A COLLEGE-GOING CULTURE STARTS AT HOME: FAMILIES' AND STUDENTS' FUNDS OF KNOWLEDGE

Dr. Cecilia Rios-Aguilar

Assistant Professor

Center for the Study of Higher Education

University of Arizona

Reflection

- Reflection questions:

a. Why might counselors be hesitant to visit their students' homes?

b. What conditions would facilitate home visits?

c. What are some resources YOU can find in your students' homes that can be drawn to facilitate a college-going culture?

FUNDS OF KNOWLEDGE

- "Those historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being. As households interact within circles of kinship and friendship, children are "participant-observers" of the exchange of goods, services, and symbolic capital which are part of each household's functioning" (Gonzalez, Moll, and Amanti, 2005, p. 443).

DEFICIT THINKING PARADIGM

Deficit thinking paradigm overwhelmingly locates the basis of educational (and I would add of social and economic) failure in students, their families, and their cultures (Valencia, 2010).

There exist a series of factors that play a significant role in shaping and reproducing academic failure: School (and neighborhood) segregation; language and cultural exclusion, school financing (and the financial aid system in higher education), school policies, counselor/student interactions, teacher/faculty-student interactions,, curriculum differentiation, and restrictive language and immigration policies (Valencia, 2010).

	AGREE	DISAGREE
Plan to graduate from high school	**97%**	0%
Plan to go to college immediately after high school	**72%**	4%
I plan to work instead of attending college	13%	**58%**
I want to go to college	**84%**	6%
I think that I will be able to attend college	**69%**	10%
My teachers believe that I can succeed in college	**63%**	8%
A school counselor has talked to me about attending college	**55%**	31%
My class are preparing for the rigor of college	**63%**	12%
My parents expect me to attend college	**85%**	5%
My family cannot afford for me to attend college	**35%**	27%
I wish that our school had more resources to help plan for college	**65%**	7%
I think that my school is preparing me college	**59%**	12%
I frequently talk with my friends about college	**54%**	20%

	WHITE		BLACK		NATIVE AMERICAN		HISPANIC		ASIAN AMERICAN	
	A	D	A	D	A	D	A	D	A	D
Plan to graduate from high school	**99%**	0%	**100%**	0%	**89%**	0%	**98%**	1%	**96%**	0%
Plan to go to college immediately after high school	74%	7%	76%	8%	**39%**	**17%**	74%	3%	80%	7%
I plan to work instead of attending college	12%	71%	16%	57%	**29%**	**43%**	12%	58%	13%	62%
I want to go to college	**86%**	6%	**78%**	11%	**69%**	8%	**86%**	6%	**89%**	4%
I think that I will be able to attend college	**79%**	4%	**81%**	11%	**66%**	11%	**70%**	11%	**76%**	13%
My teachers believe that I can succeed in college	**70%**	8%	**76%**	13%	**58%**	8%	**65%**	8%	**64%**	9%
A school counselor has talked to me about attending college	**70%**	22%	**69%**	25%	53%	28%	54%	34%	55%	27%

	WHITE		BLACK		NATIVE AMERICAN		HISPANIC		ASIAN AMERICAN	
	A	**D**	**A**	**D**	**A**	**D**	**A**	**D**	**A**	**D**
My class are preparing for the rigor of college	**61%**	14%	**65%**	11%	**56%**	17%	**65%**	11%	**56%**	13%
My parents expect me to attend college	**89%**	5%	**81%**	11%	**72%**	8%	**87%**	4%	**93%**	4%
My family cannot afford for me to attend college	33%	35%	38%	38%	31%	43%	36%	26%	27%	32%
I wish that our school had more resources to help plan for college	**58%**	14%	**65%**	11%	**44%**	8%	**67%**	6%	**71%**	7%
I think that my school is preparing me college	**56%**	17%	**54%**	16%	**44%**	14%	**63%**	11%	**60%**	16%
I frequently talk with my friends about college	61%	18%	60%	27%	32%	27%	55%	21%	61%	16%

Challenging More Assumptions and the Transition to College…

- **Social norms**
  - the behavioral expectations and cues within a society or group.
  - The rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors; the established and approved ways of doing things.

- These rules may be explicit or implicit. *Explicit Norms* are written or spoken openly. *Implicit Norms* are not openly stated.

- Normative behavior is behavior consistent with the given norms.

- Failure to follow norms can result in some sort of punishment or negative response, including exclusion from a social group

- **Give example of a social norm? a social norm in schools?**

What is normative in your school?

- Norms are often justified by taken-for-granted assumptions about why things are the way they are.

- In your predominantly Latina/o high school or middle school are there few advanced science or math classes?

- OR are you in a school with a diverse set of students from all races and ethnicities with very few Latina/o students enrolled in higher level math and science?

- What are the taken for granted assumptions justifying why this is the normative set of circumstances…the normative social organization of the school?

What is a 'funds of knowledge' approach?

- Families/ households [familias]
- Trust [confianza]
- Reciprocity [reciprocidad]
- Solidarity [solidaridad]
- Empowerment [Si se puede]
- Knowledge [conocimiento]
- Resources [recursos]
- Social Networks [redes sociales]

'Funds of Knowledge' Strategies to Build a Stronger College-Going Culture

- Ask your students to interview a member of their family and share the stories with all your students.

- Bring family members to school and ask them to share their stories.

- Bring community members to school and ask them to share their stories.