

To promote social justice teaching, research, service, and policymaking agendas, with the corollary aim of seeking to proactively improve educational leadership as a means of addressing equity concerns for underrepresented populations throughout P-20 education; also to share innovative, promising, and research-based programs, policies, and teaching strategies and proactively advocate on behalf of underrepresented populations in educational leadership.

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THE SOCIAL JUSTICE LEADER

ISSUE IV

SPRING 2012

A Message From The Chair...



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Greetings LSJ Members! As my term as chair comes to an end, I want to thank LSJ members for the opportunity to serve in this capacity. Also, thank you to the leadership team for providing input to guide the work of LSJ. Your enthusiasm for and dedication to LSJ have provided lots of energy and momentum to advance LSJ's mission over the past two years! Genuine thanks to those who volunteered to serve on committees in response to our call for service.

Over the past two years, the LSJ team focused its effort to provide multiple outlets to connect members through enhanced communication and the workgroups facilitated by LSJ members (i.e. Whitney Sherman-Newcomb, AJ Welton, Noelle Arnold, Jeff Brooks, Latish Reed, and Carolyn Shields). Through the creativity of Latish Reed, outgoing Communications Chair, we now have a newsletter, *The Social Justice Leader*, in which

For those of you who know me, I am usually quite animated! That animation comes from the passion I feel when I am connected to something that I believe in. Serving as the LSJ Communication Chair has provided me an opportunity to connect with other people who truly want to make a difference with their academic contributions. I appreciate the opportunity to serve.

In addition to the Graduate Student Corner, Let's Give 'em Props, and LSJ @ AERA, our feature article focuses on a project led by Eugene Fujimoto and a group of Master's students from CSU-Fullerton. After talking with Khaula Murtadha, one of our LSJ Pillars, we sought to find an embodiment of service to our community with the theoretical underpinnings of social justice leadership. Eugene Fujimoto and his team of graduate students have truly demonstrated how social justice theory can translate into practice. Further, Noelle Witherspoon Arnold lays the foundation for empirical research on School/Community Based Health Centers and their implications for school leaders serving marginalized students.

I congratulate Joanne Marshall for capturing the office of Communication Chair of LSJ. I wish her well in this new endeavor. Enjoy 2012 AERA in Vancouver !!!

each issue highlights members' achievements (i.e. promotion, awards, publications etc.) and features a member's article on a social justice topic or research. She has done a superb job with soliciting contributors and publishing the newsletter every term, now going on issue #4. We also have an LSJ Facebook Page to connect with members but we need your input to keep it engaging. Our publication committee, currently under the leadership of Christa Boske and Sarah Diem, continues to provide opportunities for LSJ members to publish their work. Christa and Sarah are editing a book, *Global Leadership for Social Justice: Taking it from the Field to Practice*, (Emerald Publishing, in press) and it includes contributions from over twenty LSJ scholars. The graduate student committee, under the leadership of Maysaa Barakat and Hollie Mackey, has been instrumental in connecting graduate students with scholars and providing opportunities for students to publish a book review in the *Journal of Educational Administration*. Lastly, under the direction of Katherine Mansfield as program chair, we have had an increase in AERA proposal submissions and a plethora of reviewers. These efforts are the work of a dedicated group of individuals who chair and serve on committees.

At a time when Special Interest Groups in AERA are facing challenges to increase membership, we con-

tinue to have a robust membership through targeted outreach to lapsed members and recruitment of new members. Over the past two years, our membership has increased from 224 to 272. Our concerted membership drive, facilitated by Noelle Arnold, has been very successful. Through your support, we continue to grow and I encourage you to stay engaged, get involve, and share your ideas. There is much more to do and I am pleased to welcome our elected LSJ officers to continue advancing LSJ's mission.

Please join me in welcoming Whitney Sherman Newcomb, Chair; and Joanne Marshall, Communications Chair, who were elected this year to provide leadership to LSJ during 2012-2014 term. I look forward to supporting them during their transition. I also want to thank all the nominees for participating in this year's election. I wish you safe travels to AERA and look forward to seeing you at our LSJ's Business meeting/workgroup sessions.



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The Maywood Education Fair: Strengthening the Educational Pathway for Underrepresented Populations through Community Cultural Wealth

In a time when admissions numbers seem to be on the rise for Latino students in higher education, it is easy to assume that we have reached educational equity with this population. However, the reality is admissions and enrollment numbers are not proportionate to the numbers of the greater population. In fact, out of 100 Latino students who begin elementary school, only 52 will graduate from high school, and only 10 will obtain a college degree. These are the lowest rates of high school graduation and college attainment of any racial/ethnic group (Solorzano, Villalpando, & Oseguera, 2005). This “leaky educational pipeline” is one of the greatest issues facing the Latino population. And as the largest and fastest growing racial/ethnic population in the nation, it is cause for national concern. It is for this reason, amongst others, that the Maywood Education Fair was established.

The Education Fair

The City of Maywood is located in Southeast Los Angeles County. Maywood is a predominantly Latino community, and notably has self-identified as a “sanctuary city” for undocumented residents. With an official population of about 28,000 according to the U.S. Census, actual estimates range upwards of 40,000 in this densely populated area. Approximately 3% - 4% of the city’s population has attained a Bachelor’s degree, well below the national and state wide averages. The original vision for the Maywood Education Fair was to work with the community toward developing a college

going culture. Toward this end, interventions were developed by the first cohort of the Masters of Science in Higher Education (MSHE) program at California State University Fullerton. The first fair in 2009 included multiple opportunities for Maywood students to interact with college representatives, attend financial aid workshops, and win scholarship awards during the event. The success of this event prompted the Mayor and the City Council of Maywood to ask that the fair be continued on an annual basis with the hope that the Fair would increase awareness of college as an option among students and families and increase the number of residents attending colleges and universities.

Originally the idea of one MSHE student, Jessica Barco, the coordination and scope of the fair has developed greatly since its beginnings. The Fair has become part of the curriculum for the MSHE program as an annual service learning project for each cohort. By 2011, this expansion grew to include educational interventions with the following populations: K-5, Middle School, High School, Adult Learners, and Parents. Planning committees were also formed in these areas: Historical/Political Research, Residents’ Network, Public Relations, Fundraising, and College Representatives.

Theoretical framework

In working with historically underserved communities like Maywood, it is common to make assumptions about the people and their

knowledge and attitudes toward higher education. Often these assumptions are rooted in inaccurate notions of cultural and familial deficiency. In order to think more critically, we used a Practice to Theory to Practice (PTP) model (Knefelkamp, 1984), along with Community Cultural Wealth (CCW) (Yosso, 2006) framework.

Using the steps outlined in the PTP model each committee was able to critically evaluate the theoretical framework and outcomes of the prior years. Based on the previous cohort’s reports, recommendations and additional research, committees were able to create or modify the interventions to better suit the residents of Maywood. Additionally, each committee aligned their interventions with various forms of capital or Community Cultural Wealth. CCW as presented by Yosso (2006) identifies a community’s collective cultural assets and resources that have accumulated over time. There are six forms of capital that come together to create CCW: navigational, resistant, linguistic, aspirational, social, and familial capitals. These different forms of capital interact forming cultural wealth. Awareness of CCW can assist school districts, administrators, and teachers to see the community resources that under-served students arrive with as assets outside of dominant cultural capital.

In addition to numerous student development theories, incorporating the CCW framework was a predominant focus of all interventions and activities created for the Maywood Education Fair. Each activity or intervention incorpo-

CSU-Fullerton Student Project Co-Leaders:
Marcela Rojas, Teri Poucher & Alisia Kirkwood
(Alfred Magallanes—Not pictured)



Maywood Educational Fair: Theory to Practice

CSU—Fullerton Master's students use Community Cultural Wealth (Yosso, 2006) to make a difference in the Maywood, CA Community.



Table 1. CCW focus of Maywood Educational Fair Interventions

Intervention	Community Cultural Wealth (Yosso, 2006)					
	Resistant	Navigational	Social	Linguistic	Familial	Aspirational
K-5		X		X	X	X
Middle School	X		X	X	X	X
High School - Maywood Event		X			X	X
High School - Southeast Event		X				X
Adult Learners	X	X	X			X
College Representatives		X	X			
Historical Research		X	X			X
Public Relations	X	X	X	X		
Parents	X	X	X	X		X
Fundraising			X			X
Total	4	8	7	4	3	8

rated two or more specific types of CCW, creating a foundation for the event that promoted knowledge, skills, and abilities, and which influence persistence and social mobility among populations of color. All types of CCW were covered over the spectrum of events associated with the Education Fair with aspirational, navigational, and social capital being the most prominent (Table 1). For example, a learning intervention prepared for students between Kindergarten and fifth grade, consisted of four play stations focused on different types of skills or interests that are transferable to career fields. While at each station, students engaged the participants in conversations regarding possible careers related to the play station of interest. This intervention allowed participants in the K-5 age range to use their imagination and aspirational capital (“the ability to maintain hopes and dreams for the future even in the face of barriers” (Yosso, 2006, p. 41), to experience activities based on their strengths or interests and to “plant the seed” of going to college.

As another example, parent intervention incorporated information and resources, provided in both English and Spanish. These included information on recent legislation that allows undocumented residents to attend state colleges and universities by paying in-state tuition rates; a session dedicated to parental empowerment; and a specialist who presented financial aid source/forms and standards. All of these foci promoted aspirational, linguistic (“intellectual and social skills learned through communication experiences in more than one language and/or style; p. 43), navigational (“skills of maneuvering through social institutions”; p. 44), resistant (“knowledges and skills cultivated through behavior that challenges inequality; p. 49), and social capital (“networks of people and community resources”; p. 45) to the participants.

Project outcomes

The Maywood Educational Fair has provided an opportunity to foster a meaningful relationship between the City of Maywood, the MSHE program, and CSU Fullerton. Through the development and promotion of this fair, the MSHE program is establishing a positive and successful collaboration with city officials, such as the Mayor, City Council members, and community organizers. The collaboration and the communication between all parties is in part due to the active role of the MSHE student led Public Relations Committee with the City of Maywood. The Public Relations Committee attended Maywood City Council meetings to update the city officials about the fair and enhance their knowledge about the needs of the community. The committee also attended community-based organization meetings and created “street teams” that promoted the event door to door. These actions demonstrated to the city the dedication and passion that the MSHE program had for this event and community. Through continuous efforts and collaboration, the relationship between the City of Maywood and the MSHE program has been strengthened.

Additionally, each MSHE student committee established project and learning outcome goals for each intervention. The evaluations by each committee will provide the city and our program with insightful information regarding assessment outcomes. These outcomes will be highly beneficial to the next year’s cohort when planning and preparing for the Fair. For example, the Middle School Committee assisted participants in considering the importance of mentors by collecting information on what characteristics the participants deemed to be most helpful in achieving their educational goals. This Committee also inquired and tracked what colleges and universities the participants thought they might attend to help them reach these goals and the high school requirements necessary to get there. In addition, the Historical/Socio-Political committee also conducted qualitative research that primarily focused on gauging the interaction of residents with the city and educational system. This committee facilitated one-on-one conversations and provided a “wish board” that encouraged dialogue. The wish board provided the residents an opportunity to share and express what changes they would wish to see within their community and educational system. The residents’ concerns were communicated to the City officials. With this information, City officials became aware of the needs and wishes of their community. In addition, next year’s MSHE cohort members will utilize this information to create intentional interventions and partnership that will target the needs and concerns of the community.

Future of the Education Fair

The MSHE Program is acutely aware of the historical legacy of the marginalization of low income communities of color. Additionally, the Program is aware of the role that higher education can and has played in utilizing communities to perform research, with little or no benefit or reciprocity to the community. The community based assets approach to our work is intended to not only avoid repeating such indiscretions, but to educate students on the vital nature of service and the reciprocal learning from community needs as well as strengths; and to work toward community ownership and sustainability of that effort. We plan to continue our work with Maywood as long as there is mutual benefit.

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More Social Justice Leadership Theory to Practice at 2012 AERA...

In addition to time-honored posters, roundtables, and paper symposia, this year's AERA LSJ Program features two "Innovative Sessions" designed to facilitate rich dialogue. One innovative session, featuring a diverse array of early career scholars, is featured below. We strongly encourage you to bring your ideas and add your voice to this and other sessions:

"Using Social Justice Scholarship to Enact the Professional Development of 'Rida' Educators in Urban School Professional Learning Communities"

Scheduled Time: Sunday, April 15th; 2:15 P.M. - 3:45 P.M.

Building/Room: Vancouver Convention Centre, Second Level - East Room 19&20

Panelists:
 Kristin Shawn Huggins (Washington State University)
 Christopher Thomas (University of San Francisco)
 Frank Hernandez (Hamline University)
 Decoteau J. Irby (University of Wisconsin - Milwaukee)
 Carlos Raphael McCray (Fordham University)
 Anjalé DeVawn Welton (University of Illinois at Urbana-Champaign)



Stressing the importance of finding effective instruction that meets the needs of students that have traditionally been underserved is not new to the AERA Leadership for Social Justice Special Interest Group research community (e.g., Scheurich & Skrla, 2003; Theoharis, 2009). Scheurich and Skrla (2003) make it clear that leaders must create belief systems and structures school-wide to support equity and excellence. Yet, they only set the parameters for the work of teaching. However, Theoharis (2009) states a key tenet of social justice leadership is to—improve the core learning context—both teaching and curriculum (p. 46). Additionally, Theoharis emphasizes the importance of hiring with an—equity lens and facilitating the growth of the school faculty and staff through providing continuous professional development focused on building equity. Thus, both Scheurich and Skrla (2003) and Theoharis (2009) provide foundational social justice leadership research we intend to further extend in this conversation/dialogue through considering how social justice leadership can engage with social justice educators in their work. Specifically, the session considers closely the urban context and the ways in which school reform is enacted within those contexts to allow for social justice leaders and social justice educators to come together for the benefit of all students. That is, we are conceptualizing of not only a social justice leadership-initiated idea of school reform in urban contexts, but also a social justice teacher-initiated idea of school reform in urban contexts.

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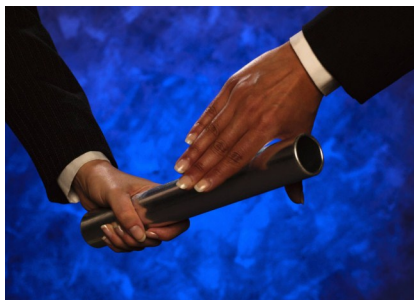
Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, school reform*. New York, NY: Teachers College Press.

Passing the Baton!!!

Please join us in congratulating and welcoming Whitney Sherman Newcomb as the Leadership for Social Justice SIG **Chair** and Joanne Marshall as the new LSJ **Communications Chair**. Their two year term is effective between the 2012-2014 AERA Conventions. We thank Gaetane Jean-Marie and Latish Reed for their energy and hard.



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LSJ @ 2012 AERA



If you are attending AERA, please support our LSJ sessions. Katherine Cumings Mansfield, LSJ SIG Program Chair, has done a great job in organizing the papers and symposium accepted for this year. For your reference, below are the LSJ sessions:

Katherine Cumings Mansfield
Virginia Commonwealth University
2012 AERA—LSJ Program Chair

FRIDAY 4/13

Poster

Title: Transforming Schools and Strengthening Leadership to Support the Educational and Psychological Needs of Children Affected by War

Time: 2:15pm - 3:45pm

Location: Vancouver Convention Center, Floor First Level - East Ballroom B

Participant: Jan Stewart (University of Winnipeg)

SATURDAY 4/14

Roundtable

Title: Where the Rubber Meets the Road: Social Justice Issues in Higher Education and Leadership Preparation Programs

Time: 12:25pm - 1:55pm

Location: Vancouver Convention Center, Floor First Level - East Ballroom C

Chair: Edith A. Rusch (University of Nevada, Las Vegas)

Roundtable

Title: Sites of Struggle and Possibility: Reflections, Lessons, and Tools From the Field

Time: 4:05pm - 5:35pm

Location: Vancouver Convention Center, Floor First Level - East Ballroom A

Chair: Camille M. Wilson (University of North Carolina - Greensboro)

Leadership for Social Justice SIG Business Meeting

Time: 6:15pm - 7:45pm

Location: Vancouver Convention Center, Floor Second Level - East Room 18

Chair: Gaetane Jean-Marie (University of Oklahoma)

SUNDAY 4/15

Paper Symposium

Title: Transformative Leadership on the Frontlines: In Pursuit of Excellence and Equity for All Students

Time: 10:35am - 12:05pm

Location: Vancouver Convention Center, Floor Second Level - East Room 13

Session Organizer: Katherine Cumings Mansfield (Virginia Commonwealth University)

Discussant: Mara Sapon-Shevin (Syracuse University)

Chair: Noni Mendoza-Reis (San José State University)

Innovative Session

Title: Using Social Justice Scholarship to Enact the Professional Development of “Rida” Educators in Urban School Professional Learning Communities

Time: 2:15pm - 3:45pm

Location: Vancouver Convention Center, Floor Second Level - East Room 19&20

Session Organizer: Kristin Shawn Huggins (Washington State University)

MONDAY 4/16

Paper Symposium

Title: Inclusive Leadership Promoting Social Justice Praxis

Time: 12:25pm - 1:55pm

Location: Vancouver Convention Center, Floor Second Level - East Room 18

Session Organizer: Martin Scanlan (Marquette University)

Discussant: Martin Scanlan (Marquette University)

Chair: Satasha L. Green (The University of Alaska - Anchorage)

Innovative Session

Title: To Know Is Not Enough: Engaging in Courageous Conversations for the Good of All

Time: 2:15pm - 3:45pm

Location: Vancouver Convention Center, Floor Second Level - East Room 18

Session Organizer: Carolyn M. Shields (Wayne State University)

Graduate Student Committee Corner



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The LSJ-Graduate Student Committee along with LSJ Leadership and dedicated members organized the first Graduate Student Brown Bag Lunch Series during UCEA in Pittsburgh, PA. The purpose of this series is to provide graduate scholars the opportunity to develop relationships and engage in meaningful discussion with faculty mentors who share similar research interests. The 2011 Brown Bag Series did not unfold without a hitch, but perhaps we needed the injected humor of a faculty member taping a sign to her shirt as the designated meeting point in front of a piano nobody seemed to know how to play!

Participants were asked to provide feedback in order to plan for the next Brown Bag event. A few sentiments are captured below:

“Of course, this was probably the most valuable experience that I have had during my graduate studies. The opportunity to meet great researchers and authors was beyond my imagination. And to have these wonderful individuals unselfishly share knowledge and experience with me - priceless.”

“your team did a great job and I appreciate your effort”

“The following captures my sentiments of the brown bag lunch meeting:

UCEA registration fee: \$85.00

Airline ticket: \$500.00

Brown Bag Lunch with Dr. Grogan: PRICELESS”

As with any developing Series, we had a few mishaps. Participants were kind enough to share with us the need to look toward holding the Brown Bag Series at one time in a large room that would allow men-

tors and mentees to spread out and one suggested we try organizing at a few different times so they did not have to make tough decisions and miss one great session for another!

Additionally, we might try a time block that would allow graduate students the opportunity to “float from one table to another” to get to know more scholars. As we look towards the future, we would like to thank everyone for the feedback and look forward to planning the next Brown Bags series.



We are not doing a Brown Bag for AERA (this year), but have big plans for developing this into a regularly scheduled event. We have begun the process of procuring sponsorship to improve the experience at UCEA in Denver 2012 and then continue the conversations in San Francisco. And for you tech folks, we are considering web-based options for mentoring opportunities in between conferences. Rest assured, you will be hearing more about this as we move forward! If you have any other suggestions or would like to participate in Denver as a mentor or mentee, please make sure to keep a lookout for our invitation email tentatively scheduled for a September delivery.

With warmest thanks,

Maysaa and Hollie

Don't Forget

Your



VANCOUVER, BC, CANADA

Politics, Policy, and Practice of School/Community Health Centers

By Noelle Witherspoon Arnold
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The changing role of the school administrator stands in stark relief against recent poverty and community health statistics. With the recent economic crisis, Congress, the media, and even activists are treating poverty as a novel phenomenon. Poverty has always been an area of concern for our country, as well our schools. Recently, with the \$2 billion Recovery Act investment, school and community health centers were projected to provide care to an additional 2.9 million children and adults over the stimulus act's two-year funding period, but in fact registered seeing over 4 million in the first year of funding—indicative of the demand for community health services in our country. Community and school health centers are poised to double the number of patients they serve to up to 40 million annually by 2015. School/community health centers primarily serve lower income and minority students and families with over 70% of these having incomes below 100% of the poverty line and 91% below 200% of the poverty line. School-based health centers (SBHCs) are important components of the health care safety net for our children. Currently there are almost 2,000 school-based health centers in 44 states and the District of Columbia, serving approximately 1.7 million children and adolescents.

Many health centers are community-based and patient-directed organizations which serve those who might otherwise have no or limited access to health care. These services are called Federally Supported Health Centers (FSHCs). They contain Community Health Centers (CHCs), Migrant Health Centers, Health Care for the Homeless Programs, Public Housing Primary Care Programs. The population served includes low income persons, the uninsured, those with limited English proficiency, migrant and seasonal farm workers, individuals and families experiencing homelessness, and those living in public housing. Health centers provide all required primary, preventive and enabling health services. They also provide supportive services (education, translation and transportation, etc.) that promote access to health care. Community health centers across our country have a 45-year history of providing care in underserved communities for everyone, regardless of their ability to pay. By intent, these health centers are located in lower income, medically underserved communities, mostly in rural and inner-city neighborhoods. In addition, studies find that these are the same areas with the highest rates of unemployment and the highest rates of uninsured. The statute that created these centers requires them to meet four basic standards:

They must be located in or serve a high-needs community. These medically underserved areas are defined as having a high percentages of people living in poverty, areas with few primary care physicians, higher than average infant mortality rates and high percentages of the elderly.

They must provide health care to all, regardless of ability to pay. All community health centers must commit to providing services for everyone, with fees based on a standard sliding fee schedule that adjusts charges for care according to income.

They must provide comprehensive health care services. All community health centers also must offer a broad range of "enabling" services to support the delivery of consistent, affordable health care.

They must be governed by a community board. All community health center boards must be comprised of a majority (at least 51%) of health center patients who have the authority to oversee the operations of the center. These powers include approving budgets, hiring and firing chief executives, and establishing general policies. (Whelan, 2010).

School Based Health Centers (SBHCs) are clinics which are usually located in schools and provide primary health care, mental health, health education and promotion service to underinsured or uninsured students. The origin of SBHCs dates back to late 1960s and early 1970s. The first pediatric neighborhood health centers were established and located in public elementary schools in Cambridge, Massachusetts in 1968. Additional health clinics were opened in Cambridge schools in the years that followed (Porter,

Leibel, Gilbert & Fellows, 1976). According to the National Assembly on School-Based Health Care's (NASBHC) 2007-2008 census, there are 1,909 clinics and programs connected with schools nationwide including school-based programs, mobile programs, and school-linked programs. Based on NASBHC census data of 1998-1999, 2001-2002, 2004-2005, 2007-2008, SBHCs steadily and almost linearly grew from 1135 to 1909 in the past decade. The good news for the growth of SBHCs is that the Affordable Care Act of 2010 appropriated a total of \$200 million for 2010 through 2013 for the School-Based Health Center Capital Program to address capital needs in school-based health centers. In June, 2011, Health and Human Services Department announced awards of \$95 million to 278 school-based health center programs across the country.

Another extension of health clinics is the merging of school based clinics and traditional health clinics. These clinics have been called School/Community health centers (SCHCs). These clinics are part of a larger effort to make healthcare -- as well as other social services -- more accessible to students *and* their families. Along with providing the services of other FSHCs, school clinics offer teen pregnancy prevention and prenatal services, immunizations, health education, and even information on accessing housing and jobs. SCHCs are crucial to providing preventive care, and making healthcare more accessible, particularly in lower-income areas, where families face huge barriers to receiving medical care, including a lack of health insurance, little knowledge of how to navigate the healthcare system, limited transportation, and an inability to receive release time from work.

The Full Service Community Schools Act of 2011 (HR 1090, S. 585) is an amendment bill of the Elementary and Secondary Education Act (ESEA). This bill would authorize the Secretary of Education to award grants to one or more community-based, nonprofit, or other public or private entities to assist public elementary or secondary schools to function as full-service community schools. Among other benefits, this initiative would require such schools to participate in community-based efforts to coordinate and integrate education, developmental, family, health and other comprehensive services, such as school-based health centers, through community-based organizations and public and private partnerships.

My current research broadly examines the politics, policy, and practice of school/community clinics in a large urban school district in the Midwest. In particular, my research examines multiple data streams to critically unpack the roles of the various actors in the establishment of SCHCs from inception to clinic opening to maintenance. I am seeking to understand the actors/actions and how they relate to each political organization as well as with individual actors (Geser, 1992). These organizations are political groups such as community leaders, philanthropic and non-profit agencies, physicians, school/district personnel, federal, state and local governments, and constituents. These political processes are constituted by practices and activities determined and maintained by internal/external structures and processes that control and are mediated by issues and intersections of poverty, race, gender, and class politics. More simply put, the organizations are themselves differentiated actors and sub-units of contradictory values, beliefs, needs, commitments and rules. In turn, those who are served through SCHCs, participate in, negotiate and are controlled by their own values, beliefs, needs, commitments, and rules. Due to multiple variables, a significant part of my research involves the role of SCHCs in communities and the perceptions of and significance to the populace served. My methodology will also explore state and federal health care policy and legislation and its import to SCHCs and other FSHCs.



One part of this research particularly focuses on the ways in which the everyday principal operates as advocate in schools where SCHCs are located. Early findings show that advocacy is a complex concept and the process of becoming an advocate is both developmental and intentional. One early implication is that educational leadership programs integrate advocacy in pre-service training and encourage school districts to implement in-service training for practicing educational leaders. Teaching pedagogy may include didactic instruction on systemic structures and factors that impede student educational equality, opportunities to collaborate among professionals, and the experience of designing, delivering and evaluating advocacy projects (Goodman, et.al, 2004). In addition to training others, educational leaders in the professoriate can contribute to research and scholarship on the effectiveness and importance of advocacy efforts (Goodman, et.al, 2004).

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2011 AERA LSJ Business Meeting



NEW ORLEANS, LA



In February 2012, *The International Journal of Qualitative Studies in Education* released a special edition highlighting emerging African American women scholars. This compilation of qualitative studies by African American women was the brainchild of Linda Tillman and Sonya Douglass Horsford, who identified the need for research on how intersecting identities of Black women inform their leadership in school and school communities. Contributing to the research literature on intersectional identities of Black women and their leadership in educational administration was humbling while a uniquely special honor. The fact that it was released in February (Black history month) and each of the scholars leaned into the work of African Americans in the academy who had come before us was particularly poignant. The fact that it is now March (Women’s history month), acknowledging the journal’s insight in recognizing the contribution of women seemed appropriate and timely. The contents of the special issue included the individual research of Sonya Douglass Horsford, April L. Peters, Latish Cherie Reed, Karen Stansberry Beard, Lisa Bass, Patrice McClellan, Cosette M. Grant, Linda C. Tillman and Judy A. Alston. Six of the women featured were Barbara Jackson scholars. It was in those early days of research, the sharing, caring, support, friendship and connection of ideas began. Linda Tillman and Judy Alston have served as mentors, role models, friends and champions for these women over the years.



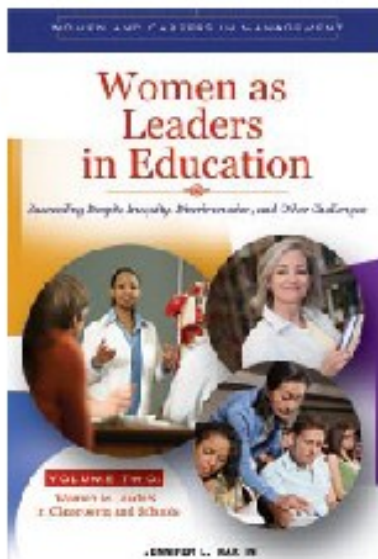
Submitted by Karen Stansberry Beard, Miami University-Ohio

Women as Leaders in Education: Succeeding Despite Inequity, Discrimination, and Other Challenges is a two volume series that brings together a multidisciplinary and multicultural discussion of issues women educators face, including differences in leadership styles, obstacles to advancement, and pay, benefit and resource inequity. This book addresses themes of ethical decision making, authority, power and leadership, and conflict in organizational life. It discusses interconnections among equity issues: sex, race, class, age, sexual orientation, and disability.


Jennifer L. Martin, Ph.D.
 Author and Editor

Available at Amazon.com
 ISBN: 9780313381688

Or
 Directly from Praeger Publishing at:
<http://www.abc-olio.com/product.aspx?isbn=9780313381688>



Volume I: Women as Leaders in Higher Education

Volume II: Women as Leaders in Classrooms and Schools

"This book illuminates the layers of leadership in education as experienced by women and perceived by male and female colleagues and students alike"—Dr. Dyanne Tracy, Professor and Chair, Department of Teacher Development and Educational Studies School of Education and Human Services at Oakland University

For More Information,
 Contact Jennifer Martin
jmart2@oakland.edu

LET'S GIVE 'EM PROPS!!



Lorri Johnson Santamaria
Promoted to Full Professor
California State University—San Marcos

Was hired at University of Auckland in New Zealand in The School of Learning, Development and Professional Practice (.80) and The School of Critical Studies in Education (.20).



Maricela Oliva
Promoted to Associate Professor
University of Texas—San Antonio

Dr. Maricela Oliva and Dr. Harriett Romo of UTSA, and Dr. Victor Aurelio Zuñiga (University of Monterrey) are co-editing a special issue of the International Journal of Qualitative Studies in Education. The special issue is focused on qualitative education research in Mexico and Latin America. QSE seeks to generate new work on educational issues from a Latin American perspective. Collaborative work is welcome, although the presumption is that first authors will be scholars working in the region. For additional information on the special issue, please contact Dr. Maricela Oliva at maricela.oliva@utsa.edu.



Gaetane Jean-Marie
University of Oklahoma

Received The Jeannine Rainbolt College of Education Research/Scholarship Award at University of Oklahoma

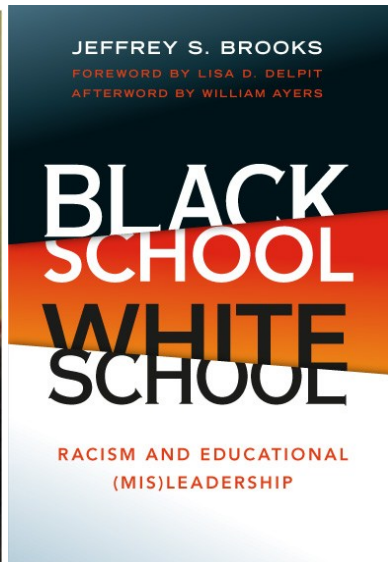


Noelle Witherspoon Arnold
University of Missouri-Columbia

Has been named editor of a new books series for Information Age Publishing. The series is called *New Directions in Educational Leadership: Innovations in Research, Teaching and Learning*. The official announcement/call for submissions is forthcoming.



On September 15, 2011, **Melinda A. Lemke** received an Outstanding Teaching of the Humanities Award in a ceremony at The University of Texas at Austin, where she is a full-time doctoral student and graduate research assistant in the Department of Educational Administration's educational policy and planning program. At the time of the award, Ms. Lemke taught constitutional law, street law, and pre-AP world history at Stephen F. Austin High School. Over the course of her ten-year teaching career, she taught English as a second language in South Korea and a variety of humanities topics at Austin's Crockett High School and Austin High School including English III and IV, geography, and U.S. history. Her current doctoral work concerns educational ethics and gender parity concerns in secondary public education.



How do race and race relations influence leadership practice and the education of students? In this timely and provocative book, the author identifies cultural and unstated norms and beliefs around race and race relations, and explores how these dynamics influence the kind of education students receive. Drawing on findings from extensive observations, interviews, and documents, the author reveals that many decisions that should have been based on pedagogy (or what is best for students) were instead inspired by conscious and unconscious racist assumptions, discrimination, and stereotypes. With applicable implications and lessons for all, this book will help schools and leadership programs to take the next step in addressing longstanding and deeply entrenched inequity and inequality in schools.

Book Features:

- An in-depth portrait of a high school serving predominantly African American students that reveals how racism influences educational leadership.
- Research-based strategies to help principals and teachers recognize and then address the “invisible” racism in their practices.
- A conversation with educational scholar Bill Ayers about key themes of racism in education and society.

Jeffrey S. Brooks is associate professor and program coordinator of Educational Administration at Iowa State University, and editor of the *Journal of School Leadership*.

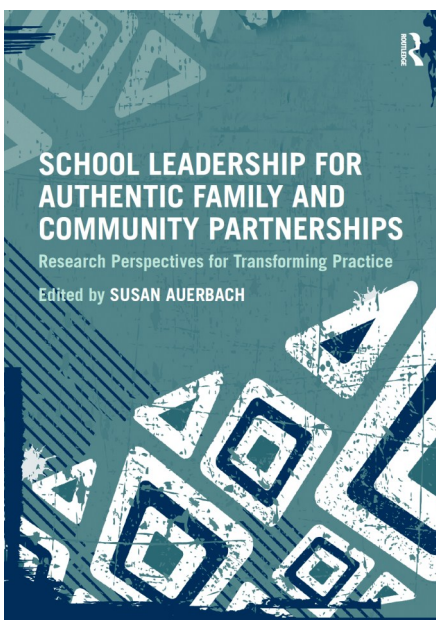
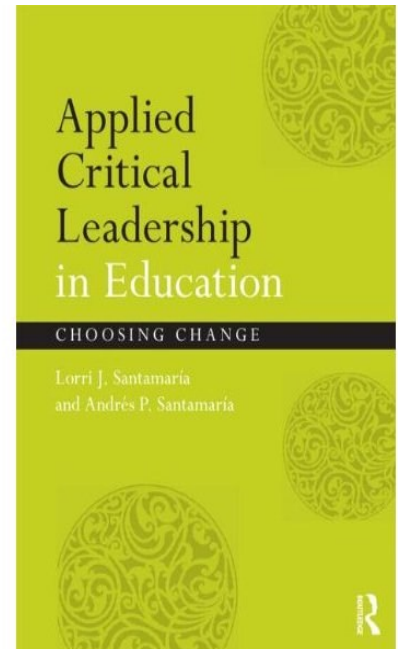
Applied Critical Leadership in Education: Choosing Change by Lorri J. Santamaria & Andres P. Santamaria

Educational leaders are seeing the increasing need for practical transformative models and theories to address academic, cultural, and socio-economic gaps separating learners at all levels of the educational system. *Applied Critical Leadership in Education* explores a leadership model arising from critical theory and critical pedagogy traditions that transforms status quo educational practices. Providing a range of diverse voices of practicing leaders from prekindergarten through higher education, explicit ties to theory and practice are drawn, making leadership for social justice accessible, feasible, and more practical for aspiring and practicing leaders alike.

Features Included:

- Case Studies provide examples of applied critical leadership across early childhood education, elementary school, middle school, high school, district, and higher education levels.
- Theory to Research Applications offer frameworks and key research complementary to cases.
- Checking In presents questions to the reader to respond and further engage with the chapter content
- Opportunity Recognition and Critical Conversations offer strategies to challenge assumptions of common practices and begin conversations around issues of social justice.
- Backpack includes online or print resources to supplement the material in each chapter.
- Appendix provides a comprehensive example of qualitative case study research from design, to data collection, and analysis.

Applied Critical Leadership in Education provides an innovative way for aspiring and practicing educational leaders to think about and apply leadership practice suited for the educational challenges of today that are necessary for change.



School Leadership for Authentic Family and Community Partnerships: Research Perspectives for Transforming Practice, edited by Susan Auerbach, has just been published by Routledge. School leaders are increasingly called upon to pursue meaningful partnerships with families and community groups, yet many are unprepared to meet the challenges of partnerships, to cross cultural boundaries, or to be accountable to stakeholders. Too often, deficit models of poor parents of color go unquestioned and schools set the agenda for partnerships, expect deferential support. Authentic alliances are needed among educators, families, and communities that value relationship building, dialogue, and power sharing as part of socially just, democratic schools. This collection of original scholarly articles is a unique resource that brings together research perspectives from both the fields of leadership and partnerships to inform and inspire practice. Its 14 chapters address tensions embedded in school-community relations and offer models and strategies that move toward more authentic forms of collaboration. Of particular interest are chapters on relations between community organizing groups and school leaders by Sara McAlister, Heinrich Mintrop and colleagues and the chapter, “Conversations with Community-Oriented Educational Leaders,” which offers candid advice from district and school-level administrators in varied settings across the U.S.

Editor Susan Auerbach is an associate professor in the Educational Leadership & Policy Studies Dept. at California State University, Northridge, and the past chair of the AERA Family-School-Community Partnerships Special Interest Group (SIG).

UTSA

The University of Texas at San Antonio, with the Higher Education Administration Student Association (HEASA), is hosting the **Fourth Annual Texas Higher Education Symposium** on the UTSA campus from August 2-3, 2012. The topic of this year's symposium/conference is ***Inclusion: Where we are, where we need to be***. A call for proposals will be distributed to scholar networks by mid-March. Presentation proposals are sought from throughout the country; those involving graduate students are especially welcome. For questions or additional information, please contact conference chair Dr. Maricela Oliva at maricela.oliva@utsa.edu.



**8th Annual Summer Institute on Leadership for Educational Justice
JULY 10, 2012, 8:00am-4:00pm,
Orton Center, University of Redlands**

“Inequality, Poverty, and School Achievement: Relationships Too Powerful to Ignore”

The 2012 Institute will have two components (1) a featured speaker, Professor David C. Berliner; and (2) peer reviewed presentations. The conference will address such theme-related questions as:

- To what extent do we have inequality in our schools?
- How is school achievement affected by inequalities in wealth?
- What is the relationship among inequality, poverty, and student achievement?
- How can schools address the relationships among inequality, poverty, and student achievement?

David Berliner, the featured presenter, is Regents' Professor of Education Emeritus at Arizona State University and on the summer faculty of Simon Fraser University in Vancouver, Canada. He has taught at the University of Arizona, University of Massachusetts, Columbia University Teachers College, and Stanford University. He is a past president of both the American Educational Research Association (AERA) and the Division of Educational Psychology of the American Psychological Association (APA). He is co-author (with B. J. Biddle) of the best seller *The Manufactured Crisis*, co-author (with Ursula Casanova) of *Putting Research to Work*, and co-author (with N. L. Gage) of the textbook *Educational Psychology*, now in its 6th edition. He is co-editor of the first *Handbook of Educational Psychology* and the books *Talks to Teachers*, and *Perspectives on Instructional Time*. His newest co-authored book (with Sharon Nichols) is *Collateral Damage: How High-Stakes Testing Corrupts American Education*. Professor Berliner has authored more than 200 published articles, technical reports, and book chapters.

CALL for INSTITUTE PRESENTATIONS

The University of Redlands' Center for Educational Justice invites submission of presentation proposals related to the 2012 theme, *Inequality, Poverty, and School Achievement: Relationships Too Powerful to Ignore*. These may be theory-based, a presentation of research, or a report of evidence-based practices. Presentations will be for 45-60 minute sessions.

Proposal topics may embrace the following institute strands:

- Theory, Philosophy, Ethics, and History
- Leadership, Management, and Educational Policy
- Curriculum and Instruction Challenges
- Assessment, Standards, Testing, and Achievement Gap

HOW to SUBMIT PROPOSALS

1. Proposals must be submitted as Word document attachments (New Times Roman, 12 point font) via e-mail to jose_lalas@redlands.edu and should include:
 - (1) proposal title and abstract, and (2) for **each** presenter: (a) name, (b) address, (c) work and home telephone numbers, and (d) email address
2. Each submission must be a maximum 4-page double-spaced proposal and must include:
 - Presentation abstract
 - A brief overview of the content and session including purpose and objectives
 - A brief outline of how the session will be delivered in 45 - 60 minutes
 - Significance to educators
3. All proposals must be submitted by **May 11, 2012**

WE WANT YOU!!!!

The Social Justice Leader is seeking the following types of submissions:

Promotion Announcements

Awards

Special Opportunities

General Announcements

Brief Articles

Please send your submissions by to:

Joanne Marshall at jmars@iastate.edu

Whitney Sherman Newcomb at whsherman@vcu.edu

Submission Guidelines:

The LSJ Newsletter considers publication of brief articles on issues that are trenchant and of interest to LSJ members. Restrictions for publication will apply (preferably no more than 1,000 words or 5 to 7 pages of double-spaced text) in order to meet newsletter page limitations (2-3 pages). The editors reserve the right to edit for style and length. Please submit an author's head shot photo or other relevant photos or graphics.



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