Latinos and Education in New York City

Adriana Pantaleon, Alexandra Ramos, Jamelet Alvarez, Jorge Ramirez, Maria Delgado
LLS 100 FYI 41 and English 101, Professor Maria Grewe and Professor Lisandro Perez

Latino Undergraduate Population of John Jay College CUNY

- The overall Latino population is growing rapidly in New York City. This growth thus signifies that the Latino population will play an important role in the socioeconomic future of New York. Therefore, Latinos must be prepared to take on such a role. Education has a major role in modern society and also in the Latino community.

Average Educational Levels Reached by Latinos

- The overall Latino student body is one of the fastest-growing ethnic/racial populations at 14.1% in the United States' overall population (U.S. Census Bureau, 2005). Moreover, 34% of the U.S. Latino population is under age 18, in contrast to the 23% of the entire non-Latino, white population; and the Latino student population in 2000 accounted for 17% of the nation’s entire public school population (U.S. Census Bureau, 2003a).

- The graph below shows that Latinos are still one of the largest groups with low educational attainment out of all the other ethnic groups.

- It also shows in 1980 Hispanics were first in place in having 43% of students with no diploma, 33% with high school diploma, 15% with some college, and 9% with bachelor’s or more educational attainment.

References


The Obstacles Young Latino Immigrants Face in the New York City Education System

- Many immigrants come from Latin American countries in order to take advantage of the opportunities they can receive that they cannot get in their home countries.

- Compared to these Latin American countries, the education here in the United States is better and the opportunities they can gain from it are extraordinary.

- According to the article "Academic Achievement among Immigrant and U.S.-Born Latino Adolescents: Associations with Cultural, Family, and Acculturation Factors," there was a study that observed risks and other factors that contributed to among 130 Latino students. 56% of those students were female and 35% were immigrants.

- Acculturative stress, child gender, immigrant status, parental monitoring, cultural values, mainstream values, and English Language proficiency were found to correlate to the students’ academic achievement.

- In certain parts of the study, it showed that the immigrant students still prepared even when under acculturative stress and earned a higher GPA than the U.S.-born students.