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Latcrit Educational Leadership and Advocacy: Struggling Over Whiteness as Property in Texas School Finance


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Abstract

In this article, the author seeks to re-imagine the political and policy roles of educational leaders of color, offering an alternative method for educational leadership, advocacy, and policy analysis. The author uses critical race theory (CRT) and Latina/o critical (LatCrit) theory to problematize the way politically-active Mexican American educational leaders used personal and professional experiences to conceptualize racism and organize politically in the context of the debate over school finance equity in Texas. The findings suggest that a prevalent negation of critical raced leadership, analysis, and advocacy among the participants disadvantages Latina/o communities and de-legitimizes Latina/o political voices. The author envisions an alternative educational leadership framework centered on LatCrit theory's call for contextualized, historical, and critical analysis.

Notes

1. I utilize Latina/o, Mexican, Mexican American, and Chicano interchangeably throughout this article.
 2. Although participants were selected if they self-identified in this manner, it must be noted that political ideology, world view, historical understandings, and/or cultural foundations greatly influence the manner by which persons choose to self-identify.
 3. This report is accessible at the following website:
<http://www.tea.state.tx.us/adhocrpt/adpea.html>
 4. For example, Representative Craig Eiland, Democrat from Galveston, stated, “Basically, if we don't like ‘Robin Hood,’ which we don't, then we should eliminate at least the robbing part of ‘Robin Hood’” ([Wolfson, 2002](#)).
 5. See [Gutiérrez \(1998\)](#) and [Acuña \(1988\)](#) for an excellent description of the Chicano Rights Movement and its history.
 6. The participant's perception that the state is “robbing” from property-wealthy school districts is problematic in that property-wealthy school districts continue to generate more combined funding than most other districts in the state (see [Alemán, 2007](#)). These districts also benefit from education nonprofit organizations that allow the districts to raise funds outside the school finance provisions of state law, thus providing for additional funding without the threat of recapture.
 7. The bill to eliminate Robin Hood passed the House Public Education committee but was not approved by either the full House or any Senate committee.
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