Asset-Based Bicultural Continuum of Latino Students: Efforts for Place-based Educational Equity in La Zona de Promesa

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Objectives

• This session will focus on factors that contribute to college access among low-income ethnic minority students.
  – Link between low income neighborhoods and low funding for public education are shaping the educational experiences of students of color.
  – How family and positive ethnic identity can contribute to resiliency of Latino students to help them navigate the bicultural contexts of school and family.
We can do better

• Arizona is ranked 46th in the U.S. for child well-being based on economic, education, health, family and community factors. (Annie E. Casey Foundation, 2014)

• Arizona is ranked #3 when it comes to the deepest cuts to education. (Center on Budget and Policy Priorities, 2015)
School Challenges

• Lack of access to qualified/certified child care
• Dip in math/reading scores during middle school
• Lack of internet access
• Lack of college educated mentors
Family Challenges

- 21% got laid off/fired
- 33% did not have a working car
- 52% of parents have trouble sleeping because they are worried about family finances
  - 25% of youth have trouble sleeping because they are worried about family finances
  - 18% of youth took an extra job to help family
Resilience vs. Deficit

• Cultural Deficit & Assimilation Models
• Stress Models
  – Trying to fix something that is broken
• Resilience
  – The capacity of the individual and their environment to access resources that sustain well-being
  • Look at what is RIGHT and how to build on it
Key Role of Counselors: ECAP Analysis

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Arizona Career Information System

• 2011 AZ Superintendent of Education John Huppenthal mandates AZCIS for all high school students from freshmen to seniors every year and review of ECAP (*Education and Career Action Plan*)
  – Coursework
  – Career aspirations
  – Extended learning opportunities
  – Goal: to help students in reaching their academic and career goals
Rationale

• Research has found that . . .
  – Low income students have fewer adults who can guide them through education/career paths
  • Counselors, teachers and other adults can make a difference in helping student’s achieve goals
Methods

• Study Design:
  – Pre- and post-assessment on-line surveys were administered at the beginning and end of each 95-minute ECAP lesson.

• Sample:
  – 166 students from Pueblo High School
  – Diversity of tracks (from special education to AP classes) and classifications
Pre-Assessment Plans Post-High School

<table>
<thead>
<tr>
<th>Pre-Assessment</th>
<th>What are your plans after graduation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year college</td>
<td>59.2%</td>
</tr>
<tr>
<td>Two-year college</td>
<td>18.0%</td>
</tr>
<tr>
<td>Vocational Schools</td>
<td>0.3%</td>
</tr>
<tr>
<td>Work</td>
<td>7.2%</td>
</tr>
<tr>
<td>Military</td>
<td>5.9%</td>
</tr>
<tr>
<td>Undecided</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
Post-Assessment: Plans Post High School

- 65.4% Four-year college
- 19.8% Two-year college
- 0.0% Vocational Schools
- 6.0% Work
- 4.9% Military
- 3.8% Undecided
## Significant Changes at Post-test

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in post HS plans</td>
<td>2.24</td>
<td>1.89</td>
<td>P&lt;.001</td>
</tr>
<tr>
<td>Motivated to seek information about</td>
<td>1.98</td>
<td>1.74</td>
<td>P&lt;.001</td>
</tr>
<tr>
<td>post HS plans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of HS graduation requirements</td>
<td>1.93</td>
<td>1.77</td>
<td>P&lt;.02</td>
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<tr>
<td>At least 1 adult I feel comfortable</td>
<td>1.80</td>
<td>1.69</td>
<td>P&lt;.04</td>
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<td>talking to about future career</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time spent learning about future</td>
<td>1.95</td>
<td>1.54</td>
<td>P&lt;.001</td>
</tr>
<tr>
<td>careers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1=very confidence/5=not confident 1=very motivated/5=not motivated 1=strongly agree/5=strongly disagree 1=a lot/5=none at all
Students’ Suggestions for ECAP Improvement

• More job options with more information about each career
• More info about scholarships
• One on one time with counselors
• Job shadowing and experience building opportunities
• More mentors
Counselor’s Suggestions

• Need for scholarships/grants so money is not a barrier
• Too often only honors students or seniors were targeted
• Need support for counselors
We can’t do it alone!

**Vision:** Develop an effective educational pipeline and comprehensive support from birth through early adulthood through unification of existing resources.
Breaking down Silos

- Tucson Unified School District Schools
  - Ochoa Elementary, Mission View Elementary, Wakefield Middle, Safford k-8, Tucson High, Pueblo High
- University of Arizona, Arizona State University
- City of South Tucson
  - City Council, City Manager, Police, Planners
- Community Agencies
  - House of Neighborly Service, John Valenzuela Youth Center, Project YES, Primavera, AZCA, Churches,
- Medical Services
  - La Frontera, Clinica Amistad
Families & Schools

• Familism is linked to
  – school readiness among young children (Aldoney et al., 2015; Suizzo, 2015)
    • Less child abuse
  – better academic outcomes among teens and university students (Cupito et al., 2015; Llamas et al., 2012; Stein et al., 2015; Valenzuela & Dornbusch, 1994)
    • Less teen alcohol use and fewer risky sexual behaviors
Family Aspirations

How far do you think your children will go in school?

- Finish middle school: 69.8%
- Graduate from high school: 12.3%
- Graduate from community college (2-year associates degree): 3.4%
- Graduate from technical school (e.g., Beauty School, Mechanics School): 2.8%
- Graduate from 4-year university (e.g., University of Arizona): 11.7%
What are your plans after graduation?

- Four-year college: 59.2%
- Two-year college: 18.0%
- Work: 9.5%
- Vocational Schools: 7.2%
- Military: 5.9%
- Undecided: 0.3%
Bicultural Stress

• Everyday life stressors that result from pressure to adopt the majority culture as well as to adopt minority cultures (Romero & Roberts, 2003a; Romero et al., in press)
  • monolingual stress (English & Spanish)
  • discrimination stress
  • intergenerational stress
  • Experience within schools, families, and communities
Adolescents are active agents in navigating multiple cultures

• Maintaining native culture increases resiliency of youth
  – Ethnic identity protects mental health
  – Bicultural family contexts need to be considered

• Biculturalism is relevant for majority ethnic groups as well as minority
Asset-based Bicultural Continuum from Cradle to Career

- Birth 0-3
  - Strong Foundations for Future Generations
- Early Bilingual Literacy & Kinder Readiness Preschool 4-5
- City of South Tucson Zona de Promesa
  - Career & Opportunities for Adult Education
  - K-12 School Improvement
- Out of School Programs & Caring Adults
- Safe & Stable Community
  - 2 & 4 year College College “going” Culture & Outreach
  - Trusted Liasons to link Health Services
Thank you!

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