



AFTER SCHOOL INITIATIVE

LATINO YOUTH AND EDUCATION: SELECTED ARTICLES AND RESEARCH



Prepared by
Regional Coordinating Agency

ANNOTATED BIBLIOGRAPHY:

Alava, Alaatoree Sylvia; Padilla, Amado. 1995. "Academic Invulnerability Among Mexican Americans: A Conceptual Framework". *The Journal of Educational Issue of Language Minority Students*. Vol. 15. Winter, 1995.

Examines the concept of "academic invulnerability" among Hispanic/Latino individuals who have achieved academic success, despite environmental "risk factors". Examines the following:

- ❑ *Personal resources and achievement*
- ❑ *Environmental resources and achievement*
- ❑ *The school as a social differentiation mechanism*
- ❑ *The qualitative aspects of schooling (climate)*

Chavez, Chavez Rudolfo. 1997. "A Curriculum Discourse for Achieving Equity: Implications for Teachers when Engaged with Latina and Latino Students". New Mexico State University. Prepared for the Hispanic Dropout Project. ©1997.

The framework proposed by Mr. Chavez for constructing a curriculum discourse that attempts to "achieve equity" is composed of five elements.

- ❑ *Endeavors to construct a curriculum that provides discourse for a democratic and liberating pedagogy for Latino students that captures possibility and hope*
- ❑ *Integrate a focus on community, group, and personal historicity into the curriculum*
- ❑ *Recasting thinking, attitudes, and actions to emphasize and promote Latino student's success*
- ❑ *Introduce curriculum as a cosmological and spiritual endeavor that calls forth from the heart of the teacher a desire to engage the learners in the process of learning holistically – academically, socially, and personally*
- ❑ *Understand that the curriculum is more than subject matter, content, and process (lesson plans, books, guides on what to cover)*

Curricular discourses discussed include: "To be"; "To know"; and "To know how to do the right think"

Cooper, Catherine; Denner, Jill; Lopez, Edward. 1999. "Cultural Brokers: Helping Latino Children on Pathways Toward Success". *The Future of Children: When School is Out*. Vol. 9: No. 2. 1999.

Overall focus is research on how teachers and schools can assist Mexican-American youth in navigating a bi-cultural world in a way that brings them

success in the U.S. school system and is in accordance with their parents' values. This article points out that youth are particularly vulnerable as they move from elementary to middle school.

The article suggests drawing on the strengths of the family and community to create the network of support necessary to help the youth succeed in both cultures. The article suggests drawing on parents moral expertise in teaching character and values to their children, which will influence their academic success. It is also suggested that programs work to link younger students with older siblings or young adults in the community that can guide the students in the area of becoming bi-cultural and retaining their cultural values and heritage while achieving success in the school system. Finally it suggests finding adults to act as comadres and copadres to guide the youth and offer resources in addition to what is offered by the family.

Fashola, Olatokunbo; Slavin, Robert; Calderon, Margarita. 1997. "Effective Programs for Latino Students in Elementary and Middle Schools". Johns Hopkins University. Prepared for the Hispanic Dropout Project. ©1997.

Consists of a literature review of effective programs for Latino youth. Criteria for effectiveness included:

- ❑ *Proven results using a comparison group or using standardized testing instruments*
- ❑ *Replicability*
- ❑ *Evaluation or application with Latino students*

School-wide reform and programs reviewed in this report include:

- ❑ *Success for All*
- ❑ *Accelerated Schools*
- ❑ *School Development Program (SDP)*
- ❑ *Consistency Management and Cooperative Discipline/Disciplina Consistente Y Cooperativa (CMCD)*
- ❑ *Goldberg and Sullivan*

Classroom instructional programs reviewed include:

- ❑ *Cooperative learning methods*
- ❑ *Bi-lingual cooperative integrated reading and composition*
- ❑ *Complex instruction/finding out/descubrimineto*
- ❑ *Student teams-achievement divisions and teams-games-tournaments*
- ❑ *Jigsaw*
- ❑ *Learning together*

Curriculum-Specific Programs:

- ❑ *Reading, writing and language arts programs*
- ❑ *Mathematics*

- ❑ *Early childhood*
- ❑ *Tutoring programs*

Fern, Veronica; Anstrom, Kris, Silcox, Barbara. “Active Learning and the Limited English Proficient Student”. *Directions in Language and Education..* National Clearinghouse for Bilingual Education. Vol. 1: No. 2.

This short article outlines four key questions regarding active learning:

- ❑ *What is active learning?*
- ❑ *What does active learning mean for LEP students?*
- ❑ *What are the instructional implications of active learning in the LEP classroom?*
- ❑ *What are the implications of active learning for teacher training?*

Gandara, Patricia. 1994. “Choosing Higher Education: Educationally Ambitious Chicanos and the Path to Social Mobility”. Education Policy Analysis Archives. Vol.2: No. 8. 1994.

Looks at the profiles of Chicano individuals who have successfully completed higher education, with an emphasis on how the cluster of factors that supported their individual successes might be intentionally created to support broader educational success within the Chicano community. The broader factors examined in this study included:

- ❑ *Parent-child interactions and teaching strategies*
- ❑ *Psychosocial factors in achievement motivation*
- ❑ *Non-instructional influences*

In each of these areas more specifics were examined in the areas of cultural values (i.e. hard work), familial support (parents, siblings, extended family), the role of guiding family stories or myths, school factors (tracking, desegregation, mentors, peers), and structural opportunities.

Gandera, Patricia, et. al. 1998. “Capturing Latino Students in the Academic Pipeline” California Policy Seminar Brief Series. May 1998.

This report highlights the conceptual framework, structure, implementation, and outcomes of three successful programs in California:

- ❑ *ALAS Program*
 - *Targets youth with “least motivation”*
 - *Focuses on psychosocial, academic, and cultural interventions*
 - *Addresses not only individual student’s characteristics but environmental ones as well*
 - *Focuses on middle school youth*
- ❑ *AVID Program*

- An “un-tracking” program focused on helping low-performing, high-potential youth begin tracking towards college and higher education
- High School PUENTE Project
 - A “bridging” program for students from high school to college
 - Targets students from bi-lingual backgrounds
 - High school counselors provide information and bridging to college prep curriculum, entrance information, etc.
 - Builds “cultural capital” – knowledge of system and how it works to assist students in successfully transitioning to college and persisting in college

Lockwood, Turnbaugh Anne. 1996. “Caring, Community, and Personalization: Strategies to Combat the Hispanic Dropout Problem”. *Advances in Hispanic Education*. U.S. Department of Education. Summer 1996. Vol. 1.

An case study of Lennox Middle School in California, which has approximately 95% Latino student population, a less than .05% drop out rate and a 96% daily attendance rate. Staff were asked to respond to the following questions regarding the success of their school:

- *How do you engage students in school?*
- *How do you work with Hispanic students and their families in a culturally respectful way?*
- *In what ways do you bond students to the academic experience?*
- *What works?*

Lockwood, Turnbaugh Anne; DiCerbo, Patricia. 2000. “Transforming Education for Hispanic Youth: Recommendations for Teachers and Program Staff”. *Issue and Brief*. National Clearinghouse for Bi-lingual Education. No. 2. July 2000.

A policy brief providing very general recommendations regarding teacher and staff training and professional development in successfully working with Hispanic youth. Includes a “Self-Evaluation Tool for Teachers and Other Instructional Staff” to rate the degree to which these are present in their school.

