Project *Nueva Generación* and Grow Your Own Teachers:
Transforming Schools and Teacher Education from the Inside Out

By Elizabeth A. Skinner

In a speech on October 9, 2009, U.S. Secretary of Education Arne Duncan issued a call to teachers and teacher educators, stating that "Many ed schools do relatively little to prepare students for the rigor of teaching in high-poverty and high needs schools"(U.S. Department of Education, 2009). Many of the high-poverty, high-needs schools to which Duncan refers are located in urban districts that suffer from high student mobility, displacement in and out of neighborhoods, overcrowding, high teacher turnover, and shortages of qualified teachers. Duncan's observation is not new to colleges of education that strive to adequately prepare teachers to work with a racially and linguistically diverse student body within the

context of the complicated social, political, and economic conditions that impact schools, families, and urban communities.

Colleges of education have responded to the need to better prepare teacher candidates, who are largely White and female (Zumwalt & Craig, 2005), for the realities of urban schools by adapting their traditional programs and implementing community-based models that essentially immerse the teacher education students in a community that is culturally different from their

Elizabeth A. Skinner is an assistant professor in the Department of Curriculum and Instruction of the College of Education at Illinois State University, Normal, Illinois.

own (Sleeter, 2001). Such programs have merit and it has been demonstrated that the cross-cultural experience "…may aid students' cultural awareness and solidify aspirations to teach within such communities" (Gallego, 2001, p. 313). In spite of such teacher preparation innovations, there continues to be a need for teachers and teacher candidates to understand not only the importance of connecting with the communities where they work but also the complex nature of the relationship between the school and the community and the marginalized position of the individuals who live there. (Koerner & Abdul-Tawwab, 2006; Murrell, 2001).

The on-going quest to more effectively connect teacher candidates with urban communities and schools drives the examination of the role of colleges of education within the school/community context. Given that most community-based teacher education programs originate on campus and then move into communities, it is not surprising that a disconnect persists between colleges of education, their students and the communities they strive to serve. In this article I will describe a nine-year old partnership between a teacher education program and a community-based organization that is a viable and complementary alternative to campus-based and community-based teacher education programs.

The unique partnership between the Logan Square Neighborhood Association (LSNA) and the Bilingual Education Program at Chicago State University (CSU) essentially brought the university to the community at the community-based organization's request. The collaboration was initially funded as a federal Title VII grant. Since it began nine years ago, between 60 and 70 neighborhood residents, many of whom already worked in the community as teacher assistants, school volunteers, and community leaders, have had the opportunity to attend college and work toward a bachelor's degree and teaching credentials. Founded on LSNA's core belief that the members of their urban community can and should serve as resources in schools, Project *Nueva Generación* (New Generation) is the model for the Grow Your Own teachers initiative in Illinois. The Grow Your Own teachers initiative provides funds to consortia consisting of a community based organization, a college of education, and a school district to recruit and prepare community leaders to become teachers. Presently, Project *Nueva Generación* continues with Grow Your Own funding from the state.

Through a documentary account of the of the evolution of the partnership and the mechanisms by which Project *Nueva Generación* was organized and implemented, I hope to illustrate what can happen when a teacher education program partners with a community based organization because, "One success tells us what is possible"(Payne, 2008, p. 7). The description and analysis of Project *Nueva Generación* is based on my extensive involvement as the university based coordinator for the project during the first seven years of the program. Throughout those seven years I was a participant observer and during one year conducted extensive interviews with several students in the program as I investigated their experiences as non-traditional college students.

From my vantage point within the university setting and as liaison to the community based organization, I not only witnessed but also participated in the planning and implementation of the program. As such, I can attest to the many challenges inherent in a community-based approach to teacher education. Although the account is not intended as a prescription for transforming teacher education, there are implications to be considered and lessons to be learned that suggest that urban schools can be improved from the inside out (Tyack & Cuban, 1997).

LSNA: Organizing around the Issues that Impact Urban Schools

In the city of neighborhoods, Logan Square is a community on the northwest side of Chicago and it is one of a few Chicago neighborhoods that is multi-class and multi-racial although it is commonly recognized by locals as a Latino[1] neighborhood. Data from the 2000 census show that 65% of the residents of Logan Square are of Hispanic origin but that within this population there is a fair amount of diversity. Nearly 50% of the Hispanics in Logan Square are Mexican and the next largest group is Puerto Ricans at 35%. Central Americans, South Americans, Cubans, and Dominicans are also represented in the neighborhood (Institute for Latino Studies; U.S. Census Bureau, 2004; CensusScope, 2005). Within this diverse and dynamic neighborhood, LSNA organizes and works on a multitude of issues including housing, health care, immigration, jobs, and education. LSNA's education organizing work began after Chicago's path-breaking school reform law in 1988 and continues today through several initiatives designed to improve school conditions and educational outcomes for students and families in the community.

As in many urban districts throughout the United States, a number of challenges converge on the schools in the Logan Square neighborhood (García, 2005). For example, nationwide 55% of Hispanic students attend schools where the enrollment is over 50% Hispanic (Llagas, 2003). This trend is exaggerated in Logan Square where the percentage of Hispanic students is between 83% and 92% at each of the elementary schools in the community. The percentage of low-income students attending the neighborhood schools is between 88% and 97% and the number of English language learners is up to 33% (Chicago Public Schools). In addition to the data on school population, poverty, and number of students requiring bilingual education, a report on the status of Latinos in the Chicago Public Schools indicated that Latino students are attending the most overcrowded schools in the system and that there exists a large disparity between the number of Latino students and Latino teachers (Aviles, Capeheart, Davila, & Pérez Miller, 2004). Current data shows that while 41% of the entire Chicago Public School student body is Latino only 15% of teachers are Latino (Chicago Public Schools).

Based on school data as well as first-hand knowledge of the neighborhood schools, LSNA's education organizers first focused on issues of overcrowding and

continue to address the need for bilingual teachers, family involvement and a desire to have schools as centers of community. All of LSNA's organizing work centers on "Developing relationships as the foundation for social change, on building a community that can speak for itself and on strong neighborhood based leadership" (Blanc, Brown, & Nevarez-LaTorre, 2002, p. 16).

One of LSNA's most visible efforts in the schools is the Parent Mentor Program, which began in 1995 and is based on the organization's belief in the value of the funds of knowledge, including culture and language, which community members can contribute to schooling (Moll, Amanti, Neff, & Gonzalez, 1992). Each year LSNA hires and trains local parents to work with students in the neighborhood schools. The parent mentors receive a stipend each semester and in addition to the time spent working in the schools, attend weekly workshops that build their skills as tutors and community leaders. Most of the parent mentors are mothers and several expressed an interest in continuing their education in order to become bilingual teachers. A traditional four-year university program was not a realistic option for the women because in addition to their family responsibilities, many of them worked outside of the home. The expense of college was also prohibitive. The lead education organizer at LSNA understood the women's desire and believed in their potential as teachers. She began to contact area universities in the hopes of finding a partner institution that shared her vision.

Finding Common Ground

Although the gap that exists between community-based organizations and colleges of education may seem vast, in starting the conversation with personnel from the Bilingual Education Program at CSU, LSNA's education organizer realized that she had found a partner that did, in fact, share her vision. Historically, CSU has served underrepresented minority students, many from economically disadvantaged backgrounds. The student population is approximately 80% African American, 5% Latino, and 70% female. Many CSU students are considered non-traditional college students in that they often work full-time while attending school and are older. In addition to a demonstrated commitment to a minority student population, the Bilingual Education Program at CSU also demonstrated a shared mission with LSNA. As the organizer put it, "It was important that from the beginning we shared a common philosophy of education"(Garretón, 2008).

The shared philosophy of education included a respect for the strengths that the parent mentors had demonstrated when working with neighborhood children in the schools. Their combination of cultural knowledge, bilingual abilities, and shared experiences made them uniquely qualified to effectively work with the students in the community (Garretón, 2008). The Bilingual Education Program also believed in the organizing work of LSNA and the need to challenge the status quo in the Logan Square schools (Schultz, Gillette & Hill, 2008). By partnering with

LSNA, CSU demonstrated a commitment to the vision that preparing community members to teach in the neighborhood schools was one way to work for change from within the schools and community.

The foundation for Project *Nueva Generación* was laid by LSNA's on-going work in their neighborhood schools. Creating a strong, neighborhood based leadership that can impact schools requires the development of social capital among and between parents and educational professionals (Stanton-Salazar, 2004). Ideally, the resultant networks reach across class, culture and language. By partnering with CSU, LSNA increased the social capital of the community members and expanded the breadth of their own network. The remainder of this paper will focus on CSU's role in that network, the lessons learned while working within the Logan Square neighborhood, and the challenges inherent in the work.

The Mechanisms for Building the Program and Establishing Trust

Although the relationship between LSNA and the Bilingual Education Program at CSU began with the initial conversations about the possibility of preparing community members to become teachers, the actual implementation of the grant started in August of 2000. At that time I embarked on my work as the university-based coordinator of Project *Nueva Generación*. I was an outsider in the community as it was not the neighborhood in which I lived at the time nor was I familiar with the schools and the work of LSNA. As a Spanish speaker and a former bilingual teacher in a Chicago Public School, that background and knowledge eased my transition into the Logan Square schools and community, although I had much to learn from LSNA and the students. While the work of the collaboration began instantly, the trust took longer to develop due to my outsider status in the community.

After holding a series of informational meetings in the community, the application and admissions process began. The recruitment of applicants and intake of their materials was initiated at LSNA and potential students received help from LSNA employees in obtaining foreign transcripts, translations of those transcripts and community college transcripts as necessary. As the university-based coordinator of the project, I received the students' application materials and reviewed them with an admissions officer on campus. During the review of the applications it became evident that the university would need to adapt this process. Not all of the candidates that applied met the university's admissions criteria. In keeping with LSNA's philosophy that rather than solid high school grade point averages and SAT scores, the students were bringing rich life experience and cultural knowledge to the program, bilingual program personnel advocated at the administrative level of the university to allow all of the applicants admission. Bilingual program personnel stressed to the administration that the students would meet all of the same requirements and benchmarks set for traditional CSU students. It was important to both partners

that the program provided opportunity but also be held accountable. The university adapted the admissions criteria but did not lower performance standards. As a result, all of the individuals that completed the application process were admitted into the program and received full financial support for tuition, books, and childcare.

During the first two years of the program, the students took all of their classes at the Madison Elementary School in Logan Square, which was transformed into a community center during after school hours. Each weekday evening, the school doors opened to community members for English as a second language (ESL), GED, karate, folkloric dance, homework help, sewing, and other classes. The college classes for the project *Nueva Generación* students were also held in the evenings at Madison and the students could access the childcare that was already available on-site and supported through the grant. The facilitator of the Bilingual Education Program, who had over 25 years of experience at CSU, invited select professors to teach for the program. Together we worked at identifying those professors who had experience with students who spoke English as a second language and/or non-traditional aged college students. It was important that professors teaching in the community recognized the strengths of the students but that they also knew how to address their academic weaknesses. Occasionally, hiring the right professor meant we had to negotiate course overloads and contracts with the chairs of other departments at CSU. Once hired, the professors commuted to the neighborhood to teach.

While the students were taking classes in the community they had very little contact with the bureaucracy of the university. On occasion I drove students to campus for an event but I handled all administrative tasks for them. In addition to teaching a course each semester, I checked in with students and professors on the evenings of their classes. Each semester I met individually with the students, sometimes at the LSNA offices, to discuss progress and serve as an academic advisor. Forming relationships with the students was important but I also spoke on the phone weekly with the education organizer at LSNA. Most of our conversations dealt with the personal issues students were facing and how they were adjusting to being back in school. This was part of the trust building process between the community-based organization and the college of education, but frequent communication also allowed us to negotiate our roles and figure out what we needed to do in order to foster the success of the students and the program. The initial very high level of communication and support for the students meant that they could adjust to being in college in the comfort of their own community. As one student put it, attending college in her neighborhood "…Was like a little step. I would just jump on the bus with my kids and be there in half an hour."

Working with/in the Community

Along with the political and geographic notion of community as described in the work of LSNA in the schools and the location of classes, the sense of com-

munity created by the cohort model is significant when examining the role of the university. The design of the program fostered and influenced an initial broad peer support network. The entire cohort took classes together the first year and got to know each other while at the same time getting to know the university personnel. Group activities and presentations as part of a low-stress study skills course during the first semester of the program allowed the students to get to know one another in a comfortable environment. When students began to take classes on campus, the fact that the CSU campus is located on the far south side of Chicago posed transportation problems for several students, who either did not own cars or did not know how to drive. When I helped them plan their on-campus class schedules, I made sure they took classes with other cohort members who could provide rides. Moral support on campus and outside of classes was also important. For example, one student relied on fellow-students for emotional support as well as transportation. She said, "We are like a huge family that if one falls down, we all help them to get up. I have learned so much from all of them." This peer support, in the presence of personal hardships and family crises that could potentially be barriers for the students, improved their chances at persisting to graduation.

Although it was a little step for the students, it was a greater challenge for the university instructors who commuted to Logan Square to teach. Because classes were held in elementary school classrooms, often the desks and chairs were too small, there were no overhead projectors or smart boards and often not even any chalk to use on the board. In spite of the fact that the school was considered a community center in the evenings, some of the elementary school teachers resented the fact that their classrooms were used by others and Project *Nueva Generación* students were accused of taking items and messing up the rooms. I was unable to identify the real source of the resentment but it may have stemmed from the perceived threat of LSNA's organizing work in the schools (Mediratta, Fruchter, & Lewis, 2002) or that fact that many educators continue to view Latino and immigrant families through a deficit lens. One such teacher asked me, "Why should these people get everything paid for?" This comment, though startling to me at the time, demonstrates a troubling reaction to Project *Nueva Generación* and the students. First it suggests that such non-traditional, Spanish-speaking, Latino community members do not deserve the opportunity to become teachers, and second, I believe it questions their academic ability as college students.

Promoting Academic Success

Supporting the academic performance of the students was of the utmost importance to the Bilingual Education Program, particularly in light of the constant questions as to their abilities. Project *Nueva Generación* was not designed as an alternative certification program; there were no shortcuts for the students. In fact, it was projected that it would take most of them from 7-10 years to graduate and

during this time the students would be under constant scrutiny by the faculty members of the Bilingual Education Program, employees of LSNA, and the outside evaluators hired to assess the progress of the program. In some ways, the students were expected to exceed the traditional college of education requirements.

Many of the students who started in Project *Nueva Generación* had not been in schools since high school and others had never attended school in the United States. It was natural that upon returning to school, many of them felt apprehensive about their academic abilities and the difficulty of the coursework. Several of the students who had attended high school in the United States had experienced first-hand the tendency to track Latinas into non-academic classes and provide little or no opportunity to access the college preparatory curriculum. Their prior schooling had left some of them ill-prepared for college (Delgado Bernal, 1999; Gándara, 1995; Zambrana, 1994). Other students had started junior college but then left due to the pressure to contribute financially to the family, which is also a documented barrier to full time attendance in college for many Latinos (Hugo Lopez, 2009). Understanding the apprehension of the students, as well as their prior educational experiences meant that providing appropriate academic support was critical for the students to succeed. As such, the program of study began with developmental math and writing courses and English as a second language classes for those students who needed to refine their English skills. While taking refresher courses, students also enrolled in general education courses such as history, or art.

One student reflected on the course work and said, "It's not like the book will be read by itself. I had to read it twice…" Understanding how hard the students needed to work, I consulted with LSNA to identify tutors for the students. The tutors were available both during class and outside of class hours and students were encouraged to form study groups. In preparation for the Illinois Test of Basic Skills, required for admittance to the college of education, students attended workshops and had individual study sessions with a tutor hired specifically for test preparation.

In spite of the academic support, not all students that entered the program succeeded. A few students simply were not proficient enough in English to handle college coursework and the ESL support we provided was not sufficient, although we tried a variety of teachers and courses. Other students lacked basic math skills and could not pass the developmental math courses. For others the demands of being at work all day and in class most evenings was just too taxing. The Illinois Test of Basic Skills was also a barrier to some students who did well in their course work but could not pass that standardized test. It is frustrating to note that some of the students who exited the program due to academic difficulties were products of the very public school system in which they wanted to teach. In spite of our best efforts we could not make up for their academic deficiencies.

As the program progressed, all of the partners in the collaboration (students, LSNA, and CSU) had to consider their roles and adapt to new situations and contexts. LSNA and CSU had to keep in mind the common goal while accepting the

different organizational structures and norms at each institution (Garretón, 2008). By the third year of the program, most students were taking classes on campus and at the community center. When the registrar's office informed me that I could no longer complete registration on behalf of the students, I told them that they would need to take a more active role on campus. Concerned that I was removing the scaffolding too quickly, the education organizer from LSNA contacted me. Although we disagreed about the timing, we did agree on the need for the students to become more independent. Following this decision, students began to purchase their own textbooks (for later reimbursement), complete registration, drop and add classes, and request overrides from professors. In many ways the personal level of support remained with them through graduation, but it was critical at this juncture that the students also learned how to work the system on their own. Adhering to the belief that the construction of self as agent contributes to resiliency, particularly if the students are viewing themselves as active participants in their success (McGinty, 1999), and LSNA's rule of organizing—don't do for others what they can do for themselves (Brown, 2007)—the students took on more responsibilities.

Lessons Learned

In December 2006, the first two Project *Nueva Generación* students graduated and accepted jobs with the Chicago Public Schools. As of May 2009, there were a total of nine graduates from the program and there are currently 55 students in the pipeline continuing their studies both in the neighborhood and on-campus. As teachers, the graduates' culture, language, and background knowledge matches that of their students. Those funds of knowledge, when combined with the pedagogy learned in the college of education, prepared them up for success as urban teachers (Haberman, 1996). Further research will document how long they stay in their current school and how they impact student achievement and climate in those schools.

In the process of working toward change in the Logan Square neighborhood schools, the Bilingual Education Program at CSU learned valuable lessons about community partnerships that are applicable to all colleges of education engaging in work within urban schools and communities. As the academic partner in the collaboration, the Bilingual Education Program did not limit its role strictly to academics. The professors, administrators, and I attended to the affective needs of the students and considered not only their life experiences but their life situations. By physically coming to Logan Square to teach, faculty members were integrated into the community in a way that cannot happen on campus. While in Logan Square, professors shared meals with the students, met their children, and observed the conditions of the schools. They also gained an insider's perspective from the students. All of the university personnel essentially became boundary spanners, willingly going from the university to the community and integrating community concerns into their work (Shirley, et al, 2006).

The intimate involvement in the community and with LSNA brought new energy to the Bilingual Education Program (Mediratta, Fruchter, & Lewis, 2002). I personally felt a new excitement and greater commitment to our mission in the schools when working with our new found ally. From LSNA, university personnel learned the importance of relationship building and witnessed the positive impact that had on the culture within the entire program. The *Nueva Generación* students also brought a new and palpable energy with them when they came to campus and were integrated into classes with the campus-based bilingual students. Just as the partnership expanded the networks of the students and LSNA, the Bilingual Education Program benefitted from an expanded network. Collaborating with LSNA granted easier access into the Logan Square schools and to teachers and administrators with whom we wanted to work. In other words, the partnership was mutually beneficial. Both institutions contributed to and gained from one another while working toward a mutual goal.

Challenges

As the Bilingual Education Program, LSNA, and the students continue to work toward their ultimate goal in Logan Square, Project *Nueva Generación* has already made a documented impact on teacher education in the state of Illinois. While the Bilingual Education Program and the education organizers at LSNA were building trust and collaborating to make Project *Nueva Generación* a local success, other community based organizations in Chicago were also working on issues of teacher recruitment and retention. Action Now (AN) (formerly part of the Association of Community Organizations for Reform Now, or ACORN) was one such organization and after learning about and visiting Project *Nueva Generación*, recognized it as a possible strategy for their own neighborhood schools. Thus began the organizing campaign that resulted in the statewide program known as Grow Your Own Illinois. In 2004 the Grow Your Own teachers bill was passed, putting into state law the goals to create a pipeline of teachers of color and to prepare them to teach in hard to staff schools or positions. Only coalitions that include a community based orga-nization and a college of education as equal partners are eligible for the funding. Presently, the statewide Grow Your Own initiative counts 432 teacher candidates in 12 consortia throughout the state (Philliber Research Associates, 2009).

There is an inherent challenge in replicating Project *Nueva Generación* and scaling up such a local initiative. Not all community-based organizations have the history of organizing in the schools nor do all colleges of education willingly ac-cept the community as a true and equal partner. Without an understanding of the organizational characteristics that made it successful, there is danger in simply replicating or scaling up any program (Payne, 2008). Another danger lies in the possibility that Grow Your Own teacher preparation programs like Project *Nueva Generación* remain isolated from the colleges of education and that the students

never become integrated into the fabric of the university (Fullan, 2009). In order to truly transform teacher education and diversify the pool of teacher candidates, community-based programs must be sustained by the university and provided adequate funding.

In his most recent criticism of colleges of education, Arne Duncan said, "America's university-based teacher preparation programs need revolutionary change—not evolutionary tinkering" (Mathers, 2009). I propose Project *Nueva Generación* and the Grow Your Own teacher initiative as one example of such revolutionary change. However, reform in education does not happen overnight. Community-based organizations know that and work for intermediate gains that will lead to greater long-term outcomes (Mediratta, Fruchter, & Lewis, 2002). Likewise, Tyack and Cuban (1995) call for reforms that work to improve education from the inside out and take into account the difficulties inherent in changing the institutional patterns of schooling. Colleges of education have put considerable effort into attempting to prepare White outsiders to teach in historically underserved urban settings and that effort should continue. Following the example of project *Nueva Generación* and the statewide Grow Your Own initiative in Illinois, colleges of education could adopt an alternative and complementary strategy, one which aims to increase the number of teachers of color but also prepare them to work as change agents in urban schools.

Note

[1] Latino/a and Hispanic have been used interchangeably throughout this article. Because Hispanic is the term used by government agencies and the census bureau, statistics are usually stated in terms of Hispanics whereas Latino is used in more general terms.

References

Aviles, A., Capeheart, L., Davila, E., & Pérez Miller, A. (2004). *Dando un paso ¿pa'lante o pa'tras? Latinos in the Chicago public schools*. Chicago: 2nd Legislative Education Advisory Committee, Senator Miguel del Valle.

Blanc, S., Brown, J., & Nevarez-LaTorre, A. (2002). *Strong neighborhoods, strong schools*. Philadelphia: Research for Action with Cross City Campaign for Urban School Reform.

Brown, J. (2007). Parents building communities in schools. *Voices in Urban Education,17*, 26-34. Providence, RI: Annenberg Institute for School Reform at Brown University.

CensusScope. (n.d.). *Race and ethnicity selections, 1980-2000*. Retrieved from http://www.censusscope.org/us/print_chart_race.html.

Chicago Public Schools. (n.d.). School test scores and demographic reports. Retrieved from http://research.cps.k12.il.us/resweb/SchoolProfile?unit=3520

Chicago Public Schools. (n.d). Stats and facts. Retrieved from http://www.cps.edu/About_CPS/At-a-glance/Pages/Stats%20and%20facts.aspx

Delgado Bernal, D.(1999). Chicana/o education from the civil rights era to the present. In J. Moreno (Ed.), *The elusive quest for equality: 150 years of Chicano/Chicana education* (pp. 77-108). Cambridge, MA: Harvard Educational Review.

Fullan, M. (2009). Large-scale reform comes of age. *Journal of Educational Change, 10*, 101-113. doi: 10.1007/s10833-009-9108-z.

Gallego, M. (2001). Is experience the best teacher? The potential of coupling classroom and community-based field experiences. *Journal of Teacher Education, 52*(4), 312-325.

Gándara, P. (1995). *Over the ivy walls: The educational mobility of low-income Chicanos*. Albany: State University of New York Press.

García, E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York: Teachers College Press.

Garretón, M. T. (2008, February). Restructuring teacher education through collaboration: Reflections on a partnership. Paper presented at the meeting of the American Association of Colleges of Teacher Education, New Orleans, LA.

Haberman, M. (1996). Selecting and preparing culturally competent teachers for uban schools. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 747-760). New York: MacMillan.

Hugo Lopez, M. (2009). Latinos and education: Explaining the attainment gap. Retrieved from the Pew Hispanic Center website: http://pewhispanic.org/reports/report.php?ReportID=115

Institute for Latino Studies. (n.d.). *Chicago fact finder, area 22—Logan Square*. Retrieved from http://www3.nd.edu/~chifacts/communities.php?alphaorder=22&pag.

Koerner, M., & Abdul Tawwab, N. (2006). Using community as a resource for teacher education: A case study. *Equity & Excellence in Education, 39*, 37-46. doi: 10.1080/10665680500478767.

Llagas, C. (2003). *Status and trends in the education of Hispanics*. Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003008

Mathers, J. (2009, October 22). Duncan to ed schools: End 'mediocre' training. *The Washington Post*. Retrieved from http://www.washingtonpost.com/?nid=top_news

Mediratta, K., Fruchter, N., & Lewis, A. (2002). *Organizing for school reform: How communities are finding their voices and reclaiming their public schools*. New York: Institution for Education and Social Policy.

McGinty, S. (1999). *Resilience and success at school*. New York: Peter Lang.

Moll, L., Amanti, C., Neff, D., & Gonzalaz, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory Into Practice, 31*, 132-141.

Murrell, P. (2001). *The community teacher: A new framework for effective urban teaching*. New York: Teachers College Press.

Payne, C. (2008). *So much reform, so little change: The persistence of failure in urban schools*. Cambridge, MA: Harvard Education Press.

Philliber Research Associates. (2009). *Grow your own evaluation report*. Retrieved from http://www.isbe.net/certification/pdf/GYO_evaluation.pdf

Schultz, B., Gillette, M., & Hill, D. (2008). A theoretical framework for understanding grow your own teachers. *The Sophist's Bane, 4*(1/2), 69-80.

Shirley, D., Hersi, A., MacDonald, E., Sanchez, M. T., Scandone, C., Skidmore, C., & Tutwiler, P. (2006). Bringing the community back in: Change, accommodation, and contestation in a school and university partnership. *Equity & Excellence in Education, 39*, 27-36. doi: 10.1080/10665680500478718.

Sleeter, C. (2001). Preparing teachers for culturally diverse schools: Research and the overwhelming presence of whiteness. *Journal of Teacher Education, 52*(2), 94-106.

Stanton-Salazar, R. (2004). Social capital among working-class minority students. In M.A. Gibson, P. Gándara, & J. P. Koyama, (Eds.), *School connections: U.S. Mexican youth, peers, and school achievement* (pp. 18-38). New York: Teachers College Press.

Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A Century of public school reform*. Cambridge, MA: Harvard University Press.

U.S. Census Bureau. (2004). Hispanic and Asian Americans increasing faster than overall population. Retrieved from http://www.census.gov/PressRelease/www/releases/archives/race/0

U.S. Department of Education. (2009, October 9). *A call to teaching: Secretary Arne Duncan's remarks at The Rotunda at the University of Virginia*. Retrieved from http://www.ed.gov/news/speeches/2009/10/10092009.html

Zambrana, R. (1994). Toward understanding the educational trajectory and socialization of Latina women. In L. Stone (Ed.), *The education feminism reader* (pp. 135-145). New York: Routledge.

Zumwalt, K., & Craig, E. (2005). Teachers' characteristics: Research on the Demographic Profile. In M. Cochran-Smith & K.M. Zeichner (Eds.), *Studying teacher education: The Report of the AERA panel on research and teacher education* (pp.111-156). Mahwah, NJ: Lawrence Earlbaum Associates.