

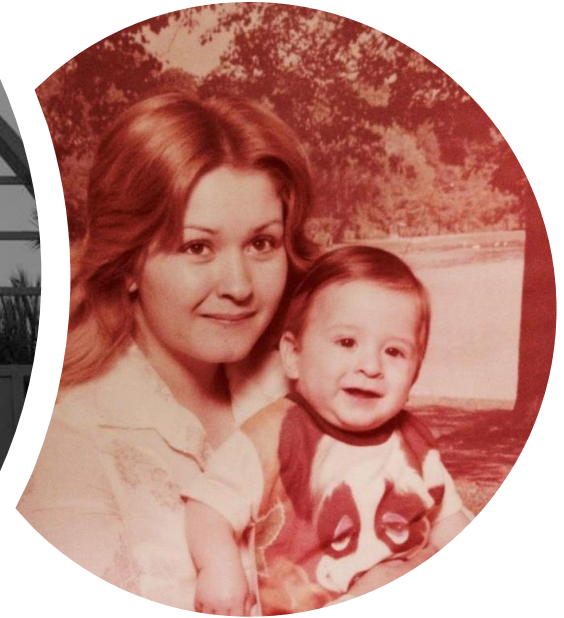
CULTURAL WEALTH

**VENTAJAS/ASSETS Y CONOCIMIENTOS/KNOWLEDGE:
LEVERAGING LATINA/O**

STRENGTHS TO FOSTER EDUCATIONAL SUCCESS

Goals

- A little about me
- Describe the upside and downside of the student experience;
- Outline asset-based theoretical frameworks that may be employed to develop student success models;
- Identify the ventajas/assets and conocimientos/ knowledge that students employ to succeed at school
- Provide examples of leveraging strategies that are aligned with student assets and ways of knowing.

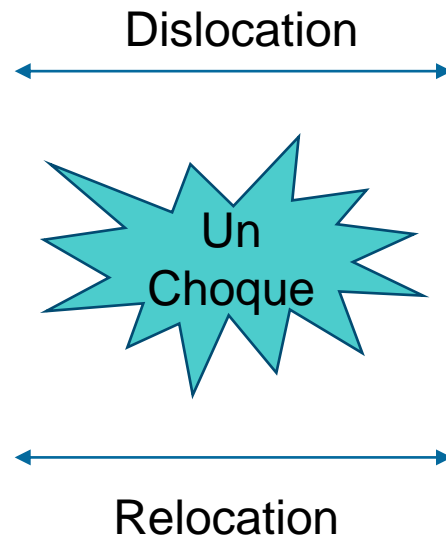
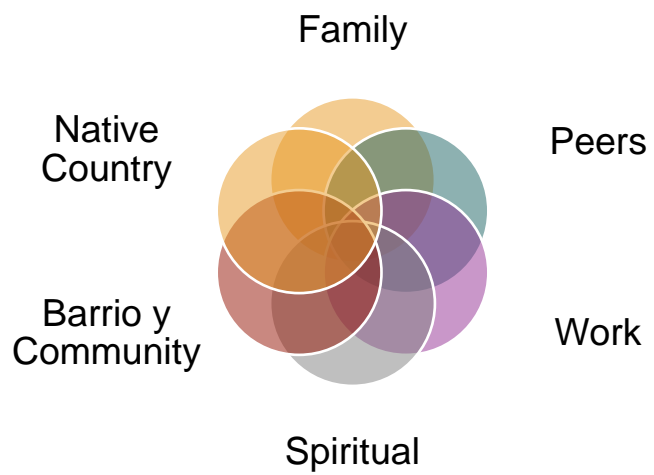


THE UPSIDE & DOWNSIDE OF STUDENT EDUCATIONAL EXPERIENCES

WHAT ARE THE UPS/DOWNS OF TEACHING?

MALETA

ENTRE MUNDOS: NAVIGATING MULTIPLE WORLDS



VENTAJAS Y CONOCIMIENTOS: ASSETS & FUNDS OF KNOWLEDGE

- Cultural Capital
 - Knowledge and behaviors that are valued by the upper classes (Passeron & Bourdieu, 1977)
- Funds of Knowledge
 - Communal knowledge that goes undetected to outsiders but which lends stability, strength and vibrancy to a community (Gonzalez et al., 2005)
- Community Cultural Wealth (CCW)
 - Challenges the notion that some communities “don’t have cultural capital” and points to those practices, skills and dispositions that minority families possess and deploy to be successful members of society (Yosso, 2005).

CCW, introduced by Yosso (2005), who researches students-of-color and their families

- CCW is comprised of practices embedded within families and communities of color that often go unrecognized and are underutilized in the broader community
- Cultural wealth is a community's total extent of assets and resources
- If cultural wealth is integrated into schooling it can be transformative

Cultural Wealth

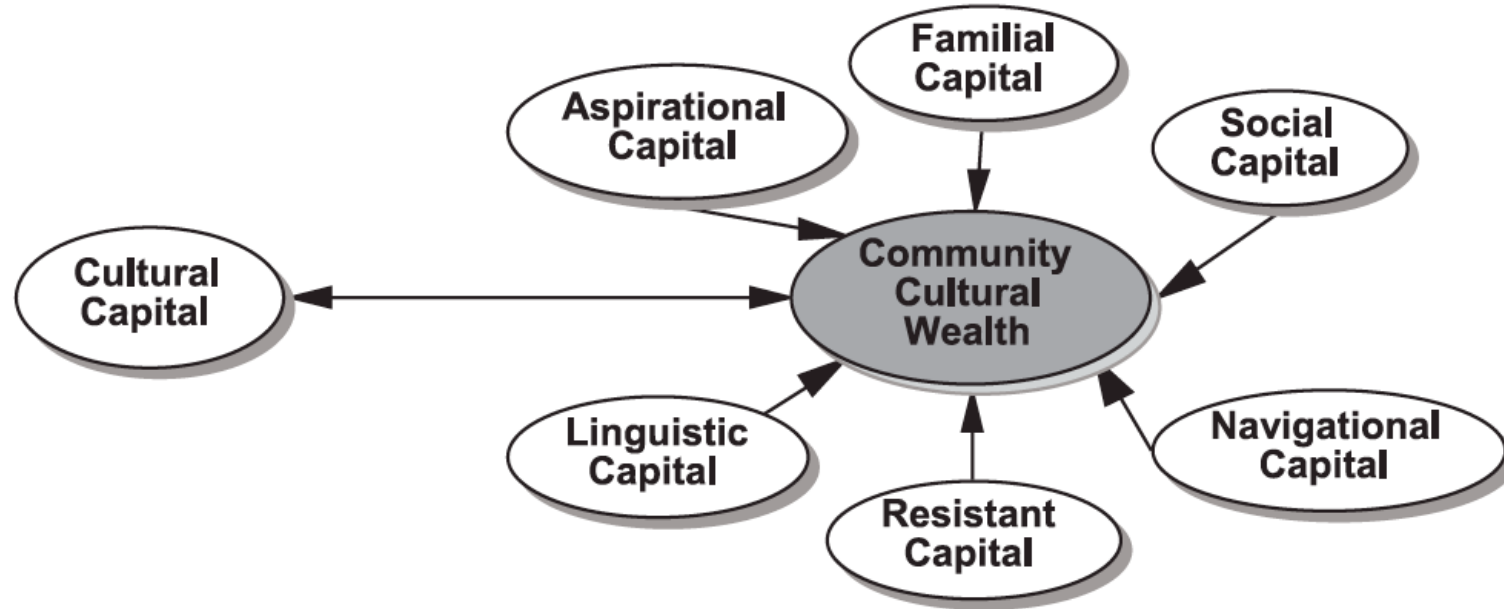


Figure 2. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995

Yosso's Cultural Wealth Framework Components Defined

Type of Cultural Wealth	Definition
Aspirational Capital	The ability to sustain hope in spite of real and/or perceived barriers, thus creating a “culture of possibility” (Gándara, 1995) that fuels children’s and families’ spirit to succeed (pp. 77-78).
Familial Capital	The knowledge that is nurtured within family and which includes models of caring, coping and providing (p.79) and which reaches back generations.
Linguistic Capital	The intellectual and social skills gained through experiences with one or more languages and/or discourses (pp. 78-79).
Navigational Capital	This refers to the set of knowledge and skills (and the ability to use them) that developed as a result of having to navigate institutions that were designed without consideration for the needs of people of color (p. 80).
Resistant Capital	This refers to the set of knowledge and skills that developed as a way to challenge inequality (p. 80).
Social Capital	The ability to draw on networks of people and community resources to navigate society’s institutions (pp. 79-80).

<i>Ventajas/Assets</i>	<i>Conocimientos¹/Knowledge (Ability to)</i>
Aspirational	<ul style="list-style-type: none"> • Set high aspirations • Recognize value of education • Remain hopeful about the future
Linguistic	<ul style="list-style-type: none"> • Employ two or more languages • Engage with formal and informal modes of expression
<i>Familial</i>	<ul style="list-style-type: none"> • Model the strength and determination of the family • Employ knowledge gained through the value of family <i>consejos, respeto, testimonios, y educación</i>
Social	<ul style="list-style-type: none"> • Create social networks • Make new friends and form new relationships
Navigational	<ul style="list-style-type: none"> • Operate in liminal spaces • Traverse multiple, distinct social contexts • Dislocate and relocate • Adapt to new culture
Resistant	<ul style="list-style-type: none"> • Resist stereotypes, combat and overcome microaggressions • Overcome hardships, such as poverty and lack of guidance and resources
<i>Ganas/</i> Perseverance	<ul style="list-style-type: none"> • Develop inner strength, become self-reliant and determined to succeed • Recognize and embrace sacrifices that must be made to attend college
Ethnic Consciousness	<ul style="list-style-type: none"> • Form deep commitment to Latino community and to betterment of collective—sense of “giving back” • Develop cultural pride • Develop pride in attending Hispanic-Serving Institution
Spirituality/Faith	<ul style="list-style-type: none"> • Employ faith in God/higher power to overcome struggles • Develop sense of meaning and purpose • Embrace concepts such as gratitude, goodness and compassion
Pluriversal	<ul style="list-style-type: none"> • Operate in multiple worlds/diverse educational and geographical contexts (college, peers, work, family, spiritual, native country) • Hold multiple and competing systems of meaning in tension

LEVERAGING VENTAJAS Y CONOCIMIENTOS

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Cultural Wealth in Schools

- What aspects of cultural wealth do you see in your students and their families?
- How do you/will you build on students' cultural wealth in the classroom?
- What is your key take-away from the Maleta video, the parent panel and your discussion of cultural wealth?