

SIGNIFICANCE

- ❖ The purpose of this study is to analyze and understand the positive aspects of familismo and its contribution to the success of high-achieving ELL high school graduates.
- ❖ ELLs are aware that coming to America is both a privilege and a sacrifice so, they often sacrifice their academic goals and dreams to aid the family financially or to assist with caregiver responsibilities (Smith-Morris, 2013).
- ❖ In my professional experience conducting exit interviews with ELL students, I often encounter how the negative side of familismo gets in the way of the student's success.
- ❖ To combat the high dropout rate of ELLs who grapple with familismo and academic acculturation, I will interview high school graduates who have succeeded academically in high school.
- ❖ This study will help find information that can help practitioners educate families about how to better support ELL students for their long-term success and that of the family.

RESEARCH QUESTIONS

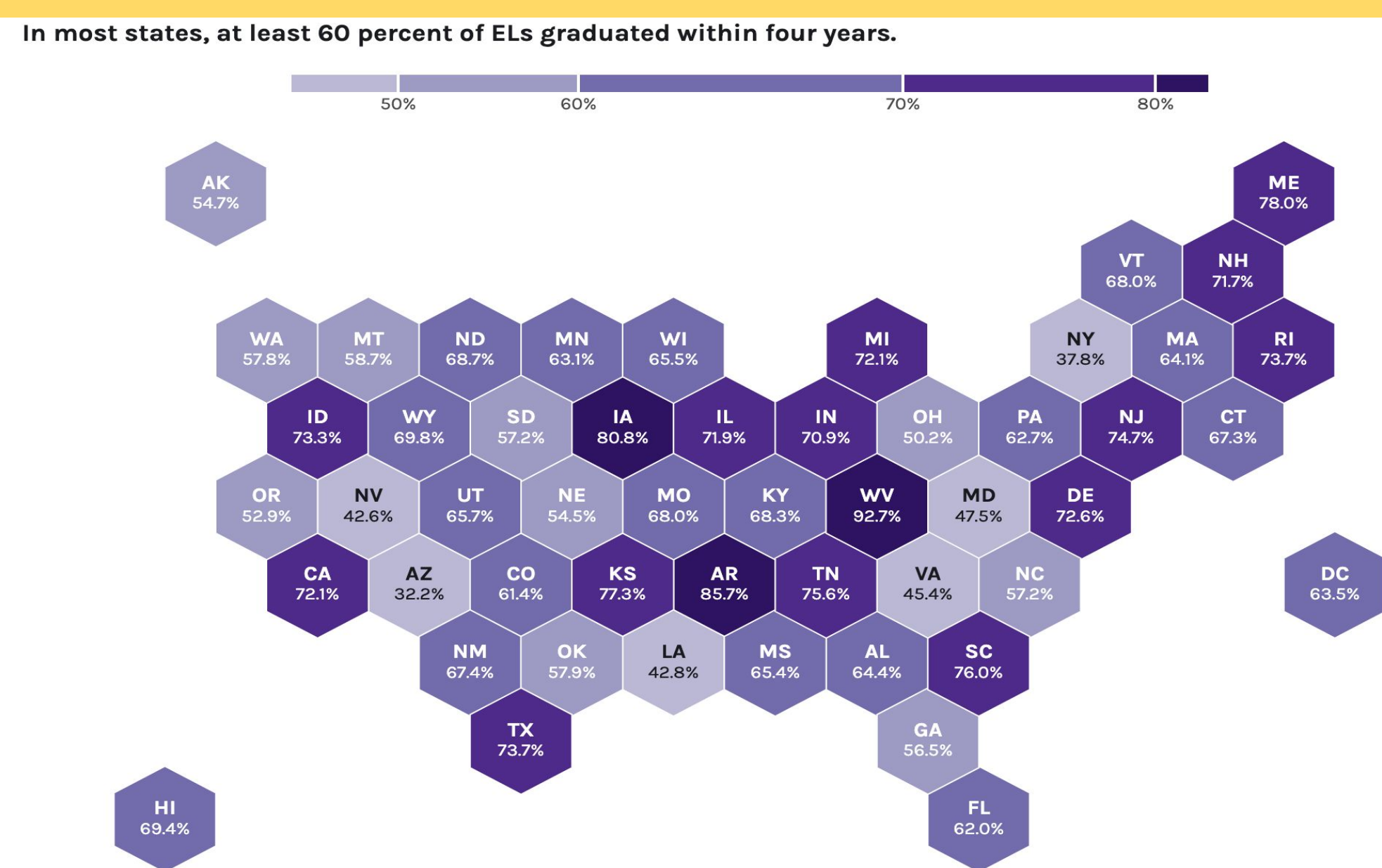
How has familismo positively influenced the academic acculturation of former high-achieving ELL high school students?

Sub-questions

- ❖ Does familismo contribute to the identity development of high school students as they attempt to assimilate into American culture?
- ❖ Has familismo played a positive role in overcoming challenges that Latiné/x ELL students face during cultural assimilation that have an impact on their academic success and if so, what are they?
- ❖ How does familismo promote or support academic acculturation?

PROBLEM OF PRACTICE

- ❖ ELL high school students are dropping out of high school at higher rates than their peers (Kim et al., 2015).
- ❖ The graphic below shows that in 2015–16, the average percentage of ELLs that graduated high school with their cohort is less than 60%; with some states having percentages as low as 32%.



Source: U.S. Department of Education, 2015–16 Consolidated State Performance Report

Exploring how family is the key to the academic success ELL students in order to prevent Latiné/x students from dropping out of High School



19.1%
of ELLs Dropped out in 2022
NJDOE 2022 Report



CONTEXT

English Language Learners (ELLs)

- ❖ Even though English is taught all over the world, ELL students are students who do not speak English fluently (Braine, 2014).
- ❖ A 4.5 or higher on the WIDA ACCESS test means the student is fluent enough not to be classified as an ELL.
- ❖ The ACCESS test measures English language fluency in four domains: listening, speaking, reading, and writing (Touchton et al., 2017).
- ❖ The purpose of this research is to study positive familismo factors in high school students who are classified as ELL students because they face acculturation issues as new comers to this country.
- ❖ Their family ties are already strong and only become stronger as they struggle to adapt to a new life in America.
- ❖ As a result, familismo has proven to be both detrimental and beneficial to the academic acculturation of high school students.

High Achieving ELL Former High School Students

- ❖ For the purpose of this study the high achieving student must meet the following criteria:
 - ☐ Have graduated from high school with their cohort in June
 - ☐ Have been involved in the school community through clubs, sports or academic programs or opportunities not generally required of a high school student; like an internship.
 - ☐ Be enrolled in a post-secondary degree or certification program aimed at a career or post-graduate academic track.
- ❖ The purpose of this research is to examine high-achieving ELL students who positively thrive through familismo while experiencing academic acculturation.

THEORETICAL FRAMEWORK

LatCrit- Latino/a Critical Theory

- ❖ Latino/a Critical Theory (LaCrit) is a by-product of Critical Race Theory initiated in the field of law (Bernal, 2002).
- ❖ Latiné/x people feel as if their contributions are not taken into account, especially in educational settings.
- ❖ It is a theoretical framework that explores subordination on an ethnic level (Bernal, 2002).
- ❖ LaCrit will help explore factors of familismo in Latiné/x families and students that may be overlooked as something of value because society undermines the contributions of Latinos.
- ❖ This framework will challenge the common aspects of familism and contest the factors of familismo that contribute to the success of high school ELL high-achieving graduates.

Familismo

- ❖ Familismo is a social construct that is a core value of the Latiné/x family.
- ❖ It is essentially the belief in placing the needs of the family, both nuclear and extended, before that of the individual (Smith-Morris, 2013).
- ❖ The literature on familismo already suggests that some factors of familismo are taken for granted because they are core values inculcated in Latinos since an early age (Stein et al., 2014).
- ❖ There are three tenets commonly described in the literature about familismo: (Sabogal et al., 1987).
 - ☐ Familial obligations -refers to the material and non-material caretaking of family members
 - ☐ Perceived support from the family -the idea that the family will come together to contribute to solutions to problems in the family (Smith-Morris, 2013).
 - ☐ Family members as referents -the family dictates proper behavior or decision-making according to family expectations (Smith-Morris, 2013).

RESEARCH DESIGN

- ❖ **Research Design** – Qualitative
- ❖ **Strategy of Inquiry** – Phenomenology
- ❖ **Methodology** – Heuristic Inquiry
- ❖ **Unit of analysis** – Urban High School and former High Achieving ELLs
- ❖ **Purposeful sample** –10-15 participants, multiple interviews
- ❖ **Setting** –No 2. High School in a NJ Urban high school with over 1300 students. Total ELL population is 459 students from Newcomer to ESL IV
 - ❖ **Data Collection** – The study will include:
 - ☐ *Platicas- Informal Conversational Interviews
 - ☐ Written Narratives
 - ☐ Academic Documents

*Platicas is Spanish for talks