Disruptions to the Educational Pipeline: A Mixed-Methods Study of Resilience Among Latin@ Adolescents

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Rationale for the Study: The Need for Disruptions to the Educational Pipeline

We are living in an increasing culturally and linguistically diverse world.

Latin@ community increasing in and out of school setting.

Despite increase in population, achievement and attainment gap persists.

Latin@ community places high value on education.

Achievement or Opportunity Gap?

Faulty Educational Pipeline or Pipeline to Prison?

Current Educational Pipeline still not to par with other Nations.

Evidence of High Flying Schools.
Purpose of the Study

• To examine and document Latin@ middle school student resilience
• In particular, to explore how individual, relational, and communal/contextual resilience are understood by Latin@ middle school students, their families, and the educators who serve them
Research Questions

① What are Latin@ students’ self-reported levels of resilience?
② What is the relationship between Latin@ students’ self-reported levels of resilience and academic performance?
③ What is the relationship among Latin@ students’ self-reported levels of individual resilience, relational resilience, communal/contextual resilience, and academic performance?
④ Is there a significant difference in levels of self-reported resilience as a function of gender or grade level?
Research Questions

5. Is there a significant difference in the levels or self-reported individual, relational, and communal/contextual resilience as a function of grade level or sex?

6. What is the association between students’ self-reported level of resilience when compared to teachers’ assessment of students’ level of resilience?

7. According to students, families, and educators, what conditions or factors contribute to or inhibit Latin@ middle school students’ levels of resilience?
Conceptual Framework

**Theoretical Framework**

- **Resiliency Theory**
  - The capacity of individuals to navigate their way to resources and maintain well-being;
  - The capacity of individuals’ physical and social ecologies to provide those resources; and
  - The capacity of individuals, their families and communities to negotiate in culturally meaningful ways for those resources to be shared” (Ungar, 2005, p. 3).

- **Ecological Systems Theory**
  - A way to examine the interplay between individuals and their environments and the resulting impact upon the individual’s development
  - Interconnections can be decisive for development as events taking place within a given setting. (Bronfenbrenner 1979, p. 3)

- **Relational-Cultural Theory**
  - People grow in relationship and connection with others (Miller, 1976)
  - Relational-cultural therapy can serve as a useful framework to contextualize the life task that adolescents face as they negotiate the need for connection and individuation (Ruiz, 2005).
Methodology

• Sequential explanatory mixed-methods design

• Two distinct phases
  • Quantitative: Survey of 6th-8th grade Latin@ students to explore self-reported levels of resilience
  • Qualitative: Student focus groups, Case study (involving Family Pláticas), and Semi-structured educator interviews
Stages of the Study

Quantitative Data Collection → Quantitative Data Analysis → Integration Of Results → Qualitative Data Collection → Qualitative Data Analysis → Integration Of Results → Case Selection

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Data Collection – Quantitative Data

- Simple descriptive approach
- 6th-8th graders at one site in Fall 2012
- Consent and assent forms (Spanish for parents)
- Administer survey 20-30 minutes
- Contains variables including demographics, site-based questions, and Child Resilience Youth Measure (CYRM-28)
<table>
<thead>
<tr>
<th>Variable</th>
<th>Survey #</th>
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<tbody>
<tr>
<td>Date of birth</td>
<td>n/a</td>
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<tr>
<td>Sex</td>
<td>n/a</td>
</tr>
<tr>
<td>Individuals living in home</td>
<td>n/a</td>
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<tr>
<td>Description of who participants consider to be her/his family</td>
<td>n/a</td>
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<tr>
<td>Racial/ethnic background</td>
<td>n/a</td>
</tr>
<tr>
<td>Individual Resilience</td>
<td>#2, 8, 11 13, 17, 18, 23</td>
</tr>
<tr>
<td>Relational Resilience</td>
<td>#1, 4, 5, 6, 12, 14,</td>
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<tr>
<td>Communal/Contextual Resilience</td>
<td># 3, 7, 9, 10, 15, 16, 19, 20-22, 24-28</td>
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<tr>
<td>Site-based questions</td>
<td>TBD</td>
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<tr>
<td>Individual (α = .803)</td>
<td>Relational (α = .883)</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Balance between independence and dependence on others (#2)</td>
<td>Positive mentor/role model (#1)</td>
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<tr>
<td>Having goals and aspirations (#8)</td>
<td>Social competence (#4)</td>
</tr>
<tr>
<td>Appropriate use of or abstinence from substances like drugs and alcohol (#13)</td>
<td>Quality of parenting meets child needs: Family is emotionally expressive and monitor child appropriately (#5,6, 12)</td>
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<tr>
<td>Perceived social support (#17-18)</td>
<td>Meaningful relationships, social support, peer group acceptance (#14)</td>
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<tr>
<td>Self-awareness/Insight (#21)</td>
<td></td>
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<td>Sense of Duty/Purpose (#23)</td>
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<td>Sense of humor (#11)</td>
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<td>Safety and security needs (#17, 24)</td>
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Data Analysis – Quantitative Data

- SPSS
- Internal consistency measures
- Bivariate correlations
- ANOVA
- Multiple regression analyses
Data Collection – Qualitative Data

- 2 – Semi-structured focus group interviews by sex
  1 session per group, roughly 90 minutes

- 4 – Case studies (Family Pláticas)
  At least one session per family, roughly 60 minutes at school site or family home

- 4 to 6 – Semi-structured interviews with Middle School Educators
  Roughly 30-45 minutes
Data Analysis – Qualitative Data

- Audio recorded
- Transcription by researcher
- List of themes and codes for broader perspectives
- Similarities and differences among various stakeholders
- Comparison of data with current resilience research (with focus on individual, relational, communal/contextual)
- Research journal/notes
District Approval Process

• Currently, approval for study has been granted by administrators at district and site

• Concerns
  • Use of students
  • Balancing role as researcher and employee at site
  • Feasibility of proposed study
## Proposed Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>September 2012</td>
<td>Submit to IRB, Work with site teachers and principal to confirm dates for Phase I &amp; II</td>
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<tr>
<td>October 2012</td>
<td>IRB Approval</td>
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<tr>
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<td>Phase I (over 1-2 weeks)</td>
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<td>October-November 2012</td>
<td>Analyze Phase I &amp; Case Selection</td>
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<tr>
<td>November-December 2012</td>
<td>Phase II (over 2 -3 weeks)</td>
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<td>December-January 2013</td>
<td>Analyze and Write</td>
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<td>January 2013</td>
<td>First draft of dissertation complete, Submit to Chairs</td>
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<td>February 2013</td>
<td>Submit final rough draft to Chairs &amp; Committee (no later than 2/7)</td>
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<td>March 2013</td>
<td>Revise dissertation – final draft by 3/3, Schedule defense</td>
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<tr>
<td>April 2013</td>
<td>Defend dissertation</td>
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