

ALBUQUERQUE PUBLIC HIGH SCHOOLS ETHNIC STUDIES IMPLEMENTATION POLICY BRIEF

*UNM RESEARCH TEAM: ANDREA ABEITA, EMILY CASTILLO,
MAGDA DATHE, DR. SHIV DESAI, MYRELLA GONZALEZ, DR.
NANCY LOPEZ, OMKULTHOOM QASSEM, DR. MIA SOSA
PROVENCIO*

ACKNOWLEDGEMENT



GRASSROOTS ORGANIZING
AND COMMUNITY
ADVOCACY



APS SCHOOL BOARD &
ADMINISTRATION



APS-UNM ETHNIC STUDIES
EDUCATION AND HEALTH
(ESEH) RESEARCH PRACTICE
PARTNERSHIP

ETHNIC STUDIES PROVEN TO WORK

RESEARCH EVIDENCE THAT SHOWS THAT AN ES CURRICULUM INCREASES GRADUATION RATES, ATTENDANCE, GPA, POSITIVE SELF-CONCEPT, AND, INCIDENTALLY, STANDARDIZED TEST SCORES, ESPECIALLY FOR MARGINALIZED HIGH SCHOOL YOUTH OF COLOR (DEE AND PENNER, 2016; CABRERA ET AL., 2012; CABRERA ET AL., 2014; SLEETER, 2011)



DATA

QUANTITATIVE

- NOT ABLE TO COLLECT AND ANALYZE QUANTITATIVE DATA AT THIS TIME
- LACK OF HARMONIZATION OF COURSE CODES
- INTERSECTIONAL EQUITY ANALYSIS TO DISCERN PATTERNS

QUALITATIVE

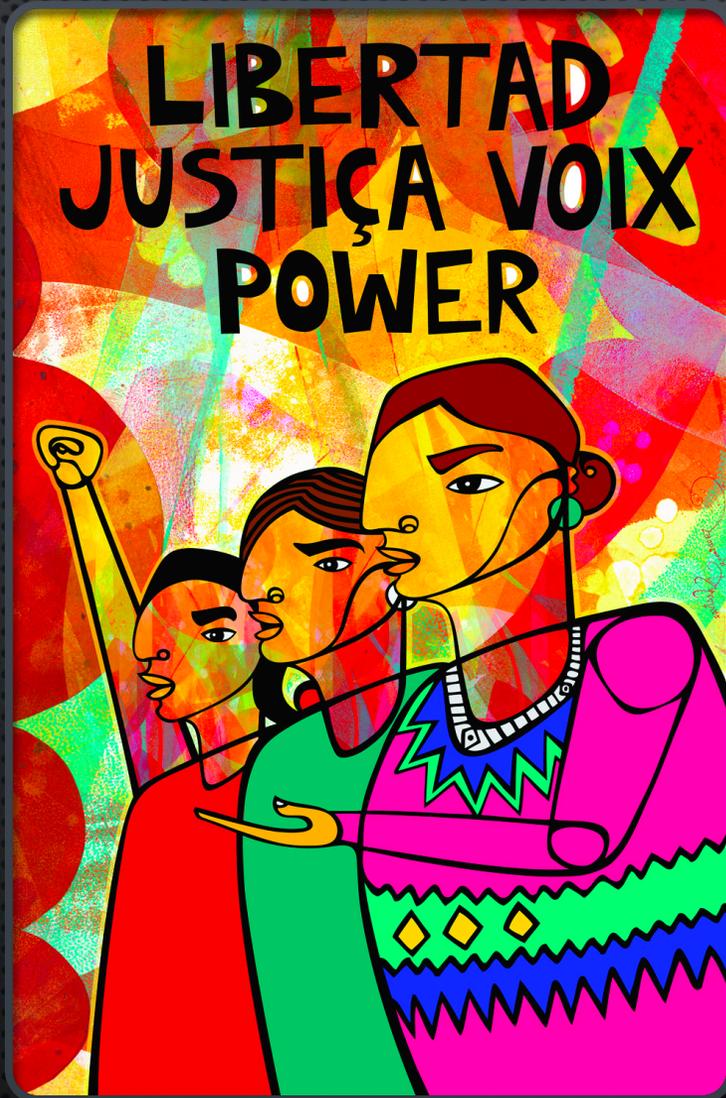
- FOUR FOCUS GROUP INTERVIEWS
- 16 IN-DEPTH INTERVIEWS
- EXCLUDED ALL TEACHER IDENTIFIERS TO PROTECT THEIR ANONYMITY AMID A SMALL SAMPLE SIZE

Code	Code Frequency	Code Description
Challenges & Barriers	130	Challenges/Barriers mentioned, but not elaborated enough to fall into a particular child code
Identity	99	Incorporation of student identity in the class, issues concerning identity
Classroom Activities	98	Classroom activities including engagement of contemporary issues & media
Curriculum	96	Examples given of curriculum used in ethnic studies courses
Lived Experiences	83	Lived experiences and testimonios of both teachers and students
Community Wealth/Cultural Capital	59	Wealth/Capital inherent in students of color, but often discounted in education systems
Empowerment	58	Experiences that lead a student or teacher to validation, hope, pride, understandings in their lived experiences
Healing	54	Modes of healing used in the classroom ranging from centering community to cultural relevant practices
Trainings	50	Teachers mentioning any ethnic studies specific trainings: XITO, anti-racism training, UNM Workshops
Solutions to Ethnic Studies Implementation	49	Proposed solutions for ethnic studies success in APS along with a vision for ethnic studies success.

TOP 10 CODE THEMES FROM THE DATA

Child Code	Code Frequency	Code Description
Financial Issues/Resources	57	Lack of supplies, lack of funding, having to cancel the class for low enrollment
Access to Ethnic Studies	32	Access issues to ethnic studies - limited course offerings, dual credit creating barrier for students w/lower GPAs, lack of alternative options for ethnic studies beyond dual credit.
Ethnic Studies Course Credits	28	The credit structure of the course - whether it is recognized as a dual credit course, simply an elective, or the type of credit students earn for the course.
Principal/School Admin. Support	27	Instructors speak about the support or lack of support that they have experienced in their schools.
Recruitment	25	Teacher describes APS struggle to recruit qualified teachers or the inability to recruit students to enroll in courses
Political Climate	20	Political climate being adversary or hostile towards an ethnic studies curriculum
Scheduling	16	Scheduled at times coinciding w/other popular classes or at times less students will be likely to participate or not enough sections to accommodate demand.
Interpersonal Conflict	15	Conflict between teachers, teachers vs. administrators, lack of community support
Advertisement	7	Inability to advertise course content due to various factors: unsure what the course entails, new/foreign concept for students
Parent/Student Objections	6	Parent/student object to course content and do not enroll/allow child to enroll in the course.
Total Child Codes = 10	233	

CODE FREQUENCIES FOR CHILD CODES OF CHALLENGES & BARRIERS THEME



INSIGHTS ON THE
IMPLEMENTATION
OF ETHNIC STUDIES
FROM TEACHERS

IMPORTANCE OF ETHNIC STUDIES

- TEACHERS REPORTED THAT ES HAS HELPED THEM TO ESTABLISH STRONG RELATIONSHIPS WITH STUDENTS, FOSTERED CRITICAL THINKING, EMPOWERED STUDENTS AND HELPED DEVELOP POSITIVE STUDENT IDENTITIES.
- “AND SO ETHNIC STUDIES ALSO PROVIDES THIS KIND OF REALLY PERFECT PLACE FOR THEM [STUDENTS] TO NOT BE SILENCED AND FOR THEM TO BE ABLE TO EXPRESS [THEIR] OPINIONS, THOUGHTS, FEELINGS, ABOUT A WHOLE RANGE OF THINGS AND TO BE EXPOSED TO NEW IDEAS THAT THEN ENRICHES THEM AS WELL AND YOU CAN SEE THAT THEY ARE BECOMING A MORE FULL PERSON.”

- “I THINK TO GIVE STUDENTS THIS HISTORY--TO MAKE SURE THAT THEY ARE AWARE OF VARIOUS CHAPTERS IN AMERICAN HISTORY--IT KIND OF ALLOWS THEM TO MAKE SENSE OF WHAT'S GOING ON IN THEIR WORLD TODAY, AND ALSO GIVES THEM SOME IDEAS FOR DEALING WITH IT IN THEIR OWN TIME.”



ADMINISTRATIVE SUPPORT-SCHOOL LEVEL

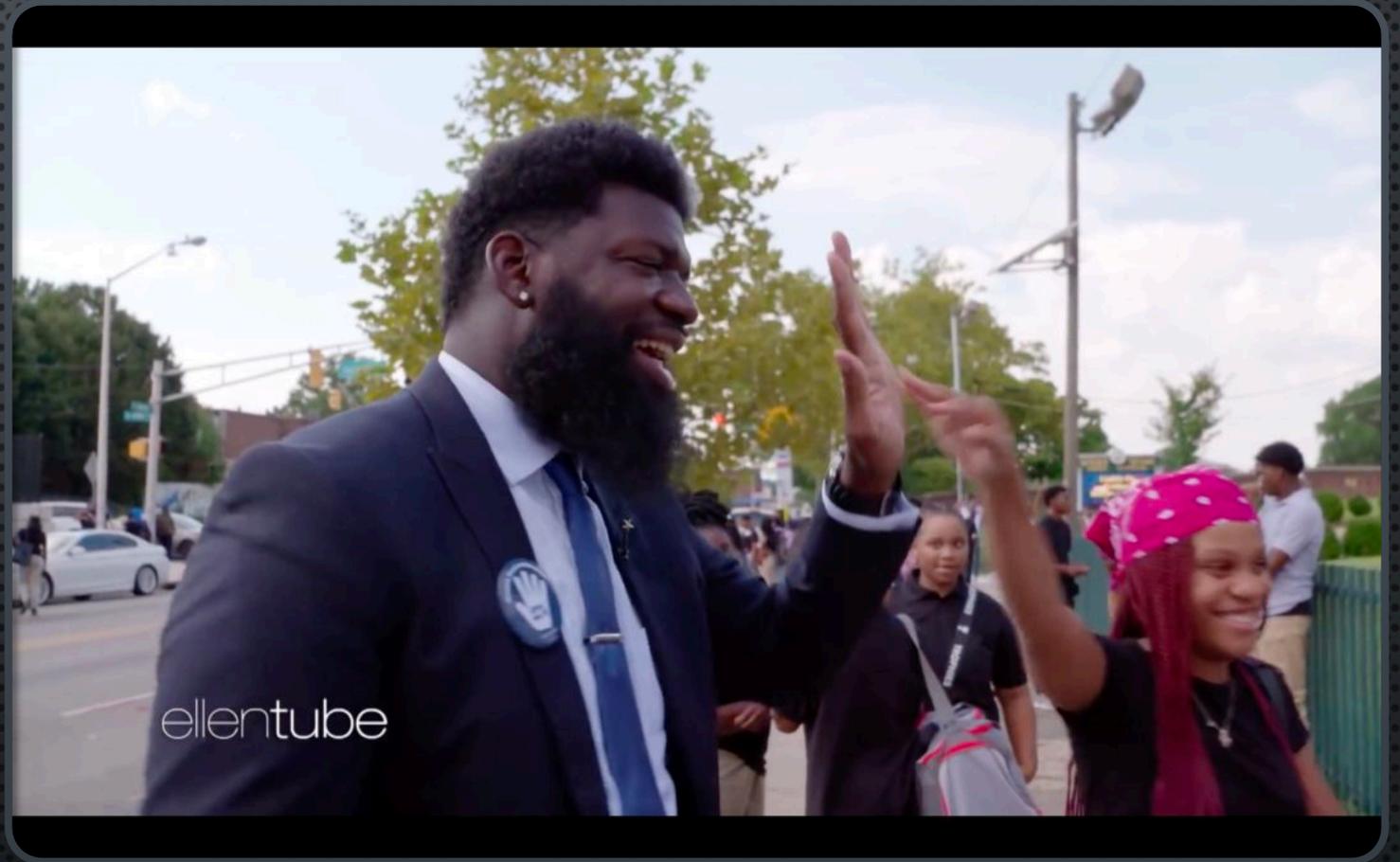
Administrators control scheduling, determine whether a class will make despite low student enrollment, aide with advertisement/recruitment, assist with finding resources, and can support teacher training by providing substitutes.

Short Term Solution:
School administrators allow ES to make even if there is low enrollment, provide more sections of ES by providing multiple pathways for students to take ES.

Long Term Solution:
In collaboration with the APS-ESEH partnership, administrators at school and district levels can assist in data collection of ES and develop long term vision goals.

DATA

- “IT SOUNDS LIKE SOME OF THE SCHOOLS ARE EXTREMELY SUPPORTIVE OF ETHNIC STUDIES AND SOME OF THE PRINCIPALS ARE VERY SUPPORTIVE. AND THEN IT SOUNDS LIKE SOME OF THE SCHOOLS DON’T EVEN HAVE ETHNIC STUDIES AND THEY STILL DON’T OFFER IT. SO I WOULD REALLY LIKE TO SEE THE OPPORTUNITIES FOR STUDENTS AT ALL SCHOOLS TO HAVE THE SAME OPPORTUNITIES.



ADMINISTRATIVE SUPPORT-DISTRICT LEVEL

While it is important to offer a wide variety of ES formats, there should be a dedicated approach to ensuring equitable access to all students.

Short Term Solution:

Offer multiple sections of ES at the same school that include: dual credit, electives, and equivalents with administrative and counselor support through advertisement, recruitment, and allowing courses to make even with low student enrollment.

Long Term Solution:

Expand ES to all grades. Transform the 9th grade NM History class to include a primary focus on the key concepts of ES.



DATA

- “SO, INSTEAD OF TAKING US HISTORY, YOU COULD TAKE ETHNIC STUDIES.”
- “SO BECAUSE IT’S ONLY AN ELECTIVE HERE, I’M MISSING A LOT OF PEOPLE. A LOT OF STUDENTS DO NOT GET TO TAKE IT.”

ETHNIC STUDIES AS A GRADUATION REQUIREMENT

One of the most prevalent recommendations from teachers interviewed was the desire to see ES as a graduation requirement because it improves student retention, increases subject content knowledge, affirms student identities, fortifies student-teacher relationship, and privileges student and community knowledge.

Short Term Solution:

Offer existing ES teachers more sections and expand capacity for more instructors to teach ES with added supports, including UNM pedagogical supports.

Long Term Solution:

Introduce legislation to make ES a requirement. Schools could offer an introduction to key concepts in ES in lower grades with more specialized courses (e.g., Africana, Asian American, Native American and Chicana/o Studies) in upper grades.

DATA

- “...IF IT WERE A CORE COURSE OR A REQUIRED COURSE...[OR] NOT LOSING THE ELECTIVE CREDIT, BUT SAY IF YOU CAN LOBBY THE STATE INTO ALLOWING IT TO COUNT AS AN ENGLISH REPLACEMENT OR A SOCIAL STUDIES REPLACEMENT CREDIT OR LEGITIMIZE IT AS IN TERMS OF LIKE AN ENGLISH CREDIT OR A SOCIAL STUDIES CREDIT, WE PROBABLY GOT A LOT MORE WEIGHT WITH IT.”
- “[SOMETHING] I WOULD LOVE TO SEE IS THAT EVERYBODY SHOULD HAVE TO GRADUATE WITH AN ETHNIC STUDIES CREDIT FROM HIGH SCHOOL. I THINK THAT THAT WOULD BE VERY BENEFICIAL FOR EVERYBODY.”
- “WHY COULDN’T WE ALSO HAVE AN ETHNIC STUDIES REQUIREMENT? I THINK WE’RE MISSING THE IMPORTANCE OF ETHNIC STUDIES WHICH IS THE FOUNDATION OF SO MANY IMPORTANT CONVERSATIONS THAT NEED TO BE HAD. AND IF AND WHEN IT’S TAUGHT CORRECTLY, IT IS GOING TO OPEN UP SO MANY CONVERSATIONS WITH THE STUDENT AND THE TEACHER AND HOPEFULLY, AT HOME AND WITH FRIENDS, AND IT WILL BLOSSOM, HOPEFULLY, IN THE STUDENTS SOMETHING RICH AND SOMETHING REALLY IMPORTANT WITHIN THEM.”

Statewide Ethnic Studies bill passed!



RECRUITMENT/SCHEDULING

Recruitment, scheduling, and advertising are vital components to support the long term sustainability of ES. Complications with the scheduling and registration of ES was impacted by preferential assignment of class time slots, competition with better-known courses, and/or required courses.

Short Term Solution:
Harmonize ES offerings at the high school level to minimize competition with required courses. Initiate and empower ES teacher-led informational and recruitment campaigns to increase student awareness of classes.

Long Term Solution:
Continue informational campaigns regarding ES. Drastically increase the sections and multiple courses by offering ES at all grade levels, particularly targeting 9th grade students who have struggled academically.

DATA

“YEAH, RECRUITING WAS REALLY EASY LAST YEAR BECAUSE I COULD GO TO THE GRADE LEVEL MEETINGS...I COULD PITCH MY CLASS, BUILD IT AND TALK ABOUT IT AND REALLY GET KIDS INTERESTED IN IT. THIS YEAR, I WASN'T ABLE TO DO THAT.”



RESOURCES

Another key barrier to the successful implementation of ES has been a dearth of resources available to teachers.

Short Term Solution:
Provide funding and support for the purchase and creation of varied resources for ES classroom teachers. Have APS ES website available for the sharing of resources and curricular ideas.

Long Term Solution:
APS-UNM ESEH partnership apply to grant funding from varied sources to support ES.

DATA

- “I THINK THE BIGGEST BARRIER THAT WE HAVE RIGHT NOW IS A FINANCIAL ONE. FROM WHAT I UNDERSTAND, OUR BOOKS HAVE NOT ALL BEEN ORDERED... SO I WILL PURCHASE THE BOOKS MYSELF, IF NECESSARY, SO WE WILL HAVE BOOKS IN THE FALL. IF I NEED TO DO A FUNDRAISING, GO FUND ME, OR ANYTHING LIKE THAT, THAT’S FINE.”
- “AND HAVING RESOURCES... EASILY ACCESSIBLE. SO, LIKE SOME SORT [OF] DATABASE WHERE WE CAN EASILY GO IN THERE, ACCESS SOMETHING AND SEE IT PLAYED OUT. WHETHER IT’S LIKE A SHORT VIDEO, LIKE SOMEBODY’S UNIT, AND MAKE IT OUR OWN.”

TARGETED TRAINING, AND PROFESSIONAL DEVELOPMENT

A repeated theme found in the data was requests for more advanced trainings that focused more in-depth on ES content, and/or utilizing ES to advance student wellness as well as the opportunity to meet more regularly with other teachers so that they could exchange ideas to create a more robust ES program.

Short Term Solution:
Plan for advanced trainings to increase ES pedagogy and content with feedback from experienced ES teachers as well as allow veteran ES teachers to lead trainings.

Long Term Solution:
Facilitating a critical friends group for ES teachers to support one another in curriculum resources, pedagogical resources, and to invite community, district and university experts to enrich the process. Utilize a peer-mentoring model that include visits to each other's classrooms.

DATA

- “I NEED TO GO SEE WHAT THE HECK MR. X IS DOING OVER AT [SCHOOL X] AND HOW HE IS MAKING THINGS HAPPEN...SO I WANT TO BE ABLE TO GO TO [SCHOOL X] AND WATCH HIM TEACH OR TO MEET WITH HIM AND HAVE HIM TELL ME HOW HE’S DOING THAT.”
- “THE ONES FROM UNM WERE REALLY—I THOUGHT THEY WERE REALLY BENEFICIAL. LIKE THEY GAVE YOU A LOT OF GOOD IDEAS LIKE TO USE IN THE CLASSROOM. LIKE I USE SOME OF THE STUFF THAT WE DID IN THERE WITH MY KIDS.”



TEACHER DEGREE & CREDENTIALING REQUIREMENTS

All teachers said they did not have a degree requirement that prepared them to teach ES.

Short Term Solution:
Through professional development and critical friends group all new and returning ES teachers will receive core ES pedagogical tools from peers and presenters.

Long Term Solution:
APS require all incoming teachers have an ES credit. Introduce legislation that requires ES training/required for all teachers K-12 as a requirement for degree attainment/ accreditation regardless of field of study.

NATIVE
AMERICAN
STUDIES



DATA

“I HAD CLASS WITH ONE OF THE TEACHERS FOR ABSOLUTELY CULTURAL EQUITY. SHE WAS NAVAJO...IT WAS BEAUTIFUL. IT WAS SO MUCH LIKE THE ETHNIC STUDIES. SHE WANTED US TO RECOGNIZE WHO WE WERE. THE PEOPLE IN OUR CLASS, WE WENT TO HER HOUSE, WE WENT TO A VARIETY OF TOURS AND ACTIVITIES AROUND TOWN TO BECOME AWARE OF MORE NAVAJO STUDIES.”

CONCLUSION

- “ETHNIC STUDIES PEDAGOGY HAS IMPLICATIONS FOR RECRUITMENT, PREPARATION, HIRING, AND SUPPORT OF TEACHERS.” (TITIANGCO-CUBALES ET.AL, 2015).
- ES CAN EITHER BE A “FLAME THAT’S FLICKERING IN THE WIND” OR BE “IMPLEMENTED ACROSS ALL SCHOOLS, MANDATORY IN ALL HIGH SCHOOLS...[OR] EVEN BECOME A GRADUATION REQUIREMENT STATEWIDE” AS A RESULT OF STRONG, ROBUST IMPLEMENTATION.





YAZZIE/MARTINEZ
V. STATE OF NEW
MEXICO

SUMMARY OF SHORT & LONG TERM SOLUTIONS

- REITERATE TO SCHOOL ADMINISTRATORS THE IMPORTANCE OF ES
- ES SHOULD HAVE MULTIPLE PATHWAYS THAT IT IS BEING OFFERED: DUAL CREDIT, ELECTIVE, AND CORE REQUIREMENT EQUIVALENTS.
- SCHOOL ADMINISTRATORS SHOULD ASSIST IN RECRUITMENT, ADVERTISEMENT, AND ALLOW COURSES TO MAKE EVEN IF THERE IS LOW ENROLLMENT.
- ES SHOULD BE OFFERED AT ALL GRADE LEVELS IN HIGH SCHOOL AND EVENTUALLY MIDDLE SCHOOL AND ELEMENTARY SCHOOL.
- ES SHOULD BE A GRADUATION REQUIREMENT.
- ES COURSEWORK SHOULD BE A REQUIREMENT FOR ALL PRESERVICE AND INSERVICE TEACHERS.
- ES SHOULD BE READILY AVAILABLE AND EASILY ACCESSIBLE ON THE APS WEBSITE.
- A CRITICAL FRIENDS GROUP SHOULD BE SPONSORED AS PART OF ES TEACHERS ONGOING PROFESSIONAL DEVELOPMENT WHERE THEY CAN NETWORK, SHARE, COLLABORATE AND DEVELOP RIGOROUS ES CURRICULUM.