NATIONAL LATINO EDUCATION RESEARCH AND POLICY PROJECT (NLERAPP)

DEANS ADVISORY COUNCIL INAUGURATION

JANUARY 26, 2020

EMMA S. BARRIENTOS MEXICAN AMERICAN CULTURAL CENTER, AUSTIN, TEXAS

NLERAPP
National Latino Education Research and Policy Project

Table of Content

NLERAPP
National Latino Education Research and Policy Project

NLERAPP DEAN'S ADVISORY COUNCIL

INAUGURAL MEETING AGENDA

Sunday, January 26, 2020

9-11:30 AM

Sam Coronado Art Gallery, Emma S. Barrientos Mexican American Cultural Center

Presiding Chair: Dr. Blandina "Bambi" Cardenas, Inaugural Chair, NLERAPP Dean's Advisory Council

Meeting Framework and Purpose

1. To bring together educational leaders who are positioned to ACT.
2. To introduce NLERAPP and its Major Initiatives.
3. To Identify Goals and Strategies relative to current and Future Policy making opportunities.
4. To begin to give life to a collaborative that will strengthen current and former Education Deans with common purpose, resources and strategies that will lead to the sustainability, institutionalization and growth to scale of initiatives to develop critically conscious teachers and other educational professionals.
5. The Inaugural Meeting of the DAC will take place concurrent with the AAHHE conference in Costa Mesa, California March 5-7, 2020. At that time, we will engage in a discussion of organizational issues.

Many thanks to our sponsors

TEXAS Education
The University of Texas at Austin
College of Education

LULAC

NLERAPP
National Latino Education Research and Policy Project

The University of Texas at Austin
Educational Leadership and Policy
College of Education

Texas Center for Education Policy

Order of the Morning

9:00 **Breakfast and Informal Conversation**

9:15 **Welcome** Dr. Charles Martinez, Dean, College of Education
University of Texas at Austin
Ms. Velma Ybarra, League of United Latin American Citizens
Dr. Barbara Flores, Chair, National Latino Education Research and Policy Project

9:30 Introduction of Meeting Participants
Distinguished guests, Legislative Representatives, DAC members,
NELRAPP Board Members, and observers

9:45 A Brief Introduction to NLERAPP History
Dr. Angela Valenzuela and Dr. Barbara Flores

- Latina/o Teacher Workforce Gaps Crisis
- Bilingual Educator Shortage in Texas
- Who we are / Our Vision
- A Brief History
- Original and Current Sites
- Current Initiatives

10:00 Open Discussion of Current Initiatives
Dr. Blandina "Bambi" Cardenas

- Commentary on teacher shortages vis-a-vis Latino student growth
- Potential Points of Collaboration between and among Deans.
- Potential Policy Initiatives and what we must do to prepare for policy opportunities

11:00 Reflections and challenges, and Closing Comments
Dr. Blandina Cardenas

Closing performance by Luis Adrian Cruz y El Cuarteto XQuenda

NLERAPP
National Latino Education Research and Policy Project

Inaugural Deans Advisory Council Members
January 2020

Deans Advisory Council Chair: Blandina "Bambi" Cardenas

- Charles Martinez, Dean, College of Education, University of Texas at Austin
- Rosie Castro, former Dean of Student Affairs, Palo Alto College
- Marvin Garcia, Trustee, Northeastern Illinois University Chicago
- Rene Antrop-Gonzalez, Dean, State University of New York New Paltz
- Francesca Lopez, Associate Dean, College of Education, University of Arizona Tucson
- Alma D. Rodríguez, Dean, College of Education and P-16 Integration, University of Texas Rio Grande Valley
- Belinda Flores, Associate Dean, Professional Preparation, Assessment, & Accreditation, University of Texas San Antonio
- Hector Ochoa, Provost, San Diego State University
- Y. Barry Chung, Dean, College of Education, San Diego State University
- Louie Rodriguez, Dean, Graduate School of Education, University of California Riverside
- Samuel Echevarria-Cruz, Dean, Liberal Arts-Social and Behavioral Sciences, Austin Community College
- Tony Baez, Trustee, Milwaukee Public Schools, Wisconsin
- Alfredo Artiles, Dean, Graduate Studies, Arizona State University

NLERAPP
National Latino Education Research and Policy Project

NLERAPP, Inc., Board Members January, 2020*

Barbara Flores, **Ph.D., Chair,** San Bernardino City Unified School District Board Member & Professor Emeritus at California State University, San Bernardino College of Education and NLERAPP Board Member'

Margarita Machado-Casas, Ph.D., Vice Chair, Department of Dual Language and English Learner Education at San Diego State University

Angela Valenzuela, **Ph.D.,** NLERAPP Executive Director and Professor in Educational Policy and Planning in the Department of Educational Leadership and Policy in the College of Education at the University of Texas at Austin

Blandina "Bambi" Cardenas, Ph.D., Chair, NLERAPP Deans Advisory Council*

Robert Silva, CPA, CGMA, **Accountant**, Silva, Mejía & Delgado, Dallas, Texas

Emma Mancha-Sumners, Ph.D., **Treasurer,** Associate Director, Texas Center for Education Policy

Edwin Mayorga, Ph.D., **Secretary**, Associate Professor, Swarthmore University, Pennsylvania

Richard Martinez, Esq., Irvine, California, litigator of the Tucson Unified School District Court Battle representing Mexican American Studies student and teacher plaintiffs

Macario Hernandez, Ph.D., Principal, Trinidad "Trini" Garza Early College High School at Mountain View, Dallas Independent School District

John Guerra, Aztec, Inc. Dallas, Texas

Pedraza, Pedro, Ph.D., NLERAPP Co-Founder, Professor Emeritus, City University of New York Hunter College, New York City

José Cintron, **Ph.D.,** Professor at California State University Sacramento, College of Education

Francesca Lopez, Ph.D., Associate Dean, College of Education, University of Arizona Tuscon*

Rene Antrop-Gonzalez, Ph.D., Dean of the School of Education, State University of New York, SUNY New Paltz*

**Will migrate to the Dean's Advisory Council in Spring, 2020*

NLERAPP National Strategic Planning Meeting Follow-Up*
San Diego, California
August 2, 2019

SNAPSHOT SUMMARY

VISION

NLERAPP will lead, accelerate, and share knowledge to transform the educational system by empowering, cultivating, and supporting critically conscious educators.

MISSION

To challenge, redefine, and transform education to ensure equity and excellence for Latinas/os in the U.S. via collaborative research, policy, practices and advocacy that engage and are in solidarity with local, state, national and international communities of color.

CORE VALUES

Trust
Honor
Mutual Respect
Integrity
Support
Open Mindedness

Indigeneity
Community-centered
Culturally-Relevant Curriculum and Pedagogy
Bilingual Education
Social Justice
Human Rights

GOALS

- Seek funding to grow NLERAP's organizational structure
- Build Website and Develop NLERAP Clearinghouse
- Develop, Recruit, and Cultivate Regional sites
- Engage in Grant Writing & Secure Funds
- Establish Corporate Advisory Board
- Establish the NLERAP Dean's Advisory Council
- Establish GYO Pathways
- Support Ethnic Studies

*From 1.25.19 Strategic Planning Meeting/Approved 8.2.19

NLERAPP Dean's Advisory Council Inauguration

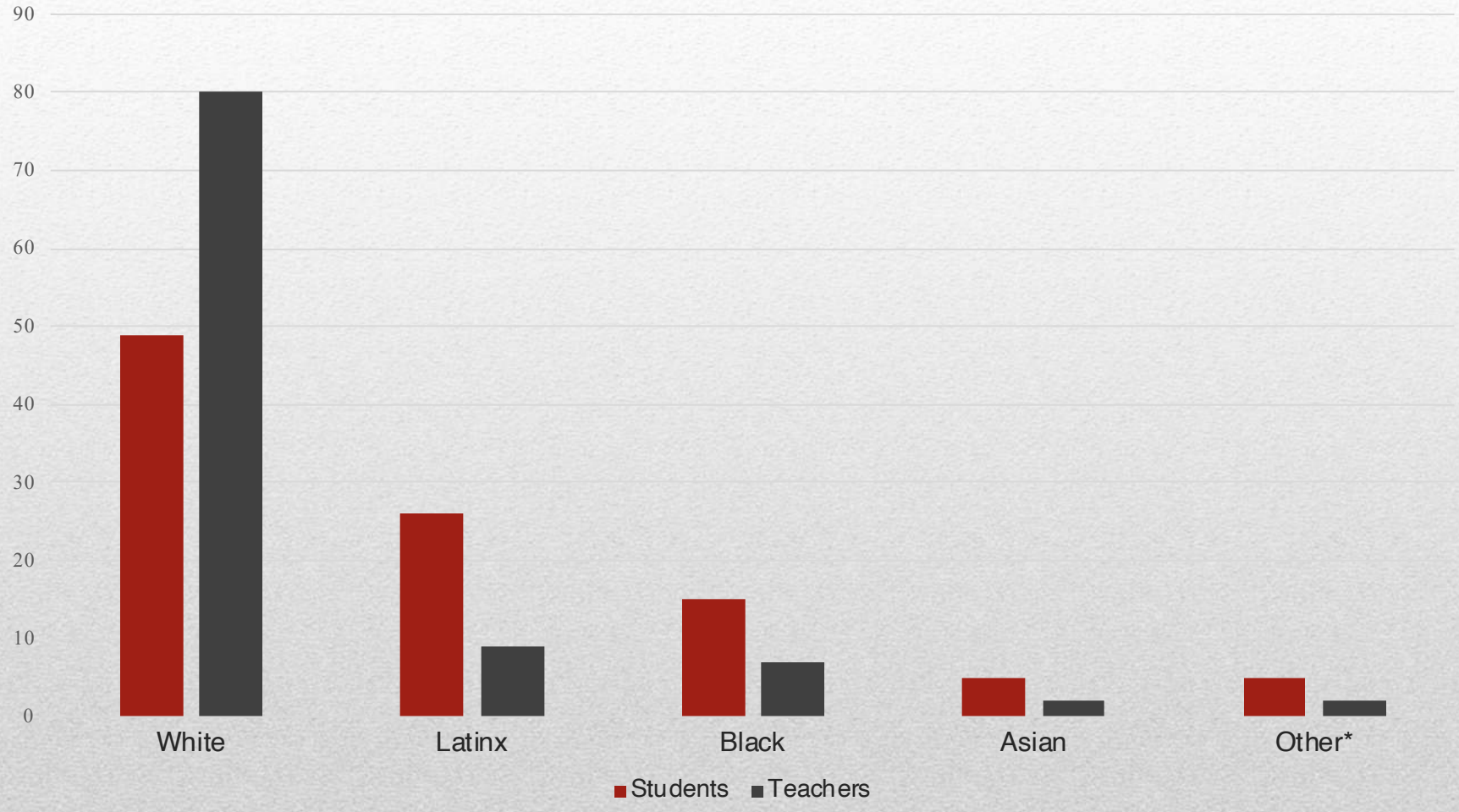
January 26, 2020
Emma S. Barrientos Mexican American Cultural Center, Austin

Overview

- **Latina/o Teacher Workforce shortage Crisis**
- **Who we are / Our Vision**
- **A Brief History**
- **Original and Current Sites**
- **Current Initiatives**

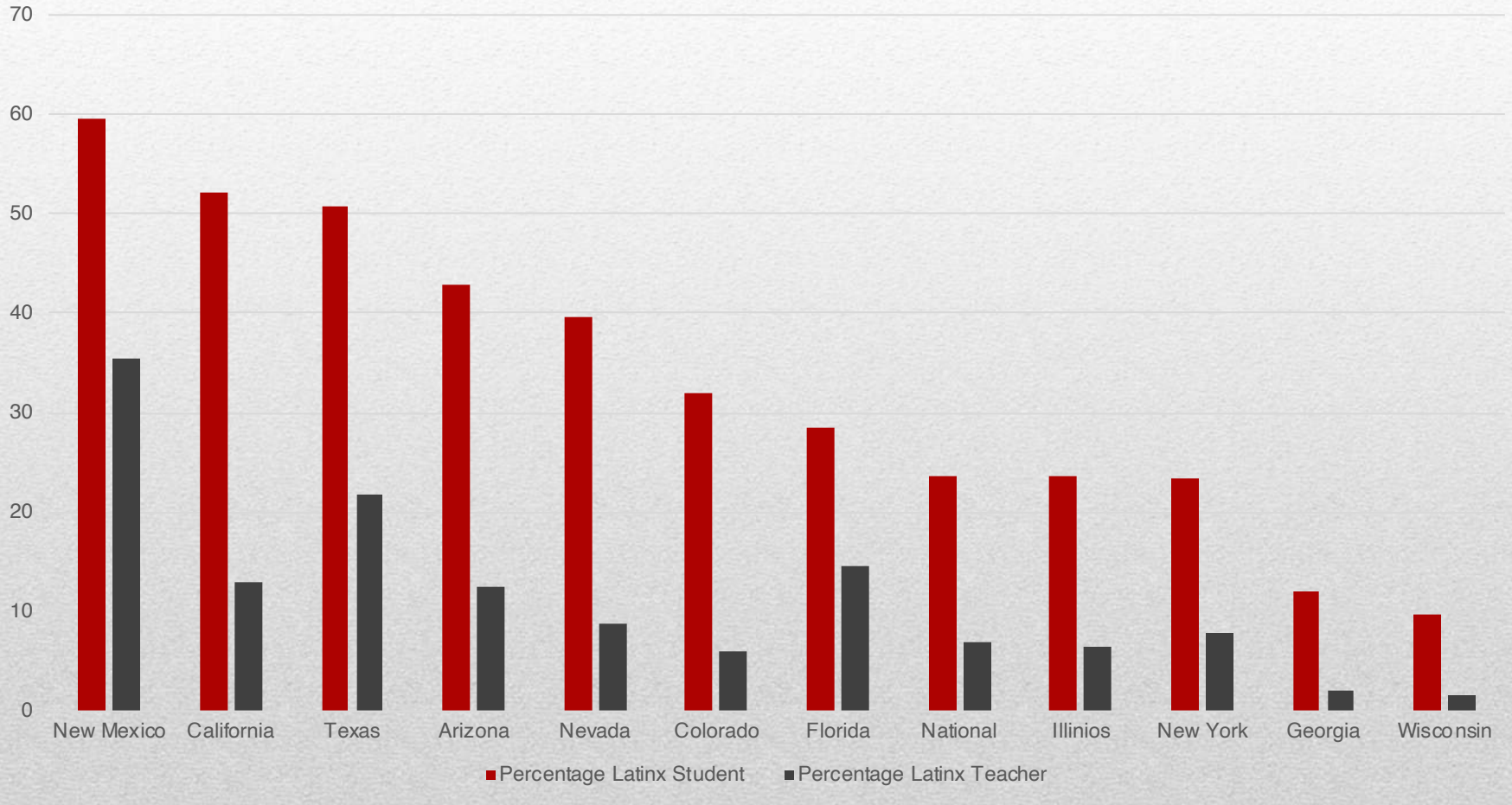
Crisis

Nationally, the largest racial/ethnic mismatch exists between Latinx students and teachers



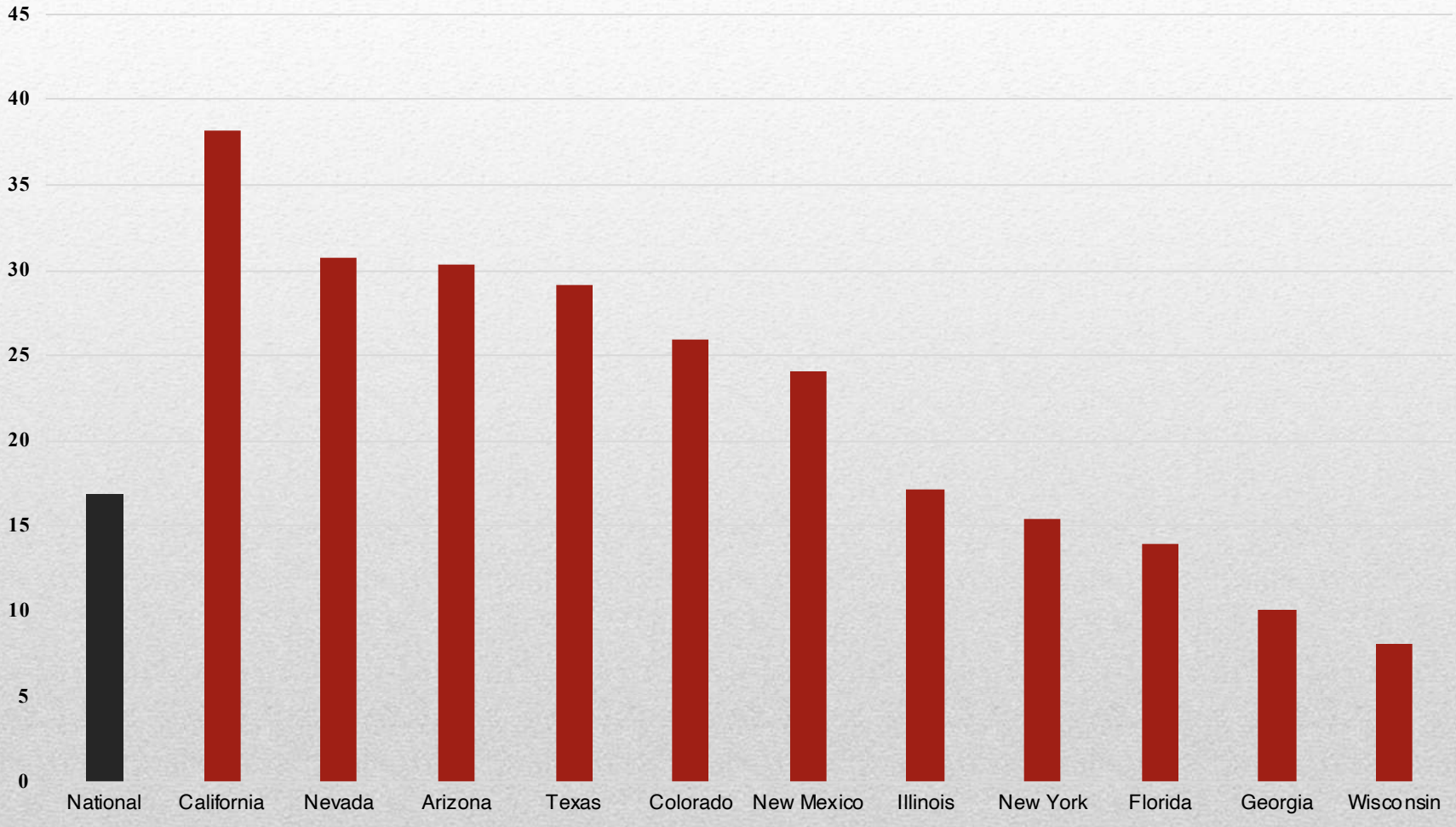
*Other category for students includes two or more races and American Indian/Alaska Native because data on student demographics is less than 2 percent. Other category for teachers includes two or more races, American Indian/Alaska Native, and Pacific Islander because data on teacher demographics for these groups are less than 2 percent, round to zero, or are not available. Source: NCES (2015-2016) & **NEW AMERICA**

Percentage of Latinx Students and Teachers by State



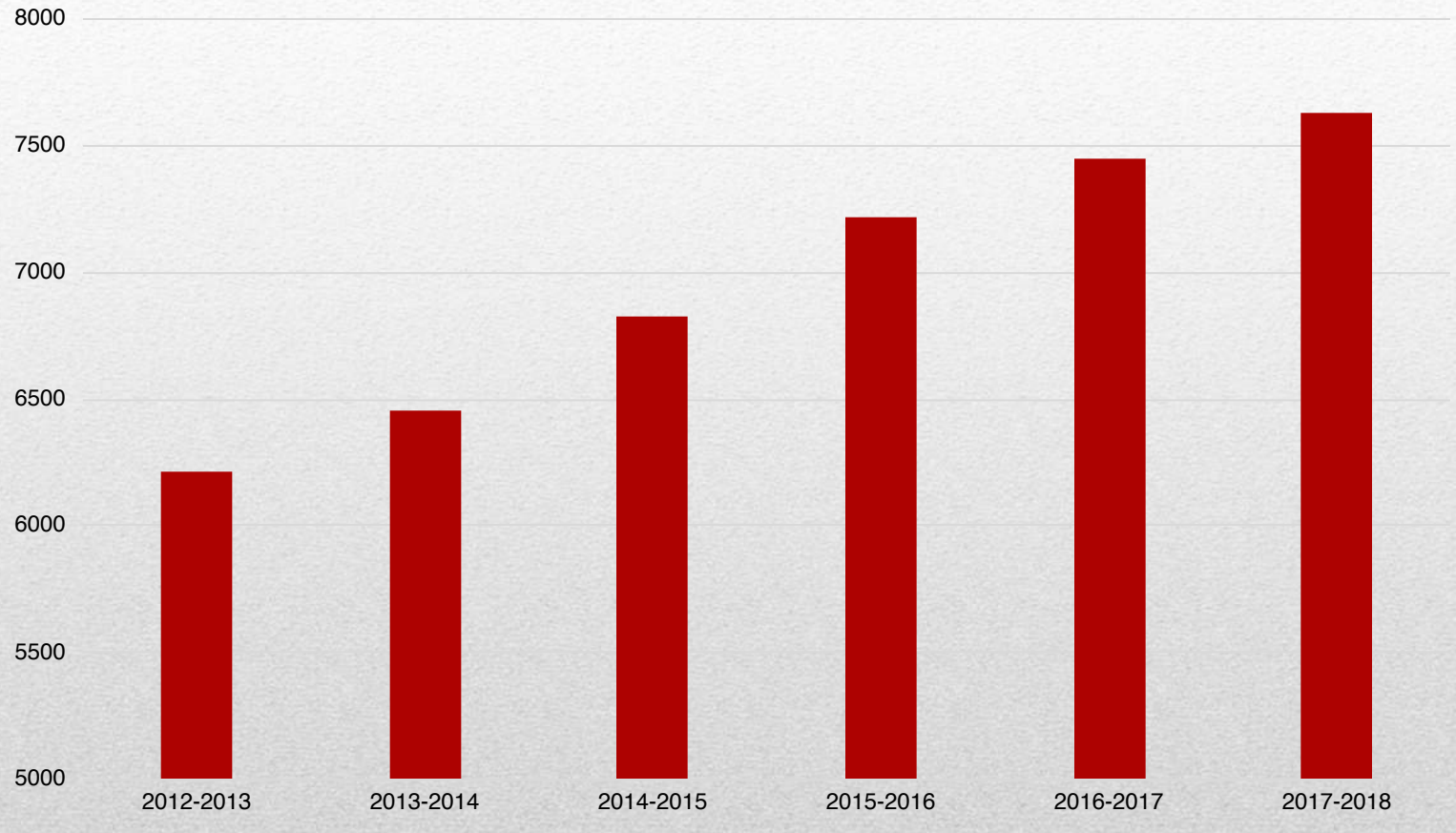
Source: NCES (2011-2012). This is the most recent available data for teacher demographics

Percentage Gap between Latinx Students and Teachers by State



Source: NCES (2011-2012). This is the most recent available data for teacher demographics

Texas Bilingual Teacher Shortage



Texas's teacher shortage grew by nearly 20% over five years.

Source: Pulte, G. 2018. Bilingual education in Texas: A look at the numbers. *Journal of Bilingual Education Research & Instruction. 20*(1), p. 2-23.

Who We Are

In existence since 2000, the National Latina/o Education Research and Policy Project is a network of engaged Latina/o education stakeholders on a collective journey, through struggle and hope, resistance and transformation, critical awareness and creativity, to craft a vision and action plan for improving the education and well-being of Latino/a children, families and communities.

Our Vision

We seek to inspire a nationwide mandate to improve schools by cultivating critically conscious educators equipped with the knowledge, skills, and dispositions to be community-engaged, social justice, socio-politically and socio-culturally aware, multilingual educators.

A Brief History

I. Civil Rights heritage
II. Co-founded in 2000 by Dr. Pedro Pedraza and Melissa Rivera, operating out of CUNY Hunter College
III. In 2008, moves to the University of Texas at Austin under the leadership of Angela Valenzuela, Director of the Texas Center for Education Policy
IV. Key Initiative: Grow Your Own (GYO) Critically Conscious Educators
V. Significant funding from Ford and Kellogg Foundations

Our Original Sites

I. El Puente (http://elpuente.us/), involving students from El Puente High School's Project for Peace and Justice in partnership with Brooklyn College, New York.
II. The Puerto Rican Community Center (http://prcc-chgo.org/), involving students from Roberto Clemente High School, partnering with Northeastern Illinois.
III. The Sol Collective in Sacramento (http://freesolarts.wordpress.com/), California, involving students from McClatchy High School, partnering with California State University, Sacramento.
IV. Council for the Spanish Speaking, Inc. (http://www.centrohispanomke.org/), involving students from South Division High School, partnering with the Milwaukee Area Technical College and the University of Wisconsin–Milwaukee
V. The League of United Latin American Citizens (LULAC), LULAC's National Educational Service Centers, Inc. (http://www.lnesc.org/), and the Hispanic Institute for Progress, Inc. (HIPI), as well as involving students from Sunset High School in Dallas, Texas, partnering with the University of North Texas at Dallas.

Our Current Sites

I. Nuestro Grupo, Academia Cuauhtli, in partnership with the City of Austin's Emma S. Barrientos Mexican American Cultural Center, and the Austin Independent School District, led by Dr. Angela Valenzuela & Dr. Emilio Zamora;
II. University of Texas San Antonio, Academy for Teacher Excellence Research Center Grow Your Own Residency Pathway led by Dean Belinda Flores & Dr. Lorena Claeys;
III. Dual Language and English Learner Department, San Diego State University, and Butte County Office of Education, led by Dr. Margarita Machado-Casas & Guillermo Castillo;
IV. Pathways 2 Teaching University of Colorado Denver directed by School of Education and Human Development professor Dr. Margarita Bianco; and
V. GYO Teacher Education Institutes—involving the Indigenous Teacher Education Project, Pathways to Teaching, Semillas del Pueblo, Each One Teach One, and Arizona Teaching Fellows, University of Arizona Tucson, led by Dr. Francesca Lopez.

Current Initiatives

- GYO educator policy
- Creating GYO educator pathways into Teaching Profession
- Cultivating critically conscious educators
- Community-linked programming
- Advocacy for Ethnic Studies Curriculum
- Promoting Indigeneity in the Curriculum
- Expanding internationally

Contact us

NLERAPP
National Latino Education Research and Policy Project

Angela Valenzuela, Ph.D., Executive Director
National Latina/o Education Research and Policy Project
Office No. (512) 739-0078

Like NLERAPP on Facebook
NLERAPP.COM

#NLERAPP2020

BYLAWS

OF

NATIONAL LATINO EDUCATION RESEARCH AND POLICY, INC.
(NLERAP)
(A Delaware not-for-profit Corporation)

ARTICLE I

Purposes of the Corporation and Offices

Section 1. Purposes of Corporation: The purposes of this corporation shall be set forth in the Articles of Incorporation. As its primary goals, this organization exists to advance committed educational research and policy on Latino students and communities nationally and locally that provide a platform to showcase best practices leading to a better life through educational attainment. In addition, the corporation will receive donations, gifts, grants, bequests and/or other funding that will help to coordinate the operations of the organization and to attain its purposes as determined by its Board of Trustees.

Section 2. Principal Office. The principal office of National Latino Education Research and Policy, Inc., a Delaware not-for-profit corporation (the "Corporation"), shall be located in Dallas, State of Texas or any other location designated by a majority vote of the members of the Board of Trustees.

Section 3. Other Offices. The Corporation may also have regional offices at such other places, either within or without the State of Delaware, as the Board of Trustees of the Corporation (the "Board of Trustees") may from time to time determine or as the business of the Corporation may require.

ARTICLE II

No Membership

Section 1. Membership. The Corporation shall not have members unless and until otherwise agreed by the Board of Trustees of the Corporation, and then on such terms and with such rights as shall be set by the Board of Trustees.

ARTICLE III

Board of Trustees

Section 1. Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Trustees. Trustees must be natural persons who are at least 18 years of age but need not be residents of Delaware. Trustees are founders of this organization or have been incorporated to this body by a majority vote of the members of the Board of Trustees. Other powers of the Board of Trustees include those below. The Board of Trustees, as it deems necessary from time to time, may delegate some of its powers and related organizational tasks to its President or Executive Director:

A. Setting of mission, vision, policies, purposes and goals, and approving related implementation and coordinating procedures.

B. Scheduling of Board of Trustee meetings; the setting of its agendas; the scheduling of Board of Trustees' committees; and maintaining appropriate documentation of official meetings and actions.
C. Approval and regulation of budgets; action or approval of audits; approval of location, after consulting with the Board of Trustees, of the main offices of the organization.
D. Procedures for the selection, establishment and nature of the functions and operation of Regions/Sites, and location of regional offices necessary to help advance the purposes of the organization and its best functioning.
E. Convening, and monitoring the functions and operations of its national Advisory Council. The Council may be comprised of individuals in leadership roles in the Regions/Sites and of individuals that help to advance the purposes of the organization.
F. Facilitating election of new members to the Board of Trustees; assignments to Board committees and ad hoc groups; and any other committees constituted by Trustees, Advisory Council members, and other individuals it may deem necessary.
G. The devising and carrying into effect of other measures it deems expedient to promote the purposes of the corporation and/or best protect its interest and welfare; and the supervision or delegation of such measures.
H. The maintenance, revision and enforcement of its Articles of Incorporation and Bylaws.

Section 2. Compensation. Unless specifically authorized by a resolution of the Board of Trustees, the Trustees shall serve in such capacity without compensation. The Trustees may be paid their expenses, if any, for attendance at each meeting of the Board of Trustees. No such payments shall preclude any Trustee from serving in any other capacity and receiving compensation thereof.

Section 3. Number, Election & Term.

A. The Corporation shall have a minimum of 11 Trustees. The number of Trustees of the Corporation shall be fixed from time to time, within any limits set forth in the Articles of Incorporation, by resolution of the Board of Trustees itself. Any amendment to the provisions of this section shall require the affirmative vote of at least two-thirds of the members of the Board of Trustees of the Corporation.

B. Once appointed, a Trustee will hold office for a three-year term and can be re-elected by the Board of Trustees for an additional two terms not to exceed an appointment of nine years. A Trustee must wait a full year after his three terms before s/he can apply again for office. At any time, a Trustee may provide written resignation to the Board of Trustees or until the Board of Trustees shall remove that Trustee as provided in Section 5.

Section 4. Vacancies. Any vacancy occurring in the Board of Trustees, including a vacancy created by an increase in the number of Trustees may be filled by the affirmative vote of a majority of the remaining Trustees.

Section 5. Removal of Trustees. The Board of Trustees, by majority vote of the Trustees then serving, may remove one of more Trustees. In such a case,

A. First, a simple majority vote of the Board of Trustees, quorum established, shall determine intent to remove a Trustee or Trustees;
B. Second, such Trustee or Trustees shall be allowed to respond to the majority's vote of intent by the next official meeting of the Board of Trustees, quorum established, in writing or verbally;
C. Such an opportunity provided by the majority of the Board of Trustees, the Board may again vote to resolve the issue.
D. The subject (s) of such action may request that their response be in a closed or open session; but the final decision on such a request rest with the Board of Trustees.

Section 6. Quorum and Voting. A majority of the number of Trustees then serving shall constitute a quorum for the transaction of business at any meeting of Trustees. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Trustees present shall be the act of the Board of Trustees; provided, that any removal of a Trustee shall nevertheless require the affirmative vote of a majority of the Trustees then serving.

Section 7. Deemed Assent. A Trustee who is present at a meeting of the Board of Trustees or a committee of the Board of Trustees when corporate action is taken is deemed to have assented to the action taken unless (i) the Trustee objects at the beginning of the meeting (or promptly upon his arrival) to the holding of the meeting or transacting specified business at the meeting, or (ii) the Trustee votes against or abstains from the action taken.

Section 8. Committees. The Board of Trustees, by resolution, may designate from among its members an Executive Committee, an audit committee and one or more other committees each of which must have at least three members of the Board and, to the extent provided in the designating resolution, shall have and may exercise the authority of the Board of Trustees, except such authority as may be reserved to the Board of Trustees under Delaware law. The Board, by resolution adopted in accordance with this section, may designate one or more Trustees as alternate members of any such committee who may act in the place and stead of any absent member or members at any meeting of such committee.

Section 9. Meetings. Regular and special meetings of the Board of Trustees shall be held at the principal place of business of the Corporation or at any other place, within or out of the State of Delaware, as designated by the person or persons entitled to give notice of or otherwise call the meeting. Meetings of the Board of Trustees may be called by the Chair of the Board, by the Executive Director, or may be requested by another member of the Board of Trustees. A majority of the Trustees present, whether or not a quorum exists, may adjourn any meeting of the Board of Trustees to another time and place. Notice of an adjourned meeting shall be given to the Trustees who were not present at the time of the adjournment and, unless the time and place of the adjourned meeting are announced at the time of the adjournment, to the Trustees who were present. Members of the Board of Trustees (and any committee of the Board) may participate in a meeting of the Board (or any committee of the Board) by means of a telephone conference or similar communications equipment through which all persons participating may simultaneously hear each other during the meeting; participation by these means constitutes presence in person at the meeting.

Section 10. Notice of Meetings. The date, time, place and purpose of a regular meeting of the Board of Trustees shall be fixed generally by the Board of Trustees. Special meetings of the Board of Trustees must be preceded by at least two (2) days written notice of the date, time, and place of the meeting. The notice shall describe generally the business to be transacted at or the purpose of the special meeting. The

agenda of a regular or special meeting of the Board of Trustees shall identify if the Trustees will go into closed or executive session and for what purpose, but the Trustees do not need to keep minutes or a record of what is discussed in such a session. All actions of the Board of Trustees must be taken in open session.

Section 11. Waiver of Notice. Attendance of a Trustee at a meeting shall constitute a waiver of notice of that meeting and a waiver of any and all objections to the place of the meeting, the time of the meeting and the manner in which it has been called or convened, except when a Trustee states, at the beginning of the meeting or promptly upon arrival at the meeting, any objection to the transaction of business because the meeting is not lawfully called or convened.

Section 12. Trustee Action without a Meeting. Any action required or permitted to be taken at a meeting of the Board of Trustees (or a committee of the Board) may be taken without a meeting if the action is taken by the written consent of all members of the Board of Trustees (or of the committee of the Board). The action must be evidenced by one or more written consents describing the action to be taken and signed by each Trustee (or committee member), which consent(s) shall be filed in the minutes of the proceedings of the Board. The action taken shall be deemed effective when the last Trustee signs the consent, unless the consent specifies otherwise. Any action taken by members of the Board of Trustees via electronic email or related technology shall require the participation of a quorum of the Board of Trustees. Such action by written consent or email shall have the same force and effect as a majority vote at a regular scheduled meeting.

ARTICLE IV

Officers

Section 1. Officers. The Corporation shall have a Chair of the Board, a Vice-Chair, a Secretary and a Treasurer, each of whom shall be appointed by the Board of Trustees. Such other officers and assistant officers and agents as may be deemed necessary or desirable may be appointed by the Board of Trustees or the Chair of the Board, if any, from time to time. Any two or more offices may not be held by the same person.

Section 2. Duties. The officers of the Corporation shall have the following duties:

The Chair of the Board shall preside at all meetings of the Board of Trustees. S/he shall perform all duties as the Board of Trustees.

Any Vice-Chair of the Board shall preside over Board meetings in the absence of the Chair of the Board, and shall have such other duties as the Board of Trustees or which the Chair may assign. In the absence or disability of the President, a Vice President specifically designated by the vote of the Board of Trustees shall have the powers and shall exercise the duties of the President.

The Executive Director shall be a voting member of the Board of Trustees. The Executive Director shall be hired by the Board of Trustees and report to this body or its Chair or designated Officer of the organization. The Executive Director is responsible for the operations of the organization; her/his duties shall be designated by the Board of Trustees, and may be modified from time-to-time commensurate with

the purpose of the position. The Officers of the Board of Trustees shall conduct an annual personnel appraisal of the Executive Director. Any action on this appraisal shall be considered by the whole Board of Trustees.

The Executive Director shall hire appropriate personnel to assist him/her as permitted by the organization's budget, as adopted by the Board of Trustees; and shall annually conduct an appropriate performance appraisal of such personnel. This position may also draw on the assistance of college interns and volunteers as appropriate.

The Secretary shall perform such duties as are reasonably prescribed by the Board of Trustees or the Chair of the Board.

The Treasurer shall perform such duties as are reasonably prescribed by the Board of Trustees or the Chair of the Board.

Section 3. Resignation of Officer. An officer may resign at any time by delivering written notice to the Corporation. The resignation shall be effective upon receipt, unless the notice specifies a later effective date. If the resignation is effective at a later date and the Corporation accepts the future effective date, the Board of Trustees may fill the pending vacancy before the effective date provided the Board of Trustees provides that the successor officer does not take office until the future effective date.

Section 4. Vacancies. Any vacancy prompted by the leave of an officer of the Board of Trustees may be filled by the affirmative vote of a majority of the remaining Trustees.

Section 5. Removal of Officer. The Board of Trustees, by majority vote of the Trustees then serving, may remove one or more of its officers. In such a case,

A. First, a simple majority vote of the Board of Trustees, quorum established, shall determine intent to remove an Officer (s);
B. Second, such Officer (s) shall be allowed to respond to the majority's vote of intent by the next official meeting of the Board of Trustees, quorum established, in writing or verbally;
C. Such an opportunity provided by the majority of the Board of Trustees, the Board may again vote to resolve the issue.
D. The subject (s) of such action may request that their response be in a closed or open session; but the final decision on such a request rest with the Board of Trustees.

ARTICLE V

Member Certificates

Section 1. Issuance. If members are hereafter authorized and admitted, certificates representing membership in the Corporation may be issued.

Section 2. Form. In the event membership certificates are issued, such certificates shall be authorized by the Board of Trustees and signed by the board Chair or the Executive Director, as authorized by the Board of Trustees; and may be sealed with the seal of this Corporation or a facsimile thereof.

ARTICLE VI

Corporate Records and Member Inspection Rights

Section 1. Corporate Records.

A. The Corporation shall keep as permanent records minutes of all meetings of its members; minutes of committees having any authority of the Board of Trustees; and a record of all actions taken by a committee of the Board of Trustees in place of the Board of Trustees on behalf of the Corporation.

B. The Corporation shall maintain at its registered office in Delaware a copy of the articles of incorporation and its bylaws, as amended, accurate accounting records and a list of the names and addresses of all members in alphabetical order.

Section 2. Inspection Rights. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time and may be inspected by any member, if any, or his agent or attorney, for any proper purpose at any reasonable time.

Section 3. Corporate Information Available to the Public. The Corporation shall maintain a registered agent and registered office in accordance with Delaware law, and current information regarding the Corporation shall be readily available to the public. At a minimum, such information must include the text of the charter or articles of incorporation and all amendments thereto, the name of the Corporation, the date of incorporation, the street address of the principal office of the Corporation, the Corporation's federal employer identification number, the name and business street address of each Trustee, the name of its registered agent, and the street address of its registered office.

ARTICLE VII

Indemnification

Section 1. Right to Indemnification. Each person (including here and hereinafter, the heirs, executors, administrators, or estate of such person) (a) who is or was a director, trustee or officer of the Corporation, (b) who is or was an agent or employee of the Corporation and as to whom the Corporation has agreed to grant such indemnity hereunder, or (c) who is or was serving at the request of the Corporation as its representative in the position of Executive Director officer, trustee, partner, agent, or employee of another corporation, partnership, joint venture, trust or other enterprise and as to whom the Corporation has agreed to grant such indemnity hereunder, shall be indemnified by the Corporation as of right to the fullest extent permitted or authorized by current or future legislation or by current or future judicial or administrative decision (but, in the case of any future legislation or decision, only to the extent that it

permits the Corporation to provide broader indemnification rights than permitted prior to the legislation or decision), against all fines, liabilities, settlements, losses, damages, costs and expenses, including attorneys' fees, asserted against him or her or incurred by him or her in his or her capacity as such director, officer, trustee, partner, agent, employee or representative, or arising out of his or her status as such director, officer, trustee, partner, agent, employee or representative. The foregoing right of indemnification shall not be exclusive of other rights to which those seeking indemnification may be entitled. The Corporation may maintain insurance, at its expense, to protect itself and any such person against any such fine, liability, cost or expense, including attorneys' fees, whether or not the Corporation would have the legal power to directly indemnify him or her against such liability. The Corporation shall maintain indemnity insurance for the members of the Board of Trustees.

Section 2. Advances. Costs, charges and expenses (including attorneys' fees) incurred by a person referred to in Section 1 of this Article in defending a civil or criminal suit or an action or proceeding may be paid (and, in the case of Trustees of the Corporation, shall be paid) by the Corporation in advance of the final disposition thereof upon receipt of an undertaking to repay all amounts advanced. If it is ultimately determined that the person is not entitled to be indemnified by the Corporation as authorized by this Article, and upon satisfaction of other conditions established from time to time by the Board of Trustees or required by current or future legislation. With respect to future legislation, only to the extent that it provides conditions less burdensome than those previously provided.

Section 3. Savings Clause. If this Article or any portion of it is invalidated on any ground by a court of competent jurisdiction, the Corporation nevertheless indemnifies each Trustee of the Corporation to the fullest extent permitted by all portions of this Article that has not been invalidated and to the fullest extent permitted by law.

Section 4. Vesting; Amendment. The rights of each person designated in Section 1(a) of this Article VII shall vest immediately upon such person becoming a director, trustee or officer. No future amendment to the provisions of this Article VII shall be applied retroactively to deny any such persons any rights under this Article VII.

ARTICLE VIII

Miscellaneous

Section 1. Corporate Seal. The corporate seal of the Corporation shall be circular in form and shall include the name of the Corporation, the year incorporated, and the words "Delaware," "Corporate Seal" and "not-for-profit" embossed thereon.

Section 2. Fiscal Year. The fiscal year of the Corporation shall begin on January 1 and end on December 31 of each calendar year, unless otherwise fixed by resolution of the Board of Trustees.

Section 3. Checks. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by the Executive Director, the Chair of the Board or the Treasurer or such other officer(s) or agent(s) of the Corporation as shall be determined from time to time by resolution of the Board of Trustees.

ARTICLE IX

Amendment

These Bylaws may be altered, amended or repealed, and new Bylaws adopted, by majority vote of the Board of Trustees.

I HEREBY CERTIFY that the foregoing Amended and Restated Bylaws were duly adopted by the Board of Trustees of the Corporation at its meeting held 12/11/15.

Chair of the Board of Trustees

_____John C. Guerra Jr_____
Print Name

_____
Sign

NLERAPP
National Latino Education Research and Policy Project

Policies and Operational Handbook

Approved by the NLERAP Board of Directors on December 11, 2015

Table of Contents

PURPOSE OF THIS HANDBOOK

This ***Policies and Operational Handbook*** is intended to be used as a guide.

The policies and operational practices approved by the Board of Trustees, as well as the employee practices herein delineated, will be followed and implemented by the Board of Trustee members and the Executive Director of NLERAP. The members of the NLERAP Advisory Council and the Regional/Site Directors and staff will also be guided by this Handbook in their relationship to NLERAP.

This Handbook is not an employment contract. Employees of NLERAP are employed "at will" which means not for a definite period of time. Termination of employment of any employee may occur at any time, with or without notice or cause, at the option of the Executive Director after consultation with the Executive Committee of the Board of Trustees. NLERAP will adhere to state laws regarding the "at will" employment practices.

NLERAP may change the policies and practices in this Handbook, as well as its internal and regional structures at any time, as per action of the Board of Trustees. New or revised policies will become effective immediately when they are issued; new or revised policies and practices will supersede any previous ones on that subject. Employees and persons associated with the regions of the organization will be notified of new or revised policies when they become effective. When deemed appropriate NLERAP's Board of Trustees and Executive Director will set up systems to seek input from the national Advisory Council and others, but final responsibility rests with the Board of Trustees.

PURPOSE AND BACKGROUND *OF THE ORGANIZATION*

As per Article I, Section 1 of the NLERAP Bylaws, this organization exist to advance educational research and policy on Latina/o students and communities nationally and locally that provide a platform to showcase best practices leading to a better life through educational attainment.

NLERAP will engage in a consensus-building dialogue concerning the educational crisis confronting, in particular, the Latina/o communities across this nation and to develop an actionable research agenda that addresses this reality. This agenda was always coupled with NLERAP's desire to exert influence at local, state, and national levels in the policy and practice of certain areas of educational transformation and bilingualism. A focus on education, cultural competence and dual language learners (DLLs) are also constants. NLERAP has also stayed focused on issues pertaining to teacher preparation and the Grow-Your-Own efforts of its Regions/Sites. Its membership has also evolved over time to include leaders from community-based organizations in those Regions/Sites where we are located.

From its inception, the project engaged a national group of educators, community activists, and university faculty whose research is on the education of Latina and Latino youth. The group was primarily comprised of university faculty involved in both teacher preparation and research on the education of Latina and Latino youth in the public school system.

MISSION *STATEMENT*

To ensure equity and excellence in education for Latinas/os in the U.S. via collaborative research, policy, programs, and advocacy in partnership with local, state, national, and international communities.

VISION STATEMENT

Create a collective national voice for improving the quality of life among Latinas/os in the United States through education

ORGANIZATIONAL VALUES

1) Promote social justice, democratic ideals, and address inequality
2) Honor socio-cultural perspectives
3) Address the sociopolitical context of Latino/a communities
4) Co-educate and co-create with communities
5) Affirm an ethic of care, respect, trust, and reciprocity in relationships
6) Be inclusive
7) Have integrity

PRIMARY GOALS

1) Build and implement a national and regional structure to support the NLERAP mission
2) Create a critical mass of culturally competent educators across and through regional and geographic structures.

ORGANIZATIONAL STRUCTURE

The Board of Trustees will determine the location of the Executive Director and the national operating offices of the organization. The Board of Trustees shall approve an annual budget for the organization, as well as the jobs/positions necessary to conduct the business of the organization. The NLERAP Board of Trustees will also appoint and conduct an annual performance appraisal of the Executive Director of NLERAP.

In consultation with the Board of Trustees, the Executive Director shall hire and fire the members of the operational staff of the organization. Any appeals on any matter shall be made to the Board of Trustees, who will in turn determine how best to respond and decide. The Board of Trustees defers to the Executive Director on all matters related to the day- to-day operations of the organization. This includes implementation of the policies and practices delineated in this Handbook. The Executive Director will go to the Board of Trustees on all matters that involved the annual budget of NLERAP and on other matters that pertain to the use of any funds managed by the organization. NLERAP believes in and operates on the principles of inclusive and open democracy.

The Board of Trustees also determines the Regions or Sites necessary for the best functioning of the organization, and follows the procedures delineated later in this Handbook.

The Executive Director recommends to the Board of Trustees the membership of the national Advisory Council. The Board of Trustees shall have final decision making authority on both the Regions/Sites created to support the work and purposes of NLERAP and the membership of the Advisory Council, and shall also have final determination of the functions and strategic direction of each.

The Board of Trustees and the Executive Director shall follow the principles, policies and procedures in this Handbook. Below is a chart representing the organizational structure of NLERAP.

REGIONS/SITES SELECTION AND STRUCTURE

NLERAP shall establish Regions/Sites for purposes of implementing and advancing its mission and goals. It is the purpose of NLERAP to grandfather those Regions/Sites created throughout the years as part of the organization's network, and who have helped to advanced and implement the purposes of NLERAP. The organizational chart immediately above reflects the five regions that are grandfathered with the approval of this Handbook by the Board of Trustees. There will be, however, additional information and plans requested of each site consistent with those requested of future Regions/Sites.

Selection/Application Process for New NLERAP Regions/Sites

The selection of NLERAP regions/sites shall be made taking into consideration several criteria:

1) For new Regions/Sites, a written proposal requesting the creation of a NLERAP Region/Site shall be made and submitted to the Chairperson of NLERAP, Inc. and the Executive Director of NLERAP at least 60 days prior to an anticipated vote for inclusion of the proposed Region/Site. This proposal shall be accompanied by letters of support by the proposed Region/Site Director/Co-Directors (refer to the next section on selection of NLERAP Region/Site Directors); the Dean(s) or her/his equivalent position of a postsecondary College or School of Education (PSC/SE); the Executive Director or her/his equivalent position of a Latina/o community based organization (LCBO); and the Superintendent or her/his equivalent position of a public school district and/or other Local Education Agency (LEA). When any of the former are missing, the proposal shall explain why this is the case. Existing Regions/sites may be requested the above, if anything is missing in its original approval paperwork.

2) The proposal for a new NLERAP Region/Site shall include the following components:

    a. Purpose and rationale for a new NLERAP region.
    b. Socio-historical/political context of the proposed NLERAP region/site, including racial/ethnic and linguistic demographics and brief history regarding the public schooling context of the proposed new Region/Site.
    c. Description regarding the proposed partnership between the PSC/SE, LCBO, and the LEA. Where necessary, the proposal shall also describe the relationship with the state department of instruction or education.
    d. Teacher preparation, curricular conceptualization, design, or other plans for partnered work with the proposed Region/Site.
    e. Specific goals regarding how the Region/Site will engage creatively with its partners in a Grow-Your-Own Bilingual Teachers and Educators Certification program. Goals shall be specific and indicated how many educators will be prepared and by when.
    f. Creation of a Regional/Site Council constituted by representatives from the partners and other bilingual teacher and educators prep experts from the area, as well as a

commitment to meet at least four times per year to advance its goals and those of NLERAP. Others within a Region/Site that wish to recognition by the Board of Trustees must work in collaboration with the Council in preparing and submitting their proposal. The Board of Trustees reserves the right to determine how many sites or programs may exist within a region.

g. Plans for development/fundraising with NLERAP and other external sources.
h. Upon submission and receipt of a proposal for a new NLERAP Region/Site, a Region/Site Selection Committee appointed by the Board of Trustees shall meet and confer in order to discuss the merits of the proposal and render a written decision with rationale within 60 days of the proposal submission. A majority vote by the Board of Trustees of NLERAP, Inc.
i. This proposal shall be no more than 15 pages, double spaced, excluding references and appendices.

Selection of NLERAP Region/Site Directors

Regions/Sites shall recommend to NLERAP Region/Site Director. A candidate for NLERAP Region/Site Director shall submit a copy of her/his CV and a written statement of interest to NLERAP, addressed to the Executive Director of NLERAP. This statement shall describe their previous and current experiences pertaining to her/his community and school partnership work and how she/he will advance the purposes of NLERAP. The final approval pertaining to the selection of the proposed NLERAP Region/Site Director shall rest with the Board of Trustees of NLERAP.

Roles/Expectations of NLERAP Region/Site Directors

The roles/expectations of NLERAP Region/Site Directors shall be the following:

1) Represent her/his Region/Site at official functions of the NLERAP, Inc. and/or NLERAP Council, such as conference call meetings, conferences, and other official NLERAP events
2) Call to Order and preside in Region/Site partner meetings
3) Submit requested NLERAP Region/Site reports in a timely manner
4) Abide by official NLERAP, Inc. policies and procedures
5) Represent NLERAP, Inc. and NLERAP Council in an ethical and professional manner, per the requirements as set forth in this Policies and Operational Handbook (refer to *Ethics and Conduct* section of this Handbook)

Dismissal of NLERAP Region/Site Director

In order for NLERAP, Inc. and NLERAP Council to confer regarding a dismissal of a Region/Site Director, the following conditions must be met:

1) A simple majority of Region/Site partners must petition NLERAP's Board of Trustees in writing for the dismissal of a Region/Site Director.
2) The NLERAP Board of Trustees shall request a written response from the existing Region/Site Director.
3) The voting results and reasons for a Region/Site Director dismissal shall be rendered within 20 days of the petition.

4) In the event that a simple majority of NLERAP, Inc. was to approve the dismissal of a Region/Site Director, it would be the responsibility of the Region/Site partner members to select an Interim Region/Site Director.

Resignation of NLERAP Region/Site Director

In the event that a Region/Site Director were to tender her/his resignation to the Chairperson of NLERAP, Inc. and Executive Director of NLERAP Council in writing, the NLERAP Region/Site partner members shall appoint an Interim Region/Site Director until her/his selection as Region/Site Director were to occur or until the selection of her/his replacement were to occur.

ETHICS

The success and reputation of NLERAP is built upon the principles of fair dealing and ethical conduct of the members of our Board of Trustees, our national Advisory Council members, and our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a careful regard for the highest standards of conduct and personal integrity.

Our success is dependent upon the trust of the community we advocate for and serve. We are dedicated to preserving that trust. All individuals associated with the work of NLERAP will act in a way that will merit the continued trust and confidence of the public.

NLERAP complies with all applicable laws; it expects all Board of Trustee and national Advisory Council members and employees to conduct themselves and business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide us all with respect to acceptable conduct. If a situation arises, where it is difficult to determine the proper course of action, the matter must be discussed openly and brought to the attention of the Executive Director or his/her designee. Compliance with our Ethics and Conduct policy is the responsibility of every employee. Disregarding or failing to comply with our policy could lead to disciplinary action, up to and including termination.

CONFLICT OF INTEREST

Situations may arise in which a decision-maker in the organization has a conflict of interest, or in which the process of making a decision may create an appearance of a conflict of interest.

All members of the Board of Trustees, the Advisory Council, Regional Directors or staff, as well as NLERAP employees have an obligation to:

1. Avoid conflicts of interest, or the appearance of conflicts, between their personal interests and those of the organization in dealing with outside entities or individuals,

2. Disclose real and apparent conflicts of interest to the Board of Trustees, and

3. Refrain from participation in any decisions on matters that involve a real conflict of

interest or the appearance of a conflict.

What Constitutes a Conflict of Interest?

A conflict of interest arises when a member of the Board of the Trustees, an Advisory Council member, a Regional Director or staff, or an NLERAP employee involved in making a decision is in the position to benefit, directly or indirectly, from his/her dealings with the organization or person conducting business with the organization. A potential conflict of interest exists when a member of the Board of Trustees, the Advisory Council, the Regional Director and staff or an NLERAP employee or his/her immediate family (spouse, children, brother, sister and spouses of children, brother or sister) owes/receives or benefit from the business of the organization.

Examples of conflicts of interest include, but are not limited to, situations in which a member of any of the groups referenced immediately above:

1. Negotiates or approves a contract, purchase, or lease on behalf of the organization and has a direct or indirect interest in, or receives personal benefit from, the entity or individual providing the goods or services;
2. Negotiates or approves a contract, sale, or lease on behalf of the organization and has a direct or indirect interest in, or receives personal benefit from, the entity or individual receiving the goods or services;
3. Employs or approves the employment of, or supervises a person who is an immediate family member of a member of the Board of Trustees or employee;
4. Sells products or services in competition with the organization;
5. Uses the organization's facilities, other assets, employees, or other resources for personal gain;
6. Receives a substantial gift from a vendor, if the Executive Director or employee is responsible for initiating or approving purchases from that vendor.

Disclosure Requirements

A member of the Board of Trustees, the Advisory Council, Regional Director and staff or employee who believes that s/he may be perceived as having a conflict of interest in a discussion or decision must disclose that conflict to the group making the decision. Most concerns about conflicts of interest may be resolved and appropriately addressed through prompt and complete disclosure.

Therefore NLERAP requires the following:

1. On an annual basis, a member of the Board of Trustees, the Advisory Council, Regional Director and staff or employees with purchasing and/or hiring responsibilities or authority shall sign a disclosure indicating that they have read this document, and, if such is the case, report any conflict(s). The Executive Director will in turn report to the board of directors of any potential or actual case of conflict of interest and make a recommendation for appropriate board action.

2. If a conflict arises during the year, the employee or board member will immediately notify the Executive Director who will determine the appropriate resolution.

Resolution of Conflicts of Interest

All real or apparent conflicts of interest shall be disclosed to the Executive Director of the Organization. Conflicts shall be resolved as follows:

1. The Executive Director shall be responsible for making all decisions concerning resolutions of conflicts of interest involving key administrative staff; in the case of individual members of the Board of Trustees, s/he shall make a recommendation to the full Board of Trustees for appropriated action.

2. The full Board of Trustees, with the exclusion of the member(s) who may be subjects on the issues, in close session, shall act and make a determination on any conflict of interest.

3. The Executive Director shall be responsible for making all final decisions concerning resolutions of conflicts involving employees.

An employee or member of the Board of Trustees may appeal the decision that a conflict (or appearance of conflict) exists as follows:

1. An appeal must be directed to the chair of the Board of Trustees.
2. Appeals must be made within 30 days of the initial determination.
3. Resolution of the appeal shall be made by vote of a majority of the Board of Trustees.
4. Board of Trustee members who are the subject of the appeal, or who have a conflict of interest with respect to the subject of the appeal, shall abstain from participating in, discussing, or voting on the resolution, unless such discussion is requested by the remaining members of the Board of Trustees.

MISCONDUCT

Like all organizations, NLERAP faces many risks associated with fraud, abuse, and other forms of misconduct. The impact of these acts collectively referred to as misconduct, may include, but not be limited to:

1. Financial losses and liabilities
2. Loss of current and future revenue and clients
3. Negative publicity and damage to the organization's good public image
4. Loss of employees and difficulty in attracting new personnel
5. Deterioration of employee morale
6. Harm to relationships with clients, vendors, bankers, and subcontractors
7. Litigation and related costs of investigations, etc.

NLERAP is committed to establishing and maintaining the highest ethical standards of conduct for those within the organization.

Definitions

Misconduct includes, but is not limited to:

1. Actions that violate the organization's policy and practices of conduct or any of the accounting and financial policies herein included
2. Fraud (see below)
3. Forgery or alteration of checks, bank drafts, documents or other records (including electronic records)
4. Destruction, alteration, mutilation, or concealment of any document or record with the intent to obstruct or influence an investigation, or potential investigation, carried out by a department or agency of the federal government or by the organization in connection with this policy
5. Disclosure to any external party of proprietary information or confidential personal information obtained in connection with employment with or service to the organization
6. Unauthorized personal or other inappropriate (non-business) use of equipment, assets, services, personnel or other resources
7. Acts that violate federal, state, or local laws or regulations
8. Accepting or seeking, other than within the normal course of business, anything of material value from contractors, vendors, or persons providing goods or services to the organization.
9. Impropriety of the handling or reporting of money in financial transactions.
10. Failure to report known instances of misconduct in accordance with the reporting responsibilities described herein (including tolerance by the Board of Trustees and/or any supervisory employees of misconduct of subordinates).

Fraud is further defined to include, but not be limited to:

1. Theft, embezzlement, or other misappropriation of assets (including assets of or intended for the organization, as well as those of our clients, subcontractors, vendors, contractors, suppliers, and others with whom the organization has a business relationship)
2. Intentional misstatements in the organization's records, including intentional misstatements of accounting records or financial statements
3. Authorizing or receiving payment for goods not received or services not performed
4. Authorizing or receiving payments for hours not worked
5. Forgery or alteration of documents, including but not limited to checks, timesheets, contracts, purchase orders, receiving reports

NLERAP prohibits each of the preceding acts of misconduct on the part of officers, executives, Regional Directors and staff, employees, volunteers and others responsible for carrying out the organization's activities.

Reporting Misconduct Responsibilities

Every officer, employee, Advisory Council member, Regional Director and volunteer is responsible for immediately reporting suspected misconduct to the Board of Trustees or the Executive Director. Reports of misconduct shall be in writing, except under very special circumstances, as determined by the Executive Director.

Whistleblower Protection

The Executive Director will investigate, take action, and if determined by an external agency of established standing, make a recommendation to the Board of Trustees regarding any reprisal against an individual who reports an act of misconduct subject to disciplinary procedures. An individual who reports an act of misconduct is one who, in good faith, reported a suspected act of misconduct in accordance with this policy, or provided to a law enforcement officer any truthful information relating to the commission or possible commission of a federal offense.

Investigative Responsibilities

When the Executive Director determines that reasonable suspicion exists, due to the sensitive nature of suspected misconduct, members of the Board of Trustees and immediate supervisors shall not, under any circumstances, perform any investigative procedures. An investigative procedure shall be conducted by the Executive Director or by his/her designee who must be an external individual to the organization and who has known expertise in investigations. The Chair or a majority of the members of the Board of Trustees may also designate an investigation, the results of which will be reported directly to the full Board of Trustees.

The Board of Trustees has the primary responsibility for investigating suspected misconduct involving the Executive Director, as well as board members, Advisory Council members and other officers. It may also designate an agency or individual from outside of the organization to conduct an investigation and report to the full board.

Investigation into suspected misconduct will be performed without regard to the suspected individual's position, length of service, or relationship with the organization.

An individual designated to conduct an investigation on a matter of misconduct shall have free and unrestricted access to all of the organization's records and premises, whether owned or rented, at all times. S/he shall also have the authority to examine, copy and remove all or any portion of the contents (in paper or electronic form) of filing cabinets, storage facilities, desks, credenzas and computers without prior knowledge or consent of any individual who might use or have custody of any such items or facilities when it is within the scope of an investigation into suspected misconduct or related follow-up procedures.

The existence, the status or results of investigations into suspected misconduct shall not be disclosed or discussed with any individual other than those with a legitimate need to know in order to perform their duties and fulfill their responsibilities effectively.

RETENTION AND PROTECTION OF RECORDS

All records of the organization shall be retained in a safe environment as long as required by city, state and federal laws governing such actions and by funding sources. Text and electronic communications and related records not subject to the prior laws regarding funds received shall be retained by the organization at least seven (7) years.

NLERAP prohibits the intentional destruction, alteration, mutilation, or concealment of any record, document, or tangible object with the intent to obstruct or influence the investigation or proper administration of any matter related to the operations and overall functioning of the organization.

Violations of this policy will be considered violations of the organization's ethics and subject to the investigative, reporting, and disclosure procedures described earlier in this Handbook.

CONFIDENTIALITY

Any active NLERAP member or employee who suspects dishonest or fraudulent activity shall notify the Executive Director and the Chair of the Board of Trustees. When the matter involves the Executive Director, he/she shall notify directly the chair of the Board of Trustees. Do not attempt to personally conduct investigations or interviews/interrogations related to any suspected fraudulent act.

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way. Investigation results will not be disclosed or discussed with anyone other than those who have a legitimate need to know. This is important in order to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct and to protect NLERAP from potential civil liability.

DISCIPLINARY ACTION

Failure to comply with the standards contained in the organization's ethics policies will result in disciplinary action that may include termination, referral for criminal prosecution, and reimbursement to the organization or to the government, for any loss or damage resulting from the violation. As with all matters involving disciplinary action, principles of fairness will apply. Any active member of NLERAP or an employee charged with a violation of this policy will be afforded an opportunity to explain her/his actions before disciplinary action is taken.

A member of the Board of Trustees, the Advisory Council or a Regional Director that violates NLERAP ethic policies shall be removed from office.

DIVERSITY POLICY

NLERAP is committed to organizational and community diversity in its many forms: racial, ethnic, linguistic, gender, physical and compensation. NLERAP has a representation of persons of color among members of the Board of Trustees, employees, national Advisory Council members, and individuals associated with its Regions/sites that exceeds the percent of Latinos in the United States. This diversity also reflects the majority of persons of Latino descent among those engaged and served by the organization. NLERAP primarily advocates for, engages and serves persons of color in particular Latinos. This nonprofit organization was established because it is a democratic organization. Diversity on values and mission and the racial/ethnic diversity of personnel will always be followed. NLERAP will always strive to reach greater equity in representation and practice. NLERAP views members of the Board of Trustees and all associated with the organization as developing and evolving.

EMPLOYMENT PRACTICES

Equal Employment Opportunities

As an employer, NLERAP is fully committed to Equal Employment Opportunities. We seek and employ the best qualified personnel. We do not discriminate against or give preference to any person

because of race, color, religion, sex, age, national origin, ancestry, disability, marital status, sexual orientation, arrest record, conviction record, uniformed service membership, or on the basis of any other discrimination prohibited by State or Federal law.

This policy extends to all employment-related decisions including, but not limited to: recruiting, hiring, compensation, benefits, promotions, training opportunities, leaves of absence, transfers, layoffs, discipline, and terminations.

Anyone who feels they have witnessed or personally experienced an act of discrimination related to employment at NLERAP must immediately report it to the Executive Director or the Board of Trustees.

NLERAP will conduct a timely and thorough investigation of all reports of discrimination and take necessary and appropriate action, up to and including termination of anyone found to have engaged in illegal discrimination.

Retaliation against an employee who reports discrimination or participates in the investigation of a report of discrimination is prohibited. Any employee who violates this policy will be subject to discipline, up to and including immediate discharge.

Employee Harassment

NLERAP is committed to providing a work environment where employees are treated with courtesy, respect, and dignity. As part of this commitment, we will not tolerate any form of illegal harassment, i.e., harassment based on an individual's sex, race, color, national origin, ancestry, religion, creed, age, disability, marital status, veteran's status, conviction or arrest record, or any other discriminatory basis, to the extent prohibited by State or Federal law—as well as other types of harassment that, even if not illegal, may disrupt or interfere with another employee's work performance or create an intimidating, offensive, or hostile work environment.

Harassment can occur as a result of a single incident or a pattern of behavior where the purpose or effect is to create a hostile, offensive or intimidating work environment, or the conduct substantially interferes with another employee's work performance. Harassment encompasses a broad range of physical, visual, sexual, or verbal behavior.

Harassment applies to the conduct of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee, or an employee toward an applicant. Harassment can apply to conduct outside the workplace as well as at work.

It is the responsibility of the NLERAP Executive Director and the Board of Trustees to send a strong condemnation of illegal harassment in the workplace and in the total organization. If you believe that you have been or are being subjected to work-related harassment, and any other form of harassment while an active member of NLERAP you must immediately report the matter to the Executive Director or any member of the Board of Trustees.

NLERAP will immediately conduct a timely and thorough investigation of all reports of harassment and take necessary and appropriate action, up to and including termination of anyone found to have engaged in harassment. Employees who make reports of harassment may request that their reports be kept confidential, to the extent that such is possible and/or practical.

If an investigation of an act of harassment determines that the reporting was not genuine or that an employee knowingly provided false information, disciplinary action may be taken against the employee who knowingly gave false information in the investigation process.

Retaliation against an employee who has made a report of harassment or has participated in the investigation of a report of harassment is prohibited. Any employee who violates this policy will be subject to discipline, up to and including immediate discharge.

Individuals with Disabilities

NLERAP does not discriminate against qualified individuals with a disability in any phase of the employment relationship, including application for employment, hiring, promotions, advancement opportunities, compensation, benefits, leaves of absence, training, transfer, demotion, layoff, termination, or any other aspect of employment. NLERAP does not discriminate against individuals with disabilities at any level of the organization, including the Board of Trustees and the national Advisory Council.

We will make reasonable accommodation to the known physical or mental limitations of qualified applicants or employees with disabilities, to enable them to perform essential job duties, unless such accommodation would impose an undue hardship on the Council.

NLERAP holds all employees, including employees with disabilities, to the same performance and conduct standards.

FINANCIAL AND FISCAL PROCEDURES AND RELATED RECORD KEEPING

General Policies and Procedures

NLERAP is the umbrella organization under which several programs and events operate. These programs are in the areas determined by the Board of Trustees and described in this Handbook and the organization's bylaws.

NLERAP maintains accurate financial records and produces regular reports for purposes of internal and external monitoring and oversight.

NLERAP maintains a Policies and Procedures Handbook that contains all policies and procedures related to our organization. Employees are directed to the Handbook upon hiring, and they must sign an acknowledgment of receipt and compliance with the Handbook. This document is also available to all employees on the organization's web page. It may be modified by the Board of Trustees as needed, and employees are notified of any changes in the document.

In addition to the Handbook, NLERAP follows established accounting and financial policies as required by the *U.S. Office of Management and Budget Circular A-133, Audits of States and Local Governments, and Non-Profit Organizations*, and other single audit guidelines required by the laws of the state within which operates. NLERAP shall also follow all fiscal requirements and practices advised by its auditors.

NLERAP follows established and required policies, standards and procedures in the areas below and through this document informs those associated with the organization, its funders and federal and state entities of such. It includes, among other things, standards and procedures on the following:

1. Billing/Invoicing
2. Cash Receipts and Disbursement
3. Accounts Payable and Accounts Receivable
4. Purchasing Policies and Procedures
5. Payroll
6. Cash and cash management
7. Inventory
8. Prepaid expenses
9. Leases
10. Budgeting
11. Audits
12. Insurance

Our financial staff report to the Executive Director, and they provide immediate oversight and supervision of all financial matters.

In addition, the organization may contract with external and independent vendors that specialize in assisting nonprofit organizations in maintaining fiscal and financial records, providing financial reports, and assisting in the selection of auditors. In such a case, as approved by the Board of Trustees, NLERAP may defer to a vendor and may follow their accounting and fiscal procedures.

NLERAP, however, will ensure that fiscal records are maintained for all funds received and that the following information is captured on an ongoing basis:

1. Expenditures by program areas and detailed general ledgers
2. Administrative Expenses: These may vary by program area, but NLERAP will maintain a rate comparable to others in the nonprofit community.
3. Non-Federal Share: NLREAP shall follow the percent required by funding sources.

All financial transactions captured and generated through the systems described above are discussed in detail with the Board of Trustees, including all program and organizational audits.

Purchasing and Related Practices

NLERAP follows established standards and practices for purchasing, reimbursements, and supply ordering.

The procedures laid out instructions for dealing with the following:

1. Payment Requisition Forms (PRF): Payment requisition forms are submitted when the purchased goods and an accompanying invoice have been received from the vendor.
2. Purchase Orders (PO): Purchase orders are the pre-approval method for expenditures and must be completed, submitted and approved before purchase is made.
3. Expense Reimbursements (ER): Form utilized when checks must be made out to members of the Board of Trustees, Advisory Council members, others determined by NLERP and employees who have incurred reimbursable expense on behalf of the program.
4. Petty Cash (PC): The petty cash fund is managed by our financial staff and is secured at all times, with receipts required for all reimbursements and cash.

File: NLERAP- Policies-Operational-Handbook-Draft_4-Nov2015

Literature Review

Grow Your Own Educator Programs

A Review of the Literature with an Emphasis on Equity-based Approaches

By Angela Valenzuela, Ph.D., University of Texas at Austin, for the IDRA EAC-*South*

November 2017

Contents

Serving 11 states and D.C., the IDRA EAC-*South* is one of four federally-funded centers that provide technical assistance and training build capacity to confront educational problems occasioned by race, national origin, sex and gender, and religion.

Intercultural Development Research Association
IDRA EAC-*South*, David Hinojosa, J.D. Director
5815 Callaghan Road, Suite 101 • San Antonio, Texas 78228 • 210-444-1710 • eacsouth@idra.org • www.idra.org/eac-south

The contents of this publication were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

Introduction

This literature review provides an overview of the research on Grow Your Own (GYO) educator programs as a strategy for states and district to employ to help recruit and retain teachers of color. It emphasizes equitable approaches and critical perspectives that combine the powerful roles of "homegrown" teachers, culturally-relevant curriculum and social justice pedagogy in addressing achievement and opportunity gaps, especially for the nation's woefully underserved, largely urban schools serving students of color (e.g., Rivkin, Hanushek, & Kain, 2005; Sanders & Rivers, 1996). A growing body of scholarship underscores the value of recruiting people from communities that could successfully transition as teachers to the very communities from which they come (Fenwick, 2001; Gist, Bianco, & Lynn, in press; Skinner, Garreton, & Schultz, 2011; Valenzuela, 2016).

GYO teacher programs help address teacher shortages, retention issues and teacher diversity by engaging in a variety of strategies that aim to recruit teachers from local communities in hopes that the pool of candidates will increase in diversity and will be more likely to stay teaching in the community. GYO programs come in many shapes and sizes in terms of recruitment, financial assistance, curriculum and support. Some programs recruit prospective teaching candidates from middle and high schools and some from the college level, and others recruit paraprofessionals and college graduates with non-teaching degrees. Some also are designed at the state and university levels, while others are designed at the school district and community level, or a combination thereof (see e.g., Skinner, Garreton, & Schultz, 2011). From an equity perspective, it is important to keep in mind that when designing GYO programs, different strategies may work differently for different communities.

This review begins with a summary of the vast inequities in the representation of teachers in color in our nation's primary and secondary schools. It next defines important terms in GYO scholarship, such as *pathways*, *pipelines*, and *partnerships* (Gist, Bianco, & Lynn, in press). Next follows a discussion of *community solidarity*, which provides helpful language for distinguishing GYO models like those examined here, from perhaps many, if not most, university-based teacher preparation programs in the United States (Zeichner, 2016; Kretchmar & Zeichner, 2016). The review ends with a summary of specific GYO-program types that could potentially not only increase equity in terms of the number of teachers of color entering the profession but also help ensure that those teachers are critically conscious leaders (Valenzuela, 2016).

Crisis of Teacher of Color Representation in K-12 Education

According to the Schools and Staffing Survey (SASS) conducted by the National Center for Education Statistics, 2011-12 data reveal wide racial and ethnic disparities in the teacher workforce. For example, White teachers represent 82.9 percent of all general education teachers defined in the SASS as pre-K, elementary grades, and special education. In contrast, the remainder is comprised of 7.1 percent Latino, 7.0 percent African American, 1.9 percent Asian American, and 0.4 percent American Indian (NCES, 2015).

Moreover, regardless of teaching area (e.g., humanities, arts and music, social studies, sciences), teachers of color are sorely underrepresented while White teachers are systematically overrepresented (Guarino, Santibanez, & Daley, 2006). To wit, whereas in 2011, 48.3 percent of public school students were minorities (NCES, 2016), an analysis of data from the Schools and Staffing Survey for 2011-12, found that 82 percent of teachers nationwide were non-Hispanic Whites (NCES, 2014). Complicating matters is a marked decline in the number of students enrolling in traditional, university-based teacher preparation programs, resulting in a shortage of 60,000 teachers in 2015-16 (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Pathways, Pipelines, and Partnerships

While teacher education terms of *pathways* and *pipelines* are used interchangeably in the research literature, the former often signifies pro-active attempts to cultivate pathways into the teaching profession for students of color to address both teacher shortages and the lack of diversity in the teacher workforce (Skinner, Garreton, & Schultz, 2011; Valenzuela, 2016). These typically involve university-K-12 partnerships, memoranda of understanding, articulation agreements and the like (e.g., Skinner, Garreton, & Schultz, 2011). Moreover, partnerships may either be programmatic, targeting a specific educational intervention, like improving teacher or principal preparation; or they may be comprehensive, involving the establishment of new institutional arrangements and collaborations aimed at changing educational policies and structures. In one of very few large-scale, quantitative studies of both programmatic and comprehensive partnerships between school districts and higher education institutions in the state of California, researchers found that comprehensive partnerships substantially increased high school graduation rates and college access (Domina & Ruzek, 2012). However, this outcome was found to apply more to “non-selective,” rather than “selective” university enrollment for reasons that are both unclear and contradictory given the University of California system’s investment in comprehensive partnerships (Domina & Ruzek, 2012).

“Pipelines” often accord emphasis to a “leakiness” in students’ trajectories as they navigate the various stages from kindergarten to middle school, high school, and ultimately, post-secondary enrollment and graduation, including the passage of teacher certification exams (Bianco, Leech, & Mitchell, 2011; Brown & Butty, 1999; Torres, Santos, Peck, & Cortes, 2004). Stated differently, the path to becoming a teacher occurs far in advance of teachers accepting their first teaching assignments, beginning, in earnest, at the secondary school level or earlier (Bianco, Leech, & Mitchell, 2011). Hence, it is imperative to develop pathways into teaching that begin in the early grades.

With myriad barriers that students of color face throughout the school pipeline (Gándara & Contreras, 2009; Bianco, Leech, & Mitchell, 2011), the net effect is a dearth of public school teachers of color that is particularly glaring, especially in urban schools with large populations, frequently underprivileged students of color (Skinner, Garreton, & Schultz, 2011).

The consequences are magnified when considering the lack of culturally-relevant pedagogy in the curriculum and the negative impact the absence has on learning for students of color. Significant evidence shows great learning benefits and positive outcomes resulting from culturally-relevant pedagogy, also referred to as *ethnic studies* or *multicultural education* (Cabrera, Milem, Jaquette, & Marx, 2014; Dee & Penner, 2016; López, 2016; López, 2004; Sleeter, 2011).

Similarly, the academic benefits of racial and ethnic congruence between students and teachers provide yet another window through which to view the power of race-conscious, equity-based approaches (Dee, 2004; Egalite, Kisida, & Winters, 2015; Clewell, Puma, & McKay, 2001; Villegas & Lucas, 2004; Villegas & Irvine, 2010) that lay at the heart of GYO efforts (Ocasio, 2014; Skinner, Garreton, & Schultz, 2011; Valenzuela, 2016; Wong, et al., 2007).

When anchored in community-based organizations (CBOs) (Skinner, Garreton, & Schultz, 2011; Valenzuela, 2016; Valenzuela, Zamora, & Rubio, 2016), GYO efforts can create more fluid and meaningful connections among parents, local advocates, partnering schools, school districts, community colleges, and universities that can transform higher education institutions followed by a new landscape of work relations (Domina & Ruzek, 2012). For reasons that are largely attributable to teachers of color shared cultural knowledge and experiences with students whose knowledge and experiences often may mirror their own, the student-teacher relationship and the learning process itself are frequently optimized (Bartlett & García, 2011; Espinoza-Herold, 2003; Gutierrez-Gomez, 2007; Villegas & Lucas, 2004). In this vein, it is important that GYO programs not only recruit Black and Brown bodies for Black and Brown schools and other schools, but also foster students’ critical consciousness so that they can themselves be agents of transformational

change (Valenzuela, 2016).

Research shows that despite predominantly White cohorts of teacher candidates' familiarity with the concept of culturally-relevant pedagogy, they typically tend to blame students' families, cultures, and communities as primary causes of unequal educational outcomes (Sleeter, 2016). This discrepancy has been attributed to a lack of diversity in teacher education together with systemic privileges related to standardized tests that disproportionately benefit White students pursuing careers in teaching. Consequently, several scholars recommend that GYO pathways be created for students of color to address the achievement gap by bringing "homegrown" teachers of color into the teaching profession (Ocasio, 2014; Skinner, Garreton, & Schultz, 2011; and Valenzuela, 2016).

GYO as an Expression of Community Solidarity

Whereas virtually all teacher preparation models rhetorically espouse the goals of diversity and inclusion and typically profess a social justice mission, true, equity-based GYO initiatives best exemplify what Zeichner (2016) terms, *Teacher Prep 3.0*, meaning that they work "in solidarity" with the communities that they seek to serve (also see Kretchmar & Zeichner, 2016). This 3.0 model contrasts from both first-generation 1.0 models that focus on preparing teachers for clinical practice and second-generation 2.0 models that train "teachers to engage in a set of teaching and classroom management practices that supposedly will raise student test scores" (Zeichner, 2016). Consequently, GYO is widely construed as a best practice (Hallett, 2012; Warren, 2011; Wills, 2017).

Regrettably, research in this area, including evaluation studies, is still in its infancy (Torres, Santos, Peck, & Cortes, 2004). While Martin (2011) maintains that GYO programs fall roughly into one of two categories, namely *middle and high school "grow your own programs,"* which is simplistic and fails to substantively differentiate them from *"alternative routes to teaching."* These include teacher residency models, alternative certification, recruitment partnerships, and scholarship models.

While certain features of equity-based GYO programs may overlap conceptually with alternative routes to teaching in areas such as improved student recruitment, scholarships, stipends, counseling and mentorship supports, induction, and career development, their goal of drawing new, frequently first-generation, underrepresented minority group candidates into the teaching profession makes them different – particularly when considering that such individuals are prized precisely because of their advocacy and commitments to their communities (Wong, et al., 2007). Consistent with this community-based perspective, GYO teachers often are prepared in

environments that foster academic identity development, cultural relevancy, language- and race-conscious pedagogies, and critical perspectives that disrupt institutional hierarchies and dehumanizing discourses, policies, and practices (Valenzuela, 2016; Wong, et al., 2007). Accordingly, such programs exhibit a strong social justice mission that either work in direct partnership with CBOs (e.g., Skinner, Garreton, & Schultz, 2011; Valenzuela, 2016) or manifest deep commitments to community in the context of service-learning, which includes social justice research projects as a core aspect of their pedagogy (Bowen & Kiser, 2009; Wong, et al., 2007).

Importantly, whereas all GYO programs consist of partnerships of various kinds – for example, partnerships between school districts and two- and four-year institutions that bridge pathways into teaching – not all partnerships are GYO, either philosophically or operationally. Whereas their missions may be as much about elevating the standards of the profession through, for example, the recruitment of "top teachers" as it is about recruiting a diverse teacher workforce, this does not make for a successful, equitable GYO program (see Clewell, et al., 2000, for an in-depth review of successful, non-GYO, teacher recruitment programs, nationally).

Grow Your Own Programs and Recruitment Frames

GYO programs typically recruit either through pre-collegiate pathways or through community-focused pathways (Gist, Bianco, & Lynn, in press). Hence, the final section of this review illustrates this difference with two GYO programs that are pre-collegiate and two that are community-focused. Because of their distinctiveness, these four programs are further characterized as *pre-collegiate, selective* (South Carolina Center for Educator Recruitment, Retention, and Advancement); *pre-collegiate, non-selective* (Pathways2Teaching); *community-originated, community-focused* (Grow Your Own Illinois); and *community-focused, university educator initiated* (Cal State University Sacramento).

Pre-collegiate, Selective

In existence since 1986, the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA) Teacher Cadet program is heralded as one of the oldest and better-known GYO programs in the nation (Berrigan & Schwartz, 2000; Martin, 2011). Located on the campus of Winthrop University, this state-funded program is committed to the recruitment of high-achieving, homegrown students. Cultivating teachers for rural areas experiencing shortages is an important aspect of the program. While in high school, students take a dual-credit course taught by a certified teacher that exposes them to the education profession, as well as to problems and critical issues that affect educational quality in our nation's schools. They additionally get field experiences, reflections, self-assessments, and the opportunity to conduct classroom observations. The Teacher Cadet program aims to cultivate future leaders who will become civically-engaged advocates for public education.

In 2015-16, 32 percent of completers were non-White and 22 percent were males, many of them from rural communities (Center for Educator Recruitment, Retention, and Advancement, 2017). Significantly, the program was available in 70 percent of all South Carolina public high schools. Upon completing the Teacher Cadet course, a high percentage (39.4 percent) chose teaching as their career. A majority of students (74 percent) who applied for admission into a pre-service, college teaching program indicated their prior involvement as Teacher Cadets.

Pre-collegiate, Non-Selective

Since 2010, Pathways2Teaching in Denver at the University of Colorado Denver (UCD) has promoted careers in teacher education at the secondary level by offering a dual credit, academically challenging course in educational justice at the high school level. Unlike the

Teacher Cadet model, the program makes no distinction between high- or low-achieving students. Chosen because of their commitment to youth in their respective inner-city schools, carefully-selected “pathway teachers” work collaboratively in partnership with UCD staff who play a supportive role in the classroom. They offer a year-long, concurrent enrollment, dual credit course to high school students attending low-income schools in the Denver area.

The course is informed by frameworks like critical pedagogy, critical race theory, and sociopolitical theory to encourage Latino/a and African American youth to critically analyze power differentials in society and how they get mirrored in institutional practices like curricular tracking and assimilation in hopes that students will come to see teaching as a political act and motivate them to become teachers (Gist, Bianco, & Lynn, in press). Community members and leaders are also a constant presence in Pathways2Teaching classrooms as resources that give depth and veracity to instruction.

Other features include research, writing and presentation skills, field experiences, and help with college applications. Once enrolled at UCD, candidates continue to benefit from mentorship opportunities, as well as regular exposure to many scholars of color throughout the country primarily through class lectures via Skype. Today, many of its graduates are either enrolled in teacher education programs or in other areas like social work (Tandon, Bianco, & Zion, 2015; Bianco, Leech, & Mitchell, 2011).

Pathways2Teaching started as a pilot program during the 2010-11 year in a single high school that also had the unfortunate distinction of being the lowest-performing school in the state of Colorado. All of the students (100 percent) who had enrolled in the class that year graduated from high school with their cohort. This outcome grows in significance when considering that enrollment in the concurrent course in high school targets low-achieving students of color. Pathways2Teaching now has programs in nine Colorado high schools located in seven school districts, including three in Nashville. Given that their goal is to increase the representation of not solely students of color but also male students of color seeking college careers, the total number of participating students to date is impressive. In the first seven years, 434 enrolled with 43 percent among them being Latino and African American males of color. A significant number of these students go on to college (Tandon, Bianco, & Zion, 2015).

Community-originated, Community Focused

GYO Illinois’ roots in Chicago date back at least to the early 1990s when families, many of whom were immigrant, Latina mothers from a grassroots nonprofit, the Logan Square Neighborhood Association (LNSA), expressed concerns related to overcrowding in their children’s schools. Out

of this evolved the LSNA Parent Mentor program with parents spending two hours daily as assistants in classrooms for which they received a modest stipend. As the program grew, skills and leadership development opportunities did as well, leading to the establishment of community learning centers (Skinner, Garreton, & Schultz, 2011; Warren, 2011). In time, these women became increasingly interested in becoming teachers themselves. Out of these efforts, a pilot program that created a pathway for paraprofessionals into higher education called, "*La Nueva Generación*" ("the new cohort"), emerged to address the shortage of teachers of color in Chicago Public Schools (Gillette, in press; Hallett, 2012; Warren, 2011).

A commitment to working in and with historically-marginalized communities requires a new set of pedagogical lenses that are anti-oppressive and promote cultural uplift to counter the silencing and dehumanization to which they are regularly subjected (Schultz, Gillette, & Hill, 2011). Accordingly, at Northeastern Illinois University, which houses the GYO program, critical race theory, critical pedagogy, and an ethic of care guide its curriculum and pedagogy. The university describes its work as a community-based approach to teacher education that operates for their GYO candidates in a culturally-relevant way "as if they were members of their own families" (Schultz, Gillette, & Hill, 2011, p. 15).

In 2004, the LSNA and Action Now, another community organizing group in Chicago linked arms and formed a coalition with several other community organizations to pursue a policy solution to the teacher retention crisis. Specifically, they wrote and successfully advocated for the *Grow Your Own Teacher Education Act*, which institutionalized the LNSA's approach to teacher recruitment. This brought in a state-funded $1.5 million planning grant. In 2005, legislators allocated an additional $3 million in funding that went statewide to a total of 11 consortia of community groups, school districts and either two- or four-year universities. Although beginning with parents and paraprofessionals, the program explicitly targeted community members who specifically wanted to teach in their neighborhood public schools but could not afford college. Unfortunately, in 2015, GYO Illinois faced a budget impasse when the state's budget crisis began, leaving only one program standing at Northeastern Illinois University in Chicago. The success of this 10-year effort is the presence of "120 GYO teachers in 88 schools teaching more than 2,000 students" (http://www.growyourownteachers.org).

Community-focused, University Educator Initiated

The Multilingual/Multicultural Teacher Preparation Center (M/M Center), founded in the mid-1970s at Cal State University Sacramento, was established by a group of progressive teacher educators that sought, and continues to seek today, to develop a program that would prepare teachers to be agents of change in service to their communities (Wong, et al., 2007). Today, it is

a GYO program that serves as the inspiration for a key initiative of a national-level organization called the National Latino/a Education Research and Policy project (NLERAP) (Valenzuela, 2016).

Over 75 percent of the students are of color, and most of its White students are bilingual. Its teaching staff is also very diverse. As of 2007, 37 percent of the faculty were Latino/a, 25 percent Asian, 25 percent White, and 12 percent African American. The diverse teaching staff facilitates such things as higher education advocacy with respect to faculty hiring, the establishment of new courses, and transforming higher education institutions themselves (Wong, et al., 2007).

Students are offered a curriculum that is praxis-oriented, dialogical, promotes students' identity development, and is asset-based, tapping into students' funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992). With a history dating back to the mid-1970s of serving Mexican American and Chicana, migrant, and other bilingual students in the college's baccalaureate program and fifth year, post-baccalaureate credential program, the center has taught English as a second language and cultural diversity courses for decades. The original target population was always the local community so that there could be more teachers of color in the Sacramento area – hence, "GYO teachers" before there was a name for this (Cintrón, 2017).

These equity-minded, CSUS faculty further engaged in state policymaking, most notably involving the creation of a culture and language emphasis for the state's teaching credential that authorizes instruction to emerging bilinguals/English language learners. By 1994, these same faculty eventually departmentalized, creating a separate Bilingual/Multicultural Education Department (BMED) within the M/M Center to gain control over faculty hiring, course scheduling, course content, and student admissions.

Race-consciousness informs every aspect of its work, including recruitment and outreach efforts, candidate interview protocols, evaluation rubrics, and course content. Other important features include early advising so that students are clear on which courses to take. The BMED is also instrumental in helping students form study groups, linking them to financial aid sources, tutoring opportunities, securing work as bilingual teacher aides, and helping students complete applications for the credential program. Students also are grouped to foster a peer support network and placed with mentors who model teacher activism committed to educational equity. Professional development sites where candidates partake in extensive field experiences are philosophically congruent.

Surveys using a tool that gauges candidates' knowledge base and orientation toward multicultural education and educational equity showed that in comparison to another similar

center with an “urban focus,” M/M Center candidates “listed at least twice as many strategies as the other group for creating democratic classroom structures and developing multicultural curriculum” (Wong, et al., 2007, p. 21). Reflecting the kind of curious and critical learners that the program cultivates, candidates were found to be significantly more skillful in their listing of classroom strategies while generating significantly more questions about them.

Finally, exit surveys indicate strong desires to work in culturally-diverse, low-income schools, including those very communities from which they emanate. Due to departmental restructuring yet again in 2012, the BMED program exists primarily under the auspices of NLERAP that allows CSUS to keep admitted bilingual students in a cohort. Another significant success in its restructured context is the availability of its courses formerly taught only in the M/M program to all students college-wide.

Conclusion

Both GYO programs and research of these programs are still in their infancy. While all are focused on teacher recruitment and addressing the dearth of teachers of color in our nation's schools, standard metrics do not apply across programs, making it difficult to draw comparisons about program effectiveness. That said, the programs tend to converge philosophically primarily with respect to what may be inferred as a best practice to which all the programs speak, namely, the social justice aspect of their mission found in their equity- and community-based curriculum and praxis.

Hence, practitioners should be mindful of working in solidarity with the communities that they ostensibly seek to serve (Zeichner, 2016; Kretchmar & Zeichner, 2016). Operationally, this means an expansion of GYO programs together with a philosophical and structural merging of teacher preparation with ethnic studies frameworks, including critical pedagogy, critical race theory, sociocultural perspectives, and sociopolitical theory that should rest at the heart of all equity-based, GYO programs.

Works Cited

Achinstein, B., Ogawa R.T. (2011). *Change(d) agents: New teachers of color in urban schools*. New York, NY: Teachers College Press.

Bartlett, L., & García, O. (2011). *Additive schooling in subtractive times: Bilingual education and Dominican immigrant youth in the Heights*. Nashville, Tenn.: Vanderbilt University Press.

Berrigan, A., & Schwartz, S. (2000). *Urban teacher academy project toolkit: A guide to developing high school teaching career academies*. Belmont, Mass.: Recruiting New Teachers, Inc.

Bianco, M., Leech, N.L., & Mitchell, K. (2011). Pathways to teaching: African American male teens explore teaching as a career. *Journal of Negro Education*, 80(3), 368-383.

Bowen, G.A., & Kiser, P.M. (2009). Promoting innovative pedagogy and engagement through service-learning faculty fellows programs. *Journal of Higher Education Outreach and Engagement*, 13(1), 27-44.

Boyd, D.J., Grossman, P., Lankford, H., Loeb, S., Mitchell, N.M., & Wyckoff, J. (2016) Complex by design: Investigating pathways into teaching in New York City schools. *Journal of Teacher Education*, 57(2), 155-166.

Brackmann, S. (2015). Community engagement in a neoliberal paradigm. *Journal of Higher Education Outreach and Engagemen*t, 19(4), 115-146.

Brown, J.W., & Butty, J.M. (1999). Factors that influence African American male teachers' educational and career aspirations: Implications for school district recruitment and retention efforts. *The Journal of Negro Education*, 68(3), 280-292.

Cabrera, N.L., Milem, J.F., Jaquette, O., & Marx, R.W. (2014). Missing the (student achievement) forest for all the (political) trees empiricism and the Mexican American studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118.

Center for Educator Recruitment, Retention, and Advancement. (2017). CERRA website. https://www.cerra.org/.

Cintron, J. (2017). Personal communication.

Clewell, B.C., Darke, K., Davis-Googe, T., Forcier, L., & Manes, S. (2000). *Literature review on teacher recruitment programs*. U.S. Department of Education, Washington, D.C.

Clewell, B.C., Puma, M., & McKay, S.A. (2001). *Does it matter if my teacher looks like me? The impact of teacher race and ethnicity on student academic achievement*. New York: Ford Foundation.

Dee, T.S. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of Economics and Statistics*, 86(1), 195-210.

Dee, T.S., & Penner, E.K. (2016). The causal effects of cultural relevance evidence from an ethnic studies curriculum. *American Educational Research Journal*, 54(1), 127-166.

Domina, T., & Ruzek, E. (2012). Paving the way: K-16 partnerships for higher education diversity and high school reform. *Educational Policy*, 26(2), 243-267.

Egalite, A.J., Kisida, B., & Winters, M.A. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, 45, 44-52.

Espinoza-Herold, M., & Gonzalez-Carriedo, R. (2017). *Issues in Latino education: Race, school culture, and the politics of academic success*. Taylor & Francis.

Espinoza-Herold, M. (2003). *Issues in Latino education: Race, school culture, and the politics of academic success*. London: Pearson

Fenwick, L.T. (2001). *Patterns of excellence: Policy perspectives on diversity in teaching and school leadership*. Atlanta, Ga.: Southern Education Foundation.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, Mass.: Harvard University Press.

Gillette, M. (In press). Sustaining a quality education through community-based teacher preparation. *Kappa Delta Pi Record*, 53(4).

Gist, C., Bianco, M., & Lynn, M. (in press). Examining grow your own programs across the teacher development continuum: Mining research on teachers of color and nontraditional educator pipelines. *Journal of Teacher Education*.

Grow Your Own Illinois. (2017). Grow your own Illinois, website. Chicago. http://www.growyourownteachers.org

Guarino, C.M., Santibanez, L., & Daley, G.A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Researc*h, 76(2), 173-208.

Gutierrez-Gomez, C. (2007). *The need for highly qualified teachers. In L. Díaz Soto (Ed.), The Praeger handbook of Latino education in the U.S.*, Vol. 2. Westport, Conn.: Praeger.

Hallett, A.C. (2012). Grow your own Illinois: Taking action in Chicago neighborhood schools. In Embry Jenlink, K. (2012), *Teacher preparation in career pathways: The future of America's teacher pipeline*. Lanham: Rowman & Littlefield Education.

Kretchmar, K., & Zeichner, K. (2016). Teacher Prep 3.0: a vision for teacher education to impact social transformation. *Journal of Education for Teaching*, 42:4, 417-433.

López, F. (2016). Teacher reports of culturally responsive teaching and Latino students' reading achievement in Arizona. *Teachers College Record*, 118(5).

López, G.E. (2004). Interethnic contact, curriculum, and attitudes in the first year of college. *Journal of Social Issues*, 40(1), 75-94.

Martin, J. (2011). *Best practices in minority teacher recruitment: A literature review*. Capital Region Education Council; Connecticut RESC Alliance. Retrieved on June 7, 2017 http://www.crecnow.info/RESCMTR/docs/national_best_practices_in_minority_teacher_ recruitment.pdf

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, 31(2), 132-141.

National Center for Education Statistics (2015). Schools and staffing survey. Total number of select public and private school teachers and percentage distribution of select public and private school teachers, by race/ethnicity and selected main teaching assignment: 2011-12. Retrieved from https://nces.ed.gov/surveys/sass/tables/sass1112_20170221002_t12n.asp. Table 1: Total number of public school teachers and percentage distribution of school teachers, by race/ethnicity and state: 2011-12. Retrieved from https://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_001.asp.

National Center for Education Statistics. (2002). The condition of education, 2002 (NCES 2002-025). Washington, D.C.: U.S. Department of Education.

National Center for Education Statistics. (2014). Schools and staffing survey (SASS), Public School Teacher Data File, 2011-12. Washington, D.C.: U.S. Department of Education. Retrieved from https://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_001.asp

National Center for Education Statistics. (2016, October). Digest of education statistics, Common core of data (CCD), Public elementary/ secondary school universe survey, 2011-12, 2012-13, 2013-14, and 2014-15; and Local education agency universe survey, 2011-12, 2012-13, 2013-14, and 2014-15. Washington, D.C.: U.S. Department of Education. Retrieved from https://nces.ed.gov/programs/digest/d16/tables/dt16_214.40.asp

Ocasio, K.M. (2014). Nuestro camino: A review of literature surrounding the Latino teacher pipeline. *Journal of Latinos and Education*, 13(4), 244-261.

Professional Educator Standards Board. (2016). Bilingual Teacher Pipeline Project Data Exploration, PowerPoint. Retrieved from Professional Educator Standards Board database.

http://pathway.pesb.wa.gov/future-educators/grow-your-own.

Reininger, M. (2012). Hometown disadvantage? It depends on where you're from: Teachers' location preferences and the implications for staffing schools. *Educational Evaluation and Policy Analysis*, 34(2), 127-145.

Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.

Sanders, W.L., & Rivers, J.C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center.

Schultz, B., Gillette, M., & Hill, D. (2011). Teaching as political: Theoretical perspectives for understanding the grow your own movement. In Skinner, E., Garreton, M., & Schultz, B. (Eds), *Grow your own teachers: Grassroots change for teacher education* (pp. 5-21). New York: Teachers College Press.

Skinner, E. Garreton, M.T., & Schultz, B.D. (2011). *Grow your own teachers: Grassroots change for teacher education*. New York: Teachers College Press.

Sleeter, C.E. (2011). *The academic and social value of ethnic studies: A research review*. National Education Association Research Department. Retrieved from http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf.

Sleeter, C. (2016). Critical race theory and the whiteness of teacher education. *Urban Education*, 1-15.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S*. Washington, D.C.: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf.

Tandon, M., Bianco, M., & Zion, S. (2015). Pathways2Teaching: Being and becoming a "rida." In Sleeter, C.E., La Vonne, I.N., & Kumashiro, K.K. (Eds.), *Diversifying the teacher workforce: Preparing and retaining highly effective teachers*. Routledge, 111-125.

Torres, J., Santos, J., Peck, N.L., & Cortes, L. (2004). *Minority teacher recruitment, development, and retention*. Northeast and Islands Regional Educational Laboratory.

Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. New York: State University of New York Press.

Valenzuela, A. (2016). *Growing critically conscious teachers: A social justice curriculum for educators of Latino/a youth*. New York: Teachers College Press.

Valenzuela, A., Zamora, A., & Rubio, B. (2015). Academia Cuauhtli and the eagle: Danza Mexica and the epistemology of the circle. *Voices in Urban Education*. Issue 41, pp. 46-56.

Villegas, A.M., & Irvine, J.J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175-192.

Villegas, A., & Lucas, T.F. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. In M.A. Smylie, & D. Miretzky (Eds.), *Developing the teacher workforce: 103rd Yearbook of the National Society for the Study of Education*. Chicago: University of Chicago Press, 103(1), 70-104.

Warren, M.R. (2011). The school-community organizing model and the origins of grow your own teachers. In E. Skinner, M.T. Garreton, & B.D. Schultz (Eds.), *Grow your own teachers: Grassroots change for teacher education*. New York: Teachers College Press.

Wills, M. (June 19, 2017). Can these 11 states make their teaching forces more diverse by 2040? *Education Week*.

Wong, P.L., Murai, H., Bérta-Ávila, M., William-White, L., Baker, S., Arellano, A., & Echandia, A. (2007). The M/M Center: Meeting the demand for multicultural, multilingual teacher preparation. *Teacher Education Quarterly*, 34(4), 9-25.

Zeichner, K. (2016). Advancing social justice and democracy in teacher education: Teacher preparation 1.0, 2.0, and 3.0. *Kappa Delta Pi Record*, 52:4, 150-155.

2012 AMAE JOURNAL
Volume 6 • Issue 3

AMAE
ASSOCIATION OF MEXICAN AMERICAN EDUCATORS

EL FUEGO NUEVO

CHARTING A NEW COURSE

Understanding the Sociocultural, Political, Economic, and Historical Context of Latino/a Education in the United States

ASSOCIATION OF MEXICAN AMERICAN EDUCATORS
AMAE • 2012

AMAE Editorial Advisory Board

TABLE OF CONTENTS

EDITOR'S MESSAGE

The AMAE editors are especially grateful for and proud of this invited guest edited issue, led by senior editor Sonia Nieto and associate editors Melissa Rivera, Sandra Quiñones and Jason Irizarry, because it represents collaboration on multiple levels. First and foremost, AMAE has developed a working relationship with NLERAP (National Latino/a Education Research and Policy Project)— a national network and organization of experienced education researchers with an emphasis on Latino/a education. NLERAP's membership offers wonderful support and a door to many Latina/o researchers across the nation—a group with whom AMAE hopes to continue partnering. This invited issue is based on a set of regional meetings held by NLERAP to address the pressing issues facing Latinas/os in education. Deliberations revealed that what the group felt would be most useful is a critical review of the literature in the sociocultural, political, economic, and historical context of Latino/a education because it could serve as a foundation for the other areas of NLERAP's research agenda: Assessment and Accountability; Teacher Education and Professional Development; and Arts in Education.

NLERAP's goals of furthering their research benefits AMAE's readers because this invited issue represents a review of the most recent and cutting-edge work on Latinas/os in education. This compilation is a boon to all of us in schools, universities, think tanks, and community colleges—e*s mucho mas que bueno, bonito y barato.* The folks at NLERAP, and the co-editors of this invited issue, have spent hundreds of hours distilling this information in a way that is accessible and revealing. To accomplish this, the issue is divided into three specific contexts: interpersonal, instructional, and institutional. The interpersonal context describes the significance of relationships among students, teachers, and families, and also details how using a "funds of knowledge" approach (Moll, Amanti, Neff, & González, 2005) can promote the educational achievement of Latinos/as. The instructional context reviews some of the approaches, both helpful and detrimental, that have been used with Latino/a students, and what can be learned from this history. In the section on the institutional context, concerns such as school climate, high-stakes testing, tracking, and the quality of teachers are addressed.

Another level of collaboration, of course, is represented by the co-editors and contributors themselves of each of the pieces in this invited issue, appropriately entitled, "Charting a New Course: Understanding the Sociocultural, Political, Economic, and Historical Context of Latino/a Education in the United States." There are 13 contributors from eight different institutions who have worked together to bring these articles to our readership. We thank all of them for their time, dedication, scholarship and commitment to *la causa.* The excellent east coast editorial team put together an issue that will benefit all of us for years to come, and for that, we thank them *de todo corazón.*

Thanks,

Patricia Sánchez, AMAE Associate Editor
Oscar Jimenez-Castellanos, AMAE Co-Editor
Antonio Camacho, AMAE Co-Editor

Introduction

Sonia Nieto
University of Massachusetts—Amherst

Melissa Rivera
Hunter College - City University of New York

Sandra Quiñones
University of Rochester

Jason Irizarry
University of Connecticut

Latino/a students have been educated in U.S. schools for centuries, and still more will be arriving at our schools tomorrow. This reality is but one indication of the multiplicity of experiences that define the long, complex, and troubled history of Latinos/as in U.S. schools. Although they are more visible today than at any other time in our history, the fact remains that the sociocultural, political, economic, and historical context of Latino/a education is hardly known outside the university offices of academics who study it, or of teachers and administrators who teach Latino/a students. Given both the growing number of U.S.-born Latinos/as as well as the dramatically increasing number of newcomers, the need to confront the serious shortcomings of the education of Latinos/as has never been more urgent. In their comprehensive analysis of the education of Latinos/as in the U.S., Patricia Gándara and Frances Contreras (2009) put it bluntly: "Today," they write, "the most urgent challenge for the American educational system has a Latino face" (p. 1).

Nevertheless, there is not just one Latino/a reality. The Latino community in the U.S. is incredibly diverse in terms of national origin, race, time in the U.S., political orientation, English and Spanish language ability and usage (among other home languages), and many other differences. Latinos/as in the U.S. include Mexican Americans, some of whom have been "here" before there was a "here," that is, before the Southwest was annexed by the U.S. through the Treaty of Guadalupe-Hidalgo in 1848. Puerto Ricans began immigrating in large numbers in the late 1940s, although a Puerto Rican community existed in New York and Tampa as early as the 1860s, as did a small Cuban community. The large influx of Cubans began in the 1960s, and they were joined by large numbers of Dominicans, Salvadorans, and other Central and South Americans in the following decades. Thus, to claim that there is just one "Latino perspective" or "Latino experience" is to miss the multiplicity and complexity of our communities.

The work of addressing the challenge of the education of Latinos/as has begun through, among other efforts, the National Latino/a Education Research and Policy Project, or NLERAP. Beginning in 2000 as a national initiative of the Centro de Estudios Puertorriqueños at Hunter College, NLERAP's goal has been to add multiple Latino/a perspectives to the type of educational research needed to meet the needs of our communities throughout the U.S. After hosting a series of regional meetings around the country that invited educators, community activists, university scholars, and others within the broader Latino/a community to comment on the pressing educational needs of Latinos/as, the NLERAP National Advisory Board developed and published a research agenda (NLERAP, 2003). The Agenda articulated a framework for using participatory and collaborative research results to influence the outcomes of schooling for Latino/a youth. In addition to the Agenda document, the project also produced an academic volume (Pedraza & Rivera, 2005) with chapters written by leading scholars that substantiated the need for a community approach to the investigation of schooling issues for Latinos/as. In conjunction with the release of the volume, a press conference was held in Washington, D.C. to introduce the concerns it addressed (Viadero, 2005). From 2004 to 2009, NLERAP conducted its first local research project, with funding from the Ford Foundation, focused on the theme of arts in education at El Puente Academy for Peace and Justice in New York City (Rivera, Medellin-Paz, Pedraza et al., 2010).

Although the work of NLERAP has been important in making the issues of Latino/a education more

visible to the general public through national conferences, publications, and press releases, in 2007, the National Board met to discuss further actions that could promote the agenda even more vigorously. The Board decided that what was needed was a critical review of the literature in one of the four research areas suggested in the NLERAP Agenda document (2003). After a lengthy discussion, consensus emerged among board members that the *Sociocultural, Political, Economic, and Historical Context of Latino/a Education* was the most useful area to develop further because it could serve as a foundation for the others (Assessment and Accountability; Teacher Education and Professional Development; and Arts in Education).

This document is the result of those deliberations. In it, we address the context of education for Latino/ as on the three levels enunciated in the Agenda documents (i.e., *interpersonal, instructional,* and *institutional*). We envision the review as a critical synthesis of the literature, intended for both professional and scholarly audiences. We expect that it will be used in teacher and administrative professional preparation courses as well as for developing proposals for research studies on the education of Latinos/as around the nation. The intent is not to define or limit *a priori* the parameters of any such research, but rather to provide a useful tool for researchers, practitioners, advocates, and administrators undertaking studies relating to the improvement of education for Latino/a students in their local areas. A major purpose is to contextualize the framework and approaches that have been used previously by others to analyze schooling problems found in different Latino/a communities around the country. Although we include all Latinos/as in this document, we are especially mindful of new immigrants, particularly those in geographic areas where Latino/a families had not traditionally settled until recently, most notably the Southeast and Northwest (Wortham, Murillo, & Hamann, 2002). Although most data are not disaggregated according to gender, we also want to caution readers that the current available information makes it quite clear that in most areas of schooling (academic achievement, high school graduation rates, college-going rates, and so forth), females outperform males even more so than in the general population. For example, Gary Orfield documented that in 2000, nearly 59 percent of Latinas graduated from high school compared with only 48 percent of Latinos/as (Orfield, Losen, Wald, & Swanson, 2004). This is a trend worth heeding as policymakers, administrators, and teachers think about potential programs and policies that will benefit male students. More recently, Patricia Gándara and Frances Contreras (2009) reviewed data that corroborated this trend, not only in terms of high school graduation rates but also in achievement in reading, math, and other content areas.

It is our hope that this review will help guide researchers and others willing to initiate efforts to address the complex problems faced by Latinos/as in school systems both in regions of the country in which they have traditionally settled as well as in regions that are not accustomed to their presence.

The document begins with a description of the NLERAP approach to research on the education of Latinos/as in the U.S. with a focus on sociocultural and sociopolitical contexts, and a description of Participatory Action Research, or PAR, an approach to pedagogy and research that shows great promise in both promoting achievement and encouraging civic engagement. This is followed by a brief general overview of the education of Latinos/as, including both historical and demographic data and an articulation of some of the foremost challenges concerning educational attainment among the various Latino/a communities. The majority of the review addresses three specific contexts: *interpersonal, instructional*, and *institutional*. The interpersonal context describes the significance of relationships among students, teachers, and families, and also details how using a *funds of knowledge* approach (Moll, Amanti, Neff, & González, 2005) can promote the educational achievement of Latinos/as. The instructional context reviews some of the approaches, both helpful and detrimental, that have been used with Latino/a students, and what can be learned from this history. In the institutional context section, issues such as school climate, high-stakes testing, tracking, and the quality of teachers are addressed. We need to emphasize that, although we separate the paper into three disparate sections, the sections are connected and overlapping. Moreover, each of these sections addresses political issues that affect the education of Latinos/as in myriad ways. For instance, issues of inequitable school financing, privatization, surveillance of undocumented families and raids on immigrants, teacher turnover, the high-stakes nature of testing, and English Only policies are particularly relevant in the institutional section, although they are also implicated in the instructional and interpersonal sections. Scholars, for example, have found that the teacher turnover rate in some schools in California is higher than 50 percent. Clearly, such turnover will have dramatic effects on

the lives and educational outcomes of young people, particularly for those relying on public schools as a site for growth, support, and stability.

Throughout all three sections, a number of vignettes and case studies, focusing mainly on immigrant and English language learners, will be used to illuminate the issues. The paper ends with a brief set of recommendations for charting a new course for the education of Latinos/as.

The NLERAP Approach

Sonia Nieto
University of Massachusetts—Amherst

Melissa Rivera
Hunter College City University of New York

Jason Irizarry
University of Connecticut

From the start, NLERAP has been based on two major premises: one is that a sociocultural and sociopolitical approach to learning is more effective than a traditional approach, particularly in the case of populations that have historically been marginalized through their education; and the second is that research is more meaningful and inclusive when it is defined through a participatory action research (PAR) approach. Each is described below.

A Sociocultural and Sociopolitical Approach to Teaching, Learning, and Research

Because there is no such thing as a "generic" student, the NLERAP approach to research honors students' particular sociocultural realities. That is, students' cultures, languages, and experiences should be taken into account in the design, development, and implementation of research studies. This means that linguistic variations (Spanish, English, bilingualism, bi-dialecticism, and youth language) all need to be acknowledged when conducting research on Latino/as. Furthermore, because Latinos/as reflect a tremendous diversity in terms of ethnic origin, history in the U.S., race, language use, social class, and other differences, NLERAP is based on the principle that research studies must recognize both commonalities and differences in these origins and experiences. Rather than assuming that these commonalities and differences are of little consequence, studies based on NLERAP's principles recognize that sociocultural realities are an essential component of any research on Latino/as.

The NLERAP approach is also guided by a sociopolitical perspective. To view education within its sociopolitical context means to understand that education does not exist in a vacuum but instead is immersed in—and influenced by—particular political, economic, and social circumstances. This context includes both societal and school-based institutional structures, racism and other biases based on human and social differences (i.e., social class, language, sexual orientation, gender, and others), and the resultant traditions, laws, policies, and practices as well as school-based policies and practices such as ability tracking, high-stakes tests, curriculum and pedagogy, outreach to families, disciplinary policies. These policies and practices, in turn, reflect, albeit unwittingly, our society's ideas and values about intelligence, culture, and other human differences.

The belief that some groups have an inherently superior culture, while others are less worthy, is unfortunately a deep-seated ideology in our history. For example, educational research literature on the experiences of Latinos/as in U.S. schools has historically been rooted in a deficit perspective (Flores, 2005). That is, rather than focus on school factors (funding, class size, curriculum, pedagogy, outreach efforts to families, tracking, disciplinary policies, and so on) and societal factors (inadequate health care, poor housing, lack of employment and educational opportunities for families, among others) that can lead to educational failure, the lack of educational success among Latinos/as has been largely attributed to cultural, linguistic and even genetic deficiencies. This is changing as new researchers begin to focus on sociocultural and sociopolitical factors that can influence schooling. At the same time, while deficit-centered research about Latino/a students has often been done by "outsiders" (i.e., individuals who are neither Latino/a nor who have been meaningfully connected to Latino/a communities), some scholars—primarily but not only Latino/a researchers—have challenged this deficit perspective for years (Cordasco, 1998; García, 2001; Nieto, 2000a; Romo & Falbo, 1996; Sánchez, 1940; Valencia, 1997; Valenzuela, 1999).

A growing body of research demonstrates how the lack of value placed on Latino/a students' cultural, linguistic, and experiential resources has been both cause and effect of the low quality education they have received throughout their time in U.S. schools (Irizarry & Nieto, 2010; MacDonald & Monkman, 2005). For example, both Mexican Americans in the Southwest and Puerto Ricans in the Northeast, the largest groups of Latinos/as in the U.S., have endured sustained efforts to significantly compromise their access to quality education through segregation, poor quality of instruction, "sink or swim" approaches to language learning, substandard facilities, lack of representation in the curriculum, and lack of representation in decision-making, among other factors (Bucchioni, 1982; Margolis, 1968; Nieto, 2000b; Pedraza & Rivera, 2005; Sánchez, 1940; Valencia, 2002). This lack of access to quality education comprises what some have viewed as acts of violence, both physical and symbolic (Bourdieu & Wacquant, 1992).

More recent examples of educational failure have been no less evident, although hope for change is also more apparent. Participatory Action Research, another hallmark of the NLERAP approach, is one hopeful approach to teaching, learning, and research in the Latino/a community.

Participatory Action Research (PAR)

A second fundamental principle of NLERAP is that community perspectives should be included in research. This means that research needs to be collaborative, engaging diverse community members as co-researchers in an investigative and action-oriented process (Torre & Ayala, 2009). Given this perspective, a PAR approach is fundamental to how research should be conducted. As such, NLERAP's first research project on arts in education both embraced a PAR philosophy and implemented a PAR methodology with school-based educators, community-based organizational staff, and university scholars, grounding our collective efforts in five principles: to root our work in critical scholarship and sociopolitical movements, to encourage democratic participation, to facilitate co-construction of knowledge, to incorporate a creative process, and to commit to action and social justice (Rivera, Medellin-Paz, Pedraza, et al., 2010).

A PAR approach also affirms the significance of Latino/a researchers as a force for transforming education because, until quite recently, the voices and perspectives of Latino/a researchers were nearly invisible in most of the research addressing the education of Latino/a youngsters (Pedraza & Rivera, 2005). PAR has emerged as a promising practice with the potential to improve educational experiences and outcomes for students of color (Cammarota & Fine, 2008). With a focus on engaging youth in research connected to the material and socioemotional conditions of their lives, PAR "is typically undertaken as critical scholarship, by multi-generational collectives, to interrogate conditions of social injustice through social theory with a dedicated commitment to social action" (Fine, 2008, p. 213). More than a tool for inquiry solely for use by experienced researchers in the ivory tower, PAR is deeply rooted in the struggle for social justice and educational equity. According to Ginwright (2008), "With an emphasis on democratizing knowledge, fostering critical inquiry of daily life and developing liberatory practices, PAR is both an art and a method to engage youth in democratic problem solving" (p. 14). As such, many of the scholars working on PAR projects with youth have documented societal changes brought about as a result of these efforts as well as the positive impact such projects have had on students' academic and personal development.

Documenting the power of engaging youth of color in PAR, David Stovall (2006) speaks to the struggles of Latino/a and African American youth to have their voices and perspectives included in the process of school reform in Chicago, Illinois. The students in his study collaborated on a proposal for a new community high school in their neighborhood, organizing a youth collective across lines of linguistic and cultural difference, collecting data, crafting the proposal and advocating for its adoption by the school board and city council. Their innovative proposal challenged the conventional power relations that too often dominate schools where students are perceived as empty vessels waiting to be filled by teachers rather than as active contributors to various aspects of school governance including curriculum design and discipline (Freire, 1970).

In another PAR project documenting the outcomes of a multi-year critical inquiry that engaged African American and Latino/a students, Ernest Morrell (2008) convincingly documented growth among student participants as a result of engaging in collaborative research that focused on simultaneously engaging students in

activism and improving their literacy skills. As a result of this project, which took place over the summer during school vacation, students became more critical consumers of text as well as skilled producers of textural products, giving presentations from their research at various professional meetings and conferences and developing skills essential to successfully navigating school and gaining access to higher education.

Documenting the power of student voice and the impact of participatory action research as a pedagogical tool, Jeffrey Duncan-Andrade (2007) described the findings of a study of critical media literacy and urban youth. In this research, students were involved in a summer seminar building on their consumption of electronic media. The goal of the project was to develop students' academic literacies through critiques of the media and the creation of counter narratives that challenged majoritarian narratives rooted in negative, stereotypical depictions of urban youth. Students disseminated their findings in a number of venues, including local and national conferences, through presentations that incorporated various forms of media representations. The benefits of this project are not limited to the youth engaged in research, but also extend to the audiences, including pre-service teachers and community members, to which they have presented their work.

Scholars engaged in PAR serve as bridges between students and their communities, and they help students (and the educators, administrators and community members) develop the skills they need to transform themselves and simultaneously challenge systemic structures that foster inequality. Unlike other approaches to instruction and research with Latino/a students that seek to collect data to inform a body of literature (often inaccessible to the general public) in hopes that it might positively influence the work of practitioners and policy makers, PAR directly engages participants through instruction in the process of identifying problems and creating and implementing solutions to address the issue. As a pedagogical tool, it fosters the development of academic skills at the same time that it promotes positive change based on student research.

While there is a wealth of research on teaching and teacher education, very little of it draws on the experiences and recommendations of youth. Deficit-centered literature regarding Latino/a students characterizes them, their families and communities as the "problem" and as the primary impediments to their own educational and personal success. Instead of being positioned as the "problem" within school reform efforts, youth involved in participatory action research directly address the issues they have identified. The skills students develop through these field-based research projects have been far-reaching, preparing them not only to meet state standards for graduation but also making them more active, critical consumers of democracy, one of the espoused goals of public education. In these studies, PAR serves as an "activist pedagogy" (Torre & Fine, 2008, p. 23), transforming the educational landscape and positively impacting the education of Latino/a students.

In an effort to offer promising, empirically-based strategies for improving student achievement, studies based on participatory action research and culturally responsive pedagogy (to be addressed in the Instructional section) with Latino/a youth offer new possibilities for classroom practice and community uplift. The research cited in this paper does not constitute an exhaustive list, but rather is meant to highlight the potential that exists when Latino/a youth have access to academically rigorous curricula that affirms their identities and engages them in the struggle for social justice and educational equity.

A Brief Demographic Portrait

Sonia Nieto
University of Massachusetts—Amherst

A demographic portrait, with particular emphasis on school-related issues, points to the dire situation of Latino/a education. According to the 2010 Census, the number of Hispanics (the term used in government data) currently was 50,477,594 million, an increase of 43 percent since 2000, making this group the fastest growing of all ethnic/racial groups in the United States (U.S. Census Bureau, 2010). Latinos/as represent 16 percent of the total U.S. population, meaning that they are the largest so-called "minority" group in the nation. Approximately 63 percent of Latinos/as living in the U.S. are of Mexican origin, 9 percent are Puerto Rican, 3.5 percent are Cuban, 3 percent are Salvadoran and 2.8 percent are Dominican, with smaller percentages of other Central American, South American or other Hispanic origin (U.S. Census Bureau, 2010).

Over half of all Hispanics resided in 3 states: California, Texas, and Florida. Nevertheless, the growth of the Hispanic population in other regions of the nation has been dramatic. The 2010 Census documented what many cities and towns throughout the nation had already experienced: between 2000-2010, the Hispanic population grew in every region, most significantly in the South and Midwest. One reason for this increase is that the number of Hispanics in states where they have not traditionally resided is growing exponentially. For example, in 2010, 36 percent of all Hispanics resided in the South, a growth of 57 percent since 2000, or 4 times the growth of the total population growth in the South. In the Midwest, the Hispanic population grew by 49 percent, or 12 times the growth of the total population in the South.

Not surprisingly, Latino/a children make up a large proportion of the growth of the community. For example, the percentage of Latino/a children within the general population increased from 12 percent (5.1 million) in 1990 to 23 percent (12.1 million) in 2010, making this the fastest growing group of children in the country (Aud et al., 2012). By 2020, it is estimated that one in every four children will be Hispanic, and according to one report, this is already the case in U.S. preschool and kindergarten classrooms (U.S. Census Bureau, 2007). A young population, there are 17.1 million Latinos/as aged 17 and younger in the U.S., more than 23 percent of the total age group in the nation. More than 12.4 million Hispanic children attend the country's elementary and secondary schools. Nevertheless, less than half of all Latino/a children have access to early learning programs, in spite of the fact that enrollment in such programs have been proven to improve the cognitive, social, emotional, and language development of children (Department of Education, 2011).

Although growing in number, the Hispanic population is still underserved in many ways. Strength in numbers alone, therefore, does not correlate with educational progress. For example, many Latino/a children live in poverty. A 2012 report found that 63 percent of Latino/a children lived in low-income families (what the National Center for Children in Poverty describes as the "near poor"), and 32 percent lived in poverty, compared with 31 and 13 percent of White children, respectively (Addy & Wight, 2012). As a result of segregated residential housing patterns, more Hispanic and African American students attend high-poverty schools (37 percent) than do Asian/Pacific Islander (12 percent) or White (6 percent) students (Aud et al., 2012). Consequently, the educational attainment of Latinos/as remains lower than that of any other group (Aud et al., 2012).

Where students attend schools adds to the problem. Urban areas, where most Latino/a students live, tend to have school systems with crumbling infrastructures and fewer resources than suburban schools. Because about 65 percent of Latino/a students live in large urban areas, many attend schools in economically distressed communities. For instance, 37 percent of Hispanic students attend high-poverty schools, that is, schools where 76 percent or more of the students are eligible for free or reduced lunch. In contrast, only 6 percent of White students attend high-poverty schools. At the elementary level, the percentage of Hispanics who attend high-poverty schools is even higher at 45 percent, while for White students it is 7 percent (Aud et al., 2012).

English Language Learners (ELLs), who represent a significant number of Latino/a students, are especially vulnerable. Numbering 4.7 million, they are about 10 percent of the nation's students in grades K-12 (Department of Education, 2011). In fact, data show that approximately 37 percent of ELLs are behind their White peers

in math and 47 percent are behind in reading. The situation worsens as they progress through the grades: by 8th grade, 51 percent of ELLs are behind Whites in both reading and math (Fry, 2008). Specifically, 72 percent of ELLs score below basic in reading and 74 below basic in mathematics (Department of Education, 2011). According to one report, when English Language Learners are not isolated in low-achieving schools, their gap in test score results is considerably narrower (Fry, 2008). Given recent trends in dismantling desegregation efforts, the future looks grim for Latino/a students who are segregated in low-achieving schools.

The dropout rate among Hispanic students has remained stubbornly high for decades, fluctuating anywhere between 40-80 percent depending on the year (Gandara & Contreras, 2009; Nieto, 2000b). Currently, only about half of all Latino/a students graduate from high school (Department of Education, 2011). Between 1980 and 2011, while the percentage of Hispanics who had attained a high school diploma or equivalency increased dramatically, from 58 to 71 percent, it was still markedly lower than for Whites at 94 percent and Blacks at 88 percent (Aud et al., 2012). At the postsecondary level, the numbers are also alarming. From 1980 to 2011, the gap in the attainment of a bachelor's degree or higher between Whites and Hispanics had widened from 17 to 26 percent (Aud et al., 2012). Just 13 percent of Latinos/as have a bachelor's degree and only 4 percent have completed graduate or professional degree programs (Department of Education, 2011).

All in all, the lack of academic success among Latinos/as presents serious implications that reverberate within and well beyond the Latino/a population. In the sections that follow, we discuss some of these implications through three lenses: *Interpersonal Relationships, Instructional Strategies,* and the broader *Institutional Context* of schools and society.

Sociocultural Perspectives on Interpersonal Relationships in Schools

Julio Cammarota
Luis Moll
Maria Gonzalez
University of Arizona

Chiara Cannella
Fort Lewis College

> This incident happened in my junior year: I got into a confrontation with another girl and ended up getting suspended during the process. While I was still at school, I was taken into a counselor's office and was introduced to Ms. Costello. We started talking and found out that we had a lot in common. Our moms died about the same year, and I remember her saying "Oh, now I'll never forget you!" And she took a post note, wrote my name on it and stuck it on her computer. A lot of things were happening in my life at that time so, yes, it made me put a smile on my face.
>
> Anyways, time went on and I came back [to] school . . . and me and her kind of walked by each other and me thinking that she was going to stop and say "hi!" She passed right by me and didn't even notice me. But what was weird was I know she saw me because she glanced at me. . . As soon as this happened I thought to myself "what the hell!" It was so [awkward]. When this [happened], I kept thinking to myself maybe she has too many students, and she's not good with faces. Then I realize[d] that . . . maybe it was all just fake, the way she acted that day. Maybe she didn't really care, she was just doing her "job" and she will get paid anyways so why would she care if I was remembered? Even to this day, when I see her, she has never said hi once. (Cristina's field notes)

Cristina is a high school student who exemplifies the importance of interpersonal relationships for success in school. She is committed to graduating and entering a professional program to become a medical assistant. She is motivated in her classes, making sure that all of her assignments have been received and recorded for mid-semester grades. But she also reports feeling nervous and uncomfortable in nearly all of her classes.

Cristina's description of her experience with Ms. Costello epitomizes missed opportunities to foster stronger interpersonal relationships in schools, thus investing in student success. Genuine interpersonal relationships are marked by respect for students' ethnicity and race. Missed opportunities do not necessarily happen simply because any particular people in schools—administrators, staff, or, teachers—do not care about their students, but rather because institutional and administrative practices and structures too often inhibit relationships of authentic care, as Angela Valenzuela (1999) describes, among students, adults, and peers in public schools. It requires intentional work to develop meaningful relationships in spite of these dynamics. At the same time, contemporary political issues of charters, privatization, school choice, and high levels of teacher turnover mitigate against developing meaningful relationships in school and these cannot be discounted in explaining why students and teachers are often unable to establish such relationships.

Research tells us that Latino/a students (as well as students from other marginalized racial and ethnic backgrounds) succeed in educational environments that support strong social relationships (Portes, Fernandez-Kelly, & Haller, 2008; Suárez-Orozco, Suárez-Orozco, & Todorova, 2007; Valenzuela, 1999). Cristina's story illustrates the potential for positive relationships within school, and the negative effect when students lack support and care. Cristina describes how the connection between an adult in school, Ms. Costello, and her was significant, even citing how all the other difficult things in her life made that positive experience more important to her. But perhaps even more significant than the initial positive bond between Ms. Costello and Cristina was how easily it turned sour, and how severely it pained this student. The resulting betrayal further alienated Cristina from school, fueling a lack of trust that school staff truly cared for her. This alienation is consistent in

her descriptions of nearly all her classes, because "to talk in any other class is just nerve wracking," making her "nervous" that the teacher will say she has given the wrong answer, and causing her to feel "tense." This tension makes it less likely that Cristina will attend school regularly, endangering her achievement.

This section explores the importance of interpersonal relationships for facilitating Latino/a students' academic success, focusing on the way that dynamic notions of culture enhance our understanding of these crucial relationships. We discuss two types of relationships that support student success: relationships with adults in schools, and relationships with peers, family, and community members. Supportive social relationships among friends, adults, and families both in and out of school provide young Latinos/as with the grounding, knowledge and impetus to navigate the difficult waters of a highly competitive and often intolerant American society. Social scientists commonly categorize such helpful relationships as social capital (see Portes, 1998). We argue, however, that "culture"—when understood as the meaningful practices people engage in every day—lays the foundation for the development of constructive relationships and thus for the formation of social capital useful for educational achievement. Authentic interpersonal relationships recognize the role that race and ethnicity, among other identities, play in students' everyday lives. As a consequence, respect for multiple facets of students' identities help sustain students' cultural practices.

Crucial to our discussion of culture and its application in schools and beyond is that formal and informal social practices can promote or inhibit constructive social relationships. Institutional practices in particular can inhibit the development of authentic relationships and undermine students' chances to benefit from social support of their academic success. In contrast, an educational environment that promotes the cultural practices of Latino/a students engenders the interpersonal relationships among students, school staff, and parents that can lead to higher achievement. In what follows, we describe how social capital facilitates educational achievement, focusing on relationships as a form of social capital. We then describe how a comprehensive understanding of "culture" is critical for understanding how Latino/a students develop and access social resources.

Social Capital and Its Cultural Contents

When Coleman (1988) described Asian mothers buying extra textbooks for themselves to learn school lessons before they helped their children, the term *social capital* jumped to the forefront of the social sciences as well as the national imagination. A great deal of research has examined the role of social capital in school achievement (Anyon, 1997; Delpit, 1988; Fine, 1993; Lareau, 1987; Stanton-Salazar & Dornbusch, 1995; Valenzuela & Dornbusch, 1994). However, Portes (1998) argues that widespread use of the term has caused inconsistency in its definition and application. He calls for a grounding of the term social capital with a definition forwarded by Pierre Bourdieu (1986), probably the first to apply the term in contemporary sociology. Bourdieu (1986) describes social capital as "durable networks" that are formed through "institutionalized relationships" which distribute resources—whether information, ideas, or opportunities—to those with access to these networks. The power to leverage social resources is a result of a web of social capital: social networks, educational qualifications, institutional connections, and economic resources. These resources allow individuals to access public institutions in economic, educational, political, and employment realms. Bourdieu's (1986) conception of social capital focuses on its instrumentality for economic and social advancement, including education.

Bourdieu (1986) also emphasizes the cultural processes involved in the formation of social capital, which many contemporary scholars neglect in their treatments of the term. Culture entails the production and maintenance of practices, actions, and relationships that mark and sustain common aspects of identity, group membership and participation in social networks. Through shared cultural meanings and practices, members recognize other members of the same social group and hence those oriented to accessing its network. The distribution of resources among members of a social group occurs primarily through relationships formed in and through cultural practices. The institutionalization of culture and concomitant relations ensures that the network and patterns of participation in it persist over time.

This dynamic understanding of culture is in contrast with the simplified and essentialized version we so often hear about as set values, habits, and characteristics that children inherit and carry around with them like a schoolbag. In this framework of cultural determinism (González, 2008), culture is understood to dictate

peoples' actions so much so that it is used as both predictor and explanation of social outcomes. A discouragingly common example of this is the typical explanation for why Latino/a students do not score as high as White students on standardized tests: "Their families don't value education; it is just a cultural difference." This crude notion of culture too often leads to racial and ethnic generalizations, and concomitant identification of patterns of deficiency—educational, social, intellectual, or moral.

Culture is not a set of fixed behaviors, values, or habits that people of different traditions pass down to their children. Although ethnic, geographic, spiritual, and linguistic traditions are certainly important to how people construct their identities, these are neither fixed nor dictated by their "culture"; instead, we are concerned with peoples' ongoing and co-constructed social practices. This processual conception of culture in turn allows us to see social capital as adaptive and created through enduring and shifting processes of social agency. As a result, social capital can be understood as prospective, bearing the potential for on-going construction of relationships and knowledge building that support peoples' increasing ability to benefit from social institutions. Our conception of social capital is marked by adaptability, resilience, and dynamic social relationships that are mutually constructed in continuous negotiation across sociocultural contexts.

Sociocultural Capital in Latino/a Education

Constructive interpersonal relationships are crucial for success in school. When students experience support and respect from adults in their school, it increases their connection to their school, fostering higher achievement. In addition to support from adults, peer relationships can facilitate academic achievement and serve as key assets for many students. When young people are surrounded by friends who are academically oriented it increases their ability to attain success. In both cases, however, positive interpersonal relationships acknowledge and respect students' race and ethnicity.

A high level of respect for students' families, communities, and culture is one of the most effective means to tighten personal bonds among students, teachers, and parents (Cammarota, 2008; Delgado-Gaitán, 1991; McCarty & Watahomigie, 1998; Nieto, 2005; Valenzuela, 1999; Vélez-Ibáñez & Greenberg, 1992). But these relationships cannot function to encourage resilience if they challenge or denigrate the person's cultural practices or the value of their role in them. They must be consistent with and supportive of students' cultural practices and identity. The "funds of knowledge" framework (Moll et al., 2005) in which educators build on the cultures and experiences of students and their families is unfortunately another example of a missed opportunity because too often educators fail to validate and expand on the languages and knowledge that students bring to school.

Valenzuela (1999) describes well how institutional practices and structures can undermine students' existing capital, and inhibit the genuine relationships that support students' achievement. The administration in Valenzuela's (1999) study fosters an anti-Mexican environment, inhibiting substantive relationships with adults in the school, as well as the flow of intergenerational social networks.

The development of positive social relationships, and thus the acquisition of social capital, occurs through what Stanton-Salazar (1997) describes as "network orientation," or how people perceive both the value and purpose of that network and its corresponding capital. In describing network orientation, Stanton-Salazar (1997) advances our understanding of interpersonal relationships beyond common conceptions of social capital. This type of network orientation exemplifies how students may overcome constraining circumstances while positing culture as the key to equipping them to successfully negotiate mainstream institutions. But Stanton-Salazar's (1997; 2001) conceptualization excludes the myriad forms of cultural agencies and practices in which people engage as they transform their subjectivities and aspects of their orientations. This omission places at risk the crucial recognition that network orientations are mutually constructed social practices, and can be the locus of agency and cultural production.

We argue that a "network orientation" is linked to an individual's perception of their role within the cultural group, and how they see themselves as bearing potential to benefit from and, in the case of education and future economic benefits, eventually contribute to the capital available to members of the group. A fuller understanding of individual agency and cultural production are necessary to appreciate how a network orientation

is continually constructed among individuals and within groups, thus enhancing the formation of social capital.

Peer Groups, Family, and Community as Social Capital

Valenzuela (1999) argues that a nuanced cultural understanding of social capital is especially appropriate for "highlighting the effects of breakdowns or enhancements in the flow of school-related information and support" that students and their parents have access to in schools (p. 27). Yet the school administration in Valenzuela's study fostered "a powerful, state-sanctioned instrument of cultural de-identification, or de-Mexicanization" (Valenzuela, 1999, p. 161). Because of the curriculum, teacher attitudes, and administrative and language-limiting policies in the school, being or acting Mexican, including speaking Spanish, was fraught with tension; as a result, many students ultimately attempted to minimize their association with Mexican people and social characteristics. These decisions may inhibit later generations from interacting with first-generation immigrants, whose networks function as academic social capital.

Valenzuela (1999) found that a "pro-school ethos" is critical to student achievement, and is facilitated by affiliation with academically oriented peers and access to exchanges such as homework sharing, computers, and study groups. She observed that "academic competence thus functions as a human capital variable that, when marshaled in the context of the peer groups, becomes a social capital variable" (Valenzuela, 1999, p. 28).

Peer groups can serve as a major form of social capital for students seeking academic attainment. An example from our research illustrates our discussion. We identified a group of eight first-generation Latina students from a Tucson high school which we refer to as the A.N.A., for "accommodate not assimilate" (a term first used by Margaret Gibson, 1988); this is in reference to the fact that these students are accommodating the behaviors that school requires for academic success, but also identifying themselves firmly as Mexican, without assimilating to mainstream cultural or language practices (Gibson, 1988; Mehan, Hubbard, & Villanueva, 1994; Portes, Fernández-Kelly, & Haller, 2008). These students sat in the front of the class, were rarely absent, remained focused on class discussion and activities, and excelled in their research assignments. They were all academically-oriented immigrant females who were preparing themselves not only to graduate but also to enroll in college.

Several characteristics of this group mark it as a site for the development of social capital among members. They supported each other not only as friends, often discussing matters pertaining to family and personal relationships, but they also helped each other with school assignments. It was not uncommon, when one of these students questioned the teacher or indicated that they did not understand, that one or two others would lean over and explain in Spanish. They shared information about homework, college recruitment and preparation, teachers, and which classes to take. The A.N.A.'s enacted their cultural identity by always speaking Spanish, and by seeking out and including in their circle recent immigrants who might otherwise struggle to "learn the ropes" at their new school.

Members of the A.N.A. peer group reflected very different academic abilities, from students receiving top grades to those barely passing. Much of this variation may be due to differences in English fluency; those students who struggled most in their classes had emigrated here more recently and were minimally able to engage in academic discussions or writing in English. The wide range of formal academic achievement means that higher achieving students were sharing their knowledge—redistributing their social capital—among struggling students. Research has long demonstrated that ability grouping reinforces failure among so-called "at risk" students (Mehan, Hubbard, & Villanueva, 1994; Mehan, Villanueva, Hubbard, & Lintz, 1996; Oakes, 1985). This group exemplifies how peer groups can overcome structural challenges to learning, generating new capital among members of the group who need it. Regardless of formal academic success, all of the A.N.A. students were supported in their efforts at school achievement through a social network that was based on—not in spite of—their cultural identities

In addition to peer groups, networks located among family and the ethnic/cultural community may provide the emotional and cultural resources to counter the alienation and psychological distress that derive from structural antagonisms and institutional barriers. In other words, bonding culturally with others facilitates mental and emotional resilience and strengthens coping strategies; these can enable people to withstand the

structural constraints and institutional oppression that lead to adversarial stances and prevent young people from developing constructive relationships they need for institutional resources. Furthermore, communities and families can build supportive networks and provide cultural resources to break through the institutional barriers that prevent students from establishing relationships with resourceful agents. Ginwright, Cammarota, and Noguera (2005) have found that "for youth in communities, social capital is closely linked to connections with community-based organizations, intergenerational partnerships, and participation in broad networks of informational exchange about political issues, ideas, and events" (p. 33).

Teacher-Student Relationships

> In Guererra's class, I feel important. Like, he cares that I'm there and stuff . . . I don't feel like he is pushing me out like the other ones. Like the other teachers are so negative. They are like, "if you miss one more day, you won't graduate." He's not like that. He has *never* said that to me, ever. He's just, "Mija, make sure that you are doing something" you know, trying to help me…
> I feel like I do better because [Mr. Guererra] cares. That's one of the main things, why I like the class, 'cause he's not just there to get paid . . . .
> It's different in that class. Like, you feel way more um, important, than just a student in the class. (Cristina, interview)

In addition to the academically oriented peer groups that exemplify the social capital Latino/a students can develop, the interpersonal relationships they have with adults in schools are central to constructing academic identities. Given that most school time is spent in classrooms with teachers, it is no surprise that teachers represent a primary source of support – or lack of support – for academic development in schools. Teachers who develop genuine relationships with their students have a significant impact on students' academic orientation and success, as described by Cristina above.

Nieto (2005) expands the notion of a "highly qualified teacher" beyond acquiring subject matter knowledge, teaching and management skills, or a passing score on a state or national certification exam, to include the formation of relations of trust with students, especially when those students who are "vastly different from them in terms of background and experiences" (p. 7). Those types of trusting social relations may be established in a variety of ways, but generally include teachers respecting and taking an interest in the students and their particular experiences and connecting their teaching to those lived experiences, while establishing high expectations for academic learning (e.g. Rosebery & Warren, 2008).

Based on her interviews with outstanding teachers, Nieto (2005) posits several essential qualities that characterize their teaching. Among these qualities is teachers' willingness to question mainstream knowledge, whether this knowledge is found in mandatory textbooks, or otherwise sanctioned by authorities. This implies that teachers must also be constant learners, and continue developing professionally, enhancing their knowledge. A second characteristic is a disposition to love and stand in solidarity with students. As Nieto (2005) writes:

> …it seems almost maudlin to speak about [love in relation to teaching], as if it were inconsistent with professionalism and academic rigor. Yet it is well established that teachers who love their students and feel solidarity with them also develop strong and meaningful relationships with them, an essential ingredient for students' affiliation with school. (p. 206)

A third characteristic is what Nieto (2005) calls "a passion for social justice," that is, a motivation to engage issues such as racial discrimination, economic disparities, and other negative conditions in their schools or neighborhoods. It is the ideals of social justice and equity that help sustain teachers in the profession, even under difficult or foreboding circumstances, or in the face of resistance from peers or administrators to their emphasis on such principles. All of these characteristics also inform the instructional practices, or pedagogy, offered in schools, an issue to which we now turn.

Instructional Practices and Approaches

Sonia Nieto
University of Massachusetts—Amherst

Jason Irizarry
University of Connecticut

> In Guererra's class, I feel important. Like, he cares that I'm there and stuff . . . I don't feel like he is pushing me out like the other ones. Like the other teachers are so negative. They are like, "if you miss one more day, you won't graduate." He's not like that. He has *never* said that to me, ever. He's just, "Mija, make sure that you are doing something" you know, trying to help me…
> I feel like I do better because [Mr. Guererra] cares. That's one of the main things, why I like the class, 'cause he's not just there to get paid . . . .
> It's different in that class. Like, you feel way more um, important, than just a student in the class. (Cristina, interview)

As documented in the demographic data presented earlier in this review and as demonstrated through Noemi's words above, large numbers of Latinos/as have not experienced academic success as measured by traditional indicators such as high school and college completion. In addition to addressing structural barriers impeding academic success, reversing this deleterious trend involves providing Latino/a students with genuine access to rigorous and culturally responsive curricula that respond to the material conditions of their lives. Unfortunately, too many Latino/a students languish in classrooms and schools where this is not the case.

In this section, we examine some of the historical instructional approaches that have been used with Latino/a students, and we analyze the impact these have had on their educational experiences and outcomes. We also highlight some participatory action research projects and culturally responsive pedagogy as promising instructional practices that have the potential to transform students' personal and professional trajectories as well as empower them with the skills to meaningfully participate in and transform society so that it is more inclusive and just. Drawing on these approaches provides a stunningly different vision for Latino/a education than is currently the case, one that can serve as a vehicle for both personal transformation and community empowerment.

A Brief Historical Overview of Instructional Strategies Used With Latino/a Students

The educational experiences of Latino/as have been characterized, among other realities, by segregated classrooms and schools, limited access to qualified teachers, corporal punishment, and "sink or swim" approaches to language learning. Historically, for example, Mexican Americans in the southwest were prevented from attending "Anglo" schools with better facilities and curricular materials. Parents and community members organized to combat the segregation of Mexican American students, winning important legal battles in Lemon Grove, California in 1931 and throughout the southwest, marking the first victories against school segregation policies and establishing legal precedent for the 1954 Supreme Court decision in *Brown v. Board of Education* (MacDonald & Monkman, 2005).

In Puerto Rico, during some periods of the U.S. colonization of the island beginning at the turn of the 20th century, schools were forced to operate in English, a language spoken by few of the students or teachers. The schools were renamed after famous figures in U.S. history, and the school curriculum was changed to introduce Puerto Ricans to the espoused benefits of American culture (Negrón de Montilla, 1975). In fact, English was imposed as the major language of instruction until 1949, more than five decades after the U.S. acquisition of the island. The education of Puerto Ricans on the mainland United States through the mid-twentieth century was equally problematic, characterized by instructional practices based on deficit perspectives (Flores, 2005),

corporal punishment for speaking Spanish in school (Cockcroft, 1995; Nieto, 2007), and discipline practices that have limited students' access to appropriate instruction (Drakeford, 2004).

Basing their perceptions of Latino/a students on standardized test scores as well as stereotypical, racist notions of Latino/a academic capabilities, teaching practices in these classrooms were often reflective of perceived low-levels of intelligence. While students in the upper tracks were being prepared for higher education or White-collar positions in the workforce, the education of most Latino/a students prepared them for menial jobs in the service industry that provided few, if any, opportunities for upward mobility. For example, according to Cockcroft (1995), in the early part of the 20th century "the California *Guide for Teaching Non-English Speaking Children* encouraged teachers to comb their students' hair, clean their faces, and present them to the class with the words 'Look at José. He is clean'" (p. 29).

While past approaches to teaching Latino/a students may seem deplorable, there is evidence to suggest that despite efforts to change the situation, the current climate for Latino/a students is also oppressive. For example, as a result of the No Child Left Behind (NCLB) Act of 2002 – the federal legislation that purports to improve the performance of all students through the use of standardized tests – many teachers in schools labeled as "underperforming" have narrowed their curricula to focus solely on the content that will appear on the state tests. This "test prep pedagogy" (Rodriguez in Liou, 2008) approach to teaching and learning has resulted in the elimination of "specials," that is, classes such as music, art, and physical education, among others. In some schools, even science and social studies (subjects not yet included in the tests) are sacrificed. In addition, many school districts have purchased curricular materials based on "skill and drill" approaches that simulate the skills students need to pass the test while they ignoring the critical thinking and other skills that students need if they are to become active participants in a democratic society. Schooling for many Latino/a students has thus become a barrage of test preparation rather than meaningful learning. Schools that fail to make adequate yearly progress, or *ayp* (determined in part by scores on standardized tests which are fraught with problems including cultural bias; see, for example, Abedi & Gándara, 2006), are often penalized. Consequently, structural inequalities are exacerbated, making it more difficult, if not impossible, to provide students with the same facilities and resources as their more privileged peers.

The stated goal of NCLB – to close gaps in achievement between White students and "minority" students – is a positive one. Yet, because of its focus on testing and Standard English literacy, NCLB has been particularly harmful for recent Latino/a immigrants for whom English is not a primary language (Rodriguez, 2007). Although NCLB is a relatively new law, it has had a devastating impact on instructional practices, and has resulted in metaphoric leaks along what some scholars have referred to as the "educational pipeline" (De Jesús & Vázquez, 2005; Yosso, 2006), further exacerbating the dropout crisis and low achievement levels described earlier.

While the situation is dire, there have been rays of light within an otherwise dismal picture. An emerging body of literature highlights the journeys of Latino/a students who have been able to successfully navigate the system (Antrop-González, Vélez, & Garrett, 2005; Conchas, 2006; Gándara, 1982; Gándara, 1995; Irizarry & Antrop-González, 2007). This literature challenges deficit perspectives regarding Latino/a students and families, making important contributions to our understanding of underachievement by examining factors that might instead foster high academic achievement. These factors include some of the social and cultural support networks described in other sections of this paper. Understanding the factors that contribute to student success can help researchers and practitioners create learning experiences that promote achievement among Latino/a students. In what follows, we discuss several promising practices and innovative approaches to Latino/a education.

Promising and Innovative Approaches to Latino/a Education

Numerous research projects have documented the adverse impact of schooling on Latino/a students (Conchas, 2001; Portes & Rumbaut, 1996; Quiroz, 2001; Trueba, 1998; Valdés, 2001). Several studies point to specific aspects of schooling – including culturally insensitive teachers and administrators, curriculum that is disconnected from the histories and lived experiences of Latinos/as, and poor learning environments – as root causes for Latino/a underachievement (McQuillan, 1998, Nieto, 2007; Noguera, 2007). As a result of these conditions, Latino/a students are often disengaged, alienated, and disconnected from school. At the same time,

throughout their history in the U.S., Latinos/as have challenged institutional forms of oppression in the schooling of their children, resulting in research-based, promising approaches. More recently, scholars in the fields of participatory action research and culturally responsive pedagogy have documented the findings of their work, offering new possibilities for Latino/a education. Although not widespread or systematically implemented, there is empirical evidence to suggest that these approaches have positively influenced the educational experiences and academic outcomes of Latino/a students.

Culturally Responsive Pedagogy and Latino/a Students

A promising practice gaining traction within schools serving Latino/a students is culturally responsive pedagogy (CRP). Also referred to as *culturally relevant* (Ladson-Billings, 1994), *culturally congruent* (Au & Kawakami, 1994), and *culturally sensitive pedagogy* (Jacob & Jordan, 1987), this kind of pedagogy refers to the effective instructional implementation of multicultural education, building on students' cultures to promote their academic achievement. The work of Ana María Villegas and Tamara Lucas (2002) offers a vision of culturally responsive teaching by describing the characteristics they believe teachers should embody. According to their research, culturally responsive teachers: 1) *are socio-culturally conscious*, meaning that teachers understand that peoples ways of being and thinking are influenced by a variety of factors including race, class, gender and language; 2) *have positive views regarding students from culturally and linguistically diverse backgrounds*; 3) *act as agents of change*, embodying a sense of commitment and skills to using teaching as a platform for engaging students in social change; 4) *have constructivist views of learning* where students are encouraged to make meaning of their experiences and academic content; 5) *know their students well* and affirm the "funds of knowledge" (Moll & Gonzalez, 1997) that are present in their students' communities; and 6) *are able to incorporate the knowledge of the students, families and communities* they serve into their teaching. Villegas's and Lucas's (2002) comprehensive overview provides a clear goal for teachers and teacher educators and offers strategies to lessen the cultural conflict that can emerge between teachers and students in diverse classrooms.

Certainly, CRP has the potential to positively influence the education of students, particularly for those whose cultural identities and histories have been maligned or completely disregarded by schools (Nieto, 1998). However, it is imperative that conceptualizations of culture as it relates to CRP remain fluid and multidimensional and avoid essentialization. Notions of fluidity and cultural hybridity have characterized the literature regarding culturally responsive pedagogy for Latino/a students. For example, *centering pedagogy*, a framework introduced by Carmen Rolón (Nieto & Rolón, 1997), "consists of instructional and curricular approaches that begin where students are at—experientially, cognitively, psychologically, and socio-politically—in order to move them beyond their own particular experiences" (Nieto, 2003, p. 54).

To address the fluid nature of culture, Kris Gutierrez and Barbara Rogoff (2003) use a cultural-historic approach to help "researchers and practitioners characterize the commonalities of experience of people who share a similar cultural background, without 'locating' the commonalities within the individual" (p. 21). This perspective deliberately describes culture not as a set of fixed traits or immutable characteristics but instead focuses on *cultural practices*. Essentializing culture and further marginalizing members of cultural groups that have been oppressed, they argue, can be avoided by understanding how group members' participation in fluid cultural practices of various communities and their distinct histories and experiences help *shape* – although they do not *determine* – their identities.

Recent research by Jason Irizarry (2007) describes practices that Latino/a students have identified as culturally responsive. Drawing from data collected through classroom observations and in-depth interviews with a group of Latino/a high school students and their African American teacher, Jason Irizarry (2007) posits that culturally responsive pedagogy must be more broadly conceptualized to address the cultural identities of students who have complex identities because of their experiences with peers of many varied identities, those whose urban roots have resulted in hybrid identities, and those who are multiethnic/multiracial.

Although much of the research literature regarding culturally responsive pedagogy focuses on single-group studies (i.e. Mexican-Americans or African Americans), Irizarry (2007) suggests a framework for culturally responsive pedagogy that is rooted in a view of culture as fluid and multidimensional, that is, one that acknowledges

the diversity within and across cultural groups and accounts for the development of hybrid identities. This view of culturally responsive pedagogy calls for teachers to move beyond treating cultural groups as monolithic entities and develop approaches to teaching that acknowledge, affirm and respond to the various sources from which individuals draw to create their identities.

Attempting to explain the low levels of achievement among Chicano students, Enrique Trueba (1991) found that there is a relationship between the support of students' language and culture and their school adjustment. He conducted research in two underperforming school districts in southern California and focused on developing culturally appropriate methodologies for teaching English. In his research, Trueba (1991) found that the teachers in the study, the majority of whom were White monolingual English speakers, had negative views about the potential of their students and did not believe the students could be successful. Nevertheless, when the classrooms were reorganized into smaller communities within the larger class context and built on issues that were important to the students in their writing assignments, students acquired essential literacy skills and made positive changes in their schools and communities.

In addition to documenting the academic benefits of culturally responsive pedagogy, Menchaca (2001) found other positive impacts of a culturally relevant curriculum. Illustrating culturally congruent lessons for Mexican American students, Menchaca (2001) integrated content related to the Mexican American experience in language arts, health, science, and social studies. This included, for instance, using familiar foods in a health lesson about food groups and drawing on students' familiarity with Mexican flora and fauna in teaching science. Like all of the scholars in this review, Menchaca (2001) asserts that learning is most meaningful when it is connected to, and reflective of, the experiences of the learner.

In sum, culturally responsive pedagogies that account for the fluid and multidimensional aspects of culture have the potential to improve the academic achievement, sense of efficacy, and feeling of belonging of Latino/a students. The studies mentioned here, as well as others (Moll, 1992; Wortham & Contreras, 2002), focus on foregrounding the cultural knowledge in Latino/a communities to foster the academic and personal success of students. While still an emerging body of research, CRP suggests that as teachers search for strategies to improve student achievement, it is imperative that their approaches build on students' cultural identities and the strengths students bring with them to the classroom.

Examples of PAR as an Instructional Strategy

Youth Participatory Action Research (YPAR) is emerging as a potentially transformative pedagogical approach with Latino/a students. Notably, the work of the Social Justice Education Project (SJEP), located at a high school in the Tucson Unified School District (Romero, Cammarota, Dominguez, Valdéz, Ramírez, & Hernández, 2008) enrolls students across three different high schools in a series of credit-earning social science courses aimed at addressing the educational, personal and professional needs of Latino/a students. Using a critical pedagogical framework (Freire, 1970), the project engages Latino/a students in the study of structural issues that impede their access to quality education and obstruct their full participation in civic life. Through participation in SJEP, students conduct research and present their recommendations for addressing issues of social injustice at various community engagements as well as academic conferences and professional meetings. The sites for research include neighborhoods, schools, peer groups, and workplaces so that the students' social contexts are key milieus for study and analysis.

The knowledge gathered in their analyses is not limited to cultural aspects, but also emerges from understanding how social relationships may impede or enhance their life chances (Cammarota, 2007; Cammarota, 2008; Ginwright & Cammarota, 2007). SJEP's social justice orientation fosters the formation of academically orientated social networks that build on students' cultures to advance school achievement. Contrary to conventional compensatory programs that seek to increase academic achievement by focusing on institutional literacy, the success of this program comes from its explicit embrace of students' home cultures and their intellectual capacities to bring social change to schools and communities.

Another YPAR project engaging Latino/a youth is illustrated in research by Jason Irizarry (2009). Dubbed Project FUERTE (Future Urban Educators conducting Research to transform Teacher Education), participants

in this research collaborative critically examine the quality of education in urban schools and develop research-based recommendations aimed at improving the educational experiences, opportunities, and outcomes for students who have been traditionally underserved by schools. A significant feature of the project is to encourage students of color to consider teaching as a profession. Project FUERTE, therefore, not only aims to transform the preparation of teachers but also to diversify the teaching force by "home-growing" teachers of color for urban schools. Student researchers participating in the project are enrolled in a social science elective course entitled Action Research and Social Change, where they learn skills in conducting research that will simultaneously enhance their academic skills and address issues related to the material conditions and socio-emotional aspects of their lives. Class sessions and assignments focus on generating research questions and learning the skills necessary to answer them. Students are encouraged to draw from a variety of "funds of knowledge" including, but not limited to, existing research in their areas of interest, various electronic databases, and community resources. A primary goal of the course is to familiarize students with the conventions of ethnographic research as a means of exploring the ways in which power and opportunity manifest themselves in urban schools and to consider the implications of their findings for teacher education.

The findings from both of these studies identify and challenge those policies and practices that serve to limit opportunities for personal and academic success among Latinos/as. The work of Romero et al. (2008) and Irizarry (2009) also document positive outcomes for student participants, including increases in academic achievement and the development of critical consciousness. Instead of being positioned as "problems" within school reform efforts, Latino/a student participants in the aforementioned YPAR projects are assets, asserting themselves in decision-making processes that directly impact – yet typically exclude – youth. Moreover, because they are grounded in schools, these projects offer potentially libratory spaces within institutions that have, by and large, underserved Latino/a students and families.

Institutional and Structural barriers to Latino/a Achievement

Angela Valenzuela
Emmanuel Garcia
University of Texas—Austin

Harriett Romo
Beatrix Perez
University of Texas—San Antonio

Luz María was a female Mexican immigrant in the all-English, regular track in a Houston, Texas high school. She worked after school as an apprentice in a flower shop. As a gifted musician and an A and B student in her senior year with a 3.0 grade point average, she was set to be the first of her entire extended family to have ever attended college. Luz and her group of musician friends had all planned to leave home together to attend Texas State University in San Marcos, Texas. Leaving home as part of a group was the only way her parents would agree to the idea of her going to a college outside of her home town. However, Luz's plans were derailed when she failed to pass Texas' standard exit exam after multiple attempts. Even after taking remedial test-prep courses for two consecutive semesters, Luz failed the reading portion of the state exam. Luz María not only lost the opportunity to go to college, but she also never graduated from high school despite having earned all of her credits and otherwise meeting the necessary course-related requirements for graduation.

The case of Luz María demonstrates how even academically outstanding, talented, and mature Latino/a youth can fall victim to rigid institutional and structural policies, practices, and barriers. The problem of low academic attainment for Latino/a students may be a result of the situation at the K-12 levels, a situation that is beyond the control of students or their families (Martínez, 2003). Analyses of school success must take into account the social and political hierarchies in schools, school systems, and communities, as well as the economy and class-based institutional resources, such as living wage, adequate housing, and associations with economically stable social networks that influence educational opportunities and outcomes (Stanton-Salazar, 2001). While there are many institutional and structural barriers that can impede academic success for Latinos/as, we focus here on just some of the most salient obstacles including particularly through the No Child Left Behind law; the impact of poverty on achievement; the dropout crisis; teacher quality; special education; and immigrant and language issues. Many students, discouraged and defeated by these barriers, drop out of school before graduation or decide not to continue onto higher education. Others overcome these obstacles by sheer determination, assistance provided by educational or community programs, or the interventions of caring teachers and administrators. Eradicating these structural barriers and policies is a critical component for Latino/a school success and warrants further investigation into how such obstacles operate and how they can be effectively mitigated, overcome, and eliminated.

To be clear NCLB was not the first instance of this high-stakes testing logic at the federal level. Still it does serve as the culmination of this school reform rationale. In addition, while examining the act and its effects, we should keep in mind the limitations of federal intervention and the predominant role of the states within the education policy-making system.

The No Child Left Behind Act (NCLB): Accountability and the Testing Regime

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind Act of 2001, reauthorizing the Elementary and Secondary Education Act (DOE, 2002). The federal education act marked a historic reform of the public education system based on four key pillars, namely, accountability, school choice,

flexible usage of federal funds, and an emphasis on practices and programs deemed to be effective by "scientifically-based research" as defined rather inflexibly by NCLB (DOE, 2004). While these pillars may seem an appropriate and adequate basis for school reform, several of the act's guidelines impose an unnecessarily rigid system that has deleterious consequences for many Latino/a youth. For example, if schools do not make adequate yearly progress after five years, they must make dramatic changes to the way the school is run or risk closure (DOE, 2004). Along the way, parents have the option to transfer their child from failing schools to better-performing public or charter schools (DOE, 2004). These principles hold serious complications for schools in minority communities that have historically been inequitably funded and understaffed, and where families often feel marginalized. To be clear, NCLB was not the first instance of this high-stakes testing logic at the federal level. Still, it does serve as the culmination of this school reform rationale. In addition, while examining the act and its effects, we should keep in mind the limitations of federal intervention and the predominant role of the states within the education policy-making system.

The intense focus on standardized test scores leads to the use of a single indicator of school performance as the basis of what makes a good school. Add to this the punitive measures imposed on school districts when scores are low, and we have an environment in which the pressure to improve is transferred through the education system to teachers and students (McNeil, 2000a). At the classroom level, these pressures inadvertently foster a shift from the teaching of content to the teaching and learning of how to take a standardized test (McNeil, 2000a; McNeil &Valenzuela, 2001; Valenzuela, 2005), thus creating a perverse incentive to narrow curricula in order to concentrate on improving test scores and inhibiting the development of innovative pedagogical practices. The result is immense pressure on school administrators to raise test scores at the expense of curricular goals and approaches that add depth to, and diversify, students' learning experiences. Such an environment leads to disproportionate student disengagement in learning, resulting in high dropout rates, particularly for minorities and impoverished youth.

In many schools across the nation, NCLB's focus on testing and strict measures of accountability have resulted in the abandonment of approaches to education that build on students' cultures and native languages, such as dual language and other bilingual education programs (Capps, Fix, Murray, Ost, Passel, & Herwantoro, 2005; Fine et. al., 2007). Critics of NCLB and its impact on Latino/a students in general, and on English language learners in particular, have not sought to lower the standards or release schools from their responsibility to educate all students to high levels of achievement. Rather, they have called upon legislators and school administrators to pay more attention to the quality of education that students receive and the conditions under which they learn (De Cohen & Deterding, 2005; Darling-Hammond, 2007).

Rather than focus on tests that do little to improve the quality of education, we suggest that other institutional issues, both in and outside of school, need to be addressed. These include poverty, the dropout crisis, teacher quality, and special education and language issues, all of which are described below.

Poverty and Achievement

It is clear that numerous institutional trends, practices, and policies beyond the control of students and their parents influence achievement, the effectiveness of instruction, and the social development of youth. But demographic and economic trends such as poverty, racial and ethnic diversity in schools, mobility, as well as homelessness and other social patterns, also affect schools and students (Cunningham, 2003). For example, migration patterns bring increasing numbers of immigrant students to schools that are ill equipped to serve their needs. Also, a disproportionate number of minority youth are negatively affected by unstable housing and inadequate funding of public schools.

As children are forced into a cycle of movement from school to school, residential instability due to inadequate and unaffordable housing leads to school mobility. Poverty contributes to homelessness and to the placement of children in foster care. In addition to the emotional challenges they face, homeless and foster care children also confront academic challenges because the curriculum often changes from school to school (Fantuzzo & Perlman, 2007). Children in multiple foster care placements are especially vulnerable as they experience frequent school mobility when they are moved between foster homes, group homes, shelters,

and treatment facilities (Titus, 2007; Conger & Finkelstein, 2008). In addition, movement between schools interrupts young people's ability to build caring relationships with teachers, mentors and peers. Adolescents, in particular, are often reluctant to form friendships at school if they know they will be moving again (Julianelle & Foscarinis, 2003).

Minority children are overrepresented in homeless and foster care populations and have been traditionally underserved by child welfare agencies (Church II, 2006). In addition, Latino/a foster care children may be further disenfranchised if their foster parents lack cultural awareness and knowledge of the unique situation and background of their foster children. These placements may also lead to diminished social networks in the school setting (Church II, 2006). Inappropriate academic placements can also further marginalize Latino/a foster children. A former foster youth explained her placement in special classes and how it affected her academically: "They put me in these behavioral program classes and it was a downfall because I got behind in subjects and I was exempt all the time. It was easier for me to graduate because they exempted me (from the state test required for graduation)... It was pretty bad." She continued, "…I'm still behind. I think I'm behind because I think I would have been all caught up, but they put me in those classes…" (Perez & Romo, 2009a).

The Dropout Crisis

Dropout rates have been another persistent and thorny reality in the education of Latinos/as for many years (Margolis, 1968; Orfield, 2004). According to the National Center for Education Statistics, or NCES (2006), the dropout rate among Hispanics is 28 percent, compared with 7 percent for Whites and 13 for Blacks. The numbers are even bleaker for foreign-born Hispanics: in 2007 the status dropout rate for Hispanics 16- to 24-year-olds who were born outside the U.S. was 34 percent—higher than the rate for native-born Hispanics (11 percent) (NCES, 2010). The dropout rate among Latinos/as has remained consistently high for over the past half century, in some cases nearly 80 percent, depending on how the rate is determined (Nieto, 2000a).

Each year in growing numbers and at an alarming rate, Latino/a students across the country fail to complete high school "on time" or obtain a General Educational Development (GED) certificate. However, because the dropout rate is calculated in very different ways across local, state, and federal agencies, there is little consistency in statistics. According to a study released by The Civil Rights Project (CRP) and the Urban Institute in 2004, while the graduation rate for White students is 75 percent, only approximately half of Black, Hispanic, and Native American students earn regular diplomas alongside their classmates (Orfield et al., 2004). According to Gary Orfield, the report's lead author, "Because of misleading and inaccurate reporting of dropout and graduation rates, the public remains largely unaware of this educational and civil rights crisis" (Orfield et al., 2004). Educational research and personal narratives emerging from the Latino/a community suggest that dropout rates may in fact be underreported because many youngsters drop out before high school, while others are either undercounted or not counted at all, including those in juvenile detention and those who are undocumented, among others (Conchas, 2001; Noguera, 2003; Valencia et al., 2002).

These national trends are exacerbated when we focus on particular regions and states across the country. In the southern states of Florida, Georgia, Louisiana, Mississippi, and North Carolina, graduation rates in 2002 reportedly ranged from a high of 85 percent in North Carolina to a low of 61.8 percent in Georgia (Wald & Losen, 2005). When the Cumulative Promotion Index (CPI)[1] was used, the graduation rates for these states sank well below these official estimates. Similar to national trends, the CPI method revealed that Black and Latino/a students fared worse than their Anglo counterparts. In Georgia, the rates for Blacks, Latinos/as and Native Americans were all below 50 percent (Wald & Losen, 2005).

In the state of Texas, the dropout rate hovers around 33 percent, which is about 20 points higher than official statistics compiled by the Texas Education Agency (Scharrer, 2007). In the class of 2005, more than 119,000 Texas students failed to graduate (Gottlob, 2007). Given the history and high dropout rate among

[1] The Cumulative Promotion Index (CPI), was designed by Christopher Swanson. The method is based on the combined average success of groups of students moving from ninth grade to tenth grade, from tenth grade to the eleventh grade, from eleventh grade to twelfth grade, and from twelfth grade to graduation, at the district and state level. The method sees graduation as an incremental process and allows for comparisons across years, districts, and states.

Latinos/as in the state, as well as the fact that 87 percent of the net increase in the Texas population (and two-thirds of its labor force), is projected to be people of color, we can understand why scholars say that, "Texas must invest in the socioeconomic improvement of its minority populations…" (Murdock et al., 1997).

California reports a robust overall graduation rate of 86.9 percent, but when the CPI method is used, the 2002 overall graduation rate was 71 percent (Civil Rights Project, 2005). The graduation rates in individual districts and schools, mainly those with large proportions of impoverished and minority youth, reflect dangerous national trends. Sixty-four percent of all students in central city districts graduate with regular diplomas (Civil Rights Project, 2005). Racially segregated districts fare no better; only 65 percent of students in segregated districts graduate compared with 58 percent when the metric used is socioeconomic class (Civil Rights Project 2005). According to Julie Mendoza of the University of California All Campus Consortium on Research for Diversity (UC/ACCORD), "Black and Latino/a students are 3 times more likely than White students to attend a high school where graduation is not the norm and where less than 60 percent of ninth graders obtain diplomas four years later" (see Civil Rights Project, 2005). In the state's largest district, Los Angeles, only 48 percent of Black and Latino/a students who start 9th grade complete grade 12 four years later (Civil Rights Project, 2005).

Despite the grim news of the dropout situation across the country, several policies and programs have an opportunity to stem the tide and possibly reverse these dangerous trends. In the 80th session of the Texas State Legislature, the state approved the passage and implementation of House Bill (HB) 2237. The bill was the legislature's combined effort to attempt to reduce the dropout rate and begin to obtain more reliable data. HB 2237 provided $140 million dollars to fund a variety of programs in the preparation and continued education of teachers, dropout prevention, and college readiness (García, 2008). At the core of several of the grant programs was a concept of partnership across the public and private sectors, including local businesses, community organizations, institutions of higher education, and local school districts. Among these programs was a micro-grant program of extra-curricular activities (Section 29.095 of HB2237) developed by the Office of the Speaker of the House and the Texas Center for Education Policy (TCEP) at the University of Texas at Austin (García, 2008). The grant program provides state and local funding for extra-curricular activities that enroll "at-risk"[2] youth. Its structure provides the opportunity for teachers to employ innovative activities that engage these youth and facilitate the development of support structures (García & Valenzuela, 2007). While HB 2237 is certainly not perfect by any means, and it did not address the tough issue of inequities in public school finance or the often perverse pressures of testing and public school accountability, it nevertheless serves as a building block for a concerted effort to improve schools and reduce the dropout rate. Still, no one bill or strategy alone can deal with the magnitude of the challenge ahead of us. Systemic reform will require much more than a few innovative grant programs.

Teacher Quality

Teacher quality has serious consequences for Latino/a children. In fact, some experts have concluded that much of the low achievement blamed on children and parents is actually the result of depriving the neediest students of the best-qualified teachers (Darling Hammond, 2000, 2004b). Overall, the quality of a school's teaching staff is an organizational property that varies across schools and is strongly related to differences in student achievement and growth (Heck, 2007). A Tennessee study has demonstrated that teacher effectiveness is the single most powerful factor in student achievement, 10 to 20 times as significant as the effects of other factors affecting student academic gain (Haycock, 1998). In another study, consistent effective teaching resulted in a gain of more than 35 percentile points in reading test scores with similar gains in math scores (Sanders & Rivers, 1996). The researchers attributed a difference of a full 50 percentile points in math test scores to teacher effectiveness.

Other teacher-related issues that influence children's achievement are lack of experience, salary gaps, and high turnover. The lack of preparation and inexperience of teachers in urban schools contributes to students' poor academic outcomes and has been referred to as the "teacher gap" (Cunningham, 2003). Barth

[2] This study acknowledges that terms such as "minority", "limited English proficiency", "dropout", and "at-risk" have negative connotations and are demeaning to the groups they describe. These terms will be used only when used in the original research or report cited.

(2000) revealed that schools with higher concentrations of Latino/a and African American students had teachers with lower scores on certification exams, less experienced teachers in the classroom, and a higher number of uncertified teachers as compared to more affluent White schools. Hispanic, African American, and low-income students are most likely to be assigned teachers who do not know their subject matter very well or who are not certified (The Education Trust, 2008). They also tend to be unprepared to teach English language learners. In a letter to President Obama before he took office, the Institute for Language and Education Policy (ILEP, 2008) reported that 43 percent of U.S. teachers had English language learners in their classrooms, yet only 11 percent of them were certified in bilingual education and only 18 percent were certified in English as a Second Language. The ILEP (2008) concluded that, "expertise in second-language acquisition, multicultural awareness, and effective classroom practices are largely lacking among staff responsible for educating these students." In addition, when urban schools use less prepared teachers, long-term substitutes, and alternatively certified teachers, students are recipients of lower de facto funding (Reyes, 2003). In New York, for example, highly qualified teachers tend to transfer or quit due to challenging conditions in large urban schools as compared to those in affluent suburban schools (Lankford, Loeb, & Lankford, 2002).

One parent interviewed in a study of a parent-school collaboration in an urban school district serving primarily Latino/a students noted that some of the teachers assigned to urban schools have little experience and understanding of the obstacles facing urban and migrant students:

> "I think some of the teachers that are from this area understand it, because, of course, they grew up here, and then some of the teachers who have recently come here, they're slowly getting used to it. But I think there are still others that don't really understand. How can I put it? I think some of the teachers don't understand where these kids are coming from, and even though they try to figure it out, it's just not clicking. A lot of the teachers are from, you know, nice families with good money and they don't have to worry about the same things these kids are worrying about, so they don't think about it when they are here." (Romo et al., 2008)

The majority of pre-service teachers in the U.S. are White females and, because of the increased segregation of the nation's schools, they are likely to have had little personal experience with ethnic or racial minorities in their own schooling. Research by Marx (2003) using data from stories teachers told about their teaching demonstrated that many new teachers' altruistic intentions were undermined by an uncritical embrace of covert racist ideologies and deficit thinking. Teachers who have had little contact with Latino/a families are unlikely to understand the rich support of social and family networks that exist in Latino/a communities. On the other hand, culturally competent teachers can incorporate students' "funds of knowledge" into the classrooms (Moll, González, Amanti, & Neff, 1992).

As mentioned previously, the work of Angela Valenzuela (1999) introduced the notion of "subtractive" schooling, that is, schooling in which policies, practices, school staff, and teachers ignore or devalue the home culture and linguistic knowledge of Mexican origin students, thus effectively stripping them of much of the social and cultural capital, potential, and perspective that they could bring into the classroom. She demonstrated the importance of teachers and institutional structures that value and actively promote positive connections between teachers and students, as well as among students themselves. She noted that this sense of authentic caring is especially important when it is directed toward students who are culturally different from the majority. Friendly institutional structures and effective administrators and teachers are instrumental in establishing a culture of caring and effective schooling. Family-like school environments created by teachers and school staff contribute to students' "sense of belonging" (Nieto, 1998) and enhance the importance of caring teacher-student relationships.

Rather than blame students and their families, effective schools and teachers work with communities and families to achieve student success (Cortina, 2003). They build pride in identity into strategies that reinforce academic and social growth and that support the cultures, languages, and diversity that students bring to their schools. These culturally responsive teachers understand that schools and teaching styles need to accommodate the needs of students.

A program at the University of Texas at San Antonio gives Head Start teachers who understand the cultural and linguistic barriers faced by the lowest income students an opportunity to become better-qualified in terms of formal credentials and knowledge while earning Associates and Bachelors degrees. The program helps these culturally sensitive teachers overcome structural barriers of attending college (barriers such as tackling on-line registration, consulting with academic advisors, structuring degree plans, applying for financial aid, and choosing classes) so that they can be successful in higher education. Many go on to graduate with honors and return to their classrooms better prepared to teach. The majority of these teachers experienced structural barriers in earlier schooling or lacked financial supports to attend college. Support services, a family-like learning community, and caring staff helped them overcome obstacles that would have prevented them from becoming successful certified teachers.

The Puente Project in California provides a model of a caring high school environment. This program identified five bridges to students' success: family involvement, culturally enriched teaching and intensive instruction, counseling, mentoring, and positive peer support (Cooper, 2002). The success of Puente 9th and 10th grade students demonstrates that programs that incorporate student and community cultures, high expectations for all students to succeed, increased levels of skills and competencies, and social capital (i.e., bonding of students to each other, teachers, counselors and administrators) can help alter tracking systems and ultimately improve student achievement (Cazden, 2002). This program shows how positive schooling experiences are a collaborative effort by a complete team of students, parents, teachers, administrators, and community agencies.

Special Education

The misdiagnosis and identification of Latino/a students in special education has been a long-term concern. In fact, research has revealed that Latino/a students are six times more likely than the general student population to be placed in special education programs (Medina & Luna, 2004). Latino/a students are also more likely to be incorrectly assessed as mentally retarded or learning disabled (Fletcher & Navarette, 2003). Overall, the literature points to a key structural factor, the racial composition of school districts, as the most powerful indicator of special education enrollment. Predominantly White school districts hold higher percentages of minorities in special education than large minority districts (Fletcher & Navarrete, 2003). This suggests that cultural and linguistic responsiveness need to be addressed in appropriately identifying students with learning disabilities. Specifically, García and Ortíz (2006) and Fletcher and Navarrete (2003) all emphasize the importance, as well as the unique challenges, of understanding student sociocultural, linguistic, racial/ethnic and other background characteristics throughout the evaluation process.

Timely support systems are critical for struggling learners and may reduce inappropriate special education referrals. Prevention and intervention can help resolve the problem of academic difficulty caused by factors that are not true learning disabilities, such as differences in culture and language (García & Ortíz, 2006; Medina & Luna, 2004). According to Pérez et al. (2008), it is essential to examine identifying criteria, definitions, and the appropriateness of assessment tools used to determine eligibility for special education assistance, particularly when assessing English language learners. Historically, learning disabilities have been tied to biological and neurological issues, thus placing the onus on the child and the family. On the other hand, Fletcher and Navarette (2003) argue that this is a misguided assumption as other factors such as language development and acculturation are also at play. Medina and Luna (2004) found that Latino/a students in special education classes were largely disengaged and disenchanted with their schooling experiences and experienced alienation, disinterest, and anxiety. Pérez and colleagues (2008) have also raised concerns about special education placements that move students to separate classrooms, similar to those in English as a Second Language programs, because this placement may lead to isolation from mainstream populations.

For Latino/a students with real special education needs, lack of services may be an equally troubling problem. This is illustrated by Ramírez (2005) who described the case of an immigrant mother determined to have her child evaluated for services. Esperanza, an El Salvadoran immigrant, experienced failed attempts to have her second-grade daughter tested for special education and ESL placement and was told by school administrators that her child should be placed in regular classes to help her learn English. Attempts to address

her daughter's academic deficiencies were met with inaction by teachers and staff. Moreover, appointments were rescheduled without her knowledge, causing a loss of wages on several occasions, and misunderstandings and miscommunication occurred when there were no interpreters at school meetings. Immigrant and low-income parents such as Esperanza often encounter similar barriers as they learn to advocate for their children's' education. Esperanza's child did not receive appropriate assessments until she entered the 9th grade, at which point she was far behind academically.

The story of Diego told by Ruiz, Vargas and Beltrán (2002) highlights the complex factors associated with bilingual Latino/a students in general and with special education assessments and placement in particular. Diego arrived as a second grader from Guatemala and was placed in a kindergarten class in East Los Angeles. He completed kindergarten and first grade and was labeled as both "a non-English and a non-Spanish speaker." Although his second grade teacher recognized than he knew more than he was producing academically, Diego did not receive special education referrals until the third grade and was not assessed until fourth grade. An Optimal Learning Environment project worked with bilingual teachers to implement research-based literacy instruction and immersed Diego in interactive literacy routines. After much reassurance from staff, Diego's writing skills began to develop and his confidence increased. He gradually began speaking and became more actively engaged in learning.

Immigrant and Language Issues

The English language learner (ELL) subgroup of the Latino/a student population is part of an impressive demographic shift throughout the United States (Capps, Fix, Murray, Ost, Passel & Herwantoro, 2005; Murdock, 2006; Murdock et al., 1997). English language learner youth may be immigrants, migrants, or native-born students. One in five U.S. school-age children are the sons and daughters of immigrants (U.S. Census Bureau, 2001) and 40 percent of foreign-born youths attending school were officially designated as students with limited English proficiency, classified as LEP (Ruiz de Velasco & Fix, 2001). English language learners across the country have endured low academic achievement, poor performance on standardized exams, and a high dropout rate (Vásquez Heilig & López, 2008; Darling-Hammond, 2004a; Gándara et al., 2003; Rumberger & Thomas, 2000; Valenzuela, 1999, 2005). These students often deal with a learning environment characterized by critical shortages of teachers specifically trained to serve them, inadequate instructional materials, low teacher expectations, a lack of cultural sensitivity, and a high-stakes accountability system that leads to a narrowing of curricula (Crawford, 2004; Hampton, 2004; McNeil, 2000a, 2000b; McNeil & Valenzuela, 2001; Valenzuela 1999).

Students with limited English proficiency are nearly twice as likely to live in poverty and tend to be more geographically mobile than their peers (U.S. General Accounting Office, 1994). They are less likely to graduate than the general student population (Rumberger, 2003; Titus, 2007). Geographically mobile students, such as migrants living in poverty and homelessness, experience high rates of absenteeism, thus lagging behind their peers academically (Núñez, 2001). In addition, students who experience high mobility and extreme poverty also experience deficits in health and nutrition and face inadequate study space that limits their ability to learn (Ashiabi, 2005; Keogh, Halpenny, & Gilligan, 2006). Furthermore, lack of fluency in English, as well as economic and time constraints, may inhibit parent involvement in their children's schooling (Saenz et al., 2008). These issues may be exacerbated for rural ELL youth (Saenz et al., 2008).

The unique task of mastering academic knowledge and skills while simultaneously acquiring a second language poses a substantial hurdle for ELLs (Baker, 1993). A language student tends to take between 5 to 7 years to acquire native language fluency and the task becomes even more difficult for secondary youth (Cummins, 1981; Thomas & Collier, 1997). These difficulties are compounded for foreign-born immigrant students. As a result, youths from 16 to 19 years of age are significantly more likely to drop out of high school than their U. S.-born peers (Tienda & Mitchell, 2006). At the same time, it should be emphasized that speaking a language other than English is not in itself a handicap. As a matter of fact, in his research Rubén Rumbaut (1995) found that assimilation tends to have negative consequences for immigrants, particularly if it leads to students abandoning their native language and their ethnic ties. In data from over 2,000 8th and 9th grade immigrant students in the San Diego area, Rumbaut found that immigrant students learning English tended to outperform native-born students

who had great facility in English. Being fluent in English, then, is not the solution to all the problems faced by Latino/a students.

Highlighting another problem, in their research, Carola Suárez-Orozco and Marcelo Suárez-Orozco (2001) found that some students in bilingual programs were kept from integrating into mainstream classes so that they could assist newly arrived students. They also reported that students in the ESL and bilingual tracks often have a difficult time switching to college bound tracks and may be overlooked by guidance counselors who work as gatekeepers for college applications and recommendations (Suárez-Orozco & Suárez-Orozco, 2001). Few of the bilingual programs in public schools truly offer bilingual curricula that promote high levels of literacy and cognitive skills in both English and Spanish. The Suárez-Orozco team stated that "the structural barriers of poor, crowded, and violent schools with no meaningful curriculum or pedagogy are for many, especially low status immigrants, simply too much to overcome" (p.152). Thus, the primary predicament for English language learners is not that bilingual education does not work, but rather that most bilingual programs are located in poor, under-resourced schools, and are often staffed by inexperienced teachers with little pedagogical knowledge. While many parents and community leaders have long advocated for bilingual education, at the same time their advocacy should have also focused on high quality education in general, whether in English or Spanish. According to Gándara and Contreras (2009), "In many ways, the controversies and debates over language have distracted the Latino community from the essential inequities they face" (p. 149).

Several programs across the country have begun to serve the unique needs of ELL youth. In California's San Diego county, approximately 300 students are served each year by *La Clase Mágica* (LCM). LCM has served San Diego County for over 17 years through university, community and organizational partnerships that use a technology-based curriculum for children from the ages of 3 to 18 (Vásquez, 2003, 2006). Rather than viewing cultural and linguistic differences as barriers and "subtracting" participants' culture and language, LCM aims to create an "additive" learning environment (Valenzuela, 1999) by fostering active learning through positive, adult-peer interaction, and collaborative activities (Vásquez, 2003).

In Texas, the Austin Independent School District reported that approximately one-fifth (21.6%) of its student population *(up from 16.8% in 1999)* falls under the Limited English Proficiency classification (AISD, 2008). LCM is now in the process of establishing itself in Austin, Texas. The Texas Center for Education Policy at the University of Texas at Austin has led an effort, in collaboration with the City of Austin and the Austin Independent School District, to adapt LCM to serve the needs of Austin's ELL youth.

As researchers, we believe that schools need to incorporate culture and language into the curriculum, instruction, and assessment practices; that they must support caring professionals who have high expectations of students; that they need to recruit a diversified staff and promote anti-racist professional development; that they must eliminate rigid ability tracking; and that they must create and nurture caring relationships with students through pedagogy, counseling, and other curricular and extracurricular activities. In such a school environment, every parent and every student would be valued.

Connecting the Interpersonal, Instructional, and Institutional Contexts

Sonia Nieto
University of Massachusetts—Amherst

Melissa Rivera
Hunter College - City University of New York

Sandra Quiñones
University of Rochester

As discussed throughout this paper, many institutional and instructional strategies can facilitate higher achievement among Latino/a students. Many of these are effective partly because of the relationships they foster. But we also want to point out a few concrete examples of supportive constructive relationships. The common thread in these examples is how the school affirms the students' home cultures and ethnicity. When students witness the validation of their culture within the educational process, they connect their home or community identities with an academic identity. Most importantly, the cultural substance of their identities feeds and sustains an academic *persona*, which in turn promotes strong school-oriented relationships among peers, teachers, and parents. The outcome is engaged and interested students who feel their culture is not a deficit but a benefit to their academic achievement.

These examples demonstrate how student learning is not only a matter of positive interactions between some teachers and their students; institutional arrangements also help create the circumstances and the strategic support that may be available for learning. Conchas (2001, 2006) and Conchas and Rodríguez (2008), for example, have analyzed the connection between particular school programs, or academic groupings, and the variability in Latino/a student engagement and learning. As part of a detailed, comparative case study analysis of different school programs in an urban high school, Conchas (2001) showed how the social organization and routines of different programs, which he refers to as their institutional "subcultures," mediate the nature of students' school engagement, the types of support networks available to them, and their perceptions of and relations with each other, all with implications for their formation (or not), of academic identities, and the effort expended on schoolwork.

The program in which Latino/a students were most successful was less individualistic than others, and it fostered not only a common academic vision and goals, but also positive social relations with teachers and fellow students, instilling the program with a sense of community. Latino/a students in the program experienced close relations with high achieving peers both within and outside of their own ethnic group, thus establishing a peer network, who along with the supportive teachers formed a community of learners to help mediate schoolwork and success.

In contrast to the other high achieving programs, Conchas (2001) points out that this program, which had a medical theme, also helped students assess critically the status quo, reflecting upon the role of race, gender and ethnicity in their schooling and future professions, but without inhibiting their educational and personal achievement. The Latino/a students in this program, Conchas writes, "did not suppress their critical consciousness in favor of academic success"; they "affirmed that they expected to become medical professionals despite the racial, class and gender obstacles they would confront along the way" (p. 49). Hence, the program successfully enacted principles of culturally engaged schooling, acknowledging the ways that race and ethnicity bear on students' lives. It is the nature of the culture of the program as defined by its daily practices, along with academic rigor, strong social relations among students and teachers, and individual sense of agency that offers the institutional support and social capital necessary for academic engagements and success.

The Funds of Knowledge approach (González, 1995; González, Moll, & Amanti, 2005; Moll, González, Amanti, & Neff, 1992; Vélez-Ibáñez & Greenberg, 1992) exemplifies how institutional practices can facilitate the types of interpersonal relationships that account for and privilege students' cultures, thus increasing their

likelihood of academic success. In this approach, teachers learn ethnographic research methods and then visit their students' households to document the cultural practices or "Funds of Knowledge" that families use for everyday survival. Families might share their knowledge about informal economic systems, home-based manufacturing, agriculture, construction, or herbal remedies for illness. Once teachers observe and learn how students and their families "live culturally," they are able to initiate more meaningful relationships with their students. This engagement can facilitate the types of interpersonal relationships that allow students to compensate for discord between their school and community environments. Teachers can also integrate their observations into the curriculum and create lessons that are relevant to students, increasing their academic engagement.

Successful schools often engage students in community-based projects that encourage them to analyze their life circumstances and conditions in their communities, such as poverty, gangs, and housing conditions. They provide familial-like school environments, a safe school, and space in which students are encouraged to affirm their racial and ethnic pride (Antrop-González, 2003). For example, Antrop-González (2003) compiled a review of research on successful small, culturally centered charter schools that have become sanctuaries for students, or a "third space," in urban education. These schools provided meaningful interpersonal relations between students and teachers, community support, and a rigorous curriculum that set high standards of students' achievement (Antrop-González & De Jesús 2006).

Some have suggested alternative school options, such as charter schools or public funding for private school vouchers, as a way to right the problems that Latino/a and African American students encounter in the public school system. A number of prominent Latino/a and African American leaders have supported public funding for private school vouchers or school choice, arguing that low-income students assigned to failing inner-city schools should have the ability to choose schools that can provide successful school environments. Cumulative research suggests, however, that just as with public schools, charter and private schools have the potential to fail urban youth who live in poverty, particularly students of color (Antrop-González, in press).

While many small, community-based schools have been successful in re-engaging students, charter or voucher schools that are not associated with a school district often must charge tuition to compensate for the high cost of educating students. These schools must also be accredited by several federal, state, and local agencies and are sometimes forced to comply with the same accountability standards that create structural barriers for public schools. While alternative schools have potential to offer successful schooling environments that can counter some of the structural barriers found in traditional public schools, they also face additional barriers such as lack of capacity, inconsistency in quality across campuses, and high tuition rates.

Conclusion and Recommendations

Sonia Nieto
University of Massachusetts—Amherst

Melissa Rivera
Hunter College - City University of New York

Sandra Quiñones
University of Rochester

Jason Irizarry
University of Connecticut

As we have seen throughout this paper, the education of Latino/a students is in crisis. At the same time, based on our review of promising practices and creative projects, we also believe that this is a time of great opportunity. There are a number of areas that are especially crucial in improving the education of Latinos/as. Based on our critical synthesis of the literature, in what follows, we briefly address what we see as positive future directions in four broad areas: teacher preparation for diversity, services for ELL and immigrant students, family outreach and community engagement, and school, state, and federal policies and practices.

Teacher Preparation For Diversity

Because of the important role that teachers play in creating culturally responsive environments and learning experiences for students, it is imperative that teacher education and in-service professional development programs develop a vision for improving the preparation of all teachers, and especially those working with students of culturally and linguistically diverse backgrounds, including Latinos/as. The lack of knowledge and readiness to work with such students is at the heart of the problem. For example, a survey of more than 5,000 teachers concerning their preparedness to teach found that fewer than 34 percent had participated in professional development programs focused on teaching students of diverse cultural backgrounds. Even worse, only 26 percent had any training at all in working with students who are learning English (Parsad, Lewis, & Farris, 2001). Clearly, teachers who do not know their students or the issues they are facing will find it more difficult to connect with them, and to teach them well.

Successful programs at schools and universities ensure that issues of cultural and linguistic diversity are central to teacher learning. Creating appropriate programs entails overhauling the curriculum and field placements in teacher preparation and the nature of in-service education. For example, rather than passive professional development where teachers simply listen to outside experts, it makes more sense to create a climate in which teachers are active co-constructors of their learning. Also, programs in which school districts partner with universities to offer graduate degrees, and where courses are offered onsite at schools, are another model that has been successful. As we have seen in this paper, culturally responsive pedagogy, an anti-racist climate in schools, research in "funds of knowledge" literature and approaches, and both PAR and YPAR have proven to be helpful in familiarizing teachers with appropriate strategies in teaching Latino/a students and in helping to change institutional structures in schools.

Another way in which teacher preparation programs can improve is by focusing on teaching as a vocation based on relationships. Relationships among students and teachers are central to students' feelings of acceptance and competence. Yet in too many cases, students feel unwelcome and alienated in their schools even to the point that they are reluctant to ask for help from the people who are there to help them. For example, in a recent study, the authors quote a student, Sophia, who said "I wouldn't ask for help because I didn't know anyone in the class…and I thought the teacher wouldn't help me so I just didn't ask" (Hondo, Gardiner, & Sapien, 2005, p. 112). If students do not even dare ask for help, how can teachers help them learn? Sophia's words demonstrate

dramatically the need for teacher preparation to focus on promoting relationships as a key element of teaching.

Schools of education and in-service professional development also need to approach teaching as an intellectual endeavor in which teachers view their role in multidimensional ways: as curriculum developers, as researchers of their own practice, and as learners of their students' lives. In this way, teachers also learn to advocate for their students. All of these issues can be included in a quality teacher education program where teachers develop identities as intellectuals and leaders rather than as technicians and test-givers.

Support for English Learner and Immigrant Students

Given the growing number of immigrant and English learners in U. S. schools – the vast majority of whom are Latinos/as – it is imperative that schools offer appropriate support for these students. Unfortunately, in too many cases, newly arrived immigrants and English learners are simply warehoused in special programs ("newcomer" programs or immersion English classes) until they learn sufficient English to be placed in mainstream or general education classes. In the meantime, they lose valuable learning time in other content. In other cases, they are allowed to "sink or swim" by placing them in regular classrooms in hopes that they will soon catch up with their peers. Neither of these is a viable option.

Appropriate programs for immigrant and English learners include English as a Second Language (ESL) and bilingual programs, intensive counseling, and in-school and after-school support services. Bilingual education, as we have seen earlier in this paper, has been successful in both teaching English and content in the native language. The controversies surrounding bilingual education, however, have meant that many bilingual programs have been curtailed, with at least three states (California, Arizona, and Massachusetts) having eliminated them entirely. Yet, according to Patricia Gándara and Frances Contreras (2009),

> Many of the problems of cultural mismatch, lack of understanding of students' social and educational circumstances, and inability to communicate with students and parents who do not have a good command of English could be ameliorated if the schools had more well-trained bilingual and bicultural teachers. (p. 107)

A case in point is Massachusetts, where bilingual education was eliminated in 2002 as the result of Question 2, a voter initiative. The following year, students who had previously been in bilingual classrooms were placed in structured English immersion (SEI) classrooms, the thinking being that they would learn sufficient English to be removed to general education classes within a year. A recent comprehensive study of the effect of Question 2 in Boston, however, found mostly negative results of the change. For example, in the years following this policy change, grade retention among English learner high school students in Massachusetts increased from 17.2 to 26.4 percent yearly; in fact, students of limited English proficiency went from being the group with the lowest dropout rate to that with the highest dropout rate in the city. The study also found that achievement gains were "equivocal at best" (Tung et al., 2009, p. 11). That is, although there were some gains, English learners did not improve in their pass scores in the MCAS, the state's mandated high-stakes test, compared with the steady score increases among English proficient students.

Two-way immersion programs in which Latino/a immigrant and ELL students learn in both English and Spanish alongside their English-speaking peers have proven to be a popular alternative supported by both Latino/a families and English-speaking families. In addition, these programs have resulted in high levels of achievement for both English speakers and Spanish speakers. For example, in a longitudinal study by Elizabeth Howard, Donna Christian, and Fred Genesee on two-way immersion Spanish/English programs (2004), the researchers found impressive levels of performance in reading, writing, and oral language in both English and Spanish. Both native English speakers and native Spanish speakers had very high levels of English fluency, and while native English speakers scored lower on reading Spanish than native Spanish speakers, their oral Spanish proficiency was quite high.

In cases where bilingual education is not an option, ELL and immigrant students should be offered ESL instruction by qualified teachers who have received specialized training in the field. What is clear is that English

learners and immigrant students can no longer be ignored or denied the quality education they deserve.

Family Outreach and Community Engagement

Since the NLERAP project began, a central principle underlying our work has been that community engagement and family outreach are necessary for the improvement of the education of Latinos/as. In fact, as we have seen throughout this paper, when families and communities are significantly involved in the education of the youth, great strides can be made. This has certainly been the case where PAR and YPAR approaches are used, but even in more traditional programs, family and community engagement are key factors in improving the education of students. Finding ways to foster communication between the school and Latino/a families is not only an important step in promoting involvement, but is also a proven strategy in raising student achievement.

Traditional family outreach strategies that work with middle-class families will not always work for families living in poverty, families where English is not the primary language, families that feel uncomfortable in the school setting, or families where the parents have not had the privilege of a higher education. Expecting families to help children with homework, while a laudable goal, may not be possible in families where the parents themselves have not had access to a quality education. Another popular approach, "parent education" workshops, can be condescending because they fail to take into account the expertise and experiences that families already have. Having meetings at times when families cannot attend, or in venues that may be difficult to get to, are also not good approaches.

Teachers and administrators need to think more critically and creatively about what it means to involve families in the education of their children. This means taking into account the talents and skills that families possess, and finding more respectful ways to encourage them to become active in their children's schooling. It also means welcoming other community members and resources into the school, whether individuals, or community organizations. These approaches tend to be much more helpful and successful than assuming that families are not interested in, or committed to, the education of their children.

School, State, and Federal Policies and Practices

Policies and practices at the school, state, and federal levels also need to be addressed if the education of Latino/a students is to be improved. Although limited space does not permit us to address adequately all the policies and practices at each of these levels, in what follows, we focus on several crucial areas.

At the school level, the nature of the curriculum, the pedagogy used by teachers, and the counseling services offered to students have a tremendous impact on the experiences and life chances of Latino/a students. Throughout this paper, we have seen that the curriculum offered in many schools has little to do with the realities of Latino/a students' lives and experiences. Yet time and again, when the curriculum does include these concerns, students have been both more engaged and more academically successful in school. We are not suggesting that the curriculum should focus *only* on students' experiences but rather that it must begin with and honor these experiences. At the same time that they build on the knowledge and experiences in their lives and communities, Latino/a students should also be exposed to a wide-ranging curriculum that is expansive and inclusive of the nation and world.

Another vexing and continuing problem is that the traditional curriculum to which Latino/a students are exposed does little to prepare them for postsecondary education. Too often, students reach their final years of high school without having taken some of the courses required to apply to college. By then, it is too late for some. The implications for counseling services are clear. In fact, in all the successful programs we have reviewed, comprehensive counseling services were a key element in developing a sense of belonging in students, as well as in raising their achievement and preparing them for postsecondary education.

Policies at the state and federal levels also need to be reviewed critically. We have certainly seen the results of the contentious debate over bilingual education in several states where it has been eliminated, but even in cases where bilingual education is available, the quality of the programs leaves much to be desired. Simply offering bilingual programs is not enough; also needed are teachers who have been appropriately prepared in

content and pedagogy, adequate resources to run programs well, and administrative and community support to keep them viable.

Testing policies also need revising. Since the early 1980s, the nation has been gripped in the throes of a standardization movement that has done little to improve the education of students but much to improve the bottom line for test publishing companies. In the process, Latino/a student dropout rates have continued to grow, while their college-going rate lags far behind that of other groups. State and federal laws that mandate rigid testing policies need to be overhauled to take into account the unique needs of Latino/a students, and especially students with limited English proficiency. In addition, because the pedagogy in many schools has been severely restricted as a result of rigid testing policies – particularly in schools in poverty-stricken communities – Latino/a students have been especially hard-hit by these policies. The elimination of the arts, physical education and recess, and in some cases even social studies and science, have left Latino/a students with an even more inferior education than before the obsession with standardized testing began.

Final Thoughts

Given the plight faced by Latinos/as not only in our public schools but also in housing, employment, health care, foster care, and other institutions, it is fair to say that schools alone cannot tackle such massive problems because poverty is often at the center of these problems. It is clear, then, that education cannot be separated from the consequences of poverty, and although this paper focuses on education, some caveats are in order.

Poverty is not simply an individual problem. Instead, poverty is created within a particular sociopolitical context characterized by complex structural problems and inequalities. As a result, confronting poverty is a *community and national responsibility*. While schools have historically been expected to bear full responsibility for educating children who live in poverty, this expectation is both unrealistic and myopic. Schools can, of course, do a great deal, but they cannot do it all. In a recent and comprehensive analysis of factors related to poverty that must be addressed if schools are to provide students living in poverty with a quality education, David Berliner (2009) described six out-of-school factors that greatly affect health and learning opportunities of children: (1) low birth weight; (2) inadequate health care; (3) food insecurity; (4) environmental pollutants; (5) family relations and stress; and (6) neighborhood characteristics. Until we take seriously the responsibility to improve these conditions, schooling in and of itself cannot solve achievement problems and inequities.

Larger institutional issues shape children's educational experience, and although solving particular crises in the lives of individual children is an important step in improving educational outcomes for those children, it is not enough to turn the situation around for the vast majority. For example, preschool education is not universally accessible to all families. As a result, young Latinos/as as a group attend preschool at much lower rates than any other group of children in the nation, thus placing them behind their peers even before they begin formal schooling. According to the National Hispanic Leadership Agenda (NHLA 2008), Latino/a children are less likely than their African American and White peers to participate in early childhood education programs. In 2005, 59% of White children participated in center-based preschool education programs, while only 43% of Hispanic children participated. Clearly, universal preschool is one concrete action that cities, states, and the federal government can take to help level the playing field.

Another concrete issue affecting many Latino/a families is homelessness. The stigma associated with foster care, migratory lifestyles, and homelessness influences student disengagement, alienation and non-participation (Keogh, Halpenny, & Gilligan, 2006). One young woman, formerly in foster care, recounted her experiences with homelessness as she attempted college. She described her inability to complete assignments or take an exam and the embarrassment she felt in having to explain her situation to the professor. She stated "…school was so connected to housing, it wasn't funny… I went to the University not looking for sympathy but for them to understand." She further explained, "…okay, now you're going to fail me because now you dropped me a whole letter grade because I didn't turn in one assignment or I didn't take one test… understanding that there's circumstances beyond our control, and I wasn't looking for sympathy but at the same time, I didn't want to tell all my personal business… I'm embarrassed by this" (Perez & Romo, 2009b).

While it is true that larger structural problems such as lack of access to preschool and the growing

problem of homelessness greatly influence student learning, it is also true that schools – and the policymakers, administrators, and teachers who determine what happens in schools – can do a great deal to become places where Latino/a students want to go, where they feel included, and where they can learn successfully. Thus, in spite of the massive structural problems in our society, if we were to address in a consistent and meaningful way such issues as teacher preparation, bilingual and other services for students learning English, and other school, state, and federal policies and practices such as an enriched and multicultural curriculum, culturally responsive pedagogy, consistent counseling, fair and flexible testing policies, and respectful family outreach and involvement, schools would inevitably become spaces of hope and learning.

Although we have focused on students in this essay, our concern here is also the communities from which they come, for this is the crucible of human development that will ultimately sustain the progressive social change we desire. The socioeconomic and cultural development of our communities in our view is ultimately the road to achieving sustainable and ever greater individual academic achievement. School transformation is a critical component of community development. With community development as the long-term goal, reciprocal support between schools and communities is a beneficial result. Although we have emphasized the community-to school direction in this essay because our focus has been an educational one, we also need to explore the interconnectedness of the school and community for mutual support.

In addition, if neighborhoods, communities, and ethnic/racial groups are understood as sociocultural products of history, they should not be ignored but rather engaged by schools. Approaches to educational improvement that espouse market-based reforms ignore this reality because a one-dimensional conceptualization of education results in marginalizing a potentially – and in our view, in the long run, an essentially powerful – alliance. As Latinos/as we also aspire and claim the rights to the benefits and joys of sociocultural continuity and our identities as life-sustaining and enriching. The right to self-determination is not just enhanced, but is based upon, a community's ownership of history and consequently the future, something that democratic societies should encourage and protect. It is clear that if we do not heed the imperative to connect schools and communities in their mutual improvement, we risk failure even with the most well-meaning of intentions and actions.

The education of Latino/a students is at a crucial juncture, not only for Latino/a students for also for our nation as a whole. As we have seen in this paper, the Latino/a community is growing at an unprecedented rate; at the same time, the academic progress of Latinos/as is either at a standstill or regressing. This is bad news not only for Latinos/as but also for the future of our society as a whole. In this paper, we have attempted to demonstrate that there are major institutional and structural barriers that present obstacles beyond the control of students and their families. There are also glimmers of hope and these are evident through the creative programs and approaches we have reviewed, through school environments that nurture students both academically and emotionally, and through the committed and caring educators who make a difference in their students' lives. These glimmers of hope reinforce our conviction that teachers and administrators, Latino/a and other researchers and policymakers, as well as the general public must work collectively to create policies, practices, programs, and school structures that will remove barriers and build upon foundations that promote educational success. Along with policies and practices – and equally crucial – are the personal and collective values and sensibilities among educators and others that insist on educational justice for all students, including Latinos/as.

References

Abedi, J., & Gándara, P. (2006). Performance of English language learners as a subgroup in large-scale assessment: Interaction of research and policy. *Educational Measurement, Issues and Practice*, *25*(4), 36-46.

Addy, S., & Wight, V. R. (2012). *Basic facts about low-income children, 2010.* New York, NY: National Center for Children in Poverty.

Antrop-González, R. (2003). This school is my sanctuary: The Dr. Pedro Albizu Campos alternative high school. *Journal of the Center for Puerto Rican Studies*, *15*, 232–255.

Antrop-González, R. (in press). Toward a conceptualization of the third space in the school choice debate: Can there be a radical politics in school choice? In T.C. Pedroni (Ed.) *Educational markets and the dispossessed: How Educational markets appeal to the educationally marginalized*. New York, NY: Teachers College Press.

Antrop-González, R., & De Jesús, A. (2006). Towards a theory of critical care in urban small school reform: Examining structures and pedagogies of caring in two Latino community-based schools. *International Journal of Qualitative Studies in Education 19*(4), 409-433.

Antrop-González, R., Velez, W., & Garrett, T. (2005). ¿Dónde están los estudiantes puertorriqueñas/os exitosos? Where are the academically successful Puerto Rican high school students? *Journal of Latinos and Education, 4*(2), 77-94.

Anyon, J. (1997). *Ghetto Schooling: A Political Economy of Urban Education Reform*. New York, NY: Teachers College Press.

Ashiabi, G. (2005). Household food insecurity and children's school engagement. *Journal of Children and Poverty 11*, 3-17.

Au, K., & Kawakami, A. (1994). Cultural congruence in instruction. In E. Hollins, J. King, & W. Hayman (Eds.) *Teaching diverse populations: Formulating knowledge base* (pp. 5-23). Albany, NY: State University of New York Press.

Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., & Zhang, J. (2012). *The Condition of Education 2012* (NCES 2012-045). Washington, DC. Department of Education. Retrieved from http://nces.ed.gov/pubsearch

Austin Independent School District. Austin ISD Data (2007- 2008). Our Students. Austin, TX: Department of Campus and District Accountability. Retrieved from http://www.austinisd.org/inside/factsfigures/

Baker, C. (1993). *Foundations of bilingual education and bilingualism*. Clevedon, England: Multilingual Matters.

Barth, P. (2000). Honor in the boxcar: Equalizing teacher quality. *Thinking K-16*, *4*(1), 1-27.

Berliner, D. C. (2009, March). *Poverty and potential: Out-of-school factors and school success.* Boulder, CO: Education and the Public Interest Center.

Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). New York, NY: Greenwood.

Bourdieu, P., & Wacquant, L. J. D. (1992). *An invitation to reflexive sociology*. Chicago, IL: University of Chicago Press.

Bucchioni, E. (1982). The daily round of life in the school. In F. Cordasco, & E. Bucchioni (Eds.), *The Puerto Rican community and its children on the mainland* (3rd Rev. ed. pp. 201-238). Metuchen, NJ: The Scarecrow Press.

Cammarota, J. (2007). A Social Justice Approach to Achievement: Guiding Latina/o Students Toward Educational Attainment with a Challenging, Socially Relevant Curriculum. *Equity and Excellence in Education, 40*(1), 87-96.

Cammarota, J. (2008). *Sueños Americanos: Barrio youth negotiate social and cultural identities*. Tucson, AZ: The University of Arizona Press.

Cammarota, J., & Fine, M. (Eds.) (2008). *Revolutionizing education: Youth participatory action research in motion*. New York, NY: Routledge.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J. S., & Herwantoro, S. (2005). *The new demography of America's schools: Immigration and the No Child Left Behind Act.* Washington, DC: The Urban Institute.

Cazden, C. (2002). A descriptive study of six high school Puente classrooms. *Educational Policy 16*(4), 496-521.

Church, W. T. II (2006). From start to finish: The duration of Hispanic children in out-of home placements. *Children and Youth Services Review 28*, 1007-1023

Civil Rights Project. (2005, May 25). Confronting the graduation rate crisis in California. Cambridge, MA: Civil Rights Project, Harvard University.

Coleman, J. (1988). Social Capital in the Creation of Human Capital. *American Journal of Sociology, 94*, 95-120.

Cockcroft, J. D. (1995). *Latinos in the struggle of equal education*. New York, NY: Franklin Watts.

Conchas, G. Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review, 71* (3), 475-504.

Conchas, G. (2006). *The color of success: Race and high achieving urban youth*. New York, NY: Teachers College Press.

Conchas, G., & Rodríguez, L. F. (2008). *Small schools and urban youth: Using the power of school culture to engage students*. Thousand Oaks, CA: Corwin Press.

Conger, D., & Finkelstein, M. J. (2008). Foster care and school mobility. *Journal of Negro Education 72* (1), 97-103.

Cooper, C. R. (2002). Five bridges along students' pathways to college: A development blueprint of families, teachers, counselors, mentors and peers in the Puente Project. *Educational Policy 16*(4), 607-622.

Cordasco, F. (1998). America and the quest for equal educational opportunity: The schools and the children of the poor. *Selected Documents in Social Policy* (reprinted from the *British Journal of Educational Studies, 21*, February, 1973, 50-63). New York, N.Y.: Edna Vaughn Publishing Group.

Cortina, R. (2003). Transnational factors and school success of Mexican immigrants. In R. Cortina, & M. Gendreau (Eds.). *Immigrants and schooling: Mexicans in New York*. New York, NY: The Center for Migration Studies.

Crawford, J. (2004). *No Child Left Behind: Misguided approach to school accountability for English language learners.* Silver Springs, MD:National Association for Bilingual Education. Retrieved from http://www.nabe.org/documents/policy_legislation/NABE_on_NCLB.pdf

Cummins, J. (1981). Age on Arrival and immigrant second language learning in Canada: A reassessment. *Applied Linguistics, 11*(2), 132-149.

Cunningham, C. (2003). *Trends and issues in social and economic context.* Washington, DC: Office of Educational Research and Improvement.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A Review of State policy evidence. *Education Policy Analysis Archives, 8*(1), 1-44.

Darling-Hammond, L. (2004a). From "separate but equal" to "No Child Left Behind": The collision of new standards and old inequalities. In D. Meier, A. Kohn., L. Darling-Hammond, T.R. Sizer, & G. Wood (Eds.), *Many children left behind: How the No Child Left Behind Act is damaging our children and our schools.* Boston, MA: Beacon Press.

Darling-Hammond, L. (2004b). Teacher inequality and the right to learn: Access to qualified teachers in California's public schools. *Teachers College Record, 106*(10), 1936-1966.

Darling-Hammond, L. (2007). Evaluating "No Child Left Behind." *The Nation, 284*(20), 11-18.

De Cohen, C.C., & Deterding, N. (2005). *Who's left behind? Immigrant children in high and low LEP schools*. Washington, DC: Program for Evaluation and Equity Research, Urban Institute.

De Jesús, A., & Vásquez, D. (2005). Exploring the educational pipeline and profile for Latino students in New York State. *Centro de Estudios Puertorriqueños, 2* (2), 1-14.

Delgado-Gaitán, C. (1991). Involving Parents in Schools: A Process of Empowerment. *American Journal of Education, 100*(1), 20-46.

Delpit, L. D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review, 58*(3), 280-298.

Department of Education. (2002, January 8). *Paige Joins President Bush for Signing of Historic No Child Left Behind Act of 2001*. Washington, DC: Author. Retrieved from http://www.ed.gov/news/pressreleases/2002/01/01082002.html

Department of Education. *(*2004, July 1). *Four Pillars of NCLB.* Overview. Washington, DC: Author. Retrieved from http://www.ed.gov/nclb/overview/intro/4pillars.html

Department of Education. (2011). *Winning the future: Improving education for the Latino community.* White House Initiative on Educational Excellence for Hispanics. Washington, DC: Author.

Drakeford, W. (2004). *Racial disproportionality in school disciplinary practices*. Denver, CO: National Center for Culturally Responsive Educational Systems (NCCREST).

Duncan-Andrade, J.M.R. (2007). Urban youth and the counter-narration of inequality. *Transforming Anthropology, 15*(1), 26-37.

Education Trust. (2008). *Their fair share: How Texas-sized gaps in teacher quality shortchange low-income minority youth.* Washington, DC: The Eli and Edythe Board Foundation.

Fantuzzo, J., & Perlman, S. (2007). The unique impact of out-of-home placement and the mediating effects of child maltreatment and homelessness on early school success. *Children and Youth Services Review, 29*, 941-960.

Fine, M. (1993). [Ap]parent involvement: Reflections on parents, power, and urban public schools. *Teachers College Record, 94*(4), 682-729.

Fine, M. (2008). An epilogue, of sorts. In J. Cammarota, & M. Fine (Eds.). *Revolutionizing education: Youth participatory action research in motion* (pp. 213-240). New York: Routledge

Fine, M., Jaffe-Walter, R., Pedraza, P., Futch, V., & Stoudt, B. (2007). Swimming: On oxygen, resistance, and possibility for immigrant youth under siege. *Anthropology and Education Quarterly, 38(1),* 76–96.

Fletcher, T. V., & Navarrete, L. A. (2003). Learning disabilities or difference: A critical look at issues associated with the misidentification and placement of Hispanic students in special education programs. *Rural Special Education Quarterly. 22*(4), 37-46.

Flores, B. M. (2005). The intellectual presence of the deficit view of Spanish-speaking children in the educational literature during the 20th century. In P. Pedraza and M. Rivera (Eds.) *Latino education: An agenda for community action research* (pp. 75-98). Mahwah, NJ: Lawrence Erlbaum.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York, NY: Continuum.

Fry, R. (2008, June 26). *The role of schools in the English Language Learner achievement gap.* Washington, DC: Pew Hispanic Center.

Gándara, P. (1982). Passing through the eye of the needle: High-achieving Chicanas. *Hispanic Journal of Behavioral Sciences,4*(2), 167-179.

Gándara, P. (1995). *Over the ivy walls: The educational mobility of low-income Chicanos.* Albany, NY: State University of New York Press.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies.* Cambridge, MA: Harvard University Press.

Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R., (2003). English learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives, 11*(36). Retrieved from http://epaa.asu.edu/ojs/article/view/264/390

García, E. (2008). Stemming the tide: The Texas dropout conundrum and the pursuit of policy. (Doctoral dissertation, University of Texas at Austin).

García, E., & Valenzuela, A. (2007, 13 February). *Extracurricular clubs and curbing Texas' dropout problem: Research evidence in support of HB 3418 and SB1515.* Policy Memorandum. Austin, TX: University of Texas at Austin, Texas Center for Educational Policy.

García, E. E. (2001). *Hispanic education in the United States: Raíces y alas.* Lanham, MD: Rowman and Littlefield.
Garica, S. B., & Ortiz, A. A. (2006). Preventing disproportionate representation: Culturally and linguistically responsive pre-referral interventions. *Teaching Exceptional Children, 38*(4), 64-68.
Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York, NY: Teachers College Press.
Gibson, M. A. (1988). *Accommodation without assimilation: Sikh immigrants in an American high school.* New York, NY: Cornell University Press.
Ginwright, S. (2008). Collective radical imagination: Youth participatory action research and the art of emancipatory knowledge. In J. Cammarota, & M. Fine (Eds.). *Revolutionizing education: Youth participatory action research in motion* (pp. 13-22). New York, NY: Routledge.
Ginwright, S., & Cammarota, J. (2007). Youth activism in the urban community: Learning critical civic praxis within community organizations. *Qualitative Studies in Education, 20*(6), 693-710.
Ginwright, S., Cammarota, J., & Noguera, P. A. (2005). Youth, social justice, and communities: Toward a theory of urban youth policy. *Social Justice, 32*(3), 24-40.
González, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology, 17*(3), 3-6.
González, N. (2008). What is Culture? In A. Rosebery, & B. Warren (Eds.), *Teaching science to English language learners* (pp. 89-98): National Science Teachers Association Press.
González, N., Moll, L. C., & Amanti, C. (2005). Theorizing practices. In N. Gonzalez, L. C. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities, and classrooms* (pp. 1-27). Mahwah, NJ: Lawrence Erlbaum.
Gottlob, B. J. (2007, February). *The high cost of failing to reform public education in Texas.* Indianapolis, IN: Milton and Rose D. Friedman Foundation, National Center for Policy Analysis, Hispanic Council for Reform and Educational Options. Retrieved from http://www.friedmanfoundation.org/friedman/downloadFile.do?id=107
Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational Researcher*, *32*(5), 19-25.
Hampton, E. (2004). Standardized or sterilized? Divergent perspectives on the effects of high-stakes testing in West Texas. In A. Valenzuela (Ed.), *Leaving children behind: How Texas style accountability fails Latino youth* (pp. 179-200). Albany, NY: State University of New York Press.
Haycock, K. (1998). Good teaching matters…a lot. *Education Trust* 3(2), 3-14.
Heck, R. (2007). Examining the relationship between teacher quality as an organizational property of schools and students' achievement and growth rates. *Educational Administration Quarterly*, *43*(4), 399-432.
Hondo, C., Gardiner, M. E., & Sapien, Y. (2005). *Latino dropouts in rural America: Realities and possibilities*. Albany, NY: State University of New York Press.
Howard, E. R., Christian, D., & Genesee, F. (2004). *The development of bilingualism and biliteracy from grade 3 to 5: A summary of findings from the CAL/CREDE study of two-way immersion education.* Santa Cruz, CA: University of California Center for Research on Education, Diversity, and Excellence.
Institute for Language and Education Policy. (2008, December 15). *Dear President-Elect Obama: Visions for K-12 education*. Portland, OR: Author. Retrieved from http://www.elladvocates.org
Irizarry, J.G. (2007). Ethnic and urban intersections in the classroom: Latino students, hybrid identities, and culturally responsive pedagogy. *Multicultural Perspectives, 9*(3), 1-7.
Irizarry, J.G. (2011). *The Latinization of U.S. schools: Successful teaching and learning in shifting cultural contexts*. Boulder, CO: Paradigm Publishing.
Irizarry, J.G., & Antrop-González, R. (2007). RicanStructing the discourse and promoting school success: Extending a theory of CRP to DiaspoRicans. *Centro Journal of the Center for Puerto Rican Studies, 20*(2), 36-59.
Irizarry, J.G., & Nieto, S. (2010). Latino/a theoretical contributions to educational praxis: Abriendo caminos, construyendo puentes. In E. G. Murillo, Jr., S. Villenas, Galván, Muñoz, Martínez, & Machado-Casas (Eds.), *Handbook of Latinos and education: Research, theory, and practice* (pp.108-124). New York, NY: Routledge.
Jacob, E., & Jordan, C. (1987). Moving to dialogue. *Anthropology and Education Quarterly*, *18*(1), 259-261.
Jullianelle, P., & Foscarinis, M. (2003). Responding to school mobility of children and youth experiencing homelessness: The McKinney-Vento Act and beyond. *The Journal of Negro Education 72*(1), 39-140.
Keogh, A. F., Halpenny, A. M., & Gilligan, R. (2006). Educational issues for children and young people in families living in emergency accommodation - An Irish perspective. *Children and Society, 20*(5), 360-375.
KewalRamani, A. K., Gilberston, L., Fox, M. A., & Provasnik, S. (2007, September). *Status and trends in the education of racial and ethnic minorities.* Washington, DC: American Institutes for Research and National Center for Education Statistics.
Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
Lankford, H., Loeb, S., & Lankford, H. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis, 24*(1), 37-62.
Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of Education, 60*, 73–85.
Liou, D. D. (2008). Beyond politics of school size: An essay review. *Education Review: A Journal of Book Reviews, 11*(5), 1-20.
MacDonald, V.M., & Monkman, K. (2005). Setting the context: Historical perspectives on Latino/a/a education. In P. Pedraza & M.

Rivera (Eds.), *Latino education: An agenda for community action research* (pp. 47-73). Mahwah, NJ: Lawrence Erlbaum.
Margolis, R. J. (1968). *The Losers: A report on Puerto Ricans and the public schools.* New York, NY: ASPIRA.
Martínez, M. D. (2003). Missing in action: Reconstructing hope and possibility among Latino students placed at risk. *Journal of Latino and Education*, *2*(1), 13-21.
Marx, S. (2003). Entanglements of altruism, Whiteness, and deficit thinking: White preservice teachers working with urban students. *Educators for Urban Minorities*, *2*(2), 41-56.
McCarty, T. L., & Watahomigie, L. J. (1998). Indigenous community-based language education in the USA. *Language, Culture and Curriculum, 11*(3), 309-324.
McNeil, L. (2000a). *Contradictions of school reform: Educational costs of standardized testing.* New York, NY: Routledge.
McNeil, L. (2000b). Sameness, bureaucracy, and the myth of educational equity: The TAAS system of testing in Texas public school. *Hispanic Journal of Behavioral Sciences, 22*(4), 508-523.
McNeil, L., & Valenzuela, A. (2001). The harmful impact of the TAAS system of testing in Texas: Beneath the accountability rhetoric. In G. Orfield & M. Kornhaber (Eds.), *Raising standards or raising barriers? Inequality and high-stakes testing in public education* (pp. 127-150). New York, NY: Century Foundation Press
McQuillan, P. J. (1998). *Educational opportunity in an urban high school: A cultural analysis*. Albany, NY: State University of New York Press.
Medina, C., & Luna, G. (2004). Learning at the margins. *Rural Special Education Quarterly. 23*(4), 10-16.
Mehan, H., Hubbard, L., & Villanueva, I. (1994). Forming academic identities: Accommodation without assimilation among involuntary minorities. *Anthropology and Education Quarterly, 25*(2), 91-117.
Mehan, H., Villanueva, I., Hubbard, L., & Lintz, A. (1996). *Constructing school success. The consequences of untracking low-achieving students*. Cambridge, MA: Cambridge University.
Menchaca, V. D. (2001). Providing a culturally relevant curriculum for Hispanic children. *Multicultural Education*, *8*(3), 18-20.
Moll, L. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice*, *31* (2), 132-141.
Moll, L. C., Amanti, C., Neff, D., & González, N. (2005). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In N. Gonzalez, L. C. Moll & C. Amanti (Eds.), *Funds of knowledge* (pp. 71-87). Mahwah, NJ, Lawrence Erlbaum.
Moll, L., & González, N. (1997). Teachers as social scientists: Learning about culture from household research. In P.M. hall (Ed). *Race, ethnicity, and multiculturalism: Policy and practice* (pp. 89-114). New York, NY: Garland.
Moll, L. C., González, N., Amanti, C., & Neff, D. (1992). Funds of knowledge for teaching: A qualitative approach to connect households and classrooms. *Theory Into Practice, 31*(2), 132-141.
Morrell, E. (2008). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation.* New York, NY: Routledge.
Murdock, S. H. (2006, June). *Texas: A changing landscape*. Presentation at the University of Texas at San Antonio Superintendents Conference, San Antonio, TX.
Murdock, S. H., White, S., Hoque, N., Pecotte, B., You, X., & Balkan, J. (1997). *The Texas challenge: Population change and the future of Texas.* College Station, TX: Texas A & M University Press.
National Center for Children in Poverty. (2008, October). *Who are America's poor children? The official story.* New York, NY: Columbia University Mailman School of Public Health.
National Center for Education Statistics. (2006). *Status and trends in the education of Hispanics.* Washington, DC: U.S. Department of Education.
National Center for Education Statistics, (2010). Number and percentage of 16- to 24-year-olds who were high school status dropouts, by nativity and race/ethnicity with Hispanic and Asian subgroups: 2007. Washington, D.C.: U.S. Department of Education. Retrieved from http://nces.ed.gov/pubs2010/2010015/tables/table_18_1b.asp
National Hispanic Leadership Agenda. (2008). *2008 National Hispanic policy agenda.* Washington, DC: Author.
National Latino/a Education Research Agenda Project. (2003). *Education research framework and agenda.* New York, NY: Research Foundation, City University of New York.
Negrón de Montilla, A. (1975). *Americanization in Puerto Rico and the public school system, 1900-1930*. Rio Piedras, PR: Editorial Universitaria.
Nieto, S. (1998). Fact and fiction: Stories of Puerto Ricans in U.S. schools. *Harvard Educational Review*, *68*(2), 133-163.
Nieto, S. (Ed.) (2000a). *Puerto Rican students in U.S. schools.* Mahwah, NJ: Lawrence Erlbaum.
Nieto, S. (2000b). Puerto Rican students in U.S. schools: A brief history. In S. Nieto (Ed.), *Puerto Rican students in U.S. schools* (pp. 5-37). Mahwah, NJ: Lawrence Erlbaum.
Nieto, S. (2003). Identity, personhood, and Puerto Rican students: Challenging paradigms of assimilation and authenticity. *Scholar-Practitioner Quarterly, 1*(1), 41-62.
Nieto, S. (2005). Schools for a new majority: The role of teacher education in hard times. *The New Educator, 1*(1), 27-43.
Nieto, S. (2007). Latino/as and the elusive quest for equal education. In J. Flores & R. Renato (Eds.). *A companion to Latino/a studies*. Malden, MA: Blackwell.
Nieto, S., & Rolón, C. (1997). Preparation and professional development of teachers: A perspective from two Latinas. In J. Irvine (Ed.), *Critical knowledge for diverse teachers and learners* (pp. 89–124). New York, NY: American Association of Colleges for Teacher Education (AACTE).

Noguera, P. (2003). *City schools and the American dream: Reclaiming the promise of public education*. New York, NY: Teachers College Press.
Noguera, P. (2007). "¿Y qué pasará con jóvenes como Miguel Fernández?" Education, immigration, and the future of Latinas/os in the United States. In J. Flores & R. Renato (Eds.). *A companion to Latino/a Studies*. Boston, MA: Blackwell.
Núñez, R. (2001). Family homelessness in New York City: A case study. *Political Science Quarterly*, *116*(3). 367-379
Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven, CT: Yale University Press.
Orfield, G. (2004) (Ed.) *Dropouts in America: Confronting the graduate rate crisis.* Cambridge, MA: Harvard Education Press.
Orfield, G. (2004). Losing our future: Minority students left out. In G. Orfield (Ed.), *Dropouts in America: Confronting the graduation rate problem* (pp. 1-11). Cambridge, MA: Harvard Education Press.
Orfield, G., Losen, D. Wald, J., & Swanson, C. (2004, February 25). *Losing our future: How minority youth are being left behind by the graduation rate crisis*. Cambridge, MA: Civil Rights Project and the Urban Institute. Retrieved from http://www.urban.org/publications/410936.html
Parsad, B., Lewis, L., & Farris, E. (2001). *Teacher preparation and professional development: 2000* (NCES 2001-088). Washington, DC: U. S. Department of Education.
Pedraza, P., & Rivera, M. (Eds.) (2005). *Latino/a education: An agenda for community action research* (pp. 459-466). Mahwah, NJ: Lawrence Erlbaum.
Pérez, B., Choong-Guen, C., & Skiba, R. J. (2008). Latino students and disproportionality in special education. *Center for Evaluation and Education Policy. Education Policy Brief, 6*(2), 1-8.
Pérez, B.F., & Romo, H (2009a) *School mobility and educational experiences of youth in foster care placements*. Paper presented at the annual meeting of Southwest Sociological Association, Denver, CO.
Pérez, B.F. & Romo, H. (2009b) *"Where am I going to go?": The impact of housing on foster care alumni*. Paper presented at the annual meeting of Southwest Sociological Association, Denver, CO.
Pew Hispanic Center. (2006a). *Statistical portrait of Hispanics in the United States.* Washington, DC: Author.
Pew Hispanic Center. (2006b). *Poverty by age, race, and ethnicity: 2006. Statistical portrait of Hispanics in the United States.* Washington, DC: Author.
Portes, A. (1998). Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology, 24*, 1-24.
Portes, A., Fernandez-Kelly, P., & Haller, W. (2008). *The adaptation of the immigrant second generation in America: Theoretical overview and recent evidence* (Working Paper #08-02). Princeton, NJ: Center for Migration and Development.
Portes, A., & Rumbaut, R. G. (1996). *Immigrant America* (2nd ed.). Berkeley, CA: University of California Press.
Quiroz, P.A. (2001). The silencing of Latino/a student "voice": Puerto Rican and Mexican narratives in eighth grade and high school. *Anthropology and Education, Quarterly*, *32*(2), 326-349.
Ramírez, A.Y. (2005) Esperanza's lessons: Learning about education through the eyes of the innocent. *Multicultural Education*, *13*(2), 47-51.
Reyes, A. H. (2003). Does money make a difference for Hispanic students in urban schools? *Education and Urban Society*, *35*(4), 363-379.
Rivera, M., Medellín-Paz, C., Pedraza, P. with El Puente Academy for Peace and Justice. (2010). *Imagination for the imagined nation: A creative justice approach to human development.* Final report. New York, NY: Ford Foundation.
Romero, A., Cammarota, J., Dominguez, K., Valdéz, L., Ramírez, G., & Hernández, L. (2008). "The Opportunity if not the right to see": The social justice education project. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 131-154). New York, NY: Routledge.
Rodríguez, R. L (2007). Leaving most Latino children behind: No Child Left Behind legislation, testing, and the misuse of data under George Bush administration. *DataCrítica: International Journal of Critical Statistics, 1*(1), 3-7.
Romo, H. D., & Falbo, T. (1996). *Latino high school graduation: Defying the odds.* Austin, TX: University of Texas Press.
Romo, H., Aguilar, E., Hansen, M. L., Hurley, A., Ordner, J. P., & Pleasant. A. E. (2008). *United Way of Texas and Bexar county parent-school-community partnership final report and evaluation*. San Antonio, TX: University of Texas at San Antonio Bank of America Child and Adolescent Policy Research Institute.
Rosebery, A., & Warren, B. (2008). *Teaching science to English language learners: Building on students' strengths*. Washington, DC: National Science Teachers Association.
Ruiz, N. T., Vargas, E., & Beltrán, A. (2002). Becoming a reader and writer in a bilingual special education classroom. *Language Arts, 79*(4), 297-308.
Ruiz de Velaso, J., & Fix, M. (2001). *Overlooked and underserved: Immigrant students in U.S. secondary schools.* Washington, D.C.: Urban Institute Press. Retrieved from http://www.urban.org/pdfs/overlooked.pdf
Rumbaut, R.G. (1995). The new Californians: Comparative research findings on the educational progress of immigrant children. In R.G. Rumbaut & W.A. Cornelius (Eds.), *California's immigrant children: Theory, research and implications for educational policy* (pp. 17-69). San Diego, CA: University of California Center for U.S.-Mexican Studies.
Rumberger, R. (2003). The causes and consequences of student mobility. *The Journal of Negro Education*, *72*(1), 6-21
Rumberger, R. W., & Thomas, S. L. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Sociology of Education*, *73*(1), 39-68.
Saenz, V.B., Yamamura, E., Cabrera, N., Lopez, P., Martinez, M., Aguilar, A., Najera, T., Munoz, I., & Richardson, C. (2008). *Understanding the perception of college readiness in the Rio Grande Valley of Texas*. Edinberg, TX: Texas Valley Communities

Foundation.
Sánchez, G. I. (1940). *Forgotten people*. Albuquerque, NM: University of New Mexico Press.
Sanders, W.I., & Rivers, J.C. (1996) *Cumulative and residual effects of teachers on future student academic achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.
Scharrer, G. (2007, January 29). Dropout rate a crisis for state, experts say: Some estimates show half of all students in urban high schools quit. *The Houston Chronicle*, p. A1.
Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard Educational Review, 67*(1), 1-40.
Stanton-Salazar, R. D. (2001). *Manufacturing hope and despair: The school and kin support networks of US-Mexican Youth*. New York, NY: Teachers College Press.
Stanton-Salazar, R. D., & Dornbusch, S. M. (1995). Social capital and the social reproduction of inequality: The formation of informational networks among Mexican-origin high school students. *Sociology of Education, 68*, 116–135.
Stovall, D. (2006). From hunger strike to high school: Youth development, social justice and school formation. In S. Ginwright, S., P. Noguera, & J. Cammarota, (Eds.), *Beyond resistance: Youth activism and community change* (pp. 97-110). New York, NY: Routledge.
Suárez-Orozco, C., & Suárez-Orozco, M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.
Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2007). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
Thomas, W. P., & Collier, V. (1997, December). *School effectiveness for language minority students*. National Clearinghouse for Bilingual Education Resources Collection Series, No. 9. Washington, D.C.: National Clearinghouse for Bilingual Education.
Tienda, M., & Mitchell, F. (Eds.). (2006). *Multiple origins, uncertain destinies: Hispanics and the American future*. Washington, D.C.: The National Academies Press.
Titus, D. (2007). *Strategies and resources for enhancing the achievement of mobile students. NASSP Bulletin, 91*(1), 81-97.
Torre, M. E., & Ayala, J. (2009). Envisioning participatory action research entremundos, *Feminism & Psychology, 19(3),* 387-393.
Torre, M. E., & Fine, M. (2008). Participatory action research in the contact zone. In J. Cammarota & M. Fine (Eds.). *Revolutionizing education: Youth participatory action research in motion* (pp. 23-44). New York, NY: Routledge.
Trueba, H.T. (1991). From failure to success: The role of culture and cultural conflict in the academic achievement of chicano students. In R.R. Valencia (Ed.) *Chicano School failure and success: Research and policy agendas for the 1990s* (pp. 151-163). London, UK: Falmer Press.
Trueba, H. (1998). The education of Mexican immigrant children. In M. Suárez-Orozco (Ed.), *Crossings: Mexican immigration in interdisciplinary perspectives* (pp. 253– 275). Cambridge, MA: Harvard University Press.
Tung, R., Uriarte, M., Diez, V., Lavan, N., Agusti, N., Karp, F., & Meschede, T. (2009). *English learners in Boston: Enrollment, engagement, and academic outcomes, AY 2003-AY 2006. Final report.* Boston, MA: Gastón Institute
U.S. Census Bureau. (2001). *The Hispanic population reports: Census 2000 brief*. Washington, D.C.: U.S. Department of Commerce, Economics and Statistics Administration.
U.S. Census Bureau. (2007). *Population estimates and projections.* Washington, DC: Author.
U.S. Census Bureau. (2010). *The Hispanic Population: 2012*. Washington, DC: Author. Retrieved from http://www.census.gov/prod/cen2012/briefs/c212br-04.pdf
U.S. General Accounting Office. (1994). *Limited English proficiency: A growing and costly educational challenge facing many school districts* (No. HEHS – 94-38). Washington, D.C.: Government Printing Office.
Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York, NY: Teachers College Press.
Valencia, R. R. (Ed.) (1997). *The evolution of deficit thinking: Educational thought and practice*. Washington, DC: Falmer Press.
Valencia, R. R. (2002). (Ed.). *Chicano school failure and success: Past, present, and future* (2nd ed.). New York, NY: Routledge/Falmer.
Valencia, R. R., Menchaca, M., & Donato, R. (2002). Segregation, desegregation, and integration of Chicano students: Old and new realities. In R. R. Valencia (Ed.), *Chicano school failure and success: Past, present, and future* (2nd ed., pp. 70-113). New York, NY: Routledge.
Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. New York, NY: State University of New York Press.
Valenzuela, A. (Ed.) (2005). *Leaving children behind: How "Texas-style" accountability fails Latino youth*. Albany, NY: State University of New York Press.
Valenzuela, A., & Dornbusch, S. M. (1994). Familism and social capital in the academic achievement of Mexican-origin and Anglo high school adolescents. *Social Science Quarterly, 75*(1), 18-36.
Vásquez, O.A. (2003). *La clase mágica: Imagining optimal possibilities in a bilingual community of learners*. Mahwah, NJ: Lawrence Erlbaum.
Vásquez, O. A. (2006). A pedagogy of the future. Inaugural issue of *Pedagogies: An International Journal, 1*(1), 43-48.
Vásquez Heilig, J., & López, P.D. (2008, March). *Understanding the impact of Texas-style testing and accountability policy on low-income rural immigrant students*. Paper presented at the annual meeting of American Educational Research Association, New York, NY.
Vélez-Ibañez, C. G., & Greenberg, J. B. (1992). Formation and transformation of funds of knowledge among U.S.-Mexican households. *Anthropology and Education Quarterly, 23*(4), 313-335.
Viadero, D. (2005, May 8). Latino research group sets ambitious agenda. *Education Week, 24*(26), 10. Retrived from http://www.edweek.org/ew/articles/2005/03/09/26latino.h24.html

Villegas, A., & Lucas, T. (2002). *Educating culturally responsive teachers: A coherent approach*. Albany, NY: State University of New York Press.

Wald, J., & Daniel, L. (2005). Confronting the graduation rate crisis in the south. Cambridge, MA: Civil Rights Project, Harvard University. Retrieved from http://civilrightsproject.ucla.edu/research/k-12-education/school-dropouts/dropouts-in-the-south-confronting-the-graduation-rate-crisis/crp_confronting-dropouts-south-2005.pdf

Wortham, S., Murillo, E., & Hamann, E. (2002). *Education in the new Latino diaspora: Policy and the politics of identity*. Westport, CT: Ablex.

Wortham, S., & Contreras, M. (2002). Struggling toward culturally relevant pedagogy in the Latino/a diaspora. *Journal of Latinos in Education, 1*(2), 133-144.

Yosso, T. (2006). *Critical race counterstories: Along the Chicana/Chicano educational pipeline*. New York, NY: Routledge.

AUTHOR BIOGRAPHIES

Julio Cammarota is an associate professor in Mexican-American Studies at the University of Arizona. His research focuses on participatory action research with Latina/o youth, institutional factors in academic achievement, and liberatory pedagogy.

Chiara Cannella is an assistant professor of Teacher Education at Fort Lewis College. Her research has focused on culturally responsive pedagogy and participatory action research with marginalized youth.

Emmanuel Garcia is the Director of Policy for the Mexican American Legislative Caucus of the Texas House of Representatives. Emmanuel is also a doctoral student in Education Policy and Planning in the College of Education at the University of Texas at Austin. Garcia's research interests include the politics of education policy, legislative behavior and decision-making, school finance, knowledge utilization, and accountability systems.

Jason G. Irizarry is an associate professor of Multicultural Education in the Department of Curriculum and Instruction in the Neag School of Education and Faculty Associate in the Institute of Latina/o, Caribbean, and Latin American Studies at the University of Connecticut. A central focus of his research involves promoting the academic achievement of youth in urban schools by addressing issues associated with teacher education.

Luis C. Moll is Professor in the Language, Reading and Culture Program of the Department of Teaching, Learning and Sociocultural Studies, College of Education, The University of Arizona. His main research interest is the connection among culture, psychology and education, especially as it relates to the education of Latino children in the US.

Sonia Nieto is Professor Emerita of Language, Literacy, and Culture in the School of Education, University of Massachusetts at Amherst. Her research has focused on the education of students of culturally and linguistically diverse backgrounds, multicultural and bilingual education, and teacher education.

Beatrix Perez is an adjunct professor in the Sociology Department at The University of Texas at San Antonio and also teaches sociology courses at the San Antonio Community College. She has a Masters in Sociology from The University of Texas at San Antonio and has published work on the educational attainment of Latino youth in foster care and poverty and education.

Sandra Quiñones is a visiting assistant professor of Education and a recipient of the Visiting Scholars Award for Diversity and Academic Excellence at the University of Rochester. Her qualitative scholarship focuses on Latina/o education and family-community engagement issues, with an emphasis on bicultural-bilingual elementary teachers' experiences and perspectives around what it means to be a person who is bien educada/o and well educated.

Melissa Rivera is a participatory action research scholar, whose work focuses on an approach to learning and human development rooted in women's/humanistic/somatic psychology, critical/feminist theory and creativity studies, ancient wisdom traditions and social activism.

Harriett Romo is a Professor of Sociology at The University of Texas at San Antonio (UTSA) and the Director of the UTSA Mexico Center and the UTSA Child and Adolescent Policy Research Institute. She is co-author of *Latino High School Graduation* (UT Press) and has published articles on Latino immigrant youth and education, transnational families, and Latino education.

Angela Valenzuela is Professor in Education Policy and Planning in the Department of Educational Administration, University of Texas at Austin. Her research and policy interests are in the areas of teacher education, high-stakes testing, school accountability, immigration and education, and urban education. She also serves as director of the National Latino/a Education Research and Policy Project.

2013 CALL FOR PAPERS THEME ISSUE

Latin@ Students and the School-Prison-Pipeline

Guest Editors**: Lilia Bartolomé** – University of Massachusetts Boston, **Donaldo Macedo** – University of Massachusetts Boston, **Victor Rios** – University of California Santa Barbara, and **Anthony Peguero** – Virginia Tech

It is evident that youth who are disciplined at school can begin a downward path toward academic and social exclusion, educational failure, and economic depression. The conceptualization of the school-to-prison pipeline has emerged from a number of research studies that focused on the effects of the disproportionate punishment of racial and ethnic minority students. Zero-tolerance school discipline policies rose to prominence in the early 1990s, due to the perception that crime in schools was an ever-increasing and unending problem. It is estimated that over three million students are suspended at some point during each school year. This rate is nearly twice the annual number of suspensions that occurred in the 1970s. Although literature on the school-to-prison pipeline has primarily focused on the effect of school discipline, fewer studies have broadened their research scope, especially for a rapidly growing Latina/o youth population.

The consequences of the school-to-prison pipeline are serious for a growing Latina/o youth population. It is argued that the school-to-prison pipeline is an institutionalized mechanism of discrimination that can perpetuate Latina/o inequalities the US. The school-to-prison pipeline is marginalizing schools, communities, and families by derailing the educational success and progress, restricting and excluding Latina/o youth from the labor market, and promoting the continuation of the historical sense of mistrust and resentment toward authority, the criminal justice system, and all forms of social control As the United States becomes increasingly immersed in a global competitive market, addressing a school system fraught with inequities, such as the school-to-prion pipeline, becomes imperative. Insuring and improving educational achievement and attainment of this nation's Latina/o youth is vital for the United States' progress and growth.

We expect this call for papers to continue to build collective knowledge and highlight the various ways that the school-to-prison pipeline, in the broadest understanding, is related to and impacting Latina/o youth. It is also our hope for this issue to provide a forum for scholarship that addresses the urgency of addressing the school-to-prison pipeline for Latina/o youth, families, and the community. We welcome manuscripts that offer theoretical perspectives; research findings; innovative methodologies; pedagogical reflections; and implications associated with the school-to-prison pipeline for Latina/o youth. We propose and solicit more scholarly work on this topic for this theme issue that include but not limited to:

- Parental arrest and incarceration;
- Teacher and administration discrimination;
- Community segregation and marginalization;
- Immigration;
- School resource officers and securitization; and,
- Law enforcement and deportation policies.
- Drop out and/or graduation rates
- Juvenile incarceration

Submissions suitable for publication in this special issue include empirical papers, theoretical/conceptual papers, essays, book reviews, and poems. It is important to note that the special issue is interested in the broader Latina/o experience and not solely focused on the experiences of Mexican Americans (per the title of the journal).

The selection of manuscripts will be conducted as follows: 1. Manuscripts will be judged on strength and relevance to the theme of the special issue.

2. Manuscripts should not have been previously published in another journal, nor should they be under consideration by another journal at the time of submission.

3. Each manuscript will be subjected to a blind review by a panel of reviewers with expertise in the area treated by the manuscript. Those manuscripts recommended by the panel of experts will then be considered by the AMAE guest editors and editorial board, which will make the final selections.

Manuscripts should be submitted as follows: 1. Submit via email both a cover letter and copy of the manuscript in Microsoft Word to Victor Rios (vrios@soc.ucsb.edu).

2. Cover letters should include name, title, short author bio, and institutional affiliation; indicate the type of manuscript submitted and the number of words, including references. Also, please indicate how your manuscript addresses the call for papers.

3. Manuscripts should be no longer than 5000-6000 words (including references). The standard format of the American Psychological Association (APA) should be followed. All illustrations, charts, and graphs should be included within the text. Manuscripts may also be submitted in Spanish.

Deadline for submissions is April 15, 2013. Please address questions to Victor M. Rios (vrios@soc.ucsb.edu) and Anthony Peguero (anthony.peguero@vt.edu). This special issue is due to be published in December 2013. Consequently, authors will be asked to address revisions to their manuscripts during the summer months of 2013.

Reviewer Form

The following is the rubric to be used for the evaluation of manuscripts considered for the AMAE Journal.

To the Reviewer/Evaluator: please feel free to make embedded changes to the article to improve the quality and/or the delivery of the message. Please do not change the message that the author intended, however. The edited piece will be forwarded to the original author for feedback. The name of the reviewer/evaluator will remain anonymous to the original author.

Reviewer/Evaluator_____ Date_____

Email: _____ Phone: _____

Article Title:

Article addresses the general scope of the Association of Mexican-American Educators Journal	1	2	3	4	5
Timeliness and relevance to current Latino/Mexican-American scholarship and issues	1	2	3	4	5
Theoretical framework/review of the literature is well grounded, focused, and is aligned to the topic/methods of manuscript	1	2	3	4	5
Research methods are clearly articulated and supported with appropriate data to substantiate findings.	1	2	3	4	5
Article is accessible and valuable to researchers and practitioners.	1	2	3	4	5
Clarity, Style, organization and quality of writing	1	2	3	4	5

Overall Score on the Rubric: _____/30

Do you recommend inclusion of this article in the AMAE journal?

Yes, as submitted ☐
Yes, but with minor revisions ☐
Yes, but would need significant revisions and another review ☐
No ☐

Comments/ suggestions to improve the article (for the author):

Comments/ suggestions about the article (for the guest editors) (these comments will not be shared with the author):

AMAE

ASSOCIATION OF MEXICAN AMERICAN EDUCATORS

EL FUEGO NUEVO

APPLICATION TO JOIN AMAE

Association of Mexican American Educators, Inc.
634 South Spring Street, Suite 602 • Los Angeles, CA 90014
(310) 251-6306
www.amae.org

Local Chapter: (Check One)

___Central Coast	___Central LA	___East LA
___Fresno	___Inland Empire (San Bernardino)	___LA Harbor
___Madera	___Oxnard	___Parlier
___Pajaro Valley (Watsonville)	___Porterville	___San Fernando Valley
___South Central LA	___North Central Valley (Patterson)	___Santa Maria
___Santa Monica/W. Side LA	___Visalia	

_____ I'm not sure. Place me.

_____I'm too far from any existing chapter. I'm interested in starting a chapter in my area. Call me

- -

Date ____________ New Member ______ Renewal_______

Name ____

Email Address ____

Address ____

City __________________________ State _______ Zip ____________

Home Phone _____________Work Phone _________________ Cell Phone _____________

Place of Employment: District____________________ School _____________ Position ___________

Dues cover a period of one year from the date of receipt. Local chapters have additional dues to support local activities (Check with the local leadership). For the moment, you may register with State AMAE, and your information will be forwarded to the AMAE Chapter closest to you.

Type of Membership	State Dues	Chapter Dues (if known)	Fill in Total
REGULAR: open to all certificated/Credentialed personnel (Teachers, Counselors, Principals, Vice- principals, Learning directors, etc.)	$50		
RETIRED: open to retired, "regular" AMAE members (See above).	$25		
PARAPROFESSIONAL/ASSOCIATE: open to non-certificated (classified) personnel and Community people, not in education, supporting our goals.	$10		
STUDENT: open to full time students in the field of education (18 yrs. +).	$5		
INSTITUTIONAL: open to institutions (businesses, schools, school districts).	$500		
Donation for AMAE's **Scholarship Fund.**			
Add up total due			$
AMOUNT OF CHECK ENCLOSED			$

Mail this form with your check or money order to the address listed above. Welcome to AMAE.
To expedite the registration process, you may register and pay online. Visit our web page: http://www.amae.org.

$5 of state dues shall be credited to AMAE-PAC unless you check no ____

AMAE is a 501c(3) organization

MISSION STATEMENT

The mission of the Association of Mexican American Educators, Inc. is to insure equal access to a quality education at all levels for the Mexican American/Latino students where cultural and linguistic diversity is recognized and respected. We advise state/local boards and legislators, administrators and faculty and work in partnership with the community and parents for the benefit of our students. We advocate the immediate recruitment, training, retention, support, and professional development of Mexican American/Latino educators and others committed to the education of our students.

AMAE

ASSOCIATION OF MEXICAN AMERICAN EDUCATORS

EL FUEGO NUEVO

Valenzuela, A. & López, P. D. (2015). A concise history of the national Latino/a Education Research and Policy Project: Origins, identity, accomplishments and initiatives. In A. Colon Muñiz & M. Lavadenz (Eds.) *Latino civil rights in education: La lucha sigue* (pp. 188-193). Boulder, CO: Paradigm Publishers.

This chapter provides a concise history of the National Latino/a Education Research and Policy (NLERAP) project, originally a national board of educators, community activists, and university faculty whose research is on the education of Latina and Latino youth (see http://www.nlerap.org). Currently, NLERAP's major initiative is the "Grow-Your-Own Teacher Education Institutes initiative" (or simply, the "GYO-TEI"). In some of our communities nationwide, we hope to begin recruiting high school youth into at least some of our partnering universities by Fall, 2012. This synopsis lays out the historical context, evolution, and activities of this national organization and concludes with mention of curriculum development for pre-service teachers, signaling the kinds of systemic changes that we seek for higher education teacher preparation as a national collective. An important development in this account is the organization's increased focus on policy as a result of its current close association with the Texas Center for Education Policy (TCEP) at the University of Texas at Austin.

Background

Before NLERAP (today called the "NLERAP Council"), as we know it today, existed, an agglomeration of education researchers formed a working group as part of the Inter-University Program for Latino Research (IUPLR). Within a time span of two to three years, this working group became the National Latino Education Research Agenda Project by the year 2000. Our group was primarily comprised of university faculty involved in both teacher preparation and research on the education of Latina and Latino youth in the public school system. NLERAP was founded by Professor Pedro Pedraza within the Centro de Estudios Puertorriqueños at the City University of New York at Hunter College.

The purpose of NLERAP at that time was to engage in a consensus-building dialogue concerning the educational crisis confronting, in particular, the Puerto Rican and Mexican-origin communities across this nation and to develop an actionable research agenda that would address this reality. This agenda was always coupled with the Council's desire to exert influence at local, state, and national levels in the policy and practice of certain areas of educational reform. Because of the makeup of the Council, a focus on secondary education and English language learners were also constants. While we retain a focus as a collective on issues pertaining to teacher preparation, council membership has evolved over time to include leaders from community-based organizations in those sites where we are located, nationally, as outlined further below.

The two authors' personal narratives regarding their arrival into the NLERAP *familia* is important to note. For Angela Valenzuela, she has been a NLERAP Council member since 2003, beginning with her participation in a Texas regional forum. In the case of Patricia Lopez, she has been associated with NLERAP since 2008, when the formal transition of NLERAP to Austin, Texas began. Patricia began by assisting Angela with fundraising and administrative duties to formally integrate NLERAP into her UT Associate Vice Presidency portfolio, as well as accompanying Pedro Pedraza and Melissa Rivera on the final community forums under their leadership. Primarily focused on partnership building, institutionalizing NLERAP as a formal entity and 501c3, and grant writing, Patricia and Angela are increasingly working to strengthen the policy arm of the organization as the capacity of NLERAP expands at the national and regional levels.

The First Decade

In 2000, Pedro Pedraza and his assistant, Melissa Rivera, embarked on a two-year effort that involved diverse stakeholder meetings comprised of educators, community activists, university scholars, and other educational constituencies with Latino communities in eight regions throughout the country and Puerto Rico. This effort crystallized into a national and regional board structure, with Council members serving as liaisons and members of their respective regional boards. Valenzuela herself became a NLERAP Council member in 2001.

The top four, most widely-voiced concerns in the stakeholder meetings were high-stakes testing, teacher quality, equity, and the need for a greater focus on arts in the curriculum. A need for quality bilingual education was also expressed; however, because it was ranked fifth as a concern and because it is an area that is addressed fully by other organizations, NLERAP decided not to make this a specific focus. The community also "talked back" to hegemony in research approaches and indicated that the kind of research conducted by academics for the kinds of changes sought by Latino communities was untenable. Not only were academic researchers typically non-collaborative, but neither were they community oriented. Moreover, the timeline from research conceptualization, design, implementation, and policymaking was not responsive to the urgent needs of the Latino community. To remedy this situation, the community called for a multi-methods research orientation predicated on participatory and collaborative research.

Pedro Pedraza and Melissa Rivera developed a research agenda booklet that summarized the outcomes of their two-year investigation (Pedraza et al. 2003) and subsequently produced an anthology with contributions by Council members (Pedraza and Rivera, 2005) that became useful in conversations with other scholars, community groups, and potential funders wanting to know the concerns of the Latino community writ large. These documents also helped lay the foundation for NLERAP's community-based research approach, that not only could legitimize the action research that some members were already conducting, but could also presage the more policy-oriented, if not more direct advocacy, role as NLERAP members at the regional and grassroots level.

NLERAP's emerging identity took form in 2007 when the group decided that NLERAP should move to the University of Texas (UT) at Austin under the leadership of co-author, Angela Valenzuela, who by then directed the Texas Center for Education Policy (TCEP) under her current Associate Vice Presidency portfolio. The original equity concerns laid out by Latino community stakeholders years earlier further crystallized at the January 31, 2009 meeting of the NLERAP Council meeting in New York City when the group seized Dr. Sonia Nieto's idea for the group to create and cultivate a "grow-your-own" Latina/o teacher education pipeline in each region. A grant in 2009 from the Ford Foundation helped to begin laying the foundation for the GYO-TEI to coincide with NLERAP's move to its new home at the University of Texas at Austin. In 2011, after two and a half years of service, council elected Patricia to serve as the Associate Director of NLERAP. Council membership also expanded during this time period to include younger research faculty and seasoned leaders associated with partnering, community-based organizations in participating sites as discussed more fully below. But first, a look at TCEP, NLERAP's policy arm.

TCEP and Engaged Policy

The intent of NLERAP's transition to UT was to expand the scope of the group's work and respond to the void that was expressed in the forums held by NLERAP over a span of two years (Pedraza and Rivera, 2005). What Pedraza and Rivera's (2005) work revealed was that while oftentimes, critical analyses and understandings of the problems were apparent, there was a "collective frustration with the inability to act on what one thought was needed to address the educational issues of Latino/a communities" among those who took part in the forums (p. 548).

Throughout NLERAP's first decade, that included the advent and unfolding of the Leave No Child Behind Act of 2001 together with testing and accountability mandates that paralleled policy making in many states, the need for the organization to afford more attention to policy at multiple levels, encouraged members to consider TCEP as an appropriate home for NLERAP. The group appreciated TCEP's approach to policy, namely, "engaged policy," because of the way that it aligns with the actionable, community-centered research approach that stakeholders identified were missing from university-connected efforts.

This means entering communities with our status as university professors and researchers that utilize the tools of the academy. NLERAP's reincarnation as a community-based, public entity in the context of our regional GYO-TEI initiative, has resulted in frank discussions and reflections about the multiple, frequently contradictory, identities that we hold as scholars of color. We have come to sense palpably how we could be better agents of social change if we were to open ourselves to being led, rather than always feeling inclined to lead.

Ironically, we find that to varying degrees, we lack capacity in our own model for reasons that are of our own making. More pointedly, we wittingly or unwittingly tend to naively short circuit progress by needing to control the reform. The reward

structure and elitest culture of our higher education institutions create a psychology of privilege that works well for us in the academic realm. However, this power can unwittingly compromise our sense of responsibility and capacity to maneuver across different contexts including the very communities that we ostensibly seek to serve. For example, a challenge that we face is knowing how to facilitate a discussion without conveying the message—through our discourse, linguistic register, or content—that we possess all knowledge and authority.

TCEP is a non-partisan source of credible, policy-relevant, research-based information in various areas, including standardized testing, accountability, English language learners, and college readiness. TCEP cultivates a deep-level of understanding about policies and policy production by creating opportunities for researchers and education communities statewide to engage the multiple aspects of policy, while remaining tuned-in to issues of power and conflict that exist in these shared contexts. We also connect policy makers and legislators with associated faculty and researchers whose research has direct bearing on the production of educational policy in local, state, national, and international contexts.

TCEP's conceptualization of policy goes beyond a limited focus on the actions and intentions of government or end-goals and outcomes to include sociocultural and political processes of policy production (see Ball, 1990; Levinson & Sutton, 2001; Lopez, 2011). This can mean tracking policy discourses, individual and organizational actors and their (shifting) identities and interests, and the histories and trajectories of specific policies themselves (see for example, Lopez, forthcoming; Lopez & Valenzuela, forthcoming). In the case of the co-authors, this also means we play a role in educating individual legislators and their staff about the implications of the policies that they are either considering or actually pursuing from the existing research base (see Lopez, Valenzuela & Garcia, 2011; Valenzuela, 2006).

Our engaged policy approach is in great part responsible for the elimination of high-stakes testing on standardized state exams for third graders in the state of Texas, positively affecting over 300,000 children. Children will now be holistically assessed based on factors such as grades, attendance, classroom performance, teacher assessment, parent input, and test performance. TCEP continues its critical work in this area of policy in support of the complete elimination of the misuses of standardized testing in our state and other parts of the country. As NLERAP's policy arm, our goal within TCEP is to help build similar capacity in the area of policy in every partner site in a way that honors and builds on NLERAP's commitment to community-based research and collaboration. This goal is integral to the GYO-TEI initiative to which we now turn.

NLERAP's Grow-Your-Own, Teacher Education Institutes initiative

The primary goals of the Ford-funded, GYO-TEI were twofold: first, to build and implement a national and regional structure to support the NLERAP mission of creating a collective, national voice for improving the quality of life among Latinos in

the U.S. through education and secondly, to create a critical mass of culturally competent educators in our states and nation. Sites for the GYO-TEI initiative were purposefully located in large cities where Council members are located and where Latino/as are highly represented.

The regional board at each site consists of at least one well-established, community-based organization and a higher education university partner, each with a local district strategy for channeling future graduates back into their communities as culturally and politically aware, community-conscious teachers.

- Brooklyn College, New York, partnering with El Puente, involving students from the El Puente High School Project for Peace and Justice and other high schools serving the Williamsburg and Bushwick communities of Brooklyn.
- University of Illinois in Chicago and Northeastern University, partnering with the Puerto Rican Community Center, involving students from Roberto Clemente High School.
- California State University in Sacramento, partnering with a community-based organization called Families in Schools in Los Angeles and another called the Sol Collective in Sacramento, involving students from the Sacramento area.
- University of Wisconsin, Milwaukee, partnering with the Council for the Spanish Speaking, Inc., involving students from South Division High School.
- University of North Texas, Dallas, partnering with the League of United Latin American Citizens (LULAC), LULAC National Educational Service Centers, Inc. (LNESC), Hispanic Institute for Progress, Inc. (HIPI), and involving Sunset High School in Dallas, Texas.

Related to our first goal, in addition to Council, we now have a national 501(c)3 nonprofit called NLERAP, Inc. that provides the infrastructure and capacity to lead and sustain a national-level education effort. NLERAP, Inc.'s capacity includes a communications network, accounting services, and a legal board structure, together with a fundraising strategy that primarily targets a select segment of the corporate sector at each locale and at the national level.

Regarding our second goal of creating a mass of culturally competent scholars, we outlined our values and principles, research, and evaluation approach for our GYO-TEI initiative. This further involved the development of an action plan that draws from an extensive literature review authored by multiple NLERAP Council members and sponsored by the Spencer Foundation titled, "Charting a New Course" (Nieto, Rivera, Quiñones, 2010). This work, coupled with two additional documents based on the work of our two national subcommittees—i.e., the Community Action Research in Education (CARE) and the Curriculum and Pedagogy (C & P) Committees—provides an orientation and guidelines for the theoretical and curricular dimensions of a GYO initiative.

An accomplishment to date is NLERAP's efforts through the GYO-TEI initiative to influence curricular reform in our partnering colleges of education teacher preparation programs. This includes, the university adoption of two signature courses where pre-service teachers are expected to acquire sociocultural and sociopolitical awareness, respectively, and gain access to NLERAP's community action research approach through either additional, or substitute, courses. Finally, conversations about how the pre-service GYO-TEI teachers might receive these signature courses in a community-based setting, rather than at the university are also taking place. In addition to sociocultural and sociopolitical awareness, our expectation is that pre-service and current teachers will develop critical literacies in the areas of reading, writing, numeracy, science, and personal finance.

New Directions

With a second major investment from the W.K. Kellogg Foundation that builds on efforts that were already underway with a grant from the Ford Foundation, we work to solidify our partnerships at the grassroots level, develop our national visibility, and advance our teacher preparation curriculum through a forthcoming published Handbook that will attach to the two signature courses offered by university faculty at each site.

Premised on the above-mentioned CARE framework, the Kellogg Handbook provides explicit instructions on how it is to be read, depending on whether one is a participating member of one of our five GYO-TEI sites or simply an outside observer wanting to consider creating a teacher preparation pipeline in one's own community. The beauty of the Handbook is that it will respond to the different roles of the expected future partnering members of future potential sites (i.e., the roles of the teachers, public school system, community and parents, administrators, and business partners). Most, if not all, of the key players at a GYO-TEI site should be able to anticipate their role as a regional advisory board member or leader based on the various entry points into NLERAP that the Handbook will provide.

Our Handbook—together with additional monographs, published works, and policy and research briefs, generally, by our NLERAP scholars together with scholarship from the larger community of scholars on the Latino educational experience—promises to be a resource for culturally relevant, social justice-oriented reform efforts for policymakers, practitioners, school district, CBO personnel, and university-based researchers. It is our hope that these efforts trigger a new era for teacher preparation among the GYO-TEI's extant partnering universities, in particular, as well as community-centered educational reform efforts, in general.

1

[1] Angela Valenzuela Valenzuela serves as Associate Vice-President for School Partnerships located within the Division of Diversity and Community Engagement at the University of Texas at Austin. Her portfolio consists of both TCEP and NLERAP. Patricia D. Lopez is a doctoral candidate in Education Policy and Planning at the University of Texas at Austin, with a portfolio in Mexican American Studies. She is also a Research Associate for the Texas Center for Education Policy.

References

Ball, S.J. (1990). *Politics and policy making in education: Explorations in policy sociology.* New York: Routledge.

Levinson, B.A. & Sutton, M. (2001). Introduction: Policy as/in practice— A sociocultural approach to the study of educational policy. In Levinson & M. Sutton (Eds.) *Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy*. Westport, CT: Greenwood Publishing Group, Inc.

Lopez, P.D. (2011). Deconstructing the interdisciplinary in policy: Critical education policy analysis, social justice, and the politics of urgency. (Unpublished specialization paper). University of Texas at Austin, Austin, Texas.

Lopez, P.D. (forthcoming). *The Process of Becoming: The political construction of Texas' Lone STAAR System of Accountability and College Readiness.* Austin, Texas: Unpublished Dissertation.

Lopez, P.D. & Valenzuela, A. (forthcoming). Resisting epistemological exclusion and inserting La Clase Mágica into state-level policy discourses. In B. Flores, O. Vasquez & E.R. Clark. *La Nueva Generacion de la Clase Magica.*

Lopez, P.D., Valenzuela, A. & Garcia, E. (2011). The critical ethnography for public policy. In Levinson & Pollock (Eds.), *Companion to the Anthropology of Education.* Maiden, MA: Wiley-Blackwell Press.

Nieto, S. (S.Ed.), Rivera, M. & Quiñones, S. (Eds.), Cammarota, J., Cannella, C., Garcia, E., González, M., Irizarry, J., Moll, L., Nieto, S., Perez, B., Romo, H. and Valenzuela, A. (2011) Charting a New Course: Understanding the Sociocultural, Political, Economic and Historical Context of Latino/a Education in the United States. NY and TX: NLERAP for Spencer Foundation.

Pedraza, P. & Rivera, M. (2005). Origins of the national Latino/a education research and policy project. In P. Pedraza and M. Rivera, (Eds.). *Latino Education: An Agenda for Community Action Research (National Latino/a Education Research and Policy Project)*, pp. 3-10. Philadelphia, PA: Lawrence Erlbaum Associates.

Pedraza, P., Rivera, M. & Nuñez, V. (2003). National education research agenda project: Educational Research Framework and Agenda. Centro de Estudios Puertorriqueños and the Research Foundation, City University of New York.

Valenzuela, A. (2006). Testimony in Support of HB 1612 and HB 1613 before the Committee on Public Education. In L. Diaz Soto (Ed.). *Latinos and Education in the United States: An Hispanic Encyclopedia*. Westport, CT: Greenwood Press.

Appendix A

National Latino/a Education Research and Policy Project
National Advisory Council

René Anthop González
University of Wisconsin, Milwaukee

Dr. Tony Baez
Council for the Spanish Speaking, Inc.
Milwaukee, WI

Julio Cammarota
University of Arizona, Tucson

Miguel Carranza
University of Nebraska

Ursula Casanova
Arizona State University, Phoenix

Maria Casillas
Families in Schools, Los Angeles

José Cintrón
California State University, Sacramento

Oscar Cruz
Families in Schools,
Los Angeles

Esperanza de la Vega
Lewis and Clark College
Portland, Oregon

Richard Durán
University of California, Santa Barbara

Barbara Flores
California State University, San Bernardino

Nilda Flores González
University of Illinois, Chicago

Hector M. Flores
Former Director, Intergovernmental Affairs at Dallas Independent School District and Past National LULAC President

Marvin Garcia
Alternative Schools Network Praxis Project, Chicago, Il

Ofelia Garcia
The Graduate Center, City University of New York

Kris Gutierrez
University of Colorado, Boulder

John Guerra
Aztec Worldwide, Inc., Dallas, Texas

Jason Irizarry
University of Connecticut, Storrs, Connecticut

José Lopez
Puerto Rican Cultural Center, Chicago, Il

Frances Lucerna
El Puente, New York

Victoria Maria MacDonald
University of Maryland, College Park

Carmen Mercado
Hunter College, City University of New York

Luis Moll
University of Arizona, Tucson

Martha Montero Sieburth
University of Amsterdam, The Netherlands

Sonia Nieto
University of Massachusetts, Amherst

Pedro Noguera
New York University, New York

Raymund Paredes, Commissioner
Texas Higher Education Coordinating Board

Pedro Pedraza
Center for Puerto Rican Studies, Hunter College, CUNY

Sonia M. Perez
National Council de la Raza

Pedro Portes
University of Georgia, Athens

Pedro Reyes
University of Texas, Austin

Melissa Rivera
Center for Puerto Rican Studies, Hunter College, CUNY

Maria del Refugio Robledo
Intercultural Development Research Association, San Antonio, Texas

Harriett Romo
University of Texas, San Antonio

Richard Ruiz
University of Arizona, Tucson

Elizabeth Saavedra
University of New Mexico, Albuquerque

Nora Sabelli
SRI International, Menlo Park, California

Dean Sheryl Santos-Hatchett
College of Education, University of North Texas, Dallas

Maria Elena Torre
City University of New York

The late Henry Trueba

Virginia Valdez
ASPIRA of Illinois

Angela Valenzuela
Office of Diversity and Community and Engagement
University of Texas, Austin

Ana Maria Villegas
Montclair State University, New Jersey

U.S. LATINOS AND EDUCATION POLICY

Research-Based Directions for Change

Edited by Pedro R. Portes, Spencer Salas, Patricia Baquedano-López, and Paula J. Mellom

First published 2014by Routledge711 Third Avenue, New York, NY 10017

and by Routledge2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

Library of Congress Cataloging-in-Publication Data

[CIP data]

ISBN: 978-0-415-74782-0 (hbk) ISBN: 978-0-415-74783-7 (pbk) ISBN: 978-1-315-79682-6 (ebk)

Typeset in ApexBembo by Apex CoVantage, LLC

6241-275.indb 6

12/5/2013

3

CULTIVATING A CADRE OF CRITICALLY CONSCIOUS TEACHERS AND "TAKING THIS COUNTRY TO A TOTALLY NEW PLACE"

Angela Valenzuela and Patricia D. López

With President Barak Obama winning more than 70 percent of the Latino vote in the 2012 presidential election, a figure that also represents the necessary margins that helped to lead him and unprecedented numbers of Latinos to Congress, this was indisputably a watershed moment for Latinos. Echoing this, Vice President Joe Biden addressed members of the Congressional Hispanic Caucus Institute (CHCI) in a swearing-in ceremony on January 3, 2013, describing Hispanics as at "the center of the nation's future" and reminding all that their political power would only grow after the last presidential election. He further added that "the way to make the mark . . . is for the Hispanic community to step up and step out and let the world know, let the Republicans know, let others know that if you ignore the needs and concerns of the Hispanic community, you will not win." Described as reminiscent of John F. Kennedy's 1961 inaugural address, Biden's parting comment was, "It's no longer about what can be done for the Hispanic community . . . The question is what the Hispanic community is going to do to take this country to a totally new place" (see CHCI, 2013).

The National Latino/a Education Research and Policy Project (or simply NLERAP, pronounced like "nel-rap") seeks to heed Biden's call and take this country to a totally new place. Moreover, we want our families, communities, and progressive, community-based organizations to have a catalytic and substantive role in this process. If such a trajectory is to be effective, however, this requires an organizational framework that matches Vice President Biden's high-sounding rhetoric. NLERAP harbors precisely such seeds of change.

With support from the Ford and Kellogg Foundations and numerous partners, NLERAP has been building an infrastructure for educational change to address from a research-based perspective the crisis of Latino/a underachievement in our nation. Originally headed by Pedro Pedraza and Melissa Rivera (2000–2008) andcurrently by Angela Valenzuela and Patricia D. López (2009–present), we are a 35-member collectivity, or brain trust (referred to internally as the "NLERAP Council"), composed of scholars, research faculty, public school educators, community leaders, and advocates that have convened for well over a decade for this purpose (for a current list of the NLERAP Council membership, visit the NLERAP website at http://nlerap.org).

Our strategic goals are twofold: first, to promote a "grow-your-own" (GYO) educational pipeline for Latino/a youth into higher education that is community centered and university connected; and second, to cultivate a critical mass of critically conscious, civically engaged, globally literate educators throughout the country that embodies a collectivist, community-centered ethos in their pedagogy and praxis. This approach is invested in transforming education in a way that that involves both community, family, and Latino/a youth as equal, respected partners rather than as how they are frequently regarded in the educational process—that is, as the objects, rather than the subjects, of reform.

Accordingly, our partnership model connects schools and districts to community-based organizations and universities in the following five cities and states: Sacramento, California; Chicago, Illinois; Milwaukee, Wisconsin; Dallas, Texas; and Brooklyn, New York. The act of convening a constituency around public schooling and GYO teachers across our five sites reveals how our initiative positions the community to take ownership of our GYO teacher preparatory pipeline model so that once teachers enter the profession, they also enter into our nation's neighborhoods as critically conscious agents of change. For this to occur, teachers need a constituency, or support network, in those instances when they become politically involved in acts of social justice and transformational change.

Although most reform efforts are focused on the content of change in terms of curricula, programs, models, projects, and policies, our collective efforts additionally emphasize the structure and process of change. NLERAP has made great strides in developing its infrastructure. Through community forums, we have identified key partners and community leadership within each site that have the capacity to move our GYO initiative forward. These partners are working closely with their public university leadership to create an educational pipeline from select public high schools, as well as through entry points at the postbaccalaureate and para-professional levels. They are also working closely together to institutionalize two signature courses developed by our national NLERAP research and curriculum committees for future teacher candidates that foster sociocultural and sociopolitical awareness together with a community-centered, participatory action research (PAR) approach and an engaged approach to policy that we simply term "engaged policy" (López, 2012).

Regarding structure, there are no shortcuts to building NLERAP's infrastructure within which community-based curricula, programs, projects, and policies flourish, in a sustaining manner. This requires very intense, relational work, candid conversations regarding ethical motivations and shared principles, transparency, and confianza (trust). Aside from the broad, nonnegotiable parameters like the integration of our two signature courses into teacher preparation curricula and promoting a pipeline from within traditional public school settings that help

teacher graduates return to their home communities (or school sites that are relatively similar and geographically proximate), each site enjoys a high degree of autonomy. Regional sites have diverse advisory boards that consist of partners that each play an integral part in providing the resources and capital needed to transform both K–12 and postsecondary, higher education institutions. These regional infrastructures also have their respective fiscal agents that connect to the national office at the University of Texas at Austin and our NLERAP Inc. nonprofit in Dallas, Texas, the organization's fundraising arm (see the NLERAP website at http://nlerap.org).

Regarding process, our collective wisdom, experience, and knowledge yields the four overarching components that facilitate the educational success of Latino/a students: first, community and family engagement and advocacy that honors funds of knowledge and pedagogies of the home; second, sociocultural and sociopolitical theoretical foundations that are the bases for critical pedagogy; third, community-based PAR that prepares teachers to work alongside their students on research projects that situate them at the center of the inquiry process;[1] and fourth, engaged policy that inserts communities' ways of knowing into political debates and policy-making processes.

Taken together, these four components recognize the importance of collaborative knowledge creation and how communities are best positioned to generate context-specific funds of "legitimate" knowledge that can inform curricular content, research foci, and pedagogical practices. Several decades of research findings by members of our NLERAP Council have demonstrated how one or more of the previously mentioned components has positively impacted the education of Latino/a students on the national level (García & Baetens, 2009; García & Kleifgen, 2010; Nieto, 2005, 2013; Villegas, 2007), as well as in specific contexts such as Arizona (Cammarota, 2008; Casanova, 2010; Moll, Amanti, Neff, & Gonzalez, 1992), California (Berta-Ávila, Tijerina Revilla, & López Figueroa, 2011; Conchas & Rodriguez, 2008; Flores, 2005; Lindquist Wong & Glass, 2009), Chicago (Antrop-González, 2011; Flores-González, 2002), Connecticut (Irizarry, 2011), Massachusetts (Nieto, 2003), New York (García & Kleifgen, 2010; Mercado & Brochin-Ceballos, 2011; Noguera, 2007; Pedraza & Rivera, 2005; Rivera, Medellin-Paz, & Pedraza, 2010; Torre, 2009), and Texas (López, 2012; López, Valenzuela, & Garcia, 2011; Reyes, Scribner, & Paredes Scribner, 1999; Romo & Falbo, 1996; Valenzuela, 1999, 2004).

Community and Family Engagement

As university-based educators, we unfortunately, albeit typically, enter into the fray of educational change with limited conceptions of the role of community and parents as agents of change. In contrast, we seek to center parent, family, and

community engagement in educational reform. For us, this means that our partnering community-based organizations (CBOs) and parents play a leading role in developing and cultivating our GYO pipeline. Our conceptualization of parent involvement is an unconventional one. Typically, parent involvement is limited to helping children and youth develop reading and mathematics skills, spelling, homework, vocabulary, and so on (Olivos, Jiménez-Castellanos, & Ochoa, 2011). Or, as Baquedano-López et al. (Chapter 2, this volume) find, their participation is frequently controlled and limited to surveillance roles as chaperones and monitors. As important as these are, NLERAP views parent involvement as a political act and seeks to therefore cultivate family, parent, and community agency in ways that are enmeshed within a larger agenda of school, community, and societal transformation.

Other than in narrowly prescribed ways such as in research projects or partnerships where alumni can facilitate the goals of our universities or through continuation learning structures, the academy devalues engagement outside of the university with parents and community as a part of normal university practice. Despite the fact that our public universities rely, in part, on the local taxpayer base, collaborations with parents and community are, at best, episodic—and mostly related to filling the terms of a given grant—or, at worst, an afterthought.[2] This helps to account for a systemic disconnect between research, researchers, and the communities in whose name this very research gets conducted.

Investigating the process of securing and implementing government National Science Foundation grants in a higher education institution, Daza (2013) launches an implacable critique against what she aptly terms "grant-science," referring to the values and ethics that inform research and knowledge production in universities. Her work demonstrates how historically and socioculturally engrained forms of power reproduce meaning, subjects, identity, and truths because of the time-honored, taken-for-granted material and discursive parameters that define and legitimate scientists' "worldings," or worldviews (see also Spivak, 1985).

Daza maintains that what results is a technocratic imaginary that reproduces neoliberal scientism's positivist and managerial ways, eliminating the presumptive "messiness" of race, culture, language, power, and difference. Against this artifice, authentic partnerships with family and community are inconvenient and potentially compromising. As members of university culture, it should therefore come as no surprise that our teacher preparation programs mostly pay lip service to the notion that we need to incorporate community and parents into our curriculum development and praxis.

Although Daza (2013) points to the important and complex role that progressive university researchers can play as both beneficiaries of and "infiltrators" to these

regimes of knowledge production, NLERAP further offsets this pattern of scientism by empowering an already powerful set of community leaders nationwide to assume ownership of the GYO initiative. These are individuals with long-standing track records of working with parents and communities toward progressive educational change in their respective communities but whose voices are frequently marginal to university-based efforts at reform.

Our approach also helps incubate a learning community that is home to, and nurtures, the pipeline, alongside enabling social justice and communitarian values and orientations through its partnering, educative role in the preparation of future GYO Latino/a teacher cohorts. The fruit of this labor is the eventual return of critically conscious GYO graduates to our nation's secondary schools, armed with a different worlding premised on the fertile soil of shared histories of struggle that our partnering CBOs themselves signify and into which our GYO pipeline gets rooted.

Curriculum as Praxis

In many respects,curriculum rests at the heart of NLERAP's GYO teacher preparation pipeline initiative. Our curriculum is critical of, and seeks to remedy, existing sterile standards-based approaches that objectify youth, families, and communities by privileging reductive educational outcomes like tests scores and a narrowing of the achievement gap via test-based measures of success. More often than not, this kind of focus aligns with curricula that eviscerate students' histories, cultures, languages, community-based identities, and thus, their sense of self-worth and how to be a change agent in the world (Valenzuela, 1999, 2004). Many youth subsequently internalize pejorative attitudes of the dominant culture toward their own groups (Valenzuela, 1999).

To reverse this trend, we have devised a curriculum that both honors and strengthens students cultural and community-based identities while simultaneously illuminating the way that power and privilege work in a capitalist society to reproduce asymmetries of power in institutions like schools, as well as in the workforce and the economy. This curriculum finds expression in the two above-mentioned signature courses that each partnering university will offer its teacher candidates. Whether these courses involve either the development of new courses or accommodate to existing ones, their respective content will cultivate sociocultural and sociopolitical awareness.

In a monograph produced by our group (Nieto and Rivera, in press), these core forms of awareness were identified as necessary requirements for all teacher preparation programs that develop graduates with career trajectories that include the teaching of underserved, ethnic, and linguistic minority youth. While immersing students in scholarship pertaining to critical multicultural studies,

sociocultural learning theory, politics, policy, local, community, and hemispheric histories and struggles, candidates will engage in constant self-reflection regarding their own views on, and attitudes toward, race, class, gender, sexual orientation, language, and ability. What makes our curriculum dynamic is how it is situated philosophically within an understanding of curriculum as praxis and the transformative role that critically conscious teachers can and should play (hooks, 1994; Solorzano & Delgado Bernal, 2001).

Specifically, these courses will get taught in the very community contexts from which they emanate where teacher candidates will learn from traditional methods like lectures and discussions but also engage in PAR that attaches to real-world issues that impact communities, thereby providing immediate benefits to the very communities to which they shall eventually return as teachers. Our approach thus intentionally blurs the boundaries between teaching, research, and advocacy. It is not sufficient for us to grow a nominal pipeline of Latino/teacher candidates; we must also foster in them the critical-thinking skills that they need to be full, participating members of a democratic society. Although our curriculum as praxis approach sets a very high bar for our teacher candidates, their learning is never separate from the support of a community that eagerly awaits their return upon graduation and certification.

PAR and Critical Methodologies

Embedded within our signature courses are the theoretical and practical elements that equip teachers with the tools to engage in a community-based process for examining pressing issues that are relevant to their students (see Ayala, forthcoming). A core contribution of PAR to teacher preparation is its role in cultivating strong relationships between teachers and their students (Irizarry, 2011). That is, research and "the researched" are partners to any particular given inquiry, a process that partly consists of joint decision making regarding what gets studied, how it gets studied, and what was learned from the study via a collectively deliberated process.

For example, our GYO curriculum engages candidates in problem-posing dialogues (Freire, 1990) that encourage them to rely on their own life experiences for naming the problems that they face, giving them the tools to determine the causes of these problems so that they can act as effective change agents. This should culminate into a deeper, critical reflection on the politics of being a teacher of Latino/a students. As teachers gain confidence in engaging in PAR projects that are important to their communities, they, too, will gain self-assurance in taking ownership of their role as political actors that engage policies and practices at multiple levels (García & Menken, 2010; López, 2012; López & Valenzuela, forthcoming).

Our approach contrasts with most research designs that make these decisions at a distance from the very communities that serve to justify this research (Daza, 2013). Consequently, PAR is, of necessity, a collectivist and inclusive endeavor that seeks to partner all of our teacher candidates with youth, other educators, and community members in carrying out specific research projects that are co-constructed. Data or research evidence gathered can consist of standard instruments like surveys, interviews, focus group information, and so on, but they may also consist of cultural and artistic productions accomplished through poetry, dance, theater, and other forms of expression.

This approach fosters meaningful relationships, activism, and community betterment and well-being. Settings for this research are found nationwide, and all generate interdisciplinary bodies of knowledge that directly address the exploitative and oppressive conditions within which youth are schooled, work, and live. Although this research approach will get folded into our signature courses, it is our hope and expectation that it gets folded into other aspects of the teacher preparatory curriculum and possibly even institutionalized as a separate third course.

Engaged Policy

The final component is a relatively new element embraced by NLERAP that we term "engaged policy" and its role in redefining what is possible for schools, families, and communities. Engaged policy is concerned with "extending the political reach" (López, 2012) of those persons who are committed to being agents of social change beyond the classroom, school, and community settings into the realm of the state. Hence, governmentality (Lather, 2004) is an important, orienting concept with respect to engaged policy.

Too often, much of the research and knowledge generated either from local communities or university researchers does not find its way into policy-making discourses. Consequently, policy-making bodies are absolved of their responsibility to consider the needs of marginal communities—sometimes because policy makers are unaware of such research and, in other instances, because the issues are either too politically contentious or minoritarian (see López, 2012; Valenzuela & Maxcy, 2011). In this framing, policies like high-stakes standardized testing that are detached from, and alienating to, marginal communities can be thought to exist not because of a lack of evidence, but rather because of the political aspects of educational policy making (López, 2012).

Except perhaps through student internships—termed "service learning"—in the government sector or in think tanks that do participate in state affairs, higher education institutions generally do not equip undergraduate or graduate students with the knowledge, skills, and predispositions that they need to have in order to be effective agents of change at these levels (Benneworth, 2013). Knowing how to

pass, amend, or defeat legislation, for example, requires not only an array of specific kinds of skill sets, but also a particular kind of investment in, and understanding of, politics, power, and governmentality in order to be either reactive against or proactive toward harmful or constructive policy agendas, respectively (López, 2012). In short, we have theorized engaged policy as academic researchers putting their research-based knowledge to work within state policy-making arenas (Foley & Valenzuela, 2005; López, 2012; López et al., 2011).

In the context of teacher preparation, engaged policy focuses on providing teachers with historical and tangible understandings of the broad roles that they play in policy processes. Engaged policy brings to life the multiple, often competing, dimensions that embody policy as both text and processes (for elaboration,

see López, 2012). Therefore, the act of interrogating conventional ideas of what is policy and placing an eye on decision-making bodies complements the knowledge generated either through our NLERAP curriculum or PAR projects that critically analyze issues that are impacting them and the students that they teach. This is an important contribution because it is not enough to know either what is wrong or to only address what is wrong at the microcontext of the classroom, school, or district level. If classrooms, schools, and districts are largely an artifact of state- and federal-level policy making, engaged policy helps to take us there.

Conclusion

Because teachers have to negotiate multiple realities in and out of the classroom, many of which are associated with external forces, it is important for them to see themselves as having a sense of responsibility and varied forms of agency that can lead to significant social change. The idea here is not for NLERAP's GYO teacher education institutes (TEI) teachers themselves to take our country "to a totally new place" as expressed by Vice President Biden, but rather for them to get the experience that they need in working with the community so that they can come to see themselves as integral to larger, historic, community-based emancipatory projects to which our teacher preparatory programs have heretofore mostly been incognizant. The latter is a consequence of historic institutional arrangements that exclude our communities' participation in teacher preparation as a matter of custom and norms, abetted by the role of the state through grant-science. By centering our GYO-TEI initiative in the community and not universities, NLERAP has effectively inaugurated a new set of institutional arrangements that not only disrupts institutionalized ways of knowing and doing business, but also breathes life into a new set of institutional arrangements that hold great promise for Latino/a students, their families, and communities. And to help the Latino/a community is to help our nation.

Notes

1. For example, with NLERAP's inaugural 2012–2013 cohort at California State University, Sacramento, all GYO students are placed at a partnering secondary school site from the onset. They will go through a practicum that will offer them a mentorship opportunity with a cooperating teacher where they will learn how to foster a safe and engaging classroom, as well as how to develop curricula in a progressive, sensible manner in ways that allow them to assume greater responsibilities over time. They will implement and make adjustments to curricula devised by members of the NLERAP Council that consist of a participatory action research approach that builds on, and extends, real-life, community-based efforts and concerns. GYO teachers are expected through this process to evolve into critically conscious agents of change with a community-anchored identity grounded in principles of social justice.

2. Area studies like Mexican American and African American studies are potentially important exceptions to this overall trend because of their unique histories of struggle as a consequence of community pressures and enduring constituencies.

References

Antrop-González, R. (2011). Schools as radical sanctuaries: Decolonizing urban education through the eyes of youth of color and their teachers. Charlotte, NC: IAP.

Benneworth, P. (2013). University engagement with socially excluded communities. Dordrecht, The Netherlands: Springer Verlag.

Berta-Ávila, M., Tijerina Revilla, A., & López Figueroa, J. (2011). Marching students: Chicanaand Chicano activism in education, 1968 to the present. Reno, NV: University of Nevada Press.

Cammarota, J. (2008). Sueños Americanos: Barrio youth negotiating social and cultural identities. Tucson, AZ: University of Arizona Press.

Casanova, U. (2010). ¡Sí se puede! Learning from a high school that beats the odds. New York: Teachers College Press.

Conchas, G. Q., & Rodriguez, L. F. (2008). Small schools and urban youth: Using the power of school culture to engage students. Thousand Oaks, CA: Corwin Press.

Congressional Hispanic Caucus Institute Inc. (CHCI). (2013). Vice President Joe Biden joins CHCI swearing-in ceremony to welcome Hispanic members of the 113th Congress. Retrieved from www.chci.org/news/pub/vice-president-joe-biden-joins-chci-swearing-in-ceremony-to-welcome-hispanic-members-of-the-113th-congress-

Daza, S. L. (2013). A promiscuous (feminist) look at grant-science: How colliding imaginaries shape the practice of NSF policy. International Journal of Qualitative Studies

in Education, 26(5), 580–598.

Flores, B. (2005). The intellectual presence of the deficit view of Spanish-speaking children in the educational literature during the 20th century. In P. Pedraza & M. Rivera (Eds.), Latino education: An agenda for community action research. Mahwah, NJ: Lawrence Erlbaum.

Flores-González, N. (2002). School kids/street kids: Identity development in Latino students. New York: Teachers College Press.

Foley, D. E., & Valenzuela, A. (2005). Critical ethnography: The politics of collaboration.In N. K. Denzin & Y. Lincoln (Eds.), The Sage handbook of qualitative research (3rd ed.,pp. 217–234).

Freire, P. (1990). Pedagogy of the oppressed. New York: Continuum.García, O., & Baetens, B. H. (2009). Bilingual education in the 21st century: A global perspective.

Malden, MA: Wiley-Blackwell.García, O., & Kleifgen, J. A. (2010). Educating emergent bilinguals: Policies, programs, and practices for English language learners. New York: Teachers College Press.

García, O., & Menken, K. (2010). Stirring the onion: Educators and the dynamics of education policies (looking ahead). In K. Menken & O. García (Eds.), Negotiating language policies in schools: Educators as policymakers (pp. 249–261). New York: Routledge.

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.

Irizarry, J. G. (2011). The Latinization of U.S. schools: Successful teaching and learning in shifting cultural contexts. Boulder, CO: Paradigm.

Lather, P. (2004). Scientific research in education: A critical perspective. British Educational Research Journal,30(6),759–772.

Lindquist Wong, P., & Glass, R. D. (Eds.). (2009). Prioritizing urban children, teachers, and schools through professional development schools. Albany, NY: State University of New York Press.

López, P. D. (2012). The process of becoming: The political construction of Texas' lone STAAR system of accountability and college readiness (Doctoral dissertation). University of Texas at Austin, Austin, TX.