

6TH ANNUAL

DIVERSITY ABROAD CONFERENCE

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1st Generation Latinx Students Abroad: Critical Race Analysis and Recommendations



Monday, April 9, 10:30 - 11:45 am

Resources: goo.gl/3T14Tn

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Agenda

Community Cultural Wealth and 1st gen Latinx Students Abroad

- Overview
- Community Cultural Wealth (Yosso, 2005)
- Study Rationale

Examining CCW for 1st Gen Latinx Abroad

- Findings

Changing Policy & Practice

- Implications
- Facilitated Discussions
- Next Steps

Section I: Community Cultural Wealth as an Analytic Lens

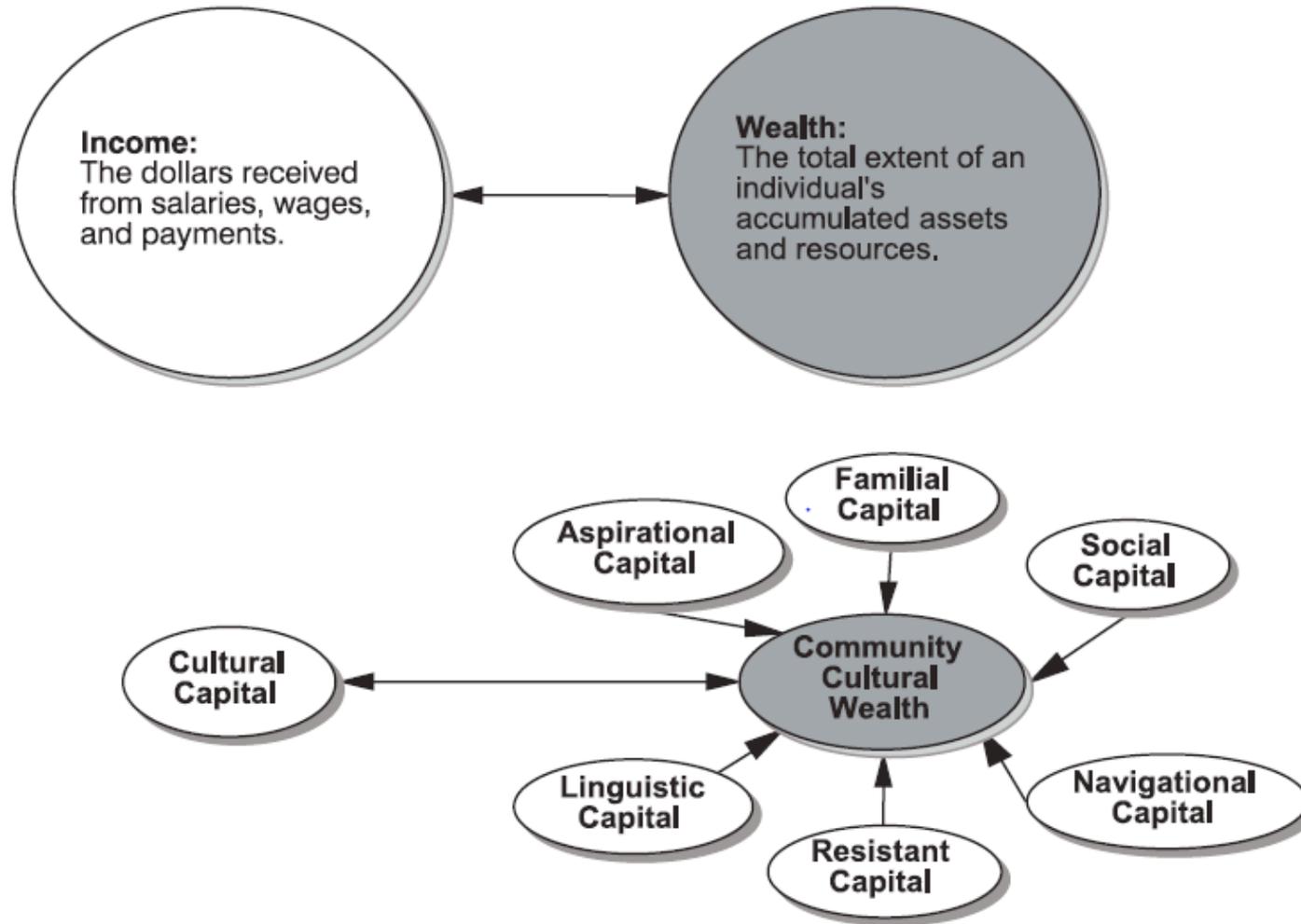


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Community Cultural Wealth in Study Abroad

Think

- What strengths have you noticed with your marginalized students when studying abroad?

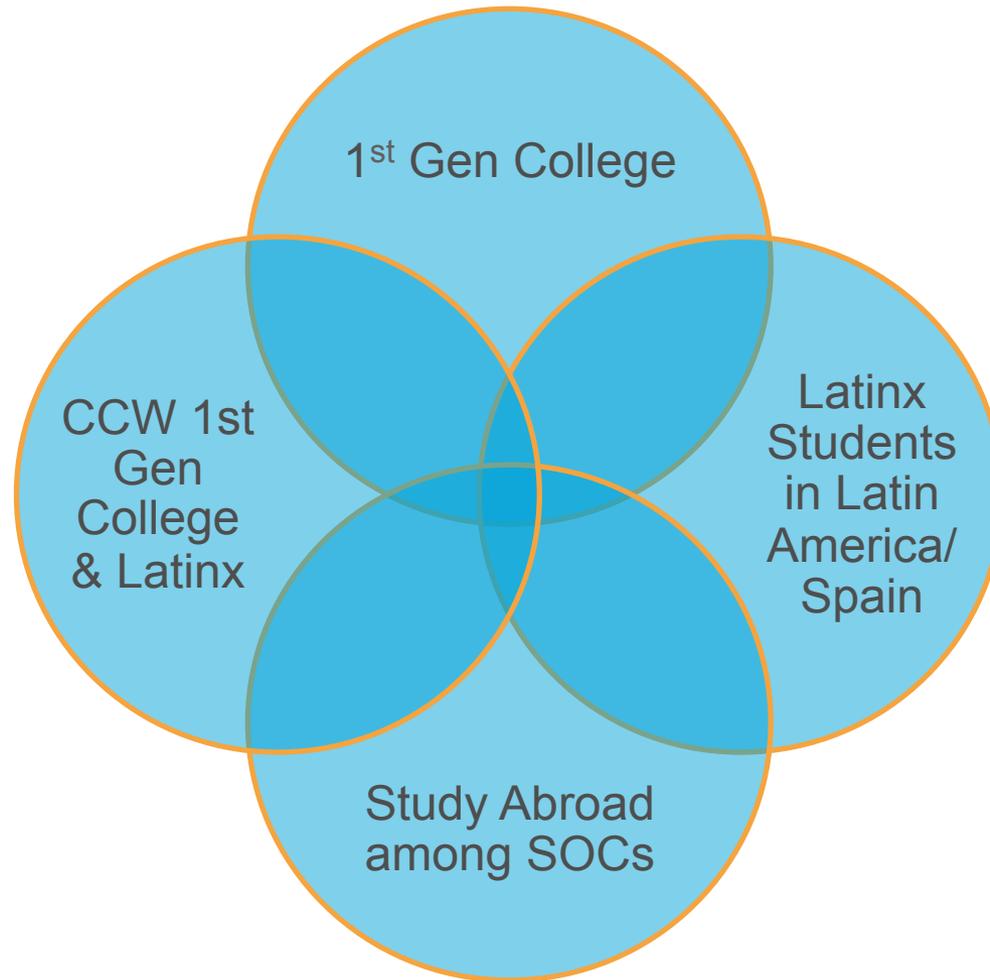
Pair

- In what ways can you link these strengths to CCW?

Share what you heard from someone else...

- What have you noticed and how does it connect?

Existing Research



Program Design

- **High Intervention**

Program design (Bathurst & La Brack, 2012; Zull, 2012)

- Pre-Departure
- In-Country Reflection Sessions
- In-Country Journaling
- Re-Entry Group Debrief
- "Expected" to participate in study to deepen learning
- 6 weeks (grad) or 2 weeks (undergrad)
- Homestays
- Service Placements
 - 4-8 hours a day of service
- Needed Spanish proficiency to serve
 - 0 or 4 hours a day of language class

Study Design/Methods

Sample

25 Latinx participants

14 grad,
11 undergrad

age 19-45

Longitudinal Design

Pre-departure

In-country

Reentry

Trust-worthiness

• Cultural Intuition (Delgado Bernal, 1998)

• Catalytic Validity (Lather, 1986)

Section II: What we learned about CCW and 1st Gen Latinx Abroad

Volume of Exemplars in CCW Categories

	Leveraged	Process of Change	Increased	Fear/ Uncertainty	Possible Confronting of Privilege
Familial	98	67	25	37	
Linguistic	55	30	22	21	
Resistant	27	87	43		85
Aspirational	2	34	34		
Social	4	9	10		
Navigational	9	13	9		

CCW Throughout this EA Process

Leveraged

- Familial
- Linguistic

Process

- Familial
- Linguistic

Increased

- Resistant
- Aspirational
- Familial
- Linguistic

Esmeralda, In Country Journal

Findings: Leveraged Wealth

Agency from Linguistic and Familial Wealth

Findings: Leveraged Wealth

Agency from Linguistic and Familial Wealth

Esmeralda, In Country Journal: Having the luxury of a high level of Spanish has made my work with the organization staff, children and families much easier. . . This experience has increased my curiosity to learn more about my own culture and solidified my desire to live in Mexico for a year upon graduation.

Monica, 6-month post interview

Findings: Leveraged Wealth
Agency from Linguistic and Familial Wealth

Findings: Leveraged Wealth

Agency from Linguistic and Familial Wealth

Monica, 6-month post interview: I think it has given me more self confidence in what I could do. And I think the fact that I **took on a challenge that I felt was going to be very difficult, the whole Spanish writing and speaking, and...I know I speak Spanish, but....I was like I can't speak professional Spanish like they do.** But just going out there and saying you know what, I'm just going to give it a try. And I did, and it helped me identify. Now I can say...I actually say yeah, I speak Spanish or yeah, **I'm fluent in Spanish. Whereas before I was like yeah, I understand it or I speak it.** And I know I can, it was just again that level of Spanish that I didn't have and I do have. **And it's helped me I guess identify that strength in myself.**

Yesenia 1 Month post interview

Findings: Process of Change
Confronting/Questioning/Resisting Privilege

Findings: Process of Change

Confronting/Questioning/Resisting Privilege

Yesenia 1 Month post interview: I think the coming to terms and accepting the fact that I do have privilege for being born in the U.S. I knew that I had privilege, but **Costa Rica really made me think about it a lot more**, especially having kids say, "I want to go to the U.S." or "How's Disneyland? Have you ever seen that?" **Then realizing**, "Woah. These kids might never have the opportunity to do that when I live 20 minutes away from there." Or **these kids might not have the opportunity to go to school or go to university** because they're so behind in their studies or because a lot of parents don't really feel it's necessary or they work.

Rosa, In Country Journal

Findings: Process of Change
Questioning Familial & Linguistic Wealth

Findings: Process of Change

Questioning Familial & Linguistic Wealth

Rosa, In Country Journal: Being a “gringa” that speaks Spanish in Costa Rica has some advantages and disadvantages. Advantage 1 Costa Ricans want to show you a good time! **Because I can actually converse with them they want to show me their country, the food, art, dance, the kids, family.** Advantage 2 most people are helpful with directions and uber drivers are extra charitable. Advantage 3 **people don't see me as threat here, like they know I am here to help. It's not difficult to relate.**

Esmeralda, 1 Month Journal

**Findings: Process of Change
Possibly Confronting Privilege**

Findings: Process of Change

Possibly Confronting Privilege

Esmeralda, 1 Month Journal: It was also the perception that my life in the US was a lot better. Sometimes people in Costa Rica were like-- especially the people we worked with, they're like, "I don't know if this is at your standards," or "I don't know if you're too uncomfortable in this," or "I don't know if you've ever seen this before because this must be completely different for you." They still had an idea like a Hollywood basically type of stereotype of where you live. Especially when they hear we're from Long Beach or Los Angeles, they immediately imagined Hollywood.

Elizabeth, 9 month Focus Group

Findings: Process of Change
Questioning (Resisting/Confronting Privilege)

Findings: Process of Change

Questioning (Resisting/Confronting Privilege)

Elizabeth, 9 month FG: Even by the staff that we worked with, **they thought that we were spoiled, rich, with money. We're none of that. [laughs]. We really had to paint a picture, "We grew up in communities such as this one....**They had an idea of us because we are from the United States, that we do have that privilege, as it was mentioned earlier, **that we have that privilege of travelling outside of our own sector or our own country.** That really resonated the most and I could see how that is viewed **because we do have those privileges. If you don't have the money or the capacity to afford them then you are like them. Yes we have this opportunity** but it doesn't mean that I will have this opportunity later on.

Monica, 1 Month Post Interview.

**Findings: Process of Change and Increase
Gaining Confidence in Linguistic Wealth**

Findings: Process of Change and Increase Gaining Confidence in Linguistic Wealth

Monica, 1 Month Post Interview: I- Yeah. It's bad enough that I take forever to write a paragraph in English you know, and then here **I am sitting like, okay, how do I start a paragraph in Spanish? How do you even go about it?** It took me a long time and I was up late a few nights and I got it done. I sent it to my field instructor and she read it and I come back the next day and **I was like, oh my God, I'm so embarrassed. She's going to be like, "Okay, this girl doesn't know how to write anything."** I just kept putting myself down like that. And I get there and I was like, "What did you think of it?" **And my field instructors like, "To be honest, like I cried."** I was like, "It was that bad?" And she goes "No, no. It was really nice to see that someone from an outside source has come in to work with the group I have been working with for years because they have been working with that group for years. And to see all of this and all these things that these women have done... I could tell my staff about it and they will be like, oh, well she works with them. **But to have you come in and see all these and be able to express it the way you did is really nice."** And she was very appreciative about it. And I was like, "Oh shoot, I did that." So that felt really good.

Gabriela, 9 month Focus Group

**Findings: Process of Change and
Increase**

Gaining Confidence in Linguistic Wealth

Findings: Process of Change and Increase Gaining Confidence in Linguistic Wealth

Gabriela, 9 month Focus Group: I have a greater willingness to take on roles and tasks, [to] which I am unaccustomed. While in Costa Rica, I was part of the parent group and I remember that prior to going to Costa Rica in my first year internship, I would co-facilitate a parent group in Spanish. **I remember being so nervous and even more nervous while in Costa Rica because I was full on Spanish and I had a total of five other people in the group.**

It was just getting ready to put together a class and then improvise, and people didn't know in what order. We were improvising at the same time but yet, we got a lot of positive feedback. Then, after coming back from Costa Rica in my second year, I wasn't [sic] no longer the co-facilitator. I was the actual facilitator for two parent groups, a parent group that would run for two hours. I remember in another one for one hour. **I felt more confident and also in Spanish, full Spanish. That's something that resonates with me.**

Denyris, 1 month post interview

Findings: Increased Wealth
Familial, Resistant, Aspirational

Findings: Increased Wealth

Familial, Resistant, Aspirational

Denyris, 1 month post interview: I was perceived well....I think felt more comfortable being there – I didn't feel like I wasn't wanted....Ummm. I mean I don't know if it has to do with like my own feelings of well, like, no matter what I do, I'm not enough for people because I'm not, I guess American. I wasn't born in here. **Because I'm undocumented. Being over there [was] different because that wasn't relevant....** Like, I said, I think its my own feelings of inferiority....**it just feels like, like I belonged there....at home, I feel like I don't belong like all the time....** Maybe I should come live here [Costa Rica]....Oh yeah, like **at home I feel like not that comfortable, like it's a constant reminder and when I go over there it's like, "Oh I feel, kind of like comfortable here."** I should come move over here [Costa Rica].

Aurora, 1 month Post interview

Findings: Increased Wealth

Familial, Linguistic, Resistant, Aspirational

Findings: Increased Wealth

Familial, Linguistic, Resistant, Aspirational

Aurora, 1 month Post interview: I heard it maybe weekly and they're just like, You sound Mexican, but you're not Mexican. The one question they would ask me, Where were you born? I was like, Oh in the US, There you go, you're a United States citizen, you're American you're not Mexican. Where were your parents born? I was like, In Mexico. They're Mexican, you're not, so parts of the trip I would say, Yeah I'm Mexican, but now I guess if you were to ask me, I'm American now. Even though I really don't like the word because it just brings up American values, and just traditional values that I do not believe in. I guess if you ignore that, yes I'd be American.

Paola, 1 month Re-Entry Focus Group

Findings: Increased Aspirational Wealth
Changes in Aspirational Wealth

Findings: Increased Aspirational Wealth

Changes in Aspirational Wealth

Paola, 1 month Re-Entry Focus Group: I just want to continue helping us. Just being an example. Like I honestly just want to be an example to other Latinos, because....they just don't feel like they can do it. They're not capable of it, and I just want to be like, "Yes, you can." I mean other people are doing it in other countries such as Costa Rica, and they don't have a lot of resources like we do out here, connections.

Quetzali 6 Month Post Focus Group

Findings: Increased Resistant Wealth
Changes in Resistant Wealth

Findings: Increased Resistant Wealth

Changes in Resistant Wealth

Quetzali 6 Month Post Focus Group

So as I came back, I became the President of the International Social Work Caucus and we went to Tijuana two weeks ago to an immigration shelter for the deportees, what's mainly for immigrants who are coming to the U.S. and they couldn't make it but within the years they have seen a change where's it mainly the deportees that are going to the shelters just because a lot of people is not coming as they used to come but they do get a lot of people that are sent back. And either they have their families here and they're over there trying to figure out how they're going to cross back or how they going to make a living in Tijuana. So that was pretty interesting, something that I didn't really know existed and they have like two or three different ones like one in Guatemala and another one in the south of Latin-America. So with that that was really interesting and that was something that I wouldn't have gotten into but because of the Costa Rica trip and like that international social work sparked. And then we went to the Friendship Park which is like on the border of Tijuana and San Diego. So are the two main ones. I do like go to community presentations here and there. I went to one on human trafficking, that was near at my church and I was like, oh human trafficking, I was like I need to go to that one so that was pretty interesting.

Quetzali, Six Month Post-Program Focus Group

Findings: Increased Resistant Wealth
Changes in Resistant Wealth

Findings: Increased Resistant Wealth

Changes in Resistant Wealth

Quetzali, Six Month Post-Program Focus Group: I think the personal level when coming back has really made me reflect back on **how grateful should I be for what I have and what we have here in the States.** Just I feel like made me more humble in many ways and the sense that I don't think I want to get back on it, but just being **more humble** and like being able to reflect back and materialistic things don't really matter as much as they did in the past to me. So just coming back and **I got rid of a bunch of things I don't really need** and having a different point of view and being just so grateful in so many ways

Section III: Changing Practice to Leverage Student CCW

Implications: What do we need to do differently?

Reexamining policy, content, and pedagogy to allow students to leverage their CCW and amplify the benefits of these experiences.

Course Design Elements that Facilitated Strengths-Based Student Learning

Structure

- Identity scales
- Discussion
- Journal prompts

Content

- Social work content
- Local people problem

Context

- Costa Rica - students perceived a cultural and linguistic connection

How might this be different for different students or in a different destination?

Leveraged

- Familial
- Linguistic

Process

- Familial
- Linguistic

Increased

- Resistant
- Aspirational
- Familial
- Linguistic

Facilitated Discussions: Given these CCW strengths what could you change?

Policy & Practice

- Before
- During
- After

Content & Pedagogy

- Before
- During
- After

1. Imagine a Student
2. Write or Draw
3. Share a Word

Final Reflection: What will look different for you, your office, your students?

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