

MD Minority and Urban Institute Conference June 20<sup>th</sup> and 21<sup>st</sup>

<http://www.education.umd.edu/institutesandcenters/MIMAUE/conference/>

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> vita information
  - [http://www.edb.utexas.edu/WWW\\_Directory/bylastname/REYES.html](http://www.edb.utexas.edu/WWW_Directory/bylastname/REYES.html) his main homepage
  - <http://www.utexas.edu/ogs/outreach/> outreach activities
  - <http://www.utexas.edu/depts/cmas/> CMAS- the Center for Mexican American Studies
  - <http://www.utexas.edu/ogs/outreach/libraries.html> Libraries, Museums and Arts--many related to Latino Culture
  - *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 disproportionately
  - 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 fro 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
- Beyond knowing—what are implications for policy and practice? What should we do?
  - Educations 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 1<sup>st</sup> and 2cd 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)
  - TABS: The Association of Boarding Schools, 4455 Connecticut Ave. NW, Wash., DC 20008 202 966 8705 [www.schools.com](http://www.schools.com)
  - National Association of Independent Schools, 1620 L. Street. NW, #1100, Wash., DC 20036 202 973 9717 [www.nais.org](http://www.nais.org)
  - Richard McKenzie, Rethinking Orphanages for the 21<sup>st</sup> Century (Sage Publications, 1999)
  - Richard McKenzie, The Home: A Memoir of Growing Up In An Orphanage (Basic Books, 1996)
  - Heidi Goldsmith, Residential Education: An Option for America’s Youth (Milton Hershey School, Hershey, PA, 1995)
  - “Bring Back the Orphanage? Israel Has a Better Idea,” Moment Magazine, June 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)

- Sizing Things Up: What Parents, Teachers & Students Think About Large & Small High Schools by Jean Johnson, Ann Duffett & Steve Farkas ([www.publicagenda.org](http://www.publicagenda.org))
- The Impact of Welfare Reform on Immigrant Welfare Use, by George Borjas (March, 2002) – [www.cis.org](http://www.cis.org) (5605)
- Lack of Appropriate Research Leads to Gaps in Knowledge About Children in Immigrant Families (Feb. 2002) The Forum