Broadening Horizons through Bi-literacy: The Sin Límites Initiative

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La hora latina

- Latinos in Arkansas
- Putting an accent in Spanish
- Service Learning or PAR?
- Retooling Hispanic Studies and the Research University
- Language rights advocacy
Latinos in Arkansas

**TABLE 1. GROWTH IN ARKANSAS POPULATION BY RACE/ETHNICITY AND NATIVITY, 1990 THROUGH 2010**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population</strong></td>
<td>2,344,200</td>
<td>2,672,300</td>
<td>2,921,600</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td><strong>Foreign-Born</strong></td>
<td>25,300</td>
<td>72,900</td>
<td>132,800</td>
<td>188</td>
<td>82</td>
</tr>
<tr>
<td><strong>Native-Born</strong></td>
<td>2,318,900</td>
<td>2,599,400</td>
<td>2,788,800</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td><strong>Latinos</strong></td>
<td>20,600</td>
<td>85,300</td>
<td>181,600</td>
<td>314</td>
<td>113</td>
</tr>
<tr>
<td><strong>Foreign-Born</strong></td>
<td>4,900</td>
<td>39,600</td>
<td>83,300</td>
<td>708</td>
<td>110</td>
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<tr>
<td><strong>Native-Born</strong></td>
<td>15,700</td>
<td>45,700</td>
<td>98,300</td>
<td>191</td>
<td>115</td>
</tr>
</tbody>
</table>
Language Minority Students in Arkansas

TEN LARGEST HOME LANGUAGE GROUPS 2012-2013

Source: Dr. Andre Guerrero, Arkansas Department of Education, Tel. (501) 682-5014; 03/30/12
Language Minority Students

School Districts with Largest Number of LMS Students
2012-2013

- Siloam Springs: 870
- Van Buren: 848
- Fayetteville: 1029
- Clarksville: 803
- Russellville: 787
- Springdale: 10045
- Rogers: 6118
- Fort Smith: 4472
- Bentonville: 1883
- DeQueen: 1284
- Little Rock: 2563

Source: Dr. Andre Guerrero, Arkansas Department of Education; Tel. (501) 682-5014; 04/09/13
School Districts with Largest Number of LEP Students
2012-2013

- BENTONVILLE 714
- HOPE 721
- FAYETTEVILLE 753
- DEQUEEN 1033
- LITTLE ROCK 2308
- SILOAM SPRINGS 709
- RUSSELLVILLE 556
- SPRINGDALE 8636
- FORT SMITH 3455
- ROGERS 4837

Source: Dr. Andre Guerrero, Arkansas Department of Education; Tel. (501) 682-5014; 04/09/13
## School District Enrollment (2011-2012)

### Northwest Arkansas

<table>
<thead>
<tr>
<th>District Location</th>
<th>Total</th>
<th>Hispanic</th>
<th>Hispanic %</th>
</tr>
</thead>
<tbody>
<tr>
<td>BENTONVILLE</td>
<td>14,123</td>
<td>1,463</td>
<td>10%</td>
</tr>
<tr>
<td>FAYETTEVILLE</td>
<td>9,017</td>
<td>964</td>
<td>11%</td>
</tr>
<tr>
<td>FORT SMITH</td>
<td>13,896</td>
<td>3,921</td>
<td>28%</td>
</tr>
<tr>
<td>ROGERS</td>
<td>14,145</td>
<td>5,906</td>
<td>42%</td>
</tr>
<tr>
<td>SILOAM SPRINGS</td>
<td>3,922</td>
<td>987</td>
<td>25%</td>
</tr>
<tr>
<td>SPRINGDALE</td>
<td>19,376</td>
<td>8,359</td>
<td>43%</td>
</tr>
<tr>
<td>VAN BUREN</td>
<td>5,924</td>
<td>930</td>
<td>16%</td>
</tr>
</tbody>
</table>

### Central Arkansas

<table>
<thead>
<tr>
<th>District Location</th>
<th>Total</th>
<th>Hispanic</th>
<th>Hispanic %</th>
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</thead>
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<tr>
<td>CONWAY</td>
<td>9,432</td>
<td>662</td>
<td>7%</td>
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<tr>
<td>LITTLE ROCK</td>
<td>24,049</td>
<td>2,322</td>
<td>10%</td>
</tr>
<tr>
<td><em>NORTH LITTLE ROCK</em></td>
<td>8,545</td>
<td>572</td>
<td>7%</td>
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</table>

*Source: ADE Data Center 2011-2012. Enrollment - July 1, 2011-June 30, 2012*
J.O. Kelly Middle School

Enrollment by Race & Ethnicity 2012-13

- 2 or more races: 7
- Asian: 14
- African Am: 22
- Native Am: 3
- Pacific Islander: 65
- White: 129
- Hispanic: 417 (total enrollment)

Total enrollment: 417
J. O. KELLY MIDDLE SCHOOL
Percent proficient and above in literacy
2012 School Report Card

Hispanic  Caucasian  Economic Disadvantaged  Limited English

6th Grade  7th Grade
Putting an Accent in Spanish

- Spanish for Heritage Speakers
- A holistic approach
- Historical conscience
- Voice
- Community involvement
The Latino Youth Biliteracy Project

- Service Learning/ Participatory Action Research (PAR)
- Educational equity and civil rights
- Latino Education
- Bilingualism and language policy
Retooling Hispanic Studies and the Research University

- 12 million Latino students k-12
- 2.8 million Latinos in college
- Implications for educational policy
- Bilingual, Interdisciplinary, engaged research
- Hispanic Studies in the U.S.
  - From Ticknor to Anzaldúa to Tenochtitlán and Toledo
Language Rights Advocacy

- Arkansas English Laws
- English Plus
- Bilingual education
- Spanish for Heritage Speakers
- Summer and afterschool programs
- Publication venues
- Oral history project
Somos todos diferentes,
Venimos de todas partes,
¡Somos todos América!
No importa de dónde viene tu familia,
Solo importa dónde estás
y quien eres.
Alegres festejamos
los latinos a gritar
Orgullos trabajamos siempre
unidos a luchar
Sembrando nuevas vidas
de libertad y paz
Caminando con la frente en alto
listos para vencer!
Cultural Activities
Sin Límites trabajando en los escudos familiares
123 pescado y Platica del Día de los muertos.
Little known Customs
Sin límites
Aprendiendo
Capoeira
Danza de
Guerra
De Brazil
Cultural Issues
Parental Involvement
¡Lear es poder!

Con PapaRap y el profesor
Hablando de lectura y
De la universidad.
Con los papás de
La comunidad.
Visualizing
Themselves
as
Authors
Sin Limites
En la Biblioteca
Con Pat Mora
Data
Reading Fluency

Comparison of Reading Scores

Scores

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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Spring Semester</td>
<td>73</td>
<td>61</td>
<td>68</td>
<td>31</td>
<td>126</td>
<td>45</td>
<td>94</td>
<td>90</td>
<td>103</td>
<td>50</td>
<td>76</td>
<td>36</td>
<td>66</td>
<td>80</td>
<td>110</td>
<td>66</td>
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<tr>
<td>Fall Semester</td>
<td>25</td>
<td>45</td>
<td>50</td>
<td>16</td>
<td>65</td>
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<td>65</td>
<td>10</td>
<td>30</td>
<td>18</td>
<td>69</td>
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Writing Comparison

Comparison of Writing Scores

Scores

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<th>Writing Fall Semester</th>
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<tbody>
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<tr>
<td>2</td>
<td>74</td>
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<tr>
<td>3</td>
<td>86</td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
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<tr>
<td>6</td>
<td>114</td>
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<tr>
<td>7</td>
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<td>14</td>
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<tr>
<td>8</td>
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<td>30</td>
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<td>9</td>
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<td>205</td>
<td>22</td>
</tr>
<tr>
<td>21</td>
<td>402</td>
<td>36</td>
</tr>
</tbody>
</table>
How Tos
Cons
Pros
This was the first Sin Límites group.
All the students received an award and you can see in their eyes that they were proud and happy about speaking more Spanish.
These are some of the participants from first semester with their geometry poetry projects.
Something they enjoyed a lot and felt proud of, was to find where their name and last name came from, and what their family crest was.
1st Group Reading in Spanish for El día del libro
2nd Group Reading in Spanish for El día del libro