



The Leadership
Conference

New Education Majority Survey Year Two

Findings and Recommendations

March 2017

ANZALONE
LISZT
GROVE | research

Methodology

A national survey of N=1,200 (N=600 African Americans and N=600 Latinos) New Education Majority parents and family members actively involved in the upbringing of a child between the ages 5-18 was conducted by telephone, including both landlines and cell phones, using bilingual (English and Spanish) professional interviewers. Interviews were conducted March 1-9, 2017. The margin of error for the each sample is plus or minus 4.0% at the 95% level of confidence. The margin of error for subgroups varies and is higher.

Demographics of Audiences

Demographics	%African Americans	%Latino or Hispanic
Gender		
Men/Women	36 / 64	44 / 56
Income		
Under \$20K	20	16
\$20K-40K	27	26
\$40K-75K	24	23
\$75K+	21	24
Children in HH		
Kids Living at Home	68	84
Relationship to Child		
Parents	54	69
Grandparents	29	15
Other		
Interview conducted in Spanish		30
Parent or parents born outside US		70

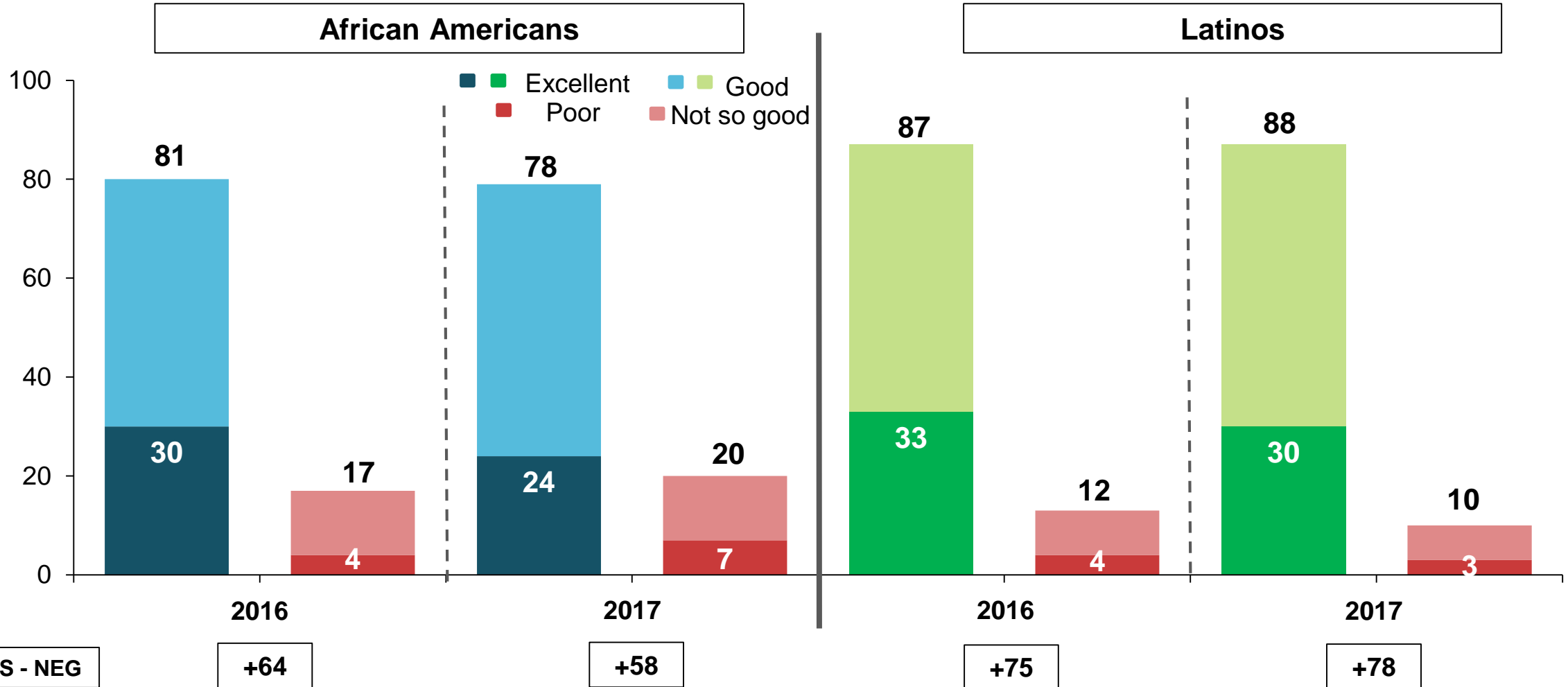
Key Findings

- **Perceptions of racial disparities remain strong among new education majority parents, and in some cases are even more pronounced than last year.**
 - There is an overwhelming sense of racial inequity in school funding and among African Americans, the already strong sense of racial inequity in both funding and school quality continues to rise.
 - The lack of funding for students of color is seen as the biggest cause of racial disparities in education, and racism has risen to become the second biggest driver among both African-American and Latino parents.
 - Parents of color whose child's teachers are mostly White are more likely to believe schools are “not really trying” to educate students of color than those with mostly Black or mostly Latino teachers.
- **New education majority parents continue to place a premium on high expectations and academic rigor for their children.**
 - These parents prioritize high-quality and well-equipped teachers, the fair treatment of students, and opportunity to take challenging classes above all else.
 - Both African-American and Latino parents overwhelmingly believe that students today should be challenged more in school than they currently are.

VIEWS OF SCHOOL QUALITY

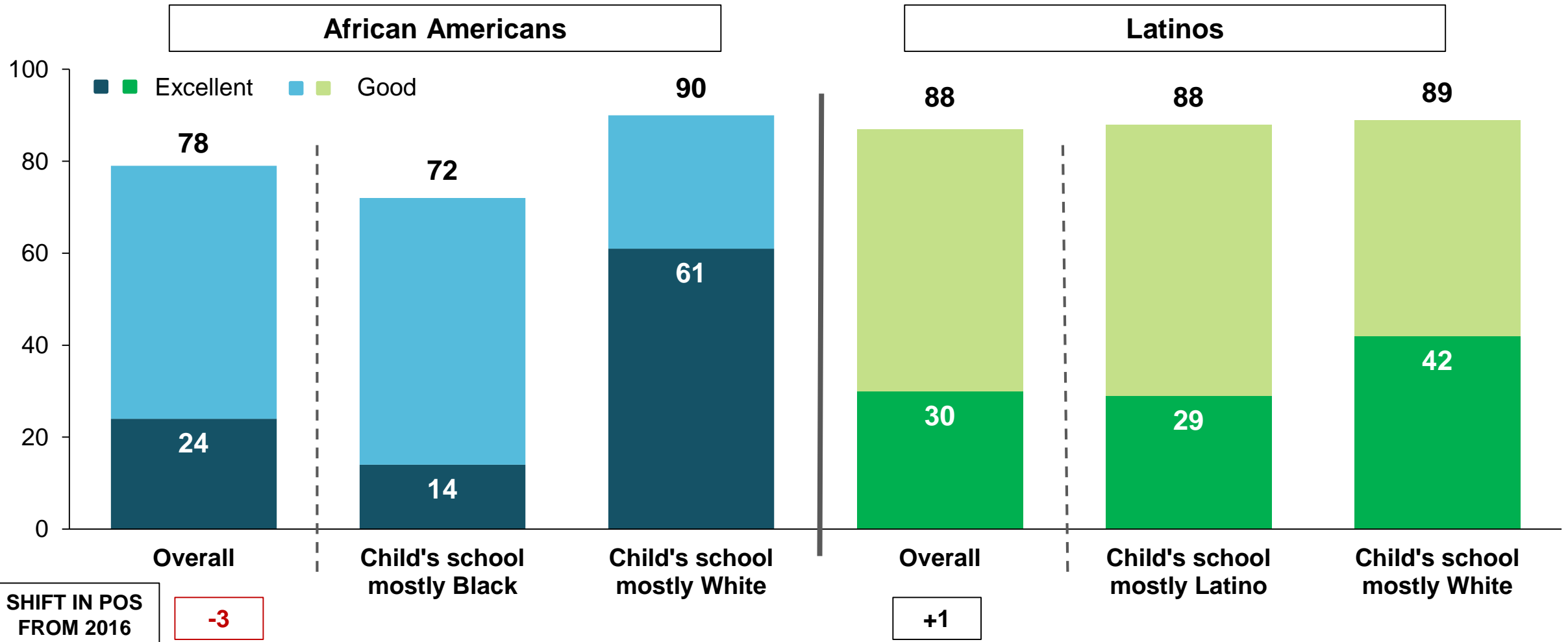
More than three-quarters of both communities rate the school their child attends positively, though less than a third rate it as “excellent.” Positive ratings are down slightly among African Americans this year.

“How good of a job does *your child’s school* do in preparing (*African-American / Latino*) children for success in the future?”



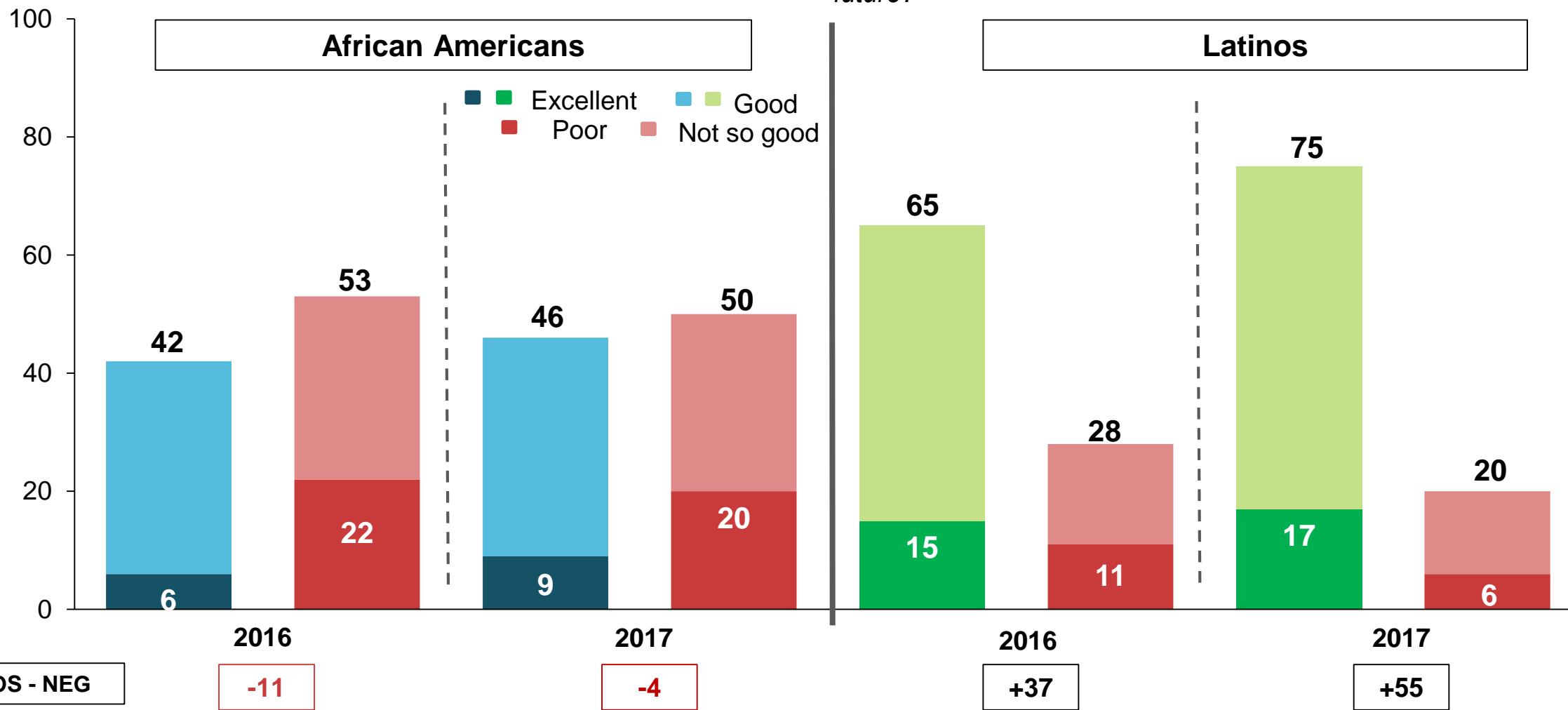
Ratings on their child's school are higher among those whose children attend mostly White schools, especially for African Americans.

Thinking specifically about the school that the child you care for attends, how good of a job does it do preparing children for success in the future?



Ratings for how public schools prepare African-American and Latino children overall are significantly lower than ratings for their own child's school. This is especially true among African Americans, who are more likely to rate the education provided to Black children negatively. Among Latinos, there was a 10-point increase from last year in the share saying public schools do a good job preparing Latino students.

"How good of a job does all public schools in the U.S. do in preparing (African-American / Latino) children for success in the future?"



Improved perceptions on how well public schools prepare children for success is driven by Spanish-speakers and married women among Latinos, and older, more affluent family members among African Americans.

BIGGEST SHIFTS BY SUBGROUP IN SCHOOLS DOING A GOOD JOB PREPARING BLACK/LATINO STUDENTS

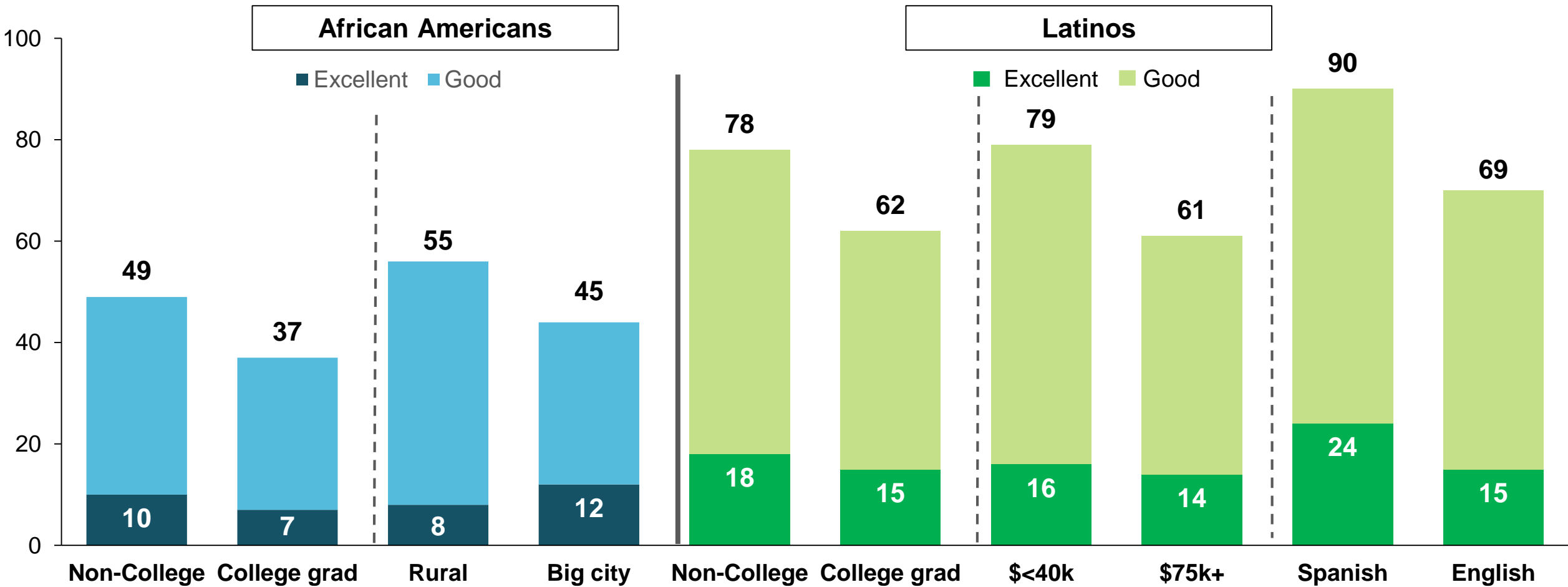
“Thinking about all public schools in the United States, how good of a job do they do in preparing [Black/Latino or Hispanic] children for success in the future? Do they do an excellent job, a good job, a not so good job, or a poor job preparing [Black/Latino or Hispanic] children for success in the future?”

African Americans	Increase in % Good job
OVERALL	+4
More than \$75k HH income	+15
Seniors	+12
College graduates	+8
Married	+8
Grandparents	+8

Latinos	Increase in % Good job
OVERALL	+10
Spanish-dominant	+25
Married women	+21
35-49 years old	+20
More than \$40k HH income	+15
Women	+13

Latinos believe public schools do a good job preparing Latino children across demographic lines, with non-college educated, lower-income and Spanish-dominant Latinos the most positive. Among African Americans, those without a college degree were also more optimistic, as were those living in rural areas.

*Thinking about **all public schools** in the United States, how good of a job do they do in **preparing Black/Latino children** for success in the future?*

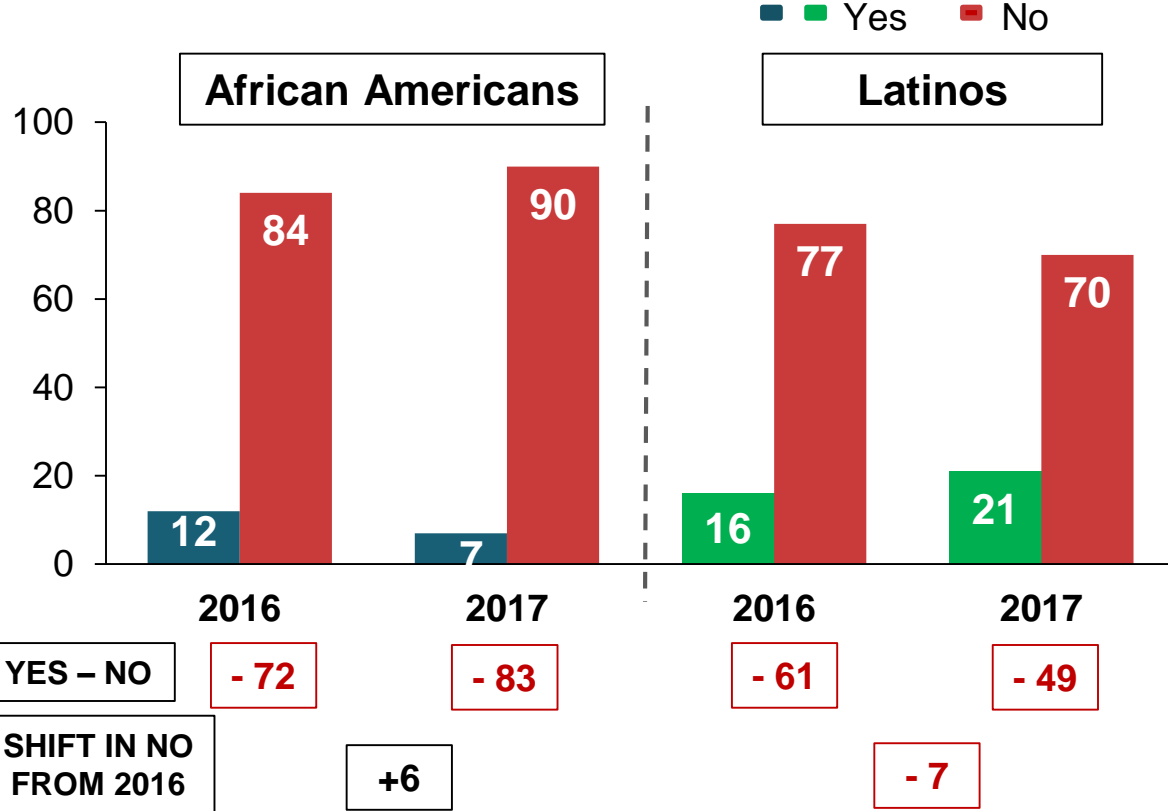


RACIAL INEQUITIES IN SCHOOLS

African-American and Latino parents continue to overwhelmingly see school funding disparities by both income and race. African Americans are especially likely to see funding inequities, with that view even stronger this year, and they continue to see as much disparity by race as by income. On the other hand, perceptions of disparity have reduced among Latinos, both on race and income.

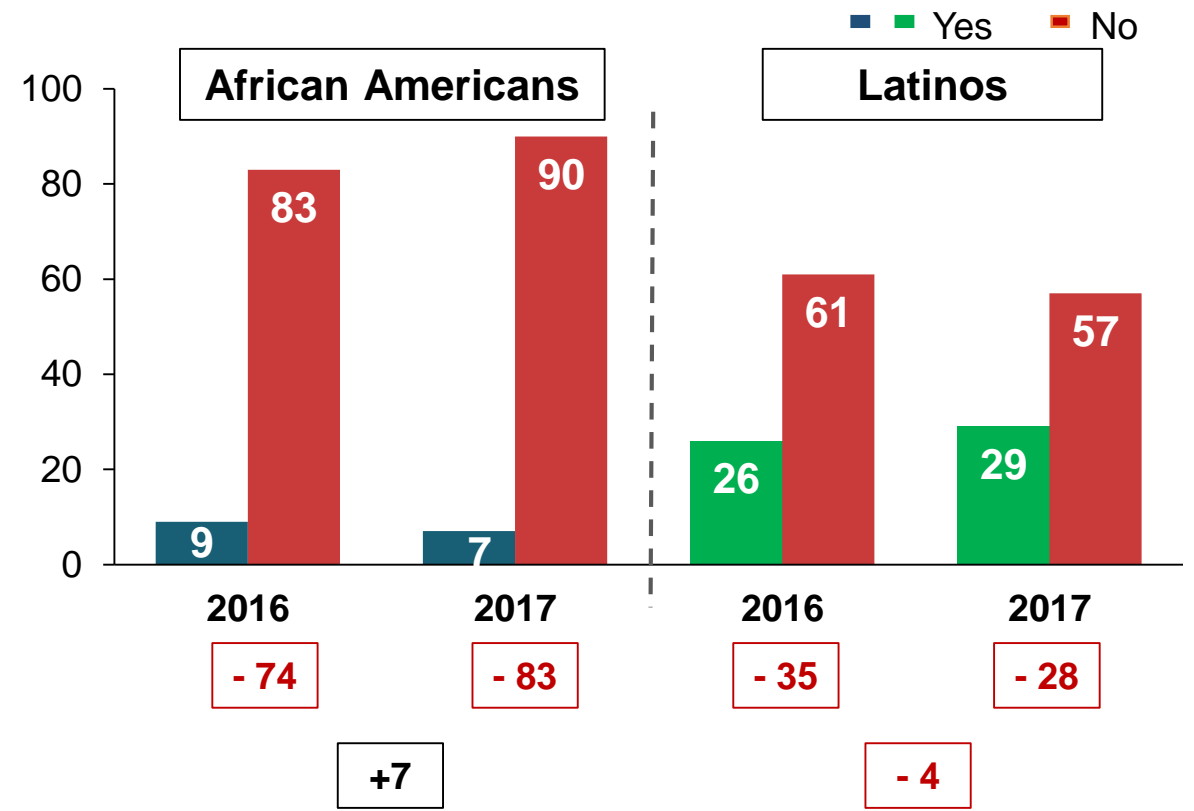
FUNDING DISPARITY BY INCOME

“Do you think schools in low-income communities receive the same amount of funding as schools in wealthy communities?”



FUNDING DISPARITY BY RACE

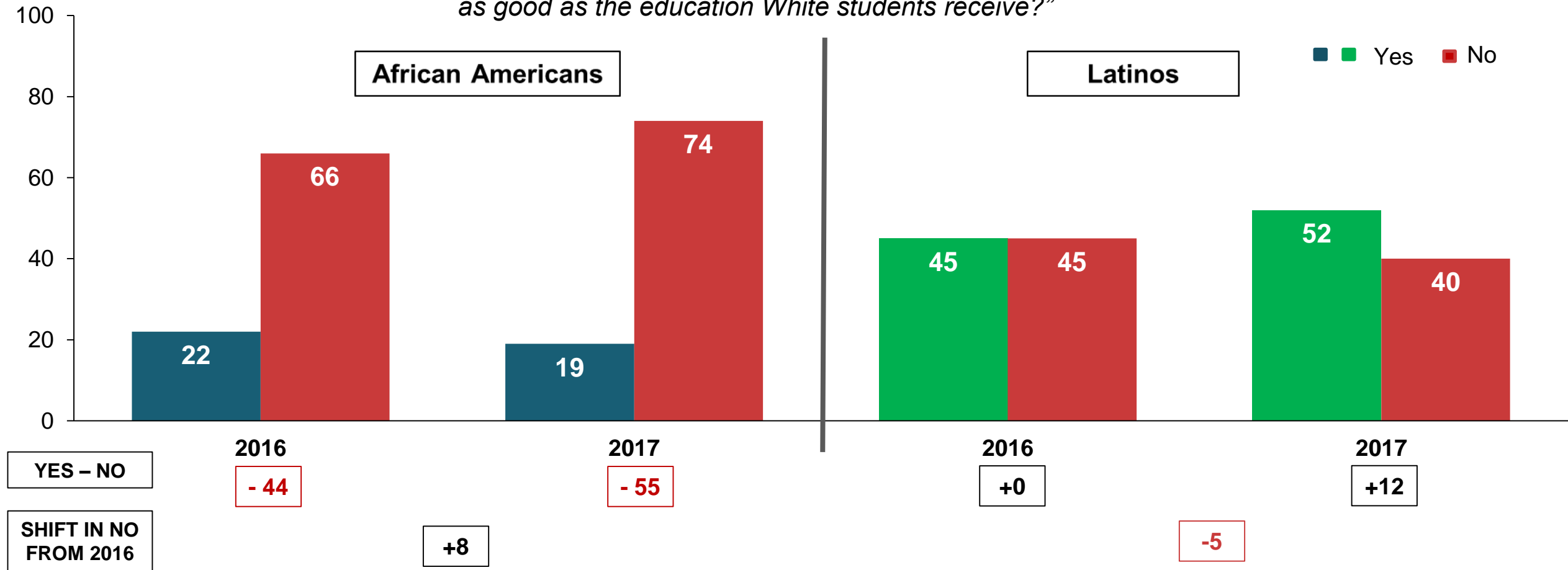
“Do you think schools in (AA / Latino or Hispanic) communities receive the same amount of funding as schools in White communities?”



Nearly three quarters of African-American parents believe that the education Black students receive is worse than the education that White students receive. In contrast, a slim majority of Latino parents believe that Latino students receive as good an education as White students. Perceptions of disparity have increased among African Americans, while decreasing among Latinos.

INEQUITY IN QUALITY OF EDUCATION BY RACE

“In general, do you think the education (Black / Latino or Hispanic) students receive in U.S. schools is as good as the education White students receive?”



Younger African-American men drive the increase in perceptions of inequality between Black and White students. Among Latinos, improved views are once again driven by Spanish-dominant adults.

**BIGGEST SHIFTS BY SUBGROUP IN INEQUITY IN
QUALITY OF EDUCATION BY RACE**

“In general, do you think the education [Black/Latino or Hispanic] students receive in U.S. schools is as good as the education White students receive?”

African Americans	Shift in % NOT as good
OVERALL	+8
Dads/step-dads	+20
Unmarried men	+15
18-34 year olds	+14
Less than \$20k HH income	+14
Men	+12

Latinos	Shift in % NOT as good
OVERALL	-5
Spanish-dominant	-25
Unmarried men	-16
Less than \$20k HH income	-11
35-49 year olds	-11
Women	-8

Among Latinos, the belief that Latino and White students receive the same quality education is especially strongly held by recent immigrants, Spanish-dominant, less affluent and less-educated Latinos. The higher educated in both audiences are more likely to see racial inequity, while those in rural areas are less likely to see it.

INEQUITY IN QUALITY OF EDUCATION BY RACE BY SUBGROUP

In general, do you think the education (Black / Latino or Hispanic) students receive in U.S. schools is as good as the education White students receive?

AA most likely to say education is as good as Whites	%Yes
Overall	19
Live in a rural area	42
Non-parent men	35
Seniors (65+)	27

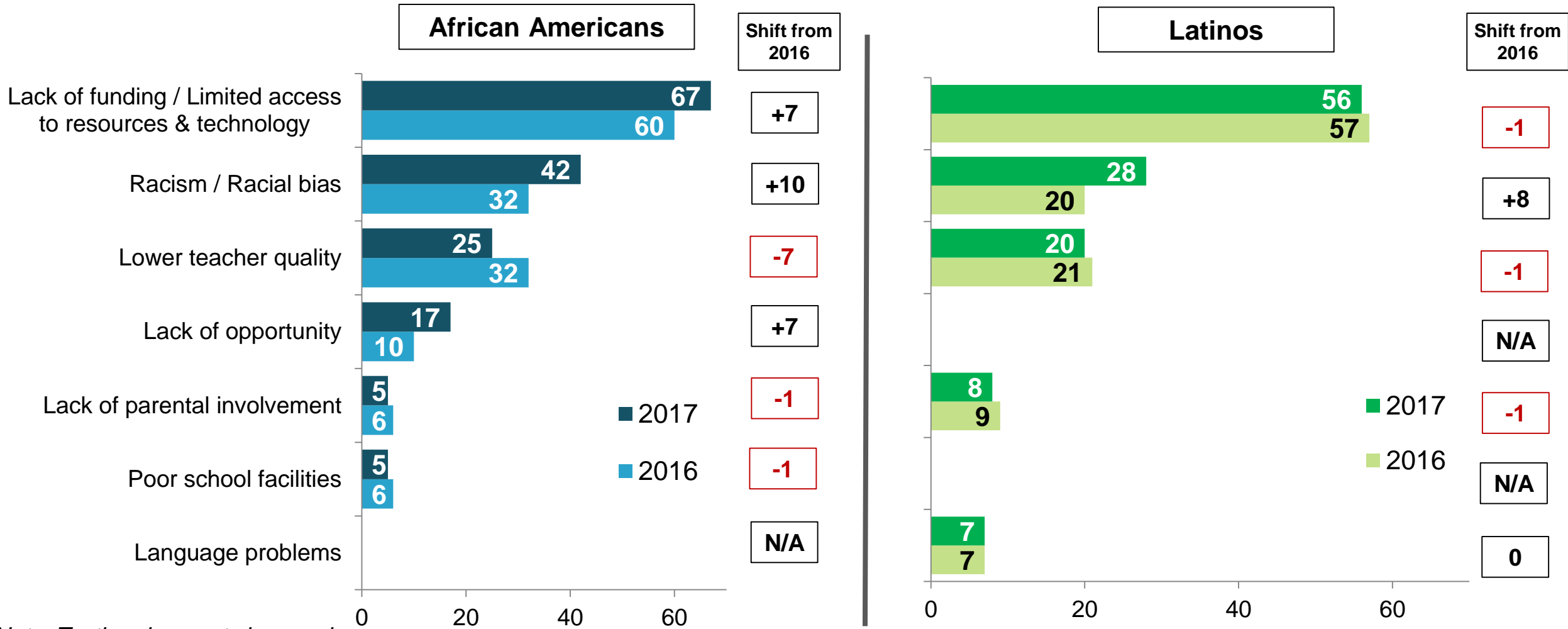
AA most likely to say education is NOT as good as Whites	%No
Overall	74
Post-graduates	88
Live in the suburbs	85
Child goes to private school	83
Women <45	83

Latinos most likely to say education is as good as Whites	% Yes
Overall	52
Did not attend school in US	69
Lives in a rural area	67
Men in <\$40k households	67
Spanish-dominant	66
HS graduate or less	60

Latinos most likely to say education is NOT as good as Whites	% No
Overall	40
Women in \$75k+ households	56
College graduate	54
Parents born in the U.S.	53

Among those who see racial disparities in education, both communities cite a lack of funding and resources as the biggest cause. Racism is cited as the second biggest reason, with the share citing it rising among both audiences this year.

“Why do you think that (Black / Latino or Hispanic) students don’t receive as good an education as White students?” [OPEN-ENDED]
[MULTIPLE RESPONSES ACCEPTED]



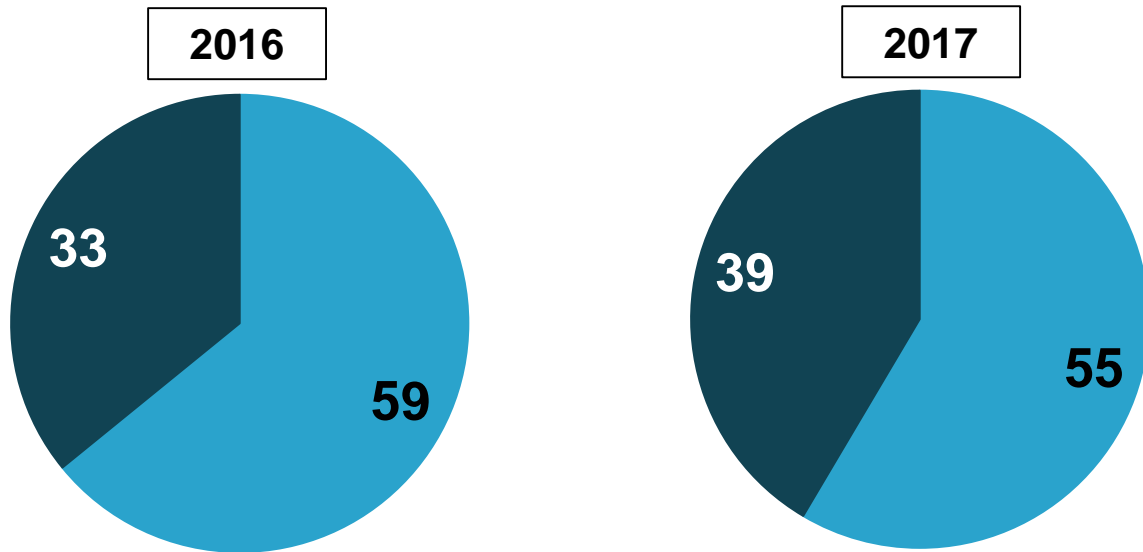
Note: Testing does not show up in responses

Despite the racial inequities they see in education, strong majorities say that schools in the U.S. are trying their best to educate African-American and Latino children. Views remained steady among Latinos, while the share of those saying schools are “not really trying” rose 6 points among African Americans.

“Please tell me which of the following comes closer to your own view, even if neither is exactly right.”

- Schools in the U.S. are not really trying to educate Black / Latino students
- Schools in the U.S. are trying their best to educate Black / Latino students, even if they often leave many behind

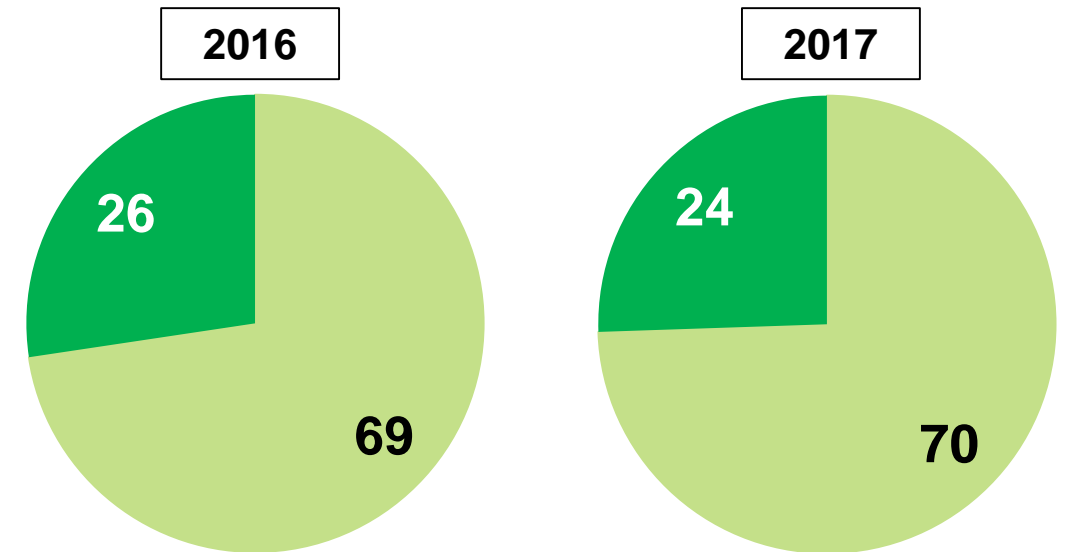
African Americans



SHIFT IN % NOT REALLY TRYING FROM 2016

+6

Latinos



-2

Those whose child's teachers are mostly White are less likely to believe schools are trying than those with mostly Black (-16) or mostly Latino (-8) teachers.

"Please tell me which of the following comes closer to your own view, even if neither is exactly right."

- Schools in the U.S. are not really trying to educate Black / Latino students
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African Americans

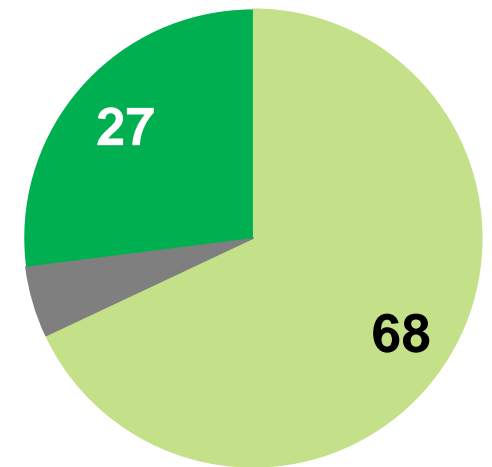
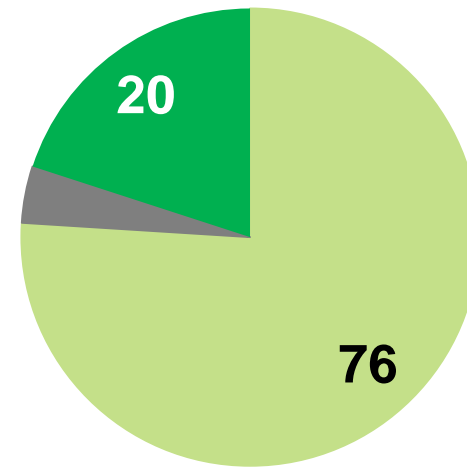
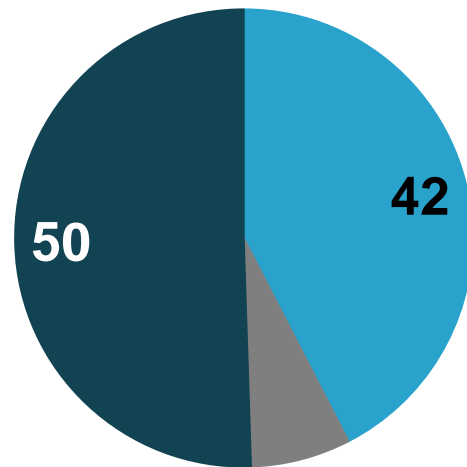
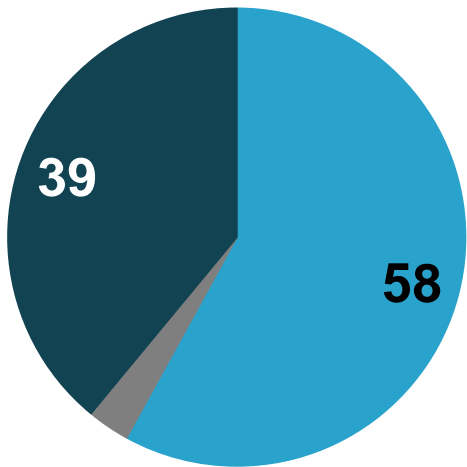
Latinos

Mostly Black Teachers

Mostly White Teachers

Mostly Latino Teachers

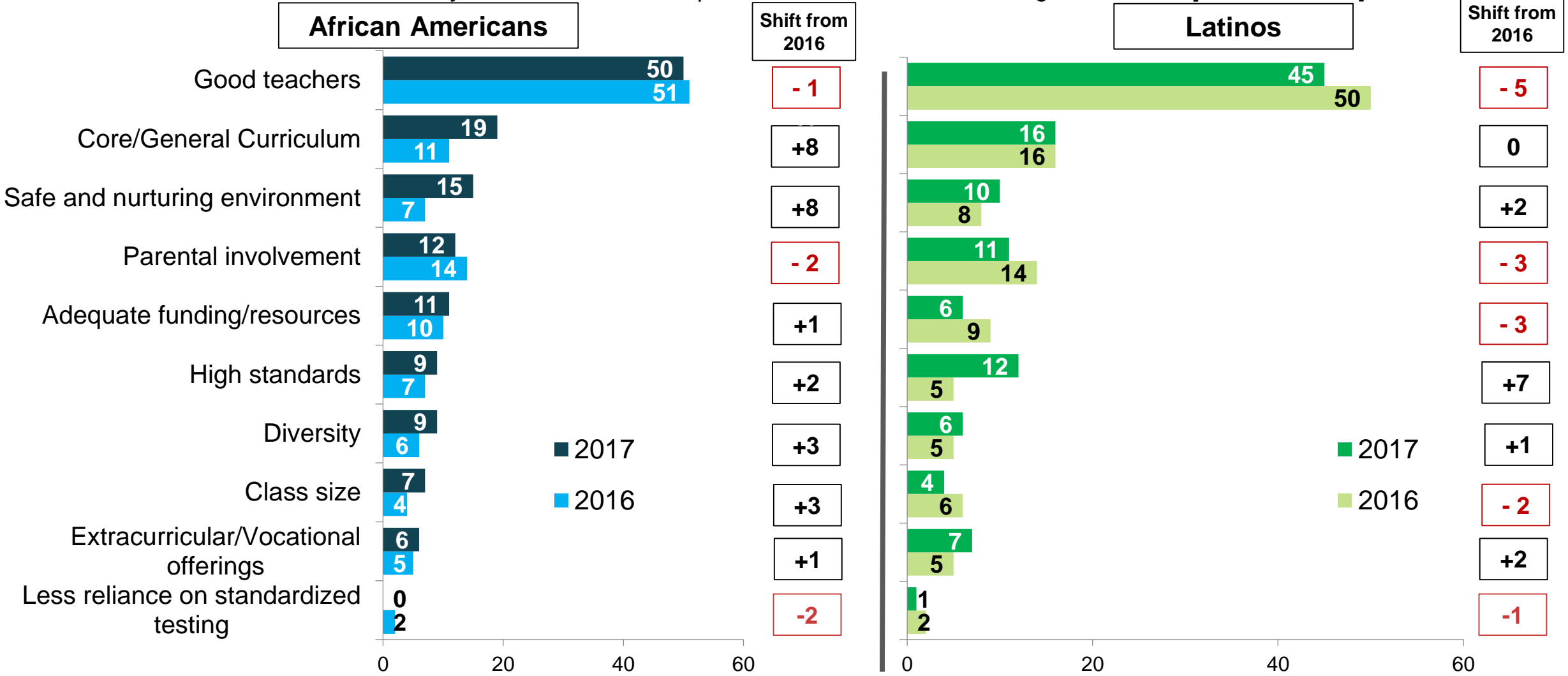
Mostly White Teachers



PRIORITIES & EVALUATION FOR A GOOD SCHOOL

Both African Americans and Latinos continue to overwhelmingly cite good teachers as the most important quality of a great school in an open-ended question. Among African Americans, the biggest increase was on the curriculum and a safe environment (both +8), while high standards saw the biggest increase with Latinos (+7).

“What do you think is the most important characteristic to make a great school?” [OPEN-ENDED]



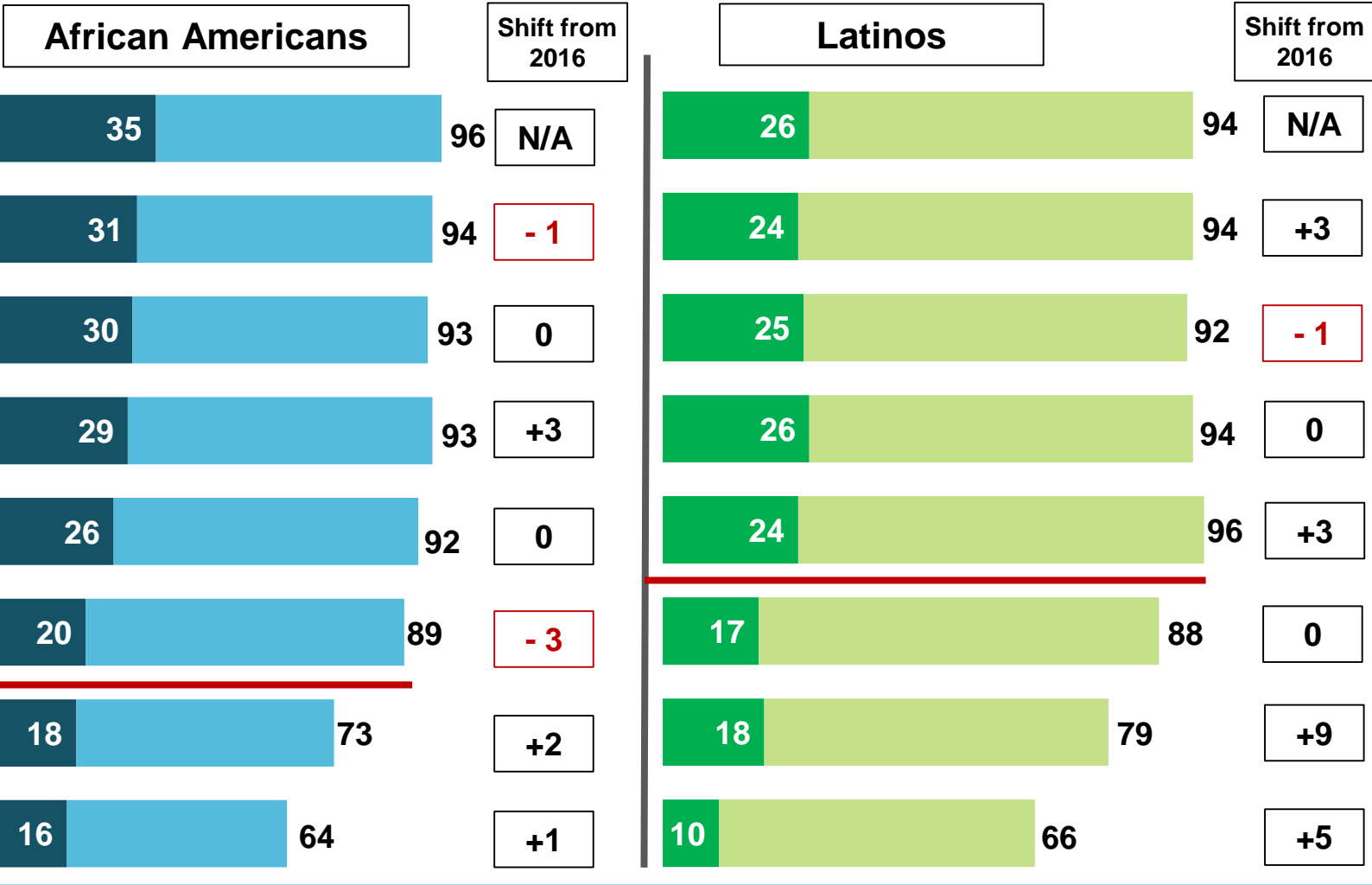
New majority parents prioritize fair treatment for students and strong academics, including sufficient teaching materials, high quality teachers, and students leaving prepared for success. There was remarkably little change in priorities from last year, other than slight increases for the importance of standardized testing among Latinos.

IMPORTANCE OF QUALITIES TO MAKE A GREAT SCHOOL

“Is the characteristic one of the most important, very important, somewhat important, not too important, or not at all important to have a great school?”

■ One of the most important

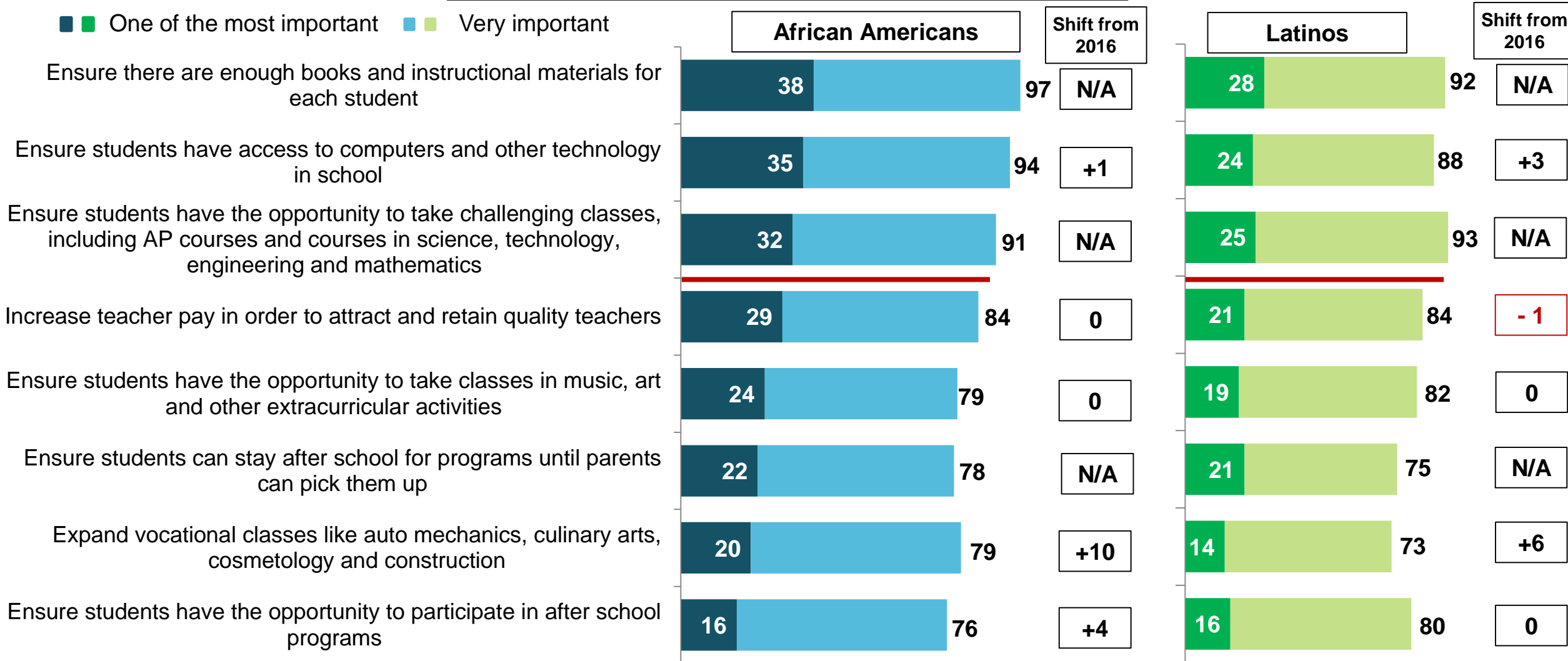
■ Very important



When it comes to priorities for school funding, strong academics and resources again top the list. Access to books and computers, challenging classes and retaining quality teachers are most important with both groups. Challenging classes were especially important to affluent, college educated parents. The importance of vocational classes rose with both groups, but is still a lower priority than others.

BEST USES FOR ADDITIONAL SCHOOL FUNDING

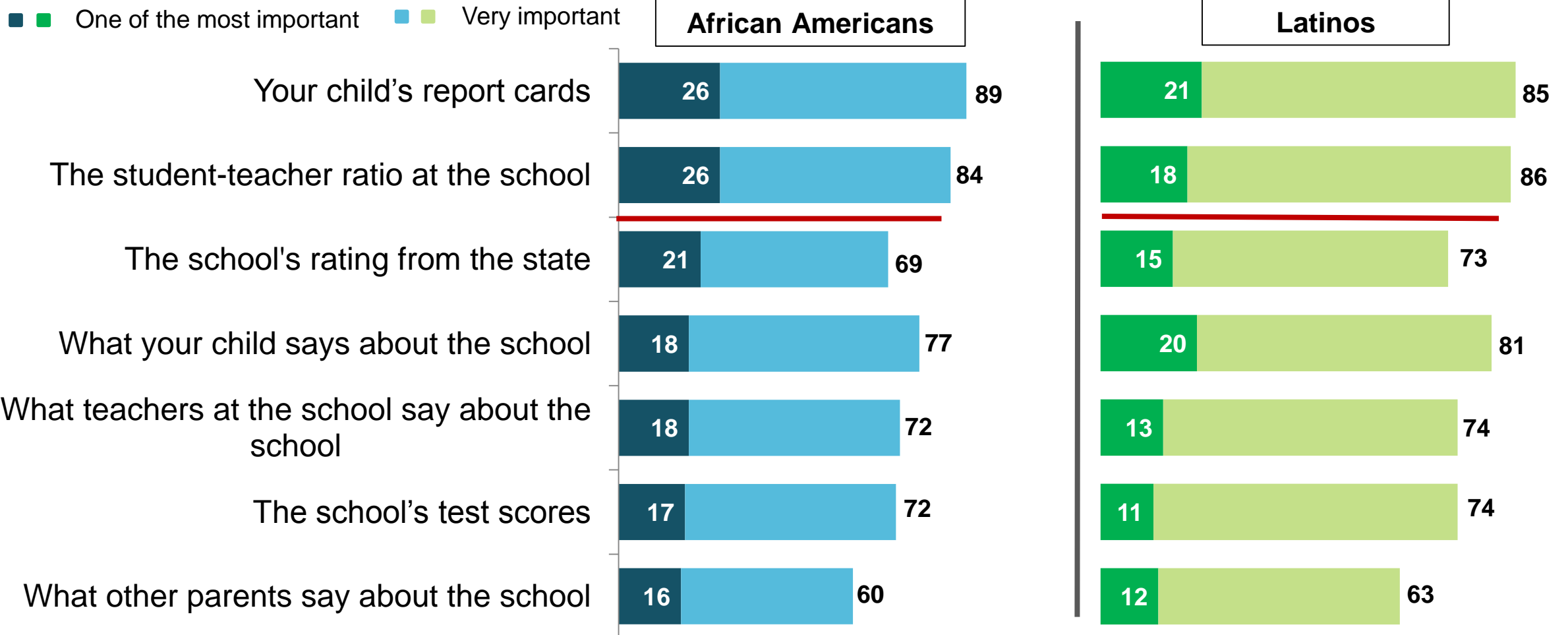
■ One of the most important ■ Very important



For both groups, their child's report cards and the student-teacher ratio are seen as the most important pieces of information to determine school quality. For Latinos, what their child says about the school also tested at the top. The student-teacher ratio is especially important to college educated parents.

IMPORTANCE OF INFO TO DETERMINE SCHOOL EFFECTIVENESS

“Is this one of the most important pieces of information in determining if a school is effectively educating your child, very important, somewhat important, not too important, or not important at all?”

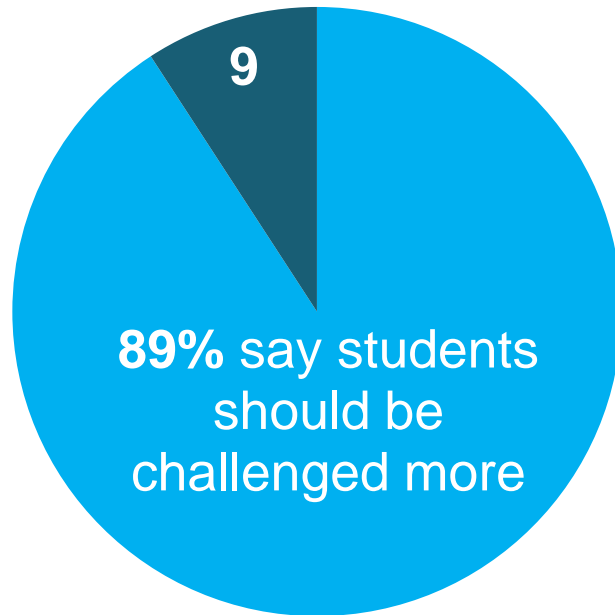


SETTING EXPECTATIONS

Both African Americans and Latinos overwhelmingly believe that students today should be challenged more in school than they currently are, with very little change in beliefs since last year.

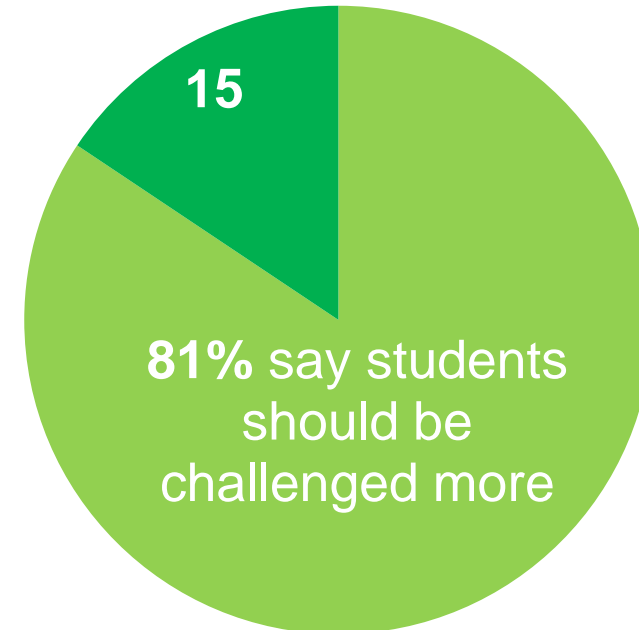
“Which of the following do you agree with more, even if neither are exactly right?”

- ■ Students today work hard enough and don't need to be challenged more in school
- ■ Students today should be challenged more in school to help ensure they are successful later in life



AFRICAN AMERICANS

- 1



LATINOS

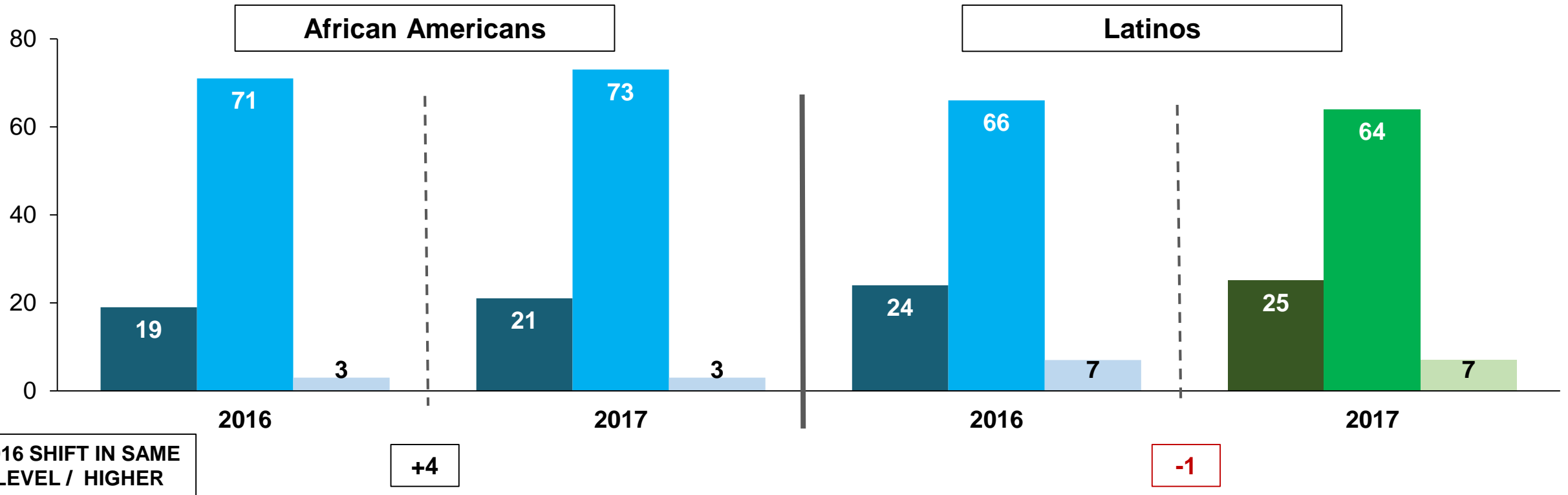
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**SHIFT IN
CHALLENGED MORE
FROM 2016**

9 in 10 African Americans and Latinos believe that expectations for low-income students should be either the same or higher than those of other students. These views on expectations grew even stronger among African Americans, while they remained steady among Latinos.

APPROPRIATE LEVEL OF EXPECTATIONS FOR LOW-INCOME STUDENTS

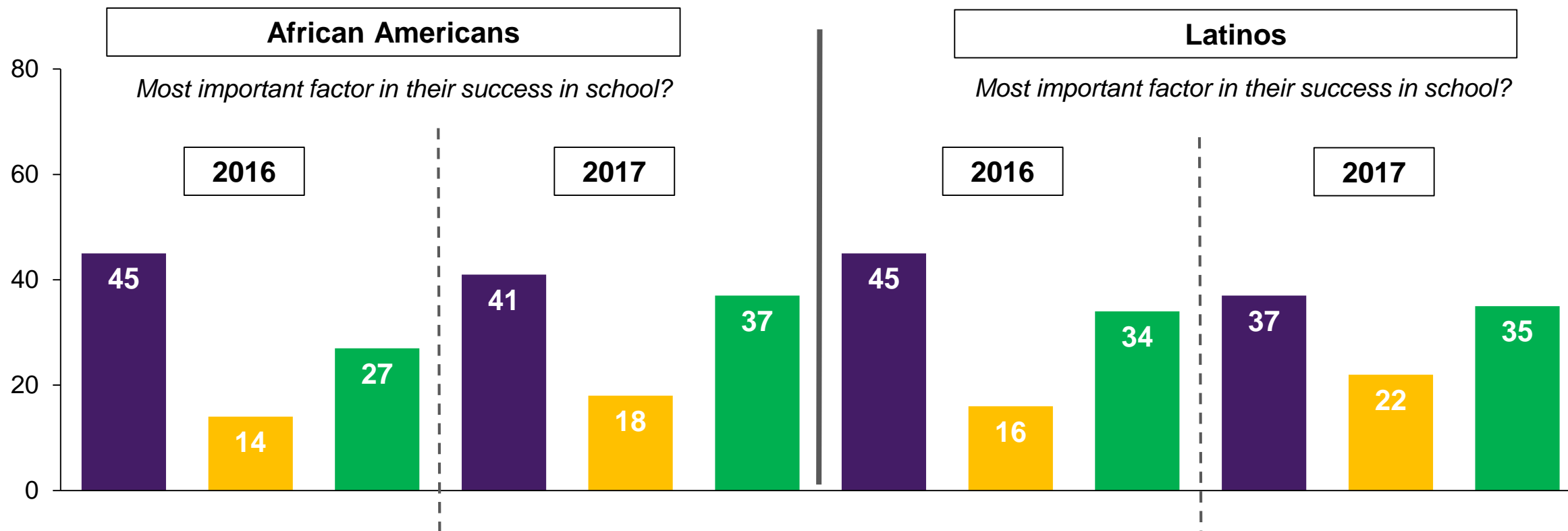
- Teachers should hold Black / Latino students from low-income families to higher expectations because a good education is the best path out of poverty
- Teachers should hold all their students to the same level of expectations
- Teachers should hold Black / Latino students from low-income families to lower expectations because their lives already have enough challenges



Both African Americans and Latinos believe that support at home is the biggest factor in success at school. This year, there was a 10-point increase in the share of Black parents who credit a student's own hard work for their success, and a 6-point increase in the share of Latinos who credit the student's school.

BIGGEST FACTOR IN SUCCESS FOR LOW-INCOME STUDENTS

■ The support they received from their family ■ The education they received at school ■ Their own hard work



A lack of support at home is also seen as the biggest obstacle to success at school. This year, there was a 10-point increase in the share of Black parents saying that when low-income students don't succeed, it is due to a lack of support at home. Among Latinos, there was a 13-point increase in the share blaming the student for not working hard enough.

BIGGEST OBSTACLE FOR LOW-INCOME STUDENTS

■ A lack of support at home ■ Low quality schools ■ The student not working hard enough

