

1 (Beginning Time 10:04 a.m.)

2 MR. SURO: Good morning, I'm Roberto  
3 Suro, Director of the Pew Hispanic Center, here  
4 with Mollyann Brodie, Vice President of the Kaiser  
5 Family Foundation.

6 I want to thank you-all for braving the  
7 weather and being here this morning.

8 We are releasing our second large survey  
9 of the Latino population. The first was conducted  
10 in 2002 and produced reports on the Latino  
11 electorate and on a variety of assimilation and  
12 identity and language issues.

13 This survey focuses almost entirely on  
14 attitudes towards the schools and opinions on  
15 education issues.

16 We picked the topic largely because in  
17 our first survey and in many other surveys, Latinos  
18 have pointed to education as one of their top  
19 priorities, if not consistently their number one  
20 priority in terms of public policy issues.

21 And because the size of the Latino school  
22 age population is growing so quickly in a manner

1 that is -- that greatly increases its importance  
2 both to the Hispanic community and to the nation as  
3 a whole.

4           The surveys that we have conducted with  
5 the Kaiser Family Foundation are notable in a  
6 couple of ways, I believe.

7           While most national surveys of the  
8 population as a whole will merely have a  
9 representative sample of the Latino population,  
10 which means that in your average survey of 1,000  
11 people, you may get a hundred Latinos and maybe a  
12 hundred African-Americans, and it will be conducted  
13 all in English.

14           These surveys include very substantial  
15 oversamples of the Latino population. They are  
16 conducted fully bilingually and give us a much  
17 richer and deeper understanding of the range of  
18 Latino public opinion.

19           Most significantly, we gather samples  
20 large enough that allow us to subdivide the Latino  
21 population and understand some of the important  
22 differences within that population.

1                   This report focuses primarily on the  
2 differences between the foreign born and native  
3 born. And you will see that there are very  
4 substantial differences on a variety of issues  
5 between those segments of the Latino population.

6                   That is not something that you commonly  
7 find in straightforward public opinion polls with  
8 small samples conducted in English.

9                   On education, it's particularly  
10 significant because the foreign born by definition  
11 are made up almost entirely of adults who have no  
12 firsthand experience in the American public schools  
13 themselves.

14                   They are learning about the American  
15 education system as they are trying to educate  
16 their children, with the exception of a very small  
17 portion that came here young enough to have gone to  
18 American schools themselves.

19                   Moreover, they are substantially  
20 operating in Spanish. About 77 percent of the  
21 foreign-born Latinos in this sample were  
22 interviewed in Spanish and use that as their

1 language of choice.

2           So this basic distinction in the  
3 experience of education and in -- carries over into  
4 this sort of key demographic characteristic.

5           Secondly, the other advantage that this  
6 survey has I think is we were able to go into  
7 considerable depth on one issue.

8           We probed on attitudes towards the  
9 schools a number of different ways and probed on  
10 key policy issues in some detail.

11           The timing is significant in that the  
12 nation's schools are now in the process of  
13 implementing the No Child Left Behind Act, which  
14 was adopted in the Fall of 2001 and which mandates  
15 very broad, very profound reforms in the way public  
16 schools operate.

17           A lot of those measures had been in the  
18 process of development over the last two years as  
19 states set the requirements for testing and for  
20 funding of schools and for the various measures  
21 required by the law in terms of deciding what  
22 students advance from one grade to another.

1           Those measures are the primarily to be  
2 implemented in this year. So I think this sort of  
3 gives us an idea of where the population stands on  
4 those questions as they are about to encounter some  
5 very important changes in the way the public school  
6 system operates.

7           In this survey, we felt it was important  
8 to have substantial comparison samples of both  
9 Whites and African-Americans. And so you will see  
10 we were able to contrast various Latino opinions to  
11 those of other Americans as well.

12           Dr. Brodie is going to take the first  
13 part of the presentation on attitudes towards the  
14 schools and their assessment of the schools. And  
15 then I'll do the second part looking at some of the  
16 policy issues. And then we will be happy to take  
17 your questions.

18           MS. BRODIE: Thank you.

19           I'm going to come up here so I can use  
20 the PowerPoint.

21           Now, in your packet you have a chartpack  
22 of the National Survey of Latinos on education.

1           So you are free to either watch up above  
2 or to write notes in and follow along in the  
3 chartpack. We are just going to go through it,  
4 starting at Chart 1.

5           But before we get there, I want to do a  
6 few housekeeping details.

7           Just methods in brief, you know, so you  
8 have it in your mind, it was a nationally  
9 representative, randomly selected telephone survey  
10 with over 3,400 adults, ages 18 and over  
11 nationwide.

12           Of that about 1,500 self-identified  
13 themselves as Latino/Hispanic. 1,200 were  
14 nonLatino Whites. A little over 600 were nonLatino  
15 African-Americans.

16           The margin of sampling error is plus or  
17 minus 3 percentage points for the Latino sample,  
18 which is what we are largely talking about.

19           All of the other details and the  
20 methodology can be found in your packet. And I'm  
21 happy to answer my questions at the end if you are  
22 interested in the sampling strategies.

1 Well, let's start with Chart 1.

2 And you will see here that two-thirds of  
3 Latinos give their schools in their communities a  
4 grade of A or B. That's the red bars on the top  
5 left.

6 And that a majority give schools  
7 nationwide these same high ratings.

8 Now, on the other hand, a significant  
9 minority of Latinos -- about 3 in 10 -- give them a  
10 C, D, or F. Those are the blue and grey bars.

11 Also, what you should notice in the  
12 center two bars is that foreign-borns are even more  
13 likely to be generous in their grading of the  
14 school system than the native-born.

15 And lastly, the point to take away from  
16 this chart is that especially when they are  
17 thinking about schools nationwide, Latinos are more  
18 positive in their assessments than Whites or  
19 African-Americans in the grade they give.

20 So if you focus on the right-hand side,  
21 the top bars, the top bars on the top of the  
22 bottom, you see that 352 percent of Latinos give

1 the schools nationally an A or B versus 26 percent  
2 of white and 26 percent of African-Americans.

3 Now, the pattern is a theme that we see  
4 throughout the survey.

5 If you turn to Chart 2, we see a very  
6 similar picture.

7 Close to half of Latinos say that the  
8 schools have improved in the last five years.  
9 Three in ten say that it stayed about the same.  
10 Two in ten say that they have gotten worse.

11 Again, more foreign-born give these  
12 positive assessments, and Latinos are more positive  
13 than Whites or African-Americans on this measure.

14 Now, despite their positive assessments,  
15 in Chart 3, we see that Latinos also believe that  
16 there are major problems facing the schools.

17 A quarter -- this is an open-ended  
18 question. And a quarter named security related  
19 issues, things like the drugs and violence, gangs,  
20 as the most important problem facing the schools.  
21 15 percent name quality-of-teacher issues.

10:13:0322 Now, Whites are much more likely to say

1 funding and resources are the most important  
2 problem facing schools.

10:13:10 3 Turning and looking a bit. Parents'  
4 views, Chart 4, we see another broad theme that  
5 emerged from the survey.

10:13:19 6 Latino parents, for the most part, feel  
7 involved in, engaged in, and positive about their  
8 child's education and experience.

10:13:25 9 So, for example, notice on the left, that  
10 eight in ten feel that their child's teacher has a  
11 good understanding of their child's academic  
12 strengths and weaknesses.

10:13:36 13 And on the right, notice that nine in ten  
14 parents say that they rate the contact they have  
15 had with the school officials as very or somewhat  
16 good. That is all of that red that you see in that  
17 chart.

10:13:47 18 Furthermore, in Chart 5, we see that the  
19 Spanish dominant parents generally give the schools  
20 a positive assessment in terms of accommodating  
21 their language needs.

10:13:58 22 So, for example, nine in ten say that

1 they can talk to a school official in Spanish.  
2 Seven in ten say they can get a report card. And  
3 two-thirds say they can get a standardized test  
4 score in Spanish if they ask for it.

10:14:10 5 Now, the other way to look at these bars  
6 is that it suggests a reasonable sized minority of  
7 the Spanish-dominant parents are not being  
8 accommodated by the schools.

10:14:20 9 In Chart 6, you will see that parents in  
10 general, but especially Latino parents, report that  
11 they have had a lot of influence over the child's  
12 education, again, looking at all of the dark red.

10:14:32 13 And, on the other hand, in Chart 7, you  
14 see they are a bit less likely to say that they  
15 know a lot about the curriculum that their children  
16 are following.

10:14:42 17 Importantly, notice in the middle set of  
18 bars that native-born Latinos feel much more  
19 efficacious in this area than foreign-born Latinos.

10:14:47 20 That's the 66 percent versus the 43  
21 percent.

10:14:52 22 In Chart 8, you will notice again that

1 parents in general report being very involved in  
2 their child's education. They attend PTA meetings.  
3 They help with fundraising. They help with  
4 volunteering. And they say they often work on  
5 homework with their children.

6 Latino parents also say that they meet  
7 with their child's teachers often, at least, you  
8 know, about once a month or a few times a year.

9 But despite all of these positive views  
10 and their engagement in the schools, Latinos are  
11 also quick to point to a variety of reasons why  
12 Latino students overall are not doing as well as  
13 white students when it comes to their performance  
14 in schools.

15 So in Chart 11, you will see that about  
16 half of Latinos say that a major reason why Latinos  
17 students are not doing as well as White students is  
18 that too many Latino parents neglect to push their  
19 children to work hard.

20 That half say that schools are too quick  
21 to label Latino kids as having behavioural or  
22 learning problems, and about half of Latinos, but

1 even more African-Americans and Whites say that  
2 students have weaker English language skills than  
3 White students.

4           Now, if you take all of this together,  
5 you know that Latinos hold both parents and schools  
6 responsible for Latino student performance. And  
7 they do worry that the performance is hindered by  
8 the school stereotyping or insensitivity to Latino  
9 students.

10           Now, if we switch gears a bit to talk  
11 about their views on higher education, you will see  
12 in Chart 12 that virtually all parents believe it  
13 is very important for the child to get a college  
14 education.

15           These are the big red bars again.

16           However, people are a bit more split on  
17 the question of whether success is dependent on a  
18 college education.

19           That's the 54 versus 43 among Latinos.

20           Notice that native-born Latinos and  
21 African-Americans are much more likely to say a  
22 college education is essential than on the other

1 groups.

2           And on Chart 14, you will see that the  
3 Latinos are most likely to say that cost is a major  
4 barrier to getting college education.

5           Now, however note that about six in ten  
6 say that receiving a poor high school education is  
7 a major reason why people don't attend college.

8           Now, there is one important difference  
9 that isn't evident on this chart, but you will find  
10 it in your summary, and that is that Latinos,  
11 especially foreign-born Latinos, are more likely to  
12 say that discrimination and staying close to the  
13 one's family are major reasons why it is hard to  
14 attend college than do whites or African-Americans.

15           So just as an example, for that last bar  
16 on the page, on staying close to one's families, 36  
17 percent of foreign-borns say that this is a major  
18 reason versus 17 percent of Whites who say the  
19 same.

20           Now, before I turn it over to Roberto,  
21 let's talk just a little bit more about language.

22           In Chart 15 on the left, you will see

1 that virtually everyone agrees it is important for  
2 public schools to teach English to children of  
3 immigrant families.

4           On the right, notice that large  
5 majorities of Latinos and African-Americans also  
6 believe it is important for public schools to help  
7 immigrant students maintain their native tongue.

8           Fewer, but still a majority of Whites  
9 agree.

10           Now, this suggests that at least the  
11 public has general agreement about the role of  
12 language in schools.

13           And with that, I will turn it over to  
14 Roberto to take us through the rest, and we will  
15 look forward to hearing your questions and your  
16 comments after he is done.

17           Thank you.

18           MR. SURO: In this first slide, you can  
19 see a results of a question asking how President  
20 Bush is rated on his handling of the schools.

21           I would note that this survey was  
22 conducted in August and October. And one of the

1 things, the few things that we know for sure about  
2 this political year is that the electorate is very  
3 volatile. So you have to take these results with  
4 that caveat.

5           What you do see is mixed views among all  
6 groups, although the Foreign-born are somewhat more  
7 positive than any other group in their attitudes  
8 towards the President.

9           Similarly, on another little question,  
10 just on how the parties range in terms of which  
11 would do a better job of improving education in the  
12 schools, the Democrats have an advantage among  
13 Latinos and Blacks.

14           But it's noteworthy here that a very  
15 large number of Latinos, about 42 percent, one way  
16 or another declined to make a choice at all and  
17 simply did not have a partisan preference as far as  
18 education is concerned.

19           In the next slide, this suggested very  
20 large majorities of the public in all ethnic and  
21 racial groups simply missed the fact that Congress  
22 and the President enacted a large education reform

1 at the end of 2001.

2           It was very substantial numbers of people  
3 who said that they did not know whether a bill had  
4 been passed since President Bush had become  
5 president.

6           As that may seem, if you think back to  
7 the enactment of No Child Left Behind, it moved  
8 through the committee process rather quickly at the  
9 beginning of 2001 in part because standard based  
10 reform and a lot of the essential ideas behind it  
11 had been kicked around in Congress for quite some  
12 time.

13           It then spent months in conference,  
14 basically buried and being negotiated outside of  
15 public view. And it resurfaced in November and  
16 December of 2001.

17           And it went -- then went through final  
18 enactment, just at the time that the public's  
19 attention was entirely focussed on the war on  
20 terrorism.

21           And so it kind of got lost, I think, in  
22 terms of news coverage there.

1           And the other thing to keep in mind is  
2   that, as I mentioned, over the last couple of  
3   years, the law envisions a long preliminary period  
4   in which the states are involved in setting their  
5   own standards and setting their procedures for  
6   compliance. And those are all now about to kick  
7   in.

8           In terms of the broad principles  
9   underlying standard based reform which were adopted  
10   in the No Child Left Behind Act, you see very  
11   substantial support among Latinos for the two basic  
12   ideas, which is there should be performance  
13   standards set for the schools, and that  
14   standardized testing is a vehicle for measuring a  
15   student's progress and abilities.

16           These views are generally held by similar  
17   majorities of Whites and African-Americans.

18           The real controversies involved in the  
19   debate over the law and the controversies that are  
20   going to develop over its implementation is what  
21   happens when a school fails to meet performance  
22   standards.

1           And as we will see in the next slide,  
2 there is much greater controversy -- did I -- yeah.

3           I'm sorry. We not yet to the  
4 controversy.

5           You will see here that Latinos strongly  
6 support both the idea of funding and of choice as  
7 alternatives for dealing with schools that are  
8 failing.

9           As I said, the real controversy is when  
10 you have got to choose between those two  
11 alternatives, whether to try to help a school that  
12 is failing, or to allow parents to abandon it.

13           And that's really where much of the  
14 political controversy surrounding the enactment of  
15 law was focused and which is likely to be a major  
16 part of the controversy as it is implemented.

17           As you can see here, African-Americans  
18 and native-born Latinos are fairly evenly split  
19 over this basic choice between trying to help a  
20 school survive, requiring students to continue  
21 attending it while efforts are made to improve it,  
22 or basically giving parents the choice to take

1 their children elsewhere, even if that means  
2 closing the school that has failed to perform  
3 repeatedly.

4 Foreign-born Latinos take a very clear  
5 position in favor of helping the school. And  
6 Whites take somewhat the opposite position in terms  
7 of strongly favoring choice.

8 This signals, I believe, sort of some  
9 sharp divisions, both within the Latino community  
10 and between Latinos generally and Whites and  
11 African-Americans for a dilemma that many  
12 communities are going to face in the years to come.

13 In the next slide, you will see very  
14 strong backing across the board for another one of  
15 the major principles of the No Child Left Behind  
16 Act, which requires that all teachers be highly  
17 qualified in the subjects that they teach.

18 In other words, somebody who has a  
19 qualification in math can't also teach science  
20 anymore.

21 And this measure is now in the process of  
22 being implemented across the country and is

1 starting to become a fairly controversial issue.

2           You can see that with, given the very  
3 clear choice, with implications as for class size,  
4 substantial majorities want qualified teachers.

5           In asking about attitudes towards  
6 standardized tests and the very basic question of  
7 whether standardized tests are biased against  
8 nonWhite students -- the thrust of it has been a  
9 matter of controversy for some years -- you can see  
10 that there are some very clear differences between  
11 Latinos and African-Americans on this point, with  
12 African-Americans fairly split and Latinos less  
13 likely to say that the tests are biased against  
14 nonWhite students.

15           There is still a significant minority of  
16 Latinos who either say that they are biased or say  
17 that they have some doubt. They don't know whether  
18 or not they are biased.

19           And it is worth noting that you have got  
20 a substantial portion of the Latino population  
21 which is uncertain about how much faith to put in  
22 these tests.

1           But you do have a majority that says that  
2 they are confident that it is an unbiased measure  
3 of a student's ability.

4           In looking -- when we asked about sort of  
5 the appropriate uses of standardized testing, in  
6 general, you can see that Latinos overall are more  
7 supportive on more different kinds of uses of this.

8           In general, looking at all of the groups,  
9 there is more support for classroom applications  
10 such as identifying areas where students need extra  
11 help or using standardized tests to help teachers  
12 improve their teaching skills than there are for  
13 purely administrative purposes such as determining  
14 funding or ranging or rating schools.

15           So you see that there are some -- there  
16 are considerably nuanced views here of how tests  
17 ought to be used.

18           And it is striking when you look, for  
19 example, at the questions of whether or not  
20 standardized tests should be used to determine  
21 whether students can be promoted or graduate.

22           There is a substantial difference between

1 Latino views and those of Whites and  
2 African-Americans similarly on the question of how  
3 to rank or rate schools. There is basically more  
4 confidence in standardized testing than you find in  
5 the other populations.

6 On this line, I think this is very  
7 important to understanding how the No Child Left  
8 Behind Act reforms will be implemented.

9 The key element of -- in that law's  
10 strategy is to give parents the power to choose  
11 among schools, to exercise their influence over  
12 schools, and the power depends on information.

13 A parent needs to know, not only how  
14 their own child is doing, but how other children in  
15 their school are doing.

16 And beyond that, they need to be able to  
17 compare the school their child is attending to  
18 other schools not only in their district, but also  
19 in their state in order to take advantage of the  
20 very sort of complex mechanisms that this law makes  
21 available to parents.

22 What you will see here is that there are

1 very substantial differentials between Latino  
2 parents, Whites, and African-Americans in their  
3 level of knowledge of standardized test scores.

4           And this clearly is going to be a major  
5 issue as the law is implemented.

6           Because without information, parents  
7 basically can't do what the law enables them to do.  
8 And if -- parents are designed to be sort of the  
9 motor behind the reform on this because they --  
10 with information, they are then able to demand  
11 results from the school officials, both in their  
12 own school, and more broadly in school districts  
13 and states.

14           The following question relates to  
15 equalized spending.

16           And you can see there that very  
17 substantial majorities favor equalized spending on  
18 students. Although, again, very substantial  
19 minorities say that they don't really know enough.

20           This question of lack of information is  
21 very significant when you look at some of the  
22 specific kinds of choices that the No Child Left

1 Behind Act envisions is options for parents who  
2 find themselves in schools that fail to meet the  
3 standards.

4           One of them is the use of vouchers, much  
5 debated. And it is likely to become a much more  
6 prevalent option as No Child Left Behind is  
7 implemented over the coming year.

8           The major finding here is that very large  
9 numbers of Latinos and others are simply not  
10 comfortable expressing an opinion about vouchers.

11           Among those who do have something to say  
12 about it, Latinos are more positive than Whites.  
13 42 percent favor compared to 35 percent of Whites.

14           By the way, all of the breakdowns by race  
15 are on the top lines in one of the documents in  
16 your chartpack.

17           And there are more Whites and more  
18 African-Americans notably who oppose it. 26  
19 percent of Whites and 21 percent of  
20 African-Americans oppose the idea of vouchers.

21           But you still have very substantial  
22 minorities in all categories who basically say they

1 are not sure what to think about this option.

2           And so clearly the information and  
3 communication, the way this possibility is  
4 presented to people, will probably have a great  
5 deal of say about its relative impact in the years  
6 to come.

7           You see the same effect even more notably  
8 with charter schools, which have been discussed  
9 somewhat less, but have been a major issue in  
10 Latino and African-American communities over the  
11 last few years.

12           And surprisingly, you get a very large  
13 majority of people who are, you know, two-thirds of  
14 Latinos who basically say they don't know enough  
15 about Charter schools to decide whether they like  
16 them or not.

17           On affirmative action at the university  
18 level, you can see a major divide between Latinos  
19 and African-Americans and Whites on this, with near  
20 majorities of Latinos and African-Americans  
21 strongly favoring admissions programs that give  
22 special consideration to Latinos and

1 African-Americans and other minorities, and a near  
2 majority of whites, 43 percent, who strongly oppose  
3 such measures.

4           On the question of racial integration,  
5 interestingly here, the foreign-born don't put a  
6 big emphasis on integration.

7           It is important to remember that this  
8 population for the most part came to the United  
9 States, and certainly many put their children in  
10 schools after the period of -- in which civil  
11 rights and integration really defined American  
12 education policy.

13           They basically weren't here for the 20 or  
14 30 years or so where integration was the key issue  
15 in education. And you can see that it simply is  
16 not a priority for them as it is for either Whites  
17 or African-Americans.

18           This is a good point on which to close  
19 and move to your questions.

20           As this question shows, I think the  
21 survey overall demonstrates Latinos are developing  
22 distinctive views towards schools and education

1 issues.

2                   And significantly, there are very  
3 important differences between foreign-born and  
4 native Latinos that need to be taken into account  
5 as education issues are implemented and debated.

6                   And thank you. Now we will take your  
7 questions.

8                   AUDIENCE MEMBER: Good morning.

9                   My name is Javier Garza from El Heraldo  
10 in Mexico City.

11                   I have a couple of questions.

12                   The first is just very general as to what  
13 are the new discoveries with respect to previous  
14 surveys in education, if this is part of the  
15 series. What are the new discoveries? What are  
16 the changes with respect to previous years?

17                   And second is that in spite of the  
18 optimism that is perceived throughout the whole  
19 survey, if there is still a remnant or an  
20 underlying sense of discrimination among the Latino  
21 population when it comes to educating their  
22 children.

1                   MR. SURO: I can take the first question.  
2    It's easy.

3                   This is by far the most comprehensive  
4    survey of Latino attitudes on education issues that  
5    has ever been conducted.

6                   I mean, for better or worse, this is  
7    going to be the baseline now because there is  
8    really -- there is a survey that you did that had a  
9    substantial Latino sample that it is the closest  
10   thing we have as a baseline. It didn't have -- it  
11   didn't go into this much depth.

12                   Certainly in terms of the Spanish  
13   speaking portion of the Latino population, we have  
14   way more data than we ever had before, so it is  
15   hard to make comparisons.

16                   You know, there are some general trends  
17   that are evident in other surveys that you can  
18   compare to.

19                   One certainly is the sense of optimism  
20   and a feeling of sort of willing engagement with  
21   American institutions, which is evident in many  
22   other surveys that we have done. It was evident in

1 the CBS/New York Times survey of Latinos that was  
2 done last fall also.

3           You just -- this sort of sense of  
4 optimism and a positive view of American  
5 institutions is certainly a theme that runs  
6 throughout the public opinion research on Latinos.

7           Do you want to go on?

8           MS. BRODIE: Yeah. I'll take a stab at  
9 your second one.

10           And the stab I'm going to take is that  
11 there is mixed results. There is the data in the  
12 survey that suggests that there is some concern  
13 among Latinos about discrimination and stereotyping  
14 affecting and hindering their children's school  
15 performance.

16           On the other hand, there is data in the  
17 survey that suggests that Latinos perceive less  
18 unfair advantages than perhaps -- especially when  
19 you compare them to the responses of  
20 African-Americans.

21           Some of the questions that we actually --  
22 I mean, the surveys are actually bigger and deeper

1 than we were able to present to you today. And  
2 there is a series of questions in the top lines  
3 that you might want to take a peek at that is about  
4 whether people perceive that Latino students --  
5 that the schools that are primarily attended by  
6 Latino students are better, worse, or about the  
7 same than the schools that are primarily attended  
8 by white students.

9           And we ask a series of questions  
10 comparing it to what about African-American  
11 students, would it -- you know, we sort of compare  
12 across all of those groups.

13           And you find that African-Americans are  
14 much more likely to say that the schools that are  
15 primarily attended by African-Americans are worse.

16           And also African-Americans are more  
17 likely to say on the behalf of Latinos that the  
18 schools attended by primarily by Latino students  
19 are worse than those by Whites.

20           Latino answers are much more softer on  
21 that question.

22           So again, the results from the survey are

1 a bit mixed in that there are clearly -- that Chart  
2 11, for example, shows that people are worried that  
3 schools are too often, you know, too quick to label  
4 Latinos as having behavioral learning problems.

5           You know, they believe that too many  
6 teachers who don't know how to deal with Latino  
7 kids because of cultural differences is a major  
8 problem.

9           So there are certainly some concerns that  
10 we see. But there is also some evidence that they  
11 are less concerned about these issues than  
12 African-Americans.

13           AUDIENCE MEMBER: Thank you. I'm a Maria  
14 Pena with F&N (phonetic) news services.

15           Just to follow-up on the first question  
16 you were answering before.

17           If it's now a baseline, what is it going  
18 to be a baseline for? Are you going to present  
19 this to Congress or the Bush Administration?

20           What do you plan to do with this? You  
21 know, what are the implications toward the No Child  
22 Left Behind part?

1                   And my second question is, What accounts  
2 for the differences in how foreign-born Latinos see  
3 the system versus how the native-borns see it?

4                   MR. SURO: You know, as with a lot of the  
5 work we do, we do make every effort we can to make  
6 sure that these results get to policymakers at  
7 level. And we will over the coming weeks and  
8 months do briefings on the Hill and for the  
9 Executive Branch and for educators at the state  
10 level.

11                   I think it is -- it will certainly help  
12 inform people who are involved in implementing  
13 these changes in terms of knowing what the range of  
14 attitudes is among Latinos and how they differ from  
15 other groups.

16                   I think it should help avoid some of the  
17 conventional wisdom and easy stereotyping that  
18 happens of Latinos.

19                   I think I should help point to some of  
20 the important diversities within this population in  
21 their attitudes towards the schools.

22                   And we are hoping that in the future -- I

1 mean, we will certainly come back to this issue and  
2 see how -- how after a couple of years of  
3 implementation of these reforms the public is  
4 feeling about these same sort of sorts of issues  
5 once they have had to sort of live with them in  
6 reality as opposed to still, for the most part,  
7 abstractly.

8           As to accounting for the differences  
9 between the foreign-born and the native-born, you  
10 know, part of the problem with public opinion  
11 surveys is that you can describe differences, but  
12 you often don't get the information of what causes  
13 them.

14           I mean, you can hypothesize. And as I  
15 said at the beginning, one of the key differences  
16 that these are all adults that were surveyed.

17           Any adult who was native-born we know for  
18 a near certainty is a product of U.S. schools.

19           Similarly, you know, any adult who was  
20 foreign-born for the most part -- and a very large  
21 majority will have had no contact with U.S. schools  
22 until they approach them as a parent.

1           That's a very different knowledge base.  
2    It's a completely different deal if the first time  
3    you deal with an American education system, A, you  
4    are dealing with it as a parent rather than having  
5    any of the experience there as a child; and, B, you  
6    are likely dealing with it in a language other than  
7    English.

8           You know, we know those factors for sure  
9    characterize this population. And you would think  
10   they have a major impact.

11           You know, and finally, something that has  
12   come up repeatedly in other surveys is that we know  
13   that the foreign-born often compare institutions  
14   and opportunities in the United States with those  
15   in their home countries.

16           And their way of evaluated experiences in  
17   the U.S. and their experiences with the  
18   institutions here is one of comparison and contrast  
19   with those in their home countries.

20           And that is a very different optic  
21   clearly than somebody who is U.S. born and is  
22   perhaps, when they look at schools today, that they

1 are a comparison as to what it was like when I went  
2 to school.

3 AUDIENCE MEMBER: Claudio Sanchez,  
4 National Public Radio.

5 Were you able to analyze the impact that  
6 geography has on these attitudes, West Coast versus  
7 Midwest, East Coast, U.S./Mexico border, whether  
8 that makes a difference whether the climate,  
9 political or otherwise, in these areas differ that  
10 much?

11 And as a second question, did you account  
12 for concentration of poverty and how it affects  
13 learning, given that in most urban settings, you  
14 have schools that are predominantly, not just  
15 Latino or Mexican, but also very, very poor.

16 And as we all know, people from Harvard  
17 (phonetic) Demographics have always pointed that  
18 that is really one of the more telling signs of  
19 underachievement or reasons for it.

20 MS. BRODIE: On the first part, on  
21 geography, we haven't looked as in-depthly at  
22 state-by-state comparisons or regional comparisons

1 that we have in some of our past work.

2           And usually what you find in the past  
3 work is that some the classic differences you would  
4 note among segments of the Latino population then  
5 show up regionally because California is so heavily  
6 influenced by people who have migrated there from  
7 Mexico. And then the East Coast tends to be coming  
8 from other areas.

9           I don't expect -- we can certainly look  
10 at this, and we certainly should, to see if there  
11 is any large swings. But I don't expect there to  
12 be huge differences.

13           Because we saw sort of so much -- the  
14 biggest diversity within the Latino population was,  
15 again, foreign-born versus native-born. And that  
16 just came out so strongly.

17           So if there are further geographic  
18 differences, that is going to be given by the  
19 distribution of foreign-born and native-born in  
20 those areas.

21           But we certain will look at that  
22 afterwards and happy to get back to you on that.

1                   On your second question on concentration  
2 on poverty, again, you know, we know from Harvard  
3 Demographics that the foreign-borns tend to be less  
4 well off and in more -- you know, living in areas  
5 that are more and are poor themselves than the  
6 native-borns.

7                   So again, by seeing those large  
8 differences between the foreign-born and the  
9 native-born and seeing sort of the foreign-born's  
10 sort of optimism and positiveness about many of  
11 these questions and their attitudes on these  
12 issues, I think that is our best proxy at this  
13 point.

14                   We can and will be looking more at  
15 demographics as we move forward and continue to  
16 analyze this survey.

17                   MR. SURO: I think we are both lucky and  
18 cursed with this data.

19                   We are lucky because there are two of the  
20 largest and most important foundations in the  
21 country support this work. And so we were able to  
22 spend a lot of money gathering a lot of data.

1           And it takes -- it took this much work,  
2   from October to now, to analyze it this far.

3           What has happened in our past surveys  
4   when this data becomes available to scholars,  
5   questions like the ones you asked Claudio, can be  
6   addressed, but they take time. I mean, they take  
7   very careful statistical modeling to try to account  
8   for the effects of poverty and geography.

9           That work will happen now over time, as I  
10   said, and we hope the results will be useful.

11          The important thing is to sort of capture  
12   the data when you are out there so that it's  
13   possible to do that.

14          And that's something that, again, sort of  
15   pitching our efforts here.

16          It is not the kind of thing that typical  
17   public opinion polls do.

18          They don't gather samples in this depth.

19          So that it is possible then to go back  
20   and do that kind of secondary and tertiary analysis  
21   of this kind of a population.

22          AUDIENCE MEMBER: I have a few questions

1 and comments.

2 I'm Hilda Crespo from the ASPIRA  
3 Association.

4 My first question has to do with the  
5 sample.

6 I was wondering if you were able to  
7 ascertain the educational levels, because we all  
8 know that Latinos born in this country as well as  
9 outside of this country have an extremely high  
10 dropout rate.

11 And second, I'm sort of concerned about  
12 the fact that overwhelmingly the parents were not  
13 aware of the No Child Left Behind Act, which is  
14 consistent with ASPIRA's experience in working with  
15 parents.

16 But yet when I looked at the results for  
17 attending PTA meetings and some -- and that was a  
18 significant number that had attended PTA meetings.

19 And I was wondering to what extent  
20 parents understood the concept of vouchers and what  
21 it meant for those children that were left behind  
22 in the schools that -- where public education was

1 pulled to send some of those students to private  
2 schools.

3 MS. BRODIE: The first one, on their  
4 education, if you look in the top line document on  
5 page 47 -- it is very long survey -- question D.13  
6 is their reported education attainment. So that is  
7 some information on that.

8 In terms of their understanding of  
9 vouchers, I mean, I think the fact that almost half  
10 flat-out told us they didn't know enough to have an  
11 opinion answers your question quite -- you know,  
12 people don't understand vouchers. They don't  
13 understand charter schools.

14 This is, again, a really important public  
15 opinion point.

16 When we have asked people their opinion  
17 on vouchers by saying, you know, do you favor or  
18 oppose it, people will give you an opinion.

19 When you instead say, Do you favor or  
20 oppose vouchers, or don't you know enough to have  
21 an opinion, then we find, you know, half telling us  
22 and admitting that they don't know enough about it.

1           So it's important when you look at other  
2 data and, you know, whether it be Latino surveys or  
3 just national random sample surveys, that you  
4 really recognize whether or not they have given  
5 them the option to say that I don't know or not.

6           Because a lot of times, you find opinion  
7 on some of these issues that isn't very -- it is  
8 weak opinion. It's not strongly held beliefs  
9 because it isn't based on understanding or  
10 knowledge.

11           MR. SURO: And finally, on No Child Left  
12 Behind Act, it is -- you know, what this survey  
13 gives to you about a portrait of opinions among an  
14 important crosssection of American adults, really  
15 just as this major reform is about to hit the  
16 schools.

17           The primary -- you have some states, like  
18 Texas, for example, and others that have been  
19 implementing versions of standard based reform for  
20 some years.

21           Under this law, the implementation phase  
22 is really just now starting to kick in, and parents

1 about to become much more aware of it.

2 I mean, what happened in the first year,  
3 for example, is really states had to determine --  
4 you know, provide the federal government with a  
5 formulation of their standards for measuring  
6 student progress, which was not something that  
7 engaged the parents a whole lot, didn't a big  
8 impact in the schools. But that's about to change.

9 And so, as I said, this is kind of a  
10 picture of where opinions stand, you know, on the  
11 eve of a real change in the way the public schools  
12 operate.

13 AUDIENCE MEMBER: I'm Fraser Rodrigues  
14 with the Spanish Listening News Service. (phonetic)

15 I just have a question about specifically  
16 Chart 11.

17 How did you come up with the issues you  
18 covered, the questions and issues?

19 And in Question No. 1, how do you explain  
20 that 53 percent of Latino parents blamed Latino  
21 parents given the emphasis Latinos give on  
22 education and work ethics?

1                   MS. BRODIE: The way we can constructed  
2 the questionnaire is we looked at what we know  
3 about the kinds of questions and issues that need  
4 to be tackled.

5                   We talk to a lot of people. We do some  
6 pretesting. And we basically created a list that  
7 we thought was inclusive.

8                   I have to say almost every time I do a  
9 survey, there is always something we left out that  
10 we wish that we had asked about. So that's how the  
11 list came up.

12                   What's important about this chart is this  
13 is the results for all Latinos, not just Latino  
14 parents.

15                   I think -- and Rebecca, you can check --  
16 but I think Latino parents has relatively similar  
17 results on that.

18                   But the point is that in all public  
19 opinion work, people are willing to hold other  
20 individuals responsible.

21                   And I think part of the point here is  
22 that people are recognizing that part of education

1 attainment and educational outcome is an individual  
2 responsibility.

3           So I think that is what you are seeing in  
4 that response there, is that Latinos are saying,  
5 Hey, parents themselves are responsible for this  
6 and there is a lot of other things that that are  
7 responsible for this too.

8           MR. SURO: Anyone else?

9           AUDIENCE MEMBER: (Claudio Sanchez) I had  
10 a question about whether you picked up on any sense  
11 that -- as many have been concerned -- that this is  
12 a law that is now -- the No Child Left Behind Act  
13 is a law that is now centralized in some respects.  
14 It is a policy coming from Washington versus a  
15 state or local concern.

16           Did you detect any sense that Latinos  
17 worry that Washington now is such a huge player in  
18 dictating standards that were once perceived to be  
19 an issue of local concern?

20           MR. SURO: The only question I think that  
21 touched on that is one that is on Chart 19 that  
22 very literally follows what the law does, which is

1 the federal government doesn't set the standards.  
2 Rather it requires states to set standards.

3           And with the question phrased that way,  
4 you know, we had 67 percent of Latinos, 73 percent  
5 of whites, and 69 percent of African-Americans said  
6 that they approved of the idea of the federal  
7 government requiring states to set standards.

8           So that's probably as close as we got to  
9 sort of measuring the sets of how much larger the  
10 federal role is going to be.

11           MS. BRODIE: I just want to add, from our  
12 last survey, the 2002 national survey of Latinos,  
13 we did a whole module on attitudes about government  
14 and government involvement.

15           And Latinos are very sort of  
16 pro-government and have -- across the board, even  
17 Latinos who identified themselves as a Republican  
18 have much more sort of pro-government responses  
19 across a variety of questions.

20           AUDIENCE MEMBER: Pro-centralized  
21 government?

22           MS. BRODIE: Your distinction a really

1 important one that I want to make sure that we  
2 tackle on our next survey.

3           But the way we would talk about it, is  
4 federal government, government involvement,  
5 government role, it is almost termed in terms of  
6 federal government.

7           I don't think we talk about it in terms  
8 of centralized control, which I think is a very  
9 different concept and a good one for us to tackle.

10           But in terms of views of Washington and  
11 government in Washington, federal government in  
12 Washington, Latinos have fairly positive views. As  
13 I say, across the board, more -- see more of a role  
14 for government across a variety of issues.

15           And we see this consistently across all  
16 of our surveys of Latinos.

17           So -- but I think tackling this issue  
18 about the centralization is a different aspect of  
19 that that we haven't tackled.

20           MR. SURO: Yeah, and, you know, one of  
21 the difficulties in writing this questionnaire is  
22 that the law itself is quite complicated in the way

1 that it distributes responsibilities and powers  
2 between the state, federal, and local jurisdictions  
3 that deal with education.

4           And the people who wrote the law and the  
5 people who are now implementing it are involved in  
6 a huge argument that's going to go on for a long  
7 time over who is responsible for what; who is  
8 supposed to pay what bills; et cetera.

9           And given those complexities, it was hard  
10 to reduce it in a way that worked well in a  
11 questionnaire.

12           I think it is something, especially given  
13 those -- that early question about the awareness of  
14 the law itself, people are not focused on the  
15 details yet.

16           I mean, we see that over and over again  
17 in these responses to the questions on the  
18 vouchers, on charters, et cetera.

19           I think one of the big takeaways of this  
20 survey is, you know, a big change is about to come.

21           And most parents haven't focused on it  
22 and really have not -- don't really -- haven't sort

1 of studied what is about to happen to their  
2 schools.

3 And it is true of Latinos and others as  
4 well.

5 AUDIENCE MEMBER: If I could go back to  
6 what you were talking about earlier about some  
7 contradictory data, you know, Hispanics, they are  
8 very optimistic about discrimination. They are  
9 very optimistic, but they are one of the lowest  
10 performance in schools and the population.

11 And you were talking also earlier about  
12 how comparing the institutions in the United States  
13 against the institutions in their home countries  
14 could account for the optimism in the foreign-born  
15 population.

16 My question is what accounts for this  
17 contradictory data on the native-born population  
18 which have less means of references?

19 MR. SURO: You know, one of the broad  
20 differences that you see between the foreign-born  
21 and the native-born in the surveys is that on a  
22 variety of questions, the native-borns take less

1 positive views and somewhat less optimistic views  
2 on a whole range of questions, on policy matters as  
3 well as their attitudes towards the school.

4           So you know, you can -- you know, as I  
5 said, public opinion surveys aren't very good at  
6 giving you sort of causality.

7           But people who are more familiar with the  
8 system are less optimistic and positive about it  
9 than people who are less familiar with the American  
10 education system.

11           In terms of that other dissidence between  
12 the absence of aggrievement, is the way I put it,  
13 you know, there is -- you don't have a -- you know,  
14 out of the survey, you don't have a feeling that  
15 Latinos are saying, you know, we are victims or we  
16 are disadvantaged.

17           Given what we know about how -- what the  
18 public schools are providing in terms of education,  
19 what the results are for Latinos, you would expect  
20 more protest, for example.

21           That dissidence is one of -- to me. And  
22 I think others who spent time looking at this

1 population would agree -- is one of the very  
2 interesting and very challenging characteristics of  
3 Latinos in the United States today, in that there  
4 is a kind of -- there is an energy and there is a  
5 lack of aggrievement in large parts of this  
6 population, even when they know they are struggling  
7 with difficulty.

8           You see the same kind of questions when  
9 you ask people about their economic status.

10           People who are poor will say they are  
11 optimistic.

12           You know, it is -- you know, people who  
13 are poor and who say they feel discrimination in  
14 terms of the jobs they get will still say they are  
15 optimistic.

16           It is simply one of those -- you know,  
17 that dissidence between this sort of positive  
18 attitude and awareness of reality and an awareness  
19 of problems is, you know, one of the broad  
20 characteristics you see, especially among the  
21 foreign-born.

22           And it is sometimes hard to get your arms

1 around. But it is there, and it keeps coming back.

2 AUDIENCE MEMBER: I want to thank you for  
3 the study, particularly as it relates to knowledge  
4 about No Child Left Behind Act.

5 We work -- ASPIRA works with the Latino  
6 youth and parents, and it is good to have figures  
7 to provide that information to our elected  
8 officials and to school districts to help engage  
9 more parents in the work that we do.

10 My question is where do you -- where are  
11 you going to from here?

12 MS. BRODIE: I mean, I will just say the  
13 Pew Hispanic Center and the Kaiser Family  
14 Foundation have a long-term, you know, commitment  
15 to studying and exploring the views and experiences  
16 of Latinos in this country.

17 So as part of that long-term commitment,  
18 I expect that we will, you know, pay attention to  
19 this important issue and to see and to make sure  
20 that we can provide the same kind of information  
21 and data as No Child Left Behind becomes  
22 implemented and becomes more of a reality for

1 people and they start seeing the effects on -- in  
2 their schools and in their communities.

3           We also plan to tackle a lot of other  
4 important topics and issues to make sure that we  
5 are sort of helping to shed light of the views and  
6 experiences of Latinos in America.

7           MR. SURO: Just to make -- I probably  
8 should have said this at the onset, but your  
9 question just raised an important point.

10           We are not advocacy groups.

11           I mean, we don't have a view on how this  
12 law ought to be implemented or what school policy  
13 should be at the local state or federal level.

14           What we are hoping is that this  
15 information will be useful to people on all sides  
16 of all of these issues.

17           And we sort of operate from the premise  
18 that more information is better than less,  
19 particularly when you are dealing with a population  
20 that is as new and as complex as the Hispanic  
21 population and issues that are as new and as  
22 complex as education in American today.

1                   AUDIENCE MEMBER: Pablo Bachelet with the  
2 Reuters News Agency.

3                   I just want to put two questions together  
4 to see if I understand that correctly.

5                   This lack of aggrievement by the Latinos,  
6 and the foreign-born Latinos particularly, is that  
7 due to the fact that they are comparing what -- the  
8 kind of education they receive here with what they  
9 got in the foreign countries?

10                  I just want to make sure I understood  
11 that because that was your response from an earlier  
12 question.

13                  MR. SURO: Yeah. And let me emphasize,  
14 this is sort of my own interpretation that nobody  
15 else should be blamed for of both the state and  
16 sort of other experience.

17                  And it is something that I'm trying to  
18 articulate. It's not an easy thing to -- you know,  
19 that -- the comparison to home countries, the look  
20 back over your shoulder, is important. I mean, it  
21 is one factor here.

22                  There is no question -- and we see this

1 as now, you know, in numerous studies, not just  
2 surveys we have done, but other surveys of this  
3 population as well, that when you ask Latinos about  
4 American institutions, they are positive.

5           And when you ask the foreign-born, you  
6 know, how do they compare to your home country  
7 institutions, they are vastly superior.

8           And it becomes -- you know, even  
9 controversial institutions, like the police or even  
10 the Immigration Service.

11           When you ask a foreign-born how the U.S.  
12 Immigration Service compares to, you know, the  
13 police and the authorities in their home countries,  
14 they are more positive.

15           So there is this element of how they are  
16 judging.

17           But there are other factors as well.

18           You know, one of the important things to  
19 remember about the immigrant experience is people  
20 don't go through the extraordinary sacrifices and  
21 trials of moving to a new country unless they  
22 basically believe in their gut things are going to

1 be better.

2                   Immigrants by definition tend to be  
3 optimists. And they are optimistic in the long  
4 term because they are undertaking a process which  
5 they know from the get-go is going to require years  
6 of investment before they start reaping rewards.

7                   And this has sort of been a universal  
8 truth of migration for a long time, and it is true  
9 of others as well as Latinos.

10                  You know, that all colors their view of  
11 experiences like that of putting their kids through  
12 American schools.

13                  Good. Anything else?

14                  Thank you all very much for coming.

15                  (Whereupon, the proceedings in the  
16 above-captioned matter were concluded at 11:01  
17 a.m.)

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