

IDAHO AT A GLANCE

Hispanics and Education February 2011

Highlights

Hispanic students are the fastest-growing demographic group in Idaho's education system.

- Hispanic enrollment in public K-12 schools increased by 65% in the last ten years, compared to 7% among non-Hispanic students.
- Idaho's 41,400 Hispanic students accounted for over half the state's public school enrollment growth in the last ten years.
- Hispanic students make up 5% of Idaho's higher education enrollment, up from 3% ten years ago. Nevertheless, Idaho has relatively fewer Hispanic students in higher education than the Rocky Mountain West (8%) and the nation as a whole (11%).

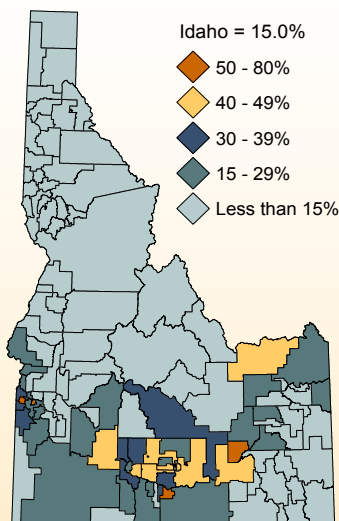
The quality of Idaho's workforce tomorrow depends on what the state, communities, schools and families do today. This report is intended to inform public policy and programs that keep Hispanic students in school, achieving their highest potential throughout the education system.

Find our series of reports about Idaho's Hispanic population at
<http://www.extension.uidaho.edu/horizons/ata glance/>

Hispanics make up a large share of Idaho's K-12 growth

Since the 1999-2000 school year:

Hispanic K-12 enrollment (%) 2009-2010



Source: Idaho Department of Education

- Idaho's student population has grown by 16,000 Hispanic students and 15,000 non-Hispanic students.
- Nine school districts would have lost enrollment if not for Hispanic student growth: Caldwell, Blackfoot, Jerome Joint, Blaine County, Preston Joint, Filer, Parma, Shoshone Joint, and Richfield.
- Hispanic enrollment has grown from 10% of total student enrollment to 15%.

The geography:

- Districts where Hispanics make up a large share of enrollment tend to be those where agriculture, and especially dairy, is an important industry.
- Districts with the largest numbers of Hispanic students are in the Boise metropolitan area. Nampa, Caldwell, Meridian, Boise Independent and Vallivue districts all have over 2,000 Hispanic students. These 5 districts, together with Minidoka County, Idaho Falls, Jerome Joint and Cassia County districts, account for over 50% of the state's Hispanic K-12 public school students.

University of Idaho

UI Indicators Team

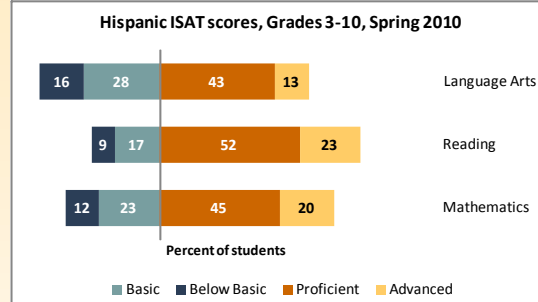
Idaho Commission
on Hispanic Affairs



K-12 ACHIEVEMENT

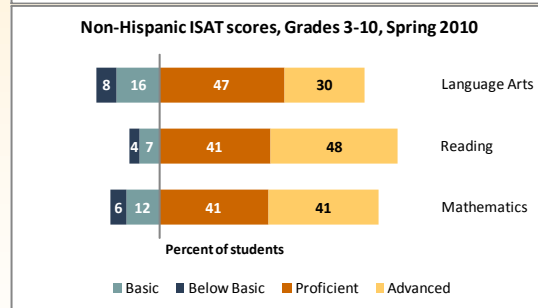
The Idaho Standards Achievement Test (ISAT) measures student proficiency for students in grades 3-10. All 10th grade students must show proficiency in reading, language usage and mathematics in order to graduate from high school.

- A similar share of Hispanic and non-Hispanic students in grades 3-10 have proficient scores on all three ISAT subjects, although a greater share of Hispanics have proficient Reading ISAT scores. Non-Hispanic students, however, are much more likely to have advanced scores in all three subjects.



- Like non-Hispanics, Hispanic students perform best on the Reading ISAT.

The Idaho Reading Indicator (IRI), which is administered to all Idaho students in grades K-3, measures whether students' reading levels are at, near or below grade level. For the IRI:



- The share of Hispanic students scoring at grade level is 39%, compared to 57% for non-Hispanic students.

- The share of Hispanic students scoring below grade level is 32%, compared to 17% for non-Hispanic students.

Source: Idaho Department of Education

LEARNING ENGLISH AS A SECOND LANGUAGE

Limited English Proficiency (LEP) refers to students who have a home language other than English, who do not show proficiency on an English language test, and whose parents do not turn down LEP services.

- Not all districts with a large share of Hispanic students have large LEP student populations.
- While not all LEP students are Hispanic and not all Hispanic students need help with learning English, 83% of LEP students are native Spanish speakers.
- The top 2 languages of Idaho's LEP students are Spanish and North American Indian.

2009-2010	Total Students (#)	Hispanic Students (%)	LEP Students (%)
Wilder	396	80	59
Murtaugh Joint	252	56	15
Caldwell	6,248	54	16
Aberdeen	804	50	11
Clark County	199	49	28
Wendell	1,053	46	32
Glenns Ferry Joint	451	45	34
Shoshone Joint	611	44	31
Jerome Joint	3,613	42	15
Minidoka County Joint	4,107	42	12
COSSA *	94	41	n/a
American Falls Joint	1,471	40	27

Source: Idaho Department of Education

* COSSA: The Canyon-Owyhee School Service Agency is a cooperative effort of 5 rural districts that provides specialized services: special education, alternative high school education and professional-technical education.

PROGRAMS THAT BENEFIT HISPANIC STUDENTS

- **Head Start**—provides developmental services for low-income Hispanic and migrant preschoolers in 19 counties through the Community Council of Idaho.
- **College Assistance Migrant Program**—federal, transitional support for students during freshman year if they or their parents are migrant or seasonal farm workers. Both University of Idaho and Boise State University have CAMP programs.
- **TRiO**—federal program that helps low-income, first-generation college students overcome class, social and cultural barriers to higher education.
- **Job Corps**—a free, federal technical training and education program that helps low-income youth gain skills to be successful in the workplace and/or higher education.

HIGHER EDUCATION

Idaho trends:

- In Fall 2008, approximately 4,400 Hispanic students were enrolled at one of Idaho's institutions of higher education (both public and private), ranging from technical colleges and cosmetology schools to the state's colleges and universities.
- Hispanic enrollment at Idaho's 4-year public institutions of higher education has grown from 1,480 in Fall 2000 to 2,540 in 2008, a 72% increase.
- Six-year graduation rates for Hispanics are lower than those for non-Hispanic white students at all three of Idaho's public universities. Only at Lewis-Clark State College are the rates higher for Hispanics.
- Both Hispanic and non-Hispanic white students lag their national peers in college graduation rates.
- Hispanics and non-Hispanics earn college degrees in similar fields. About 45% of bachelor's degree holders in both groups earn degrees in science, engineering and related fields.

National trends, as reported by the Pew Research Center and Pew Hispanic Center:

- College freshman classes boomed during the latest recession. Three-fourths of the increase came from an increase in minority student enrollment, and some of this growth was due to record rates of high school completion among Hispanics.
- Hispanic students are more likely than other groups to think a college education is important, and yet they are less likely to have high educational expectations for themselves. The reason for the gap is tied to pressure for Hispanic students to financially support their families.
- Hispanic students are more likely to attend college on a part-time basis.

<i>6-year college graduation rates, 2007</i>	Idaho	U.S.
<i>Percent</i>		
Hispanic students	31	47
White, non-Hispanic students	45	59

Source: The National Center for Higher Education Management Systems

EDUCATIONAL ATTAINMENT

- The high school dropout rate for Hispanic students in grades 9-12 was about 5% in 2006-2007, compared to 7% in 2002-2003. Rates for non-Hispanics also declined during this period. The change may be due to improved retention, better tracking of data, or at-risk students leaving school before 9th grade.
- On average, Idaho's Hispanic population has lower educational attainment levels than Hispanics in the US as a whole. Hispanics nationwide are more likely than Idaho's Hispanics to have more than a 9th grade education and almost twice as likely to have a bachelor's degree or higher (13% versus 7%).

<i>Highest level of education, 2009</i>	Idaho		United States	
	Hispanic	Non-Hispanic	Hispanic	Non-Hispanic
<i>Percent of pop age 25+</i>				
Total pop 25+:	100	100	100	100
Less than 9th grade	33	2	24	6
9th to 12th grade, no diploma	15	6	16	8
High school graduate, GED, or alternative	26	29	26	28
Some college, no degree	15	28	17	21
Associate's degree	4	9	5	8
Bachelor's degree	5	17	9	18
Graduate or professional degree	2	8	4	10

Source: US Bureau of the Census

<i>Highest level of education, 2008</i>	Idaho Hispanics	
	Native born	Foreign born
<i>Percent of pop age 25+</i>		
Total pop 25+:	100	100
Less than a high school diploma	27	69
High school diploma or equivalent	33	18
Some college	27	11
Bachelor's degree or higher	13	2

Source: Pew Hispanic Center

- Idaho's native-born Hispanics are much more likely than foreign-born Hispanics to have a high school diploma or college degree.

Selected education indicators	IDAHO		
	Hispanic	Non-Hispanic	Total
ENROLLMENT			
K-12 public school enrollment:			
2009-2010 (thousands)	41	235	276
1999-2000 (thousands)	25	220	245
Change 1999-2009 (%)	65	7	13
College enrollment, total number of students:			
All types of institutions, Fall 2008 (#)	4,400	77,150	81,550
Public, 4-year or above, Fall 2008 (#):			
Boise State University	1,210	18,460	19,670
Idaho State University	640	12,010	12,650
University of Idaho	530	11,260	11,790
Lewis-Clark State College	150	3,790	3,940
Public, 4-year or above:			
Fall 2008 (#)	2,540	45,510	48,050
Fall 2000 (#)	1,480	42,180	43,660
Change 2000-2008 (%)	72	8	10
ACHIEVEMENT			
Idaho Reading Indicator, Fall 2010 (%):			
At grade level	39	57	54
Near grade level	30	26	27
Below grade level	32	17	19
ATTAINMENT			
Highest level of education achieved, 2009:			
Population age 25+ (#)	75,800	887,900	963,700
Less than high school diploma (%)	48	9	12
High school graduate, GED, or alternative (%)	26	29	29
Some college or associate's degree (%)	19	37	36
Bachelor's degree or higher (%)	7	25	24
High school dropout rates, grades 9-12, public schools (%):			
2006-07	5.2	--	2.6
2002-03	7.2	--	3.9

HISPANIC: An ethnicity that refers to those who identify themselves as "Spanish," of "Hispanic origin," or "Latino." Hispanics may be of any race.

SOURCES: Idaho State Department of Education—<http://www.sde.idaho.gov/Statistics/>, <https://www.sde.idaho.gov/ipd/iri/IriAnalysis.asp>, and <http://www.sde.idaho.gov/site/assessment/ISAT/results.htm>; U.S. Department of Education (ED Data Express, Integrated Postsecondary Education Data System, College Navigator)—<http://www.eddataexpress.ed.gov/state-tables-main.cfm>, <http://nces.ed.gov/ipeds/sdc/default.aspx>, and <http://nces.ed.gov/collegenavigator/>; U.S. Census Bureau (2009 American Community Survey)—<http://factfinder.census.gov>; The National Center for Higher Education Management Systems—<http://www.higheredinfo.org/>; Pew Hispanic Center—<http://pewhispanic.org/reports/report.php?ReportID=117> and <http://pewhispanic.org/states/?stateid=ID>; and Pew Research Center—<http://pewsocialtrends.org/files/2010/11/757-college-enrollment.pdf>.

AUTHORS: Christy Dearien, Research Associate (cdearien@uidaho.edu), and Priscilla Salant, UI Coordinator for Outreach and Engagement (psalant@uidaho.edu)

MAPS: Debbie Gray, Research Analyst (dgray@uidaho.edu)

All from University of Idaho Indicators Team, College of Agricultural and Life Sciences, University of Idaho

NOTES ABOUT THE DATA:

1) A small amount of data in this report come from the U.S. Census Bureau's American Community Survey (ACS), an ongoing survey sent to a sample of the U.S. population. It provides estimates of the population's characteristics and replaces the long form of the decennial census. Especially in the case of small populations (like Idaho's Hispanics), ACS data are subject to sampling error, which occurs as a result of selecting a sample rather than surveying the entire population. For more information about the ACS and sampling error, please visit: http://www.census.gov/acs/www/Downloads/data_documentation/Accuracy/ACS_Accuracy_of_Data_2009.pdf.

2) The U.S. Census Bureau does not ask people about their immigration status.

