Reflections from sessions attended:

- The Role of Leadership in Raising Minority Achievement - Pedro Reyes, Department of Educational Administration, University of Texas, Austin
  - [http://www.utexas.edu/academic/uip/teach/faculty/reyes.html](http://www.utexas.edu/academic/uip/teach/faculty/reyes.html) vita information
  - [http://www.utexas.edu/ogs/outreach/](http://www.utexas.edu/ogs/outreach/) outreach activities
  - [http://www.utexas.edu/depts/cmas/](http://www.utexas.edu/depts/cmas/) CMAS - the Center for Mexican American Studies
  - *Sounds of Learning* Video - dual language arts infused or integrated into the curriculum, active learning—collaborative efforts with 25 mins of mixed language—focus also on contextual learning (familiar to new), also seminars on multicultural education ****

Summary of:

- Raising the Academic Achievement of Latino Students: Lessons from the Field - Sonia Nieto, University of Massachusetts, Amherst
  - Who are the Latino students in our schools?
  - How are they experiencing school/education?
  - Myths and realities - what do they need to know?
  - What are the implications for changing school policies and practices?
  - Personal level important but can not look at in isolation - values-behaviors-beliefs
  - Collective work (professional development needed!!)
  - Major issues to be considered - access and equity, i.e. who has access to high quality education? Why? How?
  - Profoundly a multicultural question
    - Who is taking calculus? AP? Getting into GT programs? Science labs? Is the bilingual program in the basement? ESOL in the basement or backroom?
  - Prevalent myths
    - All Latino alike
    - Latino students do poorly in school because their parents do not care about education - in real life education only thing that can help — aspirations are higher than European, but expectations are less - hope to be a doctor and hope to graduate from high school
    - Culturally and experientially deprived
    - Once Latino’s learn English, they will do well in school
    - Since newest immigrants - once here for awhile will do better - false assumptions
- Actually in Latino family—family is #1
- Out of school because culturally mediation
  - Teachers need to know:
    - General information from the 2000 census
    - more than 35 million and more than 25 are Mexican
    - not newest in long history of immigrant experience-differs considerably from that of European immigrants
    - heterogeneous population in race-social class-time in US-language fluency-history of origin and in US and political orientation
    - Puerto Rican- upper middle class; Mexican social lower class
    - Race ** key issue --except for some Asians from particular countries-all other non European immigrants have done poorly in the US
    - Also different in what they look like
    - Cuban-70% HS graduate and 25% BA
  - Teachers should also know:
    - Profile of Latino population (especially as related to their school)
    - 14% of US school age population = Latino
    - most Latinos attend poorly funded (urban) schools
    - highly segregated schools (segregated more than AA schools)
    - higher drop out rate (30-80%) rate-depends on how the data is collected per year doesn’t look bad Also some get GED so they count that as completion but this is not equal to HS degree
    - high stakes testing has for the most part affected Latino’s (-) and disproportionally
    - high rate of retention-held back once- 50% chance dropout
    - held back twice 75% chance drop out
    - poor academic achievement (math-science-reading) 220 points lower on ???
  - Educators also should know:
    - Or learn about the Latino culture, values and history
    - Latino IS US history
    - General understanding of the colonial history of LA and Caribbean
    - Racial and ethnic composition of the regions and the resulting culture and make up of that region
    - How socioeconomic and sociopolitical contexts effect this population (from back home and here in US)
    - Need to know cultural and linguistics strengths and how these impact cultural and linguistic maintenance
    - Research shows that bilingual better than not
    - Danger of “premature assimilation” (Portes & Rumbaut) i.e. so fast that they loose contacts with back home and culture they are from (-) effect-do not fit in anywhere
    - Particular strengths include:
      - Close family relationships
      - Focus on community responsibility
Resilience in the face of adversity

- “A house for my Mother” - Big brother-sister mentors for school and how kids try to succeed to “get a house for their mother”

- Educators need to know the need and importance of the Latino caring and mentoring-disconnect between US culture of top down and “cold” nature of teachers and what the Latino perceive as what a teacher needs to be

- Research literature from 1960’s to present indicates that sign of caring for Latino students is important
  
  o Beyond knowing—what are implications for policy and practice? What should we do?
    
    - Educators need to explore their identity, biases & privileges
      
      - Need to understand how their own autobiographies are implicated in their work
      
      - Need to handle have on where they and where others are coming FROM
    
    - Learner of their students

- Educators need to find out who their students are:
  
  - Create learning environments that welcome and affirm all students
  
  - Center pedagogy—focus on realities of their lives

- Educators need to demonstrate care in numerous ways
  
  - Having higher expectations and rigorous standards
  
  - Develop stronger interpersonal relationships with students AND parents/family
  
  - Respecting and affirming student’s language and culture
  
  - Building on students strength to support their learning
  
  - Mentoring students (college)

- Educators need to become multicultural and bilingual
  
  - Learning more to teach more comprehensively
  
  - Reforming curriculum, making it more complete and honest
  
  - Seeking ways to involve families in school matters
    
    - Kids on display and they will come
    
    - Promoting students 1st and 2nd language
    
    - Recruiting bilingual and Latino faculty and staff

  - Provide relevant PD for teachers and staff

- Questions Poverty and Race have identified as further issues to study:
  
  - What are the impacts of a highly mobile classroom on the stable students in a classroom?
  
  - What are the impacts of a highly mobile classroom on teachers?
  
  - What are the ways in which welfare reform impacts the classroom?
  
  - What are the ways in which child welfare/foster care system impacts classroom mobility?
- How does high mobility impact new federal and state accountability systems?
- What is the experience of private/parochial schools with classroom mobility?
- How does the Department of Defense deal with classroom mobility in the schools it runs?
- To what degree do reform proposals—e.g.—higher teacher qualifications, smaller schools/classroom—reduce classroom mobility?
- What litigation possibilities—in the housing area as well as the education area—exist to force needed change: what are the legal theories, with respect to housing policy and other relevant areas, that might produce desirable results?

  - Research Needs and Questions regarding “residential Education”
    - Who are best served in these settings?
    - What is the “value-added” of the residential component, which is the most expensive and controversial part?
    - What aspects of these programs make the most impact?
    - How are children’s lives improved in these programs?
    - How do students in these settings fare compared with students of similar backgrounds and talents who live in foster homes, group homes, or those who remain in poverty-stricken neighborhoods?
    - What are the effective practices and policies of other countries which would contribute to those in the US?

- Other excellent resources:
  - [www.prrac.org](http://www.prrac.org) - Poverty and Race Research Action Council
  - CORE: the Coalition for Residential Education, 1620 Eye St NW, #202, Wash., DC 20006  202 496 9189  [www.residentialeducation.org](http://www.residentialeducation.org)
  - National Association of Independent Schools, 1620 L. Street. NW, #1100, Wash., DC 20036  202 973 9717  [www.nais.org](http://www.nais.org)
  - Heidi Goldsmith, Residential Education: An Option for America’s Youth (Milton Hershey School, Hershey, PA, 1995)
  - NABRE-Network of Alliances Bridging Race and Ethnicity—[www.jointcenter.org/nabre](http://www.jointcenter.org/nabre) and Youth NABRE -[www.jointcenter.org/youthnabre-interactive](http://www.jointcenter.org/youthnabre-interactive) websites that highlight promising practices in race relations activities in communities
  - Information about Poverty—[www.povertyusa.org](http://www.povertyusa.org)
o Sizing Things Up: What Parents, Teachers & Students Think About Large & Small High Schools by Jean Johnson, Ann Duffett & Steve Farkas (www.publicagenda.org)
