

Enlaces Latinos

Newsletter of the New York Latino Research and Resources Network

NYLARNet Joins *Amicus Curiae* for Robert Martínez, et al. v. The Regents of the University of California

On Monday, November 15, 2010 the California State Supreme Court ruled unanimously to protect undocumented students' rights to pay in-state tuition, reversing a lower court's decision. The New York Latino Research and Resources Network provided information to assist the court in making a decision. The brief was written by LatinoJustice PRLDEF and Simpson Thacher. According to the ruling, students who attend high school in California for three years and graduate from a California high school qualify for in-state tuition rates at public colleges and universities in California regardless of immigration status. Immigrant rights groups and educational advocacy groups also joined the brief including NYS Youth Leadership Council, The NYS Association for Bilingual Education, NY Immigration Coalition, Long Island Immigrant Alliance, Northern Manhattan Coalition for Immigrant Rights, Hispanic Resource Center of Larchmont and Mamaroneck, Hispanic Federation, Committee for Hispanic Children & Families, Hispanic Association of Colleges and Universities, Hispanic College Fund, Hispanic National Bar Association, Asian American Legal Defense & Education, Professional Staff Congress, California Faculty Association, Dr. Pedro Cabán, Dr. Marcelo Suárez-Orozco, Dr. Carola Suárez-Orozco, Dr. Regina Cortina, Catherine J. Crowley, and Dr. Kevin Dougherty.

NYLARNet Releases Directory of Latino Elected Officials in New York State

by Michael Fondacaro and Jackie Hayes

According to the NYLARNet Directory of Latino Elected Officials in New York State compiled by Michael Fondacaro, there are currently 134 Latino elected officials in New York State.

Sixty-two percent of Latino elected officials are concentrated in the following seven counties; Bronx, Kings, Nassau, New York, Orange, Suffolk, and Westchester.

Two Latino elected officials are serving in Federal positions; Congresswomen Nydia Velázquez and Congressman José Serrano, meaning that Latinos comprise 6.9% of New York's Congressional members. Currently Latinos are 16% of New York's total population.

In the New York State Legislature, there are 6 Latino Senators and 14 Latino Assembly members. In New York City, Latinos hold 11 positions in the New York City Council

(21.6%) and are 27.4% of the total population. The majority of Latino elected officials (83%) serve in local positions.

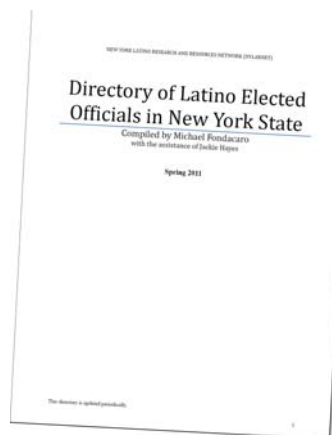
Although Latinas make up 51% of the total Latino population, they hold only 47

elected positions or 35% of the total, whereas Latinos hold 87 positions or 64%.

Of the 47 elected positions held by Latinas, 94% are local positions. Of the 87 elected positions held by Latinos, 83% are local positions and 17%

are State Legislative or Congressional positions.

Overall, there are disparities in representation at every level of government, but they are more dramatic in higher levels of government, including Legislative and Congressional positions. Latinas are more significantly underrepresented than Latinos and hold only 3 Legislative and 1 Congressional elected positions.



Implementation of College In-State Tuition for Undocumented Immigrants in New York

by Kenny Nienhusser and Kevin J. Dougherty

An estimated 65,000 undocumented students graduate from high school each year in the U.S. Some – perhaps even many – of these students seek postsecondary education but fail to enroll due to various barriers that lay before them. In order to reduce the financial barrier, a few states have passed policies to extend in-state tuition to certain members of this population. However, one cannot assume that such policies guarantee undocumented immigrants' postsecondary education access or make the process trouble free. Indeed, as the literature informs us, undocumented immigrants face significant barriers in their pursuit of higher education.

In 2002, New York became the fourth state to offer in-state tuition rates to certain undocumented immigrants enrolling in its public postsecondary institutions. Although enacted over seven years ago, a thorough analysis of the implementation of this policy has not been conducted.

This qualitative study highlights New York in-state tuition policy, and specifically how two groups of stakeholders (state-level officials and local-level actors) perceive its implementation. This study explores how this policy is being implemented in two community colleges in the City University of New York (CUNY).

Undocumented immigrants in the U.S., most of them Latino, encounter economic and social barriers that discourage their college access: in particular, low incomes, inadequate secondary school academic preparation, lack of information about postsecondary opportunities, and fear of deportation.

In the context of these barriers, in-state tuition

eligibility for undocumented immigrants is an important means to ensure greater college access.

Further, this policy may make a notable contribution, given the low incomes of many undocumented students and their sensitivity to tuition differences.

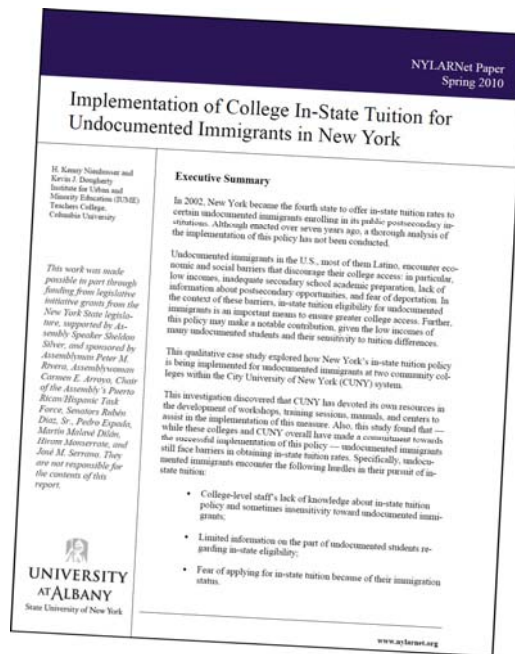
The research revealed that CUNY has devoted its own resources in the development of workshops, training sessions, manuals, and centers to assist in the implementation of this measure.

Also, this study found that while these colleges and CUNY overall have made a commitment towards the successful implementation of this policy, undocumented immigrants still face barriers in obtaining in-state tuition rates.

Specifically, undocumented immigrants encounter the following hurdles in their pursuit of in-state tuition:

- College-level staff's lack of knowledge about in-state tuition policy and sometimes insensitivity toward undocumented immigrants;
- Limited information on the part of undocumented students regarding in-state eligibility;
- Fear of applying for in-state tuition because of their immigration status.

The report recommends the development of comprehensive workshops focused on the unique characteristics and needs of the undocumented population, targeted outreach efforts by community-based organizations and local colleges, and the amendment of administrative forms and processes to cater to the reality encountered by the undocumented population.



Putting Languages on a Level Playing Field

by Regina Cortina

In contrast to prevalent schooling practices in the United States, dual language programs are supportive in teaching children a new language. These programs are part of teaching and learning strategies designed to promote the long-term academic achievement of non-English speaking students and to nurture the strengths of the students' homes and communities in their learning processes. Research on the education of Latinos demonstrates how the current school practice of tracking students according to their English language proficiency negatively influences academic achievement.

Of specific concern is how self-contained English as a Second Language (ESL) classes deny students necessary exposure to content area skills and contribute to students' isolation from their schoolmates. As a result, most Latino students in such classes have minimal daily interaction with native English-speaking peers through formal and informal contacts.

Dual language programs can reverse these negative school experiences, and they have been particularly effective in positively influencing Latino students' educational achievement. This report draws attention to the search for successful academic results for immigrant students among school leaders and parents. Dual language programs are designed to reverse the school segregation that results from tracking students by language ability.

The purpose of these programs is to strengthen academic achievement and language competencies for all students, while promoting

the maintenance of students' native language and culture. Through interviews with a variety of stakeholders and classroom observations, this study explores seven dual language programs in Manhattan that operate independently from one another. It shows how these programs, in response to changing urban communities, are reshaping their original designs as they serve newcomers. The dual language programs continue to evolve in four ways identified through the research: flexibility, innovation, community involvement, and cultural enrichment. Within the schools, dual language programs represent academic innovation since they must necessarily engage in continuous renewal and improvement in order to serve the needs of their changing communities.

The investigation found that the empowerment networks of community actors that take part in education decision making—which include parents, community education councils, and the schools' leadership—have led a process of academic innovation as they have reshaped and improved the schools' designs to serve their students. This positive contribution of community networks resonates with the experience of other urban areas beyond New York.



NYLARNet Attends Latino Upstate Summit in Albany and Puerto Rican Studies Association Conference in Hartford, CT



Representatives from NYLARNet attended the Latino Upstate Summit in Albany, a one-day conference which drew more than 200 visitors across New York

State.

The conference addressed issues facing New York Latinos. Topics covered at the conference included Youth, Business Development, Employment, Education and Mental Health. NYLARNet Director José E. Cruz organized, chaired and moderated a workshop on the socioeconomic status of Latinos in New York State.

Representatives from NYLARNet also traveled to Hartford, CT, home to the largest proportional population of Puerto Ricans residing in any city

outside Puerto Rico to attend the 9th Biennial Conference of the Puerto Rican Studies Association (PRSA) entitled “Cuerpos vigilados y castigados: Resistance and Empowerment in the Body Rican.” The conference theme focused on sites of discipline and punishment and on strategies of coping, opposition, and resistance.

At the conference, Dr. Cruz moderated a panel on education entitled “Teach the Children Well” at the PRSA Conference.

NYLARNet Research Assistant, Jackie Hayes attended the conferences in Albany and Hartford. NYLARNet publications were made available to all conference participants.



NYLARNet Publications Online

Gregory Acevedo, Manny González, Victoria Santiago, and Carlos Vargas Ramos, *The Status of Latino Health/Mental Health in New York State*.

Clive Belfield, *The Costs of Inadequate Education in New York State*.

Christine E. Bose, *City Variation in the Socioeconomic Status of Latinos in New York State*.

Christine E. Bose, with the assistance of Sehwa Lee, *Changes in Socioeconomic Status, City Variation among Latino New Yorkers, 2000-2005*.

Regina Cortina, *The Education of Latinos in Northern Manhattan Schools*.

José E. Cruz, *Latinos in New York: 2000-2007*.

José E. Cruz, *Latinos in New York State: Demographic Status and Political Representation*.

José E. Cruz, *Looking Backward, Looking Forward: Puerto Ricans in the Quest for the New York City Mayoralty*.

José E. Cruz, editor, *Latino Immigration Policy: Context, Issues, Alternatives*. Papers presented at NYLARNet's Latino Immigration Policy Conference, November 3, 2006.

José E. Cruz, Cecilia Ferradino, and Sally Friedman, *Latino Voting in the 2004 Election: The Case of New York*.

José E. Cruz and Jackie Hayes, *Workforce Development and its Impact on Latinos in New York State*.

José E. Cruz and Jackie Hayes, *Adding Race and Ethnicity: Electoral Data Collection Practice and Prospects for New York State*.

Anthony De Jesús and Daniel W. Vasquez, *Exploring the Education Profile and Pipeline for Latinos in New York State*.

Michael Fondacaro with the assistance of Jackie Hayes, *Directory of Latino Elected Officials in New York State*.

James Freeman and Gilbert Marzán, *From the South Bronx to Sobro: Gentrification in Mott Haven, the Bronx*.

Jackie Hayes, *English Language Learners (ELLs) in New York State*.

Jackie Hayes, *Memo on U.S. Census Outreach Efforts Targeting Latinos*.

Janine M. Jurkowski and Blanca Ramos, *Experiences Using Health Care Among Latinas in the Capital Region of New York State*.

Blanca Ramos and Janine M. Jurkowski, *Latinas in Small Cities in Upstate New York: Health and Mental Health Issues*.

Brian Mascaro, *Latino Dropout and Graduation Rates in New York*.

Brian Mascaro, *Latinos in New York State: 2006-2008*.

Brian Mascaro, *Latinos in New York State by County: 1990-2008*.

Brian Mascaro, *Latinos in New York State by Place: 1990-2008*.

NALEO, *A Report on Accessibility of Polling Places in the November 2005 Election: The Experience of New York Voters*.

H. Kenny Nienhusser and Kevin J. Dougherty, *Implementation of College In-State Tuition for Undocumented Immigrants in New York*.

Felipe Pimentel, *The Decline of Puerto Rican Full-Time Faculty at the City University of New York (CUNY) from 1981-2002*.

Katherine W. Platt and Lina P. Rincón, *Latino Migration within New York State: Motivations and Settlement Experiences*.

Victoria Santiago, *Constricted Airways: Status of Asthma Among Puerto Ricans and Latinos in New York State*.

Carlos Vargas Ramos, *The State of Housing for Hispanics in the United States*.

Jennifer Woodward, *Bilingual Education Provision in New York State: An Assessment of Local Compliance*.

To access or purchase NYLARNet's publications go to www.nylarnet.org

NYLARNet Ongoing Projects

POLITICS AND POLITICAL PARTICIPATION

- Latino Political Participation in the 2008 Election: The Case of New York City*
Principal Investigator, Lori Minnite, Barnard College, Columbia University. This project is an analysis of the voting behavior, political attitudes, and political concerns of native- and foreign-born Latinos in the city of New York on November 2008.
- Latino Student Perceptions of Careers in State Government*
Principal Investigators, Joel Bloom and Jackie Hayes, University at Albany. In April 2009 a report released by the New York State Department of Civil Service found that although Latinos are 13% of the overall state workforce, they comprise only 4.4% of the State workforce. This project aims to explore Latino student perceptions of jobs in state government to gain insight into some of the barriers Latino students might experience in regards to pursuing public sector jobs.
- An Assessment of Latino Political Representation in New York State with a Focus on Education, Health, and Mental Health*

Principal Investigators, José E. Cruz and Jackie Hayes, University at Albany.

This project analyzes legislation sponsored by Latino legislators by focusing on key education, health, and mental health issues. The aim is to assess if gains in descriptive representation have helped advance policies that benefit Latinos and/or minority constituents.

- Latinos and Redistricting in New York: History and Prospects*
Principal Investigator, José E. Cruz, University at Albany. This project is an account of Latino participation in efforts to shape and influence the redistricting process in New York State and an analysis of Latino prospects for increased political representation based on the 2010 census count.

EDUCATION

- Bilingual Teacher Certification: Certification Requirements and Strategies to Increase Certification*
Principal Investigator, Jennifer Woodward, University at Albany. This report reviews bilingual certification teacher preparation and incentive programs and provides recommendations for increas-

ing the number of teachers certified in bilingual education in New York State.

- Latino Faculty Representation in the SUNY System, 1995-2008*
Principal Investigators, Edna Acosta-Belén and Chris Bose, University at Albany. This project aims to produce a comprehensive picture of the current levels of SUNY faculty from federally-protected groups to show how the faculty profile of selected university centers or colleges within the system has changed over time.

OTHER

- Latinos and Sweatshop Labor: A Look at the Apparel Industry in New York City*
Principal Investigator, Jackie Hayes, University at Albany. This project assesses the impact of New York state labor law on Latino workers in New York City by reviewing legislation, public hearing transcripts, and labor violation records.

Mission and Contact Information

The New York Latino Research and Resources Network (NYLARNet) brings together the combined expertise of U.S. Latino Studies scholars and other professionals from five research institutions within New York State to conduct non-partisan, policy relevant research in four target areas: Health, Education, Immigration, and Political Participation. This network is constituted by recognized scholars and other professionals who are engaged in critical thinking, dialogue, and the dissemination of information on U.S. Latino issues. NYLARNet addresses a broad spectrum of concerns related to the four target areas mentioned above, and provides information services to legislators, public agencies, community organizations, and the media on U.S. Latino affairs. NYLARNet also pays special attention to the realities and needs of the largely neglected Latino populations outside of New York City.

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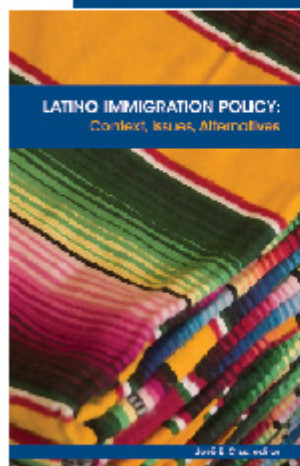
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LATINO IMMIGRATION POLICY: Context, Issues, Alternatives

José E. Cruz, editor



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CUNY Latino Faculty Initiative

The primary functions of this initiative, which was originally named the CUNY Puerto Rican Faculty Recruitment Project, are to conduct outreach and recruitment activities in all disciplines at CUNY and to work with CUNY colleges to connect candidates with positions available within the CUNY system. The original project was established by CUNY

Chancellor Mathew Goldstein in 2006 in response to the publication of *The Decline of the Puerto Rican Full-time Faculty at the City University of New York (CUNY) From 1981-2002*, a Centro/NYLARNet policy paper authored by Hostos Community College Professor Felipe Pimentel.

For more information contact the Dr. Arlene Torres at Arlene.torres@hunter.cuny.edu

U.S. Latino Studies at the University at Albany

For more than three decades the Department of Latin American, Caribbean, and U.S. Latino Studies (LACS) has promoted interdisciplinary research and teaching in area and ethnic studies. LACS is particularly proud of its pioneering role in offering instruction and training in Puerto Rican studies and more recently in the broader field of U.S. Latino Studies. The core Latino Studies faculty consists of Distinguished Professor Edna Acosta-Belén (Literature and Women's Studies), Associate Professor José E. Cruz (political science), and Professor Pedro Cabán (political science).



For more information go to www.albany.edu/lacs



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