Do We Truly Believe “All Children Can Learn?”

IMPLICATIONS FOR COMPREHENSIVE SCHOOL REFORM

Shema Z. Garcia and Patricia L. Guerra
The University of Texas at Austin

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, Chambless, and Geiser 1999). These disparities are particularly evident in lower graduation and completion rates (Rubanove and Morison 2002), accompanied by higher attrition rates (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 1999; 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, Chambless, 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, 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 cultural 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 relationships 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

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 staff 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. Our protocol at the board table. Board members participated in interactive training sessions. The Arizona facilitators were Mr. Panfilo Contreras, Executive Director of the Arizona School Boards Association, Dr. Jose Leyba, Associate Vice Chancellor of the Maricopa Community Colleges, Dr. John Baracy, Superintendent of the Tempe Elementary School District #3, and Mr. Jaime Gutierrez, 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 board school 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. Josue Gonzalez, Director of Southwest Center for Education Equity and Language Diversity, discussed “Language Programs for Limited English Speak- ers.” This seminar was well received by all the participants as stated by Cynthia Matus-Morin, President of the Arizona School Boards Association.

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See page 3
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 postsecondary 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 implement 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 school. The Early Start to College project will help Hispanic students achieve their full potential.”

Jasmin De León

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: Jasmin 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’ GEAR UP program and for the Escondido Union School district in the area of parent involvement and early outreach.

Jasmin De León

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 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

These past few years and most recent months have been difficult for the nation. On the international 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 ous- 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 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 Garcia and Patricia Guerra, both at the University of Texas at Austin. (See the related story."

• 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-
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 HBLLI 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 Ana Unified, and Palos Verdes Peninsula 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. Forbes Jordan, professor of school finance at University of Nevada, Las Vegas, Ms. Francicca Sanchez, assistant superintendent of instruction, San Bernardino County Office of Education, and Dr. Omar Lopez, College Board consultant.

HBLLI 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. Shermaz B. Garcia, professor at the University of Texas and Dr. Patricia L. Guerra, program assistant at the SWEDL Lab, both HBLLI researchers, facilitated a breakout session to discuss educators’ attitudes toward students of color (see related story in this issue). HBLLI also had an exhibit table with handouts of HBLLI’s “A Comprised 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. HBLLI 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 information about our school board seminars (past and future), we refer you to our Web page: www.hblll.org under “Leadership Seminars.”

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 Garcia, translated this new interest into two fronts. One focus was public school superintendent, and the other targeted group was the community colleges. Given HBLLI’s history and success at leadership development, it was asked to assist in the design of the community college initiative. The impetus for HBLLI 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 the consultation with ASU (see list of nine below), the following construct 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/video 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
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, and has been constantly challenged to date, and as a result dulled over many years.

Even though Affirmative Action has not been embraced entirely by institutions nor enforced fully by elected bodies and has been effectively challenged by the courts, equity in higher education than racial equity, 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 prejudice, 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 which has led to the Supreme Court currently allowing, based on its 1978 Bakke decision, it does not have a quota system as the president mistaught the system 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 stimulus proposed by 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 the 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 is not a viable plan 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 and the growing trend of declining state funding. Federal loan amounts to students are currently inadequate to meet the rising cost of a college education. (A late 2002 study by the College 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, multi-lingual, and diverse student bodies.

To those against the current move 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 debate, 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 Schoo ling of Latino Children

A. Reynaldo Contreras, San Francisco State University

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’ need for 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. Loss is 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 concerning the schooling of Latino children. The chapters go far beyond issues of language in which English language learners 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 those 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 and their prevalent employment with Latino students. Four common themes in effective programs are identified: personal connection, connecting students to an attainable future, targeted academic assistance, and student status and recognition.

The third chapter provides a more detailed view of current programs that cover programs for Latinos that were described briefly in the previous chapters. The elementary program, Successful 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.

The middle school program, Coca-Cola Valued Youth Program, is explicitly described by the outlining of how the program program overcomes obstacles and continues to implementation. It would have been effective to describe how the other programs have also tried 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 school’s ability to handle the 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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A D E L A N T E
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, continuous progress, 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 important changes in addressing the needs of low-achieving students, in dealing with newcomers, and in replicating the program with large numbers of newcomers.

Chapter 5 is a key contribution in light of the contemporary imperatives toward the one-year language immersion model that is occurring in a number of states as an attempt 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. 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 negative 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 for students 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 this chapter is: What does reading instruction in Éxito Para Todos look like? The investigators used participatory observation over a period of 5 years.

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ASKING QUESTIONS
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two years to answer the question. The investigation describes the fac-
tors 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 thor-
ough review. The authors recognize the the data “reflect surface interac-
tions in the classroom and do not address close, face-to-face interac-
tions between students.”

The eighth chapter explores the effectiveness studies, articles on effective reading programs, and existing instructional materials to describe the current state of teach-
ing English to English learners. The authors describe factors affecting the read-
ing achievement of Latino stu-
dents 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 read-
ing, the authors utilize a series of detailed vignettes. The chapters describing ESL reading techniques, the transition from Spanish to English, and two-way bilingual pro-
crams could have benefited from similar vignettes. The authors’ briefly mention home literacy expe-
riences that suggest the absence of such programs. The authors’ ques-
tions for schools are thought pro-
voking 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. Chap-
ter 9 is useful in providing statistical data that describe factors placing Latino youths at risk of education-
al failure. The factors are divided
into three categories: personal fea-
tures/characteristics, environmental factors, and school/learning condi-
tions. 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 con-
sider 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 his-
al models, including cultural, defict, cultural difference, invol-
unary vs. voluntary immigrant models, as well as lesser known co-
netic peer communities and dual frame-of-reference explanations. They identify patterns and disconti-
nuities in research on Latino stu-
dent 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 broad-
er view of possible solutions in deal-
ing with Latino underachievement.

Overall, this publication suc-
cedes 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 edu-
cational issues will find more infor-
mation than those interested in middle or high school levels. Howev-
er, 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 meet-
ing the authors’ expectation that it conveys anticipation about what schools for Latinos can be and what Latino students will attain.

NOTES ABOUT MEMBERS OF THE NATIONAL ADVISORY PANEL (NAP)

Irma Rangel. It is with much sad-
ness that we inform our HBLI com-
1998. 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 dedi-
cated community servant. His lat-
est effort, among many for which he is noted, is his contribution to the establishment of a workforce cen-
ter in Chandler, Arizona, for day laborers.

Albert Kauffman, alter 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 our HBLI scholar, profes-
sor Gary Orfield, who is the codi-
rector of the Civil Rights Project.

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

Félice Aláis is the recently appointed Texas Education Com-
missioner for K–12 education by Texas Governor Rick Perry. In accepting our invitation to serve, Dr. Alání wrote:

“Ongoing collabora-
tion between elemen-
tary/secondary educa-
tion and high-
er education can clearly serve to help improve the academic experiences of all chil-
dren, and I am grateful for your partnership in the ongoing pursuit of educational excellence.”

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

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 dis-
cussions 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 informa-
tion sharing and discussion in one session of the HBLI planned three-
day leadership seminars scheduled for California, Texas, and New Mexico.

With the completion of Dr. Rodríguez, HBLI has been success-
ful with sixteen of the thirty original fellows. This is a very good comple-
tion rate given the time frame to sat-
isfy all requirements, i.e., four years.

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

THE COLLEGE BOARD, WESTERN REGIONS, OFFERS SUPPORT

The ninth and tenth chapters

REFERENCES

notes that we inform our HBLI com-

HBLI is dedicated to the improvement of Latino education