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18. SUPPLEMENTARY NOTES This report consists of the final report of the Assistant Secretary of the Army (Manpower and Reserve Affairs) Hispanic Policy Study Group, 13 November 1985, and an information briefing on the same topic presented to the Army Policy Council, 11 February 1986.			
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Hispanic Army education English-as-a-Second Language Basic skills Latin America Linguists Manning Low intensity conflict Training			
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report delineates the findings of a three member Army Hispanic Policy Study Group assembled in September, 1985 by the Assistant Secretary of the Army (Manpower and Reserve Affairs) to examine the status of Hispanic soldiers in the Army today and to recommend an Army Hispanic Policy statement with implementing actions. The Study Group report was later refined, condensed, and briefed to the senior Army leadership at the Army Policy Council meeting, 11 February 1986.			

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The briefing outlines challenges to be met to ensure Army readiness for Latin American contingencies, particularly low intensity conflicts. It states that the Army will need leadership capable of coordinating effectively with Latin American allies, bilingual-bicultural capability and an adequately manned/trained/equipped force; a plan is needed to ensure general officer preparedness for Latin American assignments; bilingualism is a force multiplier in low intensity conflicts and should be encouraged; Hispanic accessions are needed to man the force in a period of a declining military-age manpower pool; impediments to maximum utilization of Hispanic potential include the ASVAB, English-as-a Second Language, acculturation, career management and quality of life; a Hispanic Soldier Policy Statement is needed to formalize Army Leadership's position towards Hispanic soldiers to enhance readiness. The briefing includes a proposed Army Hispanic Soldier Policy Statement.

The Study Group report presents background and rationale for the recommendations presented to the Army Policy Council.

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OFFICE OF THE
ASSISTANT SECRETARY OF THE ARMY
(MANPOWER AND RESERVE AFFAIRS)

REPORT
ON
THE LATIN AMERICAN CHALLENGE
AND
ARMY HISPANIC SOLDIER POLICY

to include

BRIEFING PRESENTED TO
ARMY POLICY COUNCIL
(11 FEBRUARY 1986)

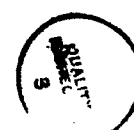
AND

REPORT OF THE ASA (M&RA)
HISPANIC POLICY STUDY GROUP
(13 NOVEMBER 1985)

* * * * *

18 FEBRUARY 1986

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CONTENTS

PART I

Information Briefing: The Latin American Challenge and Army Hispanic Soldier Policy

Discussion Paper, 10 February 1986

Information Paper, 13 February 1986

Briefing Slides, 11 February 1986

PART II

Hispanic Policy Study Group Report,
13 November 1985

PART I

THE

LATIN AMERICAN CHALLENGE

AND

ARMY

HISPANIC SOLDIER POLICY

BRIEFING

INFORMATION BRIEFING
THE LATIN AMERICAN CHALLENGE
AND
ARMY HISPANIC SOLDIER POLICY

SAMR
10 February 1986

DISCUSSION PAPER

SUBJECT: The Latin American Challenge and Army Hispanic
Soldier Policy (Unclassified)

1. ISSUE: Army Hispanic Soldier Policy is a readiness issue which could affect both our future effectiveness in Latin America and our ability to adequately man the force.

2. FACTS:

- a. U.S. faces challenges in Latin America
 - (1) Potential low-intensity conflicts
 - (2) Are we prepared to fight effectively?
 - (3) Army will need:
 - (a) Leadership capable of coordinating effectively with Latin Americans
 - (b) Bilingual-bicultural capability
 - (c) Adequately manned/trained/equipped force
- b. Plan needed to ensure general officer preparedness
- c. Bilingualism is a force multiplier in low intensity conflicts.
 - (1) Hispanic soldiers are untapped linguistic resource
 - (2) Hispanics are linguistically cost-effective
- d. Hispanic accessions needed to man the force
 - (1) Overall military-age pool is declining while Hispanic pool is increasing
 - (2) Services will compete for Hispanics
 - (3) Current ethnic statistics are suspect
 - (a) Self-report system
 - (b) Possible miscount
- e. Impediments to maximum utilization of Hispanic potential:
 - (1) ASVAB
 - (2) English-as-a-Second-Language (ESL)
 - (3) Acculturation
 - (4) Career Management
 - (5) Quality of Life
- f. Hispanic Soldier Policy Statement needed to formalize Army Leadership's position towards Hispanic soldiers to enhance readiness
 - (1) Recognizes Hispanic culture and contributions
 - (2) Acknowledges increasing importance of Hispanics
 - (3) Commits DA to full utilization Hispanic human resources.
 - (4) Commits DA to ESL training
 - (5) Seeks to enhance Hispanic competitiveness for success

Encl
Hispanic Soldier Policy Statement

LTC P.W. Gosnell/X77068

.10 February 1986

DRAFT

DEPARTMENT OF THE ARMY
HISPANIC SOLDIER POLICY STATEMENT

THE DEPARTMENT OF THE ARMY RECOGNIZES THE PROUD HERITAGE AND RICH TRADITIONS OF THE NATION'S HISPANIC CITIZENS AND THEIR SELFLESS CONTRIBUTIONS TO THE SECURITY OF THE COUNTRY. IT FORESEES THAT THE FUTURE READINESS AND EFFECTIVENESS OF THE ARMY WILL INCREASINGLY REQUIRE THE SERVICE OF A GROWING HISPANIC-AMERICAN CITIZENRY.

THE DEPARTMENT OF THE ARMY IS COMMITTED TO THE FULL UTILIZATION OF THE NATION'S HISPANIC HUMAN RESOURCES. IT IS PLEDGED TO ENSURING THAT ALL CITIZENS ARE AFFORDED THE OPPORTUNITY TO LEAD AND SUCCEED IN TODAY'S ARMY, INCLUDING THE OPPORTUNITY TO DEVELOP ENGLISH LANGUAGE SKILLS NECESSARY TO FUNCTION EFFECTIVELY IN THE ARMY.

ACCORDINGLY, NECESSARY ACTIONS WILL BE PURSUED AT ALL LEVELS OF THE ORGANIZATION TO ENSURE THAT HISPANIC APPLICANTS ARE ACCESSED INTO THE ARMY BASED ON THEIR TRUE POTENTIAL; THAT HISPANIC SOLDIERS ARE AFFORDED THE EDUCATION, TRAINING, AND EXPERIENCES NECESSARY TO ENHANCE THEIR COMPETITIVENESS FOR SUCCESS IN THE ARMY; AND THAT THEY AND THEIR FAMILIES ARE APPROPRIATELY SUSTAINED FOR A FULL ARMY CAREER.

WE REITERATE OUR COMMITMENT TO THESE GOALS - NOT SIMPLY TO REAFFIRM THE PROMISE OF AMERICAN CITIZENSHIP, BUT TO INCREASE THE READINESS AND CAPABILITY OF THE ARMY, NOW AND IN THE FUTURE.

SAMR
13 February 1986

INFORMATION PAPER

SUBJECT: The Latin American Challenge and Army Hispanic Soldier Policy

PURPOSE: To summarize briefing, topic as above, presented to the Army Policy Council (APC), 11 February 1986

BACKGROUND: In September 1985, the Assistant Secretary of the Army (Manpower and Reserve Affairs) assembled a small study group to examine the status of Hispanic soldiers in the Army today and to recommend an Army Hispanic Soldier Policy. The Study Group submitted its report on 13 November 1985. The report subsequently was refined and condensed into a briefing with recommendations that was presented to the senior Army leadership at the Army Policy Council meeting, 11 February 1986.

NARRATIVE:

1. (Slides #1, 2 & 3) The purpose of this briefing is to highlight ways in which a proactive approach to Hispanic soldier issues can enhance the overall readiness of the Army. It establishes "Hispanic-related" issues as "readiness" issues and proposes a formal Army Hispanic Soldier Policy to give the issues continuing visibility and permanence. The three major Hispanic-related issues impacting on readiness are:

a. Army leadership's preparedness for Latin American operations,

b. The need to establish a bilingual/bicultural capability within the Army, and,

c. The nation's mushrooming Hispanic population.

2. (Slide #4) As we look south towards Latin America, we see increasing challenges. These are very real and are becoming increasingly important. The region is beset with economic difficulties, governmental instability and the threat of Marxist-Leninist encroachment. The area is vital to U.S. interests because of its proximity to the United States and its strategic resources and geopolitical importance. The region is a significant source of oil, bauxite, tin and copper. Approximately 2/3 of U.S. trade flows through the area.

3. As we prepare for contingencies in Latin America, we recognize that the greatest probability for involvement of U.S. forces in the region lies in the area of "low intensity conflict" as opposed to the types of limited or general war that are most likely in Western Europe, Northeast Asia or Southwest Asia. Our bottom line is...are we prepared to fight low intensity conflicts effectively in Latin America?

4. (Slide #5) To effectively pursue low intensity conflict in Latin America the Army will need:

a. Leadership capable of coordinating effectively with Latin Americans (Hispanic-Americans constitute only a sub-set of the leadership required),

b. Bilingual/bicultural capability, and,

c. An adequately manned, trained, and equipped force.

5. (Slide #6) We must ask ourselves where we will get our general officer leadership for Latin American operations. How can we best develop future USCINCO's and CG's 193D Inf Bde? We will need leadership with unique skills if we are to be effective interacting with Latin American allies. Such skills will include linguistic and cultural fluency as well as familiarity with the Latin American geopolitical environment.

6. (Slide #7) Also needed for successful low intensity Latin American operations will be bilingual capability...for both leadership and troops. Bilingual capability is a force multiplier in low intensity conflicts. Yet today, we find that our operation plan linguist requirements are ill-defined. For example, approximately 60% of total enlisted linguist authorizations are in the military intelligence community. We need to take a realistic look at total linguist requirements for low intensity Latin American contingencies. Simultaneously, we must develop ways of enhancing our Spanish/English bilingual capability.

7. (Slide #8) Slide #8 highlights the relationship between the intensity of a conflict and the requirements for bilingual capability. As the intensity of conflict escalates from civic action through counterinsurgency operations, limited war and general war, the requirements for bilingual capability diminishes. At the lower end of the scale, however, there is a great need for bilingual soldiers who are capable of interacting effectively with indigenous populations. In the area of civic action, such as medical assistance actions, it is especially essential to be able to communicate with the local population.

8. (Slide #9) Hispanic soldiers can help us meet these needs. Hispanic soldiers are an untapped linguistic resource. The Army Research Institute reports that four out of five Hispanic-American citizens live in Spanish-speaking households. Of these, one-third "usually" speak Spanish themselves. Consequently, Hispanic-Americans constitute a tremendous bilingual national resource that has yet to be tapped.

9. (Slide #10) Hispanic soldiers are linguistically cost-effective in that once they become bilingual, they remain bilingual. Slide #10 shows that over time, if a person does not use a second language, he/she will quickly lose fluency in the

language. For instance, when we send a native-English speaker to the Defense Language Institute to learn a foreign language he/she normally will retain fluency in that language only if assigned to a position in which the language is used frequently. Once the soldier stops using the language frequently, his/her fluency rapidly diminishes. For the native Spanish-speaking soldier, however, this is not a problem. Once he/she becomes fluent in English he/she will not lose that fluency but will, in fact, become even more proficient because he/she practices it daily in our English-speaking Army. The soldier never forgets Spanish because it is his/her native language. Thus, for native-Spanish-speaking soldiers...once bilingual, always bilingual.

10. (Slides 11 & 12) In addition to providing bilingual capability, Hispanics will become an increasingly important factor in manning the force to maintain end strength. The nation's Hispanic-American population is burgeoning. It is younger, poorer and faster growing than the population overall. This population will become increasingly important in the face of a declining total national military-age pool. Slide #12 shows that between 1980 and 1993 the Army's primary recruit target population, 17-19 year old male high school graduates, is in a decline of 29% (from 3.3 million in 1980 to 2.4 million in 1993). At the same time, Hispanic 17-19 year old male high school graduates, are increasing by 7% (from 156,000 in 1980 to 167,000 in 1993). In 1993 Hispanics are projected to constitute 7% of the target population. A 1984 study done for the Army Research Institute (ARI) estimated that by the year 2000, Hispanics could be 13% of the total military age (17-35 years old) population and Black Americans, 15%. Linking these trends to past experience, it becomes clear that if Hispanic-Americans join the Army at the same rate as have Black-Americans in the past (Blacks are now 12% of the general population but 30% of the Army), it is possible that by the year 2000 Hispanics in the Army could greatly exceed their percentage of the general population.

11. (Slide #13) The services will compete for Hispanic-American recruits in order to maintain end strengths. Competition will be especially strong in the Southwestern United States where 60% of the nation's Hispanics are concentrated in five Southwestern states. USAREC and our advertising agency are making progress in identifying and penetrating this burgeoning Hispanic market. Hispanic advertising is now a part of the minority recruiting plan. We are now segmenting the market and are using more appropriate Spanish to reach the target population.

12. (Slide #14) There is a question as to whether or not Hispanics are underrepresented in the Army today. The U.S. Census Bureau reports Hispanic-Americans to be 6.5% of the nation. The Army's personnel database reports that Hispanics are 3.8% of the Active Component total strength and 1.3% of its officer strength. If these figures are accurate and if we grant that the Hispanic percentage of the Army is likely to increase

substantially in the coming years, then we see a clear potential for ethnically imbalanced Army leadership in the future. To minimize this and to ensure we have sufficient Hispanic field grade officer leadership fifteen years from now, we need to increase the number of Hispanic officer accessions immediately. We need to look especially at increasing Hispanic ROTC accessions from the Southwestern United States. The recent appointment of Major General (Retired) Luis Gonzalez-Valez, former Adjutant General of Puerto Rico, to serve on the Army ROTC Policy Board will aid in the effort to access more Hispanic lieutenants.

13. One of the problems in attacking this issue, however, is a possible miscount of the number of Hispanic-Americans now serving in the Army. The system by which an individual codes himself a particular ethnic category for the Army personnel database is a self-report system. Individuals may code themselves whatever ethnic code they wish. DCSPER recently looked at almost 19,000 individuals with common Hispanic surnames and found that 70% of the Hispanic-surnamed officers and 50% of the Hispanic-surnamed enlisted personnel did not claim to be Hispanic.

14. This included 14 general officers with Hispanic-sounding surnames (the database shows no Active Component Hispanic general officers). A possible explanation for the lack of Hispanic general officers could be a coding problem. For example, Major General Ono, reviewing the ethnic breakout of the Army's general officers, saw one (1) "Asian-Pacific Islander". He said, "That's me, right?" The reply was, "No, sir, that's Brigadier General Fugh." General Ono immediately had his erroneous coding changed--instantly increasing the Army's number of general officers of Asian-Pacific Island origin. It is essential that the Army's personnel databases be purified to accurately reflect ethnic origins in order for us to know if we are maximizing our utilization of all of our human potential, including Hispanic-American resources.

15. (Slide #15) Intrinsically, Hispanic soldiers are like any other soldiers. Because the efficient use of human resources has a direct impact on readiness, the Army is committed to maximizing all its human potential. But in regards to Hispanics, the Army must be proactive because there are significant impediments to the maximum utilization of Hispanic potential. These include:

- a. The Armed Services Vocational Aptitude Battery (ASVAB)
- b. English-as-a-Second Language (ESL)
- c. Acculturation
- d. Career management
- e. Quality of life

16. Slides #16, 16a and 17) Slides 16 and 16a (overlay) show that the AFQT scoring profile of Army applicants tested in the San Juan, Puerto Rico MEPS differs significantly from that of applicants nationwide. The San Juan MEPS AFQT scores are heavily skewed to the low end of the scale. The profile is convex versus concave for the larger population, indicating a much smaller standard deviation. Slide #17 shows that in FY 84 59% of insular Puerto Rican Army applicants scored in the Category IV and V ranges, versus only 28% nationwide. The obvious reason for such discrepancies is that the ASVAB is English-dependent and does not measure the true potential of second language applicants. Significant progress, however, is being made in addressing this issue. DCSPER and ARI are developing an alternative way to assess true potential of second language applicants prior to enlistment. They are considering using the "Prueba Aptitud Academica," a Spanish version of the Scholastic Aptitude Exam produced by the Educational Testing Service of Princeton, New Jersey as a Spanish language alternative to the ASVAB.

17. (Slide #18) A related issue impacting on Army readiness is English-as-a-Second Language (ESL) training. ARI reported in 1981 that 92% of low English proficiency soldiers were Hispanic with 90% of these being insular Puerto Ricans. Lack of English language proficiency has posed significant problems for second language Hispanics in the Army. Substantial progress has been made, however. Second language enlisted recruits and ROTC cadets now receive ESL testing and training prior to reporting to Basic Training and Officer Basic Courses. But significant challenges remain. These include:

- a. Determining appropriate English proficiency standards,
- b. Addressing legalities such as requiring English test scores for commissioning second language ROTC cadets while not requiring the same standards of all cadets,
- c. Developing an English maintenance program for the Puerto Rico Reserve Components (the Puerto Rico Army National Guard recently has initiated action to address this potential mobilization problem),
- d. Developing communication skills beyond the ESL level for mid-level soldiers, and
- e. Fixing responsibility for overall, systemic coordination of ESL issues with one HQDA staff agency.

18. (Slide #19) A parallel issue affecting readiness is the problem of acculturation of Hispanic soldiers to the Army. Many Hispanics have great difficulty making the cultural transition to Army life. To date, there has been limited recognition of the problem. We need to look at including specific cultural orientation instruction in our ESL training and at providing resources to aid commanders, drill sergeants and recruiters in

dealing with problems deriving from cultural transition and cultural differences.

19. (Slide #20) The way we manage and counsel our Hispanic soldiers impacts on readiness. To date, there has been limited recognition or utilization of the second language capability of many Hispanic soldiers. We must proactively maximize our use of Hispanic human resources. We should consider reclassifying bilingual Hispanic enlisted soldiers into military intelligence linguist billets. We should reward bilingualism. (There presently is no reward for bilingualism in the Army. A proposal, however, is working to establish rewards for bilingual capability in the technical MOSSs.) Finally, we must involve the Hispanic family in the career management process. A non-supportive spouse is an impediment to career progression.

20. (Slide #21) We need to look at the quality of life of the Hispanic soldier and family. Many Hispanic families face linguistic and cultural isolation in the Army. We need to sustain the Hispanic soldier and family with services ranging from socialization to commissary food. The family is all-important to the Hispanic soldier as is the need to worship and to be provided crisis management in his/her native language. There are indications of dissatisfaction with Army life among Hispanic families. A formal survey of Hispanic families to delineate such problems might be appropriate at this time.

21. (Slide #22) Attached is the draft Army Hispanic Soldier Policy. It is needed to formalize the Army Leadership's position towards Hispanic soldiers to enhance readiness. The issues addressed in this report are not new. The Hispanic Policy Study Group documented that these problems have been recognized for over fifteen years. But as people and priorities changed over the years, the issues were never resolved. The Army Hispanic Soldier Policy will give the issues renewed visibility and permanence. The statement recognizes Hispanic culture and contributions, acknowledges the increasing importance of Hispanics to the future readiness of the Army, commits the Department of the Army to the full utilization of Hispanic potential, commits the Department of the Army to English-as-a-Second Language training, and seeks to enhance Hispanic competitiveness for success in the Army.

22. (Slide #23) Recommendations are as follows:

- a. Adopt the Army Hispanic Soldier Policy Statement.
- b. Continue Hispanic advertising, recruiting, ESL and ASVAB initiatives.
- c. Fix responsibility with DCSPER to coordinate Hispanic-related readiness issues; resource the responsibility.

d. Purify the personnel databases to more accurately reflect ethnic categories.

e. Form a General Officer committee to recommend a program to ensure general officer preparedness for Latin American assignments; consider making Ft Buchanan, Puerto Rico a SOUTHCOM installation commanded by a brigadier general.

23. NOTE. Secretary Marsh commented during the briefing that while the Army must prepare for low intensity conflicts in Latin America as well as other areas of the world, we need to stress our involvement in civic action projects such as medical assistance teams, road building and other such efforts. Through such activities we hope to avoid involvement in low intensity conflicts or any other type conflicts in the area. He was especially concerned that our stress on civic action vs combat operations be made clear in any public pronouncements concerning this issue.

Enclosures
Briefing Slides 1-23
Draft Policy Statement
APC Read-ahead Discussion Paper

LTC Gosnell/AV 227-7068

INFORMATION BRIEFING
THE LATIN AMERICAN CHALLENGE
AND
ARMY HISPANIC SOLDIER POLICY

OBJECTIVES:

- TO SOLICIT ACTIVE INTEREST OF ARMY LEADERSHIP IN HISPANIC ISSUES TO ENHANCE READINESS
- TO FORMALIZE ARMY HISPANIC SOLDIER POLICY

HISPANIC-RELATED ISSUES = READINESS ISSUES

- LEADERSHIP'S PREPAREDNESS FOR LATIN AMERICAN OPERATIONS
- NEED FOR BILINGUAL/BICULTURAL CAPABILITY
- MUSHROOMING HISPANIC POPULATION

THE LATIN AMERICAN CHALLENGE:

- ECONOMIC DIFFICULTIES
- GOVERNMENTAL INSTABILITY
- THREAT OF MARXIST-LENINIST ENROACHMENT
- PROXIMITY TO UNITED STATES
- STRATEGIC RESOURCES/GEO-POLITICAL IMPORTANCE
- POTENTIAL INCREASED INVOLVEMENT OF US FORCES
 - LOW INTENSITY CONFLICT IN LATIN AMERICA
 - VS LIMITED/FULL WAR IN EUROPE, NE ASIA, SW ASIA
- BOTTOM LINE:
 - ARE WE PREPARED TO FIGHT EFFECTIVELY IN LATIN AMERICA?

ARMY WILL NEED:

- LEADERSHIP CAPABLE OF COORDINATING
EFFECTIVELY WITH LATIN AMERICANS.
- BILINGUAL/BICULTURAL CAPABILITY
- ADEQUATELY MANNED/TRAINED/EQUIPPED FORCE

GENERAL OFFICER PREPAREDNESS FOR LATIN AMERICAN ASSIGNMENTS

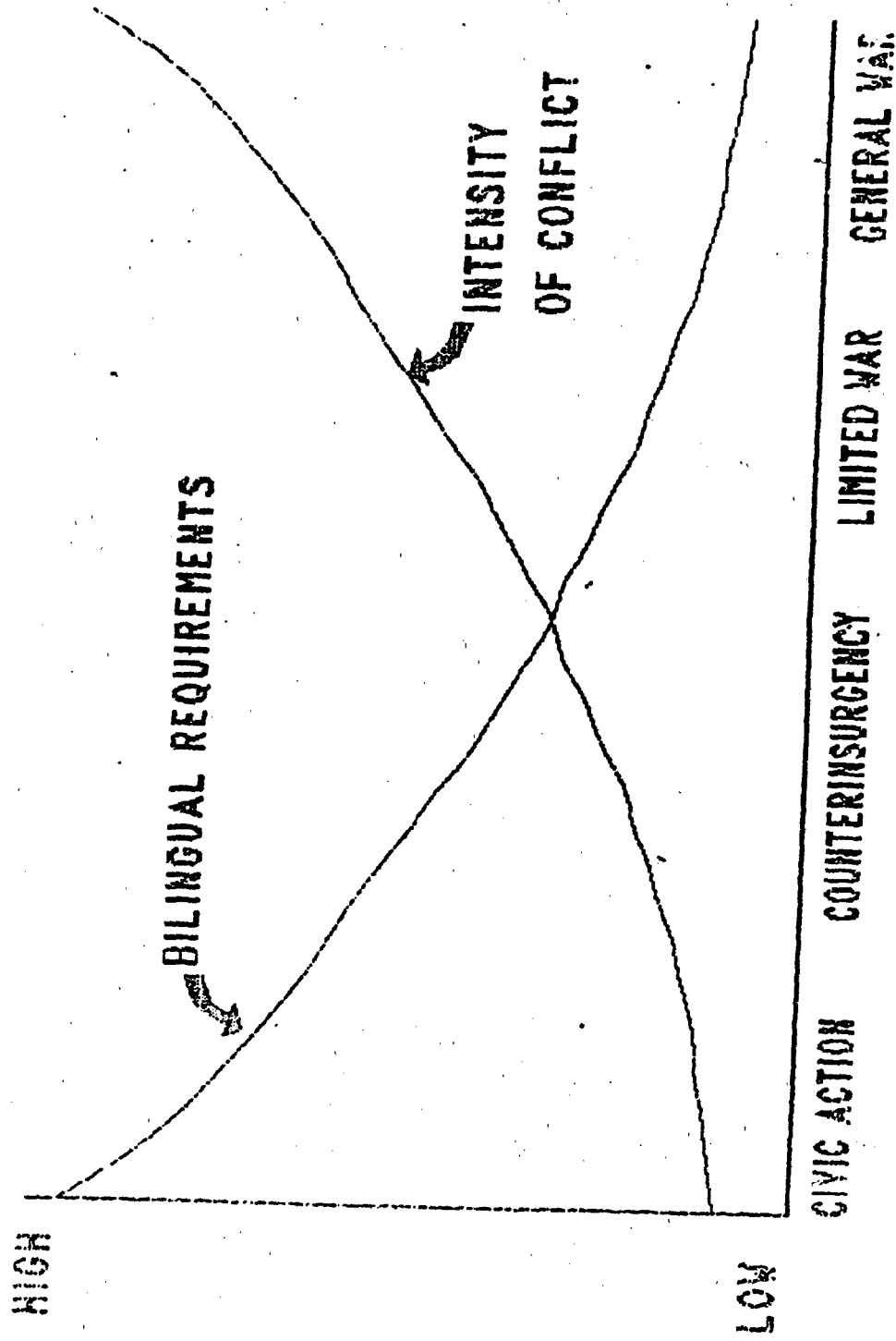
- **CHALLENGE:**

- **HOW DO WE DEVELOP FUTURE USCINCSOs AND CGs
193D INF BDE?**
- **NEED LINGUISTIC AND CULTURAL FLUENCY AS WELL
AS FAMILIARITY WITH GEO-POLITICAL-MILITARY
ENVIRONMENT**

BILINGUALISM = READINESS ISSUE

- IS A FORCE MULTIPLIER IN LOW INTENSITY CONFLICTS
- CHALLENGE:
 - OP PLAN LINGUIST REQUIREMENTS ARE ILL-DEFINED
 - HOW CAN WE ENHANCE OUR SPANISH/ENGLISH BILINGUAL CAPABILITY?

BILINGUALISM FOR CONTINGENCIES



- 100

LANGUAGE PERISHABILITY

HIGH

NATIVE LANGUAGE

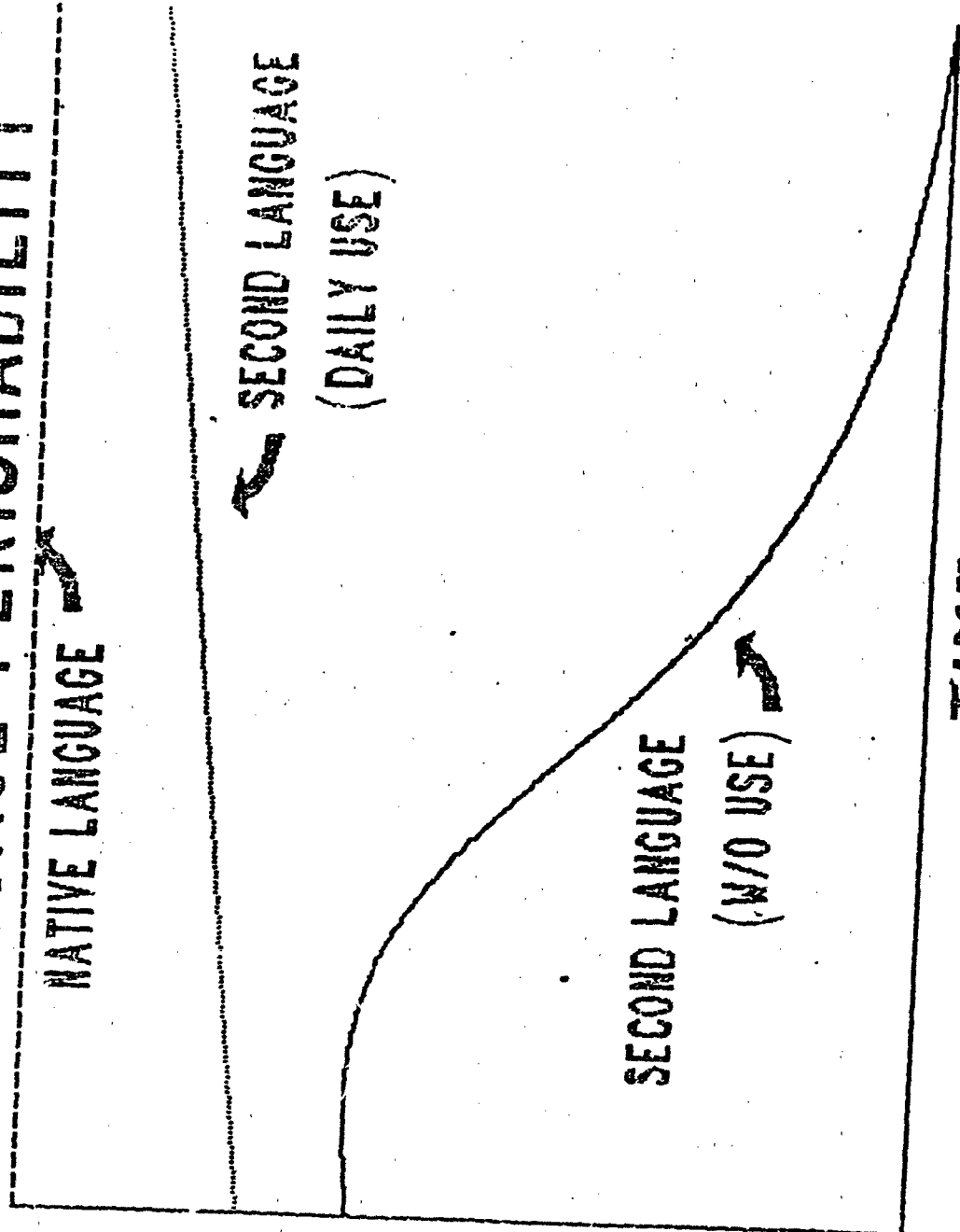
FLUENCY

LOW

SECOND LANGUAGE
(DAILY USE)

SECOND LANGUAGE
(W/O USE)

TIME



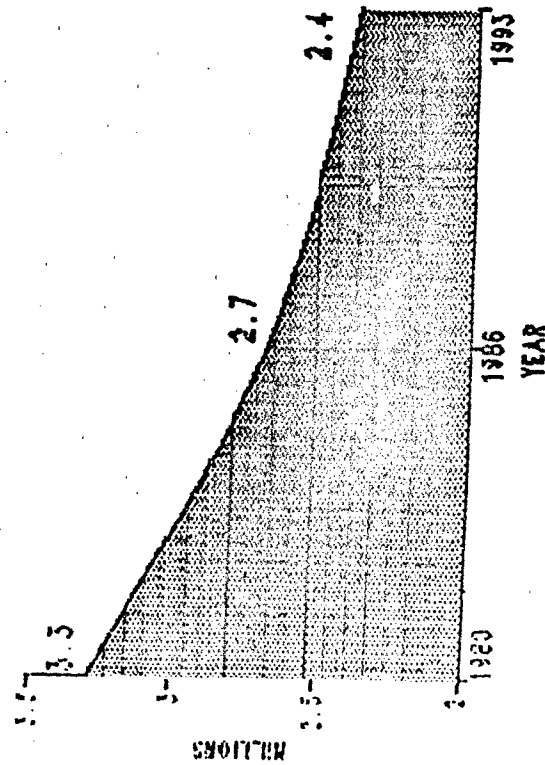
HISPANIC ACCESSIONS = READINESS ISSUE

- BURGEONING HISPANIC POPULATION
 - YOUNGER, POORER AND FASTER GROWING
- DECLINING TOTAL MILITARY-AGE POOL

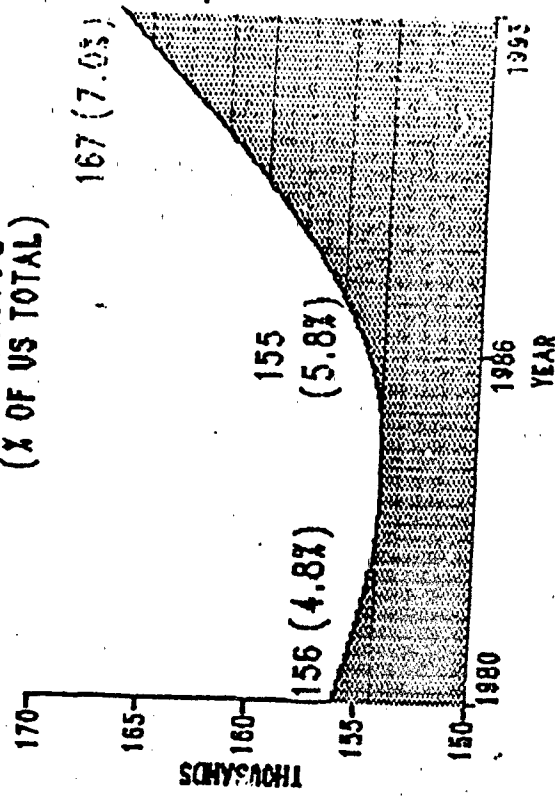
1980-93 POPULATION TRENDS

AGES 17-19 MALE HSDG

TOTAL US



HISPANICS
(% OF US TOTAL)



SOURCE: US CENSUS BUREAU PROJECTIONS
PREPARED FOR ARI, AUG 1985

ARMY HISPANIC ADVERTISING AND RECRUITING TODAY

- SUBSTANTIAL PROGRESS
- PART OF MINORITY RECRUITING PLAN
- NOW SEGMENTING HISPANIC MARKET
- USING MORE APPROPRIATE SPANISH

HISPANICS UNDERREPRESENTED TODAY?

- **HISPANIC PERCENTAGES:**

● NATION	ARMY	ARMY OFFICERS
6.4%	3.8%	1.3%

- **POTENTIAL FOR ETHNICALLY IMBALANCED LEADERSHIP
IN FUTURE**

- **BUT POSSIBLE MISCOUNT**

- **SELF-REPORT SYSTEM**

- **70% OF HISPANIC-SURNAMED OFFICERS AND 50% OF
HISPANIC-SURNAMED EM DO NOT CLAIM TO BE
HISPANIC**

- **INCL 14 GENERAL OFFICERS WITH HISPANIC-SOUNDING
SURNAMES**

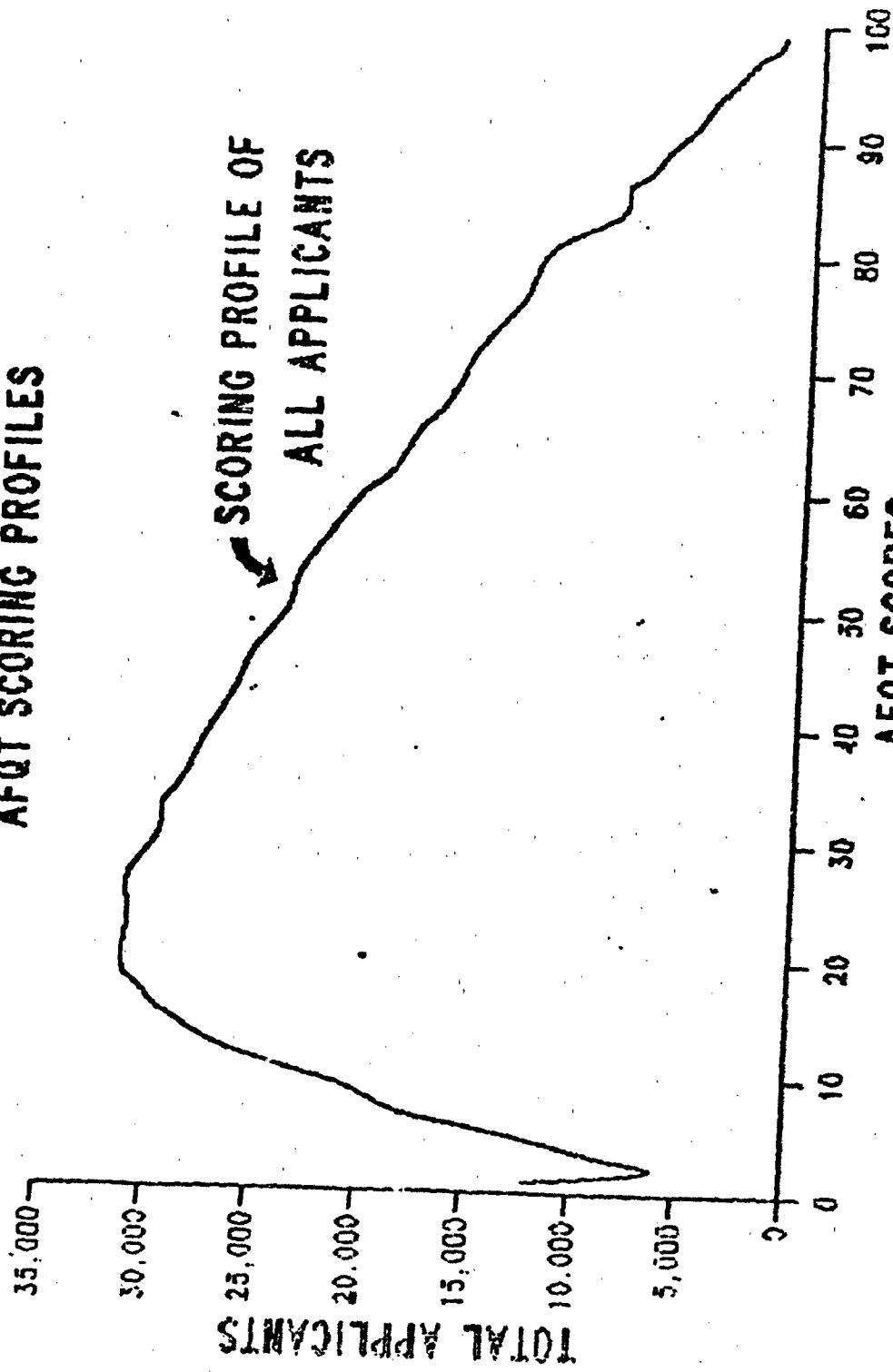
- **RESOURCES REQUIRED TO PURIFY DATABASE**

EFFICIENT USE OF HISPANIC HUMAN RESOURCES = READINESS ISSUE

- IMPEDIMENTS TO MAXIMUM UTILIZATION OF HISPANIC
POTENTIAL
 - ASVAB
 - ENGLISH-AS-A-SECOND LANGUAGE
 - ACCULTURATION
 - CAREER MANAGEMENT
 - QUALITY OF LIFE

ASVAB = READINESS ISSUE

AFQT SCORING PROFILES



AFQT SCORES

SOURCE: SAN JUAN REC BN, 1985

SAN JUAN MEPS

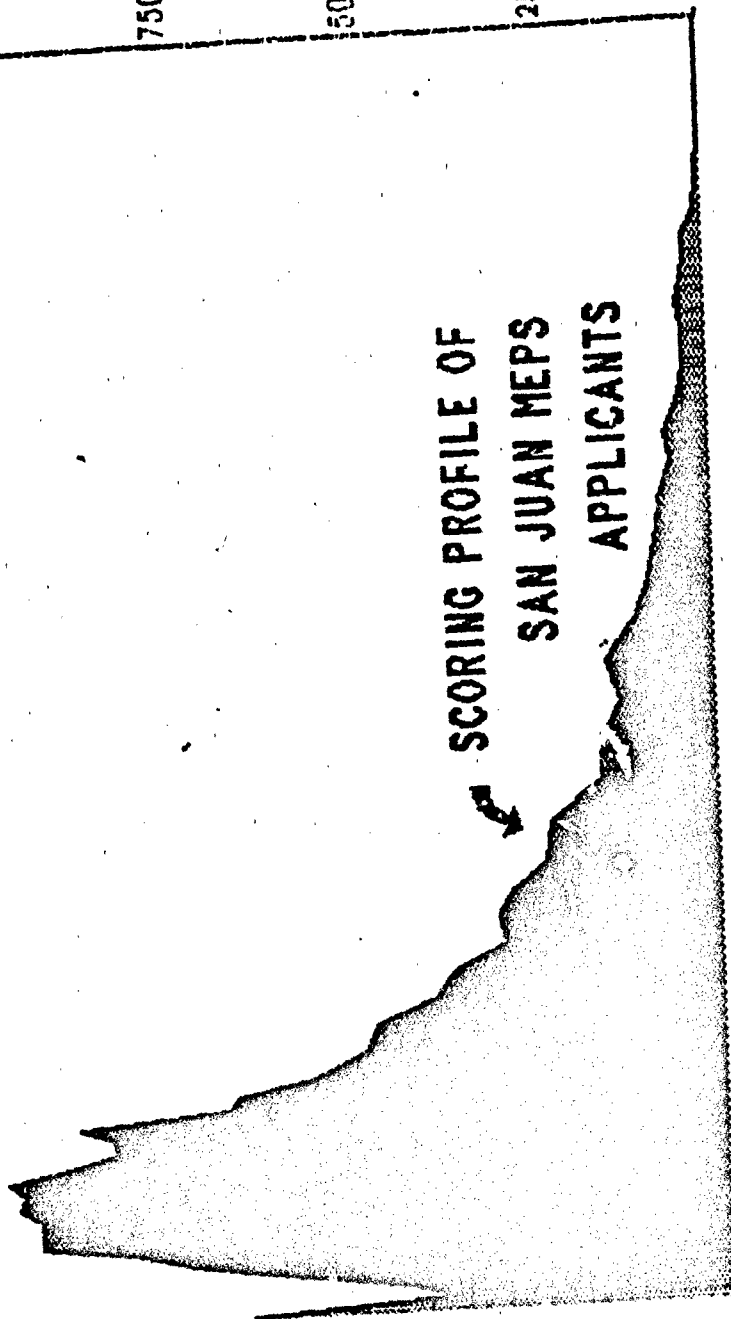
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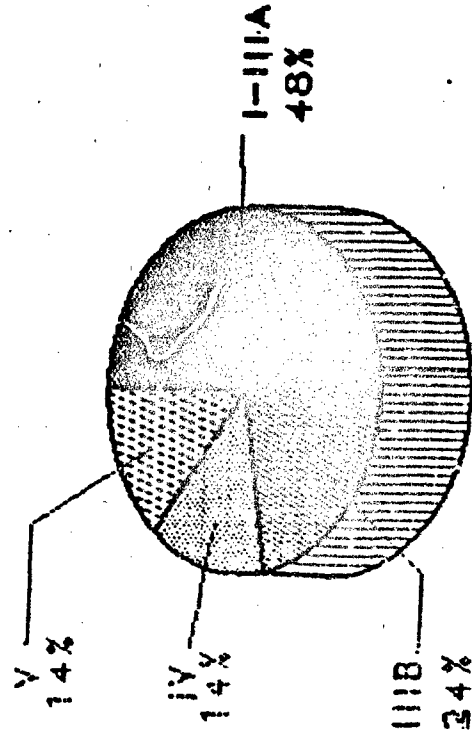
250

SCORING PROFILE OF
SAN JUAN MEPS
APPLICANTS

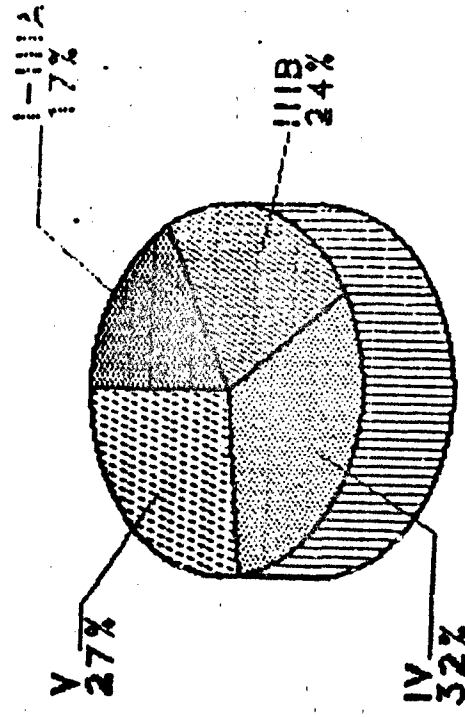


FY 84 APPLICANT MENTAL CATEGORIES

ALL APPLICANTS



INSULAR PUERTO RICANS



SOURCE : 1985 ARI STUDY

ENGLISH-AS-A-SECOND LANGUAGE (ESL) = READINESS ISSUE

- 92% OF LOW ENGLISH PROFICIENCY SOLDIERS ARE HISPANIC (ARI, 1981)
- SUBSTANTIAL PROGRESS
- CHALLENGES:
 - STANDARDS
 - LEGALITIES
 - ENGLISH MAINTENANCE FOR PUERTO RICO RESERVE COMPONENTS
 - COMMUNICATION SKILLS FOR MID-LEVEL SOLDIERS
 - OVERALL COORDINATION

ACCULTURATION = READINESS ISSUE

- **HISPANIC CULTURAL MALADJUSTMENT**
- **LIMITED RECOGNITION**
- **CHALLENGES:**
 - **NO SPECIFIC INCLUSION IN ESL, OBC OR NCOES CURRICULUM**
 - **NO RESOURCES TO AID COMMANDERS, DRILL SERGEANTS, RECRUITERS**

CAREER MANAGEMENT = READINESS ISSUE

- **CHALLENGES:**

- LIMITED RECOGNITION/UTILIZATION OF SECOND LANGUAGE CAPABILITY
- NO PRESENT REWARD FOR BILINGUALISM
- FAMILY INVOLVEMENT ESSENTIAL

QUALITY OF LIFE = READINESS ISSUE

- **CHALLENGES:**

- **LINGUISTIC AND CULTURAL ISOLATION
OF HISPANIC FAMILIES**
- **APPROPRIATE USE OF HISPANIC
CHAPLAINS**

HISPANIC POLICY STATEMENT

- NEEDED TO FORMALIZE ARMY LEADERSHIP'S POSITION
TOWARDS HISPANIC SOLDIERS TO ENSURE READINESS
- FEATURES:
 - RECOGNIZES HISPANIC CULTURE AND CONTRIBUTIONS
 - ACKNOWLEDGES INCREASING IMPORTANCE OF HISPANICS
 - COMMITS DA TO FULL UTILIZATION OF HISPANIC
POTENTIAL
 - COMMITS DA TO ESL TRAINING
 - SEEKS TO ENSURE HISPANIC COMPETITIVENESS FOR
SUCCESS

RECOMMENDATIONS:

- ADOPT ARMY HISPANIC POLICY STATEMENT

- **CONTINUE HISPANIC ADVERTISING, RECRUITING, ESL AND ASVAB INITIATIVES**

- **FIX RESPONSIBILITY WITH DCSPER TO COORDINATE**
HISPANIC-RELATED READINESS ISSUES; RESOURCE
RESPONSIBILITY

- PURIFY THE PEI'S INNEL DATABASES TO MORE ACCURATELY REFLECT ETHNIC CATEGORIES

- FORM GENERAL OFFICER COMMITTEE TO RECOMMEND A
PROGRAM TO ENSURE GENERAL OFFICER PREPAREDNESS FOR
LATIN AMERICAN ASSIGNMENTS**

- CONSIDER MAKING FT BUCHANAN A SOUTHCOM
INSTALLATION

- **COMMANDED BY A BG**

.10 February 1986

DRAFT

DEPARTMENT OF THE ARMY
HISPANIC SOLDIER POLICY STATEMENT

THE DEPARTMENT OF THE ARMY RECOGNIZES THE PROUD HERITAGE AND RICH TRADITIONS OF THE NATION'S HISPANIC CITIZENS AND THEIR SELFLESS CONTRIBUTIONS TO THE SECURITY OF THE COUNTRY. IT FORESEES THAT THE FUTURE READINESS AND EFFECTIVENESS OF THE ARMY WILL INCREASINGLY REQUIRE THE SERVICE OF A GROWING HISPANIC-AMERICAN CITIZENRY.

THE DEPARTMENT OF THE ARMY IS COMMITTED TO THE FULL UTILIZATION OF THE NATION'S HISPANIC HUMAN RESOURCES. IT IS PLEDGED TO ENSURING THAT ALL CITIZENS ARE AFFORDED THE OPPORTUNITY TO LEAD AND SUCCEED IN TODAY'S ARMY, INCLUDING THE OPPORTUNITY TO DEVELOP ENGLISH LANGUAGE SKILLS NECESSARY TO FUNCTION EFFECTIVELY IN THE ARMY.

ACCORDINGLY, NECESSARY ACTIONS WILL BE PURSUED AT ALL LEVELS OF THE ORGANIZATION TO ENSURE THAT HISPANIC APPLICANTS ARE ACCESSED INTO THE ARMY BASED ON THEIR TRUE POTENTIAL; THAT HISPANIC SOLDIERS ARE AFFORDED THE EDUCATION, TRAINING, AND EXPERIENCES NECESSARY TO ENHANCE THEIR COMPETITIVENESS FOR SUCCESS IN THE ARMY; AND THAT THEY AND THEIR FAMILIES ARE APPROPRIATELY SUSTAINED FOR A FULL ARMY CAREER.

WE REITERATE OUR COMMITMENT TO THESE GOALS - NOT SIMPLY TO REAFFIRM THE PROMISE OF AMERICAN CITIZENSHIP, BUT TO INCREASE THE READINESS AND CAPABILITY OF THE ARMY, NOW AND IN THE FUTURE.

PART II

HISPANIC POLICY

STUDY GROUP

REPORT



**ASSISTANT SECRETARY OF THE ARMY
(MANPOWER AND RESERVE AFFAIRS)**

HISPANIC POLICY STUDY GROUP

REPORT

NOVEMBER 1985

Assistant Secretary of the Army

for

Manpower and Reserve Affairs

Hispanic Policy Study Group

Report

13 November 1985

Hispanic Policy Study Group

Executive Summary

PURPOSE: To recommend to ASA(MRA) a Department of the Army Hispanic Policy Statement with recommended implementing actions.

METHODOLOGY: A three member Study Group was assembled to study Hispanic issues and make recommendations over a five week period.

MAJOR FINDINGS:

1. Hispanic policy is not an equal opportunity issue; it is a readiness issue.
2. There are serious, Army-wide, interdependent, systemic problems concerning Hispanic soldiers, many of which are shared by other second language groups.
3. The Army's answer to the Hispanic issue has been one of benign neglect for at least 15 years.
4. Hispanic frustration with the status quo is widely felt and very intense.

MAJOR RECOMMENDATIONS:

1. Establish a single HQDA point of contact at the OASA(MRA) level with appropriate staff to examine Hispanic issues and initiate actions.
2. Task the Department of the Army Inspector General to follow-up on progress or lack thereof on Hispanic issues.
3. Actively recruit Spanish-dominant Hispanics for enlistment in the Army.
4. Provide English language training to ensure second language soldiers are competitive for success.
5. Institute post-English-as-a-Second-Language training ASVAB testing for enlisted MOS classification for second language soldiers and institute

Comprehension/Speaking level evaluations throughout the English assessment system.

6. Institute Hispanic cultural awareness and acculturation training for second language soldiers, second language families, commanders, drill instructors, USAREC personnel, and Army health care providers.

7. Establish a Hispanic Advisory Council of prominent and knowledgeable individuals to provide experienced guidance and influence for the implementation of the Army's Hispanic initiatives (see Appendix A).

Assistant Secretary of the Army
(Manpower and Reserve Affairs)

Hispanic Policy Study Group

Preface

Hispanic soldiers have served this great Nation with pride and courage for over 150 years. From the barrios of Los Angeles, San Antonio, New York, and San Juan, young Hispanics have volunteered and given their lives amidst the hope that their generations would have the chance to live in a country with freedom and opportunity.

Opportunity for Hispanic soldiers, however, has often progressed at a snail's pace. In spite of the fact that they have fought bravely and have received the Nation's highest decoration, the Congressional Medal of Honor (37 times), they are still today fighting a silent war for recognition through promotions, education, training, and sensitivity towards their rich, centuries-old culture.

Today's Hispanic soldiers are no different, though larger in numbers, than the ones who fought in Korea and Vietnam. They still struggle to overcome barriers of language and culture. They still seek the acceptance of their fellow soldiers. Their desire remains fervent. They are as insistent as ever that they have the potential to lead and command in today's Army.

Unfortunately, today's Army is letting Hispanic soldiers down. Progress towards realization of Hispanic expectations has been agonizingly slow. Hispanic soldiers often are frustrated and disillusioned with the system which refuses to recognize their needs and talents. They too often are left to languish in the backwaters of today's Army, victims of institutional discrimination and benign neglect.

English language proficiency is the key to Hispanic success in today's Army. Brigadier General (Retired) Antonio Rodriguez-Balinas noted "Once the Hispanic soldier learns English, he can learn military English, including his rights as a soldier. When there is discrimination, he will know where to go, who to see and how to defend himself. The right to make unjust matters just is part of the system too."

Hispanic soldiers need training in communication skills. They also need a better method of testing and measuring true potential unbiased by temporary lack of English ability. They and their families need orientation and counseling services. They need to see "one of their's" at the Army's senior level role-modeling that Hispanics can make it up the ladder in today's Army.

Hispanic pride often keeps them silent in their demands. They do not want exceptions to rules or special provisions. They do want fairness and a recognition by the Army of their unique linguistic and cultural background as well as their potential for bilingual-bicultural leadership. They want a reasonable change to achieve responsible positions. In return, they offer the Army loyalty, dedication and a guarantee they can become the finest soldiers in the world--Soldados Americanos.

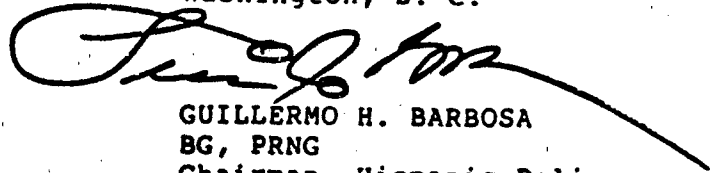
General (Retired) Richard E. Cavazos, former FORSCOM Commander and the then highest ranking Hispanic in the Army, stated "If there is going to be Hispanic representation in the Army, if we are to defend the country and share in its bounty, Hispanics deserve some of the responsibility." Hispanics must now be afforded the resources to meet this responsibility.

The following study outlines the Hispanic situation in today's Army. It unfortunately details how issues recognized as significant problems for Hispanics as long ago as 1969 have yet to be resolved. It speaks to Hispanic frustration and disillusionment but recognizes the potential for Hispanic human resource development. It speaks of the past but recognizes the future--an increasingly Hispanic future.

Hispanics are good soldiers. Given the proper resources they can become great soldiers; soldiers

unequaled in the world; soldiers who can say with pride and confidence "Tengo el orgullo de ser un Soldado Americano" ... "I am proud to be an American Soldier."

Submitted 13 November 1985
Washington, D. C.



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DISCLAIMER

The opinions expressed in this Report are solely those of the individual members of the Hispanic Policy Study Group and in no way represent the official position, opinion or stance of the Department of the Army nor of any branch, command, installation, or agency thereof.

HISPANIC POLICY STUDY GROUP

OUTLINE

	<u>PAGE</u>
Introduction.....	9
ASA(MRA)'s Tasking.....	9
Assumptions.....	10
Methodology.....	10
Limitations of the Study.....	10
Major Findings.....	10
Major Recommendations.....	11
Quotations that Tell the Tale.....	11
Bilingualism is a Readiness Issue.....	13
Hispanic Linguistic Cost-Effectiveness.....	14
The Coming Hispanic Leadership Gap.....	14
Systemic Deficiencies.....	15
Armed Services Vocational Aptitude Battery..... (ASVAB)	16
English-as-a-Second Language (ESL).....	19
Acculturation.....	24
Career Management.....	26
Quality of Life.....	28
Hispanic Advertising and Recruiting.....	29
Related Issues for Further Study.....	32
Recapitulation of Findings and Recommendations..	34
Recommended Department of the Army Hispanic..... Policy Statement	38
Appendices and Illustrations.....	39-55

Assistant Secretary of the Army
(Manpower and Reserve Affairs)

Hispanic Policy Study Group

Report of Findings and Recommendations

INTRODUCTION

The following report briefly summarizes the major issues surrounding the present and future status of Hispanics in the Army. The report is not all-inclusive. Given the limited time and resources available and the myriad of interdependent issues involved, it should be recognized that this effort represents only a summary description of the issue.

ASA(MRA)'S TASKING

In September 1985, the Honorable Delbert L. Spurlock, Jr., Assistant Secretary of the Army (Manpower and Reserve Affairs), posed a simple question--"What should be the Army's policy towards Hispanics?"

A small Hispanic Policy Study Group was assembled consisting of Brigadier General Guillermo H. Barbosa, Deputy Adjutant General, Puerto Rico National Guard, Lieutenant Colonel Wayne Gosnell, Manpower Division, National Guard Bureau, and CPT Consuelo Evans, Army ROTC, University of Puerto Rico. The group members, one Puerto Rican, one Anglo and one Mexican-American, possessed first-hand experience with Hispanic matters to include extensive command assignments with Hispanic and non-Hispanic soldiers, English-as-a-Second-Language program development experience, personal success in the Army as a Hispanic, and doctoral level human communication research, including research on cultural adaptation of second language soldiers.

Their stated task was to take a preliminary look at the status of today's Hispanic soldier to ascertain whether or not a formal Department of the Army Hispanic Policy Statement is warranted. Their implied task was to make preliminary recommendations as to the corrective actions necessary to implement such a policy statement.

ASSUMPTIONS

The Study Group made the following assumptions: That

1. Secretariat-level interest in the project would continue beyond submission of the Study Group's Report.
2. The findings and recommendations of the Study Group would generate corrective action if warranted.
3. Adequate funding would be available for implementation of any recommended solutions.

METHODOLOGY

The Study Group gathered data from a variety of primary and secondary sources. These included previous studies by TRADOC, the Army Research Institute, and the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs). Current statistics were obtained from DA and DOD sources. Interviews were conducted with individuals in the Washington, D. C. area. One fact-finding TDY trip was made to the Defense Language Institute-Foreign Language Center, Monterey, California, and the Defense Language Institute-English Language Center, Lackland AFB, Texas.

The thrust of the Study was to conduct a preliminary review of the present and future status of Hispanics in the Army in order to recommend to the ASA(MRA) a practical, efficient, and cost-effective policy towards Hispanics.

LIMITATIONS OF THE STUDY

The Study was limited by the small staff assigned to conduct the research as a temporary project away from their regular military jobs, by the brief time allowed to the Study (approximately 5 weeks), and by the Study's lack of continuity (conducted for 3 weeks, then a 5 week break, then 2 additional weeks).

MAJOR FINDINGS

1. Hispanic policy is not an equal opportunity issue; it is a readiness issue.
2. There are serious, Army-wide interdependent systemic problems concerning Hispanic soldiers, many of which are shared by other second language groups.

2. There are serious, Army-wide interdependent systemic problems concerning Hispanic soldiers, many of which are shared by other second language groups.

3. The Army's answer to the Hispanic issue has been one of benign neglect for at least 15 years.

4. Hispanic frustration with the status quo is widely felt and very intense.

MAJOR RECOMMENDATIONS

1. Establish a single HQDA point of contact at the OASA(MRA) level with appropriate staff to examine Hispanic issues and initiate actions.

2. Task the Department of the Army Inspector General to follow-up on progress or lack thereof on Hispanic issues.

3. Actively recruit Spanish-dominant Hispanics for enlistment in the Army.

4. Provide English-as-a-Second-Language (ESL) training to ensure second language soldiers are competitive for success.

5. Institute post-ESL training ASVAB testing for enlisted MOS classification for second language soldiers and institute Comprehension/Speaking level evaluation through the English assessment system.

6. Institute Hispanic cultural awareness and acculturation training for second language soldiers, second language families, commanders, drill instructors, USAREC personnel, and Army health care providers.

7. Establish a Hispanic Advisory Council of prominent and knowledgeable individuals to provide experience guidance and influence for the implementation of the Army's Hispanic initiatives (see Appendix A).

QUOTATIONS THAT TELL THE TALE

The history and status of the Army's Hispanic Policy can be summarized in a number of quotations gathered by the Study Group:

1. HISPANIC POLICY.

"Tell me what should be the Army's policy towards Hispanics."-- Honorable Delbert L. Spurlock, Jr., Assistant Secretary of the Army (Manpower and Reserve Affairs), 1985.

"Hispanic Policy? ... Why don't we treat them like we treat all other soldiers? -- Recurring comments from all staff levels, 1985

The above comments indicate that while the top leadership of the Army may feel there is a need to articulate and act on a meaningful Hispanic policy, the implementors of such policy are unaware of or at least unwilling to admit that such a need exists. Current attempts to even study the problem are met by institutional distrust and bureaucratic defensiveness.

2. HISPANIC FRUSTRATION AND INSTITUTIONAL INACTION.

"Instead of helping me, they laughed at me and said that I was stupid. After that they made me a cook." -- Private Adalberto Correa, Letter from Vietnam, 1969

"During war they need our muscle to hold a rifle and our bodies to stop bullets, but in peacetime we're ignored and kept in menial jobs." -- SFC Raul Vera, 1977

"Hispanics are faced with discrimination. We recognize this ... a number of key affirmative actions are being directed towards Hispanics in HQDA Affirmative Action Plans now being developed." -- HQDA Staff Officer, 1977

"If I give you the straight figures it will not look right." -- HQDA Staff Officer, 1985

The above quotations illustrate the pattern of frustration among Hispanic soldiers and the lack of meaningful action by the Department of the Army. Numerous reports, studies and conferences have identified problems in the Army's Hispanic policy for over 15 years (see Appendix B). Only recently, however, have positive actions been taken to alleviate some of the inequities faced by Hispanic soldiers.

Today, there is wide-spread institutional defensiveness and bureaucratic intransigence when queried with questions concerning Hispanic policy. For example, an October 1985 ONCSPER information paper attempts to cast doubts on the extent of Hispanic underrepresentation in the Army by questioning the Army's own source data. Instead of focusing on what can be done about the problem, the emphasis is too often placed on defending the status quo.

BILINGUALISM IS A READINESS ISSUE

Current developments in Latin America once again make it clear that bilingualism is a readiness issue. On-going operations (e.g., Blazing Trails, Kindle Liberty), and various contingency scenarios throughout Latin America clearly reveal an operational need for bilingual-bicultural soldiers who are able to communicate effectively with indigenous populations.

In a low intensity guerrilla war, particularly where an aggressive civic action program is involved, a larger percentage of soldiers is required to speak the local language than in a war of greater intensity. The most probable scenarios in Latin America point to continued low intensity conflict to include increased civic action involvement. Unfortunately, it appears that little has been done to identify Spanish linguist requirements for Latin American contingency operation plans (see Illustration 1).

Many Hispanic soldiers are native Spanish-speakers. The 1980 census reported that 5% of American households, over 11 million people, spoke Spanish at home. Thus, large numbers of Hispanic Americans possess a strategic resource, bilingual capability. Hispanic soldiers provide a readily available resource of linguists who can be called upon for worldwide service including Latin American contingencies.

Unfortunately, the available pool of such soldiers versus potential requirements is small, especially in the technical MOS. Unless the Army takes immediate action to increase the numbers of bilingual soldiers, it could find itself linguistically unprepared to respond to Latin American contingencies.

HISPANIC LINGUISTIC COST-EFFECTIVENESS

It is more cost-effective to teach a native Spanish-speaking soldier English than it is to teach a native English-speaking soldier Spanish. Anglo soldiers who may have been taught Spanish quickly lose proficiency once they no longer are required to utilize the language.

However, once native Spanish-speaking soldiers learn English they do not lose proficiency because they practice the language daily in the English-speaking Army. It will never deteriorate. Neither will they lose their Spanish language proficiency because it is their native language. Thus, for second language Hispanic soldiers, once bilingual, always bilingual (see Illustration 2).

THE COMING HISPANIC LEADERSHIP GAP

The changing demographics of the Nation indicate a rapidly expanding Hispanic population over the next 15 years. Hispanics are projected to increase from today's 6.4% to 15% of the national population (41 million citizens) by the year 2000 (US Census Bureau, 1983) (see Illustration 3).

If the Army will reflect approximately the same ethnic composition as the Nation, the Army could be 15% Hispanic by the year 2000 (vice 3.6% today). Hispanics could join the Army in greater or lesser proportion of their national percentage (blacks comprise 11.7% of the Nation but 30.2% of the Army, DMDC 3035, June 1985). In any case, the Army could find itself with a much greater proportion of Hispanic soldiers than it has today. While the case should not be overstated, it is true that Hispanics are the fastest growing and poorest of all American minorities (Census Bureau, 1980). It is logical to assume that Hispanic Americans will look to the Army as a means of economic security and upward mobility in the years ahead. The Army's Hispanic ranks, therefore, could swell in the coming years. The implications for leadership are obvious.

Hispanics currently comprise 3.6% of the Active Army's enlisted strength but only 1.2% of its officer strength (DMDC 3035, June 1985). Hispanics are under-represented in terms of percentage of the national population; they are 6.4% of the Nation but only 3.6% of the

Army (Bureau of Census, 1980; DMDC, June 1985). Hispanic officers are very underrepresented.

Hispanic underrepresentation is also evident in the Reserve Components. While cursory examination of Army National Guard officer figures reveals 3.5% to be Hispanic, detailed examination shows the percentage to drop to 1.6% once Puerto Rico Army National Guard officers are omitted (DMDC 3035, June 1985). Although not studied, it is likely a similar phenomenon exists for the US Army Reserve (see Illustration 4).

It will take many years to develop field grade officers and senior NCOs to provide the Hispanic leadership needed in the year 2000. Unless the Army can attract and retain competitive officers and quality enlisted personnel from Hispanic backgrounds now, it could likely find itself with a widening cultural and ethnic leadership imbalance which could be detrimental to the continued effectiveness of the organization (see Illustration 5).

Former Assistant Secretary of the Army (Manpower and Reserve Affairs), the Honorable Harry N. Walters, stated "The long term nature of insuring representation of Hispanic soldiers in senior officer and NCO grades rests on enlightened recruitment and retention programs. The clear message is that we must not delay in this effort." (ASA(MRA) letter, 22 Nov 82, subject: Hispanic Issues Conference).

SYSTEMIC DEFICIENCIES

To attract and retain quality Hispanic soldiers requires the concerted effort of the entire Army structure. No single part of the system offers the wholly sufficient answer. The remainder of this report outlines various components of the problem, each of which impacts on various subsystems of the Army structure. It should be noted that a change or lack thereof in any one of these subsystems will have an effect on the remaining components.

Armed Services Vocational Aptitude Battery

(ASVAB)

ASVAB: System Description

It is widely felt that many Hispanics are being accessed into the Army and placed into MOS far below their true potential. The underlying reason is that they are administered the ASVAB in a second language--English.

The ASVAB is a DOD-controlled test given in English to all applicants for military service. Four of its 10 sections determine the individual's General Technical (GT) score, a widely-used indication of intelligence/potential. The ASVAB determines an individual's basic eligibility for entry into the Service, gives a measure of mental category (I, II, IIIA, IIIB, IVA, IVB, IVC), and is used to place the individual in an MOS.

The Study Group viewed the ASVAB as a significant impediment to the achievement of true potential by Hispanic soldiers. The test is highly English-dependent and thus fails to render a true picture of the potential of second language soldiers. Many individuals with a desire to serve in the Army are excluded from doing so because they cannot pass the ASVAB in a second language. For example, SY 83-84 Armed Forces Vocational Aptitude Test (AFQT) results from the San Juan Recruiting Station shows dramatic differences in scoring profiles of Puerto Rican applicants as compared to nationwide results (see Illustrations 6 and 7).

Others pass the ASVAB but fail to score sufficient high enough for placement in a technical MOS. A cursory analysis of the Army's MOS distribution reveals that while 22% of white soldiers serve in high skill MOS (those requiring a GT score of 100 and above), only 11% of the Hispanic soldiers serve in the same MOS (REPQUAL Report, Nov 85) (see Illustration 8).

Furthermore, in Puerto Rico, 59% of FY 84 applicants were classified as mental category IV (the lowest) based on ASVAB results. Of these, 46% (27% of the total), were in the lowest of the low categories, CAT IVC (compared to 7% nationally) (see Illustration 9). This low showing came from an applicant population in which 84% were high school graduates. Because of low ASVAB scores, only 25%

of insular Puerto Rican applicants were accessed (1992 enlistees of 7691 applicants) compared to 33% of applicant accessions nationally (1985 ARI Study).

The evidence is clear that the ASVAB as now administered discriminates against second language applicants. What disturbed the Study Group was that this has been known for at least 9 years. In 1976, Dr. J. H. Kanner, Education Advisor to the Deputy Chief of Training, TRADOC, stated, "In view of the scores of the ASVAB, translation of this test into Spanish is recommended." Various reports, studies and individuals have repeatedly made the same observation over the past decade. In 1985, however, the ASVAB is still being administered only in English.

Currently, the Army Research Institute (ARI) is analyzing the situation to determine an alternative to the English ASVAB for second language soldiers. DOD has refused to allow translation of the test into Spanish. Various options are being considered, all of which call for the readministration of the ASVAB in English to second language soldiers after they have been provided sufficient English language training to enable their true potential and aptitudes to be accurately assessed.

ASVAB: POSSIBLE SOLUTIONS

The Study Group recommends implementation of an ARI proposal which would give the English ASVAB to all applicants along with the English Comprehension Level Test (ECLT) to measure passive English abilities and a Spanish language "AFQT" to measure potential in the applicants' native language to allow for "provisional enlistment" (see Illustration 12).

Those showing true potential as measured by the Spanish "AFQT" but who need English training before they can be classified for an MOS would attend English-as-a-Second-Language (ESL) training. Following ESL training, they would be given the English ASVAB again and placed in a proper MOS.

One concern with this approach, however, is that many individuals might marginally pass the initial English ASVAB and thus be classified into an MOS beneath their true potential. Consideration should be given to determining both active and passive English skills and providing training for deficiencies prior to MOS classification. Such an approach would require an assessment of

Comprehension/Speaking (C/S) abilities (active communication skills) as a part of the accession process.

As has been demonstrated with second language officer trainees, an ability to score high on the ECL test does not necessarily mean the individual is prepared to function effectively in an English-speaking environment. The active C/S skills are at least as important. Unless the C/S skills are accurately assessed at time of accession, it is not certain whether or not the individual has the requisite English abilities to succeed in the Army.

ASVAB: AREAS FOR FURTHER STUDY

Further study is required to determine what the accession process should be for second language soldiers. What tests should be given? Where? Who should administer/grade them? Should a C/S evaluation of second language volunteers be instituted? Done by whom? (DLIELC interviewers?) Given where? (San Juan MEPS/telephonically?)

English-as-a-Second-Language

(ESL)

ESL: DIMENSION OF THE PROBLEM

The Army Research Institute (1981) stated that 92% of the Army's ESL population is Hispanic and 91% of the Hispanic ESL population is from Puerto Rico. Thus, it is obvious the efforts to address ESL training for second language soldiers must focus first on Puerto Rico.

ESL: SYSTEM DESCRIPTION

The Army's ESL policy "does not restrict soldiers to using English in communication with each other; soldiers must have the English skills necessary to perform their military duties; soldiers must have skills to communicate with superiors, subordinates and fellow soldiers." (Secretary of the Army, Clifford L. Alexander, letter to Senator Sam Nunn, 15 March 1979.)

The Army's ESL regulation, AR 621-5, is currently being reviewed for changes.

The Army deals with English-as-a-Second Language training in a number of ways summarized as follows:

Basic Skills Education Program (BSEP). The BSEP language program was a TRADOC initiative to provide basic skills training to soldiers to include second language training. The training included typically six weeks of ESL training during enlisted basic training. The BSEP English language program was criticized as being ineffective. It has been phased out.

Defense Language Institute-English Language Center (DLIELC). The BSEP program for enlisted soldiers has been replaced by a program that now sends second language enlisted soldiers who fail to attain a score of 70 on the English Comprehension Level Test (ECLT) up to 24 weeks of resident ESL training at DLIELC, Lackland AFB, Texas prior to reporting to basic training. The Army estimates approximately 1100 soldiers/year will attend the training at Lackland. The estimate excludes enlistees in the Puerto Rico Army National Guard who are slated to attend English language training at the Puerto Rico Army National Guard English Technical Language School.

DLIELC also conducts post-commissioning English language training for second language officers, primarily graduates of the Puerto Rico Army ROTC Programs. Officers lacking the requisite English abilities to attend Officer Basic Courses are placed at DLIELC for up to 16 weeks of resident English training.

DLIELC provides the American Language Course (ALC) in support of both the resident and nonresident English programs of the organization. The ALC is used at DLIELC itself and in the authorized nonresident English programs in Puerto Rico (the Puerto Rico Army National Guard's English Technical Language School and the Army ROTC English language programs).

Finally, DLIELC provides technical advice and support to the nonresident English programs in Puerto Rico. This included sending interviewing teams to the island twice a year to assess the C/S levels of Army ROTC cadets.

The Study Group visited DLIELC, interviewed 25 lieutenants from Puerto Rico attending the training, and made the following observations for improvement of the program:

a. The lieutenants apparently are not being challenged enough academically. They reportedly cover much of the same material using the same books they have previously covered in the DLIELC nonresident programs in Puerto Rico. They complain that the material is too simple for them and that they are not being afforded adequate opportunity to use English outside the classroom environment. Consideration should be given to orienting the curriculum towards a speech communication approach to active use of English.

b. The lieutenants apparently are not being challenged militarily. The living/learning environment of DLIELC is more like a college campus than a military activity. While the environment may be appropriate for allied military personnel (the primary clientele of the school) it does nothing to prepare Hispanic lieutenants to succeed in their Officer Basic Courses. Consideration should be given to tightening up the course and providing skills and experiences that will enhance success in a military environment in the future.

Puerto Rico Army National Guard English Technical Language School (ETLS). ETLS was established by the

Puerto Rico Army National Guard in June 1976 in response to a 30% attrition rate of PRARNG enlistees from basic training. The program is conducted at Fort Allen, Puerto Rico and uses the American Language Course provided by DLIELC. An eight week Pre-Basic English-as-a-Second-Language curriculum is provided enlistees. The training is conducted in a strict, all-English, all-military environment and includes training in basic soldiering skills and military English as well as pure English language training. Since implementation of the program, PRARNG attrition from basic training has been reduced to near zero.

ETLS also conducts a six week summer English-as-a-Second-Language program for Army ROTC cadets from the University of Puerto Rico.

Puerto Rico Army ROTC English Language and Intercultural Communication Program. The University of Puerto Rico's Army Reserve Officer Training Corps (ROTC) provides 48% of the Army's annual Hispanic ROTC officer accessions (TRADOC DCSROTC "Senior ROTC Enrollment Report 22," 22 Jan 83).

In response to high Officer Basic Course attrition and mediocre junior officer performance a three part program of English language and intercultural communication was begun in 1982. The program includes (1) A summer English language and military orientation program conducted at the Puerto Rico Army National Guard's English Technical Language School, (2) An on-campus English language maintenance and intercultural communication program and (3) post-commissioning resident English language training at the DLIELC, Lackland AFB, Texas. The three parts of the program are tied together by the DLIELC's American Language Course (ALC).

Since implementation, the program has raised the communication skill levels of ROTC commissionees dramatically.

ESL: APPARENT DEFICIENCIES

The Study Group noted several apparent deficiencies in current ESL efforts. These include:

1. Failure of the system to use C/S level ratings in the assessment process. There is a tendency to place too much reliance on the English Comprehension Level Test

(ECLT) as the sole measure of English language abilities. The ECLT measures only passive English abilities (listening and reading). Experience shows that it is possible for an individual to score very high on the ECLT yet still be unable to function effectively in an English speaking environment. A measure of active (speaking) English skills is required to properly assess an individual's true English communication abilities. C/S ratings must be part of any assessment system established by the Army.

2. There is no effective English maintenance program. Two groups of second language soldiers especially require a formal English language maintenance program: (a) members of the Puerto Rico Army National Guard and Army Reserve and (b) Army ROTC Early Commissioning Program (ECP) lieutenants.

Army National Guard personnel and Army Reservists from Puerto Rico return to the island from stateside training and reenter an essentially Spanish-speaking environment. Spanish is the everyday language in Puerto Rico even during military activities and exercises. The untested but logical hypothesis is that many such individuals eventually lose a great deal of their acquired English skills.

Similarly, many Army ROTC cadets in Puerto Rico receive their commissions before finishing their degrees. After finishing ROTC they typically have limited contact with the active use of English until they report to Officer Basic Courses. In the interim, many lose much of their English proficiency.

A formal English maintenance program needs to be established for both these groups.

3. There is no uniform communication skills program for mid-level second language soldiers already in the system. A brigade commander at Fort Hood told the Study Group that he had five Hispanic captains in his brigade who could not be given command because they lacked the requisite communication skills. In cooperation with a local community college, he has established a course entitled "Communication for Junior Leaders" to assist such individuals. The course is not English-as-a-Second-Language but rather a speech communication-type course with speaking and writing skills aimed at practical communication in everyday situations. Such an innovative

approach to providing communication training for mid-level Hispanic soldiers should be instituted system-wide.

4. There is a discrepancy between the Army's English-as-a-Second-Language regulation, AR 621-5, and the Army's ROTC regulation, AR 145-1. The former currently precludes further language training for lieutenants scoring 80 or above on the ECL while the latter prohibits commissioning of cadets who score below 80 ECL. The discrepancy must be resolved.

ESL: POSSIBLE SOLUTIONS

1. Establish realistic minimum English Comprehension Level (ECL) and Comprehension/Speaking (C/S) level requirements for all initial entry training courses, both officer and enlisted.

2. Provide English-as-a-Second-Language training to individuals who do not meet the minimum English requirements.

3. Assume that Initial Entry Training failure following English-as-a-Second-Language training is for reasons other than lack of English.

4. Establish formal programs to ensure maintenance of English language skills for Puerto Rico Army ROTC Early Commissioning Program graduates and for members of the Puerto Rico Reserve Components.

5. Establish a formal communication skills program for mid-level second language soldiers already in the system.

6. Resolve the discrepancy between AR 621-5 and AR 145-1.

ACCULTURATION

ACCULTURATION: SYSTEM DESCRIPTION

For many Hispanic soldiers adapting to the different cultural environment of the Army poses a serious impediment to success. Differences in orientations to time, space, and personal relationships, the relative importance of family as well as different values, attitudes and expectations make transition to military life particularly difficult for many Hispanic recruits (1981 TRADOC Report, Cultural Adaptation of Second Language Soldiers, ADA 117976).

The Army has taken limited initiatives towards alleviating the culture shock for Hispanic soldiers and families entering the military environment. A large part of the success of the Puerto Rico Army National Guard's English Technical Language School can be attributed to the transition to Army life afforded as an adjunct to the English language training curriculum. The Army ROTC Programs in Puerto Rico have a module of intercultural communication training presented to cadets before they depart to the mainland for their summer ROTC Advanced Camp for each year.

The Defense Language Institute-English Language Center conducts an extensive cultural orientation program for allied students. Because of funding problems, however, Army students are precluded from attending.

V Corps, Germany published a 1980 curricular entitled "Hispanic Cultural Awareness" designed to assist Hispanic soldiers and their commanders in dealing with problems of cultural adjustment. It is not known whether or not the curricular is still published or used.

ACCULTURATION: APPARENT DEFICIENCIES

There is no systematic approach to acculturation training in the Army. There is limited recognition of or appreciation for such training.

ACCULTURATION: POSSIBLE SOLUTIONS

The Study Group recommends the following actions:

1. Institute acculturation training for second language soldiers, second language families, commanders,

drill instructors, USAREC personnel and Army health care providers. Such training should address problems of orientation and transition to the military life faced by Hispanic soldiers and their families.

2. Include specific acculturation training as a part of the English-as-a-Second-Language curriculum for all second language soldiers.

ACCULTURATION: FURTHER STUDY

The following areas are commended for further study:

1. Was the 1980 V Corps Hispanic Awareness Program ever actually implemented? What were the results?

2. What is being done to prepare soldiers in general to adapt to foreign environments and function effectively outside the mainland American culture?

3. Where and when is it best to establish acculturation training? Recruiting Station? Initial entry training post? Installation?

CAREER MANAGEMENT

CAREER MANAGEMENT: SYSTEM DESCRIPTION

Hispanic soldiers apparently are being managed exactly like all other soldiers are being managed. There is a uniform system for all.

CAREER MANAGEMENT: APPARENT DEFICIENCIES

There appears to be a lack of recognition of unique Hispanic characteristics which adversely impacts on career progression of Hispanics. Alternatively, many Hispanics possess a unique skill which deserves recognition, i.e., bilingualism.

CAREER MANAGEMENT: POSSIBLE SOLUTIONS:

1. Provide Hispanic-specific career counseling to include both enlistment counseling and career progression counseling. Such counseling should be done at the installation level where possible. Consideration should be given to establishing a HQDA, ODCSPER Hispanic Hotline to provide immediate access to competent Hispanic career counselors.

2. Ensure second language soldiers are aware they can retake the ASVAB. It is obvious that second language soldiers might improve their ASVAB/AFQT scores once they become proficient in the English language. Action should be taken to ensure such soldiers are aware the test can be retaken.

3. Ensure through career counseling that second language soldiers are aware they can be awarded college credit for their bilingual abilities.

4. Reward bilingualism. Task ODCSPER to determine bilingual capability of soldiers Army-wide in all languages and establish a bilingual reward system. Set the standards high and reward those achieving the standards with promotion points, reenlistment bonuses and assignment priorities.

CAREER MANAGEMENT: FURTHER STUDY

1. What are the retention motivators for Hispanic soldiers?

2. What are the Hispanic selection rates for advanced/specialized schools? Why?

QUALITY OF LIFE

QUALITY OF LIFE: SYSTEM DESCRIPTION

The Army currently recognizes Hispanics during Hispanic Heritage Week. No other recognition is readily apparent.

QUALITY OF LIFE: APPARENT DEFICIENCIES

The Army apparently pays little attention to the families of Hispanic soldiers. Such families often are isolated by language and culture from the immediate military community. Because the family ties of Hispanics are so strong, family maladjustment to military life can be detrimental to the effectiveness of the soldier.

QUALITY OF LIFE: POSSIBLE SOLUTIONS

1. Institute English-as-a-Second-Language training for Hispanic family members.

2. Establish an Army Orientation program for Hispanic families. Such a program should have installation command emphasis. A Spanish/English Orientation packet giving helps, hints, and lists of common phrases, food names and translations should be prepared for all entering Hispanic families.

3. Establish a native language sponsorship program for initial permanent change of station moves.

4. Ascertain the need for Spanish-speaking chaplains and assign them where the need is evident.

HISPANIC ADVERTISING AND RECRUITING

HISPANIC ADVERTISING AND RECRUITING: SYSTEM DESCRIPTION

The basic philosophy of advertising and recruiting for today's Army is summarized by Major John H. Mitchell, the then Director of Human Resources Development, HQDA. He stated "... we may implement recruiting themes and programs designed to reach particular ethnic groups as long as the purpose is to reach the entire market more effectively and does not seek the recruitment of any predetermined quota or number of a particular group." (DAPE-HRR letter, 3 Feb 83, subject: Hispanic Issues Conference--Information Memorandum.)

This policy remains in effect today and thus ensures that limited attention is given to Hispanic-specific advertising and recruiting efforts. The Hispanic portion of the Army's advertising budget, approximately \$3.3 million in CY 85, is tentatively scheduled to be reduced by one third for FY 86 (1985 US Army Minority Spending and Targeting Report #A86064.2). This represents 34% of the total minority FY 86 plan (\$5.7 million).

Army Hispanic advertising targets only English-dominant Hispanics.

The Army's advertising contract is handled by the N. W. Ayer advertising firm with the US Army Recruiting Command serving as executive agent. N. W. Ayer has subcontracted the Hispanic portion to the SOSA and Associates advertising firm of San Antonio, Texas. In FY 85 the SOSA account for Hispanic advertising was \$2 million.

The Study Group was impressed by the thoroughness and depth of SOSA's market research. The firm is capable of identifying by census block area concentrations of English-dominant Hispanics and can depict a variety of demographic characteristics for each group.

SOSA handles both the creative design and media placement for Hispanic advertising. Media placement for Puerto Rico, however, is done locally on the island because the national media do not feed their programs directly to Puerto Rico.

HISPANIC ADVERTISING AND RECRUITING: APPARENT DEFICIENCIES

1. The Army has limited recruiting of Hispanics to English-dominant Hispanics. Such a policy effectively ignores a large percentage of potential Hispanic recruits. Given the need to increase the Army's bilingual capabilities and the decision to provide English language training to recruits, it may be appropriate to reconsider the Army's English-dominant recruiting policy.

2. SOSA and Associates were unaware the Army is providing English language training for second language soldiers. Such training is an obvious incentive for young Hispanics to join the Army but it apparently is not being used as an advertising theme.

3. SOSA and Associates uses "universal Spanish" and universal Hispanic appeals in their advertising. Such a broad-brush approach may not be totally effective in reaching specific Hispanic audiences. In fact, failure to render Hispanic advertising appeals into colloquial Spanish may actually deter Hispanic youth from joining the Army.

4. There apparently has been very limited, if any, study as to the effectiveness of Hispanic advertising.

5. The Hispanic advertising budget may be reduced by one third in FY 86. The reason given is that media costs have risen 14% while the overall budget is going up only approximately 3%. In order to buy the same quality and frequency of media for the overall Army advertising program as was done last year, it is necessary to cut the minority advertising budgets (the budget for black advertising is slated to be reduced 50%). USAREC argues that the overall advertising campaign will also reach Hispanics.

Although the argument may have merit, the Study Group questions the utility of reducing advertising for an underrepresented minority group with bilingual skills necessary for both short term and long term operational readiness.

HISPANIC ADVERTISING AND RECRUITING: POSSIBLE SOLUTIONS

The Study Group recommends consideration be given to the following:

1. Actively target non-English dominant Hispanics.

2. Increase, not reduce, the Hispanic advertising budget.

3. Segment the Hispanic market and make specific appeals to specific groups in colloquial Spanish.

4. Stress English language training as a major Hispanic recruiting incentive.

5. Ascertain the effectiveness of Hispanic advertising.

6. Utilize Hispanic role-models in Hispanic recruiting and advertising efforts.

HISPANIC ADVERTISING AND RECRUITING: FURTHER STUDY

The Study Group identified the following questions which warrant further attention:

1. Can Hispanic role-models be effectively used in the advertising and recruiting effort?

2. Can recruiters be trained to recruit more effectively in the Hispanic market?

What are the Hispanic motivators?

Who are the Hispanic influencers?

3. What is the potential (given English training) for nurse accessions from Puerto Rico?

Can Hispanic nursing scholarships be established?

Can a cooperative English language program be developed with the Puerto Rico Army ROTC Programs?

RELATED ISSUES FOR FURTHER STUDY

The Study Group identified several other issues related to Hispanic Policy which should be further investigated. These include:

1. Force Structure. Should consideration be given to basing selected Reserve Component units (Military Intelligence, Civil Affairs, Special Forces) in areas of high Hispanic density?

Given Latin American contingency plans, it might be wise to ensure that selected units have a high concentration of Hispanic speakers.

2. Other Military Services. What is the Hispanic policy of the US armed services?

What programs have been initiated and with what effectiveness?

Specific attention should be given the Navy's BOOST Program, the Navy's Overseas Diplomacy Program, the Air Force's approach to Hispanic officer accessions and their use of DLIELC, and the Air Force's Intercultural Communication Program at Hulbert AFB, Florida.

3. Other Nations. How do other nations deal with second language soldiers?

What programs are in effect in Israel, the United Kingdom, India, and the USSR?

What has been the effectiveness?

4. Medical Questions. Why is the incidence of neuropsychiatric diagnosis among Puerto Rican veterans more than double the national average (1981 TRADOC study)?

5. ROTC. How can ROTC increase its output of Hispanic officers?

Increase Hispanic advertising?

Establish an ROTC junior year exchange program between the University of Puerto Rico and selected militarily-oriented mainland universities?

Provide second language ROTC cadets a pre- Advanced Camp course in speech communication to increase oral communication skills? Establish Hispanic scholarships in high tech fields?

6. Hispanic Bootstrap. Can a program be established to provide an OCS/College Completion Program for Hispanic soldiers?

7. The Army Linguist Program. DLIELC anticipates training 796 Spanish linguists in FY 86. Typical course length will be 25 weeks to produce "apprentice linguists."

In the long term, would it more more cost effective to teach native Spanish-speaking soldiers English than native English-speaking soldiers Spanish?

Could pools of linguists of all languages be identified in the Individual Ready Reserve to be called upon for linguistic expertise when needed?

RECAPITULATION OF FINDINGS AND RECOMMENDATIONS

MAJOR FINDINGS

The Study Group's major findings were:

1. Hispanic policy is not an equal opportunity issue; it is a readiness issue.
2. There are serious, Army-wide, interdependent, systemic problems concerning Hispanic soldiers, many of which are shared by other second language groups.
3. The Army's answer to the Hispanic issue has been one of benign neglect for at least 15 years.
4. Hispanic frustration with the status quo is widely felt and very intense.

MAJOR RECOMMENDATIONS

1. Establish a single HQDA point of contact at the OASA(MRA) level with appropriate staff to examine Hispanic issues and initiate actions.
2. Task the Department of the Army Inspector General to follow-up on progress or lack thereof on Hispanic issues.
3. Actively recruit Spanish-dominant Hispanics for enlistment in the Army.
4. Provide English language training to ensure second language soldiers are competitive for success.
5. Institute post-English-as-a-Second-Language training ASVAB testing for enlisted MOS classification for second language soldiers and institute Comprehension/Speaking level evaluations throughout the English assessment system.
6. Institute Hispanic cultural awareness and acculturation training for second language soldiers, second language families, commanders, drill instructors, USAREC personnel, and Army health care providers.

7. Establish a Hispanic Advisory Council of prominent and knowledgeable individuals to provide experienced guidance and influence for the implementation of the Army's Hispanic initiatives (see Appendix A).

OTHER RECOMMENDATIONS

1. Establish in Puerto Rico a resident assistance team from the Defense Language Institute-English Language Center to provide overall coordination for DLIELC programs on the island and to render Comprehension/Speaking (C/S) level ratings to Army recruits and ROTC cadets.

2. Upgrade the DLIELC curriculum for second language lieutenants to include speech communication courses and military skills orientation.

3. Establish realistic minimum English Comprehension Level (ECL) and C/S level requirements for all initial entry training courses, both officer and enlisted.

4. Provide English-as-a-Second-Language training to individuals who do not meet the minimum English requirements.

5. Assume that Initial Entry Training failure following English-as-a-Second-Language training is for reasons other than lack of English.

6. Establish formal programs to ensure maintenance of English language skills for Puerto Rico Army ROTC Early Commissioning Program graduates and for members of the Puerto Rico Reserve Components.

7. Establish a formal communication skills program for mid-level second language soldiers already in the system.

8. Resolve the discrepancy between AR 621-5 and AR 145-1.

9. Include specific acculturation training as a part of the English-as-a-Second Language curriculum for all second language soldiers.

10. Provide Hispanic-specific career counseling to include both enlistment counseling and career progression counseling.

11. Ensure second language soldiers are aware they can retake the ASVAB.

12. Ensure second language soldiers are aware they can be awarded college credit for their bilingual abilities.

13. Reward bilingualism.

Determine bilingual capability of soldiers Army-wide in all languages.

Set the standards high and reward those achieving the standards with promotion points, reenlistment bonuses and assignment priorities.

14. Institute English-as-a-Second-Language training for Hispanic family members.

15. Establish an Army Orientation program for Hispanic families.

16. Establish a native language sponsorship program for initial permanent change of station moves.

17. Ascertain the need for Spanish-speaking chaplains and assign them where the need is greatest.

18. Increase, not reduce, the Hispanic advertising budget.

19. Ascertain the effectiveness of Hispanic advertising.

20. Segment the Hispanic market for recruiting advertising and make specific appeals to specific groups in colloquial Spanish.

21. Stress English language training as a major Hispanic recruiting incentive.

22. Utilize Hispanic role-models in Hispanic recruiting and advertising efforts.

23. Remove notation of a soldier's mental category from their records after the first term of enlistment.

RECOMMENDED DEPARTMENT OF THE ARMY
HISPANIC POLICY STATEMENT

The Study Group recommends the following statement be adopted as the Department of the Army's official policy toward Hispanic issues:

"The Department of the Army recognizes the proud heritage and rich traditions of the Nation's Hispanic citizens and their selfless contributions to the security of the country. It is committed to ensuring that all citizens are afforded the opportunity to lead and succeed in today's Army.

It acknowledges that many American citizens, including but not limited to large numbers of Hispanic citizens, lack the English language skills necessary to function effectively in the Army. Such citizens will not, for lack of English alone, be denied the opportunity to serve and succeed in the Army.

Accordingly, affirmative action will be taken to ensure that second language applicants are accessed into the Army based on true potential and that they are afforded the education, training, and experiences necessary to ensure their competitiveness for success in the Total Army."

APPENDICES

APPENDIX A

ASSISTANT SECRETARY OF THE ARMY (MANPOWER AND RESERVE AFFAIRS)

HISPANIC POLICY STUDY GROUP

HISPANIC ADVISORY COUNCIL POSSIBLE MEMBERSHIP

Representative(s) from Congressional Hispanic Caucus
Lillian Fernandez, Director, Congressional Hispanic Caucus
HON Ernest Garcia, Sgt-at-Arms, U.S. Senate
HON Henry Cisneros, Mayor, San Antonio, Texas
Gen(RET) Richard E. Cavazos, Former FORSCOM Cdr
LTG(RET) David Rosenblum, Former Cdr, FUSA
MG(RET) Enrique Mendez, Former CG, Walter Reed Army Medical Ctr
MG(RET) Salvador M. Padilla, PRNG, San Juan, P.R.
MG Vitto Castellano, TAG, New York Nat Guard, NY
MG Robert Ensslin, TAG, Florida National Guard, St Augustine, FLA
MG Edward Baca, TAG, New Mexico National Guard, New Mexico
MG Belisario Flores, Asst AG, Air National Guard, Texas
RA Diego Hernandez, Roosevelt Road US Navy Station, Ceiba, P.R.
BG Guillermo H. Barbosa, Deputy AG-Army, PRNG, San Juan, P.R.
COL George Bombel, Cdr, 3rd Sig Bde, Ft Hood, TX
COL Marc A. Cisneros, Div Arty Cdr, Ft Hood, TX
COL Samuel Malave-Garcia, Port Cdr, Rotterdam, Neth
COL(ARNG Ret) Gustavo Leon, Former ARNG Senior Advisor, HQ FORSCOM

APPENDIX B

CHRONOLOGICAL HISTORY OF HISPANIC ISSUES

- 1969 - Letter sent to Chief of Staff, United States Army from Congressional Rep - Puerto Rico. This letter concurred with the establishment of English as a Second Language Program at Fort Jackson, S.C.
- 1970 - Fort Jackson is designated as the site for English Language training.
- 1971 - LTG Peers, then Chief of Reserve Components, visited Puerto Rico and was informed by the Governor and the Adjutant General that English Language training at Fort Jackson was not adequately training Insular Puerto Rican soldiers to operate effectively as soldiers in a US unit. After investigating situation, MG Boatwright, then Director of Individual training agreed. Defense Language Institute is tasked to examine ELT program at Ft Jackson.
- 1972 - DA Team visits Fort Jackson to evaluate English language problems of Insular Puerto Ricans (IPR's) and visits Puerto Rico to discuss problems with PR government and recruiting personnel.
- 1973 - 1. United States Army Audit Agency audits the US Army training center and Ft Jackson.
2. DLI gains total responsibility for teaching English to Hispanics (ELTD) however, in Aug 1974 program was suspended.
- 1976 - 1. TRADOC conducts Survey of Battalion commanders on perceptions of low level English comprehension problems.
2. DLIELC agrees to provide TRADOC a plan of action to provide necessary language training materials for an English as a Second Language (ESL) program for the Puerto Rican soldiers assigned at reception centers and elsewhere in US Army.
3. Puerto Rico Army National Guard establishes English Technical Language School at Camp Santiago, Salinas, P.R.
4. Dr. J. H. Kanner, Education Advisor to DCS-T, HQ, 7 CC

recommends ASVAB be translated into Spanish and administered in Spanish to IPR's.

1977 - Dr. J. H. Kanner, Education Advisor to DCS-T, HQ TRADOC, proposes the establishment of a DLIELC satellite school at a TRADOC Installation.

1979 - Under Secretary of the Army (MRA) questions:

- a. Bar to enlistment of Hispanics for English deficiency.
- b. Staff assistance visit is made to Fort Jackson, S.C. ref English as a Second Language Program.
- c. Sen Nunn sends letter to the Secretary of the Army, Hon Clifford Alexander reference, the use on duty of languages other than English among American soldiers.
- d. United States Commission on Civil Rights requests information reference policies and practices of the Department of Defense with regard to persons whose dominant language is not English.
- e. Meeting is called to discuss English Language Issues. The panel had representatives from the following organizations:

(1) TRADOC	(4) DLIELC	(7) ONGB
(2) USAREC	(5) ODCSOPS	(8) MILPERCEN
(3) MEDCOM	(6) OTAG	(9) ARI
		(10) OASA (MRA)

1980 - 1. DLI norms English Comprehension Level (ECL) Examination
2. DLT establishes resident ESL Program.

1981 - 1. Department of Army requests joint effort from Department of Education and Department of Labor to teach basic skills.
2. Preliminary report, Subj: Cultural Adaptation of Second Language Soldiers done by MAJ P. W. Gosnell.

1982 - 1. Meeting held at DA to discuss English Language training for accessions from Puerto Rico. The following organizations had representatives present:

ASA (MRA)
Sec of Ed PR

Equal Opportunity
ODCSPEP, MDA

2. Hispanic Issues Conference Held.

1983 - Deputy Chief of Staff for Personnel sends letter to Acting Assistant Secretary of the Army (M&RA) requesting a conference be held to evaluate advertising and English as a Second Language.

1984 - 1. Dr. Lacot, Dept of Education Director on Puerto Rico resurfaces desire to set up English training facilities in Puerto Rico.

2. Meeting held at DA level to discuss English language in P.R. The following agencies participated:

OASA (MRA)

DAAC-ED

EEO

Commonwealth of PR w/legal counsel

1985 - Study group formed to research Hispanics in the Army: Issues and Problems. Study was conducted over a five week period.

ILLUSTRATIONS

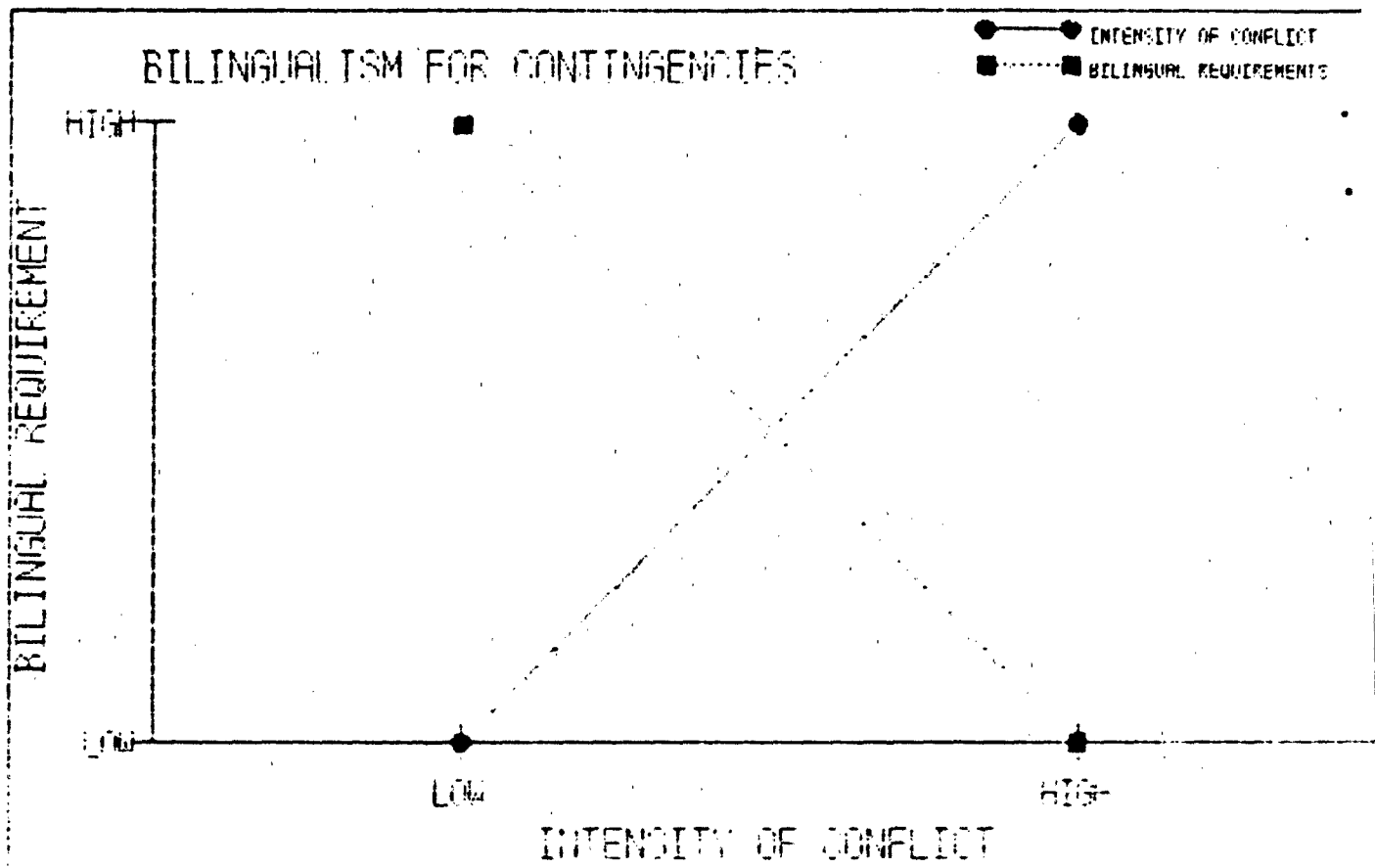


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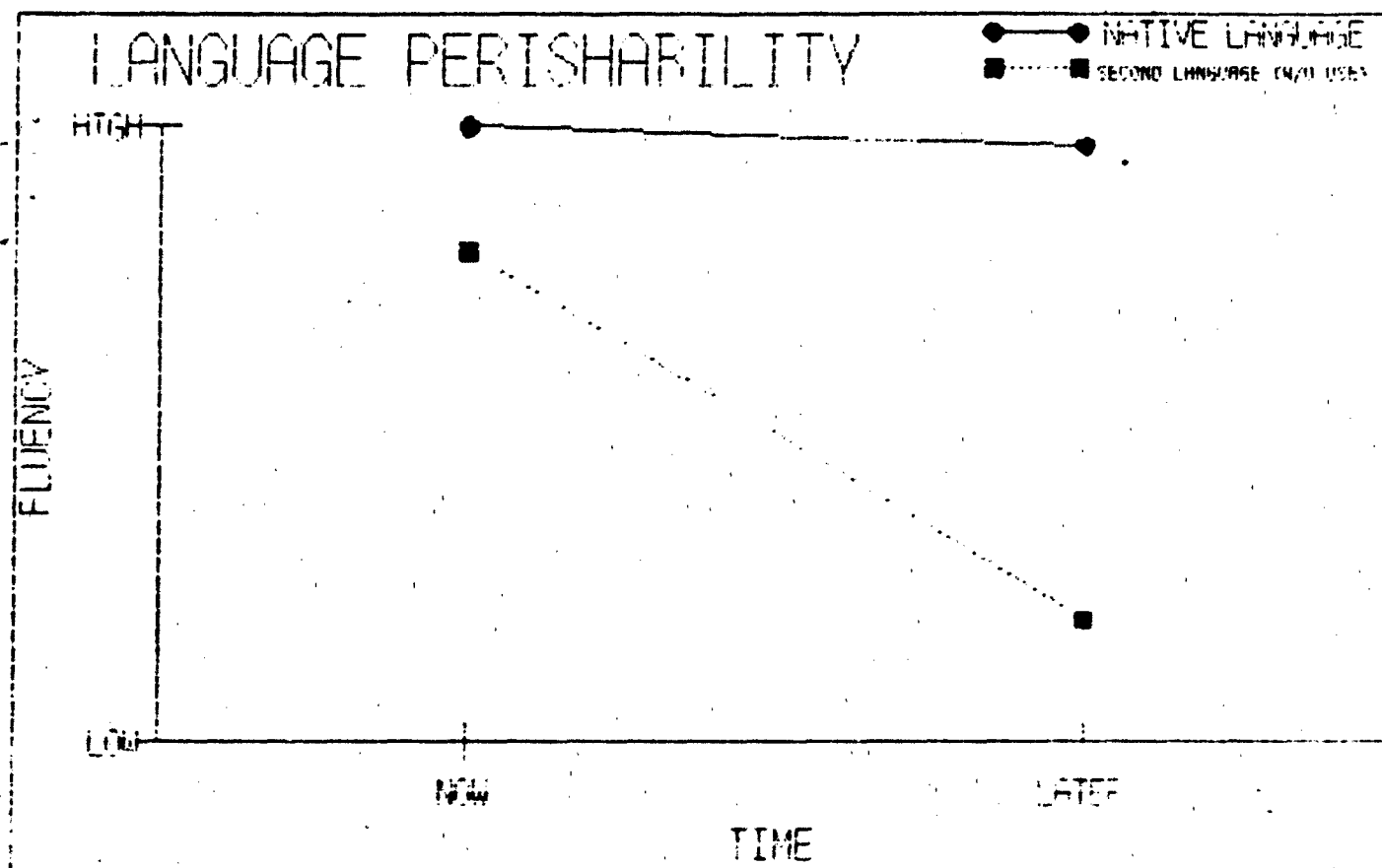


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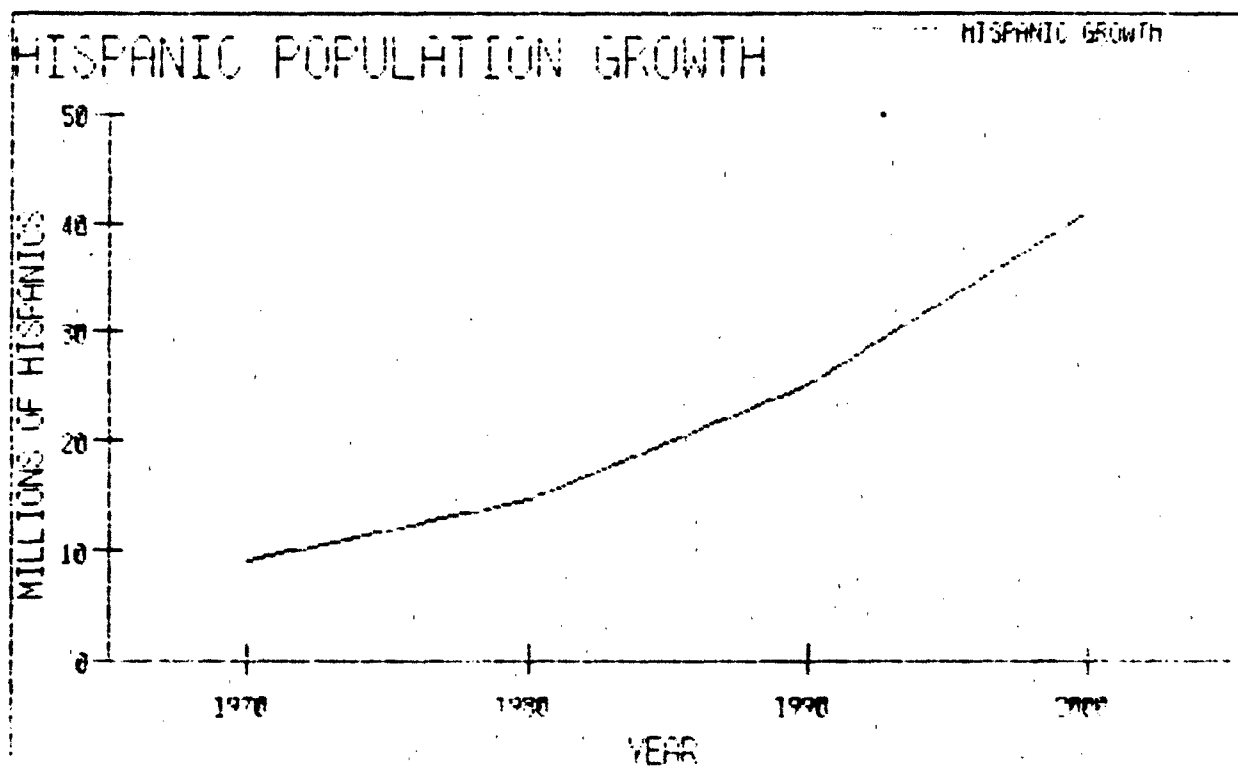


ILLUSTRATION 3.

SOURCE: US CENSUS BUREAU, 1983

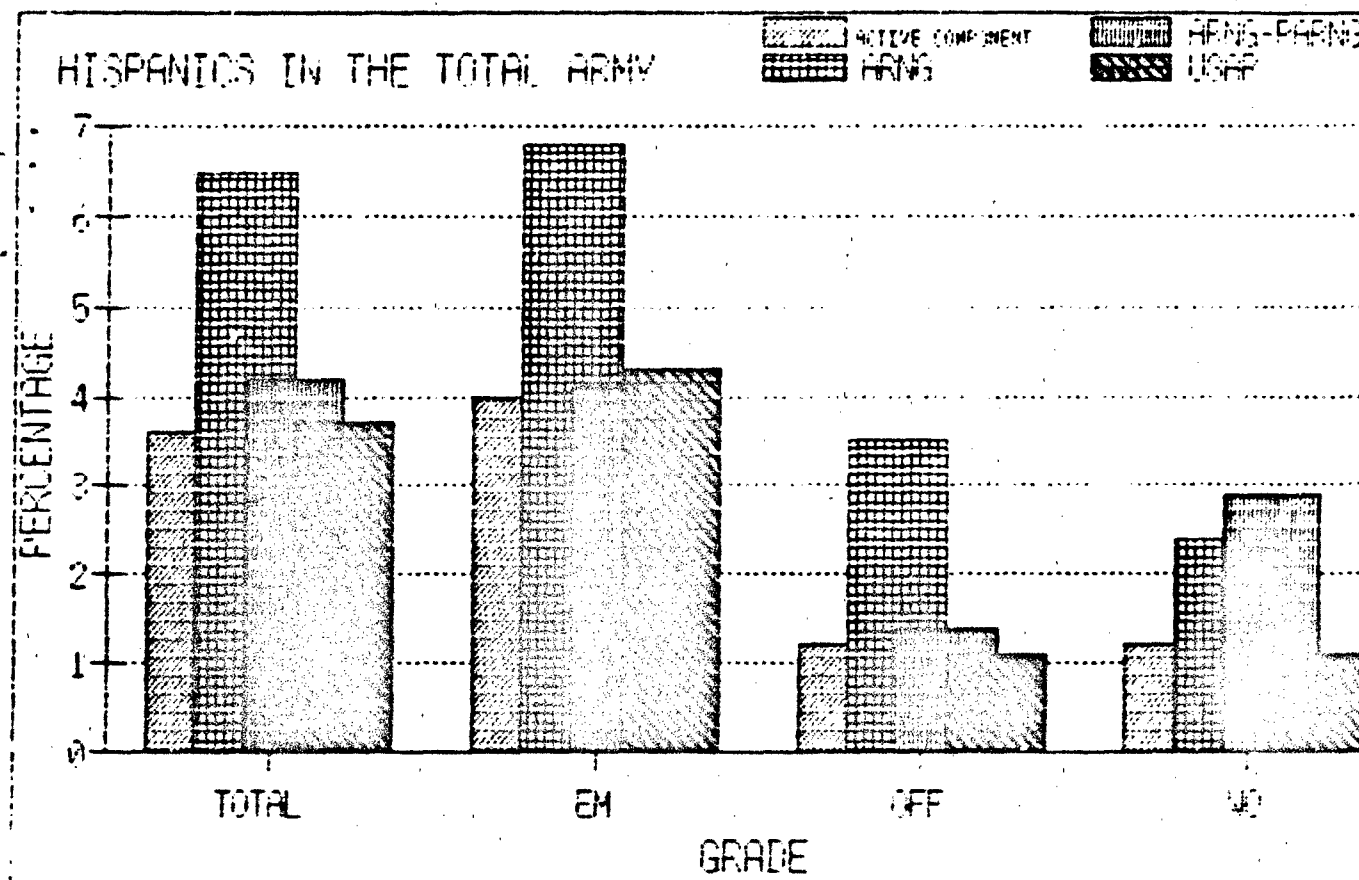


ILLUSTRATION 4

SOURCE: DMDC, JUNE 1985

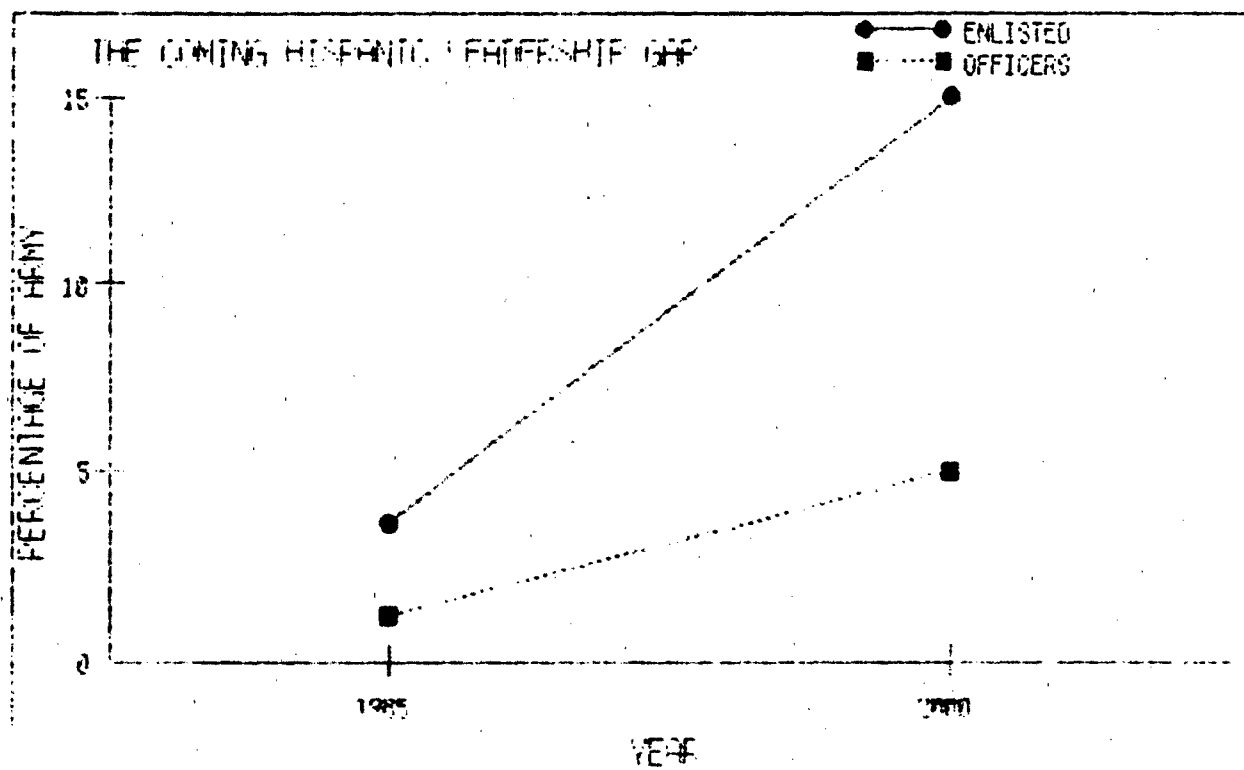
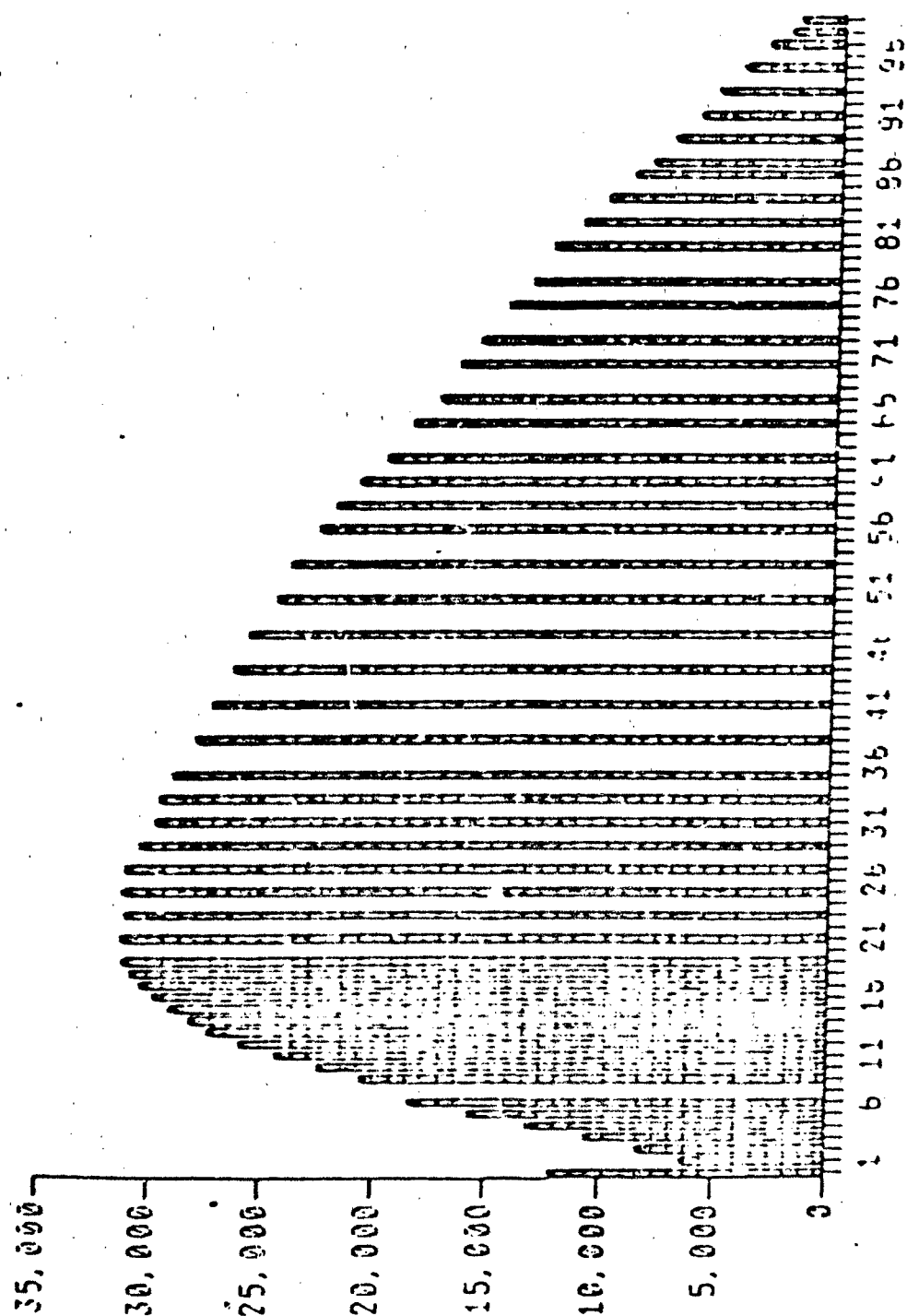


ILLUSTRATION 5

AFQT FOR SY 83-84 (NATIONWIDE)

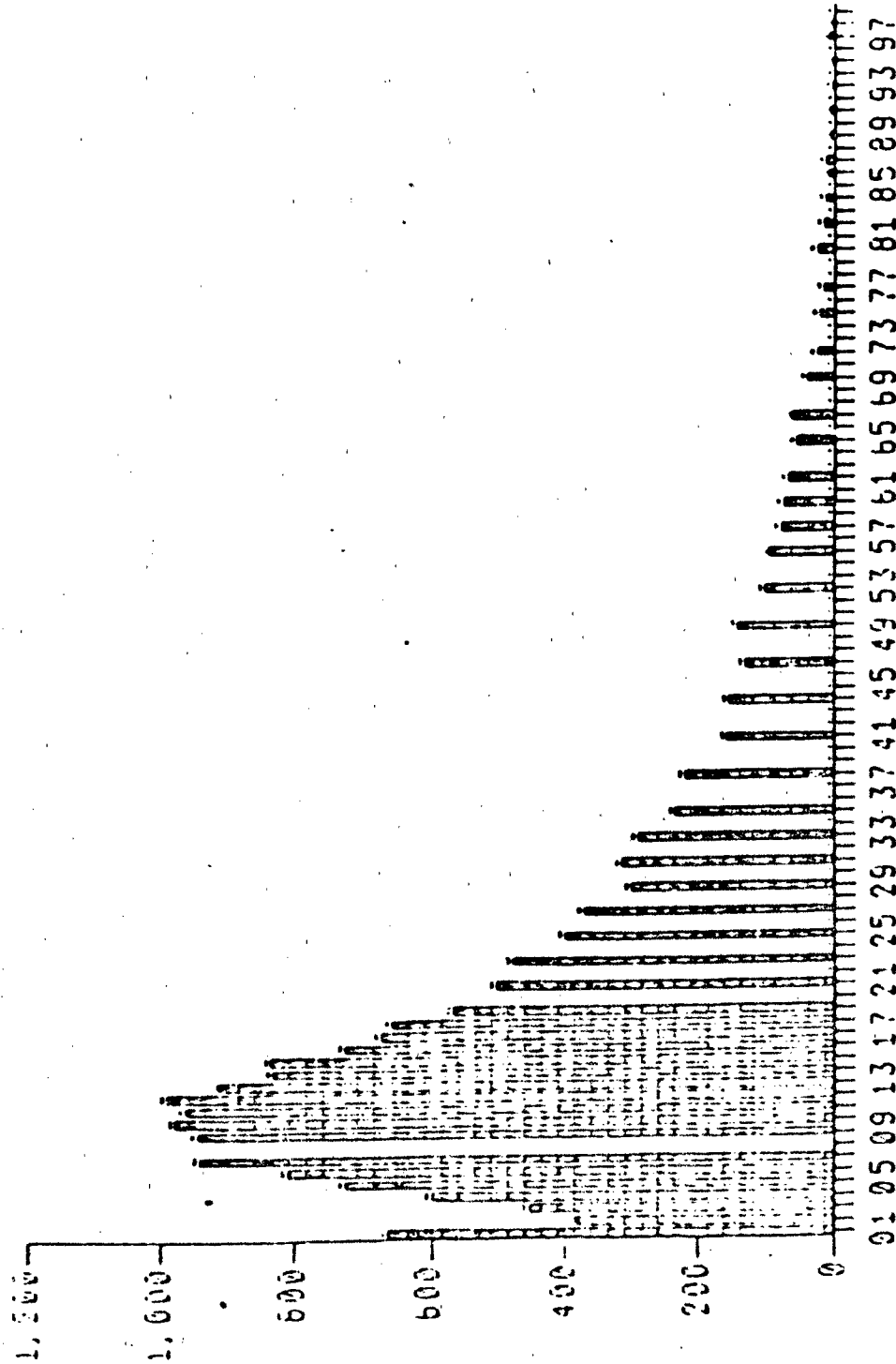


AFQT Scores

ILLUSTRATION 6

SOURCE: SAN JUAN RECRUITING STATION, 1985.

AFQT SAN JUAN SY 83/84



AFQT Score

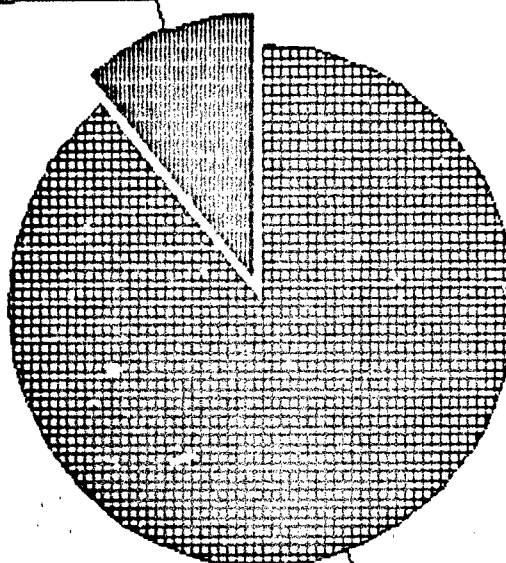
1/1/84

ILLUSTRATION 7

SOURCE: SAN JUAN RECRUITING STATION, 1985

HIGH VS LOW SKILL MOS DISTRIBUTION: HISPANIC SOLDIERS

HIGH SKILL (11%)



LOW SKILL (89%)

ILLUSTRATION 8A

SOURCE: REPQUAL, NOV 1985

HIGH VS LOW SKILL MOS DISTRIBUTION: WHITE SOLDIERS

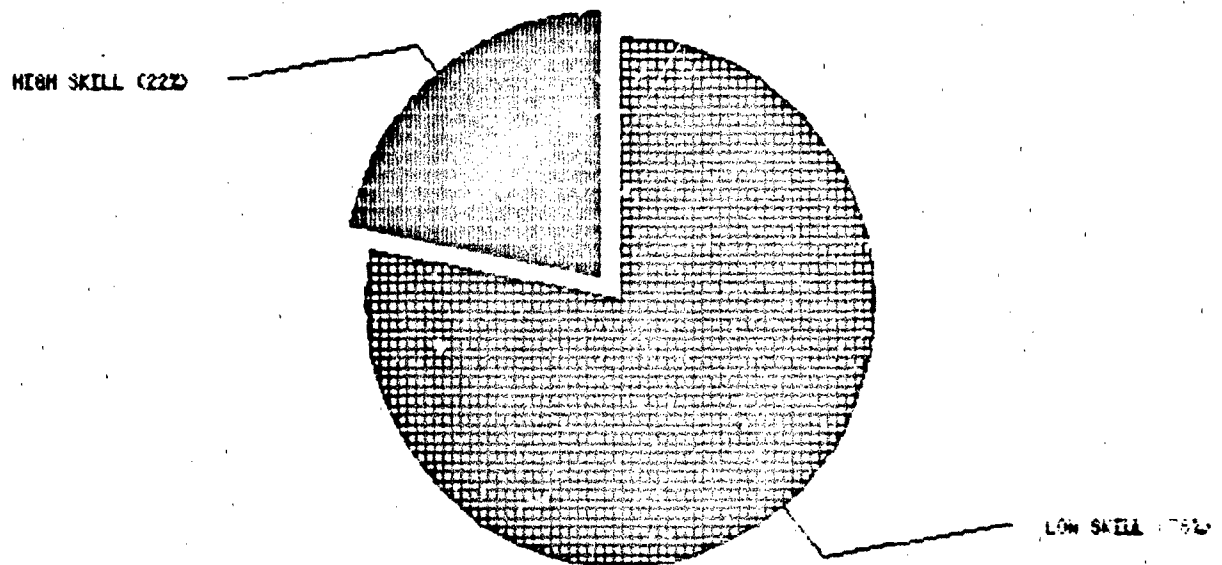


ILLUSTRATION 8B

SOURCE: REPQUAL, NOV 1985

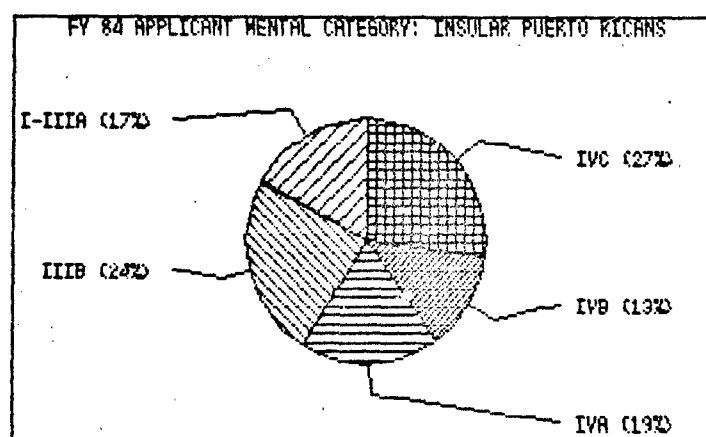
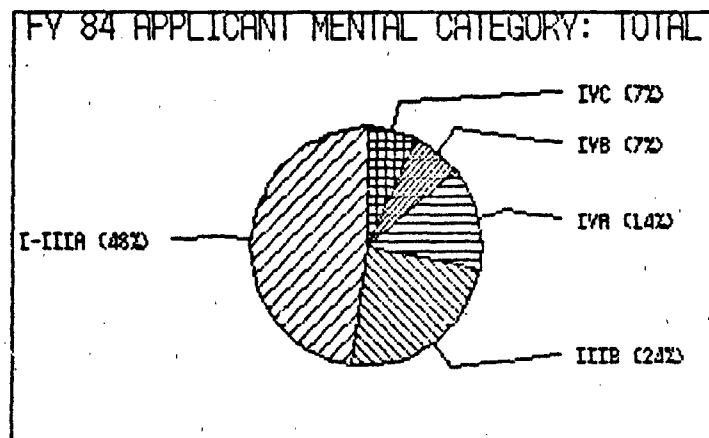


ILLUSTRATION 9

SOURCE: 1985 ARI STUDY

OPTION B FLOWCHART

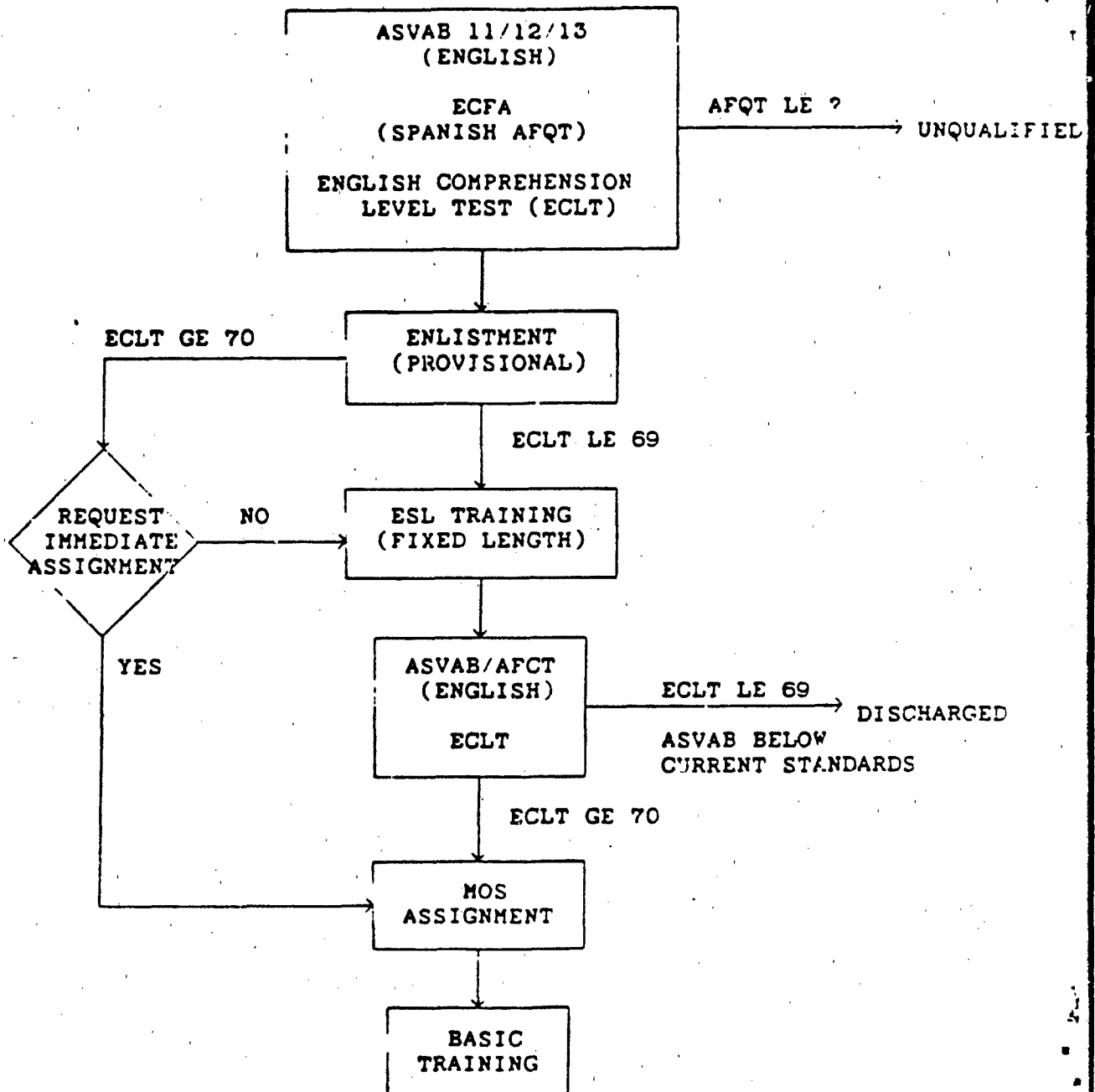


ILLUSTRATION 10

