Enlaces Latinos: Newsletter of the New York Latino Research and Resources Network

New York Latino Research and Resources Network

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NYLARNet Joins Effort To Insure Complete Census Count

Early in the Fall of 2009, NYLARNet joined the Hispanic Complete Count Committee of the Capital Region, in an effort to work with the U.S. Census, local government leaders, business and nonprofit sectors, to increase awareness on the importance of the 2010 Census and to ensure a proper count of the large Latino population in the region.

Looking into the question of what outreach and enumeration strategies contribute the most to Latino participation in the Census count, NYLARNet researcher Jackie Hayes found that hiring easily recognizable and/or Latino census workers to conduct and carry out the enumeration is possibly the best strategy. In 2000, Latinos were found to be more responsive to personal visits than to mailed questionnaires. Given that the U.S. population is becoming more and more diverse as well as more reluctant to participate in the decennial census, diversity management has been found to also be important. In addition, stressing that the census is charged with counting both citizens and non-citizens alike is critical. In December, NYLARNet director, Dr. José E. Cruz, participated in a roundtable hosted by HITN-TV during its weekly show, “Destination Casa Blanca, New York Politics Edition,” hosted by journalist David Díaz. The roundtable discussed the implications of the census enumeration for reapportionment and redistricting. The program aired on December 1st.

Latino Politics in the Northeast: Selected Findings from NYLARNet’s 2008 Northeast Latino Survey, A Project of NYLARNet’s Latino Political Barometer

by José E. Cruz and Joel D. Bloom

This article reports on selected findings of a regional post-election survey of Latinos conducted by Opinion Access, Inc. on behalf of the New York Latino Research and Resources Network (NYLARNet). The telephone survey was conducted between November 13th and 30th, 2008 in Connecticut, Massachusetts, New Jersey, New York, Pennsylvania, and Rhode Island. A total of 1,232 voting age Latino citizens were interviewed.

The findings presented below compare New York to the five other states polled. Hereafter, references to “the region” should be understood as meaning the six states surveyed. References to “the other states” mean Connecticut, Massachusetts, New Jersey, Pennsylvania, and Rhode Island.

Even though the 2008 election was considered to be about change, for Latinos in New York change in the abstract was at the bottom of their concerns. When asked what were the first or second most important issues driving their decision to vote for president in New York State and the region, the economy was the one issue that mattered the most in deciding how Latinos voted for president, with 36 percent using the economy as their first or second criterion in the state and 37 percent doing so in the region (31% chose the economy and 13% chose education as their first issue). Interestingly, immigration, the financial crisis, affordable housing, and the war in Iraq mattered unevenly with only 9, 14, 4, and 16 percent respectively using each of these issues as their primary or secondary criterion for voting in New York compared to 10, 14, 4, and 16 percent in the region.

Next on the list of issues that mattered most was education, with 18 percent of Latinos in New York using it as their primary or secondary criterion to choose the presidential candidate and 21 and 19 percent doing so in the other states and the region respectively. Discretely, as the second issue that mattered most, the economy outranked education with 18% seeing it as the issue that was next most important, compared to 12% who saw education as the next most important issue.
National issues mattered the most to Latinos in New York (84%) and a clear majority favored governmental intervention to solve problems. Respondents were asked which of two statements came closest to their view, whether government “should do more to solve problems” or “government is doing too many things better left to businesses and individuals.” In New York, 72% agreed with the first statement compared to 71% in the region. An overwhelming majority of respondents in the region believe that the Democratic Party does a better job of handling issues important to Latinos (78%). In New York (81%) the proportion is higher than in the region and the other states (75%). Although we will have to see what our next survey reveals and/or what upcoming elections demonstrate, we are confident that this attitude has already changed. Our survey revealed that 50% of Latinos in New York favor Gay marriage or civil unions between Gays. Just as opinion in this matter has fluctuated at the national level, support for Gay marriage or civil unions among Latinos could be higher or lower today. In the case of abortion only 26% of Latinos were in favor of legal abortion in all or most cases. Only 18% of Latinos defined themselves as liberal compared to 31% defining themselves as conservative and a majority of 51% describing themselves as either moderate or choosing “don’t know/unable to pick” an ideological label.

How do Latinos in New York form their political opinions and judgments? First of all, our survey revealed an attentive electorate, with 80% reporting they followed news about the presidential campaign closely or somewhat closely. A significant majority (63%) reported reading a community/ethnic paper on a weekly basis and for 51% the main sources of news were in Spanish. Like for most Americans, however, television was their main news source (82% in New York, 84% in the other states, 83% in the region).

Is Latino attention to campaign news commensurate with political involvement? The answer is NO. Only 3% reported membership in a political club in New York; 16% reported attending a political meeting and 11% contributed money to a political campaign. Only 11% reported volunteering time to a community organization compared to 9% that reported volunteering for a political party or campaign. The contrast between community involvement and political involvement is not significant but in general involvement is low.

The portrait of Latinos in New York that emerges from these selected findings is one of a community that identifies overwhelmingly with the Democratic party and whose ideological orientation is bifurcated—predominantly liberal on the relationship between state and society but conservative on selected social issues; their conservatism is relative. On the issue of Gay marriage and/or civil unions for Gays, New York Latinos are more liberal than Latinos in other states. The community is attentive of national politics, its judgment is shaped largely by Spanish language television, but it participates little in political mobilization efforts.

For more information and additional findings go to www.nylarnet.org

...Census Count (continued from page 1)


FRONT ROW, LEFT TO RIGHT: Paul Webster, NYSUT; Josh Norek, Deputy Director of Voto Latino; Monica Arias, co-Chair of Hispanic Complete Count Committee (HCCC); Carlos Medina, Vice Provost of the Office of Diversity and Educational Equity; Lorraine Cortez-Vasquez, Secretary of State; Assemblymember Félix Ortiz; Juana Leandry, U.S. Census Bureau; Veronica Cruz, member HCCC.

BACK ROW, LEFT TO RIGHT: Dr. José E. Cruz, Director of NYLARNet; Guillermo Martinez, co-Chair of HCCC and Legislative Director for Assemblymember Peter M. Rivera; Rory Whelan, Time Warner Cable Northeast Regional Vice President of Government Relations; Anne Thane, Mayor of Amsterdam; Michael Fondacaro, Editor of Noticias y Notas.
New York State Should Tailor and Increase Workforce Development Services for Latinos

by José E. Cruz and Jackie Hayes

According to the New York State Workforce Investment Board, between 1993 and 2005 Latinos comprised a significant proportion of the state's budding workforce, growing in numbers by 61% compared to 22% for blacks and only 3% for non-Hispanic whites. Simultaneously, under the current economic recession minority workers have experienced higher unemployment rates than non-Hispanic whites. From these proportions it follows that workforce development efforts across the state should pay special attention to minority workers, especially Latinos. In order to assess the impact of workforce development programs on Latinos, NYLARNet examined six New York State entities that devote considerable funding to workforce development. The findings were published in a comprehensive report entitled Workforce Development and its Impact on Latinos in New York State.

While workforce development services can be provided in a variety of ways, the delivery model established by the Workforce Investment Act of 1998 consists of a one-stop delivery system that allows qualified individuals to apply for available training programs and services from a central location, managed by a local Workforce Investment Board (WIB). WIB members are appointed by local elected officials according to criteria set by the Governor of their state; the law mandates a majority of business representatives. In addition, the boards must include representatives of education providers, labor organizations, community-based organizations, economic development agencies, and “One-Stop” Centers.

Aside from the WIBs and their associated One-Stop Career Centers, New York State also has non-profit organizations, public benefit corporations, and state entities charged with the task of carrying out workforce development. The Workforce Development Institute (WDI) and the New York City Consortium for Worker Education (NYCCWE) devote significant attention to New York’s workforce. Along with the WIBs, their combined budgets total over $175,000,000.

Workforce Initiatives Targeting Latinos

Unfortunately, the picture across New York State is dismal in terms of targeted funding toward Latinos. One-Stop Career Centers were the only entity tracking and reporting the race and ethnicity of their participants among the three major workforce development groups in the state. WDI and NYCCWE did not track this kind of demographic information, making it difficult to assess how their programs might be impacting New York’s Latinos.

All of the entities had one or more programs directed toward Latinos specifically, but these programs represented a very small portion of their overall budgets (ranging from .01% to 1.3% of the total budget of those entities whose budgets were publicly accessible). For example, the state’s Workforce Investment Board piloted a grant program in 2007 that awarded four grants totaling $1.96 million toward Vocational English as a Second Language (VESL) programs which served 772 individuals across the state. Although the investment was probably significant for the 772 participants, it was insufficient when compared to the 625,189 Latinos in New York who reported speaking English “not well” or “not at all” in the 2000 U.S. Census. The investment also represented only 1.3% of the Workforce Investment Board’s total budget.

The Workforce Development Institute also piloted two programs targeting Latinos. In 2008, WDI collaborated with the Mohawk Valley Latino Association (MVL) to provide a sixteen-week series of General Equivalency Diploma (GED) preparation classes offered in Spanish. WDI spent about $4,000 on the program (.11% of WDI’s total budget). The WDI Kingston branch is currently collaborating with Literacy Connections and the Hudson Area Association Library to provide English for Speakers of Other Languages (ESOL) courses which, to date, have served about 42 individuals. These programs are important and significant for participants, but inadequate in addressing the statewide Latino population entering New York’s workforce.

In light of the research findings, the report recommends tracking the impact of workforce development programs by race and ethnicity, increasing workforce dollars targeting Latino workers, and tailoring workforce development programs to meet the needs of Latinos specifically.
Adding Race and Ethnicity: Electoral Data Collection Practice and Prospects for New York State

by José E. Cruz and Jackie Hayes

The NYLARNet report entitled Adding Race and Ethnicity: Electoral Data Collection Practice and Prospects for New York State provides a comparative analysis of electoral data collection practices in Alabama, California, Florida, New York, and Pennsylvania with the purpose of making recommendations that will improve electoral data collection in New York. The working assumption of this research is that electoral data collection by race and ethnicity is justifiable, fair, and necessary.

Provisions about the collection of racial data have been primarily established to aid efforts to identify needs and target services for minority communities, as well as to track discriminatory practices. The risks associated with data collection by race and ethnicity in terms of privacy and governmental abuse are minimal, even in cases where racial and ethnic identification is required rather than optional. California is the most recent example of a state adopting a provision to collect racial data on voter registration forms. The state's experience illustrates that the change has a minimal fiscal impact.

After comparing the experiences of four states that collect racial data, it seems apparent that New York State should also collect racial data on voter registration forms. The state should emulate California but take its initiative one step further by requiring rather than requesting citizens to specify their racial/ethnic background on the state voter registration form. The collection of data by race and ethnicity will allow researchers to better gauge voter registration and turnout in the state. With this information efforts to promote voting would be more effective. Policymakers will be better able to monitor and regulate the electoral process to insure the highest degree of participation by citizens. Political parties and civic organizations will be in a better position to mobilize voters. Finally, the collection of electoral data by race and ethnicity will safeguard not just minority voting rights but the rights of all voters as well.

NYLARNet Publications Online

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

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

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

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

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


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

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


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

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

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

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

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

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


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

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

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


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

To access or purchase NYLARNet's publications go to www.nylarnet.org
The Experience of Latinos in Northern Manhattan Schools

The NYLARNet Report entitled *The Experience of Latinos in Northern Manhattan Schools* authored by Regina Cortina, from Teachers College, Columbia University, presents a snapshot of the educational experiences of Latinos in 10 schools in the Harlem Schools Partnership, including the impact of immigration, socioeconomic status, and federal educational requirements. The report focuses on students from Latin American and Caribbean origin and examines demographic shifts taking place in Northern Manhattan and their implications for education.

Currently, Latinos constitute 40 percent of the students in New York City schools. The low graduation rate of Latinos highlights how the new accountability measures introduced by the New York State Board of Regents have increased their dropout rates. One of the issues affecting the academic trajectories of Latinos is a school practice of tracking them into English as a Second Language (ESL) programs.

The report offers a number of recommendations to improve the educational experiences of Latinos. In making decisions about education research and services, it is necessary to distinguish between Latinos and Latino immigrants, although there are, of course, some students who fit into both categories and the association is grounded in a frame of common history and Latin American migration. Nevertheless, failing to distinguish between these groups ignores the distinct character and changing demographics of the Latino population in the U.S. Similar to other children, most Latino children are neither immigrant nor undocumented. Indeed, 91 percent of Latinos under the age of 18 are U.S. citizens.

Poverty, economic necessity, and lack of English language proficiency are intertwined in explaining the low graduation rates for Latino students. This paper points to the need to increase dual language programs in schools, particularly in the middle and high schools. These programs are beginning to reap important benefits for ELLs, and consideration needs to be given to the expansion of such learning opportunities in New York City.

There is a need, either within dual language programs or through the quality of other programs to increase native language resources aimed at helping students without adequate English literacy develop academically in the schools. It is also crucial to end the tracking of ELL students into programs and classes that do not provide a content-rich education; tracking creates a barrier to timely graduation and, most importantly, eliminates students’ chances to advance to higher education.

It is especially important to note that the quality of school programs for English Language Learners is related to their academic performance. Quality relates to the preparation of teachers, their professional development, and the instructional resources available at the school. Finally, schools that work with Latino students need to provide social supports — such as counseling, mentoring, and a positive school climate — to help students navigate their academic challenges.
NYLARNet Study of Bilingual Education Programs Finds a High Rate of Non-Compliance in School Districts with High Latino Populations

A study conducted in 2009 by NYLARNet researcher Jennifer Woodward found a high rate of programmatic or procedural non-compliance with New York State bilingual education laws in school districts with high concentrations of Latinos. The findings are included in the report entitled *Bilingual Education Provision in New York State: An Assessment of Local Compliance*.

Bilingual education is the instruction of English language learners (ELLs) in both their native language and English. There are two types of programs required by New York State's Commissioner's Regulation Part 154 (CR Part 154). A bilingual education program must be provided in "each school district which has an enrollment of 20 or more pupils with limited English proficiency of the same grade level assigned to a building, all of whom have the same native language which is other than English." If there are fewer than 20 pupils with limited English proficiency of the same grade level assigned to a school building, a free-standing English as a Second Language (ESL) program must be provided. In these cases, schools have the option of offering a bilingual education program.

Compliance was determined by reviewing the CR Part 154 Comprehensive Report applications on file at the New York State Office of Bilingual Education and Foreign Language Studies at the New York State Education Department (NYSED) for the programs implemented in the 2006-2007 academic year.

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<th>FINDINGS AND RECOMMENDATIONS</th>
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<td>• The overall rate of non-compliance in our sample of 281 schools was 38%. A total of 107 schools failed either programmatic or procedural compliance with the law.</td>
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<td>• Twenty-five schools out of 281 failed to provide bilingual education programs during the 2006-2007 academic year even though they were required to do so by law.</td>
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<td>• Based on the records on file at the NYSED an additional 82 schools were not in procedural compliance for not having a CR Part 154 report on file at the NYSED (69 schools) or by not indicating the number of students served (13 schools).</td>
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<td>• Many students are served by free-standing ESL programs when they may be better served by bilingual programs. Based upon the CR Part 154 Building Reports, 36 schools or 13% of the total sampled offer free-standing ESL programs but may need to offer bilingual programs or increase the number of students served by bilingual programs.</td>
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<td>• The report recommends providing legislative oversight to ensure the New York State Board of Regents, NYSED officials and district staff bring non-compliant schools into compliance with existing regulations; developing programs and strategies to increase the number of appropriately certified bilingual and ESL teachers; and providing the funding needed to ensure that NYSED has adequate staff to enforce the laws and ensure that all schools eligible for state and federal funds apply and use the funds effectively.</td>
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**Latino Migration within New York State: Motivations and Settlement Experiences**

In Summer 2009, NYLARNET released a report entitled *Latino Migration within New York State: Motivations and Settlement Experiences* which examines the motivating factors behind intrastate migration for Latinos in New York State based on the case of Albany, NY. The report provides insight into the push and pull factors that motivate Latinos to migrate internally providing alternative explanations from those provided by neoclassical economics approaches.

Co-authors Katherine Platt and Lina Rincón conducted 25 semi-structured interviews with Latinos in Albany. Each participant was asked about their migratory experience, their decision to migrate, and their current experience in Albany. These questions aimed to collect demographic information, assess past migration experiences, and whether class status, nationality, or migrant generation were related to specific migratory decisions and settlement experiences.

They found that while economic opportunity (job opportunities/professional development) is still the leading reason that pulls Latinos from different places in New York State toward Albany, other reasons, such as changing the pace of their lives to start a family, seeking a more affordable environment, and reconnecting with friends and family, are also relevant.

These additional reasons suggest that theories of migration need to expand their reach and pay attention to cultural and emotional factors as push and pull variables. Even though this should not be surprising, it is important to note that Latino migrants are not of the one-size-fits-all type; there are not only different types of migrants among Latinos but they also have different kinds of reasons to migrate.

Platt and Rincón note that while growing, the Latino “community” of Albany is still relatively small. Despite its size, it is important for the city to understand the challenges Latinos face. They are a significant part of the Albany community and therefore, their particular story, issues, needs, and aspirations must be known and understood.

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**Dennis de Leon (1948-2009), NYLARNET Advisory Board Member, Dies at 61**

It is with great sadness that NYLARNET acknowledges the passing last December of Advisory Board member Dennis de Leon. DeLeon was a former New York City human rights commissioner and president of the Latino Coalition on AIDS. DeLeon took the reins of the Coalition in 1994 with a staff of two. At the time of his passing the organization had a staff of 45 and a budget of $5 million. DeLeon was HIV-positive. The cause of death was heart failure.

Dennis Lawrence de Leon was born in Los Angeles on July 16, 1948. His parents, Jess and Josephine Munoz de Leon, were of Mexican descent. After graduating from Occidental College in 1970, de Leon received his law degree from Stanford in 1974. He worked in Washington, D.C. as a trial lawyer for the Department of Justice and in California helping migrant workers through California Rural Legal Assistance. In 1982 he was appointed senior assistant corporation counsel under the administration of Ed Koch. In 1984, David Dinkins appointed him Manhattan Deputy Borough President and from there he went on to be human rights commissioner during Dinkin’s mayoralty.

Under his leadership, the Latino Commission on AIDS created a national Spanish-language clearinghouse for AIDS information, a network of prevention programs in Spanish-speaking churches, and committees with the mission of mobilizing gay Latinos as well as immigrants, women, and inmates with AIDS. In 2003, the organization sponsored the first National Latino AIDS Awareness Day, a program that is now held annually in 40 states.

DeLeon’s passing is a great loss to the Latino community but there is no question that his time among us was well spent.
NYLARNet Presents at 2009 Latino Upstate Summit, Syracuse

Representatives from NYLARNet attended the 2009 Latino Upstate Summit which took place on Friday, October 23 in Syracuse. The conference was hosted by the Spanish Action League and drew over 240 representatives from community organizations around the state.

The conference focused on a wide range of issues including immigration, health, and education and featured speakers David Paterson, Governor; Bea Gonzalez, President of the Syracuse Common Council; and Reinaldo Paniagua-Diez, former Secretary of State and Senator-at-large from Puerto Rico.

Dr. Christine Bose, NYLARNet Board Member, presented findings from her report entitled *Changes in Socioeconomic Status, City Variation among Latino New Yorkers, 2000-2005* on the panel for Community and Economic Development.

NYLARNet Researcher Jennifer Woodward took part in the panel on Education. She discussed the results of research conducted on bilingual education provision in New York State and compiled in a report entitled *Bilingual Education Provision in New York State: An Assessment of Local Compliance*.

NYLARNet Researcher Jackie Hayes spoke on the Workforce Development panel presenting research findings from *Workforce Development and its Impact on Latinos in New York State*.

NYLARNet also sponsored a table at the conference where copies of all of NYLARNet's reports and publications were made available to participants.
NYLARNet Travels to New London and Chicago

Representatives from NYLARNet attended the Undocumented Hispanic Migration Conference in New London, CT, a three-day conference which drew more than 300 scholars, health and social-service providers, attorneys, educators, immigrants and government personnel.

The conference addressed various aspects of undocumented Hispanic migration including the impact of U.S. immigration and economic policies on the daily lives of immigrants. NYLARNet Director, José E. Cruz and NYLARNet Researcher, Jackie Hayes attended the conference. NYLARNet publications and reports were made available to all conference participants.

In Chicago, representatives from NYLARNet also attended the third Biennial Conference of the Inter-University Program for Latino Research to disseminate all NYLARNet’s reports and publications. The conference examined the contemporary state of Latino Studies, its growth, and ability to succeed in the American Academy. Scholars from around the country were in attendance. The conference concluded in the National Museum of Mexican Art.
NYLARNet Ongoing Projects 2009-10

POLITICS AND POLITICAL PARTICIPATION

• Latino Political Participation in the 2008 Election: The Case of New York City
  Principal Investigator, Lori Minnite, Barnard College, Columbia University.
  This project is an analysis of the voting behavior, political attitudes, and political concerns of native- and foreign-born Latinos in the city of New York on November 2008.

• Latino Student Perceptions of Careers in State Government
  Principal Investigators, Joel Bloom and Jackie Hayes, University at Albany.
  In April 2009 a report released by the New York State Department of Civil Service found that although Latinos are 13% of the overall state workforce, they comprise only 4.4% of the State workforce. This project aims to explore Latino student perceptions of jobs in state government to gain insight into some of the barriers Latino students might experience in regards to pursuing public sector jobs.

• An Assessment of Latino Political Representation in New York State with a Focus on Education, Health, and Mental Health
  Principal Investigators, José E. Cruz and Jackie Hayes, University at Albany
  This paper evaluates the ability of minority elected officials to influence policy decisions in institutions where they are a numerical minority. It addresses the following questions: What is the Latino representation picture like in New York State? Have gains in descriptive representation for Latinos helped to advance policies that benefit Latinos and/or minority constituents?

• Directory of Latino Elected Officials in New York State
  Compilation by Michael Fondacaro.

EDUCATION

• Bilingual Teacher Certification: Certification Requirements and Strategies to increase Certification
  Principal Investigator, Jennifer Woodward, University at Albany.
  This report reviews bilingual certification teacher preparation and incentive programs and provides recommendations for increasing the number of teachers certified in bilingual education in New York State.

• Bilingual Education Provision in New York State: An Assessment of Local Compliance, 2007-2008
  Principal Investigator, Jennifer Woodward, University at Albany.
  This report focuses on 281 New York City schools with significant Latino populations and assesses their compliance with New York State bilingual education provision.

• Dual Language Programs in Northern Manhattan Schools: Demonstrating Their Operation and Possibilities for Replication
  Principal Investigator, Regina Cortina, Teachers College, Columbia University.
  The aim of this project is to demonstrate how dual language programs operate in Northern Manhattan and how they can be augmented and replicated to serve a larger population of students.

• Implementation of College In-State Tuition Benefits for Undocumented Immigrants in New York
  Principal Investigator, Kenny Niennhusser, Institute for Urban and Minority Education, Teachers College, Columbia University.
  This case study investigates how New York's in-state tuition legislation for undocumented immigrants has been implemented. The goal is to expand postsecondary access for undocumented immigrants by informing New York policy leaders in government, education, and the community about the challenges faced in the implementation of the in-state tuition policy.

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

IMMIGRATION

• Latino Migration to New Destinations in New York State: Rochester and Buffalo
  Principal Investigator, Lina Rincón, University at Albany.
  This research seeks to understand the reasons for migration of Latinos and their integration experiences in New York State with a focus on Rochester and Buffalo.
Mission and Contact Information

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

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LATINO IMMIGRATION POLICY: Context, Issues, Alternatives
José E. Cruz, editor

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The work of NYLARNet is made possible in part through funding from legislative initiative grants from the New York State legislature, supported by Assembly Speaker Sheldon Silver, and sponsored by Assemblyman Peter M. Rivera, Assemblywoman Carmen E. Arroyo, Senators Rubén Diaz, Sr., Pedro Espada, Martín Malavé Dilán, Hiram Monserrate, and José M. Serrano. They are not responsible for the content of this newsletter.
**CUNY Latino Faculty Initiative**

The primary functions of this initiative, which was originally named the CUNY Puerto Rican Faculty Recruitment Project, are to conduct outreach and recruitment activities in all disciplines at CUNY and to work with CUNY colleges to connect candidates with positions available within the CUNY system. The original project was established by CUNY Chancellor Mathew Goldstein in 2006 in response to the publication of *The Decline of the Puerto Rican Full-time Faculty at the City University of New York (CUNY) From 1981-2002*, a Centro/NYLARNet policy paper authored by Hostos Community College Professor Felipe Pimentel.

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

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**U.S. Latino Studies at the University at Albany**

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

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