

Una Promesa for Equitable and Culturally Responsive Practices at Hispanic-Serving Institutions



Tricia Rosado, M.A.

Director Caminos al Éxito (a Title V Developing HSI grant)

Metas para la Plática

To generate culturally responsive Ideas that create authentic, equitable, and inclusive systems, practices, and activities for Latinx students where they feel safe and supportive benefiting the entire College



Yo soy

A first in my familia college student whose educational experiences mirror those of students I serve

- + The recipient of financial aid and scholarships that helped fund my education and still paying student loans
- + The first in my familia to receive my bachelor's degree and pursue advanced credentials
- + Born and raised in Chicago
- + A proud Borinqueña whose familia still reside on the Island
- + Bilingual and bicultural
- + A racial equity practitioner and accomplice with over 25 years experience partnering with public educational institutions
- + A believer of the importance of families and their authentic inclusion in the college enrollment process
- + A practitioner of praxis, distributive leadership, and advocate of capacity building
- + A thought-partner, a champion of teams, and all that is collectively accomplished
- + My ancestors wildest dreams

Una Promesa to my Community



Promesa

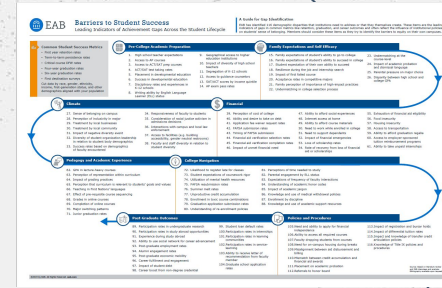
promise, vow, pledge

a commitment you make with your word,
body, heart, soul, grounded in spirituality,
and promised to a person or community



EAB

Barriers to Student Success



Pre-College Academic Preparation

Family Expectations and Self Efficacy

Financial

Climate

Pedagogy and Academic Experience

College Navigation

Policies and Procedures

Post-Graduate Outcomes

<https://attachment.eab.com/wp-content/uploads/2019/08/36718-AAF-BarrierStudentSuccess.pdf>



Deficit Thinking

'Deficit thinking' refers to the notion that students (particularly those of low income, racial/ethnic minority background) fail in school because such students and their families have internal defects (deficits) that thwart the learning process (for example, limited educability, unmotivated; inadequate family support).

Valencia, R. R. (Ed.). (1997). *The evolution of deficit thinking: Educational thought and practice*. The Falmer Press/Taylor & Francis.



Assimilation

Instilling groups of students the skills to make them successful in the Eurocentric educational system that dominates most schools in the United States.

Culturally Responsive

Cultural responsiveness enables individuals and organizations to respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, disabilities, religions, genders, sexual orientations, and other diversity factors in a manner that recognizes, affirms, and values their worth.

(<https://www.childwelfare.gov/topics/systemwide/cultural/>)



Assimilation

Responsibility of student to know the system to enroll

Market-share grab of Latino students to achieve 25% enroll

Monolingual

Orientation, Open Houses, and Welcome events,

Keep parents at arm's length

Using standardized test scores

Support Programs and remedial class to "help" students

A few materials in Spanish

Students allowed to bring one guest; only English materials and speakers

FERPA as a weapon to keep families away

Culturally Responsive

Holistic review of student application which takes into account lived experiences

Servingness
(practices + outcomes)

Bilingual staff and all materials in Spanish

Importance of Spanish-speaking facilitators and materials to generate trust and build connections among familia participants

Inclusive, engaging, bilingual events for families that includes "cuentos" (stories of perseverance)



Higher Education and Hispanic-Serving Desafíos

Realities of Higher Education

- Different platform and systems (governance, funding, organizational structures, business and work operations, calendars, data systems, “office suites”, etc):
- Minimal time/space/opportunity for communication and planning;
- Limited dialogue regarding areas of improvement, ideas for improvement, and institutionalization of grant initiatives;
- Narrow influence within the institution and other departments;
- Lack of incentives or structures to disrupt antiquated practices and status quo; and
- Consistent lack of shared knowledge across the ecosystem at all levels.

The Hispanic “Serving” Challenge

Inequities Hispanic students face:

- Less likely to attend and graduate college than white students;
- Less likely to attend a baccalaureate institution;
- “Color-blind” practices;
- Specialized programs, plans, and supports which are deficit-based;
- Lack of representation among faculty and staff; and
- HSIs are often underfunded .68 cents to every \$1).



The Hispanic-Serving Opportunity

Create an ***anti-deficit, equity-based,***
and ***liberatory approach*** that includes two dimensions,
outcomes (i.e., graduation, post-baccalaureate job placement) and
culture (i.e., positive campus climate, programs, and services)



Title V: Caminos al Éxito Partnership

- A Developing Hispanic-Serving Institutions Cooperative Grant
- Northeastern Illinois University + Wilbur Wright College (A City College of Chicago) + 13 Chicago Public high schools
- Misión: To close equity gaps connected to student success and retention during the critical phases of outreach, enrollment, transfer, and graduation
- Meta: Expand access to college by building structures that engage and support Latina/o/x students and their families through culturally responsive practices.
- Collaborations with over 50 departments, faculty, staff (university/college/staff)
- Team of 16 across both institutions (student workers, part-time and full-time) that are bi-lingual, bi-cultural, as well as attended the schools and live in the communities we serve



Caminos al Éxito: Nuestra Promesa

- Commitment and prioritization to our communities, students, and families through understanding and respect for the race and ethnicities within the communities
- Strengthen a culture and practice of trust and respect with each other and all our stakeholders
- Collectively embrace best practices for Latino students and their families including belonging and **confianza** (Garcia et al., 2019) and **community cultural wealth** (Yosso, 2005)
- Ensure our values and theory of practice are strengths-based and culturally responsive
- Build a more sustainable ecosystem leading to the removal of systemic barriers that truly institutionalize our findings



Caminos al Éxito: Metas Alcanzadas

- 2022-2023 we served 2,700 individuals (students, families, school counselors, administrators) via 250 different activities/large- and small-scale events/one-on-ones
- Initiated campaigns to increase sense of belonging (I am/Yo soy NEIU and eNvivo)
- Supported Early College and “Summer Transition Program”
- Over 220 students participated in retention initiative (“Eagle Fest”)
- Redesigned the transfer process to be more inclusive and intuitive
- Culturally responsive practices infused in Enrollment



Framework for programmatic delivery is centered around the C.O.D.E. Conocimiento, Oportunidades, Dignidad, y Equidad

Conocimiento (Consciousness)

Commitment and prioritization to our communities and families through understanding and respect for the race and ethnicities of the communities we serve as well as traditional and/or diverse non-traditional families (including multi-race, LGBTQ, Undocumented, DACA, and mixed-status families) and living situations (multi-generational, foster, and alternative)

Oportunidades (Opportunities)

Services are culturally responsive and aligned to the needs, from a strengths-based perspective, of students and their families

Dignidad (Dignity)

- (a) Intentionality of the practices, respectful language, and understanding of marginalized communities;
- (b) Personalization (individualized, small, and/or large group);
- (c) Modality (virtual, in-person, and/or hybrid);
- (d) Language (English, Spanish, and/or bilingual); and
- (e) Convenience (on campus and/or in the community as well as day of the week and time)

Equidad (Equity)

Consistent trajectory of improvement for retention and graduation, commitment to closing the retention and graduation gaps for minoritized students, and ensuring our practices are equitable.



Conocimiento

Consciousness

Commitment and prioritization to our **communities** and families through understanding and respect for the race and ethnicities of the communities we serve as well as traditional and/or diverse non-traditional **families** (including multi-race, LGBTQ, Undocumented, DACA, and mixed-status families) and **living situations** (multi-generational, foster, and alternative)



La Familia



<https://www.adobomagazine.com/entertainment/dc-introduces-a-new-superhero-onscreen-with-debut-of-blue-beetle-trailer/>



Oportunidades

Opportunities

Services are **culturally responsive** and aligned to the needs, from a **strengths-based perspective**, of students and their families



Strengths

Familismo

A cultural value that is shared across generations and places a strong emphasis on the collective (rather than the individual), attachment, belonging, and confianza, as well as traits such as accountability, loyalty, responsibility that increase resilience within families.

(Gonzales, 2019; Jabbar et al., 2017; Liou et al., 2021; Rocha, 2021; Saenz et al., 2018; Witkowsky et al., 2020)



Strengths

Apoyo

Moral support is provided by families to ensure high educational expectations are met with the necessary emotional, physical and/or financial support

(Liou et al., 2021).

Cuentos/Consejos

A form of knowledge transfer among families is through cuentos (stories) and consejos (advice) as an example of the “pedagogies of sacrifices that helped raise students’ consciousness of oppressive experiences and enable the possibility for transformative behavior by encouraging educational motivation, aspirations, and attainment

(Rocha, 2021, p. 186).



Cultural Wealth

Aspirational Capital

The ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers



Familial Capital

Acknowledges nurtured among familia (kin) that carry a sense of community history, memory, and cultural intuition



Linguistic Capital

The intellectual and social skills attained through communicating experiences in more than one language and/or style



Social Capital

Networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions



Navigational Capital

Skills of maneuvering through social institutions



Resistant Capital

Knowledges and skills fostered through oppositional behavior that challenges inequality



La “Cultural Wealth” en Nuestro Comunidades

Aspirational Capital

- Role of “la familia” (the family) and its role in college success
- Importance of parental engagement in supporting Latina/o/x students’ postsecondary success
- An increase in Latina/o student persistence was demonstrated when practices incorporated families and strengths-based practices
- Activities that create meaningful opportunities for families to engage on campus

Familial Capital

Linguistic Capital

- Ability to speak and think in multiple languages
- Importance of Spanish-speaking facilitators and materials to generate trust and build connections among familia participants

Social Capital

- Reflect the diverse community

Navigational Capital

- Families have navigated complex systems
- Postsecondary credentials in their pais

Resistant Capital

- Latina/o/x families’ “cuentos” (stories of perseverance) can serve as inspiration and should be incorporated into the development of inclusive practices



Dignidad

Dignity

- (a) Intentionality of the practices, respectful language, and understanding of marginalized communities;
- (b) Personalization (individualized, small, and/or large group);
- (c) Modality (virtual, in-person, and/or hybrid);
- (d) Language (English, Spanish, and/or bilingual); and
- (e) Convenience (on campus and/or in the community as well as day of the week and time)



Deconstructing to Reconstruct

Confianza

Confianza embodies elements of trust, responsibility, and mutual respect.

(excelencia in education, 2022, p. 3)



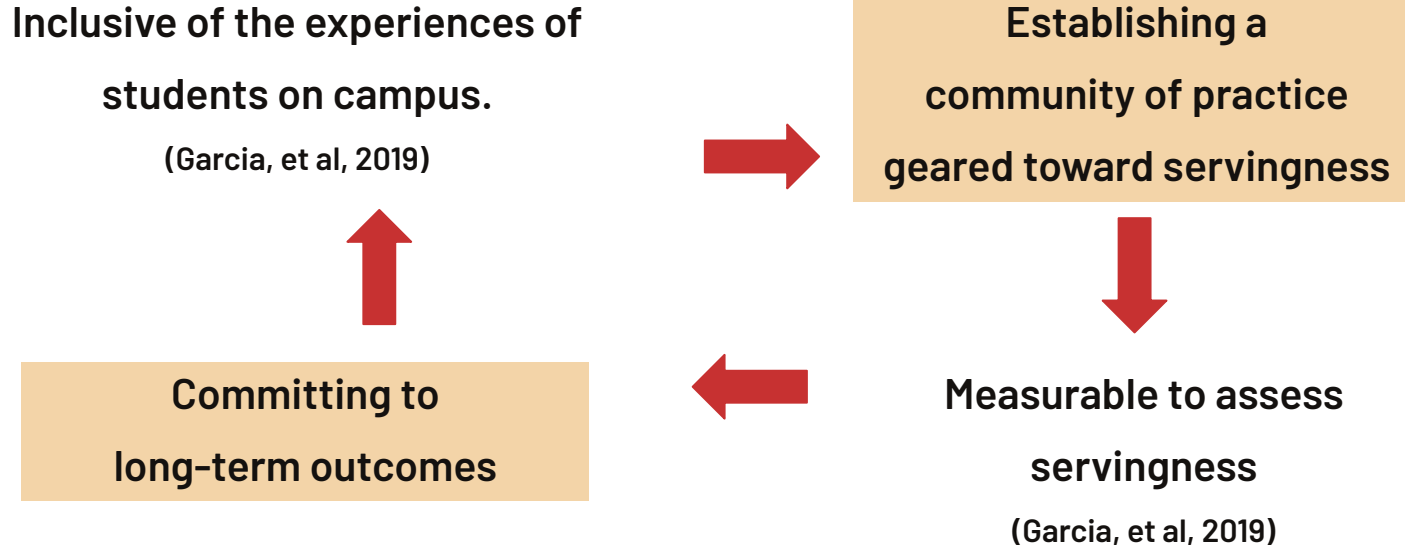
Equidad

Equity

Consistent trajectory of improvement for retention and graduation, commitment to closing the retention and graduation gaps for minoritized students, and ensuring our practices are equitable.



Building an HSI Partnership based on Servingness



Praxis

Engaging in a praxis that bridges theoretical concepts to everyday practice

Developing a race praxis acknowledges that those concerned with challenging dominant ideologies will have to “get their hands dirty.”

(Stoval, 2004, p. 12)

Ally

An advocates for groups or individuals who do not come from the same place of privilege as the ally. Being an ally is considered one of the first steps in race and social justice work.

<https://www.ywcaworks.org/blogs/ywca/tue-12212021-1103/whats-difference-between-ally-and-accomplice#:~:text=The%20term%20ally%20is%20defined,but%20goes%20beyond%20to%20advocacy.>

Accomplice

The term accomplice encompasses allyship but goes beyond to advocacy. An accomplice uses their privilege to challenge existing conditions at the risk of their own comfort and well-being.

<https://www.ywcaworks.org/blogs/ywca/tue-12212021-1103/whats-difference-between-ally-and-accomplice#:~:text=The%20term%20ally%20is%20defined,but%20goes%20beyond%20to%20advocacy.>



Latinos in the United States

Based on the 2020 Census, to be a Latino/a/x in the U.S. means:

- you were counted as one of 62.1 million people of any race,
- classified as "Hispanic or Latino,"
- that you were part of a group that grew 23% from the last census in 2010.

The Latino population accounted for slightly more than half (51.1%) of the total U.S. population growth between 2010 and 2020.



There are 1 million fewer students enrolled in college now than before the pandemic began.



https://www.mprnews.org/story/2022/01/13/npr-more-than-1-million-fewer-students-are-in-college-the-lowest-enrollment-numbers?gclid=Cj0KCQjw06-oBhC6ARIsAGuzdw2tA0cr90B7yufyR-yi_cv0CeuV-qFTeKmVYq06d_rk5VfIBWshAgaArizEALw_wcB



The number of Latino people ages 18 to 24 enrolled in college increased to 2.4 million in 2021, up from 1.2 million in 2005.



<https://www.census.gov/library/stories/2023/05/significant-educational-strides-young-hispanic-population.html>



Nuestros Estudiantes Son

- Part of one or more groups that have their own unique cuisine, music, cultural, and artistic traditions.
- Part of a group that is growing faster than all other groups.
- Individuals with two or even three cultures because they are in America with Latino heritage.
- Generally bicultural and bilingual providing them many educational, social, psychological and lifestyle advantages.
- Diverse in thought and experiences which create richer classroom experiences for peers, critical thinking, and higher overall achievement levels for both majority and minority group members.
- A critical partner in their education and should be included authentically
- Their lived experiences have value
- Their family's and ancestors wildest dreams



**What Promesas are
You Ready to Make?**



Gracias

President Carrie Besnette Hauser, Ph.D.

Vice President Kathryn Regjo, Ed.D., Academic Affairs

Fall Equity Institute Planning Committee

for the invitation, insights, and support for this week's events

All of you for being here today



Tricia Rosado, M. A.

Director. Caminos Al Éxito (Title V)
Northeastern Illinois University (NEIU)
t-rosado@neiu.edu