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**Recovering and Framing the George I. Sanchez Legacy of Chicana/o Student and
Policy Advocacy: Utilizing Data for Social Change**

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Abstract

In the 1930s through the 1960s, George I. Sanchez was prolific in his scholarship, for which is now often referred to as the Father of Chicano Psychology. However, this historical analysis highlights a role model for aspiring Chicana/o scholars and provides a framework in the advocacy for Chicana/o students and policy through the use of data for social change. By recovering and critically examining the pioneering scholarship of George I. Sanchez in the academic space of Chicana/o student and policy advocacy provides an interpretation of the George I. Sanchez advocacy framework. The author of this work additionally applies his own journey analysis or *testimonio* through various uses of current data from New Mexico in order to further highlight the George I. Sanchez advocacy framework and further Sanchez' legacy of social change for Chicana/o students throughout the educational pipeline. Given the current political impetus around the education of Chicana/o children in the United States, it is necessary for scholars serving Chicana/o communities to go beyond publishing one's research and reframe how research is used in teaching our students and serving our communities in the public policy space.

**Recovering and Framing the George I. Sanchez Legacy of Chicana/o Student and Policy
Advocacy: Utilizing Data for Social Change**

“The unresponsiveness of the school to the environment of New Mexican children tends to force them out of school. Most of these children leave school before they have learned enough to help them become effective in improving their environmental conditions... The educational policy followed in New Mexico is startling in its ineptitude... The inadequacy of the provisions made for the support and administration of public education is illustrative of the failure of government to meet the problems presented by the New Mexican. This inadequacy is apparent in all fields of public service” (pp. 32-33, Sanchez, 1940). Today this description of the reality of diverse populations in New Mexico, particularly Chicana/o¹ students, still holds true in the 21st Century, years after the publication of *Forgotten People: A Study of New Mexicans*. More importantly, Dr. George I. Sanchez was prolific in his scholarship, often referred to as the *Father of Chicano Psychology*, and provides both an example and a framework in the advocacy for Chicana/o students and policy. Following the pioneering scholarship of Dr. George I. Sanchez in the academic space of Chicana/o student and policy advocacy, this work will further use current data from New Mexico in order to highlight this advocacy approach and further continue Sanchez’ legacy of social change for Chicana/o students throughout the educational pipeline.

¹ Chicana/o is primarily used to define the *mestizo* ethnic background of White, Indian, and Black ancestry largely encompassing the pre-Treaty of Guadalupe Hidalgo (1846-1848) region of northern Mexico, which is now the U.S. Southwest (Menchaca, 2001), which is often used interchangeably with Mexican American, Latino, and Hispanic based on the referenced literature.

The *Father of Chicano Psychology*, Dr. George I. Sanchez, was influential in his advocacy for Chicana/o children through his scholarship. More specifically, Dr. Sanchez was further influential in his leadership through organizations like the League of United Latin American Citizens and the American Council of Spanish-Speaking People (ACSSP), a predecessor to the Mexican American Legal Defense and Educational Fund (MALDEF). Dr. Sanchez was ultimately influential through his scholarship which informed his expert testimony in education based lawsuits regarding the discrimination and segregation practices against Chicana/o children and it also informed his influence in policy making (Romo, 1986; NM Senate Memorial 37, 2013). Through his work in New Mexico, Dr. Sanchez used data to highlight differences in school funding based on school demographics, even after the implementation of the state public school equalization fund in 1939. However today, as well with many other states, New Mexico school funding continues to be an issue of equity and access (American Institute for Research, 2008).

Furthermore, current policy considerations in New Mexico are a reflection of policy conversations throughout the United States that will further challenge opportunity for Chicana/os. For example, in 2010 since the election of the first female Hispanic Governor in the U.S. Susana Martinez of New Mexico (First Read on NBCNEWS.com, 2010), her leadership team has made an effort to implement a policy agenda led by Jeb Bush, the former Governor of Florida. Among these policies that are being ardently pushed at the state legislature is the retention of 3rd grade students based on reading test scores (Mathis, 2011). Unfortunately, previous research and current data points to such policy implications being disastrous for New Mexican children (Xia & Kirby, 2009); especially given that 57% of New Mexico's K-12 Population is Latino, and 11% Native American, and almost 20% are English Language Learners

(NM Public Education Department, 2010). These diverse populations were negatively impacted to a much greater extent in states where grade retention policies were already implemented (Xia & Kirby). Furthermore, such high stakes policy in New Mexico would have to reconcile that the New Mexico Constitution declares New Mexico an official bilingual state, and requires its teachers to be fluent in both English and Spanish (NM Const. art. XII § 8). In the end, this work will additionally provide a framework to George I. Sanchez' approach for Chicana/o student and policy advocacy through the use of current data and current political considerations while addressing the demand for such advocacy and scholarship across the United States in order to improve the Chicana/o educational pipeline.

No Es Profeta En Su Tierra: Biography of George I. Sanchez

In the 51st New Mexico Legislature of 2013, Senate Memorial 37 proclaimed October 4th, 2013 as “George I. Sanchez Day” in New Mexico. The Senate Memorial commemorates the birth of Sanchez of October 4th, 1906 in Albuquerque, NM, where “While in high school in Albuquerque, Sanchez was involved in numerous activities including being a dance promoter, a musician in a jazz orchestra, and boxing professionally as “Kid Feliz” in the 112-pound division” (Romo, 1986). At 17 Sanchez became a teacher at Yrisarri, New Mexico, traveling 35 miles on a weekly basis by horse to and from Albuquerque, and by 19, becoming a school principal at Griegos-Candelarias consolidated schools in Bernalillo (SM 37, 2013). Eventually Sanchez completed his bachelor's degree from The University of New Mexico, then his master's degree at The University of Texas at Austin, and his doctorate from The University of California-Berkeley by 1934 (SM 37). During his master's degree program, Sanchez took an interest in the use of I.Q. testing on Spanish-speaking children and eventually wrote his master's thesis in 1931 entitled “A Study of the Scores of Spanish-speaking Children on Repeated Tests” (Romo). His

doctorate, “The Education of Bilinguals in a State School System”, additionally explored the experience of Spanish-speaking children as informed by policy and educator practices (Romo). After traveling and writing a book, “Mexico: A Revolution by Education”, Sanchez took on his first critical role in improving the education of Chicano children by accepting the position of Director of the Division of Information and Statistics of the NM State Department for Public Education (Romo; SM 37).

As a public administrator, Sanchez took on his role seriously in eventually informing policy changes on the school finance inequities regarding the education of Spanish-speaking children through the implementation of a school funding equalization fund (Romo, 1986).

Through his work with the In fact in his 1940 publication of *Forgotten People: A Study of New Mexicans*, Sanchez wrote:

“The first distribution of the state public school equalization fund in 1939-40 school year gives the four most “Spanish” counties less than \$50 per classroom unit. In that distribution, the average for the state is about \$90, one county (among the lowest in proportion of Spanish-speaking population) receiving about \$160 per unit. Several counties (all with a low percentage of native population) received well over \$100 per unit. The educational policy followed in New Mexico is startling in its ineptitude. It seems almost unbelievable that, insisting as we do that the American of Spanish descent learn English, we give less opportunity to learn that language than is given to any other group in the state. The state, in its educational policy, compounds the understandable cultural handicap suffered by the New Mexican because of his background. It would be truly remarkable if, in the face of these obstacles, he should achieve cultural success. The inadequacy of the provisions made for the support and administration of public education

is illustrative of the failure of government to meet the problems presented by the New Mexican” (Sanchez, 1940, p.33).

Due to the academic success of Sanchez and policy work with the NM State Department for Public Education, he was then hired in 1940 at The University of Texas at Austin, and worked there until his death in 1972. It is important to note that during his time in New Mexico, his life experiences laid the foundation for his advocacy of Chicano children. However, it was outside of New Mexico that Sanchez influenced the greatest social change, and in fact his efforts have gone historically unnoticed in New Mexico as acknowledged by Senate Memorial 37 “Whereas, there are ten schools in Texas and three schools in California named after Dr. George I. Sanchez, but none in his home state of New Mexico” (2013).

Theoretical Framework in Public Policy

In Frank Fischer’s *Reframing Public Policy* (2003), two paradigms are merged to propose how public policy might be analyzed and newly conceptualized. Borrowing from Habermas’ arguments of communicative power in policy analysis, Fischer justifies the use of this critical theory in order “to organize and coordinate action through consensual communication. Knowledge and discursive practices are thus a critical dimension of the struggle for power” (Fischer, p. 35). Then borrowing from a deconstructivist paradigm in that power and knowledge are fluid and ‘everywhere’, Fischer applies Foucault’s discourse analysis as a:

“focus on the role of discourses as they have functioned in specific historical contexts, specifically in the development of... policies... and the practices of educational institutions... concerned with specifying socio-historic discursive formations, conceptualized as systems of rule that facilitate certain statements but not others at particular times, places, and institutional locations ” (Fischer, p. 38).

Therefore, a policy discourse is not merely a discussion, but rather a new way for seeing participation in public policy as a way to critically inform policy through a greater sense of advocacy. Using this multifocal approach of communicative action and discourse analysis, Fischer proposes five general concepts in order to explain public policy. First, *Policy Communities* share a common interest in particular policy domain and are politically engaged in bringing about change. *Policy Advocacy and Discourse Coalitions* share socio-historically contextualized storylines by actors in the process of policy change and can encompass multiple policy communities. *Discourse Analysis* considers the role of credibility, acceptability, trust, and causality based on the interpretation of multiple and fluid understandings of epistemologies, thus being able to make contextualized evidence-based responses to a policy discourse. *Civic Discovery* is deliberation by experts, leaders, and citizens through an “ongoing and iterative process requiring two-way communications” in deliberative policy making (Fischer, p. 207). Lastly, *Deliberative Governance and Policy Analysis* acknowledges critical arguments, where policymaking and policy analysis includes deliberation and participation by experts, leaders, and citizens. Essentially speaking, Fischer (2003), states that:

“by transforming ways of organizing and knowing such participatory deliberation has the possibility of building new political cultures that increase the possibility of communicative action... participatory inquiry, in its various forms, has the possibility of bringing to the fore both new knowledge, in particular local knowledge and normative interpretation that are unavailable to more abstract empirical methods, typically removed from the subject of inquiry. Indeed, its ability to deliver first-hand knowledge of the circumstances of a local context addresses a major limitation of conventional methods, a central concern of postempirical analysis” (p. 206).

Therefore, to be critically involved in a public policy space as per Fischer, is to enact both discursive politics and deliberative practices that is responsive to power in policymaking and is inclusive of all constituents in that process.

Framing George I. Sanchez' Policy Advocacy

George I. Sanchez has been referred to as the father of Chicano Psychology, as well as the father of Mexican American Children Advocacy. Either way, many agree that the work of Sanchez has been critical in improving educational opportunity for Chicano children. Using Fischer's framework to discuss the history of Sanchez, Sanchez is then a deliberative policy analyst through his socio-historical identity that both informed his scholarship and advocacy for Chicana/o and bilingual children. As a scholar his efforts constantly were informed by sound evidence and analysis; as observed through his scholarship and leadership examples, considering issues of credibility and trust (Discourse Analysis). Considering multiple meanings in policy making, additionally his discursive context for arguments are applied with the Texas Good Neighbor Commission (Discourse Analysis) "a tremendous challenge to men of vision-to those who see that the progress of Texas is bound with the welfare of all its citizens" (Romo, p.350). Dr. Sanchez as the policy advocate and discourse analyst is evident in his 1940 work *Forgotten People: A Study of New Mexicans*:

The first distribution of the state public school equalization fund in 1939-40 school year gives the four most 'Spanish' counties less than \$50 per classroom unit. In that distribution, the average for the state is about \$90, one county (among the lowest in proportion of Spanish-speaking population) receiving about \$160 per unit. Several counties (all with a low percentage of native population) received well over \$100 per unit. The educational policy followed in New Mexico is startling in its ineptitude. It

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More importantly, as a deliberative policy analyst Sanchez participated in several policy communities as he was elected president of the League of United Latin American Citizens (LULAC) in 1941, served on President Franklin Roosevelt's Committee on Fair Employment Practices, and served on the Texas Governor Allan Shivers' Texas Council on Human Relations (Romo). However, because of his discourse analysis, Sanchez realized that their needed to be both legal and political policy advocacy because of the failure of progress with the Texas Council on Human Relations. Therefore, Sanchez created a policy advocacy and discourse coalition in 1951 as he initiated and headed the American Council of Spanish-Speaking People (ACSSP), a predecessor to the Mexican American Legal Defense and Educational Fund (MALDEF) that would focus on 1) legal action, 2) political action, and 3) educational activities (Romo).

Testimonio: Recent Studies of New Mexico and Modeling George I. Sanchez

To further illustrate the application of a George I. Sanchez policy advocacy, I offer a qualitative inquiry strategy: journey analysis (Wiburg, Reyes, & Mingo, 2003), also interpreted as *Testimonio* (Beverley, 2004). I use the metaphor of journey to reflect on my critical

involvement in the policy space in education in southern New Mexico through a number of policy issues. Through the use of *testimonio* as an inquiry strategy provides an opportunity to further apply Fischer's theoretical interpretation of George I. Sanchez' policy advocacy. In a sense, *testimonio* offers the opportunity to examine/reflect and theorize about how my policy research and advocacy can be improved, especially with its influence on educational opportunity. As I frame my policy research agenda on the relationship between policy and access along the educational pipeline, particularly for diverse populations that attend schools in concentration, the hope is to consider how my works can go beyond just analyzing and publishing.

Policy Discourse # 1: Early Educational Opportunity

Research shows that early childhood education programs not only have educational benefits for the children they serve, but they also have substantial economic benefits for the community (Lynch, 2005). More importantly, children from an economically disadvantaged background often fall short in the area of academic achievement related to the lack of access to early childhood education, making it less likely that they will enter adulthood with the appropriate skills to compete in the labor market (Lynch, 2004). In fact, children enrolled in such programs have been shown to achieve higher scores on math and reading achievement assessments, have greater language abilities, less grade retention, less need for special education, lower dropout rates, higher graduation rates, and higher levels of school attainment (Lynch, 2005). Furthermore, these children are less likely to become teenage parents, more likely to have the ability to earn more as adults, and also experience lower incarceration rates (Lynch, 2005).

It appears that New Mexico's children are being let down across the educational pipeline, as early childhood education is vastly underfunded in New Mexico (Jordan, 2006; New Mexico's Voices for Children, 2010). Unfortunately, the current policy discourse in New Mexico does not

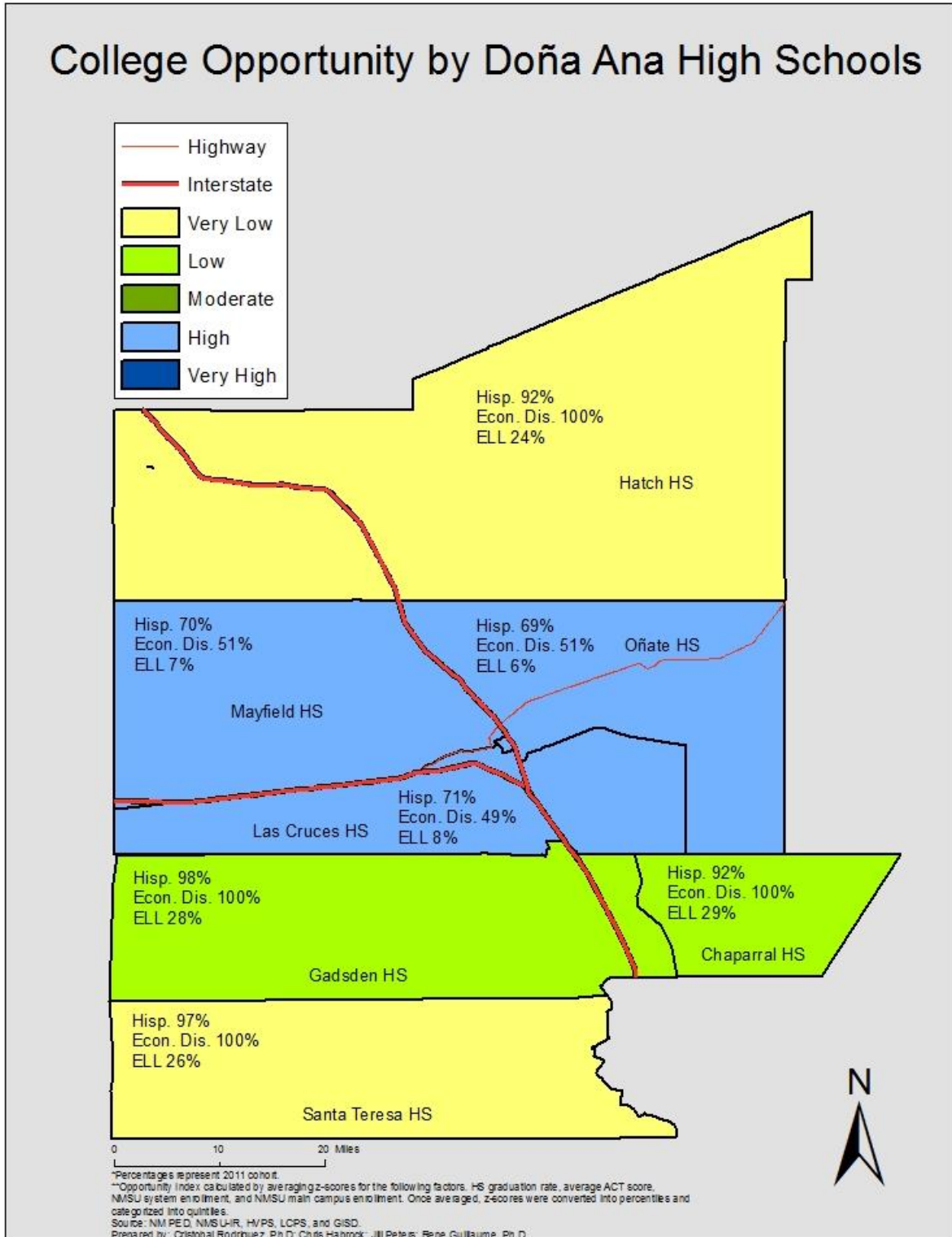
consider the influential role that access to early childhood education plays in other policy discussions. Third Grade Reading Retention (High Stakes Testing) has been the education discourse in New Mexico since the election of the first Latina Governor of New Mexico in late 2010. The state's Republican leadership has been promoting the *Florida/Jeb Bush's Policy Reform* formula for three years now, which also includes A-F School Grade System, and Teacher Evaluation based on student test scores (Mathis, 2011). The problem is that the proposed bills (SB 23, 2011) language are coded for actual grade retention for grades 2-8, and most research cited on the subject of grade retention demonstrate negative implications for diverse populations (Haney, 2000; Valenzuela, 2002; 2005; Xia and Kirby, 2009). Furthermore, the policy discourse is punitive and deficit thinking (Valencia, 2011) in nature in blaming the child for the lack of educational opportunity, especially at the early childhood level. Therefore, some of my research has begged the question: Does accessibility to early childhood education and to quality teachers inform differences in 3rd Grade Reading rates, while additionally controlling for low-SES, ELL, and Disability demographics? To quickly answer the question, I used a school level regression analysis with 41 elementary schools in Doña Ana County in southern New Mexico, using the following school variables: 3rd Grade Reading Proficiency and Above rate, 3-tier licensed teacher count, English Language Learner Population rate, Disability Population rate, and Free or Reduced Lunch rate, and the number of 1-3 Starred Childcare Providers and 4-5 Starred Childcare Providers within each elementary school boundary to demonstrate accessibility. In short, the answer to the above question is *Yes*, with $\alpha < 0.05$, Sig. 0.032. To highlight the inequalities by school and reflected back on the Reading Retention discourse, I additionally used the Geographic Information Systems (GIS) using the average of z-scores of all the above mentioned variables. The produced map was essentially the key to inform the policy

discourse with state legislators. My research then directly responds to the policy discourse by demonstrating that until there is equitable access to early childhood education and quality teachers, children should not be blamed of the lack of educational opportunity. Additionally, the map and the analysis serve in providing numerous policy stories for every school boundary based the varying variables.

Policy Discourse # 2: College Opportunity

Similar with most states, Latina/o college access and success in New Mexico has been a priority, but there is even a greater sense of priority given that New Mexico has the largest per capita percentage of Latina/os than any other state at 47%, and Dona Ana County in southern New Mexico at 66%, where the following analysis takes place, (U.S. Census, 2013). In Doña Ana County, and specifically in Las Cruces, NM, there is one major higher education institution, New Mexico State University (NMSU), a 4-Year Public High Research Activity and Land-Grant University with status as a Hispanic Serving Institution serving a 47% Latino population (NMSU Fall 2012 Factbook, 2013). It is additionally important to note that out of all of the state resident students NMSU serves, 54% come from Doña Ana County, thus serving the local community exclusively to a much a greater degree. Additionally, as part of the NMSU system in Doña Ana County there is Doña Ana Community College (DACC), which serves 54% of the size in student population that NMSU serves with 9,901 students, of which 71% of the student enrollment is Latina/o and thus mirroring the county population of Latina/os more closely. As higher education funding has become an issue for most states, and many states considering both enrollment and outcomes based funding formulas, the discourse at NMSU by several senior level administrators has been about increasing admissions criteria, such as raising ACT score requirements. However, to continue the conversation of access and educational opportunity limited by systemic

challenges, the following analysis is being utilized to explain how and who might be negatively influenced by increases to ACT score requirements. To illustrate changes to college access or college opportunity, the following analysis applied Geographic Information Systems using a color index based on average z-scores using 2010-2011 academic year high school cohort graduation rates, average ACT scores, and Fall 2011 NMSU enrollment, and NMSU System enrollment by each of the 7 high schools in Doña Ana County.



Graph 1: College Opportunity in Doña Ana County High Schools, using average z-scores using high school cohort graduation rates, average ACT scores, NMSU enrollment, and NMSU System enrollment.

In response to the policy discourse on admissions criteria, the analysis/map points to differences in college opportunity. In fact, Doña Ana County high schools with a greater concentration of Hispanic students (92%-98%), Economically Disadvantaged students (85%-100% and 100% reportedly), and English Language Learners (24%-29%), have less college opportunity based on the analysis. Additionally, when observing the enrollment data for this analysis in comparing NMSU to DACC, county high schools have a majority enrollment at DACC versus the city high schools with a majority enrollment at NMSU. Essentially this also speaks to college segregation by ethnicity and socio-economic status in Doña Ana county, which is of great concern given that DACC reportedly has a degree completion rate of 12% and transfer rate at 8%, versus a 46% graduation rate at NMSU (National Center for Education Statistics, 2013). Essentially, the policy discourse here would continue the systemic barriers to educational opportunity mentioned in the first policy discourse mentioned above.

Policy Discourse # 3: College Success

The New Mexico Lottery Success Scholarship was implemented in 1997 through statute § 21-1-4.3 as a means of providing New Mexico high school graduates with “a level of financial support needed to continue their education at the college level” (New Mexico Commission on Higher Education [NMCHE], 1997, p. 1). States have been exploring ways to grant greater access into the world of higher education, and non-need merit-based scholarships, like the NM Lottery Scholarship (NMLS), are one avenue that States have explored to allow for greater access. The proponents of merit-based aid claim that the programs keep the brightest students in-state and allow colleges to admit a broader range of students (Farrell, 2004). However, critics argue that these programs are not helping the students they were set up to serve, and that they are

widening the already broad college enrollment gap within American society (Farrell 2004; Ness, & Tucker, 2008).

In fact, merit-based aid programs are most often benefiting students who would have had access to higher education with or without merit-based scholarships (Farrell, 2004; Ness, & Tucker, 2008; DeFrank-Cole, Cole, & Garbutt, 2009). Heller and Marin (2004) found that White students were more likely to receive non-need, merit-based scholarships more than Black and Hispanic students. They found that this holds true for the NMLS recipients with Black, Hispanic, and Native American students receiving a disproportionate number of the scholarships. Other states with merit-based scholarship programs experience the same types of enrollment gaps seen within the NMLS program. Furthermore, Ness and Tucker (2008) surveyed 3,510 seniors from Tennessee using the Senior Opinions Survey and found that ethnically diverse students who do not qualify for merit aid perceive these scholarships as having a greater impact on their ability to enroll in college as compared to other students. Additionally, DeFrank-Cole, Cole, and Garbutt (2009) tracked honors college students' Expected Family Contribution, as determined by the FAFSA, at West Virginia University, before and after the implementation of the merit-aid PROMISE scholarship. Although they found a positive correlation between the PROMISE scholarship and the number of students enrolled and a decrease in the time it took for students to graduate, they also found that lower percentages of low-income students enrolling in the honors college. They attributed this finding to lower-income student's inability to meet the requirements of the PROMISE scholarship. Their research was consistent with previous low-income research findings showing that merit-aid redirects capable low-income students who receive need-based aid toward community colleges and away from four-year institutions (Defrank-Cole, Cole, & Garbutt, 2009).

It is also important to note who is funding lottery-based merit-aid scholarship programs. Researchers agree that those from a lower socio-economic status background tend to play the lottery to a greater degree (Beckert & Lutter, 2012). An individual, who achieved a lesser educational attainment, and also in direct correlation with lower house-hold income levels, is more likely to spend a greater amount of their income on lottery tickets (Cornwall, & Muster, 2002; Lang, & Omori, 2009). A report to the National Gambling Impact Study Commission (Coltfelter et al., 1999) shows that per capita high school graduate individuals spend annually 2.3 times the amount in lottery play of individuals with a college degree, and those without a high school diploma spend almost 4 times the amount of individuals with a college degree. Similarly (Coltfelter et al., 1999), households who make less than \$10,000 per year spend 2.65 times more than those households who earn between \$50,000 to \$99,999 per year.

The policy discourse around the NMLS has been a recent political hot button as New Mexico, along with other states with similar merit aid programs, faces insolvency in order to continue to fund all students based on meeting current qualifications for the scholarship. Funding issues arise because of the increased number of students eligible for such aid, and the rapidly increasing tuition prices (Heller, & Marin, 2004). Most programs have considered more stringent criteria for receiving merit-aid, but this decision would make it even more difficult for lower-income and diverse student populations to reap the benefits of these scholarships. Given the literature mentioned above and the possibility to analyze the influence of the NMLS on graduation rates and college choices in southern New Mexico, it has been the effort of this author for the past three years to conduct that analysis. The author suspects that the rise in enrollment at the Doña Ana Community College has been largely due to affordability and the notion of financial aid accessibility (Defrank-Cole, Cole, & Garbutt, 2009). In the end, understanding the

segregation of students from Doña Ana between Doña Ana Community College and New Mexico State University, as noted earlier in *Policy Discourse #2*, would contribute to the necessary response to social injustices in New Mexico. That social injustice is at the intersection of lack of overall educational opportunity and resources throughout the education pipeline, and at a greater expense to poor communities. Unfortunately, numerous attempts to access the data with both the NM Higher Education Department and New Mexico State University have been unsuccessful. However, noting the important roles and influence that policy communities can play at times, recently the effort to access such data has made progress as the author as a faculty senator is collaborating with the Faculty Senate of NMSU in leading a task force in conducting this analysis. In fact, the response from institutional administrators has been very positive as the author now plays an active role with a leading policy community at the university level. Therefore, the author could not make progress as a lone scholar to access data and provide a robust statistical analysis on graduation likelihood, as the main policy intention, until, I entered a more influential policy community within the system (Faculty Senate).

Synopsis

In summation, George I. Sanchez provides a real important reason in recovering our Chicano policy advocacy history and storyline. Often, as a professor in education, I am confronted with students what perceive that education advocacy for the Latino community is rooted in the Black Civil Rights Movement. However, I contend that each social group has their own historicities (critical histories) of advocacy and great sacrifice. Therefore the George I. Sanchez framework for policy and discourse advocacy is first based on sound evidence, analysis and practice. Secondly, in order to provide a well-connected “storyline” (Fischer, 2003), or research and analysis that best responds to policy issues, a scholar must be mindful of the policy

discourse. The storyline should constantly be aligned and balanced with research, reaching and service, as the areas that define both the role of being a scholar in academe, but in that same space we find policy advocacy. Next, policy communities and advocacy coalitions provide numerous opportunities to both network and create real power with the ability to influence a policy discourse. Therefore, the service effort of a scholar's role should include concepts of policy communities and advocacy coalitions. Lastly, and most importantly, as a scholar I believe that connecting the dots in our field are vital to how we improve the educational opportunity of children. For this reason, scholars should frequently reflectively ask: "How does my work connect to improving education opportunity for all children?"

Using data for social change is not merely conducting research analysis and publishing. George I. Sanchez additionally used discourse analysis to inform policy communities, and most importantly create a policy advocacy and discourse coalition. Reflectively speaking, it has been important to build relationships with state legislators and create policy learning around current policy discourses and policy analyses. While I have participated both in the past and currently with policy communities such as the League of Women Voters, National Association for the Advancement of Colored People, League of United Latin American Citizens, and Mexican American Legal Defense and Education Fund, given the numerous education policy issues facing the Latino community these efforts in my judgment have not been enough. Although I borrow Fischer's policy terminology to describe the policy advocacy of George I. Sanchez, Sanchez on his own provides a viable policy advocacy framework for improving educational opportunity for Latino communities. While fulfilling the framework that George I. Sanchez appears to be insurmountable, it is a necessary model that many scholars should aspire to consider in their efforts, especially in leading possible policy advocacy and discourse coalitions. However, it

should be noted that from a scholar's perspective there is also a constant reflection on the balance of legal and political action, political risks, and of the political discourse in academe where all things are political. With that said, I end with a powerful reflection and wisdom that George I. Sanchez writes in the preface of *Forgotten People* (1940):

In making the study, an attempt has been made to gather all pertinent facts and to make objective evaluations of the conditions they represent. However, it is a major assumption of this study that cold facts alone do not portray a society. The hopes and aspirations of a people cannot be put on a graph. Statistical treatment does not reveal the pathos of cultural defeatism. With this in mind, the author has sought to go behind and beyond the facts in an attempt to achieve subjective identification with the New Mexican and to give life to the facts and color to their portrayal. It has been found necessary and desirable throughout this report to point out faults and weaknesses in various sectors of the present situation. This is done in a spirit of constructive criticism. Needless to state, the deficiencies are revealed and criticized with impersonal detachment and with all the scientific objectivity permitted to one who, at the same time, seeks emotional and mental identification with the mass of the people. A special effort has been made to keep in mind that, in this nation, there is no excuse for human misery and that, in the field of social welfare, good intentions cannot substitute for good deeds. (Sanchez, 1940, Preface)

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