Beyond the Deficit Model
Concrete Strategies for Enhancing Latinx Student Engagement

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SJSU Faculty-in-Residence for Chicanx-Latinx Student Success
Professor of Mexican American Studies
• Analyzing the Latinx School Pipeline

• Key [often unseen] Factors Affecting Latinx College Performance

• Community Cultural Wealth as a Model of Engagement

• Applied Strategies for Latinx Engagement
<table>
<thead>
<tr>
<th></th>
<th>Chicanas/os</th>
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<th>Cubans</th>
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<th>Central Americans</th>
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Perez Huber et al. (2015)
The Chicanx Educational Pipeline

100
Elementary School Students

57.4
Graduate High School

27.7
Enroll in College

11.8
Pushed-Out of College

42.6
Pushed-Out of High School

5.3
Earn an Associate at Community College

15.9
Earn at least one Degree: Associate, Bachelor, Masters, Profession Degree, or Doctorate

7.9
Graduate w/ a B.A. Degree

2.4
Earn a Graduate or Professional Degree

0.31
Graduate w/ a Doctoral Degree

Source: Census CPS March Supplement 2010

Covarrubias (2015)
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<th>School</th>
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<th>% Needing Math Remediation Only</th>
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</table>
• 100 enroll as frosh Fall 2007

• 27 leave by the end of the first year

• 13 more leave by the end of the 2nd year

• 4 graduate in 4 years

• 35 more graduate within 6 years

• Another 10 may graduate within 8 years

• 51 Students do not, most of which never complete the degree

Why?
DEFICIT MODELS...

• Focus on the “Deficits” or missing resources in Latinx and other communities -> still dominates our discourse & thinking: “achievement gap”

• Blame the people (sometimes genetics), the community, the culture, and/or the families for poor outcomes -> often manifested via Low Expectations and Excessive Discipline

• Create a climate in which even those who want to “help” Latinxs, blame them for their lack of success despite limited and fundamentally unjust resources & opportunities -> Microaggressions emphasizing lack of effort & family support

• Lead many Latinxs to blame themselves instead of the “education debt” (it is not an achievement gap)
“ways in which the formal and informal organization of schooling divests Mexican students of essential resources”

“divests these youth of important social and cultural resources leaving them progressively vulnerable to academic failure”
STEREOTYPE THREAT

• The threat that people of color (and others) experience at the possibility of confirming a stereotype (race, class and gender can be compounded) through: standardized tests, specific subject areas, particular skills.

• If a group has negative stereotypes that are popularly understood, this can create anxiety for those who are striving to prove the stereotypes wrong.

• The weight and responsibility of this task can be overwhelming and can negatively affect performance.
IMPOSTER SYNDROME

• The belief within individuals who are challenging stereotypes that they are imposters and not actually deserving of their achievements

• Success is understood by these individuals as a result of luck, timing, a mistake someone made, or others being fooled into believing the individual has strengths that they do not

• Leads to a lack of confidence and corresponding behaviors that can limit success
INTERNALIZED RACISM

Acceptance of racist ideologies used to create low expectations for youth of color, leading to often-unacknowledged internalized beliefs, low expectations and/or self-defeating behaviors (they learn that their racial identities are incongruent with strong academic identities).

Example:

_Not believing in ourselves: Attributing our difficulties to an intrinsic shortcoming/deficit and not to limits placed on us by a lack of opportunity and resources._
If a substantial cultural gap exists between a student and his or her campus, the responsibility to make up this distance is generally placed on the student.

Intercultural effort consists of the additional, non-academic effort made by Latinx students to change themselves and their behaviors so as to better fit within the campus environment.

Intercultural effort is the tremendous amount of energy that Latinx students put into “performing” school that is extremely draining, but rarely acknowledged or understood because of the deficit approach schools take to Latinx students.
Given the power of stereotype threat, the imposter syndrome, intercultural effort and other psychological challenges, Latinx students may find daily life in school emotionally draining and even overwhelming.

This can lead to cognitive (e.g., lowered motivation, goals) and behavioral responses (e.g., school avoidance versus involvement) that students use to regulate what can feel like an unsupportive or even “racially hostile” environment.

A Latinx student who associates school experiences with anger, fear, worry due to racial discrimination/inequality/limited opportunities may emotionally regulate by: disengaging, not trying, avoiding class or dropping out.

Co-Regulation as a Strategy
The stress of unavoidable front-line racial battles in historically white spaces leads to people of color feeling mentally, emotionally, and physically drained. The stress from racial microaggressions can become lethal when the accumulation of physiological symptoms of racial battle fatigue are untreated, unnoticed, misdiagnosed, or personally dismissed.

Smith, Yosso and Solorzano (2006, p. 301)
LATINX STUDENT EXPERIENCES AT SJSU

- A professor asking Asian students why they are being outperformed by a Latinx student.

- A professor saying to a DACA student that undocumented folks are “illegals” and demands that she use that term in her papers.

- A student who works hard to improve and succeed being accused of cheating based solely on her success.

- A student being questioned and doubted with regard to his enrollment in college by his peers.

And then they’re expected to stay engaged and be academically successful.
I WISH MY PROFESSORS KNEW...

• I am a first generation college student who is also a Dreamer.

• I can't attend any of their office hrs w/o missing class

• how serious I am about schooling and my grades. I may not talk but I'm interested in the class.

• I am a first generation Mexican student trying to figure out college as it happens while trying to graduate in 3 years and earning a double major.

• I am a first-generation student. I have a long commute since I can't afford to live on campus. I can't afford every textbook and to buy the NY Times.

• I am very interested and care and respect their time and what I'm learning, even if I am very quiet.

• How much I really appreciate the sacrifices they make to make our education a valuable experience.

• That I do best when they genuinely care about my success.
2 key issues that you can address:

• Lack of Campus Connection/Engagement

• A “crisis” occurs with no one to go to who can help (staff, advisors, faculty):
  • Crisis Management isn’t in most people’s job description
• Our students and we, as faculty, bring all of these histories into the classroom

• Our students are usually the only ones asked [unconsciously] to carry the weight of those histories and almost always without any recognition of how hard that is to do

• Our students have strengths that are often unrecognized and rarely tapped into
“the family’s role of inculcating in children a sense of moral, social, and personal responsibility [that] serves as the foundation for all other learning”

“a foundational cultural construct that provides instructions on how one should live in the world”
COMMUNITY CULTURAL WEALTH

critical race counterstories along the chicana/chicano educational pipeline

tara j. yosso

Community Cultural Wealth

Income: The dollars received from salaries, wages, and payments.

Wealth: The total extent of an individual's accumulated assets and resources.

- Familial Capital
- Aspirational Capital
- Social Capital
- Linguistic Capital
- Navigational Capital
- Resistant Capital

A Model of Community Cultural Wealth
COMMUNITY CULTURAL WEALTH: A MODEL FOR UNDERSTANDING RESOURCES IN LATINX COMMUNITIES

- Social Capital
- Linguistic Capital
- Resistant Capital
- Navigational Capital
- Valores Capital
- Ancestral Wisdom Capital
- Determination-Hard Work Capital
- Aspirational Capital
- Familial Capital
What are the ways in which your students’ CCW helps them as students at SJSU?

1-Examples of Navigational Capital…
2-Examples of Social Capital…
3-Examples of Valores (values) Capital…
4-Examples of Linguistic Capital…
5-Examples of Hard-Work/Determination Capital…
6-Examples of Aspirational Capital…
7-Examples of Familial Capital
8-Examples of Resistant Capital
9-Examples of Ancestral Wisdom capital
Applying CCW: Homework for Faculty

- Find examples of CCW among your students.
- In particular, learn your students' Valores/Values and help them see the link between those values and college success.
- Try to see through your students’ eyes and to be a reflection of your students and their strengths: in lak ech.
APPLYING CCW

• Claude Steele [Whistling Vivaldi] provides insights for countering Stereotype Threat: “Write a paper that explains the values that were taught in your home and the way that they have helped you in…”

• Any form of Autobiography, particularly if you can put students in conversation with course content
“Writing an autobiography was a great way to remind myself of how beautiful and powerful my life stories are. Before, I felt bad about some of the things that happened to me, but now I see it in a different way. All my stories are gifts and reminders of my experience of life. Even though some of the memories are sad, they have made me a stronger person.”
• Share the CCW Model with Students and ask them to identify their strengths along each dimension, followed by connections to success in college -> create a map of this on a slide that you share at different points in the semester (you can add to this as the class goes on).

• Have the students look at their home communities and map out the different forms of CCW [which can also be tied to addressing community needs in the context of the histories of these communities].
Admission to our campuses should be understood as a contract between us and the students…
NEXT LEVEL STRATEGIES FOR LATINX STUDENT ENGAGEMENT

- Build Meaningful Relationships with Latinx Students
- Acknowledge and Nurture Latinx Experiences (historically and today) & CCW
  - Listen: they need to be heard
  - Reflect: show them their strength and wisdom
  - Acknowledge: they have a sacred purpose
  - Share tools for surviving & for thriving
    - CCW
    - Identifying Microaggressions
    - Building Strong, Holistic Racial/Academic Identities
- Share examples of amazing Latinx folks in your field
Classroom Mapping

Name/Age:
Gender/Orientation:
Pronouns:
Ethnicity/Race:
Hometown:
Parents' Ed. Jobs Strengths
  Mom-
  Dad-
  Divorced [if so when]-
Siblings&Ages:
Immigration Status: 1st 2nd 3rd
2nd Language & When:
Current Job(s):
  # of Hours Weekly:
Married:
Do you have kids:
  Ages:
  Gender:
SchoolPath:
  HS & Year of Grad:
  Time Off:
  JC:
  Other College/Uni:
  Major:
  Minor:
  Expected Grad Date:
Academic Confidence Level:
Your Academic Passion:
Career Goal:
Life Goal:
Best Learning Style:
Personal Strengths:
Personal Challenges:
  Past Challenges Overcome:
Needs to help you Succeed:
Favorite Things to Do:
Other Unique Characteristics:
• What activities could you integrate into your classroom practice that are related to CCW and the deconstructing of Latinx schooling?

• What challenges/obstacles do you anticipate in doing this work?

• What supports do you need to make this possible?

• Who can be your allies in this work?

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CAMPUS STRATEGIES FOR LATINX STUDENT ENGAGEMENT

• Acknowledge and Nurture Latinx CCW

• Build Relationships with Latinx Students
  • Faculty Dinners
  • Mentor Programs
  • Student-Centered Workshops: Advising, Academic Resilience, Grad School
  • Support Groups -> Emotional Co-Regulation

• Provide Appropriate Advising
  • Assigned Culturally Competent Staff who focus on relationship-building are key
  • Integrate Counseling Staff
ADELANTE 2016 RETREAT: COMMUNITY-BUILDING, BELONGING, ENGAGEMENT