce.

America's labor force will grow more slowly over the next 20 years than it did between 1980 and 2000. Almost none of the growth will come from native-born workers of prime working age. *From 2000 to 2015, the Census Bureau expects immigration to account for half of our nation's population growth. And most of the immigrants will come from Latin America!*

New immigrants are quite heterogeneous. This graph shows dramatic changes in immigration patterns over the last 100 years (see Figure 2). Not surprisingly, immigrants are quite diverse in their educational backgrounds and English skills.

Figure 2



Among immigrants 18 and older in 2004, about a third lacked a high school diploma, while another 28 percent held a bachelor's degree. Among American Latinos, the distribution was much different: 62 percent of immigrants from Mexico and Central America lacked a high school diploma, compared with 9 percent of those from Europe. In contrast, 46 percent and 56 percent of new immigrants from Europe and Asia, respectively, held a B.A. or higher degree compared with 6 percent of those from Mexico and Central America.

The third force: Seismic changes in our economy have created new sources of wealth, novel patterns of trade and shifts in the balance of capital over labor. These changes are driven by technological innovation and globalization, producing a profound workforce restructuring. Today's labor markets are far different from those of earlier decades.

For example, in 1950, manufacturing's share of total employment was 33.1 percent. By 1989, it was 18.2 percent and by 2003, it was 10.7 percent. We are now more a service and information economy.

In the future, *America's Perfect Storm* continues, the challenge facing our country will be obtaining access to higher-earning opportunities as opposed to just finding or obtaining a job. **This means getting an education in technical fields to get technical jobs.**

WHAT DOES THE FUTURE LOOK LIKE?

Recent reports point to increased segregation in schools, intractable problems of poor schools with poor teachers, and racial/ethnic inequities in higher education.⁵⁶ And a **Latina-Latino educational attainment gap** is worrisome and needs to be closed.

Over the next 25 years, as better-educated persons leave the workforce, they will be replaced by those who, on average, have lower levels of education and skills. Over this period, *America's Perfect Storm* points out, **nearly half of the job growth will be in occupations associated with higher education and skill levels.**⁵⁷

The challenge for Americans will not be finding jobs, but finding ones that pay living wages and provide opportunities. One consequence of the perfect storm is that education, skills and economic opportunities are more closely linked.

Uneven growth of educational and economic outcomes threatens both our economic potential and our democratic ideals. The rich-poor gulf is widening.

Given these forces, *America's Perfect Storm* notes, a looming question is whether we will continue to grow apart or, as a nation, we will invest in policies that will help us to grow together. Clearly, we must do the latter.

IF AMERICAN LATINOS GRADUATED FROM COLLEGE ...

In her 2014 Tomás Rivera Lecture Yvette Donado, Senior Vice President of ETS, pointed out the following findings from an ETS study by Anthony Carnevale in 1999:

“By 2015, if Latinos age 18–24 attended and graduated from college at the same rates as non-Hispanic Whites:

- 430,000 more Hispanics would be in college, and 110,000 would graduate.
- Other benefits would accrue as they enter the workforce, contributing to diversity of thought and action.
- They would add more than \$130 billion per year to the economy.
- That new wealth would add \$45.5 billion to public revenues, helping all Americans.
- The proportion of Hispanic families with less than adequate incomes would decline from 40 percent to under 21 percent.”^{58,59}

Now, if one were to apply these projections to mid-2014 — with a significantly larger American Latino population — the economic/opportunity impact would be far greater. The inescapable conclusion, therefore, is that increasing educational opportunities for American Latinos is a critical national imperative.

Research and experience have shown consistent correlations between educational attainment and success. Education improves personal and public health and overall quality of life; strengthens communities and societies; increases wealth; heightens interest in environmental quality; and promotes harmony and collaboration among people of different backgrounds.

In 2008, the Organisation for Economic Co-operation and Development (OECD) pointed out that postsecondary education aids social and economic development through:

- Human capital formation (e.g., through teaching)
- Building of knowledge bases
- Dissemination and use of knowledge
- Maintenance of knowledge (storage and transmission)⁶⁰

Societies with higher levels of education, moreover, have lower rates of AIDS, HIV and infant mortality; longer life expectancies; greater economic output; and are more stable and productive. Education may not guarantee well-being in a society, but social well-being is improbable without it.

Given the global economy’s escalating reliance on skills and knowledge, and the growing gap in opportunity between the economically advantaged and disadvantaged, the links among education, well-being, economic growth and global competitiveness will grow stronger.

A RESPONSE TO THE CHALLENGE

In recognition of the “perfect storm’s” resiliency, ETS’s Research and Development division has begun an ambitious initiative led by Irwin Kirsch, the lead author of *America’s Perfect Storm*. It is called Restoring Opportunity in America (ROiA), and its goal is “to connect existing empirical data with a strong action agenda and communication strategy such that it becomes part of the public and political discourse.”

America’s Perfect Storm laid out the problems and the challenges and warned that the failure to address them would imperil our future. Clearly, we are not meeting those challenges. Restoring Opportunity in America proposes to identify solutions and make a call to action to implement them. The initiative has organized a broadly representative advisory group to help it guide its work.

RECOMMENDATIONS

Progress must depend on hard work, creativity, initiative and persistence. And solutions must be holistic, engaging every sector of our society, including educational institutions at all levels, federal, state and local governments, the private sector, foundations, community-based organizations and Hispanic organizations. Education is evolving. And American Latinos are playing strong advocacy roles to assure that they are included in the solutions.

Improvements must include:

- A strong start for Hispanic preschoolers, including day care for children of working parents
- Better educational programs and policies for English learners
- Improved teacher quality across the board
- Greater parental engagement in their children’s education

- Lower dropout rates
- Easier access to higher education
- Higher graduation rates for high school and postsecondary students
- Increased numbers of American Latinos going into STEM careers
- Easier transitions from two-year to four-year higher education institutions
- Increased numbers of private sector internships leading to jobs and careers
- Increased numbers of Hispanic college presidents, administrators and faculty

There is growing awareness of the strategic importance of education for American Latinos. That awareness, however, must be accompanied by concrete actions by all sectors of our society.

America must move from doubts and uncertainties, to assured progress, along pathways with built-in success and fail-safe mechanisms. The challenge is to move our communities and our nation from the realm of “possibilities” into the realm of “probabilities.” Our motto should be “mission possible.”

AMERICA’S ENGINE OF ECONOMIC GROWTH HINGES ON LATINO EDUCATIONAL SUCCESS

By The White House Initiative on Educational Excellence for Hispanics

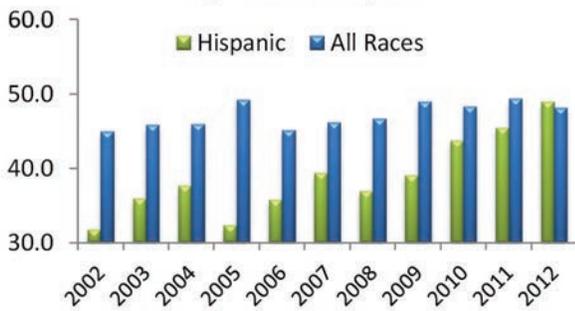
A generation ago it was good enough when 40 percent of Americans held a two-year or a four-year degree. Back then, that statistic made the United States the most educated country in the world. In fact, the United States led the world in college degree attainment among young adults, ages 25 – 34; but, in recent years, we have fallen sharply and now hold steady at 12th place. The top three countries out educating us are Korea, Japan, and Canada. In today’s competitive marketplace and with the increasing demand of high-skilled workers, improving college degree attainment for the Hispanic community is critical to the nation remaining competitive in the global economy. According to demographic growth projections, 84 million Hispanics⁶¹ will inhabit the United States by the year 2050, representing 25 percent of the country’s population.

In 2015, the White House Initiative on Educational Excellence for Hispanics (Initiative) will celebrate its 25th anniversary. First created to address the alarming high school dropout rate for Latinos – a demoralizing 32 percent compared with the national rate of 12 percent – it has since expanded its focus to address cradle-to-career educational issues impacting the Hispanic community at large. The Initiative’s upcoming anniversary will provide an opportunity to reflect on the progress achieved and to identify persistent opportunity and achievement gaps that still exist. Most importantly, the Initiative, educators, policymakers, and other stakeholders can recommit to identifying and shaping new efforts, investments, and targeted policies that ensure the educational success of the Latino community and the economic vitality of our nation.

THE STATE OF LATINO EDUCATION

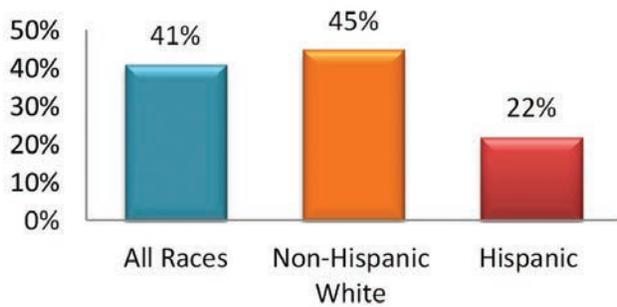
The future of the nation is inextricably linked to the future of the Hispanic community. Hispanics are the largest, youngest, and fastest-growing minority group, and will represent 70 percent of our nation’s population growth between 2015 and 2060⁶². Hispanic educational attainment is not about ethnicity; it is increasingly about demographics, economics, and the workforce. The Hispanic community holds the key to the President’s 2020 goal of once again having the best educated, most competitive workforce in the world. To achieve this goal, Latinos will need to earn 3.5 million⁶³ more degrees by 2020. As a community, we have made significant progress. During the Obama administration’s first term, college enrollment among Hispanics reached a record high and continues to increase. Since 2008, the U.S. Census Bureau estimates that Hispanic college enrollment has grown by more than 1.1 million students. Additionally, college enrollment is up more for Hispanics than any other group. In 2012, the college enrollment rate among 18-to-24-year-old Hispanic high school graduates was over 49 percent, up from 31 percent in 2002⁶⁴. While these are promising trends, there is still much work to do. Our nation must do more to develop and maintain systems that will allow Latino youth and future generations to complete college. Today, only 22 percent of Latino adults 25 and older hold an associate’s degree or higher, significantly lower than their white peers. Our nation’s economic future hinges on the educational success of Latino students. Government cannot and should not solve this problem alone. By bringing together educators, families, community, nonprofit, faith-based, business and philanthropy leaders, we can solve the economic and civil rights issue of our time.

College Enrollment Rates among 18-24 year old High School Completers



*Source: <http://www.census.gov/hhes/school/data/cps/historical/index.html>

% Of Population with an Associate's degree or higher (25 and older)



*Source: U.S Census Bureau, Current Population Survey 2013

THE EDUCATIONAL SPECTRUM

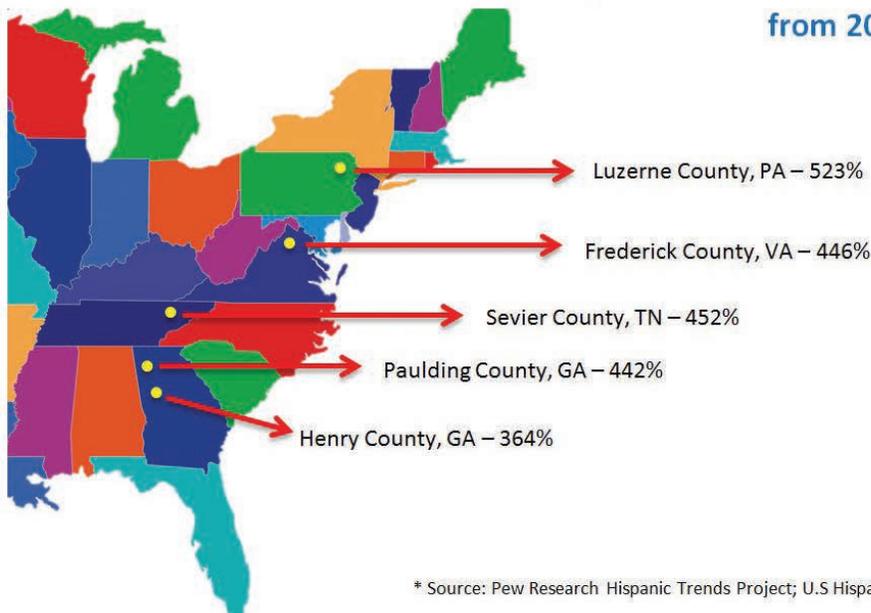
In tandem with the Obama administration's education agenda, the Initiative has prioritized key issues for its second term efforts: raise awareness of the benefits of and increase access to a *quality early childhood education*; *highlight robust and effective examples of reform and rigor in our K-12 school systems*; and promote promising practices, partnerships, and institutions of higher education that are *graduating more Latinos ready and prepared to enter the competitive workforce*.

Over the coming months, the Initiative is poised to bring national attention to key policy issues impacting the Latino community while highlighting programs and community leaders in action. By partnering with the business and philanthropy communities, the Initiative aims to accelerate Hispanic achievement across the educational spectrum.

A key pathway for our efforts lies in the new and emerging communities that have experienced some of the largest Hispanic population growth over the last decade. While more than half⁶⁵ of all Latinos are concentrated in three states – California, Texas and Florida – states like Alabama and South Carolina have seen more than a 150 percent increase⁶⁶ since 2000. Latinos and the education systems that serve them in these emerging communities often experience unique challenges and are not equipped with the same resources available in more established communities.

As the Initiative, other stakeholders, and the public work to reframe the Latino educational narrative from a deficit-based one to an asset-driven one, the Initiative will rely on data showing impact and what our community tells us is working. Throughout the second term, we will highlight *Bright Spots* – evidence-based programs or models that address key topics and have a positive impact on the Latino community. In the spirit of President Obama's Year of Action, we have provided recommendations for action that will help move the conversation forward and expand what is working.

Top Five Counties* for Latino Population Growth from 2000 to 2011



* Among counties with 50,000 or more residents

* Source: Pew Research Hispanic Trends Project; U.S Hispanic Population by County; calculation done by author

HIGH-QUALITY EARLY LEARNING

The foundation of a thriving middle class is a strong education. But millions of children in this country cannot reach the first rung on the ladder of opportunity because they are cut off from a quality early childhood education. Latinos make up nearly 24 percent of all pre-K-12 public school students and are the largest segment of the early childhood population in the nation⁶⁷. However, less than half of Hispanic children are enrolled in any early learning program; and for those who do attend, program quality varies widely.

Research proves that early childhood achievement affects later success. By age two, Hispanic children are less likely than their non-Hispanic peers to demonstrate expressive⁶⁸ vocabulary skills. The benefits of preschool are particularly powerful among children from low-income families who, on average, start kindergarten 12 to 14 months behind their peers in pre-reading and language skills – evidence that the achievement gap begins as early as kindergarten. Studies reveal that children from middle- and upper-class households have heard some 30 million more words by age five than children from lower-income households. English-proficient Hispanic children are about three months behind white children in pre-reading skills and five months behind in early math skills.

Improving the quality of early learning programs and the Latino community's access to them is more than just a moral and educational imperative; it is smart government. For every dollar spent on high-quality preschool, there is a 7-dollar return⁶⁹ through increased productivity and savings on public assistance and criminal justice services.

K-12 EDUCATION

To create an economy built to last, every child must be provided with a complete and competitive education that will enable them to succeed in a global economy based on knowledge and innovation. This is especially critical for our Latino youth to ensure they attend schools that provide a well-rounded education, are staffed with quality teachers, and are exposed to a college-going culture and rigorous courses that will prepare them to be ready for college and careers.

U.S. Secretary of Education Arne Duncan has said, "In today's connected, fast-paced, technology-rich world, success isn't just about what you know. It's about what you can do with your knowledge today – and whether you're able to keep learning and adapting over the course of a lifetime." The Initiative aims to support students to become lifelong learners to better increase their life outcomes.

STEM

Science, technology, engineering, and mathematics (STEM) skills are necessary now more than ever to compete in a global economy. The percentage of Hispanic students enrolled in STEM fields increased by 33 percent from 1996 to 2004. And while there is progress, the need and opportunity are far greater: less than 2 percent of the STEM workforce is Hispanic. Hispanics are not sufficiently exposed to STEM subjects at the K-12 level, score lower than national averages on math and science achievement tests, enroll at significantly lower levels in high school STEM courses, and are underrepresented in undergraduate and graduate STEM programs. According to the U.S. Congress Joint Economic Committee, between 2010 and 2020, overall employment in STEM occupations will increase by 17 percent⁷⁰, yet 33 percent of Hispanic high school students attend high schools where the full range of math and science courses are not offered (Algebra I, geometry, Algebra II, calculus, biology, chemistry, physics).⁷¹

President Obama has articulated a clear priority for STEM education: within a decade, students in this country must "move from the middle to the top of the pack in science and math." Specifically, he has called on the nation to develop, recruit, and retain 100,000 excellent STEM teachers over the next 10 years and to rethink and redesign America's high school learning experience and improve STEM education.

Teachers

Nearly one out of every four public school students is Latino; yet only 7.8 percent of public school teachers are Latino⁷². Even worse, less than 2 percent of our nation's teachers are Latino males. An analysis of teacher diversity prepared by the National Collaborative on Diversity in the Teaching Force found that increasing the percentage of teachers of color in classrooms is connected directly to closing the achievement gap⁷³.

Research indicates that students' race and family income often predict their access to excellent educators. Low-income students and high-need schools tend to have teachers who are less experienced, have fewer credentials, and do not demonstrate a track record of success. There is a need for a rich pool of high-quality, culturally-relevant and competent, and bilingual teachers reflective of the nation's diverse population. The administration's recently launched "Excellent Educators for All" effort will help states and school districts to support great educators for the students who need them most. The Initiative continues to work with stakeholders across the nation to highlight effective recruitment practices and great Latino teachers in classrooms today.

College Access

Earning a high school diploma is no longer enough. In today's competitive and fast-paced world, high-paying and stable jobs demand higher education or training. Although Latinos are enrolling in college at higher rates, this population still faces unique obstacles that impede pathways to postsecondary education and completion.

A 2009 Pew Hispanic Survey⁷⁴ shows that nearly 89 percent of Latino young adults ages 16 to 25 say that a college degree is essential for success in life, yet only about half that number said they planned to get a college degree. According to the survey, financial pressures to help support their families is the primary reason Hispanic students do not continue their education beyond high school (74 percent). Forty-nine percent of those surveyed cited lack of English proficiency and 40 percent reported an inability to afford postsecondary education as reasons for discontinuing their education. Ensuring that more Hispanic students access and complete higher education and training is a shared responsibility. The financial barrier is real, but so is the information barrier.

The Initiative created the ¡Graduate! Financial Aid Guide to Success to help Hispanic students and families navigate the college application process. The guide provides recommended steps for the college enrollment process, helpful tips on filling out the Free Application for Federal Student Aid (FAFSA), and key public and private financial aid resources available to better support Hispanics, including those with Deferred Action for Childhood Arrivals (DACA), and non-U.S. citizen students, in their efforts to access a postsecondary education. Providing tools, supports, information, and financial support to Hispanic students and their families starting from middle school years can move the needle toward a more educated community and nation.

Postsecondary Education

Earning a postsecondary degree or credential is no longer just a pathway to opportunity for a talented few; rather, it is a prerequisite for the jobs of the new economy. The President has set restoring our global leadership in this area as the country's North Star in education; and while the educational success of Latino students is key to achieving that goal, as a minority community we have the lowest educational attainment levels. While college enrollment rates have been rising steadily, Latino students are still more likely than their white counterparts to drop out of college. Working collectively and comprehensively to address key issues including access and exposure to a wide-range of two-year and four-year colleges and universities and ensuring academic, mentor, and counselor support to encourage persistence, affordability, and completion remains a priority for this administration.

2011 Full Time Median Earnings



Source: Georgetown University Center for Education and the Workforce; Education Pays 2013

While America is home to some of the best colleges and universities in the world — and increasing college attainment has never been more important to our economic competitiveness — tuition and fees have skyrocketed over the past decade, making it more difficult for American families to invest in a higher education. Today's college students borrow and rack up more debt than ever before.

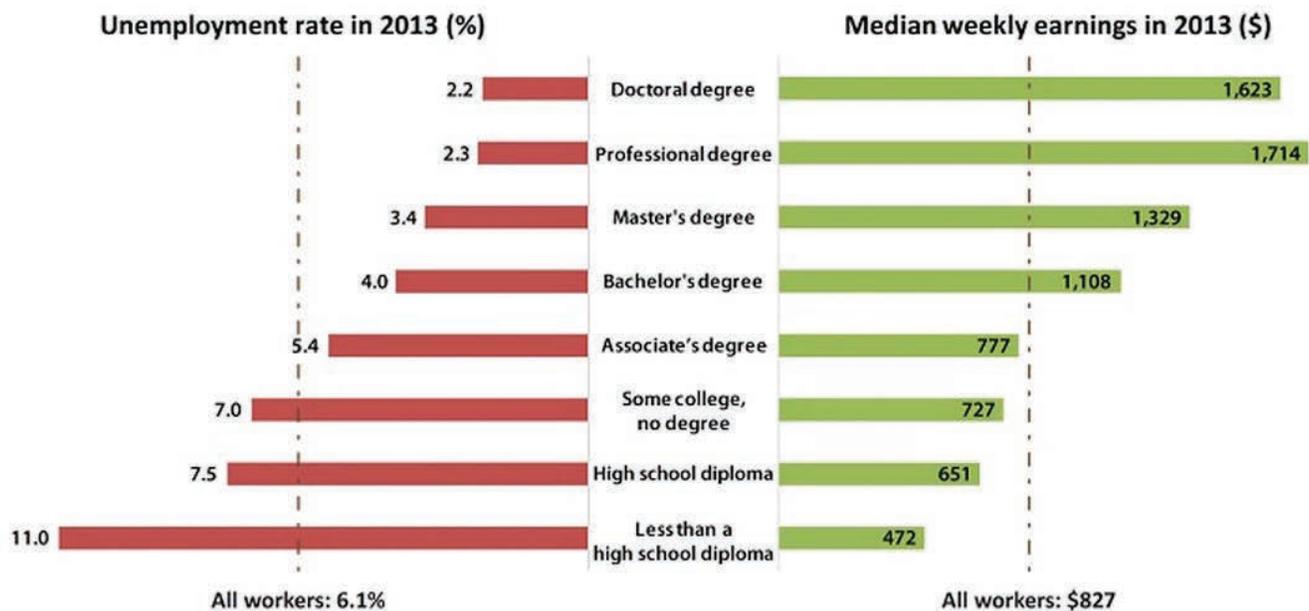
In 2010, graduates who took out loans left college owing an average of more than \$26,000. Student loan debt has now surpassed credit card debt for the first time⁷⁵. Realizing that college affordability is often one of the biggest barriers to access and completion, the President has raised the maximum Pell Grant award to \$5,730 for the 2014-15 award year — a roughly \$1,000 increase since 2008. Under the President's leadership, the number of Pell Grant recipients has expanded by 50 percent over that same time, providing college access to millions of additional low-income and middle-class students across the country, including more than 725,000 additional Hispanic students. The administration also has championed key efforts to help students pay back their loans: from loan consolidation to income-based repayment and public service loan forgiveness options.

WORKFORCE

The U.S. Bureau of Labor Statistics has projected that of the 47 million new workers entering the labor force between 2010 and 2050, a projected 37.6 million, or 80 percent, will be Latino⁷⁶. Lower levels of educational attainment among this population therefore constitute a serious impediment for the American labor force. The possibility of earning higher wages traditionally has served as an incentive for pursuing a higher education. However, in our increasingly global economy, pursuing a higher education can now mean the difference between employment and unemployment. In 2013, the unemployment rate for adults 25 and older with a bachelor's degree or higher was 3.7 percent compared to 7.5 percent for adults of the same age with only a high school diploma⁷⁷, a difference of 920,000 people out of work. It is estimated that almost two thirds of U.S. jobs will require some sort of postsecondary education by 2020⁷⁸. Sectors like healthcare and social services are projected to add 5 million jobs between 2012 and 2022. This accounts for nearly one-third of the total projected increase in jobs⁷⁹.

Given the future workforce projections, we must help Latino graduates successfully enter the workforce. A recent survey indicated that one of the most effective ways to gain employment in this challenging economy is by participating in an internship. The survey found that 69 percent of companies with 100 or more employees offered full-time jobs to their interns in 2012. To ensure a future thriving workforce and develop a strong pipeline between college and career, the public and private sectors should consider providing internships, mentorships, and support networks to help Latino youth find a good-paying job and work their way up into the middle class.

Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

AN ANNIVERSARY YEAR OF ACTION AND A SHARED RESPONSIBILITY

To commemorate the Initiative's 25-year anniversary, the Initiative will launch an "anniversary year of action" focused on cultivating 25 efforts that will:

- Increase awareness of the benefits of and expand access to quality early learning programs;
- Develop and encourage public-private partnerships to expand quality cradle-to-career programs across the country;
- Advance efforts to support, elevate, and diversify the teaching profession by calling for teacher salaries that are competitive with professions like architecture, medicine and law, and calling for more support for novice teachers and recruiting quality minority and/or culturally competent teachers;
- Address the distinct challenges Latino families face in established and emerging communities, and spur additional investments in programs and initiatives that support them;
- Encourage investments in making college more affordable for low income, first generation students, including Latino, DACA, and undocumented youth;

- Develop systems to expand access to and success in college-level work and advanced coursework while promoting partnerships between k-12 systems and higher education institutions with established dual enrollment and early college programs;
- Promote partnerships between businesses and higher education institutions to help create opportunities for first-generation, low-income, and Latino students, including sharing and amplifying internship, fellowship, and career opportunities; and
- Leverage data, proven approaches to fostering student development and success, and evidence-based programs and practices to inform work in both established and emerging communities.

The road to the middle class leads directly through the classroom. As the Hispanic population grows and becomes an ever-larger proportion of the American workforce, securing a globally competitive education for Latino students is critical. Our nation is currently undergoing one of the most profound moments of transformation in education in its history. It is an “all-hands on deck” moment that we must seize to lead the world with the best educated and most competitive workforce. The Initiative is in a unique position to make history by reflecting on how far we’ve come and working together to address the challenges that persist. We must continue to pave the way for future generations of Latinos, and collectively pay it forward. The Initiative is committed to increasing opportunities and improving outcomes in education for Hispanics of all ages to ensure America’s future is bright. We hope to have you standing by our side.

HISPANIC HIGHER EDUCATION AND OUR ECONOMIC FUTURE

By The Hispanic Association of Colleges and Universities (HACU)

As it is now well known, Hispanics comprise the largest ethnic minority in the United States. Hispanics are also the youngest, with a median age of 27.4, and the fastest-growing.⁸⁰ Hispanics are projected to make up nearly three of every four workers entering the American workforce between 2010 and 2020.⁸¹ Given that the competitive demands of a global and high tech economy increasingly require college degrees, the under-representation of Hispanics in higher education is a national crisis.

In 2012 only 45.5% of Hispanic 18-21 year olds were attending college compared to 49.4% of whites.⁸² While Hispanics have been steadily closing this gap in recent years, the persisting under-representation is costing the nation. Consider this: If 49.4% of Hispanic 18-21 year olds attended college (i.e., the same ratio as whites), there would be almost 150,000 more Hispanic college students today.⁸³ At the current difference in annual family incomes between college and high school graduates, achieving parity of Hispanic participation in college would mean an additional \$7 billion⁸⁴ annually for the U.S. economy and an additional \$1 billion in federal income tax.⁸⁵ Assuring comparable college access and success is not simply about social justice, it is about investing in the American future.

The good news is that this part of the education gap has been closing: in 2007 the gap in the college going rate was not 3.9 percent, but 16.8 percent! But while we are seeing progress, gaps remain:

- 33.8% of Hispanic adults lack a high school diploma, compared to 7.1% of non-Hispanic whites.⁸⁶
- The Hispanic high school dropout rate decreased to 12.7% in 2012 (from over 25% a decade earlier), but was still almost three times the white non-Hispanic dropout rate of 4.3 percent.⁸⁷
- Only 15.1% of Hispanics 25 and older have a bachelor’s degree (or more), compared to 35.2% of non-Hispanic whites.⁸⁸
- Hispanic 6-year graduation rate from all 4-year institutions increased from 45.7% in the 1996 starting cohort to 51.9% in the 2006 starting cohort, but gaps persist: the 1996 gap of 12.4% between Hispanics and non-Hispanic whites was still 10.6% in 2006.⁸⁹
- On all these measures, Hispanic males fare worse than females: for example, the 6-year graduation rate for Hispanic males in the 2006 starting cohort was only 47.7% and for females it was 54.9%.⁹⁰

Much more needs to be done to assure that Latino students not only get into college, but graduate with a degree. And every student graduating with a degree means an additional \$48,000 in annual household income on average.

Hispanic college students today are concentrated in Hispanic-Serving Institutions (HSIs): over half attend one of the approximately 370 colleges and universities with Hispanic enrollments of 25% or more. These institutions tend to be in regions with a high density Hispanic population since most college students attend within 100 miles of their homes.

Not surprisingly, the number of HSIs is rapidly growing as the Hispanic demographic grows: from 172 in 1995, to 230 in 2000, to 253 in 2005, 268 in 2010 and 370 in 2012.⁹¹ With the number of Hispanic high school graduates nationwide projected to double between 2004 and 2021, this growth in HSIs will only continue.⁹²

GROWTH OF HSI FROM 1995 TO 2012

HSIs also tend to be low cost, low tuition schools and consequently far less well-funded than other colleges and universities. In 2010 HSIs received \$3,815 in federal funding per student, compared to \$5,554 on average for all institutions of higher education: that is less than 69 cents on the dollar.⁹³ HSIs are also serving a student population with lower average incomes.

The single most important federal funding for HSIs comes through the Department of Education's Developing Hispanic-Serving Institutions competitive grant program (under Title V of the Higher Education Act). While appropriations have grown from the initial \$12 million in 1995, for five years they remained level (or decreased slightly) in the \$93-95 million range, even though the number of HSIs has increased over that same time. Funding increased to \$117 million in FY 2010 before falling below \$100 million again because of federal budget cuts and sequestration. A graduate education program (Part B) was added in 2008.

Additional programs have targeted funding to HSIs: the Department of Agriculture's Hispanic-Serving Institution Educational Grants Program, the Department of Housing and Urban Development's Hispanic-Serving Institutions Assisting Communities grants (1999-2010), and the Department of Defense's HSI grants (2000-2005). The 2007 College Cost Reduction and Access Act (CCRAA) mandated for two years a number of grant programs for Minority-Serving Institutions (MSIs), the HSI portion being \$100 million each year, to support STEM education proposals and two-year/four-year institutional transfer programs. Those same purposes are included in the 2010 Student Aid and Fiscal Responsibility Act and mandated funding is extended through 2019.

Since 1995, over \$2.4 billion of federal funding has been appropriated for Hispanic-Serving Institutions. This seems like a lot of money, but it has just begun to shrink the federal funding gap for HSIs. What is at stake here is more than Hispanic student access to higher education, but supporting their success, that is, completion of quality degrees and transition to meaningful and well-paying careers.

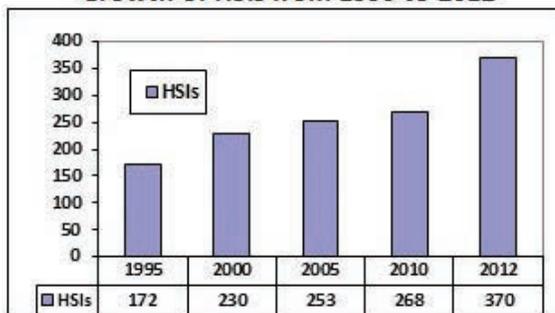
HSIs and higher education in general can not accomplish this goal in isolation. Recent work by the Education Trust⁹⁴ documents the persisting under-preparation of Hispanic students in K-12. Clearly, we cannot assure college success unless we address the challenges Latino students face before they get to college, indeed before they begin formal education. Hispanic and African American students are far more likely than white non-Hispanic students to be attending more segregated and under-resourced K-12 schools. They are less likely to have access to experienced teachers with advanced degrees, to teachers with appropriate subject matter degrees (especially in science and math),⁹⁵ to adequate academic and college counselling and to advanced placement and college preparatory courses. In addition to burdens many already bear because of poverty and violence in their neighborhoods, because of work demands to make ends meet in their families, because of nutrition and health disparities, they are too often provided the least real opportunity in school for escaping the cycle of poverty.

As the globalization of the economy continues to evolve and global issues drive new directions for international cooperation, Hispanics and HSIs must be equitably engaged in international education initiatives and programs, both as students and scholars abroad as well as hosts of international students in the United States. From 2002-2012, the range of Hispanic participation in study abroad has fluctuated between a low of 5.0 and a high of 7.6% of the total 283,332 U.S. students studying abroad in 2012, even though Hispanics constitute 17% of the approximately 20 million students in U.S. higher education. On the other hand, only 6.8% of the 819,644 foreign students attending American institutions in 2012-13 were from Latin American countries. The overwhelming majority of foreign students enroll at non-HSIs.⁹⁶

HSIs face their own funding challenges, but they often represent success stories of students, faculty and staff that have met the challenges of their environment and gotten on a path to a better life. With some additional support, HSIs can do even more to leverage their resources on behalf of the communities they serve.

Why should we as a nation care about this set of issues? As suggested above, what is at stake is not just the opportunity and prosperity of one demographic segment of the country. Because Hispanics are already playing so central a role in the nation's workforce growth, and because this role will only increase as the century goes forward, increasing Hispanic educational attainment is critical to maintaining the economic strength of the U.S. And to the degree that science and technology are the economic drivers of the present and future, increasing Hispanic participation in STEM (science, technology, engineering and math) education and careers is essential to a culture of innovation and progress as well as to our national security.

Growth of HSIs from 1995 to 2012



These considerations lead to the following recommendations:

- We must make increasing Hispanic educational access and success a national priority, because it is key to the economic growth of the United States throughout the 21st century.
- Federal appropriations need to reduce the funding gap experienced by HSIs. Increasing federal funding to HSIs through Title V and other targeted vehicles is the most cost-effective way to assure educational opportunity and success to the students who will make up the leadership and workforce of tomorrow.
- Addressing the persistent socio-economic issues that create increased barriers to educational attainment for Hispanics (and other underrepresented groups) is a must: in particular, assuring that K-12 schools serving Hispanic and other low income children have the resources and the support they need to prepare these students for college and careers should be foundational to the American dedication to equal opportunity.
- Supporting Hispanic adult degree completion efforts is important to make up for the lack of educational opportunities older generations have experienced.
- Increasing Hispanic participation in international education and enhancing HSI capacity to collaborate in transnational education, research, and service learning are crucial to improve Hispanic educational and professional success.

ENSURING AMERICA'S FUTURE BY IMPROVING HIGHER EDUCATIONAL OUTCOMES

By Excelencia in Education

A country's most precious resource is its human resource. As our nation's fastest growing and youngest ethnic group, Latinos already make up nearly one quarter of elementary, middle, and high school students in the country. In today's knowledge economy, a college education is an economic necessity for a competitive workforce and essential for individuals to thrive in the workforce and to fully participate in civic life. However, not enough Latino students are graduating from college. This context provides a clear and powerful opportunity for leadership to implement field tested solutions and improve educational outcomes that will help fuel the nation's economy. Consider the following profile of Latinos in college and the workforce.

PROFILE OF LATINOS AND COLLEGE

Latino enrollment in college is growing. In 2012, Latinos were the second largest racial/ethnic group enrolled at the undergraduate level—16% of the undergraduate population (2.8 million). Further, Latino college enrollment is projected to increase more than other groups in the next ten years. Between 2011 and 2022, Latino enrollment is projected to increase 27% compared to 26% for African Americans, 7% for Whites, and 7% for Asian/Pacific Islanders

While Latinos' enrollment in college is growing, Latino adults still have lower levels of educational attainment than other adults. In 2013, 15% of Latino adults had earned a baccalaureate degree or higher, compared to 22% of African American, 32% of White, and 53% of Asian adults. This represents a clear and large opportunity to increase Latino college success.

PROFILE OF LATINOS IN THE WORKFORCE

Latino participation in the workforce is growing. In the next 10 years, Latino labor force participation is projected to increase higher than that of any other racial/ethnic group. In 2022, 66% of Latino adults are projected to participate in the labor force—the highest participation rate of any other racial/ethnic group.

Latinos in the workforce have the lowest levels of education. In 2013, 70% of Latino adults in the workforce had completed high school, compared to 90% for Whites, African Americans, and Asians in the workforce.

Latinos working in health professions are concentrated in lower paying jobs. Health is one of the fastest growing occupational areas. In 2013, Latinos represented 16% of those employed in healthcare support occupations, such as home health aides and personal care aides, and only 7% of those employed in the practitioner and technical occupations, such as physicians and dentists.

Latinos are severely underrepresented in and STEM (Science, Technology, Engineering, and Math) professions. STEM is the other fastest growing occupational area of need in the nation. Latinos in the STEM workforce were more likely to be in lower paying service occupations in 2013—such as electromechanical assemblers, telecommunications line installers and repairers, and mechanics and service technicians—than higher paying professional occupations—such architectural and engineering managers and computer and information systems managers.

ECONOMIC IMPLICATIONS OF THE LATINO PROFILE

To meet national college completion goals, it is essential to increase Latino college completion. Given the projected growth and youth of the Latino population, along with the current college education levels of adults, and accelerated increase in college completion is needed to meet the national goals. And there are signs Latinos are up to the challenge. For 2012, Latinos were projected to earn over 330,000 degrees to be on track for progress toward the national goals—they surpassed this goal and earned over 470,000 degrees and certificates.

Latinos were overrepresented in service occupations due to low levels of college education. In 2012, Latinos represented 15% of the total workforce, but represented 49% of agricultural workers, 44% of grounds maintenance workers, and 43% of housekeeping workers. Comparatively, they represented 21% of management and professionals.

As a result, Latino children are also significantly more likely to live in poverty (along with African Americans) compared to others. In 2012, 33% of Hispanic families with children under 18 lived below the poverty level. In comparison, 39% of African American families, 14% of Asian families, and 13% of White families with children under 18 lived below the poverty level.

CHALLENGE AND OPPORTUNITY

Our analysis has shown Latinos will have to earn 5.5 million college degrees over the next six years for the U.S. to regain world leadership in educational attainment. Real progress for America requires bringing together education leaders, policy makers, Latino advocacy, community, business, media and philanthropic leaders, and many others to exchange ideas, form consensus and to take aligned actions to improve Latino college success. Ten years ago, *Excelencia* in Education was launched to address that challenge.

Founded in 2004 in Washington, DC as a national not-for-profit organization, *Excelencia* in Education has become a trusted information source on the status of Latino educational achievement, a major resource for influencing policy at the institutional, state, and national levels, and a widely recognized advocate for expanding evidence-based practices to accelerate Latino student success in higher education. Simply put, *Excelencia* in Education accelerates Latino student success in higher education.

Some believe a focus on race and ethnicity divides us as a society. Instead, *Excelencia* in Education uses data and analysis to identify factors that influence the success of specific student populations to establish base line information from which to develop more effective policies, engage diverse stakeholders and enhance the active and tactical responses needed to better serve Latino and all students. Recognizing racial and ethnic data trends to respond to all students' educational needs advances the development of solutions, innovation and large-scale positive change.

The organization's name, *Excelencia* in Education, is intentionally bilingual. *Excelencia* is a simple cognate – a reader does not have to know Spanish to recognize the word means “excellence.” The organization's name reflects the commitment to Latino students, to quality education, and to the potential for Latino talent, drive and energy to ensure America's continued bright future.

The nation can make a measurable difference in increasing Latino student success in higher education by informing decision makers, showing them what can be done, and holding them accountable; by working within institutions to provide incentives and compel action; and by creating a supportive community of action-oriented advocates.

By understanding the data trends for Latino and other post-traditional students, educators, policymakers and investors are better equipped to respond to today's students and future workforce. For example, while many of the education strategies in higher education assume a traditional college student, institution, and pathway to graduation, this profile is out of date. Today, less than 20% of college students fit a “traditional” profile—enrolled full time in college in the fall after high school graduation, academically prepared, living on campus, and earning a baccalaureate degree in four years. Consider the following comparison of the traditional student profile with the profile of today's post-traditional students.

Strategies in higher education that address the real world context of Latino and other post-traditional students are needed to improve and ensure America's economic future.



Traditional student profile	Post-traditional student profile
College-ready	May need academic prep or remediation
Enroll in a college or university full-time	Enroll at a community college and/or part-time
Enroll the fall after high school graduation	Delay initial college enrollment while entering the workforce
Live on-campus	Live off-campus with their parents or with their own dependants
Complete a bachelor degree in four years	Take more than four years to complete a degree
Parents have college degree	First in family to enroll in college
White, non-Hispanic	Latino, African American, Asian/Pacific Islander
Do not work while enrolled	Work 30 hours or more a week
Make college choices based on financial aid, academic programs offered, & institutional prestige	Make college choices based on cost of attendance, location, & accessibility

From : *Using a Latino Lens to Reimagine Aid Design and Delivery*, *Excelencia in Education* (2013)

STRATEGIES TO IMPROVE LATINOS' COLLEGE OUTCOMES

Invest in the replication/scaling up of evidence-based strategies that increase college and career readiness as well as college completion.

There are programs and policies at colleges and communities across the nation with concrete evidence they increase Latino college preparation, persistence, and completion. However, these programs often serve a small number of students and rarely promote their successes for a national audience. This lack of awareness for what is working creates a distinct opportunity to identify national efforts and inventories that, in turn, recognize effective programs for Latinos. One example of such an inventory is the Growing What Works database (<http://www.edexcelencia.org/what-works>). Resources such as this can guide education leaders, policymakers, funders, and others looking for what works and what is replicable to accelerate Latino college success.

Increase financial literacy and opportunities for financial aid to make college more affordable.

College affordability and financial aid certainly influences college choice and can either help or hinder college completion for Latinos and other post-traditional students. Public policy discussions across the nation mirror the struggles of Latino families and students to get a handle on college affordability. As this debate continues, those compelled to take action should consider the overt opportunity to increase Latino families' financial understanding of overall costs, as well as the various sources (i.e. federal, state, institutional) and types (i.e. grants, loans, scholarships, work-study) of financial aid available.

Incentivize colleges and universities to “serve” Latino students by enrolling, retaining, AND graduating them.

As the visibility of the Latino community's youth, growth, and potential economic contributions has increased, the college enrollment of Latinos has also grown. While enrollment is essential (students cannot graduate if they are not enrolled), too often colleges' and communities' goals assume once Latino students enroll, they will graduate. In fact, data do not support this assumption. Too many Latinos are enrolling without completing a college degree. The growth and concentrated enrollment of Latinos in higher education creates an increased opportunity to go beyond enrollment as the primary goal and to focus efforts on retaining and graduating more Latinos. This requires working with communities and colleges to ensure campus climate, academic affairs, and support services are aligned to increase the success of Latino students.

Leverage change in public policy to be more inclusive of Latino and other post-traditional students and their diverse pathways to success.

Policy efforts at the federal, state, and institutional levels rarely consider the increasingly diverse experiences or pathways of Latino and other post-traditional students to earn a college degree. This lack of consideration creates a clear opportunity to both inform public policy—through research and advocacy—and to compel a more explicit strategy for adapting programs and practices that are more inclusive of Latino students as a way to increase the education of the national workforce and citizenry. Often this leveraging also requires working with partners from every sector of the economy to help build a sense of urgency for bolstering Latino student success and make it a priority in federal, state, and institutional policy.

Develop partnerships with colleges and employers to link Latinos with workforce opportunities.

Graduating more Latinos with a college education is not the only end goal. Linking educated Latinos with quality and competitive positions in the evolving U.S. economy must also be accomplished. Yet, too often employers in competitive fields recruit from a very limited pool institutions and communities across the nation. There is a clear opportunity to be intentional in increasing the awareness of the college graduating Latinos in key workforce areas of need as well as developing relationships and recruitment strategies with these institutions to ensure a diversified and competitive workforce for the present and future economic well-being of the nation.

HEALTHCARE

HISPANIC HEALTHCARE: IMPACT ON THE WORKFORCE AND U.S. ECONOMY

By National Hispanic Medical Association

According to the U.S. Census Bureau, Hispanics account for 50 million or 16% of the population, representing the largest ethnic group in the United States. By the year 2042, one out of four Americans will be of Hispanic descent. Indeed, minorities constitute 20% of the American population and by 2042 will make up 51% of the population.

The major healthcare drivers that impact the economy include **increasing costs**—hospitalizations, technology, medications and physician visits due to increasing aging and chronic diseases; **lack of access to care**—health care disparities among minorities and vulnerable populations due to lack of culturally competent care and education about disease prevention programs, as well as limitations to healthy lifestyle choices in poor communities; and **limited diversity in the healthcare workforce and leadership sector**.

The Affordable Care Act (ACA), established in 2010, is the most transformative healthcare policy since the 1960's, when the federal government created Medicaid for the poor and Medicare for the elderly. The ACA is projected to decrease healthcare costs, increase access to affordable healthcare insurance, increase the focus on population health in order to change lifestyle and behavior; increase the need for a new healthcare workforce with inter-professional training and team-based care through quality care value reimbursement and performance measures, and increase accountability and transparency. In addition, a major change will be the focus on patient-centered medical homes and coordinated care across a continuum of care – including home healthcare. The first major systemic change program was the decrease in hospital readmissions and payment incentives to do so. The other major change was the 2013-14 first enrollment period to insurance through a Marketplace approach with competitive pricing and federal subsidies that has increased the number of Hispanic insured by an estimated 10 million. (Private insurance, Medicaid, CHIP)

Hispanic health in the United States has improved slightly; however, there are serious challenges ahead. In light of the growth of the Hispanic population and increasing needs for quality health care, Hispanics continue facing historic systemic barriers to health care access, availability and affordability. Hispanics do not have adequate access to the health care delivery systems. Evidence suggests that Hispanics are the largest group of uninsured in the United States, with 2 out of 5 Hispanics under the age of 65 being uninsured prior to the ACA. Over 30% of Hispanics do not have a family doctor or a clinic to visit when they need care. Hispanic children have the lowest physician visit rate in the past year, and Hispanics have 3 times the rate of Whites and 2 times the rate of Blacks for no regular source of care. Moreover, there are unique barriers to health care among Hispanic women, children, elderly, immigrants, and the U.S.-Mexico border population. Hispanics face serious health conditions, which are causing drastic effects to the well-being of our community. An examination of the current statistics reveals that:

- Diabetes type 2 is three times higher among Hispanics, compared to non-Hispanics;
- Cervical cancer is the highest among Hispanic women (followed by Vietnamese women);
- Hispanic American women have a poorer survival rate from breast cancer than do white non-Hispanic women, mostly due to advanced stage of the disease at time of diagnosis;
- Hispanic men diagnosed with prostate cancer have lower 5-year survival rates than White men.

- Lung cancer and alcoholism are very serious health problems in our community;
- HIV is the third cause of death among Hispanics in the U.S., and Puerto Rico has the second highest HIV rate in the country.
- Obesity especially among children is 2 and half times for Hispanics compared to non-Hispanic Whites

This situation is more severe among Spanish-speaking populations due to the shortage of bilingual and bi-cultural physicians and other health and mental health professionals. Due to health care providers' lack of familiarity with the culture and language of Hispanic patients, Hispanics do not receive the state-of-the-art treatment that the American health care system is capable of providing.

The National Hispanic Medical Association's Foundation – The National Hispanic Health Foundation and other national Hispanic organizations have been focusing on educating Hispanics about the need to change lifestyles in order to increase healthy nutrition and physical activity through a variety of programs. We will continue to build efforts to educate policy-makers and the public through media and social media and work with partners, including the First Lady's Let's Move, the US Department of Agriculture's My Plate Campaign, the WK Kellogg Foundation and other philanthropy groups and associations.

For over a decade, Hispanics have been the only underrepresented minority group in the federal workforce. According to the U.S. Office of Personnel Management (OPM), in 2012, Hispanics represented 13.6% of the civilian labor force while at the federal workforce they comprised only 8.2%. The worst statistics are reflected by the U.S. Department of Health and Human Services (HHS), which demonstrate that Hispanics represented only 3.4% of its total workforce. At Senior Executive Service levels, Hispanic new hires represented 5.4% of this group. The under-representation of Hispanics in high-level Federal positions as well as in the private sector has remained a major issue, especially in the United States health system. President Barack Obama signed Executive Order 13562, entitled "Recruiting and Hiring Students and Recent Graduates," on December 27, 2010. This Executive Order established two new Internship Programs for students: the Recent Graduates Program for people who have recently graduated; and the reinvigorated Presidential Management Fellows (PMF) Program for people who obtained an advanced degree within the preceding two years. On February 11, 2011, the OPM Director established the Hispanic Council on Federal Employment with the purpose of advising the Director on leading employment practices in an effort to remove any unnecessary barriers to the recruitment, hiring, retention and advancement of Hispanics in the Federal workforce. The National Hispanic Medical Association (NHMA) sits on this Task Force.

Hispanic representation in the major health professions has consistently been very small in proportion to the Hispanic population. Despite forty years of federal support in favor of diversity within schools specializing in health, we recognize the need for a new agenda to increase the workforce needs in our communities. Hispanics represent 5% of all physicians, 3% of dentists and 2% of nurses within the United States. The lack of Hispanic faculty role models and leadership in academic medicine and other health professions is a factor that affects the effective recruitment of Hispanic students and the ability of our academic medicine community to strategically improve the health of Hispanics.

Thus, in 1994, the National Hispanic Medical Association was established by a small core group of physicians who had previously worked at the White House on healthcare reform. Their mission was to improve the health of Hispanics by empowering Hispanic physicians to work with partners. The first programs established were the NHMA Leadership Fellowship for mid-career physicians, who now make up a group of 120 physicians; and the NHMA Resident Leadership Program, now a group of 200 physicians, all nominated to Federal and Corporate boards and commissions.

In 2013, NHMA held the "President's STEM Initiative and Diversity for Medicine Summit" with the White House, NIH, HRSA, NSF, Department of Education and 40 minority medical schools and government leaders to come up with recommendations. The predominant recommendation was that we should work with Congress to increase the Hispanic-Serving Institution STEM program at the Department of Education in order to build regional linked pathways for talented students to go to four year institutions and then to medical schools with the support of counseling, mentoring and academic preparation. The focus would also be on the development of teacher and parent engagement as well as on public-private collaborations. NHMA is actively working on this program expansion with HHS, HRSA and NIH also interested.

This year, NHMA is planning a "Diversity in Medicine and Research Summit" supported by the National Institute of Minority Health and Health Disparities to continue to produce policy recommendations in order to increase research career opportunities for Hispanic students and faculty. We recognize that we must increase the Hispanic presence within health academia and research, so as to produce a new knowledge basis that can be helpful to the health of our communities.

Finally, there is a critical void in the U.S. Congress' education regarding the healthcare issues that impact the Hispanic community, the largest ethnic group in the U.S. who has been largely ignored at the Federal level by the national health policy debate. It is not until recently that data was finally collected on the Hispanic population, prompting policy discussions on the impact of Federal programs and an acknowledgement of the challenge that future Hispanic generations face.

We must continue to work together at the national, state and local levels to leverage best practices to educate our policy-makers as well as corporations and philanthropy groups about the importance of supporting our Hispanic focused healthcare programs across the lifespan and in urban and rural areas. By doing so, we will improve the health of all Americans.

ACKNOWLEDGMENTS

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The New America Alliance Institute (www.naaonline.org), is a 501(c) 3 philanthropic organization focusing its efforts on enhancing human capital, education and strategic philanthropy. Our membership, in addition to investing substantial financial resources in the organization, commit considerable time, provide access to their networks and exert their influence to achieve the goals of the organization.

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AMERICAN IMMIGRATION COUNCIL



The mission of the American Immigration Council is to strengthen America by honoring our immigrant history and shaping how Americans think and act towards immigration now and in the future. The American Immigration Council exists to promote the prosperity and cultural richness of our diverse nation by educating citizens about the enduring contributions of America's immigrants; standing up for sensible and humane immigration policies that reflect American values; insisting that our immigration laws be enacted and implemented in a way that honors fundamental constitutional and human rights; and working tirelessly to achieve justice and fairness for immigrants under the law.

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EXCELENCIA IN EDUCATION



Excelencia in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement. A not-for-profit organization founded in 2004 in Washington DC, *Excelencia* in Education has become a trusted information source on the status of Latino educational achievement, a major resource for influencing policy at the institutional, state, and national levels, and a widely recognized advocate for expanding evidence-based practices to accelerate Latino student success in higher education. *Excelencia* is also building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and for civic leadership. For more information, please visit www.EdExcelencia.org

HISPANIC ASSOCIATION OF COLLEGES & UNIVERSITIES

HACU's mission is to champion Hispanic success in higher education.

HACU fulfills its mission by:

- promoting the development of member colleges and universities
- improving access to and the quality of post-secondary educational opportunities for Hispanic students; and
- meeting the needs of business, industry and government through the development and sharing of resources, information and expertise.



HISPANIC ASSOCIATION ON CORPORATE RESPONSIBILITY



Hispanic Association on Corporate Responsibility (www.hacr.org) is one of the most influential advocacy organizations in the nation representing 16 national Hispanic organizations in the United States and Puerto Rico. Our mission is to advance the inclusion of Hispanics in Corporate America at a level commensurate with our economic contributions. To that end, HACR focuses on four areas of corporate social responsibility and market reciprocity: Employment, Procurement, Philanthropy, and Governance. Please visit our website to learn more about HACR, our programs, and advocacy efforts on behalf of the U.S. Hispanic consumer.

NATIONAL ASSOCIATION OF LATINO ELECTED OFFICIALS



The NALEO Educational Fund (www.naleo.org) is an organization that facilitates full Latino participation in the American political process, from citizenship to public service. Established in 1981, the NALEO Educational Fund is making significant contributions to the progress of the nation's 54 million Latinos.

NATIONAL HISPANIC MEDICAL ASSOCIATION



Established in 1994 in Washington, DC, the National Hispanic Medical Association is a non-profit association representing the interests of 45,000 licensed Hispanic physicians in the United States.

The mission of the organization is to empower Hispanic physicians to lead efforts to improve the health of Hispanic and other underserved populations in collaboration with the state Hispanic medical societies, resident and medical student organizations, and other public and private sector partners.

UNIVISION



Univision Communications Inc. (UCI) is the leading media company serving Hispanic America. UCI is a top-tier multimedia company with 16 broadcast, cable and digital networks; 62 television stations; 68 radio stations; an array of online and mobile apps, products and content creation facilities in Miami, New York and Los Angeles. For more information, please visit Univision.net.

THE WHITE HOUSE INITIATIVE ON EXCELLENCE FOR HISPANICS



Through collaboration, outreach, and engagement with key stakeholders across the nation, and in concert with its President's Advisory Commission and Federal Interagency Working Group, the White House Initiative on Educational Excellence for Hispanics aims to advance a cradle-to-career policy agenda for the Hispanic community and works to address persistent educational challenges while highlighting what works for the Hispanic community.

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- ⁶² <https://www.census.gov/population/projections/data/national/2012/summarytables.html> (Table 4 - Middle Series)
- ⁶³ Less than Excelencia in Education 5.5million (ED measure is for adults 25 to 34, Excelencia measure includes adults 25 and older)
- ⁶⁴ <http://www.census.gov/hhes/school/data/cps/historical/index.html>
- ⁶⁵ <http://www.pewhispanic.org/2013/08/29/mapping-the-latino-population-by-state-county-and-city/>
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- ⁶⁸ Expressive language, is most simply the “output” of language, how one expresses his or her wants and needs. This includes not only words, but also the grammar rules that dictate how words are combined into phrases, sentences and paragraphs as well as the use of gestures and facial expressions
- ⁶⁹ Professor James Heckman; Nobel Prize winning Economist from the University of Chicago
- ⁷⁰ http://www.jec.senate.gov/public/index.cfm?a=Files.Serve&File_id=6aaa7e1f-9586-47be-82e7-326f47658320
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- ⁸³ Ibid. In 2012 there were 3,825,000 Hispanics 18-21 years old; 3.9% (=49.4%-45.5%) of them would be 149,175 additional Hispanic college students.
- ⁸⁴ According to U.S. Census Bureau, Current Population Survey 2013 Annual Social and Economic Supplement, HINC-01 Selected Characteristics of Households by Total Money Income in 2012, the average household income for a high school graduate is \$52,199 and for head of household with a bachelor's degree \$100,637. The differential between these average salaries is \$48,438. For 149,175 additional college graduates (see note 4), the total would be \$7,225,738,650.

- ⁸⁵ Assuming an average income tax of \$3,877 on the salary of \$52,199 and a tax of \$11,797 on the salary of \$100,637, the tax differential is \$7,920 for a total tax increment (over 149,175 additional grads) of \$1,181,466,000.
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- ⁸⁸ See note 7.
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