



Prepárate

College Board, March 2021

Attended by Christie Scott



Purpose

Preparate highlights national models that are successfully preparing Latino students for college success and life.



What does this mean for us?

With roughly half of our student population identifying as Latinx, we need to focus on ways to engage them and help them be successful, especially now.

Icebreaker (because we all love them 😊)

Come up with an “I am from...” statement with 3 places about you

I am from the water, the calm shoreline my father called home.

I am from the stars that captivated my mother, from among whom she now looks down upon me.

I am from the vineyards, stretching far and wide the way I hope one day my reach will follow.



Culturally Responsive Pedagogy Through Interdisciplinary Latinx Studies

- Incorporates who they are
- Uses multicultural literature
- Asset and language-based approach



- Cultural Club: monthly activities in the arts incorporating their culture and background
- End of Year Showcase for parents and families




- Ethnic studies incorporated into ALL subjects
- Engages students in ALL aspects of school and improves performance and graduation rates



Precious Knowledge (PBS, 2012)

Precious Knowledge interweaves the stories of students in the Mexican American Studies Program at Tucson High School. While 48 percent of Mexican American students currently drop out of high school, Tucson High's Mexican American Studies Program has become a national model of educational success, with 100 percent of enrolled students graduating from high school and 85 percent going on to attend college. The filmmakers spent an entire year in the classroom filming this innovative social-justice curriculum, documenting the transformative impact on students who become engaged, informed, and active in their communities.



Empowering Students and Increasing College Readiness Through Ethnic Studies

Where: Pico Rivera, CA

97.3% of students are Hispanic/Latino

16.7% ELLs

70.6% low SES

ERUSD: 2014 to 2019

Our Journey, Our Results

	Before Ethnic Studies (2015)	With Ethnic Studies (2019)
a-g Completion Rate	44.5%	57.0%
Graduation Rate	92%	96.8%
Suspension Rate	4.6	3.6



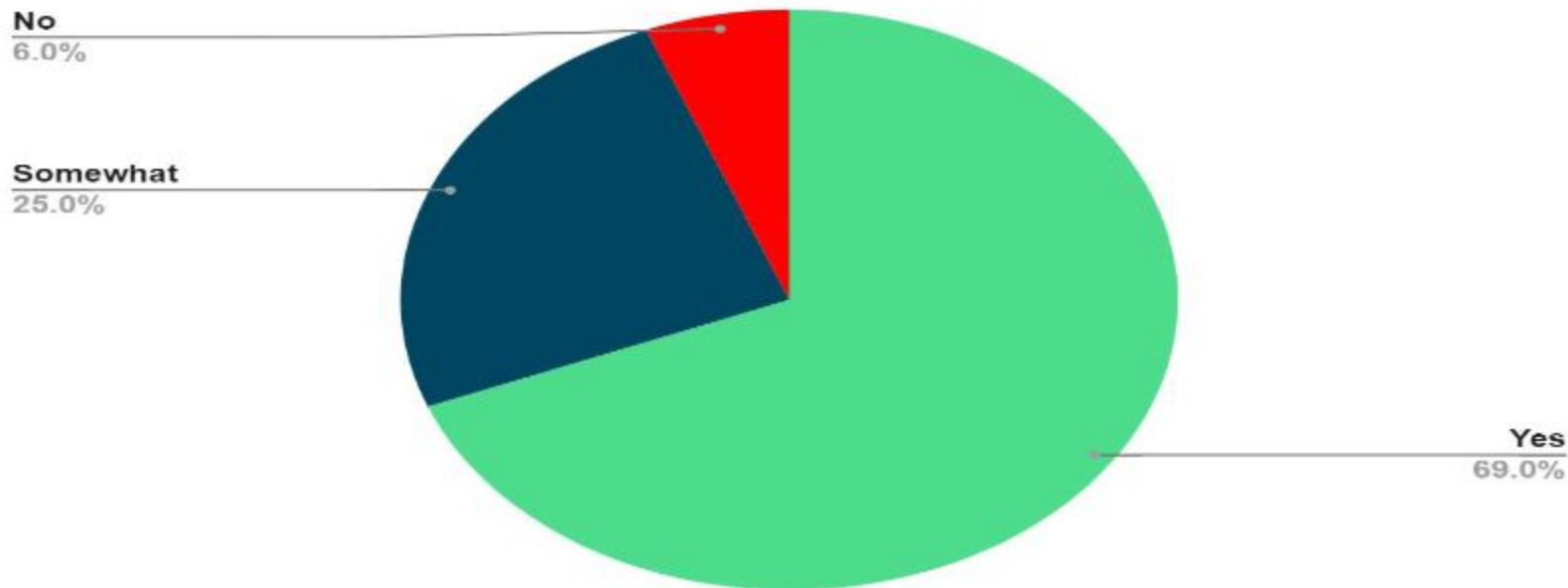


The Ethnic Studies Impact in the Classroom

	D/F Rate %	Difference %
English 11	23.8	9.4
Diversity in Literature	14.4	
US History	10.8%	4
Mex-American Heritage	6.8%	
Int Math 3	49%	15.4
Ethno-Stats	33.6%	

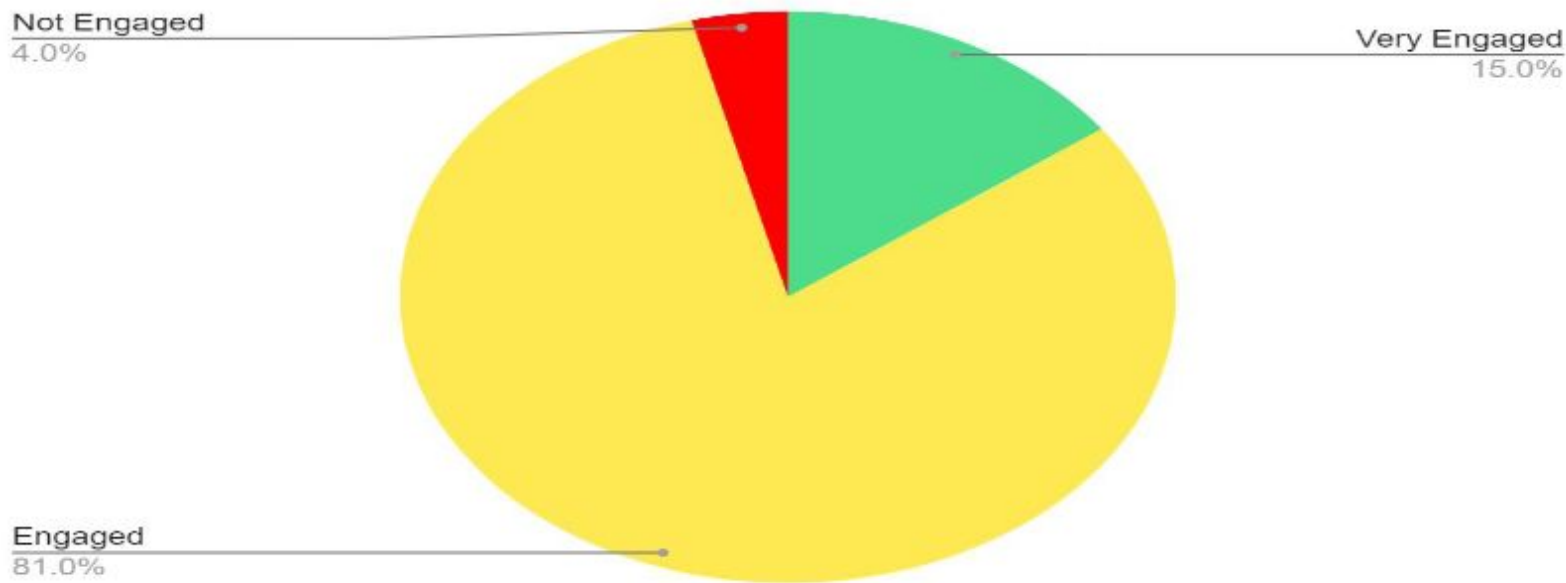
Power & Impact of Ethnic Studies on Student Lives

Does Taking Ethnic Studies Make You Feel More Empowered In Your Life?



Ethnic Studies Improves Distance Learning Experience

Engagement in Ethnic Studies Course During Distance Learning





Our Journey: From 2014 to Now

June 2014 – Adoption of Resolution

August 2014 – Meet with Stakeholder Groups

September 2014 – Form Teacher Committee

Oct. – Nov. 2014 – Establish vision and course guidelines

Dec. 2014 - Call for Proposals

Jan. 2015 – Committee reviews proposals & provides feedback

Feb. – May 2015 – A-G Course Submission Preparation

May – June 2015 – Course Offerings

Summer 2015 – Curriculum Writing

Fall 2015 – Course Implementation

Fall 2017 – Developed the ERUSD Ethnic Studies Curriculum Council

Spring 2018 – ERHS established first Ethnic Studies Department

All Ethnic Studies Courses in ERUSD are A-G

Approved

- Multicultural Literature
 - Examining Cultural Diversity and Gender through Literature & Film
 - Chicano Mural Art
 - Mexican American Heritage
 - Am I an Ethnic Statistic?
 - Art & Culture
 - Foundations of Ethnic Studies


Ethnic Studies & A-G

A Perfect Combination for
Cross-curricular Success



How can you integrate ethnic studies into your curriculum without creating a whole new course?

Take a minute and talk to your neighbor

- 
- Teacher-driven in creation
 - Didn't replace any courses, just integrated content with ethnic studies
 - Made it **meaningful and worth their time**



Empowering Latinas Through STEM

Program: Girls in STEM

Example Components:

1. Financial literacy workshops
2. Field trips
3. STEM mentors
4. ASVAB
5. Guest speakers



How do they do it?

- Grant writing
- Local companies (hospital)
- Nonprofits helping ethnic groups



Brainstorm for a minute

Pick a component or one of the ways they accomplish this

How can we emulate it here?




Creating a Generation of Higher Education Scholars in the LatinX Community

- Graduation Generation by Emory University in Atlanta
- Parent and teacher relationships
- School and community partnerships
- Relationships between college and high school students



- Latino Youth Leadership Conference
- Paving Our Futures



How to adapt this work in your community

- Reach out to colleges/universities
- Alumni associations
- Create partnerships with community organizations
- Work with colleges to arrange tours
- Look at conferences colleges are offering



Juntos con la Comunidad - Together with the Community

- Engaging Latino Communities for Education in Bronx, NY
- Selective program
- Outside of class time
- Expose them to college life
- High exposure to science in middle school (chem, A&P, etc.)
- AVID



Latinx with Disabilities: Supporting Students' Transition to College

- Includes ELLs and students with IEPs and 504 plans
- Goal: engage the parents so the students will also be engaged
- Who: teachers, admin, counseling
- What: plans for their future



Research Says...

They don't like to do extracurricular activities because they feel they won't be able to focus on studies

Can you think of any students who seem like they may want to do more but hold back? What can we do to help them?



Students also talk with family about their future possibilities and family in other countries

Their desired support: hands on help with college applications



Suggestions

- Include family networks when helping students plan for their future
- Ask about interests OUTSIDE of school
- Center family's expertise and have ongoing conversations
- Involve students in their IEP meetings (advocate for themselves because they will need to do that in life)
- Focus on integrating in school and out of school activities



Beyond Intervention: Empowering Immigrant Students for Success

We don't have as high of an immigrant population as the presenter, but we do have a sizeable Hispanic population.

Assess the school/environment and create an action plan

To the handout!



My Main Takeaways

- Engage parents early and often
- Use community resources
- Incorporate our students' cultures
- Provide them opportunities in STEM and arts
- Take stock of what you personally don't know, and work to change it



- What are YOUR main takeaways?
- Any questions/comments?