

DISRUPTIONS ALONG THE EDUCATIONAL PIPELINE: A Mixed Methods Study

Resilience Among Latin@ Middle School Students

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### **Study Abstract**

The persistent Latin@ educational achievement and attainment gap has long been documented and studied. However, a small and significant number of resilient Latin@ students manage to navigate and negotiate their way through the educational pipeline despite being historically underserved by the United States (Yozzo & Solórzano, 2006). Understanding how Latin@ students are able to thrive in spite, rather than because of the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

The purpose of this study is to examine Latin@ adolescents' perspectives on resilience. A sequential explanatory mixed methods design will be used, and it is a type of design in which quantitative data are collected and analyzed in the first phase, then qualitative data bring voice to the findings from the quantitative results. In this study, survey instruments and school database information will be used to assess the relationship among constructs related to resilience and academic performance at a middle school located in Southern California. The qualitative data, namely semi-structured focus groups, case studies (involving family pláticas), educator interviews, and researcher journal reflections will explore resilience among a subset of students from the same research site. The reason for using both quantitative and qualitative data is to converge the two forms of data to bring greater insight than would be obtained by either qualitative or quantitative data separately. Additionally, a paucity of mixed methods resilience research persists, especially within school settings. The study seeks to explore concordance and discordance between qualitative and quantitative findings and examine ways that schools can facilitate resilience among Latin@ middle school students.

## INTRODUCTION

### Statement of the Problem

*“Our country was built on and continues to thrive on its diversity, and there is no doubt that the future of the United States is inextricably tied to the future of the Hispanic community.”*

*- President Barak Obama, State of the Union Address, White House Report 2011*

As our world becomes increasingly complex, diverse, and interconnected, by in large the U.S. educational system remains frozen in the Industrial Age (Litow & Schwartz, 2011). Entranced by the conveyor belt mentality of the past, schools are frequently guided by one-size fit policies, leaving little wiggle room for educators to appropriately respond to and serve increasingly diverse student populations (Alexander, 2012). Among a wide array of increasingly culturally and linguistically diverse student populations, Latin@s continue to be underserved by the U.S. educational system (Dolan, 2009; Yozzo & Solórzano, 2006).

The Latin@ population (defined by the United States Census Bureau as identifying as Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or South American) is the second largest racial group in the United States. Growing faster than any other group, the 2010 U.S. Census Bureau reported “more than half of the growth in the total U.S. population between 2000 and 2010 was because of an increase in the Hispanic population.” Currently the largest minority group in the U.S., the Latin@ population increased from 35.3 million to 50.5 million during this ten-year span. The U.S. Census Bureau (2008) reported that Latin@s compose the second largest group of students enrolled in schools, second only to White non-Hispanics. The U.S. Census Bureau (2004) also projected that by the year 2050, the Latin@ population will increase to an estimated 103 million, constituting 25 percent of the entire U.S. population and surpassing the proportions of all other racial and ethnic minorities. Consequently, the dramatic growth in the Latin@ population has resulted in increased numbers of Latin@ students in schools. More

specifically, Latin@ students “now constitute one fifth (20.5%) of all school aged children in the U.S. and nearly one third (32.1%) of the entire Latino is currently enrolled in the U.S. school system” (Dolan, 2009, p. 1). Furthermore, the rise of school enrollment among Latin@s is not confined to any particular region in the U.S (Dolan, 2009).

Despite the significant increase of the Latin@ student population, a sizeable gap in academic success between low-income Latin@ and White middle class students persists in the United States (Ainsworth-Darnell & Downey, 1998; Dolan, 2009). With socioeconomic factors often at the center of this disparity, the racial “achievement gap” in education (Jenks & Phillips, 1998; Noguera & Wing, 2006) continues to be an area of focus and concern within the educational field. In fact, the persistent gap in academic success between low-income Latin@ students and their counterparts is considered to a national crisis (National Governors’ Association, 2005). This gap has impending effects on the socioeconomic livelihood of Latin@ students, namely high levels of dropout, lack of employable skills after graduating, and unemployment (Gandara, Larson, Rumberger & Mehan, 1998). Moreover, our nation’s commitment to close the achievement gap for our fastest growing population will directly impact its ability to thrive and be a world leader in education (Maxwell, 2012).

The Latin@ achievement gap, however, begins during earlier stages in the U.S. schooling process (Colombia University, 2005). Upon analyzing results from the National Assessment of Educational Progress (NAEP), commonly referred to as “the nation’s report card,” researchers from Colombia University (2005) found that “by the end 4<sup>th</sup> grade, Latino, African-American, and low-income students are already two years behind other students; by 8<sup>th</sup> grade, three years behind; and by 12<sup>th</sup> grade, four years behind.” In their report analyzing NAEP scores of 9, 13 and 17 year old students, Rampey, Dion, and Donahue (2009) explain that there was no substantial nor significant closing of the achievement gap between Latin@ adolescents and their White counterparts.

Researchers explained “when compared to 1975, gaps in 2008 narrowed by 13 points at age 9 and 15 points at age 17. The Hispanic-White score gap for 13-year-old students did not change significantly in 2008 compared to 1975” (Rampey, Dion, & Donahue, 2009, p. 16). Findings with regards to average mathematics scores for White and Latin@ adolescents were consistent with research regarding the long-standing achievement gap (Rampey, Dion, & Donahue, 2009). Furthermore, researchers explain that even in spite of policies, like No Child Left Behind, specifically created to narrow the achievement gap: “the gap in academic achievement that we see today is actually worse than it was 15 years ago” (Thernstrom & Thernstrom, 2003, p.1). While important in describing the achievement gap among Latin@s and their peers, data solely focused on standardized test scores and assessments provide a myopic understanding of why the gap exists in the first place (Romney, 2003). In their book, *Creating the Opportunity to Learn*, Boykin and Noguera (2011) write:

It is widely documented that the gap is multidimensional. Achievement and attainment gaps are revealed through a host of schooling indexes including grade point averages; performance on district, state, and national achievement tests, enrollment in rigorous courses; and differential placements in special education and gifted and talented education programs; as well as across behavioral indicators such as drop out, suspension, and referral rates (p. 12).

The authors also contend that it is a mistake to over simplify the reasons for the persistent achievement gap by looking at factors like poverty, family background, and culture in isolation of one another (Boykin & Noguera, 2011).

Despite these overwhelming odds, an undeniable majority of Latin@ students and their families believe that education is critical for future success (Lopez & Livingston, 2009). Contrary to the popular misconception that Latin@ families do not value education (Vega, 2012), Lopez and

Livingston (2009) report that 98% of Latin@s think education is an “important issue,” while 51% of Latin@s think that education is an “extremely important” issue. Additionally, whereas 74% of the general public report that obtaining a college degree is important for getting ahead in life, 89% of Latin@s report the same (Lopez, 2009). Studies also indicate that parents possess the greatest impact on adolescents’ aspirations (Soto, 1989). In research examining the impact of families upon adolescents’ educational and career aspirations, Clayton (1993) found that Latin@ carried the most influence over their children when compared to other ethnic groups. However despite the high aspirations and high expectations set by Latin@ families, Latin@s continue to be underrepresented among the number of students who actually graduate from the U.S. college system (Fry, 2002).

Rather than focusing on the unequal levels of educational achievement and attainment of low-income Latin@ and African-American students, researchers argue that it is equally important to challenge the conditions that contribute to this inequity in the first place (Boykin & Noguera, 2011). Bringing our attention to more fundamental issues regarding educational and social opportunities, researchers argue that the achievement gap is a consequence of lack of opportunities for low-income Latin@s and African-American students to fully access a free and public education (Boykin & Noguera, 2011). With regards to inequitable educational opportunities, Barton and Coley (2009) explain that curriculum vigor, the role of teacher, class size, resources, parent involvement, and environmental conditions such as poverty, school safety, and nutrition served as factors for student achievement. Similarly, a report released by the California Department of Education (2008) explained that inadequate curriculum, instructional strategies, and expectations, unqualified teachers, as well as poor relationships among students, staff, and community hindered academic achievement. Reports examining social inequities indicate that the poverty rate for Latin@ was 25% in 2010 (Motel & Patten, 2012) with more Latin@ children living in poverty when compared to any other ethnic group (Lopez & Velazco, 2011). Furthermore, whereas 16% of the overall U.S.

population does not have health insurance, nearly twice as many Latin@s (31%) lack access to health insurance (Motel & Patten, 2012). These findings are to name but a few of the educational and social opportunity gaps experienced by low-income Latin@ students.

Given the undeniable achievement and opportunity gaps experienced by low-income Latin@s, researchers argue that the educational system functions more like a faulty pipeline (Yozzo & Solórzano, 2006). Rather than ensuring that all students successfully transition between the various educational linkages, the educational pipeline has consistently lost Latin@ students along the way (Yozzo & Solórzano, 2006). In a policy brief regarding the Chican@ educational pipeline specifically, Yozzo & Solórzano report:

Out of 100 Chicana and Chicano students who start at the elementary level, 54 of them drop out (or are pushed out) of high school and 46 continue to graduate. Of the 46 who graduate from high school, about 26 continue on towards some form of postsecondary education. Of those 26, approximately 17 enroll community colleges and nine enroll at four-year institutions. Of those 17 in community colleges, only one will transfer to a four-year institution. Of the 9 Chicana/os attending a four-year college and 1 community college transfer student, 8 will graduate with a baccalaureate degree. Finally, 2 Chicana/o students will continue on to earn a graduate or professional school degree and less than 1 will receive a doctorate.

They continue:

In contrast, of every 100 White elementary school students, 84 graduate high school, 26 graduate with a baccalaureate, and 10 earn a professional or graduate degree.

Clearly, the U.S. has failed to equally and equitably educate all children along the educational pipeline (Yozzo & Solórzano, 2006). In fact, researchers from the Children's Defense Fund have

documented how a low-income Latino and African-American males are funneled into alternative pipelines, namely the juvenile justice and adult penal systems (Children's Defense Fund, 2009).

In a report entitled, "America's Cradle to Prison Pipeline Report," researchers from the Children's Defense Fund report that among all boys born in 2001, African-American boys have a 1 in 3 chance of going into prison in his lifetime, while Latino boys have a 1 in 6 chance of going to prison (2009). With poverty as the strongest factor in the cradle to prison pipeline, researchers explain: "one in 3 Latino babies and 3 in 7 Black babies are born into poverty" (Children's Defense Fund, 2009). In addition to poverty, inadequate access to health care, gaps in early childhood development, disparate educational opportunities, intolerable abuse and neglect, unmet emotional and mental problems, rampant substance abuse, and overburdened, ineffective juvenile justice systems are forces contributing to the overrepresentation of Black and Latino males in the U.S. prison system (Children's Defense Fund, 2009). Still, despite the power and inertia of the "cradle to prison pipeline" and current U.S. educational pipeline, there continues to be evidence of disruptions to these funneling systems.

A recent report from the Pew Hispanic Research Center (2011) indicates that college enrollment of Latin@s between ages 18 to 24 increased by 24% from 2009 to 2010. The increase in college enrollment of young Latin@s was the largest among all other ethnic groups and pushed the number of Latin@s enrolled in two and four year colleges ahead of Blacks for the first time (Fry, 2011). Despite the overall increase in the number of Latin@s enrolled in college, Fry (2011) explains that Latin@s continue to be underrepresented (31.9%) in colleges when compared to Asians (62.2%), Whites (43.3%), and Blacks (38%).

The report conducted by the Pew Hispanic Research Center (2011) also revealed that 72% of Latin@s aged 18 to 24 graduated from high school in 2010, where as only 59% of Latino@ competed high school in 2000. Still, Fry (2002) concluded "that a large number of Latinos finish

their secondary schooling and try to extend their education but fail to earn a degree” (p. v). A recent report published by the U.S. Department of Education (2011) indicated that Latin@s admitted into college are less likely to complete college (The Condition of Education, 2011). More specifically, in 2010 researchers report that among all 24 to 29 year olds, only 14% of Latin@s had attained a bachelors or higher, whereas 19% of African-Americans, 39% of Whites, and 53% of Asians reported the same (The Condition of Education, 2011). On many accounts, these statistics are abysmal at best. Clearly, the attainment of college degrees is not only important for the Latin@ community itself, but is integral to security and prosperity of our nation as whole (White House Report, 2011).

### **The Need for Disruptions to the Educational Pipeline**

*“Insanity: Doing the same thing over and over again and expecting the same results.”*

*-Albert Einstein*

Nearly 30 years later, the opening paragraph of *A Nation at Risk* (1983) remains relevant as we consider the Latin@ educational achievement and attainment gap and need to change the educational pipeline:

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility.

Moreover, as indicated by the Program for International Student Assessment (PISA), an assessment that measures what 15 year olds have learned - both in and outside the classroom – and how to apply it to the real world, U.S. students ranked 7<sup>th</sup> when comparing average reading literacy scores, 18<sup>th</sup> when comparing mathematic literacy, and 13<sup>th</sup> when comparing science literacy with other participating countries (Fleischman & Xie, 2010). Boykin and Noguera (2011) write:

Closing the achievement and attainment gap is a laudable goal for us as a society. However, whatever methods we use should not aim merely to catch up Black and Latino students to the level of their White counterparts. We must also raise the achievement of all students so we can close the gaps between the performance of U.S. students and their counterparts from around the world – but also simultaneously raise levels at a steeper rate for certain students of color (p. 5-6).

As eloquently stated by these researchers, finding and fixing the leakages along the education pipeline is not enough.

Evidence of small disruptions to the educational pipeline can be traced to the existence of schools committed to creating more equitable and prosperous educational and life trajectories for low-income students and their families (Education Trust, 2002). In the report, *Dispelling the Myth Revisited: Preliminary Findings from a Nationwide Analysis of “High Flying” Schools*, Jerald and his colleagues (2002) identified 1,320 high-performing, high-poverty-and-high minority schools. These schools were identified as “high flying” if:

1. Student reading and/or math performance is in the top third among all schools in the state and at the same grade-level (e.g. elementary)
2. The percentage of low-income students is at least 50% AND ranks in the top third among schools in the state at the same grade-level; and
3. The percentage of African-American and Latino students is at least 50% AND ranks in the top third among schools in the state at the same grade level (p. 2).

While this analysis is limited as the testing programs used in this report vary significantly from state to state, it still offers hope that low income Latin@ and African-American students can disrupt the U.S. educational pipeline if given the right circumstances (Jerald, 2001). These *high flying* schools provide insight into the ways schools play a significant role in fostering resilience among students

(Krovetz, 1999). In the meantime, as schools continue to unconsciously conform to the Industrial ideals of our past (Alexander, 2012) and while the U.S. continues to adopt educational reform that only strengthens linkages along the educational pipeline (Thernstrom & Thernstrom, 2002), educational research must continue to examine and document how create these disruptions for all students, not just Latin@ students. Understanding how Latin@ students are able to thrive in spite, rather than because of the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

### **Conceptual Framework for the Study**

*“We are here to awaken from the illusion from our separateness.”*

*– Thich Nhat Hahn*

*“I encourage students to reject the notion that they must choose between experiences. They must believe that they can inhabit comfortably two different worlds, but they must make each space one of comfort. They must creatively invent ways to cross borders.”*

*– bell hooks*

*“We are both hurt and healed in relationship.”*

*- Denny Ollerman*

This study seeks to examine and understand how to create more equitable and more just schools through documenting and examining the experiences of resilient Latin@ youth who disrupt the educational pipeline. Grounded in the belief that the future of Latin@ students and their families is deeply connected to the future of our country, this study intends contribute to the body of knowledge that acknowledges our interconnectedness. Rooted in the belief that successful schools validate and empower the students they are intended to serve (Walker, 2002), the study also aims to highlight how educational transformation can occur when educators validate and honor the various experiences that students bring into the classroom. This study calls upon resiliency theory (Rutter,

1997; Ungar, 2005), relational-cultural theory (Miller, 1976; Miller & Stiver, 1997; & Walker, 2002), and ecological systems theory (Bronfenbrenner, 1979) to explore the underpinnings of Latin@ students resilience within the school setting.

### **Resiliency Theory**

As resilience theory and research emerged, scholars tended to regard and label individuals who transcended their adverse circumstances as “hardy,” “invulnerable,” or “invincible” (Werner & Smith, 1982). Such labels implied that these individuals were in possession of a rare and remarkable set of qualities that enabled them to rebound from whatever adversity came their way – almost as if these fortunate individuals possessed a sort of magical force field that protected them from all harm. Increasingly, however, researchers have arrived at the consensus that resilience is not some remarkable, innate quality but rather a developmental process that incorporates the normative self-righting tendencies of individuals (Masten, 2001). In fact, Garmezy (1993) cautioned against the use of the term invulnerable because it implies that people are incapable of being wounded or injured. Masten (2001) referred to the resilience process as “ordinary magic,” simply because a majority of individuals who undergo serious adversity “remarkably” manage to achieve normative developmental outcomes. Research in resiliency concludes that each person has an innate capacity for resiliency, a *self-righting tendency* that operates best when people have resiliency-building conditions in their lives (Benard, 1995). Resilience is grounded in the belief that all humans possess an inborn developmental wisdom and seeks to better contextualize how teachers can tap this wisdom (Benard, 1995). In her book, *Fostering Resiliency in Children*, Bonnie Benard (1995) claimed that: “we are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose” (p. 17). Researchers increasingly view resilience not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated (Masten, 2001; Pardon, Waxman &

Huang, 1999). Researchers emphasize the interactive processes – between the individual and environment and between risk and protective factors – as the crucial underpinnings of developing resilience. This study specifically employs Ungar’s (2005) definition to frame the research. Ungar (2005) defines resilience as:

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

While this study focuses on the individual and the interactions among her or his immediate surroundings, Bronfenbrenner’s (1979) ecological systems theory will provide an understanding of how larger ecological systems influence an individual’s development.

### **Ecological Systems Theory**

Ecological systems theory, articulated by Bronfenbrenner (1989), Garabino (1995), and Garnezy (1991), functions as a way to examine the interplay between individuals and their environments and the resulting impact upon the individual’s development. According to Bronfenbrenner (1979), an adolescent’s world consists of five systems of interactions that include the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 2004).

Bronfenbrenner (1979) explains the microsystem is immediate system that the adolescent lives in; it includes the day-to-day interactions between the adolescent and other individuals and organizations. Systems that affect adolescents include family functioning, peer relationships, school environments, and the community and its resources (Gorman-Smith & Tolan, 2003). The adolescent intimately knows the various components of the microsystem. The next level, the

mesosystem, describes how the various parts of an adolescent's microsystem interact with one another. While this level does not include the adolescent, the quality of interactions among the adolescents' microsystem also affects her or him directly. The exosystem relates to the larger context in which the adolescent lives in. This system includes extended family networks, neighbors, mass media, social welfare, and legal services. While the adolescent may not directly interact with some of these institutions she or he is very much impacted by them. The largest and outer most system is the macrosystem. The macrosystem relates to the overarching attitudes, ideologies, values, laws, and customs of the adolescents' world. With the individual at the center, Bronfenbrenner (1979) explains that as the interactions of these systems becomes increasingly complex over time. While interactions among these systems influence the individual's development, the individual also influence her or his surroundings. The individual is not seen as a passive nor empty vessel to be filled (Freire, 19xx). Bronfenbrenner (1979) argues that the positive interactions within an adolescent's systems – both internal and external – will result successful development. Bronfenbrenner (1979) explains that the:

Interconnections can be decisive for development as events taking place within a given setting. A child's ability to learn to read in primary grades may depend no less on how he is taught than on the existence and nature of the ties between home and school (p. 3).

Ecological systems theory is also grounded in the belief that nothing is static. Serving as a base for the model, the chronosystem takes life events and transitions and sociohistorical conditions into account when understanding healthy human development. Whereas ecological systems articulates the role of interactions among the individual and her or his larger systems, this study uses relational-cultural theory as a contributing framework for understanding the quality of communication across these systems.

### **Relational-Cultural Theory (RCT)**

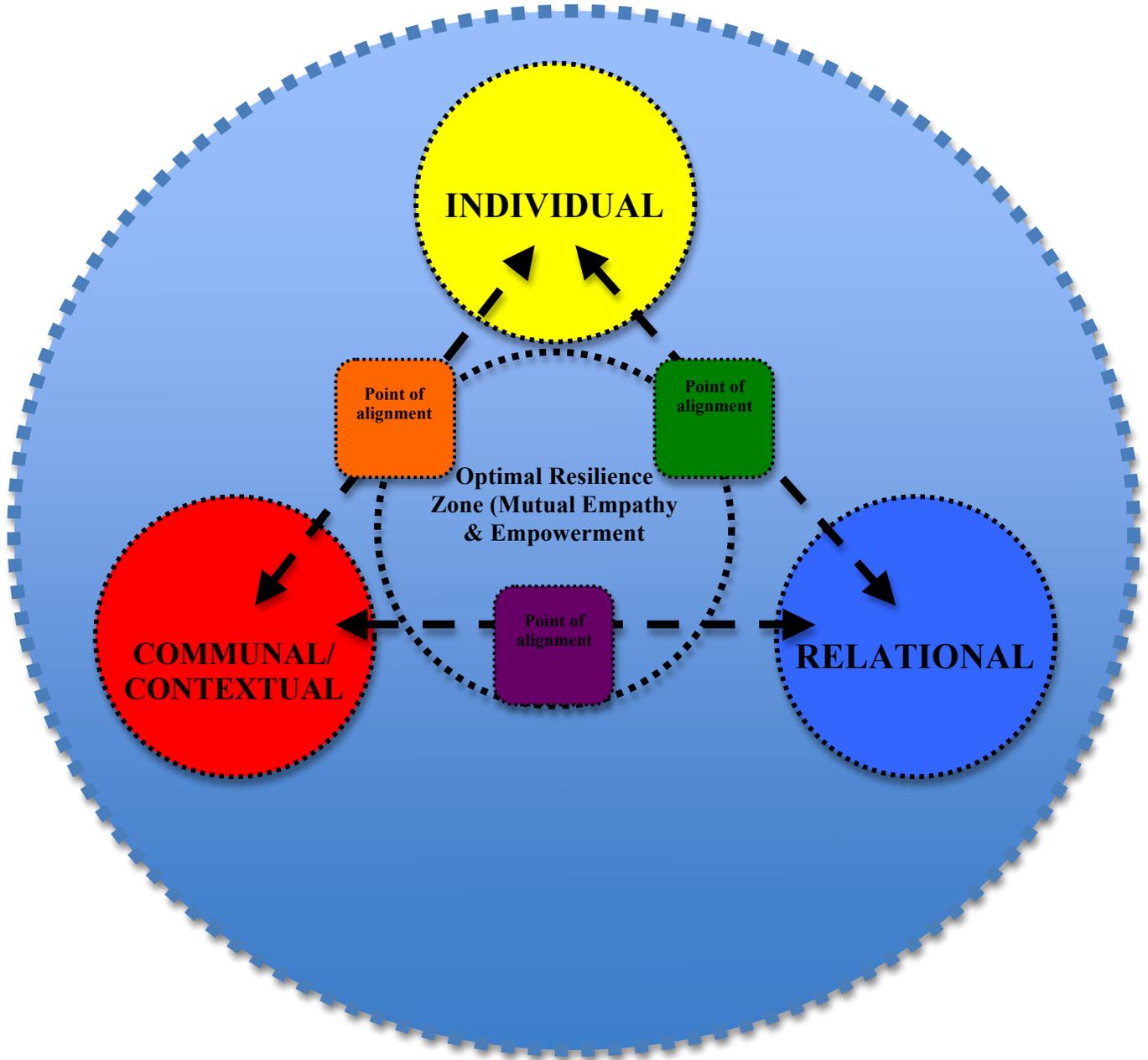
The notion that people grow in relationship and connection with others is central to relational-cultural theory (Miller, 1976). In response and in opposition to pejorative psychological theories that overvalued power over others, competition, and hyper-individuation, Miller (1976) and her colleagues sought to develop a theory that offered an alternative view of women's psychological development. Relational-cultural theory is grounded in the notion that healthy development occurs by *being in* and *action in* rather than *having* or *possessing* relationships and connections throughout the life span (Walker & Rosen, 2004, p. 6). Miller (1986) claims that growth-enhancing relationships create:

1. A sense for zest,
2. Clarity about oneself, the other, and the relationship,
3. A sense of personal worth,
4. The capacity to be productive and creative,
5. The desire for more connection which is characterized by mutual empathy and mutual empowerment

Mutual empathy as described by Walker (2002) is two-way process which one person listens and is responsive to another, making her feel like she matters which in turn helps her more effective and achieve. Conversely, where one person responds with invalidation and humiliation the other may experience person feelings self-blame, fear, shame, believing that she is defective and resulting in possible isolation and disempowerment and disconnect in the relationship. Miller and Stiver (1997) assert that mutual empowerment springs from mutual empathy and acknowledges differences in power dynamics. Furthermore, mutual empowerment occurs through the conscious efforts of being empowered and empowering while in relationship with others (Miller & Stiver, 1997). The use of relational-cultural theory can be especially helpful in exploring the resilience of Latin@ adolescents. With regards to adolescents specifically, 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). Relational-cultural theory is also relevant in studies with Latin@ communities in that both are oriented towards collectivism and interdependence (Ruiz, 2005). Figure 1.1 represents how these three theories work together to frame this research study.

**Figure 1.1: Conceptual Framework for the Study**



Adapted from Resilience Theory (Rutter, 1997; & Ungar, 2005) & Relational-Cultural Theory (Miller, 1976; Miller & Stiver, 1997; & Walker, 2002)

### **Limitations of the Study**

The findings from the study are limited to study sample from which data will be gathered. Data will be drawn from 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders from one research site. The results from this study will be limited to geography and will make it difficult to ascertain transferability to the larger Latin@ population or to all middle schools (Creswell, 2002). The research process and design used for the study, however, may provide a framework for understanding, exploring, and fostering resilience in other school settings. Another limitation to the study is that data gathered includes a limited amount of variables. However, in selecting a limited number of variables the researcher aims to obtain data that is reflective of the richness and depth of Latin@ resilience. In addition to the limited scope of data, data collection and analysis will occur during a specified timeframe. Limitations related to time mean that data collected during this study will provide a snapshot of how resilience was examined and understood. As the survey is a self-response questionnaire the data will depend on students' candidness and authenticity as well as their personal view/perceptions, which may be impacted by the researcher's presence. Lastly, researcher bias may serve as a limitation to the study. As a school counselor at the participating research site, the researcher has been influenced by the values and attitudes of the research site and students and families who attend; therefore he must monitor his personal bias and feelings towards the participants in this study. To ensure for objectivity during the quantitative portion of the study, survey data gathered will be coded to eliminate any identifying information. To avoid bias during the qualitative portions of the study, procedures to verify trustworthiness and authenticity will be employed. More detailed explanation of how objectivity and avoiding researcher bias will be provided in the methodology section of this study.

## **Significance of the Study**

Data collected may offer insight and understanding regarding the complexities faced by Latin@ youth as they successfully maneuver through the U.S. educational pipeline. Findings from the study may reveal an alternative means of ensuring equitable and equal educational outcomes for Latin@ students and their counterparts. Furthermore, the study is significant in its contribution to the body research focused on the roles that schools can play in facilitating resilience (Krovetz, 1999). Understanding how Latin@ students are able to thrive in spite, rather than because of the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served. Ungar (2008) urges that future research in the field of resilience seek to document and analyze resilience through the lens of resilient individuals. He writes:

The better documented youth's own constructions of resilience, the more likely it will be that those intervening identify specific aspects of resilience most relevant to health outcomes as defined by a particular population" (p. 234).

The study is designed to further explore how schools can facilitate resilience in culturally meaningful and relevant ways. Data gathered may inform a model for fostering resilience that is inclusive of Latin@ youths' experiences. Lastly, this study aims to contribute to the lacking body of mixed methods resilience research, specifically conducted in schools. A review of literature urges that future research that utilizes mixed methods design so as to further corroborate findings across quantitative and qualitative findings in area of resilience (Ungar, 2005). Through the use of surveys, focus groups, case study (involving family pláticas), semi-structured interviews with educators and administrators, and researcher's journal reflections, this study intends to deepen our understanding of resilience among Latin@ middle school students.

## **Purpose of the Study**

The persistent Latin@ educational achievement and attainment gap has long been documented and studied. However, a small and significant number of resilient Latin@ students manage to navigate and negotiate their way through the educational pipeline despite being historically underserved by the United States (Yozzo & Solórzano, 2006). Understanding how Latin@ students are able to thrive in spite, rather than because of the existing educational pipeline may offer insight into educational transformation that is informed by the experiences of students being served.

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## **Research Questions**

As this study will employ a sequential explanatory mixed methods design, quantitative survey and database information are collected is collected and analyzed in the first phase, then qualitative focus group interviews, case studies (involving family pláticas), educator interviews, and research journal reflection bring voice to the findings from the quantitative results. The research questions guiding each phase of the study are listed below:

### **Phase I: Quantitative Research Questions**

1. What are Latin@ middle school students self-reported levels of resilience?
2. What is the relationship between students' self-reported levels of resilience and levels of academic performance?
3. What is the relationship among 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?
5. Is there a significant difference in levels of self-reported levels of individual resilience, relational resilience, communal/contextual resilience, and academic performance as a function of gender and grade level?
6. What is the association between students' self-reported levels or resilience when correlated to teachers' assessment of students' level of resilience?
7. Based on data collected during the quantitative portion of the study, which variables best predict students' levels of resilience and academic performance?

### **Phase II: Qualitative Research Questions**

1. Based on 2 purposefully selected focus groups by sex (female/male):
  - a. How do Latin@ middle school students define adversity?

- b. What keeps Latin@ students engaged in schools during times of adversity?
  - c. How do resilient Latin@ middle students define, understand, access resilience?
  - d. How do students' sense of individual, relational, communal/contextual factors influence resilience?
  - e. According to Latin@ students, what conditions enhance Latin@ students' levels of resilience?
  - f. How can schools enhance Latin@ students' level of resilience?
2. Based on 4 purposefully selected case studies (high-resilience/high-academic performance; low-resilience/high-academic performance; high-resilience/low-academic performance; low-resilience/low-academic performance):
- a. How do Latin@ middle school students and their families define adversity?
  - b. According to Latin@ students and their families, what keeps students engaged in schools during times of adversity?
  - c. How do resilient Latin@ middle students and their families define, understand, access resilience?
  - d. According to Latin@ students and their families, how do individual, relational, communal/contextual factors influence resilience?
  - e. According to Latin@ students and their families, what conditions enhance Latin@ students' levels of resilience?
  - f. How can schools enhance Latin@ students' level of resilience?
3. Based on Open-Ended Survey Questions:
- a. How do Latin@ students' define adversity?
  - b. What do Latin@ student do to feel better during times of adversity?
4. Based on semi-structured interviews with educators at same research site:

- a. How do educators define resilience?
  - b. How can educators enhance levels of resilience among Latin@ students?
  - c. How can resilience be fostered individually and/or systemically within the school setting?
5. Based on researcher's field notes and journal:
- a. How is resilience evident in between the words being shared by students and staff at research site?
  - b. To what extend do academically resilient students experience harmony/tension among their individual, relational, communal/contextual ecologies.

### **Phase III: Mixed Methods Research Questions**

1. What results emerge when comparing the exploratory qualitative data about Latin@ middle school students' level of resilience with outcome of quantitative data measured on a validated resilience instrument?
2. What evidence of concordance and discordance emerge between Latin@ students' self-reports of academic resilience when comparing both quantitative and qualitative data? And how does this relate to the current body of research regarding resilience in schools?
3. Based on analysis of mixed methods data how can schools better situate themselves to foster academic resilience in Latin@ middle school students?
4. Based on analysis these data, what are the implications for future research?

## LITERATURE REVIEW

The literature review will describe the construct of resilience and provide a context for how it can further studied in school settings. More specifically, the review of literature begins with an overview of how resilience has been defined over time. Next, a discussion of resilience as an innate trait as opposed to a dynamic process will be presented. The subsequent section describes resilience research within school settings, with particular attention to resilience research conducting within urban schools. Finally, the literature review concludes with a summary of the literature review and implications for future research.

### **Resilience Defined**

Nearly fifty years of research in resiliency has brought forth various perspectives and voices (Dugan, T., & Coles, R., 1989; Glantz, M., & Johnson, J., 1999; Joseph, J., 1994; Taylor, R. & Wang, M., 2000; Thomsen, K., 2002; Unger, M., 2005). Despite the vast body of research on resilience, there is little agreement on a single definition of resilience among scholars. In fact, scholars define the construct of resilience in a multitude of ways (Carle & Chassin, 2004).

Richardson and his colleagues (1990) contended that resiliency is “the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills than prior to the disruption that results from the event” (p. 34). Similarly, Higgins (1994) described resiliency as the “process of self-righting or growth” (p. 1), while Wolins (1993) defined resiliency as the “capacity to bounce back, to withstand hardship, and to repair yourself (p. 5).

Resiliency, or resilience, is commonly explained and studied in context of a two-dimensional construct concerning *the exposure of adversity* and the *positive adjustment outcomes* of that adversity (Luther & Cicchetti, 2000). While the of construct of resilience is examined across various studies and scholarly articles, there is little consensus as to how researchers define

adversity, let alone what defines positive adjustment outcomes. Resiliency is also defined as a “positive adaptation...is considered in a demonstration of manifested behavior on social competence or success at meeting any particular tasks at a specific life stage” (Luthar & Cicchetti, 2000, p. 110). With respect to the school setting, scholars often use school achievement or results from state testing as a measure of positive adjustment outcomes (Jew, Green & Kroger, 1999). Masten (1994) contended that resilience refers to (1) people from high-risk groups who have had better outcomes than expected; (2) good adaptations despite stressful (common) experiences (when resilience is extreme, resilience refers to patterns in recovery); and (3) recovery from trauma. Garmezy (1993) asserted that the study of resilience has focused on answering two major questions: 1) What are the characteristics – risk factors – of children, families, and environments that predispose children to maladjustment following exposure to adversity? 2) What are the characteristics of protective factors that shield them from such major adjustment?

Werner and Smith (1992) explained how resilience has come to describe a person having a good track record of positive adaptation in the face of stress or disruptive change. Their longitudinal studies found that a high percentage of children from an “at risk” background needing intervention still became healthy, competent adults (Werner & Smith, 1992). Werner and Smith (1992) purported that a resilient child is one “who loves well, works well, plays well, and expects well” (p. 192). A more thorough explanation of Werner and Smith’s work will be offered in a subsequent section of the literature review.

Despite differences in terminology, Masten (1994) asserted that resilience must be understood as a process. Masten (1994) explained that resilience must be viewed as an interplay between certain characteristics of the individual and the broader environment, a balance between stress and the ability to cope, and a dynamic and developmental process that is important at life transitions. Debate as to whether or not resilience is an innate quality or dynamic process is evident

in the literature. The subsequent section provides a context for how this inquiry has been approached in resiliency research.

**Resilience: An innate quality of dynamic process?**

During early waves of resilience research, researchers tended to regard and label individuals who transcended their adverse circumstances as “hardy,” “invulnerable,” or “invincible” (Werner & Smith, 1982). Such labels implied that these individuals were in possession of a rare and remarkable set of qualities that enabled them to rebound from whatever adversity came their way – almost as if these fortunate individuals possessed a sort of magical force field that protected them from all harm. Increasingly, however, researchers have arrived at the consensus that resilience is not some remarkable, innate quality but rather a developmental process that incorporates the normative self-righting tendencies of individuals (Masten, 2001). In fact, Garmezy (1993) cautioned against the use of the term invulnerable because it implies that people are incapable of being wounded or injured. Masten (2001) referred to the resilience process as “ordinary magic,” simply because a majority of individuals who undergo serious adversity “remarkably” manage to achieve normative developmental outcomes. Research in resiliency concludes that each person has an innate capacity for resiliency, *a self-righting tendency* that operates best when people have resiliency-building conditions in their lives (Benard, 1995). It is grounded in the belief that all humans possess an inborn developmental wisdom and seeks to better contextualize how teachers can to tap this wisdom (Benard, 1995). In her book, *Fostering Resiliency in Children*, Bonnie Benard (1995) claimed:

We are all born with an innate capacity for resilience, by which we are able to develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose (p. 17).

Researchers increasingly view resilience not as a fixed attribute but as an alterable set of processes that can be fostered and cultivated (Masten, 2001; Pardon, Waxman & Huang, 1999). Researchers emphasize the interactive processes – between the individual and environment and between risk and protective factors – as the crucial underpinnings of developing resilience. Subsequently, ecological systems theory, articulated by Bronfenbrenner (1989), Garabino (1995), and Garmezy (1991), functioned as a way to examine the interplay between individuals and their environments and the resulting impact upon the individual's development.

Garmezy's (1991) triadic model of resilience provided a widely accepted ecological framework for understanding the resilience process. Multiple scholars use this framework to study resilience (Gordon & Song, 1994; Morales & Trotman, 2004; Werner & Smith, 1982). The triadic model described the dynamic interactions among risk and protective factors on three levels (individual, family, and environmental). The model also emphasized that resilience is a process that empowers individuals to shape their environment and to be shaped by it in turn. Similarly, Cicchetti and Lynch's (1993) interactive ecological-transactional model of development highlighted how certain contexts (e.g. culture, neighborhood, family) interact with each other over time to shape development and adaptation. These ecological models highlight the intersection of varying influences upon one's development and how risk and protective factors can interact to enhance or inhibit a person's resilience.

Implicit in the concept of resilience as a dynamic process is the understanding that resilience can grow or decline over time depending on the interactions taking place between an individual and their environment and between risk and protective factors in an individual's life (Borman & Rachuba, 2001; Werner & Smith, 1992). Therefore, an individual may be resilient at certain times - and not at others - depending upon the circumstances and relative strength of protective factors compared to risk factors at the given moment (Winfield, 1991). Interestingly, the term *resilience*

was adopted in lieu of earlier terms because it more accurately conveyed the dynamic process (Wolin & Wolin, 1993). Masten (1994) contributed the idea that resilience is a pattern over time, characterized by good eventual adaptation despite risk, acute stressors, or chronic adversities. Pushing scholars to look beyond the individual level of resilience, Seccombe (2002) asserted that:

the widely held view of resilience as an individual disposition, family trait, or community phenomenon is insufficient...resiliency cannot be understood or improved in significant ways by merely focusing on these individual-level factors. Instead careful attention must be paid to structural deficiencies in our society and to be social policies that families need in order to become stronger, more competent, and better functioning in adverse situations” (p. 385).

The definition of resilience grounding this study comes from Michael Ungar (2005). Ungar (2005) defines resilience as:

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

The subsequent section of the literature review examines resilience research relevant to the school setting.

### **Resilience in Schools**

Schools continue to function as one of the most powerful spaces to capitalize on the resilience of students (Rutter, 1979). Research on resiliency in schools points to the fact that despite barriers to learning “at-risk” students still demonstrated levels of success (Luther & Seigel, 1991; Masten, Best & Garmezy, 1990; Padrón, Waxman, Brown & Powers, 2000). Similarly,

Krovetz (1999) explained that “RT [Resiliency Theory] is based on defining protective factors within the family, school, and community that exist for the successful child or adolescent – the resilient child or adolescent – that are missing from the family, school, and community of the child or adolescent who later receives the intervention” (p. 7). In the book, *Resiliency in Schools* (1996), Henderson and Milstein voiced, “a call to action to focus on, understand, and enhance the development of resiliency is arising not only from social scientists but also from educators who are beginning to understand the need for schools to be resiliency-fostering institutions for all who work and learn in them” (p. 2).

### **Resilience in Urban Schools**

Although theory suggests that resilience can be fostered through relationships, cultivating a community with high expectations, and opportunities for participation in schools, there continues to be a paucity of studies examining resiliency within the school setting. Of these existing studies, the vast majority of research examining resilience in schools has focused on comparing resilient and non-resilient students (Reyes & Jason, 1993).

In a pilot study exploring factors that distinguished academic success and failure of Latino high school students attending a low income, inner-city school, Reyes and Jason (1993) compared 24 educationally resilient 10<sup>th</sup> grade students with 24 non-educationally resilient 10<sup>th</sup> grade peers. Using ninth-grade attendance rates and academic achievement as distinguishing factors, Reyes and Jason (1993) found that educationally resilient students significantly reported more satisfaction with their school sites when compared to their peers. Additionally, interviews with these students also revealed that educationally resilient students were less likely to report that they were approached to join a gang. Lastly, researchers did not find a difference between these two groups when comparing socioeconomic status, parent-student involvement, or parent supervision.

In a subsequent study comparing 133 resilient and 81 non-resilient Mexican American high school students, Gonzalez and Padilla (1997) found that resilient students reported significantly higher perceptions of family and peer support, teacher feedback, positive connections to school, value placed on school, and peer belonging. Using academic grades as an indicator for academic resilience, researchers found that the sole significant predictor of educational resilience was a student's sense of belonging in school.

While studying a cohort of 10<sup>th</sup> grade Mexican-American students, Alva (1991) studied factors contributing to academic resilience among students with similar socioeconomic backgrounds. Similar to previous studies cited, Alva found that academically resilient students were more likely to report a greater connection to schools via networks with teachers and peers alike. Moreover, this study demonstrated that academically resilient students generally reported a more positive view of their intellectual abilities and expressed a greater sense of responsibility for their academic future. More specifically, resilient students were more likely to “(a) feel encouraged and prepared to go to college, (b) enjoy coming to school and being involved in high school activities, (c) experience fewer conflicts and intergroup relations with other students, and (d) experience fewer family conflicts and difficulties” (Alva, 1991, p. 31). Alva deemed that students who fit these criteria were *academically invulnerable*.

In a study comparing motivational levels of 60 resilient and 60 non-resilient middle school Latino students across 5 middle schools within a culturally diverse school district, Waxman, Huang, and Padrón (1997) found that there was no significant difference when comparing whether a student spoke English prior to starting school. Utilizing a stratified research design, researchers found that 67% of non-resilient students spoke a different language than English prior to attending school, while 76% of their more resilient peers also reported speaking a language other than English prior to schooling. Results did however reveal significant differences between these groups when

comparing retention rates between both groups. Researchers found that 53% of non-resilient students reported being retained in the same grade while 13% of resilient students reported being retained in the same grade. Resilient students spent significantly more time on additional reading, more time completing mathematics homework, and were less likely to report absenteeism or tardiness when compared with their counterparts. Lastly, Waxman and colleagues reported “multivariate analysis and univariate post hoc tests revealed that resilient students had significantly higher perceptions of Involvement, Satisfaction, Academic Self-Concept, and Achievement Motivation than non resilient students” (p. 47). Additionally, researchers explained that “discriminate function analysis revealed that the variables of Academic Aspirations, Involvement, and Academic Self-Concept, Expectations for High School Graduation, Not Being Held Back in School, and Satisfaction were related most highly to the overall discriminate function” (p. 47).

Padrón, Waxman, Brown, and Powers (2002) asserted that “some English language learners (ELLs) do well in school despite coming from school and home environments that present many obstacles for learning” (p. 1).” Researchers explained that research that is conducted from an educational resilience context allows researchers to focus on the predictors for academic success, rather than on academic failure, for English language learners. Furthermore, Padrón, Waxman, Brown, and Powers (2000) stated that when research focuses on the resilience of English language learners it “enables us to specifically identify those ‘alterable’ factors that distinguish successful from less successful students” (p. 1). The body of research that focuses on resilience in English language learners does not only ask us to challenge deficit model perspectives, but it also asserts that students can achieve academic success if educators focus on factors that are factors that they can change. Building up their research, these researchers employed one of the few experimental studies focusing on resilience in school settings. In 2002, Padrón and colleagues designed, implemented, and tested the Pedagogy for Improving Resiliency Program (PIRP), a program

created to embolden resilience for English language learners. Set in an urban elementary school, results from this year long study of six fourth and fifth grade classrooms revealed that students in treatment classrooms expressed more positive classroom learning environments and held significantly higher gains in reading assessments. Data also demonstrated classroom teachers who received the PIRP intervention provided more explanations to students, allocated more time for student responses, and encouraged student success.

In one of the most recent studies of resilience in schools Kanevsky and colleagues (2012) examined the impact of museum-based intervention designed to promote the resilience of 3<sup>rd</sup> and 4<sup>th</sup> grade students at an inner-city school. Over the course of two years, researchers compared the academic resilience and personal development of students participating in the study with those who did not. School in the Park (SITP):

reinforces and supplements school-based instruction with specialized learning opportunities uniquely available in the museums and zoos at San Diego's Balboa Park...where core curriculum is embedded in art, science, and cultural setting provided by Balboa Park. SITP is not a series of field trips but rather an extension of the students' learning environment where they actively engage in grade-appropriate curricula taught by experts (Kanevsky et al, 2012, p. 453-454).

While participation groups reported higher levels of academic resilience, both participants and nonparticipants reported similar levels of character, self-efficacy, and attitudes towards school. This was particularly interesting for researchers because academic literature and aspects of psychosocial aspects of resilience are often directly associated with one another in the body of research. The only differences evident between both groups occurred when examining students' reported academic self-concepts.

Esquivel, Doll and Oades-Sese (2011) reminded us that effective schools according to research in resilience “minimize the risk and adversity to their students to the maximum degree possible, maximize protective factors available to their students through whatever means, and take whatever means and steps necessary to intervene early and boldly when students show early evidence of social or emotional disturbances or disorders” (p. 650). While the previously mentioned studies offer insight into how resilience can be facilitated within school settings, Doll and her colleagues (2011) claimed that “resilience perspectives should not be overgeneralized to schools...because risk and resilience wax and wane over time and daily decisions about students’ needs for support must be flexible and responsive to these changes” (p. 652). The significance of resilience models for school practice, however, is due principally to the construct of protective factors. Esquivel and Doll (2011) stated:

Schools that fail at providing high-quality educational opportunities to underprivileged youth contribute to the adversity experienced by their students. Alternatively, many schools are sites of high-quality opportunities to interact with positive adult models and supportive peers, and school routines and practices can foster essential student abilities to maintain effective relationships, establish and work towards ambitions personal goals, self-regulate personal activities and behaviors, and manage emotions (p. 650).

### **Summary of Literature Review**

As indicated in the literature review, continued research in resilience is dependent on time, context, and individual being studied. While resilience researchers using quantitative methods attempt to control and predict the phenomenon of resilience, much can be lost in the pursuit of quantity. Kanevsky (2012) shared, “large sample sizes will strengthen quantitative designs. However, case studies and other qualitative methods can provide deeper insights into the complex dynamics of student relationships with others and their schools and life experiences” (p. 470). In

fact in his review of the qualitative contributions of resilience research, Ungar (2006) claimed that, “qualitative research addresses two specific shortcomings noted by resilience researchers: arbitrariness in the selection of outcome variables and the challenges accounting for the sociocultural context in which resilience occurs” (p. 85). Additionally, Ungar (2006) argues that qualitative methods are especially relevant to resilience research because they are:

well suited to the discovery of unnamed processes; they study the phenomenon in very specific contexts, their trustworthiness strengthened by the thickness of the description of that context; they elicit and add power to minority ‘voices’ which account for unique localized definitions of positive outcomes; they promote tolerance for these localized constructions by avoiding generalization in favor of transferability; and they require the researchers to account for the bias inherent in the social location (p. 86).

As articulated in review of literature, resiliency lies in the eye of the beholder. The various layers and contexts in which resilience is studied are filtered through the lens of the researcher. The attempts to predict and control for resilience are complicated because every individual’s process is unique. The research suggests that field of resilience can be expanded if told through the voices researchers deem resilient. Ungar (2008) explained

Avoiding bias in how resilience is understood and interventions are designed to promote it, researchers and interveners will need to be more participatory and culturally embedded to capture the nuances of culture and context. The better documented youth’s own constructions of resilience, the more likely it will be that those intervening identify specific aspects of resilience most relevant to health outcomes as defined by a particular population (p. 234).

As evident in the body of resilience research there is a long standing body of research using quantitative and qualitative research methods, however, these methods are commonly implemented

independent and in isolation of one another. Perhaps the use of mixed methods design can reconcile the methodological challenges when selecting either qualitative or quantitative research methods. As indicated by Creswell & Clark (2011), “the intent in using this design is to bring together the differing strengths and nonoverlapping weaknesses of quantitative (large samples, size, trends, generalization) with those of qualitative methods (small sample, details, in depth)” (p. 77). The field of resilience research, specifically within the school settings, can be furthered through the use of a mixed methods design that contextualizes students’ experiences through the combination of both numbers and voices. There are long-standing bodies of research using quantitative and qualitative research methods, however, these methods are oftentimes implemented independent and in isolation of one another.

## METHODOLOGY

### Study Design

Although the research literature is rich concerning resilience, data concerning factors how resilience is constructed by Latin@ middle school aged youth themselves is lacking. The purpose of this study is to examine Latin@ adolescents' perspectives on resilience. A sequential explanatory mixed methods design will be used, and it is a type of design in which quantitative survey and database information are collected and analyzed in the first phase, then qualitative focus group interviews, case studies (involving family pláticas), and educator interviews, and research journal field notes and journal reflection bring voice to the findings from the quantitative results. In this study, survey instruments and database information will be used to assess the relationship among constructs related to resilience and academic performance at a charter school located in Southern California.

During the first phase of this study, quantitative data using a survey and school database will be used to obtain an overview of the research questions. More specifically, this will include psychometric tests describing students' self-reported levels of resilience, bivariate correlations to assess the relationship between students' self-reported levels of resilience and academic performance, and regression analyses to assess the magnitude of various predictors of levels of resilience. Data from the first phase of this study will also be utilized to purposefully select students for the second phase of the study. While the variables selected for the first phase of the study are limited those identified in the study, an advantage to this phase of the study is that large amounts of data can be collected to assess significant differences and predictors.

During the second phase of this study I will use qualitative methodology through semi-structured focus groups, case studies (involving family pláticas), and educator interviews, and research journal field notes and journal reflections. The purpose of the focus group is to provide

middle school students the opportunity to convey their personal perspectives so that a fuller understanding of factors involved with fostering resilience. Case studies will serve as an opportunity for Latin@ families and their students to also reflect upon factors that promote resilience within their homes, school, and community. The purpose of educator semi-structured interviews is to gain a better understanding of what these educators deem important when enhancing resilience within a school setting. Lastly, research field notes and journal will be used document the researcher's process while conducting the study. The benefit in conducting a qualitative phase, however, is that a deeper understanding and more holistic picture of the study can be obtained (Ary, Jacobs, Razavieh, & Sorensen, 2006).

The reason for using both quantitative and qualitative data is to converge the two forms of data to bring greater insight than would be obtained by either qualitative or quantitative data separately. Both quantitative and qualitative phases of this study are important for the research questions in this study. The strengths and weaknesses of each approach complement one another and will allow the researcher the opportunity to triangulate data that is different yet complementary (Moorse, 1991, p. 157). The benefits in using this mixed methods approach is that it is easy for a single researcher to implement and will be useful in providing a fuller understanding of the quantitative results. The limitations to using this approach are that two distinct phases are required to conduct this research and quantitative results may not result in significant findings and the overall feasibility of resources to commit to two different kinds of data collection and analysis. Table 3.1 outlines how the design of the study will correspond with obtaining data to answer the research questions at these distinct phases in the study.

Table 3.1: Study Design

Phase	Procedure	Product
1. Quantitative Data Collection	<ul style="list-style-type: none"> <li>• Simple Descriptive Survey (n~300)</li> <li>• Analysis of transcripts through school database</li> </ul>	<ul style="list-style-type: none"> <li>• Numeric data from surveys, CST scores, and report card grades</li> </ul>
2. Quantitative Data Analysis	<ul style="list-style-type: none"> <li>• Data Screening</li> <li>• t-tests</li> <li>• Chi-square tests</li> <li>• Regression analysis</li> <li>• Cronbach alpha</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics</li> <li>• Significant differences</li> <li>• Predictors of resilience and academic achievement</li> <li>• Reliability of instrument</li> </ul>
3. Case selection	<ul style="list-style-type: none"> <li>• Purposeful sampling (n=24, 8 sixth grade, 8 seventh grade, 8 eighth grade)</li> <li>• Purposeful sampling of 4 case studies</li> <li>• Convenience sampling of 4-6 educator interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Students for each of the 2 focus groups (by sex)</li> <li>• Students for 4 case studies</li> <li>• Educators for 4-6 interviews</li> </ul>
4. Qualitative Data Collection	<ul style="list-style-type: none"> <li>• Approach students for recruitment for focus groups and case study</li> <li>• Focus group interviews (roughly 90 minutes each)</li> <li>• Case study (Family pláticas roughly 60 minutes)</li> <li>• Approach staff for recruitment of educator interview</li> </ul>	<ul style="list-style-type: none"> <li>• Focus group transcripts</li> <li>• Case study transcripts</li> <li>• Educator interview transcripts</li> </ul>
5. Qualitative Data Analysis	<ul style="list-style-type: none"> <li>• Coding and analysis for themes</li> <li>• Within and between group similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Visual model of codes and themes</li> <li>• Cross-thematic matrix</li> </ul>
6. Integration of Quantitative and Qualitative Results	<ul style="list-style-type: none"> <li>• Triangulation of results</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Implications</li> </ul>

## Participants

The target population that will be studied is current 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Latin@ students attending a middle school located in Southern California. The experimentally accessible population will be middle school students at Rayo de Luz Middle School. Rayo de Luz Middle School is located southern California in a historically underserved and low socioeconomic community. This school site was selected because of its predominately Latin@ population (89%), with over half socio-economically disadvantaged (72%) and English Language Learners (60%). Rayo de Luz

Middle School is representative of many southern California middle schools that are predominately Latin@ who come from mainly lower socioeconomic backgrounds. Additionally, this research site is a convenient location for the researcher to conduct this study as he has served as school counselor at the site for the last twelve years. His experience at this research site will assist in providing him access to participants during their physical education classes and data from the site's student database and ensuring a high response rate from students.

### **Phase I: Quantitative**

#### **Sample**

The type of sample for the survey portion of the study will be obtained by using non-probabilistic (non-random) sample of convenience. This type of sample is used because the population will consist of individuals who are representative of the population, but also who are easily available for the study as they are from one district with a high number of Latin@ students (Mertens, 2005). In order to obtain statistically significant results the sample should be large enough to allow roughly 100 observations (Mertens, 2005). For this study, the researcher intends on surveying all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students (roughly 400 students). By administering the survey to all of these students, the researcher will be able to ensure that he obtain approximately 200 students. This will increase the variability of data, which will give statistics greater sensitivity (Mertens, 2005).

#### **Data Collection**

A simple descriptive approach will be used to answer the first research question set forth for this study. This question is: What are Latin@ middle school students self-reported levels of resilience? A simple descriptive approach will entail the collection of data through a survey and databases about one group of students at one point in time (Mertens, 2005). The use of a survey will allow the researcher to easily and quickly obtain information about a large group of students in

a non-threatening way (Mertens, 2005). Participants will be recruited from their physical education classes during the month of (October) of 2012. Descriptions of the study and parental consent forms will be distributed to students to bring home and complete at the beginning of the week. Due to the large number of families who are Latin@ consent will be in English and Spanish. Physical education teachers will collect parental consent forms over two weeks. After approximately two weeks, the researcher will administer surveys to students who turned in complete parental consent forms. Prior to administering the survey, the researcher will pass out and review the student assent forms. The researcher will then administer the survey to only those students who decided to participate in the survey. Students who did not turn in the parental consent form and/or decided to not participate in the study will work on a quiet activity while the survey is administered. Students will be informed that their answers will be kept confidential, that there are no correct or incorrect answers, and that they may choose to not participate at any time during the study. If students do not understand what a word means, I will be able to help clarify with the help of the other bilingual teacher. After administering the survey I will thank the students for their time and let them know that I may be contacting some of them for a follow up focus group. As students will have their STUDENT ID number and predetermined STUDY ID number on these surveys, the researcher will take the completed surveys and use STUDENT ID numbers to obtain student CST scores and report card grades from the school's database. This information will be written on the back of the survey. After the researcher has entered into SPSS, the researcher will then cut out the area on the survey that matches the STUDENT ID number to the STUDY ID and lock this information into a file cabinet at the research site. This information will be accessed at later time to recruit students for the second phase of the study.

**Instrumentation: Child Youth Resilience Measure (CYRM-28)**

In order to answer the research questions, the researcher will be collecting data through the Children and Youth Resilience Measure (CRYM-28) and school database. The primary instrument through which data will be gathered will be the CYRM-28 survey. The benefit of using a survey is that it gathers information from students in a quick and easy format that will minimize the impact of the study on students. It will also allow the researcher the opportunity to obtain a rich amount of data that he can examine connections from a large pool of students to determine relationships and predictors related to resilience. The CYMR-28 was developed in response for “a need for a more inclusive understanding of resilience across cultures and contexts” (Liebenburg et al., 2012, p. 220). An international team of researchers and practitioners involved with the International Research Project developed content validity for the CYRM. This group of experts spanned 14 diverse communities within 11 different countries in 5 different continents. The CYRM-28 consists of 28 Likert-type items assessing different variables related to resilience. Broken down into three subscales, the CYMR-28 assess: 1) Individual factors – personal skills, social skills, and peer support ( $\alpha = .803$ ), 2) Relational – both physical and psychological among caregivers and peers ( $\alpha = .833$ ), and 3) Communal/Contextual factors contributing to an individual’s sense of belonging – components related to spirituality, culture, and education ( $\alpha = .794$ ). Specific variables and their location on the survey are summarized in Table 3.2 below. In a validation study, Ungar (2011) administered the CYRM-28 to two groups of youth ( $n_1 = 497$ ;  $n_2 = 410$ ) in Canada allowing for factor analysis. The scale was subjected to multiple analysis including factor analysis, test-retest, and Chronbach alpha calculations and was found to have strong validity and reliability. Although the CYRM has demonstrated high reliability and validity in other studies (Montoya et al., 2011), the researcher will still determine the reliability of the measure by performing internal consistency measurements through the use of Chronbach’s alpha formula. Lastly, because this study will

Additional data including students' CST scores and report card grades will also be collected through the site's database.

Table 3.2 Variables used in CYRM-28

Variable	Survey Item (Item Number)	Dimension of Resilience
Date of birth	n/a	n/a
Sex	n/a	n/a
Individuals living in home	n/a	n/a
Length of time living with these individuals	n/a	n/a
Description of who participants considers to be her/his family	n/a	n/a
Racial/Ethnic Background	n/a	n/a
Positive mentor/role model	"I have people I look up to" (#1)	Relational
Balance between independence and dependence on others	"I cooperate with people around me" (#2)	Individual
Access to school and education, information, learning resources	"Getting an education is important to me" (#3)	Communal/ Contextual
Social competence	"I know how to behave in different social situations" (#4)	Relational
Quality of parenting meets child needs: Family is emotionally expressive and monitor child appropriately	"My parent(s)/caregiver(s) watch me closely" (#5) "My parent(s)/caregiver(s) know a lot about me" (#6)	Relational
Safety and security of needs	"If I am hungry, there is enough to eat" (#7)	Communal/ Contextual
Having goals and aspirations	"I try to finish what I start" (#8)	Individual
Affiliation with religious organization	"Spiritual beliefs are a source of strength for me" (#9)	Communal/ Contextual
Cultural/spiritual identification	"I am proud of my ethnic background" (#10)	Communal/ Contextual
Sense of humor	"People think I'm fun to be with" (#11)	Individual
Quality of parenting meets child needs: Family is emotionally expressive and monitor child appropriately	"I talk to my family/caregiver(s) about how I feel" (#12)	Relational
Appropriate use of or abstinence from substances like drugs and alcohol	"I am able to solve problems without harming myself or others (for example by using drugs and/or being violent)" (#13)	Individual
Meaningful relationships, social support, peer group acceptance	"I feel supported by my friends" (#14)	Relational
Role government plays in providing child's sense of safety	"I know where to go in my community to get help" (#15)	Communal/ Contextual
Access to school and education, information, learning resources	"I feel I belong at school" (#16)	Communal/ Contextual
Perceived social support	"My family stands by me during difficult times" (#17) "My friends stand by me during difficult times" (#18)	Individual
Perceived social equity	"I am treated fairly in my community" (#19)	Communal/ Contextual
Meaningful rites of passage	"I have opportunities to show others that I am becoming an adult and can act responsibly" (#20)	Communal/ Contextual
Self-awareness, insight	"I am aware of my own strengths" (#21)	Individual
Affiliation with religious organization	"I participate in organized religious activities" (#22)	Communal/ Contextual
Sense of duty/purpose	"I think it is important to serve my community" (#23)	Individual
Safety and security needs are met	"I feel safe when I am with my family/caregiver(s)" (#24)	Communal Contextual
Opportunities for age appropriate work	"I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)" (#25)	Communal/ Contextual
Cultural/spiritual identification	"I enjoy my family's/caregiver's traditions" (#26) "I enjoy my community's traditions" (#27)	Communal/ Contextual
Cultural/spiritual identification	"I am proud to be (Ethnicity: _____).	Communal/ Contextual

## Data Analysis

Once data are collected, the researcher will conduct statistical procedures using Statistical Program for Social Sciences (SPSS). The researcher will input all data collected and begin by performing descriptive analysis to find general trends (means, standard deviations, variances of responses). Conducting descriptive analysis will allow the researcher to assess if the instruments' reliability and validity and determine if data are normally distributed. Table 3.3 describes how each research questions will be answered using SPSS calculations.

Table 3.3 Quantitative Research Question Matrix

Research Question	Variable	Statistical Procedure
1. What are Latin@ middle school students self-reported levels of resilience?	<ul style="list-style-type: none"> <li>Total scores from CYRM-28</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Statistics</li> </ul>
2. What is the relationship between students' self-reported levels of resilience and levels of academic performance?	<ul style="list-style-type: none"> <li>Total scores from CYRM-28</li> <li>CST scores</li> <li>Grades from report cards</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Correlation</li> </ul>
3. What is the relationship among students' self-reported levels of individual resilience, relational resilience, communal resilience, cultural resilience, and academic performance?	<ul style="list-style-type: none"> <li>Individual resilience subscale from CYRM-28</li> <li>Relational resilience subscale from CYRM-28</li> <li>Communal resilience subscale from CYRM-28</li> <li>Cultural resilience subscale from CYRM-28</li> <li>CST scores</li> <li>Grades from report cards</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Correlation</li> </ul>
4. Is there a significant difference in levels of self-reported resilience as a function of gender or grade level?	<ul style="list-style-type: none"> <li>Total scores from CYRM-28</li> <li>Sex of participant</li> <li>Grade of participant</li> </ul>	<ul style="list-style-type: none"> <li>ANOVA</li> </ul>
5. Is there a significant difference in levels of self-reported levels of individual resilience, relational resilience, communal resilience, cultural resilience, and academic performance as a function of gender and grade level?	<ul style="list-style-type: none"> <li>Individual resilience subscale from CYRM-28</li> <li>Relational resilience subscale from CYRM-28</li> <li>Communal resilience subscale from CYRM-28</li> <li>Cultural resilience subscale from CYRM-28</li> <li>Sex of participant</li> <li>Grade of participant</li> </ul>	<ul style="list-style-type: none"> <li>ANOVA</li> </ul>
6. What is the association between students' self-reported levels or resilience when compared to teachers' assessment of students' level of resilience?	<ul style="list-style-type: none"> <li>Total scores from CYRM-28</li> <li>Resiliency Quadrant Designation</li> </ul>	<ul style="list-style-type: none"> <li>Bivariate Correlation</li> </ul>
7. What variables best predict students' levels of resilience academic performance?	<ul style="list-style-type: none"> <li>Each item from the CYRM-28</li> <li>Total Subscales from CYRM-28</li> <li>CST scores</li> <li>Grades from report cards</li> </ul>	<ul style="list-style-type: none"> <li>Multiple regression</li> </ul>

## Reliability and Validity

Establishing both reliability and validity for the survey is critical for quality research. Huck (2008) explains, "The basic idea of reliability is summed up by the word *consistency*" (p. 75).

Ascertaining the same group of individuals' performance remains consistent across repeated measures on a specific characteristic is critical. In efforts to ensure reliability, the research selected a measure that has demonstrated high reliability in previous studies. The researcher will still determine the reliability of the measure by performing internal consistency measurements through the use of Chronbach's alpha formula.

Validity describes how *accurately* an instrument measures what it intends to (Huck, 2008). While the CYRM-28 has demonstrated high levels of construct validity in previous studies, it is important to reestablish validity within context of this present study because validity does not necessarily transfer across different contexts (Light, Singer, & Willett, 1990). Using variables cited in resilience research and having student and colleagues proofread the instrument will be done to obtain content validity.

## **Phase II: Qualitative Phase**

For the second phase, participants will be purposefully selected to provide data related to the research questions of this study (Creswell & Plano Clark, 2011). Student will be selected to participate in semi-structured focus groups based on high levels of self-reported resilience on the CYRM-28 and high academic performance (based on CST results and report card grades). There will be a total of 2 focus groups, each by grade level and equal representation of males and females in each group. The goal is to have anywhere between six to eight students in each focus group. The number of students in these focus groups will be small enough so that each individual student's voice can be heard, yet still large enough to generate common themes through the various students' perspectives. For the case study section of the study, 4 students will be chosen to participate. Participants for the case study may be selected from the pool of students based on responses during the focus group interviews or selected based on their responses on the survey portion of the study. Four families will be selected to participate in the semi-structured family interviews. The purpose in

conducting case studies in addition to focus groups is to further corroborate findings from previous stages of the research process. Additionally, the case studies will provide the researcher the opportunity to more fully explore the complexities of resilience among Latin@ youth using in depth and contextual data that would not be obtained via surveys or focus groups. Additionally, 4 to 6 educators will be selected to participate in the semi-structured educator interviews. The purpose of including educator interview in this study is enhance the understanding of Latin@ middle school resilience from an ecological perspective.

### **Interview Protocols**

Questions during the focus groups, case studies (involving family pláticas), and educator interviews will consist of ten questions based on resilience research and aligned with the CYRM-28. The interview questions will be modified so that these questions are appropriate for each qualitative method. More specifically, these questions seek to understand how students, parents', and educators' define conditions necessary for resilience, describe resilient individuals, define adversity, identify factors that promote resilience, and describe the ways in which parents' and educators' can facilitate resilience.

### **Data Collection**

For the focus group part of the study, the researcher will approach students who demonstrate the specific characteristics for the focus groups, explain the logistics of the focus groups, and ask them if they would like to participate. For those who choose to participate, the researcher will ensure that the focus group will occur during a lunchtime that works for them. When the students who up for the focus group the researcher will ensure that he provide a comfortable environment where there are 6 to 8 members and myself sitting in a circle of desks. He will begin each focus group by helping students feel safe and explaining confidentiality. The researcher will ask questions and allow students to respond. He will not make a student respond, and will only have them give

their input if they are comfortable doing such. When the researcher feels that he has representative answer to the question he will then move onto the next question. It will be a fairly open conversation, so the researcher will ask the students to speak freely, but if they get too far off topic or if one student begins to monopolize the conversation he will politely ask to move on to the next question. At the end of each focus group the researcher will ask students if they have anything else to add and explain that they can write it down if they had some ideas that they were not able to express within the focus group. The researcher will then thank them for participating and dismiss them to their next class.

For the case study part of the study, the researcher will approach students who demonstrate specific characteristics of for the case study, he will explain the logistics of the case study, and then ask them if they would like to participate. For those who choose to participate, the researcher will contact their parents/guardians and obtain consent from them as well. Case study family pláticas will occur after school during a time that works best for the family. These interviews may take place at the school site. The researcher will show the family members and the student the audio recorder and explain that he will be audio taping the conversation as well as taking notes. The researcher will ask questions and allow them time to respond. The researcher will not make them respond, and will only have them give their input if they are comfortable doing such. When he feels that he has representative answer to the question the researcher will then move onto the next question. It will be a fairly open conversation, so the researcher will ask the students and their parents/guardians to speak freely, but if they get too far off topic or if one person begins to monopolize the conversation he will politely ask to move on to the next question. At the end of each interview the researcher will ask students and their parents/guardians if they have anything else to add and explain that they can write it down if they had some ideas that they were not able to

express within the case study interview. The researcher will then thank them for participating and say goodbye to the student and her/his parent/guardian.

Educators will be recruited during a staff meeting where the primary investigator will review the consent form and answer any questions that they have at the time. Educators who have worked at the research site for over three years will be eligible for the study.

Each portion of the qualitative portion of this study will be audio recorded and the researcher will be taking notes. Audio recording will assist the researcher in obtaining all appropriate information and accurately transfer all of the participants' voices for transcription. Students, parents, and educators will be given informed consent regarding the recording of each qualitative session.

### **Qualitative Analysis**

Data from focus groups, case study family pláticas, and educators' interviews will be transcribed into word processing files. Once transcribed into these files, data analysis will begin by generating a list of themes and codes to provide evidence reflective of broader perspectives (Mertens, 2005). Themes developed will be compared to the existing body of resilience research. Lastly, themes developed during the focus groups, case studies (family pláticas), and educator interviews will be used to further explore concordance or discordance from the quantitative phase of this study.

### **Credibility and Reliability**

Establishing both credibility and reliability is crucial when conducting quality research that employs qualitative methods. Establishing credibility will demonstrate internal validity with correspondence between the participants' perspective and how the researcher portrays their viewpoints (Mertens, 2005). In efforts to establish credibility the researcher will use prolonged and substantial engagement, progressive subjectivity, member checks, and triangulation (Mertens,

2005). During focus groups, case study family pláticas, and educator interviews, the researcher will attempt to obtain their perspectives during 60 to 90 minute sessions. During these sessions, the researcher will use summarizing and clarifying statements to ensure that he is accurately capturing the participants' voices. He will also seek information that goes counter expected trends to assure that data recorded is representative of participants' voices. Throughout the research process, the researcher will also keep a journal of his thoughts, feelings, and reactions so as to better expose, acknowledge, and monitor his personal views and biases. The researcher will review his personal journal with a committee member to mitigate the impacts of his personal experiences and biases on the data. Additionally, member checks at each qualitative phase will be conducted to establish credibility. For member checks, the researcher will summarize or paraphrase what participants' share over the course the session and at the end of each session. The researcher may also decide to contact the participants after the session to clarify that he is portraying the participants' voice in a way that is credible and reliable. Lastly, data collected from the focus groups, case study family pláticas, educator interviews, and researcher journal will be triangulated to assess consistency. The researcher will present a detailed and in-depth description of the location, context, culture, and time of the study in efforts for other researchers to determine the degree of transferability between the proposed study and other target populations (Mertens, 2005).

### **Research Permission and Potential Ethical Issues**

Prior to conducting the research study, the researcher will submit Institutional Review Board (IRB) protocols to both CGU and SDS U and comply with district policies regarding research at the proposed school site. Currently, the researcher has obtained permission to perform the research study from both school district and administrators at the school site. Parent, students, and educators will be receive consent and/or assent forms describing the voluntary status of this study and outlining guaranteed rights that they have as participants. Confidentiality of the participants will be

maintained through the use of STUDY ID codes for the questionnaires. Confidentiality for participants during the qualitative sections of this study will be maintained by collecting themes that emerge from the qualitative data. Furthermore, pseudonyms for the school and district will be used for this study. Data collected during the quantitative and qualitative sections of this study will be kept in a locked file cabinet and/or password protected computer. As per FERPA, these documents will be destroyed three years after the study. Findings from the study will be presented during the researcher's dissertation defense and to the school site administrators.

### **Researcher's Resources and Skills**

During the first phase of this study, the primary researcher will be collecting quantitative survey data and information from the site's database. As one of the counselors at the research site, his 12 years of experience working at the site will assist him in building rapport and gaining trust among students and their parents. His relationships with students and families may also be helpful in obtaining a significant number of participants for the quantitative portion of the study. The researcher will work with the physical education teacher to determine a time to present the study to all middle school students. During this time, the researcher will cover information about the study and handing out parental consent forms. Approximately two weeks later, the researcher will return to administer the survey to those participants who have parental consent and have signed student assent forms. The researcher also has prior experience administering other instruments to students for research conducted by the district and school site. Additionally, the researcher served as a teaching assistant for Dr. Rafaela Santa Cruz for TE 646 (Seminar in Educational Measurement) and ED 801 (Advanced Educational Statistics).

During the second phase of the study, the researcher will be selecting students, families, and educators to participate and facilitating these focus groups, family pláticas, and semi-structured interviews respectively. Because the researcher has previously conducted focus groups with middle

school students at this site it will be helpful in terms of gaining trust from students and having a context for the population from this research site. Additionally, because the research may have developed rapport with many of these students, they will be more likely to be candid in their responses during the focus groups and case study family pláticas. As the researcher has worked over 12 years at the school site, he has also developed rapport with parents and educators. This experience will help him also build trust with parents during the case study family pláticas specifically. As an educator working at the school site, it is important for the researcher to be aware of how issues related to power differential may negatively influence candid answers to research questions with students and parents. A pilot study utilizing the plática method was conducted in 2012 and proved to obtain informative and honest responses from students and families. Still, the researcher must continually be aware that a power differential does in fact exist; therefore, it is critical that participants understand that the researcher's role during this study is one as a researcher, not school counselor, and that information shared will be kept confidential. Lastly, it is important for the researcher to consciously remain in his role as the researcher and listen as objectively as possible to students, families, and staff alike.

### **Timeline for Completing the Study**

1. August 2012: Approval of proposal
2. August-September: Proposal defense
3. September 2012: IRB approval at CGU & SDSU
4. September-October 2012: Identification of participants
  - a. Send out Consent and Assent forms for Surveys to all 6<sup>th</sup>-8<sup>th</sup> grade students (n = 320)
  - b. Send Out Assent forms for Focus Groups of females (n = 8) and males (n = 8)
  - c. Consent and Assent form for Case Study (n = 4)
5. September-October 2012: Data Collection & Ongoing Analysis
  - a. Administer Survey to all 6<sup>th</sup>-8<sup>th</sup> grade students with parent consent (during Physical Education Period) – will take 1 or 2 days, most likely day researcher is not working
  - b. Conduct 3 Focus Groups (sex)
  - c. Conduct 4 Family Pláticas for Case Studies
  - d. Conduct 4 to 6 Semi-structured Educator Interviews
6. November 2012: Analysis of data
7. December-January 2013: Write up of study
8. January 2013: Draft of study sent to Committee Chairs
9. February 2013: Send revised draft of study to entire Committee
10. March-April 2013: Defend study (no later than April 5<sup>th</sup>)

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## **APPENDIX A: PARENT CONSENT**

### **San Diego State University (SDSU) and Claremont Graduate University Parent Informed Consent Form for Survey/Focus Groups/Case Study Interview on Student Resilience and Academic Performance Mueller Charter School**

**Your son/daughter is being asked to participate in a research study by Ryan Santos. Before you give consent for him or her to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what your son/daughter will be asked to do.**

#### **Investigator**

My name is Ryan Santos and I will be conducting this pilot research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

#### **Purpose of the Study**

I am conducting this study to better understand students' resilience and its relationship to academic achievement at the middle school level.

#### **Description of the Study**

Your son or daughter will be asked to participate by taking a survey during his/her physical class later this week. This survey will contain questions pertaining to your son/daughter's background, attitudes about themselves, their relationships with friends and family, their relationship to school, and the larger community. The survey will take roughly 20 minutes. After the survey I will be examining your son/daughter's grades and test scores from the database at your son/daughter's school. This information is needed only to link students' academic performance with their survey responses.

Students who choose not to participate will be expected to sit quietly while the rest of the class is working.

You son/daughter may also be selected to participate in a small focus group (consisting of roughly 6-8 students in each group) to better understand resilience and the relationship between student resilience and academic performance. The focus groups will require an additional two hours but are not a requirement for taking the survey. If your son/daughter is chosen to participate in the focus group interview he/she can choose whether or not to participate. I will contact him/her in one of his/her classes, during which time I will further explain the focus group interviews, have him/her sign an additional assent form, and check his/her availability. There will be two separate focus groups of four to eight students. Students who choose to participate will do so during a two-hour block of physical education and lunch in late August or early September. Because this will take place during lunch I will be providing a pizza lunch. Additionally, there will be a ten-minute break for students for students to go and get school lunch if they prefer.

Students may also be selected to participate in a case study to provide a more in-depth understanding of resilience and the relationship between resilience and academic performance. This

part of the study will involve and interview with you (parent/guardian) and the child as a family unit. If you and your child decide to participate in the follow up family interview, the will occur after school at the school site during a date and time that works best for your family. If your son/daughter is chosen to participate in the case study, he/she can choose whether or not to participate. I will contact him/her in one of his/her classes, during which time I will further explain the case study, have him/her sign an additional assent form, and explain that I will be contacting you to determine your interest in participating and availability if your child chooses to participate.

### **Risks or Discomforts**

Because of the personal nature of the questions asked, you son or daughter may feel some discomfort. If he/she feels this way, he/she may simply choose to not answer certain questions or choose to stop participating at any time.

With regards to the focus groups and follow up interviews, I will stress to all participants to not share what is talked about outside of the group, but I cannot say for certain that all participants' comments will maintain confidential.

### **Benefits of the Study**

The study may benefit middle school students, especially those at your son/daughter's school by providing a better understanding of resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase both student resilience and student academic performance. You son/daughter may find it rewarding to have a chance to reflect on his or her schooling. I cannot guarantee, however, that your son/daughter will receive any benefits from participation in this study.

### **Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your son/daughter's school. You son/daughter's personal responses will not be linked to his/her name or be reported in a manner that allows for his/her identification. Student ID numbers will be used to gather grades and test scores data, but will then be detached from the rest of the survey.

If you and your son/daughter choose to participate in the focus group or follow up interview, the interviews will be audio recorded. The responses will be kept confidential and will only be used for research purposes to generalize student experiences. If you and your son/daughter meets the criteria to participate, but do not want to be audio recorded then you and your son/daughter will not be asked to participate in the focus group or follow up family interview. Because of the nature of focus groups and family interview, I cannot guarantee confidentiality, but I will stress to all participants to not share what is discussed outside of the group. Confidentiality will be done by using pseudonyms for names of students, the name of your child's school and district and looking for generalizations within the experiences.

During the research process all records will be stored in a locked drawer, and computer records will be stored on password-protected computer to maintain security. When the research is over, all paper and electronic files will be maintained for three years and then destroyed.

### **Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Participation in this study is voluntary. You and your son/daughter's choice of whether or not to participate will not influence you or your child's future relations with me, SDSU, CGU, or Mueller Charter School. Furthermore, you and your son/daughter's choice of whether or not to participate will not influence your child's grades. If you decide to allow your child to participate, you are free to withdraw your consent and stop your child's participation at any time without penalty or loss of benefits to which you were allowed.

### **Questions About the Study**

If you have any questions about the research, please ask by contacting me, Ryan Santos, at [ryansantos@gmail.com](mailto:ryansantos@gmail.com) or at (619) 723-4197.

An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: [irb@mail.sdsu.edu](mailto:irb@mail.sdsu.edu)) or an IRB representative at CGU (phone: 909-607-9406; email: [irb@cgu.edu](mailto:irb@cgu.edu)). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

Please check each box to indicate you consent for the following:

- I give permission for my son/daughter to take part in the research study.
- I give permission for my son/daughter to be audio recorded in a focus group interview.
- I give permission for my son/daughter to be audio recorded in a follow up case study interview.
- I give permission for Ryan Santos, primary investigator, to obtain my son/daughter's academic records from the school's database (FileMaker Pro).

\_\_\_\_\_  
Name of Student Participant

\_\_\_\_\_  
Signature of Parent/Guardian of Participant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Investigator

\_\_\_\_\_  
Date

\*\*\* You may keep the top paper for your records. Please turn in the signature to Mr. Santos.

## **APPENDIX B: STUDENT ASSENT FOR SURVEY**

### **San Diego State University and Claremont Graduate University Student Assent Form for Survey on Student Resilience and Academic Performance Mueller Charter School**

**You are being asked to participate in a research study by Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.**

#### **Investigator**

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

#### **Purpose of the Study**

I am conducting this study to better understand middle school students' resilience and its relationship to academic achievement.

#### **Description of the Study**

If you agree to participate in this study, you will be asked to participate by taking a survey during your physical education class later this week. This survey will contain questions pertaining to your background, attitudes about yourself, your relationships with friends and family, your relationship to school, and to the bigger community. The survey will take about 20 minutes. After the survey I will be examining your grades and test scores from the database for your school through the use of your STUDENT ID number.

If you choose to not participate you will be expected to sit quietly while the rest of the class is working.

You may also be selected to participate in a small focus group to understand the relationship between student resilience and academic performance. The focus groups will require an additional two hours but are not a requirement for taking the survey. If you are chosen to participate in the focus group interview you can choose whether or not to participate. I will contact you during one of your classes, during which time I will further explain the focus group interviews, have you sign an additional assent form, check your availability for the week. There will be two separate focus groups of five to eight students. Students who choose to participate will do so during a two-hour block of physical education and lunch in late August or early September. Because this will take place during lunch I will provide a pizza lunch. Additionally, there will be a ten-minute break for students to go and get school lunch if you prefer.

You may also be selected to participate in a case study to provide a more in-depth understanding of resilience and the relationship between resilience and academic performance. This part of the study will involve an interview with you and your parent(s)/caregiver(s) as a family unit. If you decide to participate in the follow up family interview, it will occur after school at the school site during a date and time that works best for your family. If you are chosen to participate in the case study, you

can choose whether or not to participate. I will contact you in one of his/her classes, during which time I will further explain the case study, have you sign an additional assent form, and explain that I will be contacting your parent(s)/caregiver(s) to determine their interest in participating and availability if you choose to participate.

### **Risks or Discomforts**

While taking this survey, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by not filling in the rest of the survey and letting me know.

### **Benefits of the Study**

The study may benefit middle school students, especially those at your school by providing a better understanding of the relationship between resilience and academic performance. It is hoped that this information will help other schools create programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your schooling. I cannot guarantee, however, that you will receive any benefits from participation in this study.

### **Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. Student ID numbers will be used to gather grades and test scores data, but will then be detached from the rest of the survey.

If you choose to participate in the focus group and/or follow interview, the interviews will be audio recorded. The responses will be kept confidential and will only be used for research purposes to generalize student experiences. If you meet the criteria to participate, but do not want to be audio recorded then you will not be asked to participate in the focus group. Because of the nature of focus groups and case study interviews, I cannot guarantee confidentiality, but I will stress to students to not share what is discussed outside of the group. Confidentiality will be done by using pseudonyms for names of students and looking for generalizations within the experiences.

During the research process the records will be stored in a locked drawer, and computer records will on password-protected computer to maintain security. When the research is over, all paper and electronic files will be maintained for three years and then destroyed.

### **Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with me, SDSU, CGU, or Mueller Charter School. Furthermore, your choice of whether or not to participate will not influence your grade.

**Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at [ryansottosantos@gmail.com](mailto:ryansottosantos@gmail.com).

An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: [irb@mail.sdsu.edu](mailto:irb@mail.sdsu.edu)) or an IRB representative at CGU (phone: 909-607-9406; email: [irb@cgu.edu](mailto:irb@cgu.edu)). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

**Please check each one of the boxes to tell us what you'd like to do:**

- No, I do not want to be in the research study.
- Yes, I want to be in this research study.

**Please check box to indicate your consent for the following:**

- I give permission for Ryan Santos to obtain my academic records from the school's database.

\_\_\_\_\_  
**Write your name here (please print)**

\_\_\_\_\_  
**Your signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Investigator**

\_\_\_\_\_  
**Date**

**APPENDIX C: STUDENT ASSENT FOR FOCUS GROUP**  
**San Diego State University and Claremont Graduate University**  
**Student Assent Form for Focus Group on**  
**Student Resilience and Academic Performance**  
**Mueller Charter School**

**You are being asked to participate in a research study by Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.**

**Investigator**

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

**Purpose of the Study**

I am conducting this study to better understand middle school students' resilience and its relationship to academic achievement.

**Description of the Study**

If you agree to participate in this study, you will participate in a small focus group interview. The focus group will take place during the two-hour block of physical education (P.E.) and lunch at some point (time). I will plan the focus group to fit with you and your classmates' schedule. You will be in a classroom with 4 to 8 of your peers. The group will involve questions about your background, yourself and your relationships with friends and family, your relationship to school, and to the bigger community. Because this will take place during lunch I will provide a pizza lunch. Additionally, there will be a ten-minute break for students to go and get school lunch or your own lunch from home if you prefer.

**Risks or Discomforts**

While participating in the focus group, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room and returning to class. During the focus groups, I will stress to you and your classmates do not share what is talked about outside of the group, but I cannot say for certain that all students' comments will maintain confidential.

**Benefits of the Study**

The study may benefit middle school students, especially those at your school by providing a better understanding of the resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your schooling. I cannot guarantee, however, that you will receive any benefits from participation in this study.

### **Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using pseudonyms for names, this school's name and district and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the focus group, but do not want to be audio-recorded then you will not be asked to be part of the focus groups. Because of the nature of focus groups, I cannot guarantee confidentiality, but I will stress to students to not share what is discussed outside of the group. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

### **Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with me, SDSU, CGU, or Mueller Charter School. Furthermore, your choice of whether or not to participate will not influence your grade.

### **Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at [ryansottosantos@gmail.com](mailto:ryansottosantos@gmail.com).

An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: [irb@mail.sdsu.edu](mailto:irb@mail.sdsu.edu)) or an IRB representative at CGU (phone: 909-607-9406; email: [irb@cgu.edu](mailto:irb@cgu.edu)). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

**Please check each one of the boxes to tell us what you want to do:**

No, I do not want to be in the research study.

Yes, I want to be in this research study.

**Please check box to indicate your consent for the following:**

I give permission to be audio recorded in a focus group interview.

---

**Write your name here (please print)**

---

**Your signature**

---

**Date**

---

**Signature of Investigator**

---

**Date**

**APPENDIX D: STUDENT ASSENT FOR CASE STUDY**

**San Diego State University and Claremont Graduate University**

**Student Assent Form for Case Study on**

**Student Resilience and Academic Performance**

**Mueller Charter School**

**You are being asked to participate in a research study by Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.**

**Investigator**

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

**Purpose of the Study**

I am conducting this study to better understand middle school students' resilience and its relationship to academic achievement.

**Description of the Study**

If you agree to participate in this study, you will participate in a family interview. The interview will take place after school during a date and time that works best for you and your family. The interview will involve questions about your background, yourself and your relationships with friends and family, your relationship to school, and to the bigger community. If you are chosen to participate in the case study, you can choose whether or not to participate.

**Risks or Discomforts**

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room. During the interview, I will stress to you and your parents/guardians do not share what is talked about outside of the group, but I cannot say for certain that all comments will maintain confidential.

**Benefits of the Study**

The study may benefit middle school students, especially those at your school by providing a better understanding of the resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your schooling. I cannot guarantee, however, that you will receive any benefits from participation in this study.

**Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using pseudonyms for student names and name of school and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the family interview, but do not want to be audio-recorded then you will not be asked to be part of the case study. Because of the nature of the family group interview, I cannot guarantee confidentiality, but I will stress to you and your family to not share what is discussed outside of the group. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

### **Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with me, SDSU, CGU, or Mueller Charter School. Furthermore, your choice of whether or not to participate will not influence your grade.

### **Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at [ryansottosantos@gmail.com](mailto:ryansottosantos@gmail.com).

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Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

**Please check each one of the boxes to tell us what you want to do:**

No, I do not want to be in the research study.

Yes, I want to be in this research study.

**Please check box to indicate your consent for the following:**

I give permission to be audio recorded in the follow up family interview.

---

**Write your name here (please print)**

---

**Your signature**

---

**Date**

---

**Signature of Investigator**

---

**Date**

**APPENDIX E: PARENT FAMILY CONSENT FOR CASE STUDY**  
**San Diego State University and Claremont Graduate University**  
**Parent Consent Form for Case Study on**  
**Student Resilience and Academic Performance**  
**Mueller Charter School**

**You are being asked to participate in a research study by Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.**

**Investigator**

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

**Purpose of the Study**

I am conducting this study to better understand middle school students' resilience and its relationship to academic achievement.

**Description of the Study**

If you agree to participate in this study, you will participate in a family interview. The interview will take place after school during a date and time that works best for you and your family. The interview will involve questions about your background, yourself and your child's relationships with friends and family, your relationship to school, and to the bigger community. If you are chosen to participate in the case study, you can choose whether or not to participate.

**Risks or Discomforts**

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room. During the interview, I will stress to you and your child do not share what is talked about outside of the group, but I cannot say for certain that all comments will maintain confidential.

**Benefits of the Study**

The study may benefit middle school students, especially those at your child's school by providing a better understanding of the resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your child's schooling and relationship with the school site. I cannot guarantee, however, that you will receive any benefits from participation in this study.

**Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using pseudonyms for student names and name of school and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the focus group, but do not want to be audio-recorded then you will not be asked to be part of the case study. Because of the nature of the family group interview, I cannot guarantee confidentiality, but I will stress to all in the group to not share what is discussed outside of the group. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

### **Incentives to Participate/Costs**

Students will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with me, SDSU, CGU, or Mueller Charter School. Furthermore, your choice of whether or not to participate will not influence your grade.

### **Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at [ryansottosantos@gmail.com](mailto:ryansottosantos@gmail.com).

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Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

**Please check each one of the boxes to tell us what you want to do:**

No, I do not want to be in the research study.

Yes, I want to be in this research study.

**Please check box to indicate your consent for the following:**

I give permission to be audio recorded in the follow up family interview.

---

**Write your name here (please print)**

---

**Your signature**

---

**Date**

---

**Signature of Investigator**

---

**Date**

## **APPENDIX F: EDUCATOR CONSENT FORM**

### **San Diego State University and Claremont Graduate University Educator Consent Form for Interview on Student Resilience and Academic Performance Mueller Charter School**

**You are being asked to participate in a research study by Ryan Santos. Before you give your consent to volunteer, it is important that you read the following information and ask many questions as necessary to be sure you understand what is being expected of you.**

#### **Investigator**

My name is Ryan Santos and I will be conducting this research study along with the supervision of Dr. Alberto Ochoa (Professor at SDSU) and Dr. Philip Dreyer (Professor at CGU).

#### **Purpose of the Study**

I am conducting this study to better understand middle school students' resilience and its relationship to academic achievement.

#### **Description of the Study**

If you agree to participate in this study, you will participate in a semi-structured interview. The interview will take place after school during a date and time that works best for you. The interview will involve questions about your understanding of Latin@ student resilience. More specifically, what factors enhance or inhibit Latin@ students levels of resilience. If you are chosen to participate in the case study, you can choose whether or not to participate.

#### **Risks or Discomforts**

While participating in the interview, you may feel uncomfortable answering questions about yourself. You do not have to answer any question you do not want to. You may discontinue participation at any time by simply not answering questions or leaving the room.

#### **Benefits of the Study**

The study may benefit middle school students, especially those at your school by providing a better understanding of the resilience and the relationship between resilience and academic performance. It is hoped that this information will help other schools design programs and interventions that increase student resilience and student academic performance. You may find it rewarding to have a chance to reflect on your professional experiences at the school site. I cannot guarantee, however, that you will receive any benefits from participation in this study.

#### **Confidentiality**

All research materials will be kept confidential and will only be used for research purposes and to give a group summary of finding to your school. Your personal responses will not be linked to your name or be reported in a manner that allows for your identification. This will be done by using

pseudonyms for students, staff, name of school and looking for generalizations within the experiences. These interviews will be audio recorded. The responses will be kept confidential and will be used for research purposes to generalize student experiences. If you decide to participate in the interview, but do not want to be audio-recorded then you will not be asked to be part of the study. During the research process the audio files will be stored in a password-protected computer to maintain security. When the research is over, all paper and electronic data files will be maintained for three years then destroyed.

### **Incentives to Participate/Costs**

Participants will not be paid to participate in this study and there are no costs with this research.

### **Voluntary Participation**

Taking part in this study is up to you. Your participation is voluntary. If you decide to participate, you can always change your mind and stop at anytime you want. Your choice of whether or not to participate will not influence your relationship with me, SDSU, CGU, or Mueller Charter School.

### **Questions About the Study**

You can ask me any question about the study and I will do my best to answer them for you. If you have any questions about the study at a later time, you can contact me at [ryansottosantos@gmail.com](mailto:ryansottosantos@gmail.com).

An institutional review board (IRB) is a committee that has been formally designated to monitor, and review research involving humans, with the aim to protect the rights and welfare of the research subjects. If you have questions regarding your rights as a human subject and participant, you may contact an Institutional Review Board (IRB) representative in the Division of Research Affairs at SDSU (phone: 619-594-6622; email: [irb@mail.sdsu.edu](mailto:irb@mail.sdsu.edu)) or an IRB representative at CGU (phone: 909-607-9406; email: [irb@cgu.edu](mailto:irb@cgu.edu)). These review boards are responsible for ensuring the protection of research participants.

Your signature below indicates that you have read the information in this document and you have had a chance to ask questions about the study. It also indicates that you agree to allow your child to be in the study and have been told that you can change your mind and withdraw consent at any time. You have been given a copy of this consent form. You have been told that by signing the consent form you are not giving up any of your legal rights.

**Please check each one of the boxes to tell us what you want to do:**

No, I do not want to be in the research study.

Yes, I want to be in this research study.

**Please check box to indicate your consent for the following:**

I give permission to be audio recorded in the interview.

---

**Write your name here (please print)**

---

**Your signature**

---

**Date**

---

**Signature of Investigator**

---

**Date**

**APPENDIX G: STUDENT SURVEY**

<i>For office use only</i>
Study ID Number:
Student ID Number:
Date of Administration:

**Child and Youth Resilience Measure (CYRM) – 28**

**DIRECTIONS**

Listed below are a number of questions about you, your family, your community, and your relationships with people. These questions are designed to better understand how you cope with daily life and what role the people play in how you deal with daily challenges.

**Please complete the questions in Section One.**

**For each question in Section Two and Three, please circle the number to right that describes you best.** There are no right or wrong answers.

**SECTION ONE**

What is your date of birth? \_\_\_\_\_

What grade are you in? \_\_\_\_\_

What is your sex? \_\_\_\_\_

Who do you live with? \_\_\_\_\_

How long have you lived with these people? \_\_\_\_\_

Please describe who you consider to be your family (For example, 1 or 2 biological parents, siblings, friends on the street, a foster family, an adopted family, etc.)

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People are often described as belonging to an particular racial group. To which of the following do you belong? (Mark or check the one(s) that best describe you).

- Latino/a or Latino/a-American (Mexican, South American, Central American)
  - Black (African-American, African descent)
  - White or European
  - Filipino/a
  - Native American
  - Asian/ Asian-American
  - Other (please specify): \_\_\_\_\_
  - Mixed Race (please list all groups that apply): \_\_\_\_\_
- 

People are often described as belonging to a particular ethnic or cultural group(s). (For example, Mexican, Chinese, Jamaican, German, Italian, Irish, etc.) To which ethnic or cultural groups do you see yourself belonging? Please list as many as you want.

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**SECTION TWO**

SITE SPECIFIC QUESTIONS	Not at All	A Little	Some-What	Quite a Bit	A Lot
TO BE DEVELOPED WITH SITE TEAM	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Do you define yourself as resilient (y/n?)	1	2	3	4	5

**SECTION THREE**

	Not at All	A Little	Some-What	Quite a Bit	A Lot
1. I have people I look up to.	1	2	3	4	5
2. I cooperate with people around me.	1	2	3	4	5
3. Getting an education is important to me.	1	2	3	4	5
4. I know how to behave in different social situations.	1	2	3	4	5
5. My parent(s)/caregiver(s) watch me closely.	1	2	3	4	5
6. My parent(s)/caregiver(s) know a lot about me.	1	2	3	4	5
7. If I am hungry, there is enough to eat.	1	2	3	4	5
8. I try to finish what I start.	1	2	3	4	5
9. Spiritual beliefs are source of strength for me.	1	2	3	4	5
10. I am proud of my ethnic background.	1	2	3	4	5
11. People think that I am fun to be with.	1	2	3	4	5
12. I talk to my family/caregiver(s) about how I feel.	1	2	3	4	5
13. I am able to solve problems without harming myself or others (for example by using drugs and/or being violent).	1	2	3	4	5
14. I feel supported by my friends.	1	2	3	4	5
15. I know where to go in my community to get help.	1	2	3	4	5
16. I feel I belong at my school.	1	2	3	4	5
17. My family stands by me during difficult times.	1	2	3	4	5
18. My friends stand by me during difficult times.	1	2	3	4	5
19. I am treated fairly in my community.	1	2	3	4	5
20. I have opportunities to show others that I am becoming an adult and can act responsibly.	1	2	3	4	5
21. I am aware of my own strengths.	1	2	3	4	5
22. I participate in religious activities.	1	2	3	4	5
23. I think it is important to serve my community.	1	2	3	4	5
24. I feel safe when I am with my family/caregiver(s).	1	2	3	4	5
25. I have opportunities to develop skills that will be useful later in my life (like job skills and skills to care for others).	1	2	3	4	5
26. I enjoy my family's/caregiver's traditions.	1	2	3	4	5
27. I enjoy my community's traditions.	1	2	3	4	5
28. I am proud to be (Nationality: _____)	1	2	3	4	5

What is a tough or difficult time for you? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

When times are tough or difficult in your life, what do you do to feel better? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

***THANK YOU FOR COMPLETING THIS SURVEY!***

**To be completed by administrator:**

CST Lang Arts	CST Math	GPA	SPED	CELDT	F/R Lunch

**APPENDIX H: FOCUS GROUP PROTOCOL**  
**FOCUS GROUP QUESTIONS**  
*Semi-Structured Interview Questions*

*Before conducting focus group interviews, the primary investigator/researcher will confirm that students selected for the focus group have completed and turned in both assent and consent forms. The primary investigator will also review the assent form with the students at the beginning of the focus groups to ensure that students fully understand what it means for them to assent to participating in the study. The researcher will also cover confidentiality and time frame related to the study.*

What do I need to know to grow up well here?

How do you describe people who grow up well here despite the many problems they face?

What does it mean to you, your family, your community, when things bad things happen?

What kinds of things are most challenging for you growing up here?

What do you do when you face difficulties in your life?

What does being healthy mean to you and others in your families and community?

What do you do, and others do, to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for you, what help you stay engaged in your schoolwork?

How do or how can your parent(s)/caregiver(s) provide support to you during difficult times?

How do or how can teachers and other staff member here at your school provide you support when you face difficulties in your life?

Is there anything else that you'd like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.

**APPENDIX I: CASE STUDY PROTOCOL**  
**CASE STUDY - INTERVIEW QUESTIONS FOR FAMILY**  
*Semi-Structured Interview Questions*

*Before conducting case study interviews, the primary investigator/researcher will confirm that students selected for the case study have completed and turned in both assent and consent forms. At the beginning of the interview, the primary investigator will also review the assent form with the students and their families to ensure that students and their parent(s)/caregiver(s) fully understand what it means for them to assent or consent to participating in the study.*

What do I need to know to grow up well here?

How do you describe people who grow up well here despite the many problems they face?

What does it mean to you, as a family, when things bad things happen?

What kinds of things are most challenging for middle school children growing up here?

What do you do as a family when you face difficulties in your life?

What does being healthy mean to you as a family?

What do you do, as a family, to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for you, what help you stay engaged in your schoolwork?

How do as a family find support to you during difficult times?

How do or how can teachers and other staff member here at your school provide you support to your family during difficulties in your life?

Is there anything else that you'd like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.

**APPENDIX J: EDUCATOR INTERVIEW PROTOCOL**  
**CASE STUDY - INTERVIEW QUESTIONS FOR EDUCATORS**  
*Semi-Structured Interview Questions*

*Before conducting educator interviews, the primary investigator/researcher will confirm that students selected for the educators have consent forms. At the beginning of the interview, the primary investigator will also review the consent form with the educator to ensure that he/she fully understand what it means for them to consent to participating in the study.*

What do I need to know to grow up well in this community?

How do you describe students who grow up well here despite the many problems they face?

What kinds of things are most challenging for middle school children growing up here?

What do your students do when they face difficulties in their lives?

What are the ways do students and their families maintain health?

What do your students and families, to keep healthy, mentally, physically, emotionally, and spiritually?

When times are tough/difficult for your students, what do you do to help keep them engaged in the learning process?

How do you support students and their families during difficult times?

How do or how can you and other staff members provide support to your students and their families during difficulties in their life?

Is there anything else that you'd like to add or share?

If you have some ideas that you were not able to express or share during our focus group, please feel free to write it down and hand into me. Thank you for your time.