

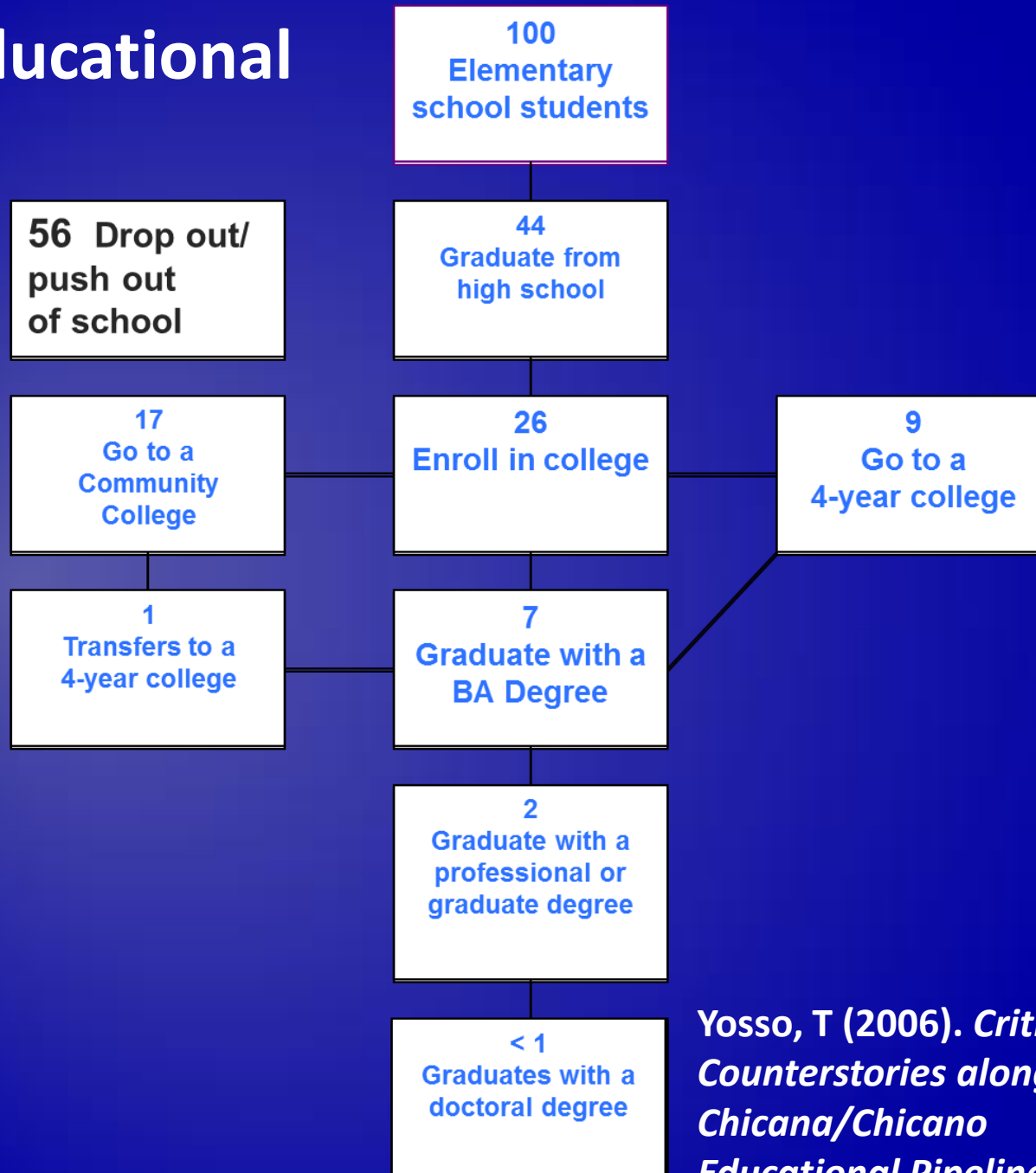
A Community Wealth Approach to College Access Counseling for Latino Students

Nevada State GEAR UP
Ambassador & SPIF PD
December 13, 2013



Edith Fernández, Ph.D.
Associate Vice President , NSC
Mallory Levins,
Program Coordinator, UNLV

Latino Educational Pipeline



Yosso, T (2006). *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline.*

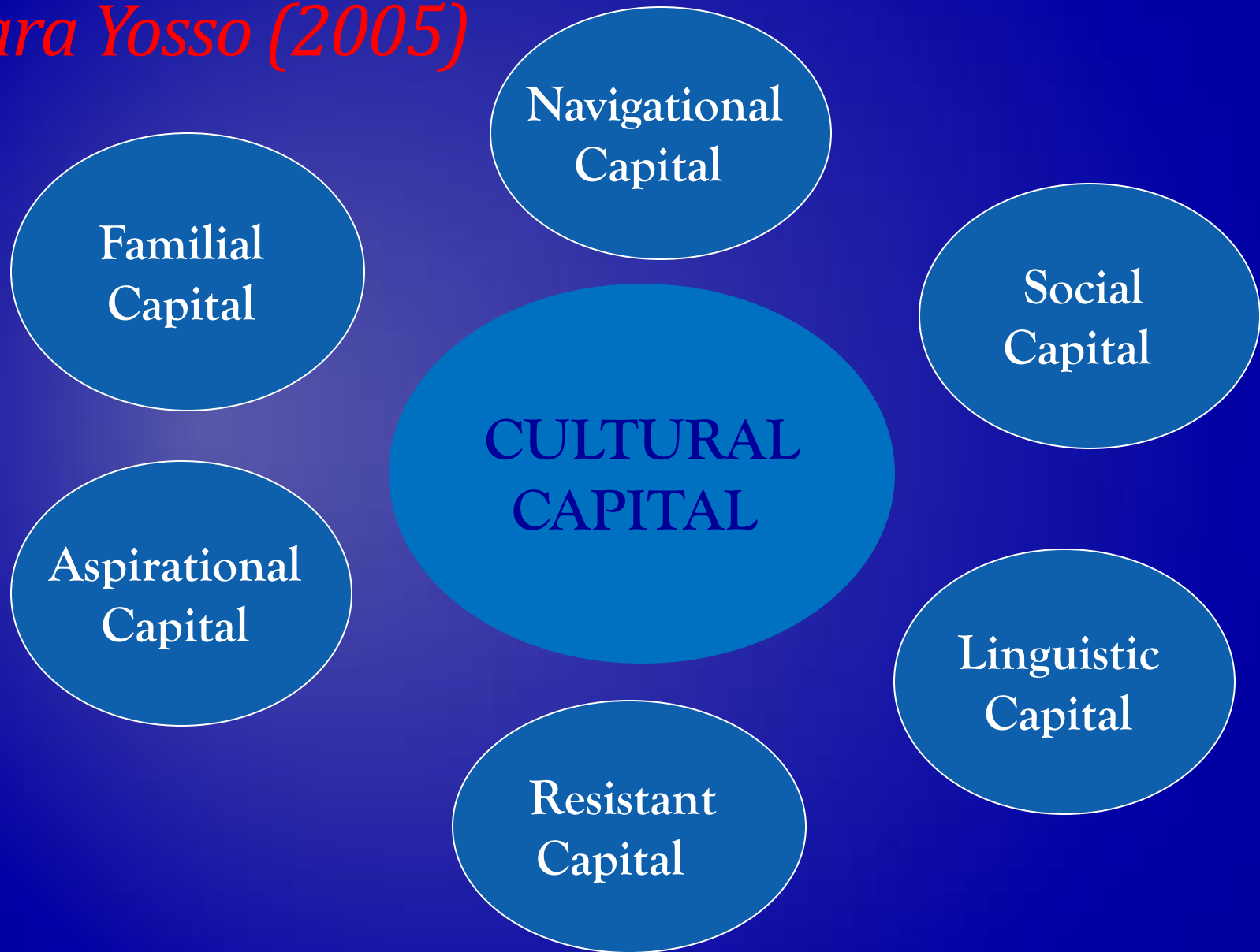
Ethnic Identity & Academic Achievement

- Researching high academic achiever who are Latino
 - How do they overcome economic, political and structural challenges?
 - How do they draw from their culture and family resources to be successful?
- Strong sense of ethnic, racial and cultural understandings
 - Viewed as a resource/asset to help students achieve their academic goals
- Strong racial-ethnic identity
 - Tied to Latino students' level of motivation and resiliency to achieve academic goals
- Connectedness to racial-ethnic identity
 - Awareness of racism, and a sense their racial-ethnic identity is congruent with academic achievement/goals
 - Predicts high achievement

Research Framework

- Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Moll, L, Amanti, C., Neff, D. & Gonzalez, N. (1992).
 - Study household and classroom practices of working-class Mexican communities
 - Ethnographic observations, open-ended interviews, life histories and case studies
- Families draw on the knowledge and skills found within the home to deal with social and economic circumstances

A Model of Community Cultural Wealth- *Tara Yosso (2005)*



Aspirational Capital

“Ability to maintain hopes and dreams for the future even in the face of barriers” (Yosso, 2005)

- Latino/a parents persistently demonstrate high aspirations for their children, even without the means to obtain those goals.
 - *Cuentos/Stories*
 - *Dichos* (proverbs or sayings)
 - *Consejos* (advice or counsel)

Linguistic Capital

“Intellectual and social skills learned through communication experiences in more than one language and/or style” (Yosso, 2005)

- Latino/a students arrive at school with a variety of language and communication skills
 - oral histories, parables, cuentos, dichos
- Visual art, poetry, music
- Translation
 - Vocabulary, audience awareness, math skills, teaching and tutoring skills, family responsibility and social maturity

Navigational Capital

“Skills for maneuvering through social institutions not created with Latinos in mind” (Yosso, 2005)

- Racially-hostile educational, health care and other systems
- University students
 - High levels of achievement despite stressful events and conditions
 - Racial battle fatigue
 - Microaggressions
 - Imposter and survivor syndrome
- Loyalty to one's homeland and culture

Social Capital

“Networks of people and community resources that provide both instrumental and emotional support to help navigate educational institutions” (Yosso, 2005)

- Relationships

- Power of one supportive relationship to offset the effect of bad relationships/system

- Trust, norms and expectations

- Common goal of academic success
homework, sharing a computer, study group,
- Common among immigrant youth and females

Familial Capital

“Cultural knowledge nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition” (Yosso, 2005)

- *Educación*

- Moral, social and personal responsibility that serves as a foundation for all learning
- Formal academic training but also being respectful, caring and well-mannered

- Everyday chores as family events (grocery shopping, dinner time, walking to school)

- Storytelling and giving advice

Resistant Capital

“Knowledge and skills cultivated through behavior that challenges inequality” (Yosso, 2005)

- Oppositional identities/behaviors that challenge instances of oppression, inequality or racism
- Social justice orientation:
 - Motivation to transform oppressive structures for themselves and others.

Community Cultural Wealth Model In Practice

- Discuss specific types of capital within communities/groups that you work with:
 - Aspirational
 - Linguistic
 - Navigational
 - Social
 - Familial
 - Resistance
 - Others?
- How can you apply CCW in your:
 - programs or setting?
 - approach to family engagement?
 - approach to engaging various minority communities?

Contact Information

Dr. Edith Fernández

NSC

Edith.Fernandez@nsc.edu

Mallory Levins

UNLV

Mallory.Levins@unlv.edu