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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, we explore the role of educational leadership and advocacy in the struggle for equity in Texas school finance. We analyze the historical and contemporary context of school finance equity and discuss the implications for educational leadership and advocacy. We argue that educational leadership and advocacy are essential for achieving equity in Texas school finance. We conclude by discussing the implications for educational leadership and advocacy.

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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.
7. The bill was not passed by the committee but



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