

Editors' Introduction

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The largest high relief sculpture in the world, the Confederate Memorial Carving, depicts three Confederate heroes of the Civil War, President Jefferson Davis and Generals Robert E. Lee and Thomas J. “Stonewall” Jackson. The entire carved surface measures three-acres, larger than a football field and Mount Rushmore. The carving of the three men towers 400 feet above the ground, measures 90 by 190 feet, and is recessed 42 feet into the mountain. . . . (www.stonemountain.park.com)

This edited volume was first imagined a short 30-minute drive from the Confederate monument described above—a granite carving gazing across U.S. Interstate 85 (I-85) and more broadly what has come to be known as the New Latino South. We have written about the emergence of new immigrant/migrant settlement in the region and an ongoing nativity shift whereby a postfirst generation of Latinos are now sustaining the continued growth of the region’s workforce and school populations (Krogstad & Lopez, 2014; Portes & Salas, 2015). However, and notably, current events that coincided with the preparation of this volume (including the lowering of the Confederate flag at the steps of South Carolina’s state house and various Republican Presidential Primary candidates’ “immigration reform” proposals) have rendered many of these regional transformations, national issues. That is, the shifting social geography of the U.S. and public discourse surrounding Latinos underscores the need for dialogue from coast to coast about Latino demographic change and its intersections with early childhood- to postsecondary education—whether such change is taking place in Athens, Georgia, Harrisburg, Pennsylvania, or Tucson, Arizona. This

is especially true for fossilized systems of public education where nativist “logic” is such that “Mexican” and “Spanish” (language) are often employed as synonyms; where “Mexican rooms” have reemerged in the form of English to Speakers of Other Languages (ESOL) transitional programs; where Latinos risk a long-term tag of “Limited English Proficient” in ways that contribute to persisting and generalized educational gaps for Latinos.

Entities such as the White House, the Pew Research Center, and the Tomás Rivera Institute have issued and continue to issue frequent and extremely important reports on various aspects of the state of their achievement in K-16 education. Recent monographs have provided insightful analyses of policies generating barriers to higher education (Contreras, 2011; Gandara & Contreras, 2009), and the potential of classroom-based, critical, culturally relevant pedagogies (Irizarry, 2011). Additionally, contemporary scholarship has been assembled in handbook fashion addressing a variety of topics related to Latino issues (Murillo, Trinidad Galván, & Villenas, 2009) and, very recently, policy-for-change collections have underscored a “national myopia” in how Latinos and their potential as transnational participants in a globalized economy are (not) framed and (not) cultivated (Portes & Salas, 2011; Portes, Salas, Baquedano-López, & Mellom, 2014). Important collaborations have also forwarded the concept of a “New Latino Diaspora” (Hamann, Wortham, & Murillo, 2015; Wortham, Murillo, & Hamann, 2002). Likewise, case studies have examined the experiences of Latinos interacting in Southern communities and public schools (Hamann, 2003). To date, however, no edited volume has embraced the social geography of the New South and its relation to national issues of Latino access and equity in education as a specific theme.

“Latinization” as we use the term here is aimed to convey the importance of the present evolution or “sociogenesis” of a cultural historical process that joins the futures among the present host U.S. society and a *postfirst generation* that includes both numbers of English Learners and much larger and historically established intergenerational communities of *U.S.-Latinos*. Cultural adaptation is not unilateral. Nor is it based on the sheer numbers of residents and citizens who claim the census designation of Latino with pride. Rather, as we have argued, cultural-psychological adaptation matters for individuals, communities, and nation-states grappling with the complexity of intercultural development in society. Yet, there is often an overfocus on how “minoritized” individuals/communities across a continuum of generations attempt (or not) to assimilate into the dominant host society with little attention aimed at the simultaneous and dialogic development of those who choose to integrate selectively into either the dominant group or nondominant group(s)—or somewhere in-between (see, Portes et al., 2016).

In crafting this volume, the term “Latinization” functioned at multiple levels. First, the density of Latinos in K-16 (including former and current English Learners) is increasing in states and school districts where Latinos and/or ESOL programming had previously been a rarity. However, and second, the research-poor ESOL programming that gained traction in a public backlash to bilingual/bicultural education and a national fixation on testing too-often compete for scarce resources (Portes, Gallego, & Salas, 2009; Portes & Salas, 2010). As noted by Durán (Afterword, this volume), the current data are alarming for the heterogeneous Latino population and point to the need for achieving equitable learning and teaching outcomes particularly for groups whose children develop under the lowest-resourced environments. Third, Latinization also bears directly with language and particularly socio- and psycholinguistics and the development of ethnic identities in a multicultural society.

Latinization thus acts as a counterpoint for Americanization—a granite, inevitable, and perhaps stronger process of all children sharing in a majority popular culture that is distinct from any one Latin American national or regional culture. That said, any “ization” is synonymous of becoming more like an “other” regardless of whether it is about milk homogenization or interculture(s) in context. In effect, we leverage Latinization as a broad organizer for the contributions assembled here to draw attention to important unresolved issues associated with interculture(s) faced by many communities in K-16 education and related institutions that bear on the making of equity and excellence in education as a cultural transformative tool. Latinization captures the emerging social geographies of the New South and the nation and the ambiguities, tensions, and possibilities they have rendered.

Overview and Rationale

Even with the shifting demographics of school enrollment, K-16 schooling structures have remained static with the long- and short-term disparities between Latino students' achievement and those of other groups a long-standing and persistent national policy concern. Severe underrepresentation is still the rule across most areas of college graduation and workforce careers. These disparities are exacerbated by disparities in early education, teacher quality, tracking within schools and, most of all, a resurgence of anti-immigrant fervor at a time of global terrorism. While only a decreasing percentage of Latinos are actually newcomers, the majority of the American public confounds all Latinos as such. Multiple generations of U.S.-born

Latinos are also subjected to group-based inequalities that began generations ago. Together, the main issues already confronting historic Latino communities and a new “diaspora” in new spaces require thoughtful analysis.

To that end, our intent is multifaceted: (1) to showcase how researchers both from within and working with New Latino South communities have employed multiple analytic and practical frameworks for understanding and representing those communities; (2) to provide readers with accurate descriptions of unresolved issues through engaged scholarship for and with new and long-standing Latino communities; and, most importantly, (3) to generate a national discussion about how the shifting social geography of North America calls for a reexamination of past and current policies and practices at the state and federal levels.

The voices joined here extend discussions about Latino education in ways that help us move beyond the framing of Latinos as newcomers or language-based outsiders forever needing the services of English Learner market products. Cogent understandings are needed in planning for a better-educated and multicultural nation in general and with attention to the role of how a society mediates the development of all its children. We are confident that this book will forward the social geography of the New South as a theme within the field of Latino education—thereby representing an important contribution to existing scholarship and practice.

As has been our practice in other recent volumes, we resisted the editorial impulse for homogeneity. Here we did not attempt a synthesis of scholarship for Latinos, education, and a postfirst generation. Neither did we as editors seek to forge a *unified voice* across its chapters. Rather, the chapters advance a diverse set of disciplinary, theoretical, and praxis-oriented perspectives contextualized in our lived experiences as scholars working for and with new Latino communities across the U.S. We have divided the chapters into two parts.¹

Part I, “The Shifting Social Geography of K-16 Communities,” fore-fronts a series of nine empirical and conceptual chapters grounded in the social geography that first inspired this collection. The section begins with Nogueroń-Liu, Hall, and Smagorinsky’s thought-provoking analysis of immigrant parents’ online communication practices in a school-based family digital literacy program in a New Latino South elementary school. Theorizing how a program that used collaborative methods to introduce parents to the individual responsibilities they were expected to adopt, the authors forward the critical argument that such initiatives may provide immigrant families with tools through which they may become more independently involved in their children’s education.

In Chapter 2, McDaniel, Harden, Smith, and Furuseth explore the growing diversity in Charlotte's public school system. Their rich description of teachers' perceptions of how such change has impacted their classrooms, their school, and the school district reflects, they argue, the broader transitions in Charlotte brought about in part by the changing geography of immigrant settlement. Notably, their examinations of teachers' perceptions are contextualized in the larger sometimes difficult construction of receptivity in a new immigrant destination.

Also located in a North Carolina context, in Chapter 3, Fairbanks, Faircloth, Gonzalez, He, Tan, and Zoch powerfully argue the need for university-based K-12 engagement to draw from the rich well of resources that diverse students and teachers with powerful visions bring to each educational context. The authors describe one such generative effort with a partner school district to argue the need for more community-engaged opportunities with Latino communities and for more dialogue about the cultural and linguistic assets of Latinos in the Southeast and the rest of the country.

In Chapter 4, Fernandes, Civil, Cravey, and DeGuzmán theorize the results from a beliefs survey about English Learners administered to more than 200 preservice teachers at a single university in the I-85 corridor. Counterpoising the survey responses with data gleaned from discussions with groups of Latina mothers about the intersection of their experiences with learning mathematics and their children's, the authors illustrate the complexity of education in New South spaces shaped by pervasive, ongoing power dynamics that potentially reinforce psychosocial inequalities.

In Chapter 5, D'Amico, Salas, González Canché, Rios-Aguilar, and Rutherford extend the discussion of Latinos and schools to the context of the two-year college and Latino students' ways of knowing. Presenting data captured from a multi-institution, multistate administration of the *College and Career Capital Survey* (CCCS), the authors discuss implications for a contemporary research-for-policy agenda for workforce (re)development as it relates to "Colegio Comunitario para El Mundo de Hoy/College for the Real World."

Chapter 6 describes The University of Georgia's Center for Latino Achievement and Success in Education's multiple research and development initiatives. Focusing on an Institute of Education Sciences-funded randomized controlled trial, the authors report on an Instructional Conversation model and its early effects on Latino student achievement and cognitive development. On the basis of the success and implications of their research, Straubhaar, Mellon, and P. R. Portes forward the Center for Latino Achievement and Success in Education's model and the potential

of cogent research and development as a policy-relevant part of counter-ing structures that sustain “group-based [educational] inequality” facing Latino students.

Chapters 7, 8, and 9 broaden the geography of Part I to include empirical studies undertaken in Pennsylvania and Northern California. The moving scholarship of this ensemble of distinguished colleagues captures with great humanity the distinct lived experiences of Latinos with immigration policies (Link, Gallo, & Wortham; Mangual Figueroa) and brings visibility to rarely discussed indigenous communities subsumed by broader constructions of “Latinization” (Baquedano-López & Borge Janetti). We believe that these important studies set inspiring/inspired directions for future research in and beyond the New Latino South.

In Chapter 7, Link, Gallo, and Wortham draw from their longitudinal ethnographic research with Mexican immigrant students in suburban Pennsylvania to capture how students’ navigated when and how to share their immigration experiences with teachers and peers. They poignantly argue that as part of humanizing pedagogy, educators must raise their own and their students’ critical consciousness to push back against the damaging xenophobic messages that distort students’ learning.

Mangual Figueroa’s Chapter 8 leverages ethnographic evidence to understand how mixed-status Mexican families living in an emerging Latino community in Southwestern Pennsylvania accessed goods, services, and people throughout the New Latino Diaspora. By tracking family narratives of migration and examining one family’s perspective on immigration reform, Mangual Figueroa presents an insightful analysis of mixed-status families working to integrate themselves into U.S. economic and social life while being simultaneously barred from full participation.

In Chapter 9, Baquedano-López and Borge Janetti examine the nexus of migration, education, and language to discuss a new population of indigenous students that has the potential to change the way we conceptualize “Latino” students and the educational practices to support their learning. Focusing on the example of interactions within a K-5 school in San Francisco, the authors theorize strategies of visibility leveraged by students and their families.

Moving from the regional to national, Part II “Research, Policy, and a Postfirst Generation” provides a series of policy-oriented theorizations for Latinos in education with a focus on the national. The section begins with Alvermann and Rubinstein-Ávila’s Chapter 10—an innovative interdisciplinary review of research that concludes with a potential research agenda for Latin@ youth’s new media use in the New South and beyond.

In Chapter 11, Tefera, Gonzalez, and Artiles convincingly outline how Latina/o students have been placed in increasingly segregated schools in the U.S. and Arizona, to demonstrate emerging patterns of disability disproportionality for Latina/o students and English Learners. With that backdrop, the authors explore the intersection of contemporary inequalities for Latina/o students with civil rights, language policy, and special education movements in the U.S. and Arizona. Critiquing the construct of *judicial deference*—the authors outline the need for additional research examining the role of judicial deference in perpetuating educational inequities.

In Chapter 12, P. R. Portes and Salas argue that unraveling severe Latino underrepresentation in strategic societal spaces requires more than volunteerism-as-policy. Juxtaposing a rhetorical “1,000 points of light” with the current Latino nativity shift and persisting achievement gap, the authors provokingly argue that reform requires a deeper understanding of the cultural historical nature of structured underachievement, its consequences, and strategically coordinated counteractions to restructure those conditions creating fragmented identities for a postfirst generation and others.

In Chapter 13, Gándara reveals that despite the significant strides in Latinas' educational attainment over the past decade, Latinas still struggle behind all other women in high school graduation and college degree attainment. Underscoring statistics that half of Latinas are either living in poverty or near-poverty, Gándara predicts a long road ahead to bring Latinas into the social and economic mainstream with specific recommendations for positively impacting Latina educational outcomes.

The section ends with Chapter 14, A. Portes and Lagae's international perspective of the fears about immigration to North America and Europe and their costs to individuals and society. Drawing from previous theorizations of potential downward assimilation trajectories of second generation youth, the authors emphasize the complex international imperative of responding to immigrant youth's potential reactive opposition to the conventional education that they perceive as having failed them.

In all, our goals are to have an impact on how educators, policy makers, and citizens in general grasp the complexities and intertwined nature of immigrant education and social progress in improving current policies and practice. Societies that do not invest in the education of all children or ignore substandard education for some groups place their own future in peril. The volume is hopefully timely with the recent focus on government and national organizations in addressing Latino educational success as defined by increasing their representation in higher education graduate degrees and workforce-related gaps. We anticipate these chapters will be

invaluable for those tasked with educating both dominant and nondominant groups today and their children in the future.

This ensemble collection is, thus, intended for scholars, researchers, and graduate students whose work intersects with the cultural, social, academic, and psychological needs of U.S. Latinos and other nondominant communities. Similarly, it serves as a theoretical or methodological resource for educational leaders and policy makers committed to access, equity, and educational excellence. Because many of the chapters address the social nature of achievement, the volume complements preparation in educational policy areas, sociology, developmental psychology, and related fields of linguistics, literacy, and ethnic studies. It is also designed and appropriate for use in graduate level seminars as a primary text.

Finally, edited volumes, by their nature, are incomplete—limited by time, current events, and our own subjectivities as individuals and communities of practice. It is our hope that this volume will, nevertheless, serve as a resource and catalyst for scholarship and praxis across a nation still clouded by the long shadow of a granite Confederate mountain top and other more palpable barriers to equity, excellence in education and sociocultural union.

Note

1. In the same spirit, we have honored the chapter authors' varied use of "Latino; Latino/a; Latinos; Latinos/as; Latin@s; Hispanic, and so forth."

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