



Southern Immigrant
Academic Adaptation Study

Being Well and Doing Well: The Health and Academic Experiences of Latino High School Students in North Carolina

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Southern Immigrant Academic Adaptation Study (SIAA)

- Daily Acculturation Experiences of Latino Youth:
 - Variability by psychosocial factors (e.g. gender, family values, school orientations, and work orientations)
 - Influence on academic engagement and performance
 - Influence on mental health
 - Traditional receiving community (L.A.) vs. new receiving community (N.C.)



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SIAA Data

- Sample
 - 239 North Carolina 9th grade students from the 2006-2007 school year
 - 4 urban schools and 5 rural schools
- Data: Mixed Methods
 - 45-minute in school survey
 - immigration histories, SES, language use, family relationships, ethnic identification, educational attitudes, mental health
 - Supplementary take home survey
 - Daily diary checklist
 - Daily events, stressors, mental health, activities
 - Qualitative interviews of 20 youth and caregivers



Overview of Study Participants

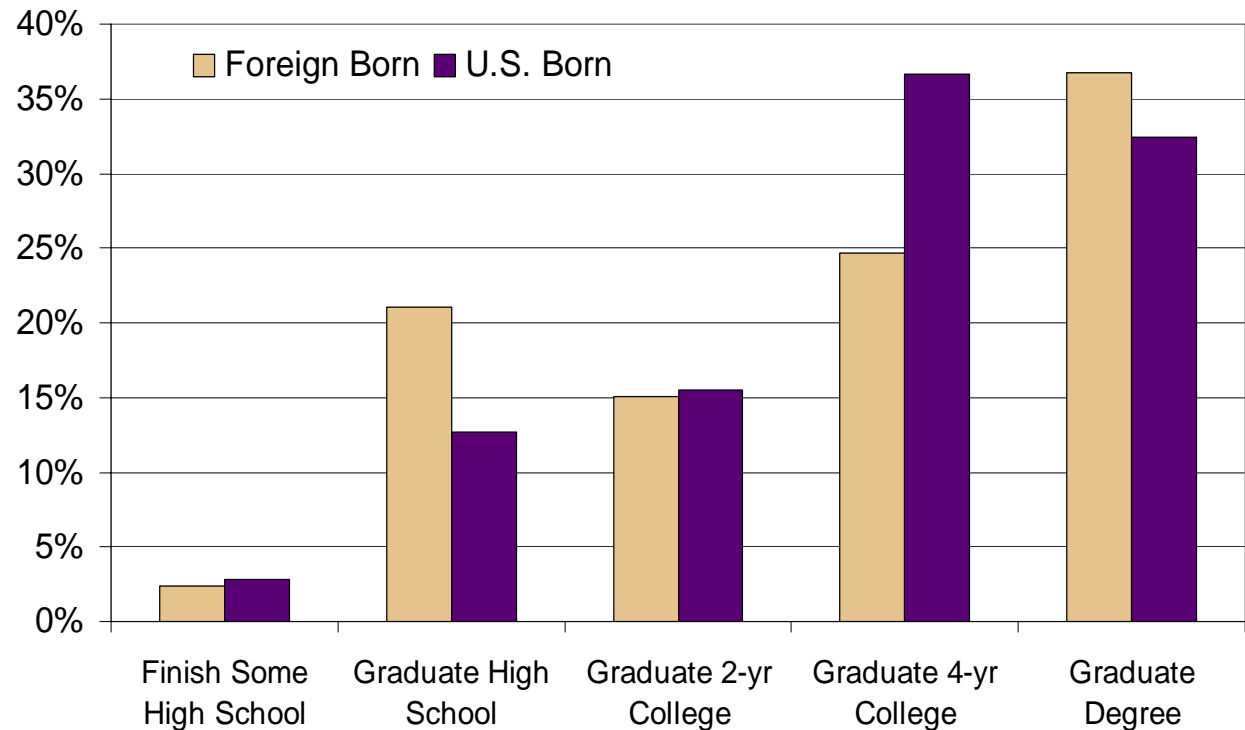
- Student Characteristics
 - 70% foreign born
 - 54% from Mexico; 33% C.A./Caribbean
 - 64% arrived before 13 years old
 - 11% third generation
- Family Characteristics
 - 57% 2-parent household; avg. HH size=4
 - 48% at least one parent has a HS degree
 - 60% both parents employed
- Language Characteristics
 - 16% English is primary home language
 - 59% English is spoken in the home



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School Aspirations and Expectations

Figure 1. Student Academic Aspirations by Nativity Status



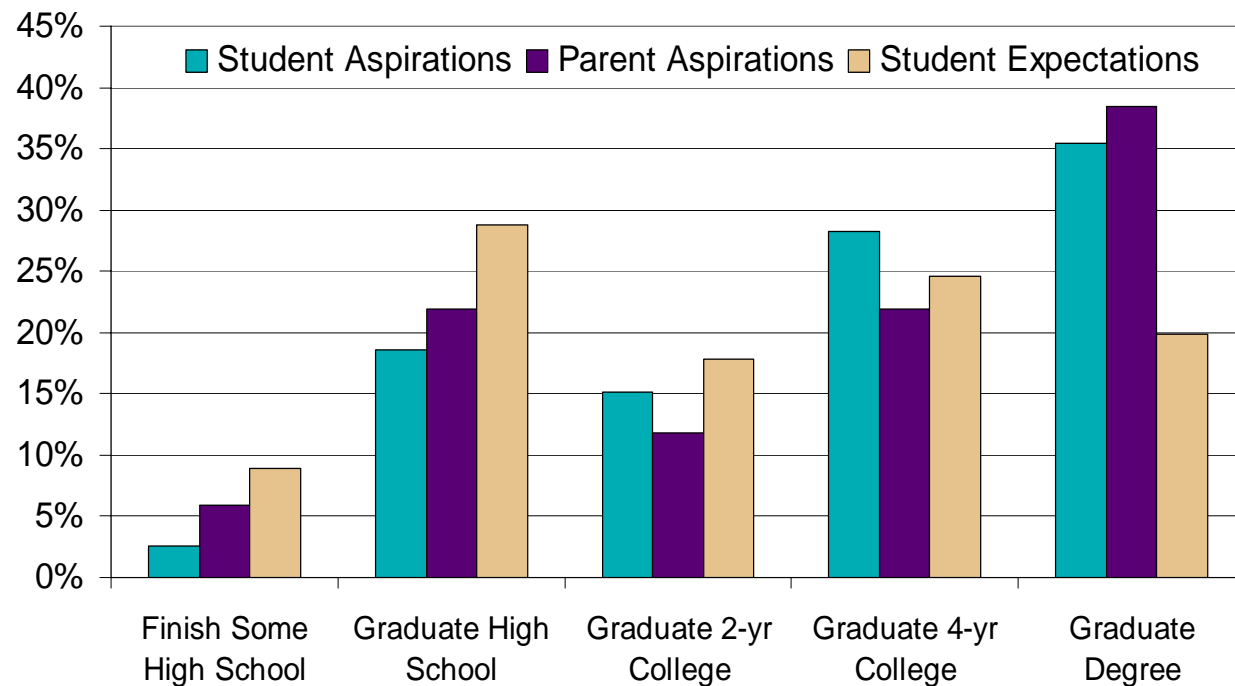
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School Aspirations and Expectations

Figure 2. Comparison of Student and Parent Academic Aspirations to Student Academic Expectations



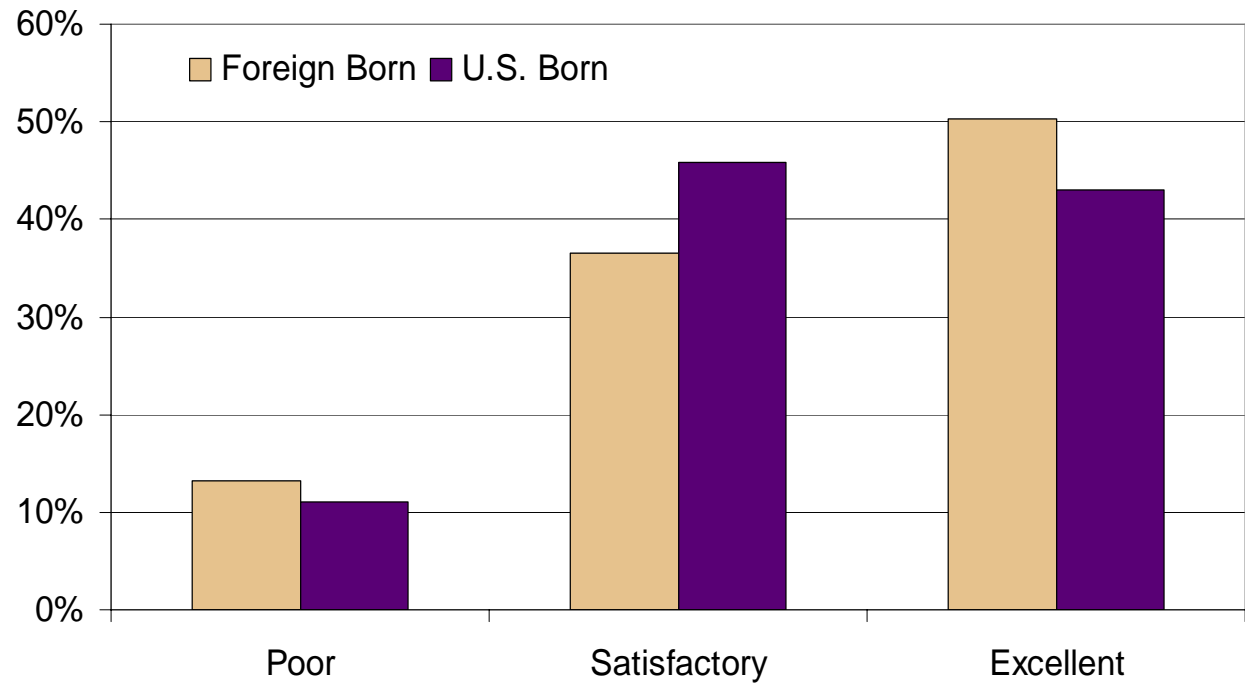
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Challenges to School Success: School Climate

Figure 3. School Belonging and Identification
by Nativity Status



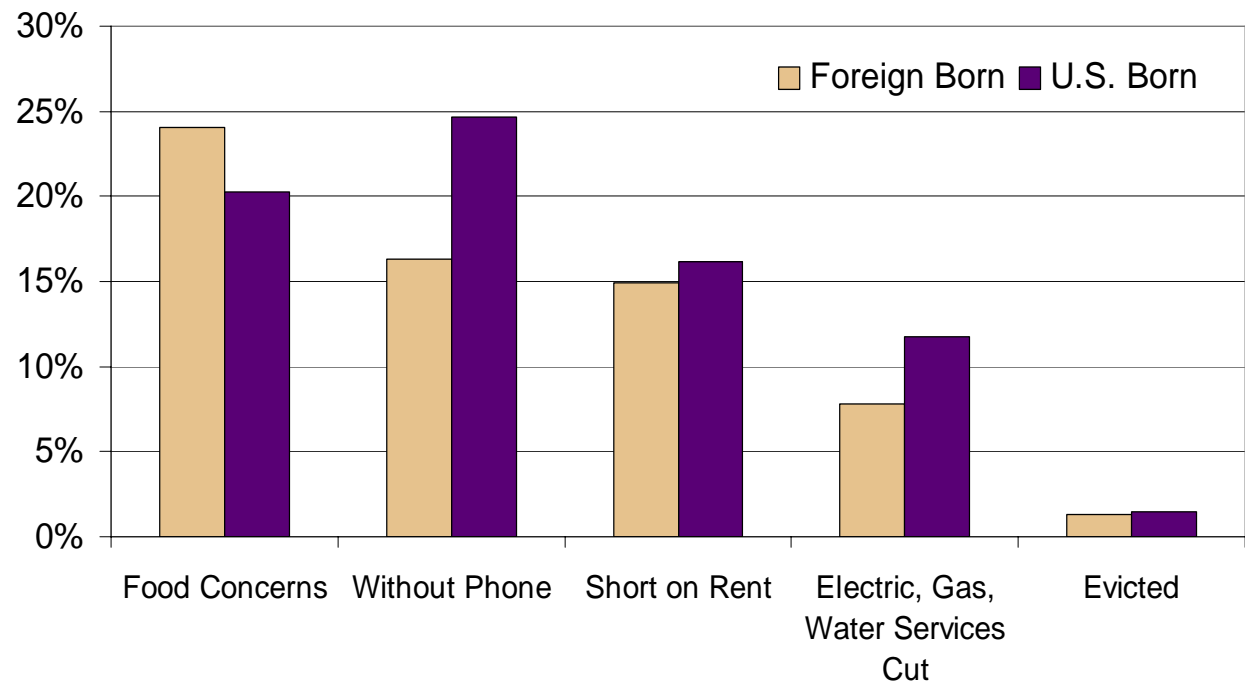
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Challenges to School Success: Economic Hardships

Figure 4. Family Economic Hardship in the Past 12 Months
by Nativity Status



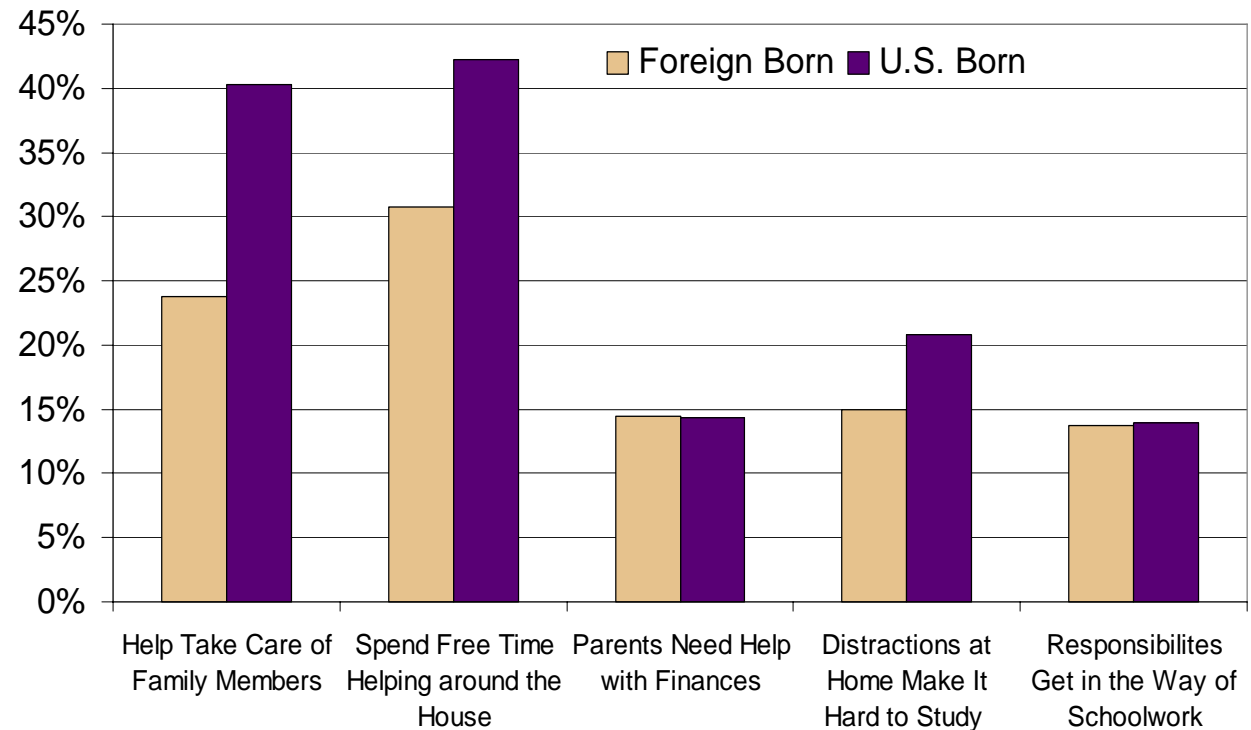
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Challenges to School Success: Family Obligations

Figure 5. Family Obligations by Nativity Status



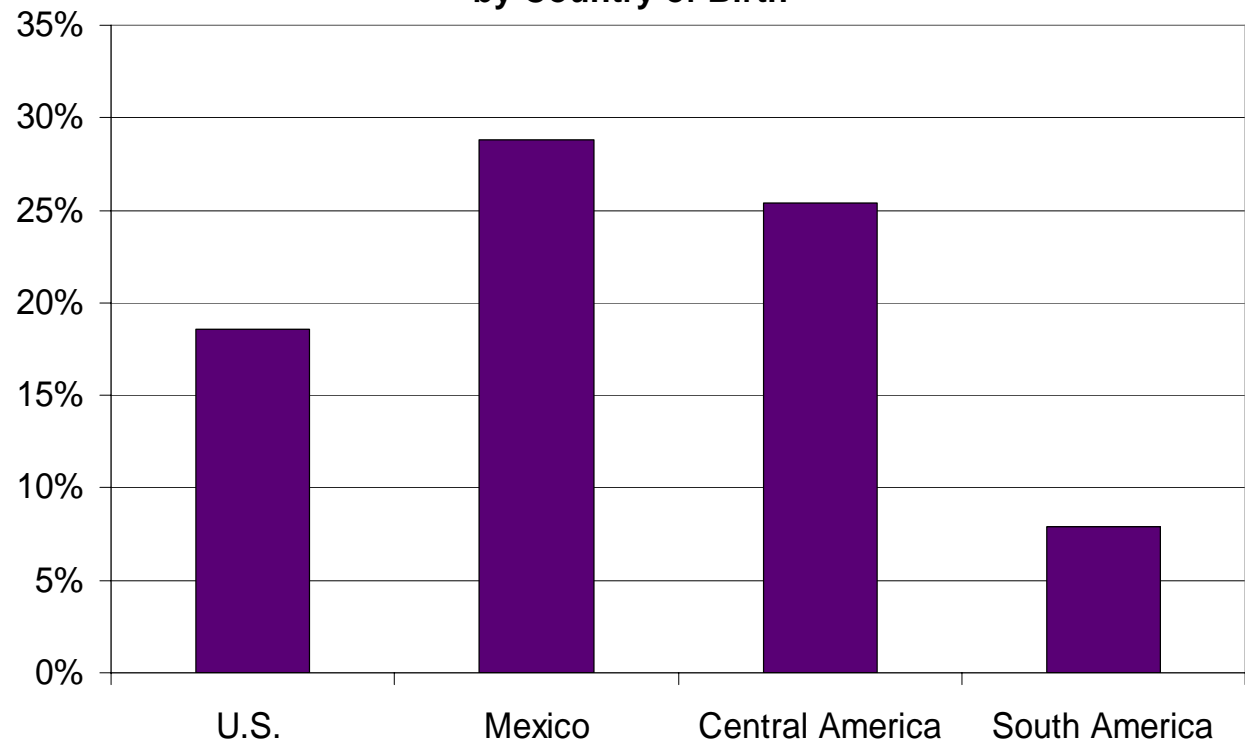
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Challenges to School Success: Negative Racial Treatment

Figure 6. Experienced Discrimination in the Past Two Weeks
by Country of Birth



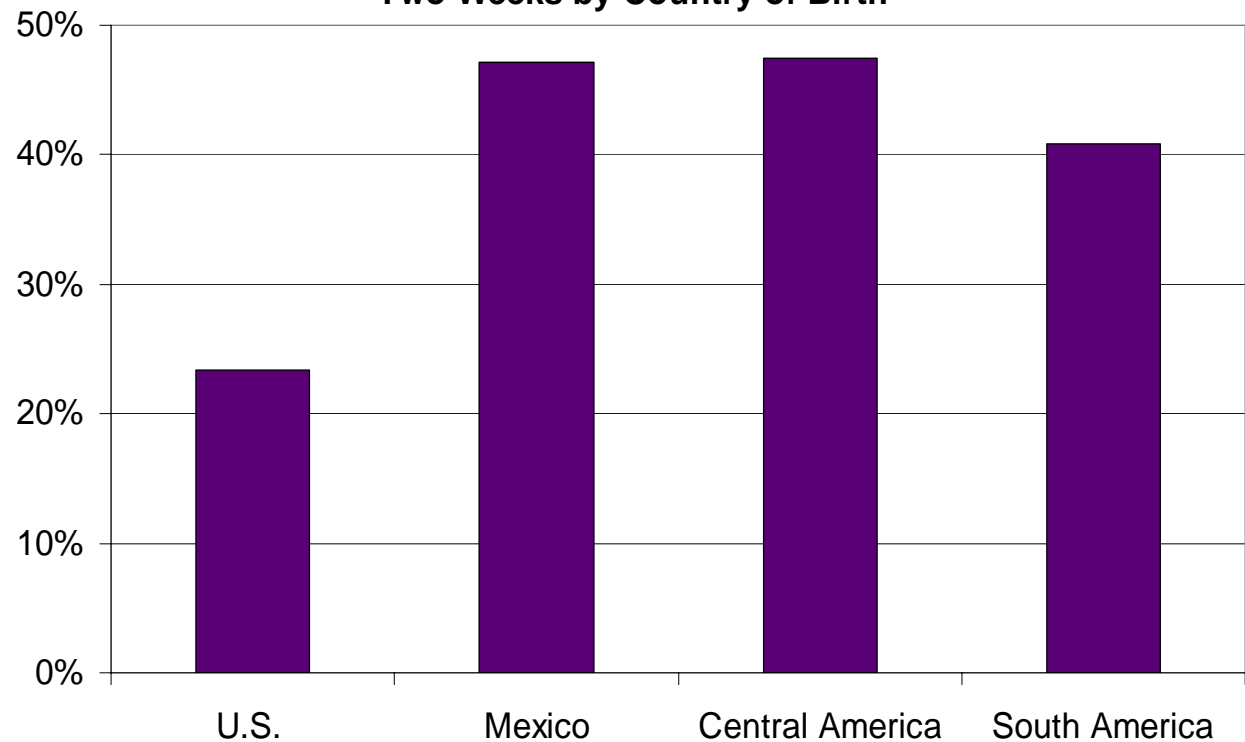
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Challenges to School Success: Positive Racial Treatment

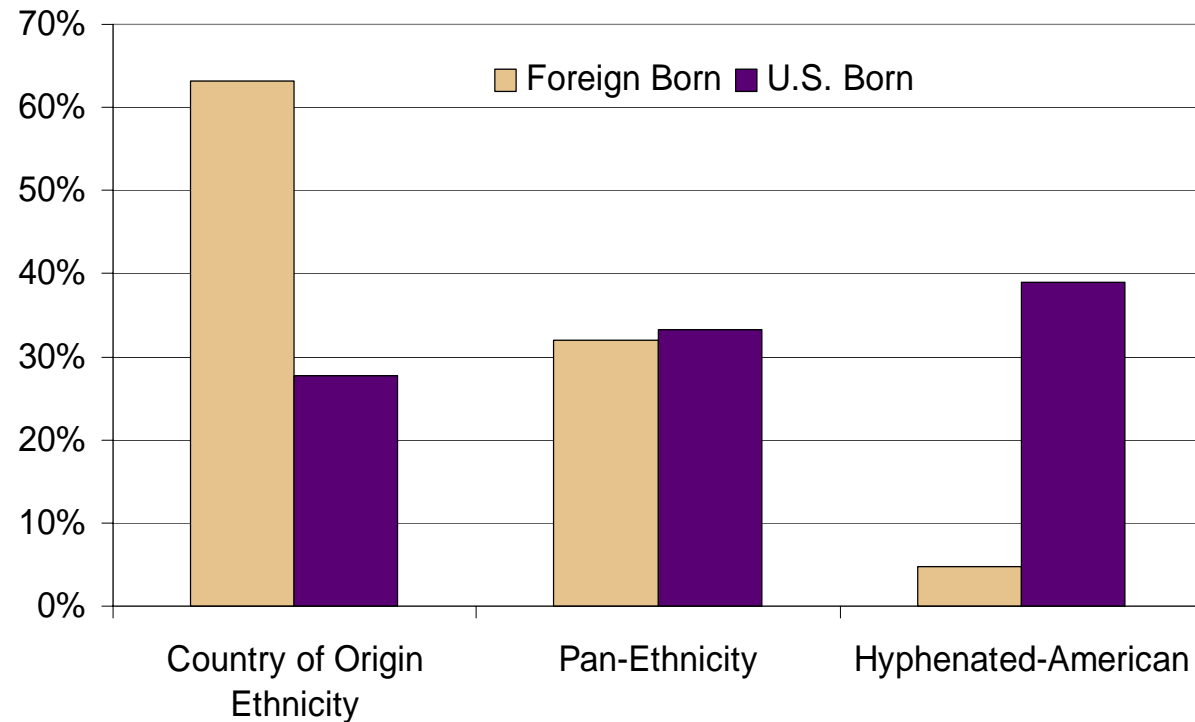
Figure 7. Experienced Positive Racial Treatment in the Past
Two Weeks by Country of Birth



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Factors Promoting School Success: Ethnic Community

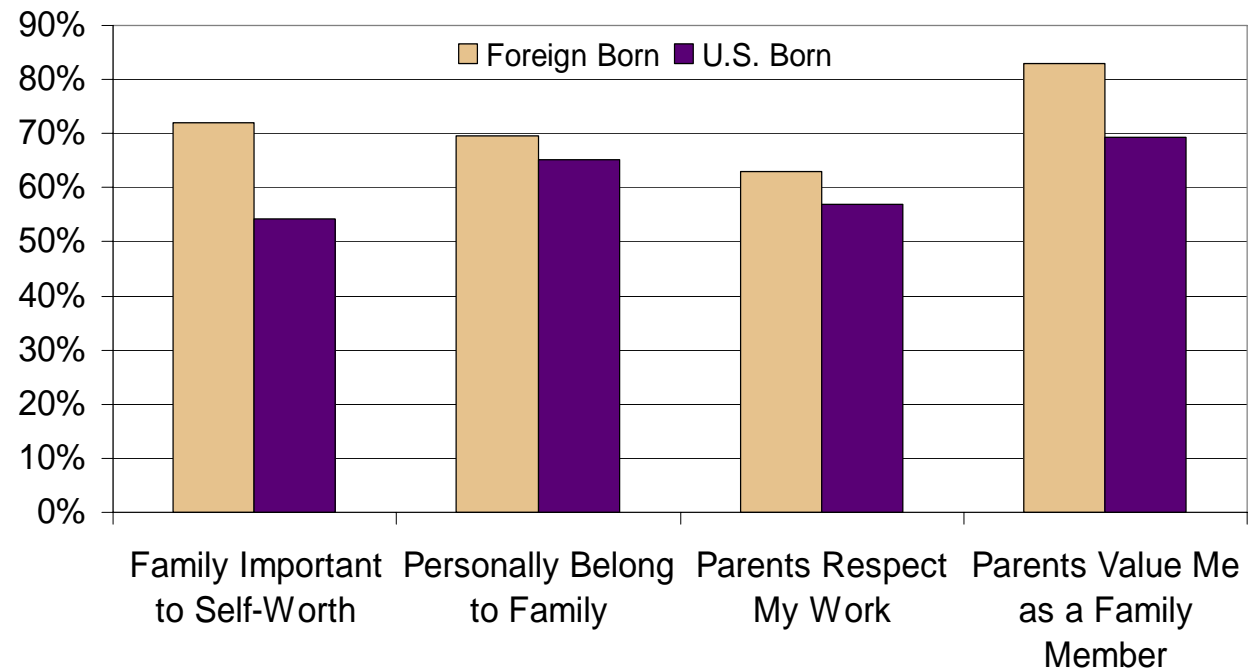
Figure 8. Ethnic Identity by Nativity Status





Factors Promoting School Success: Family Support

Figure 9. Family Identity Indicators by Nativity Status

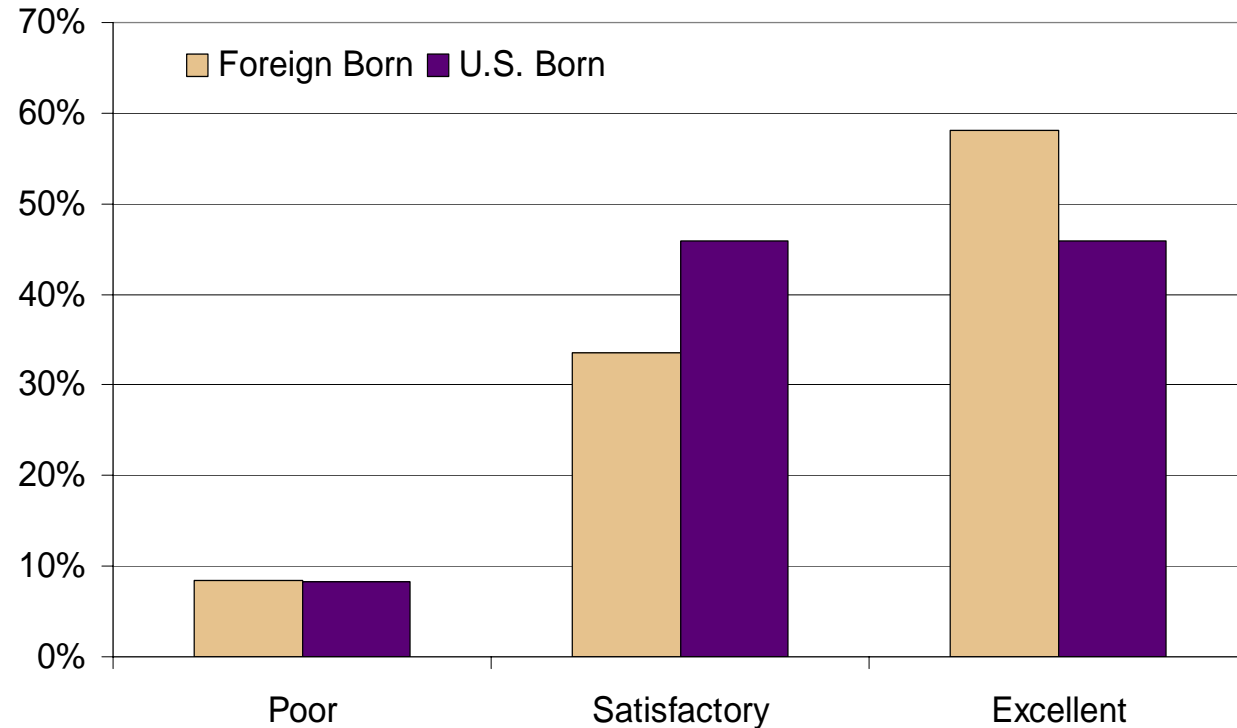




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Factors Promoting School Success: Teacher Support

**Figure 10. Relationships with Adults in School
by Nativity Status**



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Conclusions

- Foreign and Native Born Students are Highly Motivated to Achieve
 - Lower expectations that will achieve goals
- Multiple Challenges to Academic Success
 - School climate, economic hardships, family obligations, perceived discrimination
- Multiple Support Systems to Minimize Stressors
 - Ethnic community, family support, teacher support



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Conclusions: Familial Resiliency

- And with the eldest we had problems because the eldest didn't have anyone to help him and the middle one has the older one to help him. But the eldest didn't have anyone to help him and he said to me, ay, mami, look, help me, tell me what it says here, what does it say? But well since I didn't go to school I didn't know what it said and I don't know, I don't know very much, oh, I don't know how to help him. So we cried together at the table doing the homework. Because he cried because he couldn't do it and I wanted him to do it, and he couldn't do it. So we cried together at the table because I couldn't help him and I didn't understand and now that he's older and now it's a little more. And he helps the middle one.



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Additional Information

- SIAA Website
 - <http://www.cpc.unc.edu/projects/siaa>