

MD Minority and Urban Institute Conference June 20th and 21st

<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 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 from 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?
 - Educators need to explore their identity, biases & privileges
 - Need to understand how their own autobiographies are implicated in their work
 - Need to handle 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- 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
 - TABS: The Association of Boarding Schools, 4455 Connecticut Ave. NW, Wash., DC 20008 202 966 8705 www.schools.com
 - National Association of Independent Schools, 1620 L. Street. NW, #1100, Wash., DC 20036 202 973 9717 www.nais.org
 - Richard McKenzie, Rethinking Orphanages for the 21st 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 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

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