

Do We Truly Believe “All Children Can Learn?”

IMPLICATIONS FOR COMPREHENSIVE SCHOOL REFORM

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In spite of more than 30 years of educational reform, there continues to be a significant and persistent achievement gap between white, predominantly middle-class students, and their poor and/or non-white peers (Berman, Chambliss, and Geiser 1999). These disparities are particularly evident in lower graduation and completion rates (Rubanova and Mortenson 2002), accompanied by higher attrition (National Center for Education Statistics 1998), higher rates of discipline referrals (Townsend 2000), and disproportionate overrepresentation in special education and under-representation in gifted education (Donovan and Cross 2002). Even though a focus on educational standards and accountability systems appears to be raising passing rates across groups in many school districts (Skrla, Scheurich, Johnson, and Koschoreck 2001), concerns have been raised about the subgroups of students who either fail these tests or are not represented in these data because they did not take the test (Haney 2001; Valencia, Valenzuela, Sloan, and Foley 2001; Valenzuela 1999). In other words, many schools and districts are still not achieving success with all students.

In their discussion of school reforms targeted at low achieving

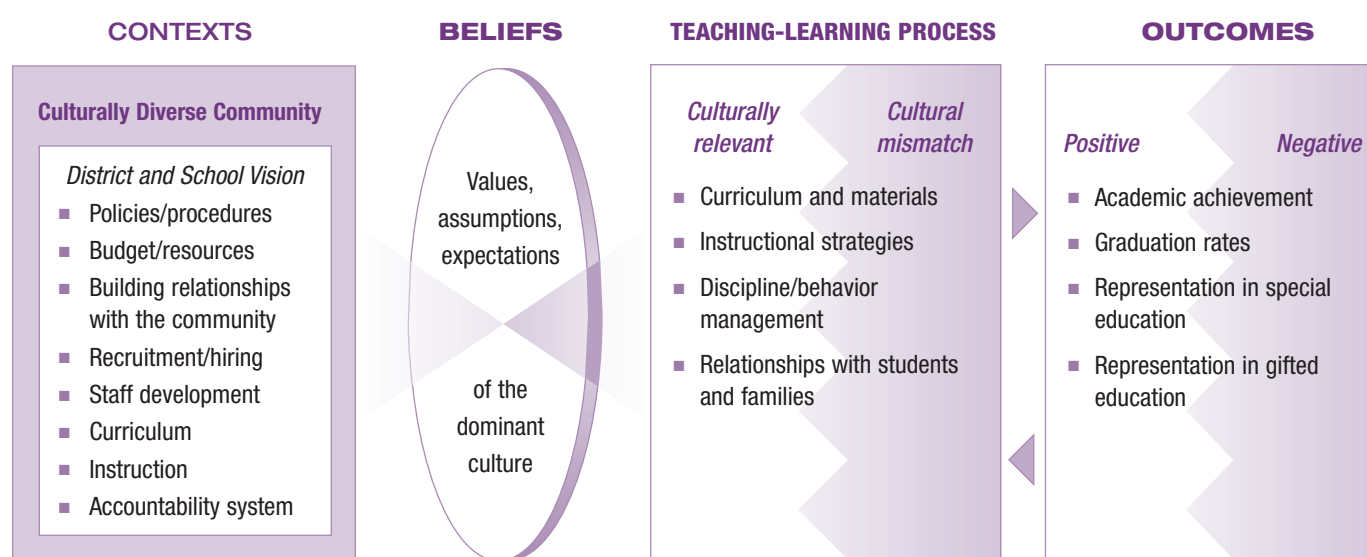
students, Berman, Chambliss, and Geiser (1999) identify several factors to explain why this “equity gap” persists. They challenge the tendency to locate the problem within the student (and family) or within the school without examining the interrelationships between school practices and student outcomes, and suggest that there is insufficient “exploration of the institutional and individual practices, assumptions, and processes that contribute to and/or fail to weaken these patterns” (p. 10). As a result, schools’ efforts to raise achievement may be based on assumptions that are undermined by educators’ deficit views and beliefs about the children who become the targets of reform

(Valencia 1997; Valencia, Valenzuela, Sloan, and Foley 2001). These deficit views are further reinforced when students from diverse cultural backgrounds do not respond to practices based on universalistic assumptions about how best to teach all students. As illustrated in figure 1, these teacher beliefs operate as a filter through which reform efforts are interpreted and implemented, often resulting in efforts which perpetuate disparities in academic outcomes between groups on the basis of culture, language, race, and social class. As suggested in figure 1, teacher beliefs permeate all aspects of the teaching-learning process, including curriculum, instruction, classroom management, and rela-

tionships with students and families. For instance the use of “best practices,” which measure success in terms of conformity to the values and expectations of the dominant culture, is likely to result in higher success rates for students and families who share these values. For these students, the cultural assumptions reflected in the instructional process are an extension of values and assumptions of their home and community. In contrast, students whose families do not share these values are likely to experience dissonance in the learning process, resulting in academic and/or behavior difficulties. If the cultural disparities between teachers and the

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FIGURE 1 Influence of beliefs on teaching, learning, and student outcomes.



School Board Leadership Development Resumes

The Leadership Seminars are underway this season after a two-year hiatus. The Ford Foundation has provided funding for two more years, and our new start incorporates lessons learned from the Kellogg-funded seminars. Seminars were held in Arizona and California, and in the planning stages are seminars in Texas and New Mexico. One lesson learned was to divide the curriculum into two sections. The seminar core curriculum addresses the following: membership do’s and don’ts, board member/superintendent relations, school/budget finance, and board member relations with local and state officials. New curriculum addresses state-specific issues/concerns that school board members of each state would like to discuss and that are selected based on survey responses by school board members.

The first leadership seminar was held in Phoenix, Arizona, December 6-8, 2002, for Arizona school board members who represented the following urban and rural school districts: Isaac School District, Miami Unified School District, Patagonia Elementary School District #3, Phoenix Union High School District, Picacho Elementary School District, Stanfield Elementary School District #24, and Tempe Elementary School District. The seminar started Friday evening with a reception and dinner and entertainment provided by Mariachi Pasión. On Saturday, the school board members participated in interactive training sessions. The Arizona facilitators were Mr. Pánfilo Contreras, Executive Director of the Arizona School Boards Association, Dr. José Leyba, Associate Vice Chancellor of the Maricopa Community Colleges, Dr. John Baracy,

Superintendent of the Tempe Elementary School District #3, and Mr. Jaime Gutiérrez, Assistant Vice President for Community Relations at the University of Arizona. Stella Pope Duarte, author of *Let Their Spirits Dance*, was the special guest speaker at the Saturday evening dinner. Based on school board member survey results two state-specific issues were identified and addressed during the Sunday morning sessions. Dr. Leonard Valverde presented “Schoolwide Improvement Plan” and Dr. Josué González, Director of Southwest Center for Education Equity and Language Diversity, discussed “Language Programs for Limited English Speakers.” This seminar was well received by all the participants as stated by Cynthia Matus-Morriss: “The leadership skills Hispanic school board members received over a three-day training seminar will significantly



Pánfilo Contreras, Executive Director, Arizona School Boards Association, Inc., and Cynthia Matus-Morriss, President of the Arizona School Boards Association.

enhance the professionalism and protocol at the board table. Board members recognized the importance of their roles and responsibilities, the relationship with the

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Lumina Funded Project Begins

EARLY START TO COLLEGE FOR 8TH/9TH GRADE LATINO STUDENTS

HBLI recently received a \$75,000 grant from the Lumina Foundation for Education to provide early information to Latino students and parents about going to college. The grant was awarded as part of Lumina Foundation's McCabe Fund, which supports organizations that enable students—particularly first-generation college students, low-income students, and students of color—to broaden and make the most of their opportunities in post-secondary education. The McCabe Fund provides modest, competitive grants for programs that work directly with students to improve access to postsecondary education. These programs expand successful models or propose new approaches that are ready to be tested in the field. "We are optimistic that these grassroots initiatives supported by the McCabe Fund will help reduce the nation's college attainment gap by assisting organizations, such as HBLI, that help students achieve their potential by expanding access to an education beyond high school," said Martha D. Lamkin, president and CEO of Lumina Foundation.

Over the next year and a half the HBLI "Early Start to College" project will provide basic but essential early information to first-generation and low-income Latino students currently in middle and high schools about college academic preparation, selecting a college to attend, admission requirements, and application process. In addition, parents will be given information in Spanish or English about how to find money to support their child's college education.

Other major activities will be role model presentations encouraging students to pursue higher education as a means to a more meaningful and productive life, mock college recruitment nights at middle or high schools, community college campus visits by students, and in the summer of 2004 a three-day mini camp at Arizona State University with short courses and other directed activities for students and an information session for parents at the termination of the camp.

HBLI has hired two highly qualified staff members who will work exclusively on the project: Jasmín De León and John A. Durán will join the Lumina project as the parent and student advisors respectively. De León has been with HBLI since August 2002 working as the administrative assistant but now moves into her new capacity as parent advisor. In California she worked for California State University, San Marcos's GEAR UP program and for the Escondido Union



Jasmín De León

School district in the area of parent involvement and early outreach. GEAR UP works with low-income, first-generation college-bound students and their parents by providing them with the extra support they need to be successful in school. Its goal was to bring about systematic change and increase the number of students in higher education. In De León's words, "One of the most rewarding aspects of having worked for GEAR UP was that it gave me an opportunity to work with middle-school students and their parents, school district personnel, CSUSM faculty and staff, the City of Escondido, and various community leaders. . . . I have over six years of college advising experience and over five years of experience working with parents. Being bilingual and having worked at an international university has made me appreciate cultural diversity, which I believe will be crucial for working as the parent advisor on the Lumina/HBLI project."

Durán received a B.A. in history from the University of New Mexico and has worked in various capacities. "I bring a variety of work experience to HBLI. I have spent the last five years working with a variety of programs for youth ages 5-21. I have worked extensively with public school staff and administration in the arena of before- and after-school programs for school-aged children. My interest in youth development grew after I spent a summer in Oaxaca, Mexico, volunteering for a community-based children and family project. After the wonderful experience in Mexico, I spent time working with homeless youth in



John Durán

Philadelphia for the Covenant House, which recruited youth from the street into the classroom and eventually into careers. I was fortunate enough to go to school in New York with the Maryknoll Missioners where I was provided the opportunity to study international relations and policy. The program also provided me with the chance to visit the United Nations on several occasions to learn about Latin American politics. I continued work in Albuquerque as a case manager for a nonprofit agency, teaching independent living skills to youth that were aging out of the foster care system. I believe that the goal in working with youth is to help them realize the gift of self-empowerment. My experience and diversity will bring a range of ideas and action to the Early Start to College program. I look forward to working in the Phoenix area and believe that the Early Start to College program will help Hispanic youth achieve their full potential."

From the Top

NOTES FROM THE EXECUTIVE DIRECTOR

These past few years and most recent months have been difficult for the nation. On the international front, as we go to press, the United States is ending the war in Iraq.

On the national front, the economy continues to be depressed, and as usual the people in most need are hurt the most. That is to say, services provided by government funds are eliminated and philanthropic organizations are hard pressed to respond as they would like or have in the past. Fortunately, there are state and national leaders and groups working to provide a counter balance to these two onerous factors.

In the face of these tough times, HBLI has been able to not only hold its own, but push forward on its mission of working to improve the educational condition of Latinos and build hope, if not opportunity. How?

- We continue through support from the Ford Foundation to offer leadership development seminars for Latino school board members. (See related story about our Phoenix December 2002 seminar, San Antonio work in January 2003, Albuquerque contact in March, and the Long Beach, CA, seminar in May.)

- With a new grant from the Lumina Foundation, we start a new effort called "Early Start to College." Our work is directed to help primarily 8th and 9th graders and their parents to think and get ready for a college education. (See the related story.) In times when college admission standards are being raised and tuition are increasing and loan amounts decreasing, it is important to start early to get our children and their parents to plan for college.

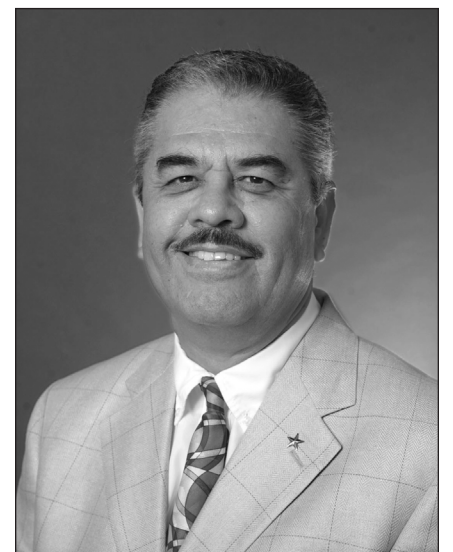
- We continue to generate new knowledge and understanding about

the problems Latino youth face in public schools. We have funded research project by Drs. Shernaz García and Patricia Guerra, both at the University of Texas at Austin. (See the related story about educators' attitudes toward students of color and their effect on learning.)

- We are in the planning stages of renewing our effort to train mid-level education managers to become leaders in community colleges. (See the related story.)

- We are adding new capability to HBLI in the form of members to the National Advisory Panel, new staff, expert consultation, and a new funding source. (See the related stories on these individuals and the College Board, Western Regional Office.)

I end by pointing out our new logo. We believe the new logo sym-



Leonard A. Valverde

bolizes our renewed push. The rising sun in the logo for us represents a new day and new hope.

Adelante,

Leonard A. Valverde

SCHOOL BOARD LEADERSHIP

Continued from page 1

superintendent, and an understanding of the budget process. With these three key points, educated and objective decisions will positively affect the education of the children in their districts.”

The California leadership seminar was presented May 2-4, 2003, in Long Beach California. Over 100 school board members from the Los Angeles, San Diego, and surrounding areas were contacted, and HBLI received responses from school board members in the following California school districts: Alhambra, Azusa, Charter Oak, Duarte, East Side Union High School, El Monte Union High School, El Rancho, William S. Hart Union High School, Jurupa, Little Lake City, Monrovia, National, Santa Monica/Malibu, Santa Paula Union High School District, Sweetwater Union High School, and San Ysidro. Some of the presenters at

the seminar were Mr. Sal Castro, school reformer, Dr. William Anton, former L.A. city school district superintendent, Dr. Forbis Jordan, professor of school finance at University of Nevada, Las Vegas, Ms. Francisca Sánchez, assistant superintendent of instruction, San Bernardino County Office of Education, and Dr. Omar López, College Board consultant.

HBLI was well represented at the Mexican American School Board Association of Texas Conference in San Antonio in January 2003. Dr. Leonard Valverde was presenter at one of the breakout sessions; his topic was “To Improve Student Achievement a Plan is a Must.” In addition to Dr. Valverde, Dr. Shernaz B. García, professor at the University of Texas and Dr. Patricia L. Guerra, program assistant at the SWEDL Lab, both HBLI researchers, facilitated a breakout session to discuss educators’ attitudes toward students of color (see related story in this issue). HBLI



The Mariachi Pasión who performed at the Arizona leadership seminar reception.

also had an exhibit table with handouts of HBLI’s “A Compromised Commitment” report and other informational brochures announcing the upcoming leadership seminar for school board members in Texas.

The New Mexico School Board Association held its 12th annual conference “Celebrating Educational Opportunities for Hispanic

Students” March 21-23, 2003. HBLI was one of the exhibitors at the conference, and staff had the opportunity to meet with school board members from Arizona, California, New Mexico, and Texas.

For more more information about our school board seminars (past and future), we refer you to our Web page: www.hbli.org under “Leaderships Seminars.”

Community College Leadership Academy Being Designed

With the arrival of our new ASU president, Michael Crow, comes new interest and focus. One of the new directions identified by President Crow is leadership development. Within the College of Education, our new dean, Gene García, translated this new interest into two fronts. One focus was public school superintendents, and the other targeted group was the community colleges. Given HBLI’s history and success at leadership development, it was asked to assist in the design of the community college initiative. The impetus for HBLI to become involved was a grant from the Ford Foundation to provide leadership development to mid-level Latino administrators via the use of an in-service (while on the job) design. This three-year project was very successful. Many of the participants moved on to become college presidents.

An executive advisory committee, consisting of ten persons (see list below), was assembled early on to conceptualize the Academy. As a result of two meetings with the executive advisory committee members and consultation with others (see list of nine below), the following constructs were agreed upon:

- The targeted population to be served will be women and persons of color currently employed at community colleges or with career aspirations of working at community colleges. The program will also target future leaders who may currently be working in professions outside of education but willing to change careers.

- Curricular focus will be on issues facing students of color, the best ways to provide services, especially instruction; how to better fund these new services; how to prepare faculty and staff to deliver such services.

- Academy delivery format: there will be two seminars per calendar year; each seminar to be 3-4 days long; intensive engagement, i.e., discussion, workgroups; pre- and post-reading and writing via internet, i.e., chat rooms, links to Web pages, audio/view via computer software; faculty to be drawn from recognized practitioners and noted scholars. This hybrid approach of on-ground and on-line instruction provides for ongoing professional development beyond the face-to-face experience.

- Participant benefits: Knowledge and skill enhancement to help leaders be more effective in their *current* role, network development with colleagues, identification for advancement by mentors (academy faculty), academic credit, possible admission into doctoral program of studies at ASU.

- Two groups will guide the academy, a national advisory committee composed of prominent community college leaders and a smaller (in number) executive advisory committee.

It is anticipated that the first seminar will take place late in the calendar year of 2003. The cost of participation will be kept to a minimum in order to facilitate greater access. To assure greater access and participation, technology will be used extensively, site location of seminars may rotate to states with large concentrations of potential participants, e.g., California and Texas.

Current activity is threefold:

- Finalize the conceptualization of the academy organization
- Expand the executive advisory committee and create a national advisory committee
- Seek and secure external funding

Members of the Executive Advisory Committee

Dr. Raúl Cárdenas, Retired, Maricopa Community College District

Dr. Augustine P. Gallego, Chancellor, San Diego Community Colleges

Dr. Fred Gaskin, Chancellor, Maricopa Community College District

Dr. Eugene García, Dean, College of Education, Arizona State University

Dr. Rufus Glasper, Vice Chancellor, Maricopa Community College District

Dr. Kay McClenney, Director, Community College Survey of Student Engagement, New York

Dr. Tessa Polleck, President, Our Lady of the Lake University, San Antonio, Texas

Dr. Narcisa Polonio, Director of Board Services, Association of Community College Trustees

Dr. John E. Roueche, Director, Community College Leadership Program, University of Texas at Austin

Dr. Alfredo de Los Santos, Jr., Educational Leadership and Policy Studies, Arizona State University

Individuals Consulted

Ruth Borger, Director of Public Relations/Governmental Affairs, Lansing Community College

Dr. George Boggs, President, AACC

Dr. Jack Daniels, President, Lincoln Land Community College, Springfield

Dr. Gary Filan, Executive Director, National Chair’s Academy

Dr. Edward Leach, Chief Operating Officer, League of Innovation

Dr. Ted Martínez, President, Grossmont College, San Diego

Dr. Howard L. Simmons, Professor, Morgan State University, Baltimore

Dr. Mary Spilde, President, Lane Community College, Eugene, OR

UPCOMING EVENTS

September 19, 2003

HBLI is sponsoring a one-day forum, entitled “Latino Educational Issues: All One System-Increasing Educational Achievement, K-12, and accessing Higher Education,” will be held on the ASU campus September 19, 2003. The forum is intended to present the schooling of Latinos as interconnected from kindergarten to graduate school. We are seeking new viewpoints, proven programs, and strategic approaches to historical problems faced by Latino students in public schools, community colleges, and four-year universities. Among the presenters and participants will be the following people: Dr. Jorge Chapa, director of the Hispanic Research Institute at Indiana University; Dr. Angela Valenzuela, University of Texas at Austin; Dr. Albert Cortez, IDRA; Dr. Roberto Haro, San Francisco State University; Baltazar Acevedo, Jr., University of Texas Brownsville; Chancellor Augustine Gallego of the San Diego Community College District; Manuel Frías, Principal, Sereno Group; Dr. Eugene García, Dean of Education, ASU; and Rob Melnick, director of the Morrison Institute, ASU.

October 2003

At present, HBLI is planning for the Texas school board member leadership seminar that is scheduled for October 2003 in San Antonio. We are in the process of identifying presenters, formulating a survey to be sent to potential participants, and contacting area hotels. Refer to our Web page www.hbli.org for any updates.

Affirmative Action: Time to Advance Not Retreat

Leonard A. Valverde

Note: Abstract originally printed in *The Hispanic Outlook magazine*, April 7, 2003.

Even though Affirmative Action has not fulfilled its true purpose—to eliminate biased actions and compensate for unequal education—the current Republican administration wants to end it.

Even though university and college leaders have finally come to appreciate the value of applying Affirmative Action so as to create diverse student bodies and faculties, President Bush is moving to start the dismantling of a process initiated by executive order some forty years ago. This policy was resisted by institutions from the start, has been constantly challenged to date, and as a result diluted over its life span. . . .

Even though Affirmative Action has not been embraced entirely by institutions nor enforced fully by elected bodies and has benefited more to advance gender equity in higher education than racial equality, opponents continue to work against it. In so doing, the attacks have become better disguised. For example, “As we work to address a wrong of racial preju-

dice, we must not use means to create another wrong,” states President Bush. But where was the wrong? The University of Michigan uses race as one factor in its admission criteria, as the U.S. Supreme Court currently allows, based on its 1978 Bakke decision. It does not have a quota system as the president mistakenly assumes and claims.

Although opponents to Affirmative Action claim to be in favor of diversity, they do not offer a stronger means to help reach the true intent of Affirmative Action. President Bush states that he is in favor of diversity, even racial diversity. Even though his conservative colleagues do not proffer an alternative, he calls for race-neutral admissions policies like the Texas 10 percent plan. When the results of the Texas 10 percent plan and the stingier sister California 4 percent plan are examined, we see that Hispanic and African American admission percentages are smaller than before the inception of Affirmative Action policies. So documents the current study conducted by Professor Marta Tienda of Princeton University, titled, “Closing the Gap? Admissions and Enrollments at the Texas Public Flagships Before and After Affirmative Action.”

What meaning can we infer from the president’s challenge to the University of Michigan case? One meaning is his priority. Clearly, the current Republican administration places the needs and difficulties of persons of color lower than the interests and preferences of whites. Even the president states he cannot deny that “our society has not fully achieved equal treatment.” Detractors of Affirmative Action prefer to end it and in so doing put a hold on the unfinished agenda of fair treatment and maintain the status quo of white privilege. . . .

But will this “narrow challenge” as exposed by the Bush administration satisfy those who are anti Affirmative Action? Others and I think not. The former University of Michigan president, Mr. Bollinger, states that the “movement to rid campuses of diversity” will move on to challenge other educational programs, especially the awarding of scholarships using race as one criterion.” Already we see state universities raising the cost of tuition to compensate for a bad economy and the growing trend of declining state funding. Federal loan amounts to students are currently inadequate to the rising cost of a college education. (A late 2002 study by the Col-

lege Board reports this finding.) Compounding this economic hardship, universities are raising their admission standards at the same time that public schools are struggling to prepare for college their ever-growing multicultural, multilingual, and diverse student bodies.

To those against the current means used to implement Affirmative Action but who are for the purpose of Affirmative Action-fairness and equal opportunity-[I encourage you to] channel your thinking to help construct a means that will produce a more representative and egalitarian society. Do not expend much needed energy on being negative; instead, offer alternatives that will be more effective in creating more inclusion. Help right past and present wrongs; help to unite us, not divide us. Bring sincerity to the design table, not just rhetoric and criticism. . . .

*As we go to press, the Supreme Court has heard oral arguments in the Michigan Affirmative Action case. The first reaction to the questions posed by the case is that there will be a likely 5 to 4 decision, but that it is still too close to call as to whether the original decision will be reaffirmed, modified, or struck down.

Answering Questions about the Schooling of Latino Children

A. Reynaldo Contreras, San Francisco State University

Robert E. Slavin and Margarita Calderón, eds., *Effective Programs for Latino Students*. Mahwah, NJ: Lawrence Erlbaum Associates, 2001.

The successful education of culturally and linguistically diverse students is a complex endeavor that involves many factors in addition to the acquisition of English. Schools that recognize students’ needs and provide the necessary leadership and support in planning, implementation, and evaluation of quality instructional programs will address those needs. Unfortunately, many of our schools perpetuate negative stereotypes, thereby continuing to fail students. Latino students are the fastest growing diverse student group. As such, they are our most vulnerable.

Thus, as the debate over educational reforms continues, the focus on the issue of culture and linguistic diversity remains an essential dynamic to the argument. Most attention remains focused on the language in which English language learners should be taught. Lost are questions of whether these students are actually learning, of educational equity, and of the quality of their school programs.

It is in this setting that *Effective Programs for Latino Children* enters into this debate. The book highlights a variety of research projects that have sought to answer some of the more difficult questions con-

cerning the schooling of Latino children. The chapters go far beyond issues of language to address more challenging questions having to do with dropout, transition, emergent literacy, and program quality that affect Latino student outcomes in American schools.

The first chapter evaluates elementary and middle school programs and describes their effectiveness in terms of their applicability to Latino students, their evaluations as compared to control groups, and the potential to replicate them. The authors describe 24 programs that are divided into six categories: school-wide reform; cooperative learning methods; reading, writing, language arts; math; pre-school; and, tutoring programs. Concise descriptions of the programs are provided along with evidence of their effectiveness. The authors recognize three conditions that were present in effective programs:

1. Clear goals with methods, materials, and assessment related to these goals.
2. Well-specified components, materials, and professional development procedures.
3. Extensive professional development.

The authors confront schools working with Latino children by challenging them to step out of the status quo in selecting an appropriate program for their own adaptation.

In the second chapter, six programs that meet the criteria of

effectiveness, replicability, and applicability for Latino students are explored. Seven additional programs that did not meet the effectiveness criteria are described due to their prevalent employment with Latino students. Four common themes in effective programs are identified: personalization, connecting students to an attainable future, targeted academic assistance, and student status and recognition.

The third chapter provides a more detailed view of three effective programs for Latinos that were described briefly in the previous chapters. The elementary program, *Success for All* (SFA), is described primarily through the lens of the principal. While this is insightful, an exploration of alternative viewpoints would have been beneficial. Lacking are voices of students and parents participating in the program. The middle school program, the *Coca-Cola Valued Youth Program*, is explicitly described by the outlining of how the program overcame obstacles and barriers to implementation. It would have been effective to describe how the other programs have also attended to barriers. The high school program, *Project AVID* (Advancement Via Individual Determination) is described. On the whole, this chapter provides a qualitative complement to the initial chapters, which focus on quantitative confirmation of program successes. The chapter provides an opportunity for those considering adaptation of one of the programs to

have a more intimate insight into the process of implementation. The fourth chapter presents an ethnographic study of a two-way bilingual program in El Paso, Texas. The undertaking explored

1. Program design and implementation adjustments.
2. Teacher performance and professional development.
3. Pedagogy.
4. Role of the principal in program and structure.

The inquiry provides a good view of the complexities involved in the various stages of the implementation of a two-way program. It presents an in-depth look at the two-way adaptation of *Success for All* (SFA) and issues related to curriculum development, team teaching, separation of languages, instructional methods, and professional development. The analysis emphasizes the importance of involving teachers as researchers, and the importance of their attitudes and collegial relationships. Moreover, the study concentrates on the unique role of the principal in the two-way program and the significance of cultural and racial tension, historical inequities, and negative attitudes of staff.

This is an important chapter in light of the proliferation of two-way programs across the United States. Eight recommendations are provided for schools considering

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ALL CHILDREN CAN LEARN

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latter group of students remains unquestioned and unexamined, the academic and behavioral difficulties are more likely to be interpreted as a student deficit, leading to more discipline referrals, disproportionate high representation in special education, and higher attrition.

However, when teachers' understanding of the teaching-learning process acknowledges the role of culture in student learning, they are more likely to realize that cultural discontinuities between

home, school, and community can contribute to lower achievement patterns for students of color and low-income students. They are then able to create learning environments in which all students can learn by altering the structure of schools—including classroom organization, curriculum, instruction—so that they are responsive to cultural differences in socialization, cognition, and patterns of communication (García and Domínguez 1997; García and Guerra, in press). As a result, educational practices would be differentiated in ways that accommodate students' culturally

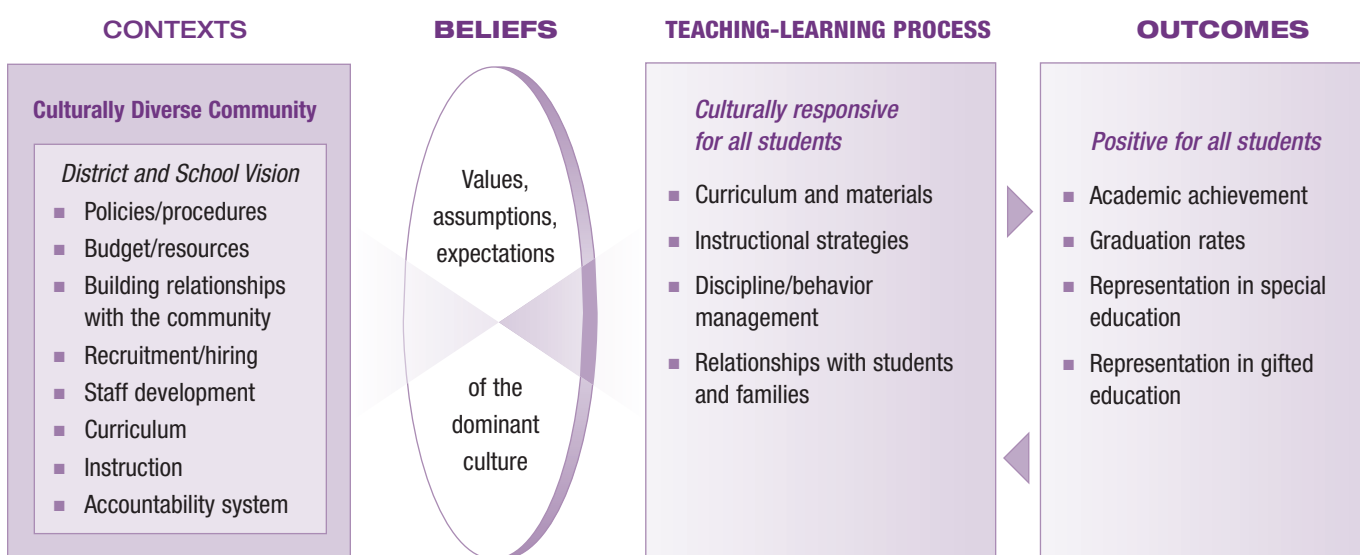
based patterns of learning and behavior, foster the development of bicultural/bilingual competence among all students, and lead to high academic outcomes for all groups of children (see figure 2).

The framework depicted in figure 2 has important implications for the ways in which schools conceptualize and implement the various components of school reform. From this perspective, such efforts must go beyond professional development targeted at teachers. Rather, existing school reform models, and even the goals and standards of the NCLB Act, must be examined

through an equity lens to ensure that the multiple perspectives reflected in culturally and linguistically diverse communities are taken into account, that they guide our development of reform activities, as well as our final evaluations of success. This has implications at several levels, and all aspects of educational leadership, for ultimately we cannot relegate student achievement to teachers only; we must be willing to examine our own beliefs and assumptions about how to create equitable educational opportunities and achieving high academic outcomes for all students. As we have noted elsewhere (García and Guerra, in press),

In order to achieve such changes, however, it is essential to closely examine the cultural underpinnings of our educational system and to struggle with questions like, "If a central purpose of schooling is cultural transmission, whose culture should be transmitted, and who decides?" "How can an educational system that is essentially based on the dominant culture's (vs. pluralistic) view of success be effective in educating students who do not identify with these values?" "Which cultural and educational ideologies are most likely to support educational success for *all* students?"

FIGURE 2 Framework for culturally-responsive school reform.



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ASKING QUESTIONS

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implementing two-way programs. The recommendations are practical and thought provoking. This is an excellent ethnography that highlights a number of useful ideas related to teaching and teacher development. Furthermore, it highlights the complexity of issues relevant to two-way programs.

The fourth chapter discusses what may be the future of bilingual education, while the fifth chapter focuses on the widely used current model: transitional programs. The authors describe a multiyear design for transition, based on the theoretical principles of comprehensiveness, continuity, challenge, and connections. They report findings from a longitudinal, comparative evaluation of the design at a school in California. The outcomes presented

include observed student practices in literacy and attitudes toward reading and writing in English and Spanish. The study offers optimistic results in all areas and identifies shortcomings of the model in addressing the needs of low achieving students, in dealing with newcomers, and in replicating the program with large numbers of teachers.

Chapter 5 is a key contribution in light of the contemporary impetus toward the one-year language immersion model that is occurring in a number of states as an effort to phase out bilingual instruction. The multiyear longitudinal evaluation design illustrates that transition is a complex process and must be treated as such. While acknowledging that the transitional model may not be the most effective for English language learners, the authors provide a strong argument for making

it as effective as possible given its prevalence in American schools.

The sixth chapter summarizes six studies on English as a Second Language adaptations of *Success for All* (SFA) and *Éxito Para Todos* (EPT), the Spanish version of *Success for All* (SFA). Brief descriptions of the programs are provided, as are the evaluations of each one. All the studies used control groups of students, yet more information could have been provided on how students were matched. Results from bilingual classes illustrate positive effects of the *Éxito Para Todos* (EPT) model, however the authors recognize that some results are tentative. The findings from *Éxito Para Todos* (EPT) appraisals highlight the need for research on heritage language literacy development and note the compounding factors involved with students being transitioned out of Spanish

literacy development programs. The findings from the English as a Second Language (ESL) adaptation of *Success for All* (SFA) reveal positive effects for Spanish language speakers as well as speakers of other languages. The authors acknowledge the inconsistency of the findings and call for additional exploration into the topic.

The seventh chapter extends the exploration of *Éxito Para Todos* (EPT) presented in the preceding chapter and describes an ethnographic study of two schools in California and one school in Texas involved in the initial stages of implementing the *Éxito Para Todos* (EPT) model. The research question for the study is "What does reading instruction in *Éxito Para Todos* look like?" The investigators used participatory observation over a period of

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two years to answer the question. The investigation describes the factors that make *Éxito Para Todos* (EPT) classrooms recognizable without difficulty and how teachers adhere to and individualize the *Éxito Para Todos* (EPT) model. The authors describe classes that “look alike” in terms of materials needed for *Éxito Para Todos* (EPT), but do not offer specifics on the materials. In a similar vein, a sequence of activities is given without a thorough review. The authors recognize that the data “reflect surface interactions in the classroom and do not address close, face-to-face interactions between students.”

The eighth chapter explores the effectiveness studies, articles on effective reading programs, and existing instructional materials to describe the current state of teaching English reading to English language learners. The authors describe factors affecting the read-

ing achievement of Latino students and underscore the need for additional research on this topic. Moreover, they call attention to individual factors that can impact students' abilities to succeed in reading. In presenting common practices in teaching Spanish reading, the authors utilize a series of detailed vignettes. The chapters describing ESL reading techniques, the transition from Spanish to English, and two-way bilingual programs could have benefited from similar vignettes. The authors' briefly mention home literacy experiences that suggest the absence of such programs. The authors' questions for schools are thought provoking and extend beyond the basics to more personal issues of teachers' professional development.

The ninth and tenth chapters do not directly deal with effective programs for Latino students. Chapter 9 is useful in providing statistical data that describe factors placing Latino youth at risk of educational failure. The factors are divided

into three categories: personal features/characteristics, environmental factors, and school/learning conditions. The authors suggest that data in all categories must be collected and analyzed by the schools in order to create systemic, comprehensive, and informed school reform. The chapter serves as a reminder to consider individual needs of students in implementing any reform effort. The concluding chapter is a more conceptual examination of reasons for Latino students' academic achievement levels. The authors present brief descriptions of 11 historical models, including cultural deficit, cultural difference, involuntary vs. voluntary immigrant models, as well as lesser known co-ethnic peer communities and dual frame-of-reference explanations. They identify patterns and discontinuities in research on Latino student achievement and present policy implications based on their research. Of the recommendations they offer, two seem to expand beyond what has often been sug-

gested. The recommendations, the need to look at different types of socialization and to identify patterns of family resilience, provide a broader view of possible solutions in dealing with Latino underachievement.

Overall, this publication succeeds in providing an in-depth look at a number of the deeper issues affecting the education of Latinos. The book can be read as preferred or as needed, since each chapter stands on its own in fully describing research procedures and results. Those interested in elementary educational issues will find more information here than those interested in middle or high school levels. However, there are worthy programs to learn about at every level. The volume is an especially helpful resource for those interested in learning more about *Success for All* (SFA) and *Éxito Para Todos* (EPT) as options for school reform. The book succeeds in meeting the authors' expectation that it conveys anticipation about what schools for Latinos can be and what Latino students will attain.

Antojitos

NEWS AND NOTES

NOTES ABOUT MEMBERS OF THE NATIONAL ADVISORY PANEL (NAP)

Irma Rangel. It is with much sadness that we inform our HBLI community that Texas Representative Irma Rangel died this past March. While in the Texas Legislature, she served on the Higher Education Committee and championed greater Hispanic student access to college, and she was the prime architect of the 10 percent plan. In honor of her service and lasting contributions, we will continue to list her as a member of the NAP for one year.

Eddie Basha continues to be a dedicated community servant. His latest effort, among many for which he is noted, is his contribution to the establishment of a worker center in Chandler, Arizona, for day laborers.

Albert Kauffman, after more than twenty years as regional counsel for the Mexican American Legal Defense and Education Fund (MALDEF) in San Antonio, has moved to Boston and now is engaged in the Civil Rights Project at Harvard University. He joins forces with an HBLI scholar, professor Gary Orfield, who is the codirector of the Civil Rights Project.

HBLI is pleased to welcome two new members to the NAP:

Felipe Alanís is the recently appointed Texas Education Commissioner for K-12 education by Texas Governor Rick Perry. In accepting our invitation to serve, Dr. Alanís wrote: “Ongoing collaboration between elementary/secondary education and higher education can clearly serve to help improve the academic experiences of all children, and I am grateful for your partnership in the ongoing pursuit of educational excellence.”



Juliet García, president of the University of Texas at Brownsville, will serve on the NAP given that UTB is our newest member to the HBLI consortium. We are informed that Dr. García has recently been asked to serve on the New York-based Ford Foundation Board of Directors.



THE COLLEGE BOARD, WESTERN REGIONS, OFFERS SUPPORT

In late March, the leadership of HBLI met with **James Montoya,** vice president, western regions, for the College Board and head of the western region, in Phoenix, Arizona, to have exploratory discussions on how HBLI and the College Board, Western Region, might work collaboratively on common matters of import. As a result of the meeting, the Western Regional Office of the College Board will support HBLI in its

leadership development of school board members. They will do so in two ways. First, they will provide modest financial support over a one-year period of time. Second, they will provide at no cost to HBLI, experts to facilitate information sharing and discussion in one session of the HBLI planned three-day leadership seminars scheduled for California, Texas, and New Mexico.

NEWS ABOUT HBLI FELLOWS

Mariela Rodríguez, doctoral student at New Mexico State University, has completed her dissertation entitled “Perceptions of Principals and Teachers in New Mexico: A Comparison Between Staff in Schools With and Without Two-Way Dual Language Immersion Programs” and will be awarded a doctorate in education at spring commencement. Dr. Rodríguez is currently serving as assistant professor at University of Texas, Brownsville.

With the completion of Dr. Rodríguez, HBLI has been successful with sixteen of the thirty original fellows. This is a very good completion rate given the time frame to satisfy all requirements, i.e., four years.

We anticipate that two or three University of California-Riverside fellows will complete their dissertations by the end of this calendar year. We hope to list their names in our next newsletter and to extend to them our congratulations.

Feliz Cinco de Mayo