

# Education and Race Relations

# Obama's Education Policy

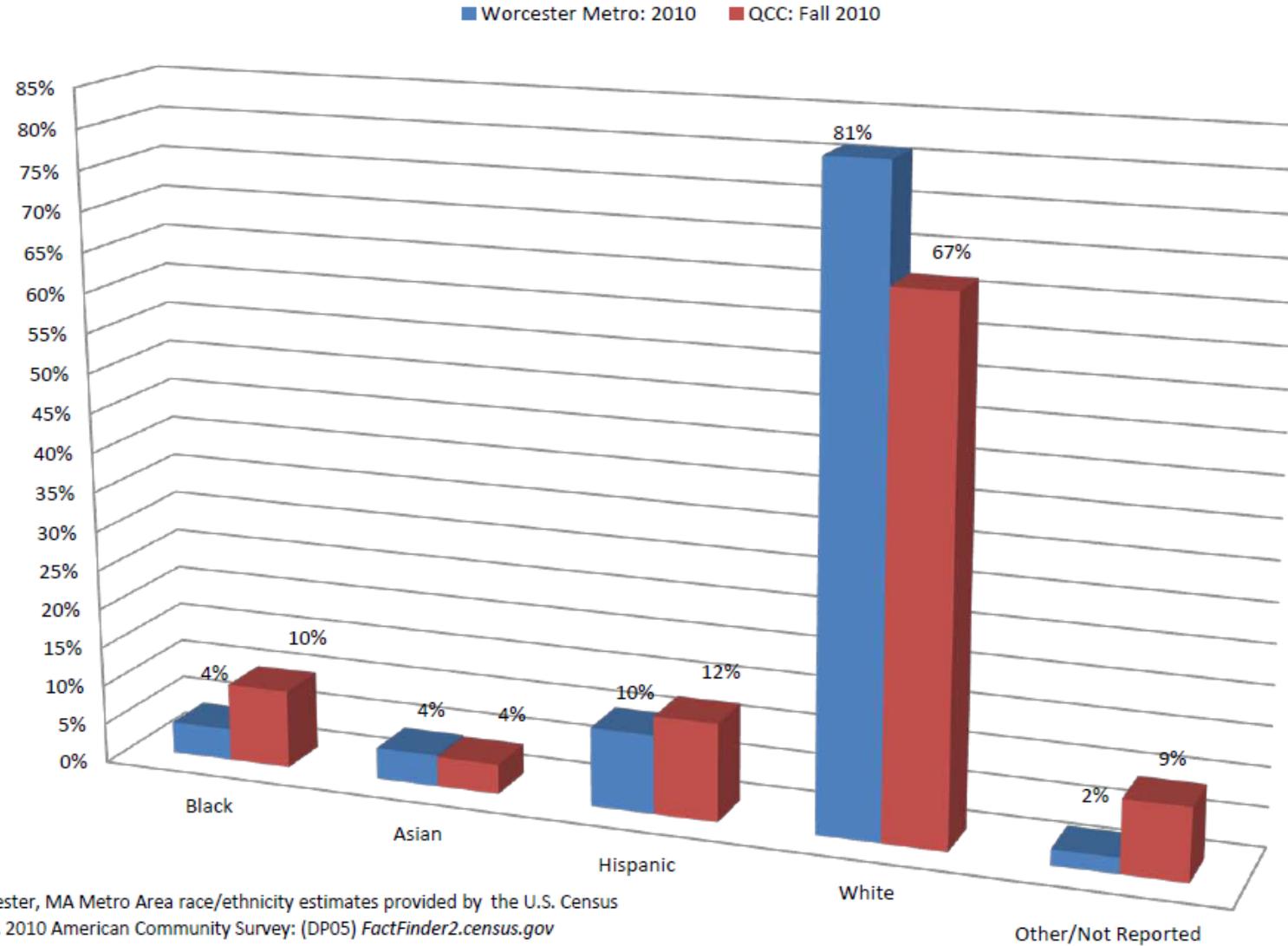
Number of states that had submitted proposals to compete in Race to the Top for a share government funds, by February 2010	40
Amount of federal funds at stake in the Race to the Top competition	\$4.35 billion
Number of finalists announced in early March 2010	16
Number of states that won the first round of funding	2
Amount of funds awarded to Delaware	\$100 million
Amount of funds awarded to Tennessee	\$500 million

According to a January 2010 CBS News poll, percentage of people who favor mandatory testing of students in public schools each year as a way to determine how well the school is educating students	71%
Percentage of people who oppose mandatory testing of students in public schools each year as a way to determine how well the school is educating students	24%
Percentage of people who are unsure about mandatory testing of students in public schools each year as a way to determine how well the school is educating students	5%
According to the College Board, amount of increase in tuition and fees at public universities for the 2009-10 school year	\$172-\$1,096
In Obama's plan to rein in college tuition costs, amount of money in tax credits given to families paying tuition for students attending four-year colleges	\$10,000
According to Obama's student loan proposal, percentage of annual income that the borrower would have to repay	10%

Number of years after which borrowers' debt would be completely forgiven, under Obama's proposal	20
Number of years after which borrowers' debt would be completely forgiven if they went into public service	10
Amount of money Obama would like to spend on community colleges	\$12 billion
Amount of money presently spent by the government on community colleges	\$2 billion
Obama's planned increase in the number of graduates from community colleges between 2010 and 2020	5 million

“By the Numbers: Obama Administration Education Policy.” *Issues & Controversies*. Infobase Learning, 5 Apr. 2010. Web. 25 Aug. 2015.

**Table 5: Race/Ethnicity -QCC Student Population and the Worcester Metro Area,\* 2010**



\*Worcester, MA Metro Area race/ethnicity estimates provided by the U.S. Census Bureau, 2010 American Community Survey: (DP05) [FactFinder2.census.gov](http://FactFinder2.census.gov)

# What does this policy have to do with race relations?

- In the 2010 Census, out of 181,045 residents, 11.6% of Worcester's population was Black/ African American, and 20.9% was Hispanic/ Latino.

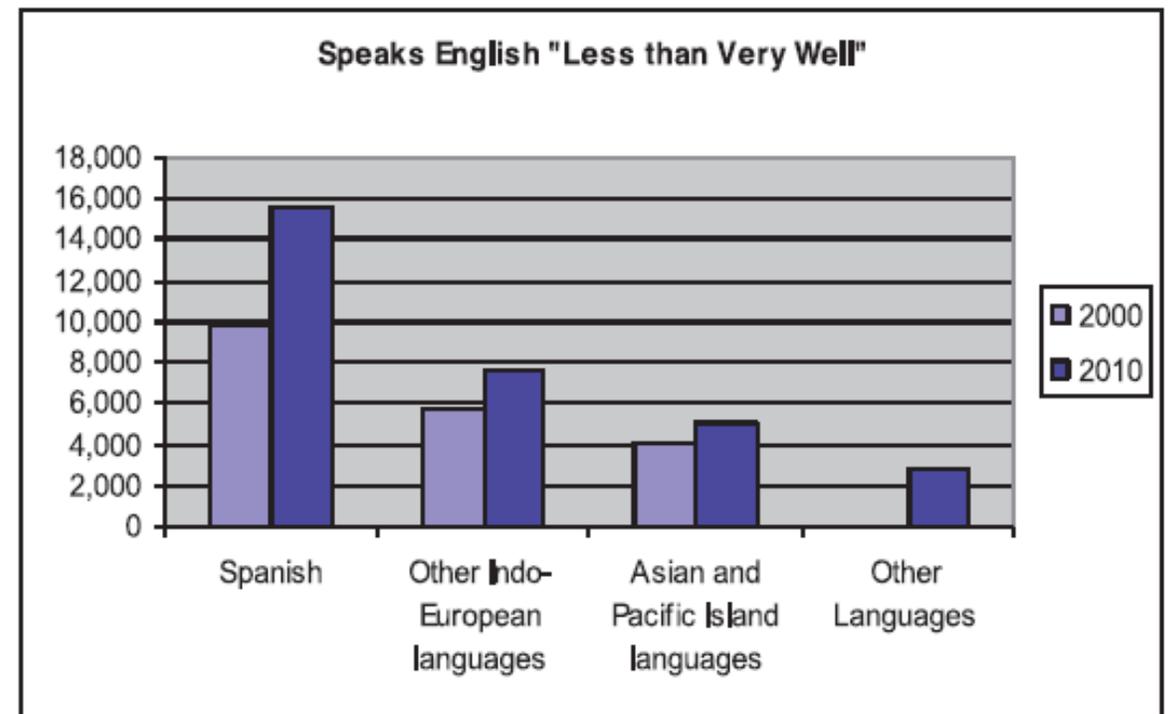
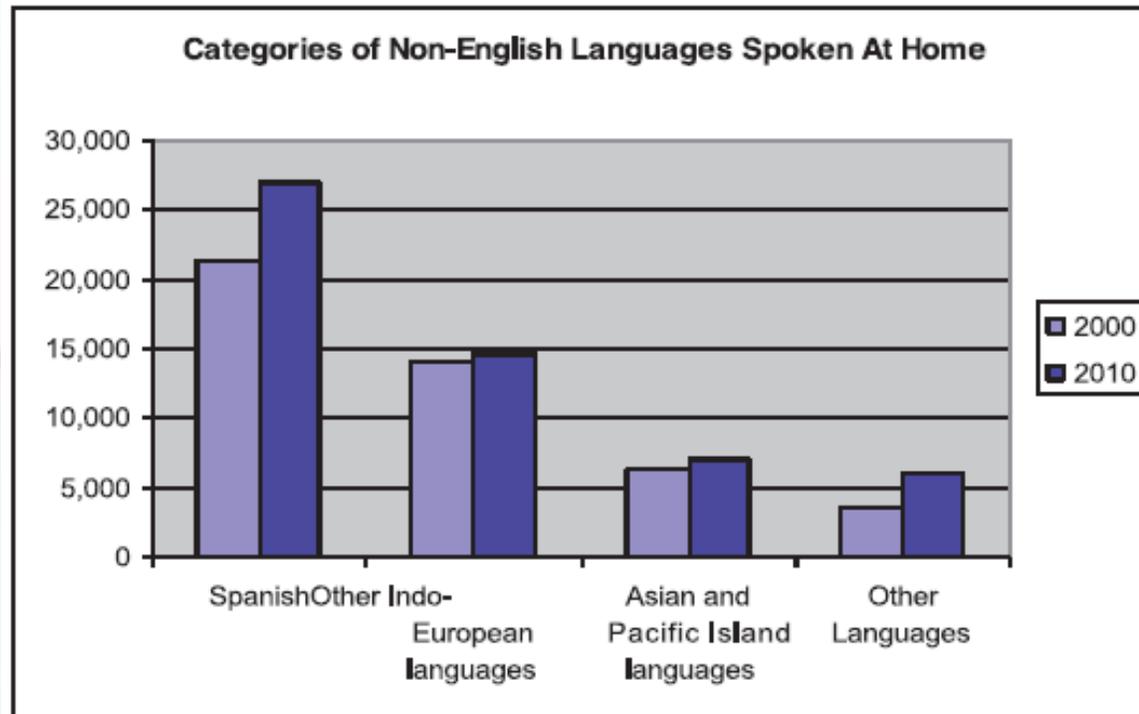
## DIVERSITY

### RACIAL AND ETHNIC BREAKDOWN FOR WORCESTER'S POPULATION 2000-2010

	2000	2010	Percentage Change
Total:	172,648	181,045	4.86%
White alone	133,124	125,706	-5.57%
Black or African American alone	11,892	21,056	77.06%
American Indian and Alaska Native alone	769	755	-1.82%
Asian alone	8,402	11,034	31.33%
Native Hawaiian and Other Pacific Islander alone	96	85	-11.46%
Some other race alone	12504	15195	21.52%
Population of two or more races	5861	7214	23.08%
Hispanic or Latino	26155	37818	44.59%

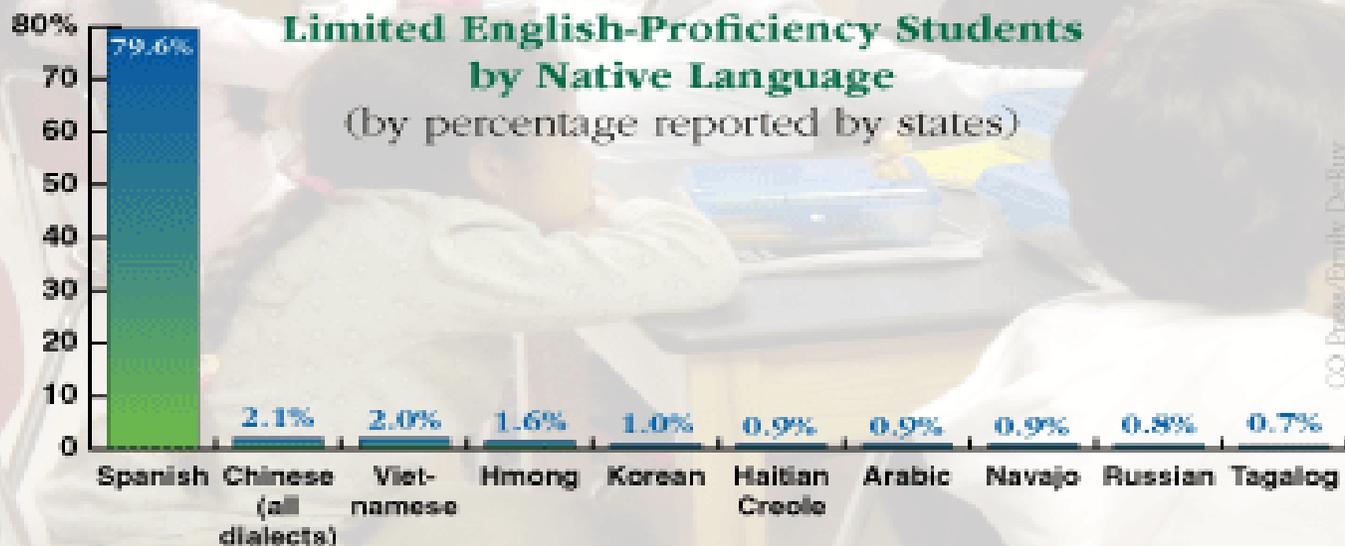
Source: US Census Bureau, 2000 Census and 2006-2010 American Community Survey

Since 2000, the number of households speaking a language other than English has increased by 20.6% (9,357 people). Spanish households have increased by the greatest number: 26%, or 5,583. The greatest percentage increase has been in the category of "other languages": 68% or 2,419. There has also been an increase in the number of people who speak English "Less than Very Well".



## Most Student Native Speakers Are Hispanic

More than three-quarters of U.S. students with limited English proficiency (LEP) are native Spanish speakers. About 7 percent of LEPs are native speakers of Asian languages.



Source: "The Biennial Report to Congress on The Implementation of the Title III State Formula Grant Program: School Years 2004-06," U.S. Department of Education, June 2008

# Current Situation: Lagging Indications

- English-language learners (ELLs) are lagging behind other students on math and reading achievement tests, and one-fourth are failing to make progress toward language proficiency, according to state data collected by the federal Department of Education.
- Opposing camps in the bilingual versus English-immersion debate predictably blame the achievement and language-proficiency gaps on school districts' failure to adopt their differing prescriptions on the best instructional model to use for English learners. Some experts with less partisan views, however, point to other factors, including the concentration of English learners in high-poverty, lower-resourced schools. English learners score far below the national average for fourth-graders in both reading and math on the National Assessment of Educational Progress (NAEP), often called the nation's report card. The gap widens in test scores for eighth-graders, according to a recent analysis by the Pew Hispanic Center

The center's analysis of the 2005 NAEP showed, for example, that nearly three-fourths of fourth-grade English learners (73 percent) scored below “basic” on reading — double the national average of 36 percent. For eighth-graders, the national average of below-basic scores fell to 27 percent, but the percentage of English learners scoring below basic remained almost unchanged at 71 percent.

With the number of English learners in public schools rapidly increasing — projected to be one-fourth of the school population by 2025 — the need to close that gap will only increase. “It's going to be a long-term persistent problem,” says one Stamford professor. “The number of English learners has increased to the point where it's no longer an issue like special education, a small subset. In many districts, it's a majority of the students.”