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**Exploring the Characteristic Triad of Resilience: Personal Disposition, Family Support and the Environment within the Cultural Context of Quality Mariachi Academies in the Impoverished Central Valley of California**

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Exploring the Characteristic Triad of Resilience: Personal Disposition, Family Support  
and the Environment within the Cultural Context of Quality Mariachi Academies in  
the Impoverished Central Valley of California

A Dissertation by

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Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

July 2019

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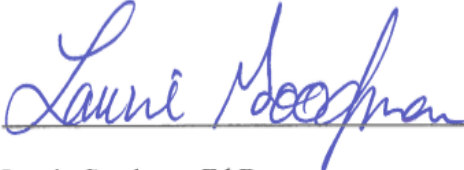
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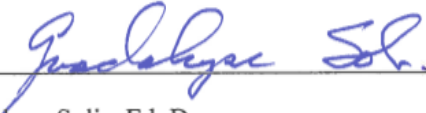
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July 2019

Exploring the Characteristic Triad of Resilience: Personal Disposition, Family Support  
and Environment within the Cultural Context of

Mariachi Youth Academies in the Impoverished Central Valley of California

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For my touch stones, my study buddies, for anyone that has ever had to read, edit, proof, sit through my dialog or me reading you one of my papers. You made me better. Dr. Flores, Dr. Diaz, you saved me. My family and support network are extremely large; imagine a large, extended Mexican traditional family, who feeds you, checks on you, lends you money. Yes, gas money, rent money, huge loans on the scale of things, places to stay while I wrote, thought, searched and struggled. I had some health concerns and stretches of limited employment. To the people who employed me on a consultant basis, the last few years and understood my timelines were fluid, and to those of you who helped me regain my strength and spirit. Thank you!

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This work is dedicated to the youth who took their lives during my tenure at Visalia Unified School District. Your decision shook me deeply. I want to see some movement in figuring out how we can help youth find their internal locus of control and be able to hang on, until things get better. I really believe youth Mariachi can be a contributor to this endeavor.

To all of you, THANK YOU.

Thank you, Creator, for the adventure, the lessons and every blessing.

Aho! All my relations.

## ABSTRACT

Exploring the Characteristic Triad of Resilience: Personal Disposition, Family Support  
and Environment within the Cultural Context of  
Mariachi Youth Academies in the Impoverished Central Valley of California

by Lucia DeAnda Vázquez

**Purpose:** The purpose of this qualitative multiple case study, was to explore through the lens of the Characteristic Triad of Resilience: personal disposition, family support and environment, how participation in community-based Quality Mariachi Academies (QMA) in impoverished counties contribute to educational resilience.

**Methodology:** This qualitative multi-case study explored the lived experience of ten resilient students in the impoverished San Joaquin Valley of Central California, utilizing the Characteristic Triad of Resilience as the framework in the context of Quality Mariachi Academies. Data collected from resilient students was triangulated with data from parents, grandparents and site staff.

**Findings:** Community-based Quality Mariachi Academies create a safe positive team culture that provide opportunities for personal growth, transferable, marketable and leadership skill that contributed to their educational resilience. Participation in Mariachi contributed to high levels of confidence which contributed to feeling comfortable in public spaces and to participate and ask questions in the classroom. The manifestation of time management in 100% of the core student sample demonstrates an internal locus of control. Other transferable, marketable, leadership skills, i.e. adaptability, evaluation tools, bilingualism were credited directly to participation in QMA. As were

communication skills, established friendships and sense of significance and belonging. Structured families and strong family communication were identified in the sample.

**Conclusions:** Students who participate in community-based Quality Mariachi programming develop numerous transferable skills that contribute to their educational resilience, strengthen personal disposition and family support. The QMA positive team culture promotes growth opportunities that align strongly with social emotional learning. The performance aspects in QMA promote transferable skills that include time management, adaptability, and confidence which transforms shy students into outgoing resilient students. The triad system strengthens the individual legs of the triad, making each leg more supportive.

**Recommendations:** To increase the number of educationally resilient students, it is recommended to replicate the innovative structure of QMA: increase the number of opportunities for personal growth in safe positive teamwork environments that celebrate a student's heritage, with a strong community service component, utilize highly qualified staff and offer strong parent networking opportunities.



## TABLE OF CONTENTS

CHAPTER I: INTRODUCTION.....	1
Background.....	2
Resiliency Theories.....	4
Educational Resiliency.....	6
Community-Based Environments.....	7
Statement of the Research Problem.....	7
Purpose Statement .....	8
Research Questions .....	9
Significance of the Problem.....	9
Definitions .....	12
Delimitations .....	14
Mariachi.....	14
Organization of the Study.....	15
 CHAPTER II: LITERATURE REVIEW.....	 17
Educational Disparity.....	18
Poverty.....	21
Neighborhood Effects .....	24
Resiliency .....	25
Resilience Theories.....	27
Invincibility Theory.....	27
Challenge Theory .....	27
Compensatory Theory.....	28
Protective Factor Theory .....	28
Characteristic Triad of Resilience.....	29
Educational Resilience.....	30
Internal Characteristics.....	33
Environmental Protective Factor .....	34
School & Community .....	34
Head Start.....	34
AVID .....	35
Puente Programs .....	35
Mandatory Remedial Classes .....	36
Family Support.....	36
Resiliency Cycle.....	38
Promoting Academic Achievement.....	40
Sense of significance and belonging .....	40
Extracurricular activities .....	41
Music Education.....	42
Mariachi.....	43
History and Instrumentation.....	43
Scholarly Literature.....	46
Public Media .....	49
Present and Future.....	49

Conclusion.....	51
CHAPTER III: METHODOLOGY.....	53
Purpose Statement.....	54
Research Questions .....	54
Research Design.....	54
Population .....	56
Sample.....	57
Sample Participation Selection .....	57
Sample Subsets and Criteria.....	58
Instrumentation.....	59
Statement of Instruction.....	60
Interview Questions .....	61
Data Collection.....	62
Data Translation .....	63
Validity and Reliability .....	63
Validity.....	64
Threats to internal validity .....	65
Member checking .....	66
Intercoder reliability .....	67
Translation validation procedures.....	68
Data Analysis.....	69
Limitations .....	69
Summary.....	71
CHAPTER IV: FINDINGS .....	73
Purpose .....	74
Research Questions .....	75
Methodology .....	75
Recruitment Strategies .....	76
Data Collection .....	76
Data Analysis .....	77
Translation validation .....	77
Intercoder reliability .....	78
Member checking .....	78
Population and Sample .....	79
Population.....	79
Sample .....	79
Household and Income.....	80
Findings .....	82
Expected and Unexpected Results.....	83
Data Format.....	87
Research Sub Question A: Personal Disposition .....	90
Leadership .....	92
Self-Management .....	92
Time Management Strategies.....	92

Internal Locus of Control .....	94
Motivation .....	94
Active -Busy .....	94
Research Sub Question B: Family Support.....	95
General Family Support.....	96
Structured Families.....	96
Family Communication .....	99
Family Engagement in Student Learning .....	99
Team Effort.....	99
Adequate Basic Resources.....	100
Research Sub Question C: Quality Mariachi Academy Environment.....	101
Transferable Skills.....	102
Confidence.....	103
Social Emotional Skills.....	105
Self-Management, Motivation & Discipline.....	106
Social Awareness.....	107
Mariachi Music Education .....	107
Bilingualism.....	108
Significance and Belonging .....	111
Group Identity.....	112
Contribution to Community .....	113
Long Term Friends.....	114
Innovative Structure.....	114
Growth Opportunities .....	115
Mentoring .....	115
Positive Team Culture.....	116
Highly Qualified Staff.....	118
Research Question.....	121
Other Significant Results.....	123
Risk Factors .....	124
Educational Disparity.....	125
Limited Finances.....	127
Shift in Family Structure.....	127
Summary.....	128
CHAPTER V: FINDINGS, CONCLUSIONS & RECOMMENDATIONS.....	131
Summary.....	131
Purpose Statement.....	132
Research Questions .....	132
Methods.....	133
Population and Sample.....	134
Major Findings .....	134
Research Question.....	134
Key Finding One: Students who participate in QMA develop multiple transferable skills, experience personal growth and establish friendships	135
Research Sub Question A.....	136

Key Finding Two: Students who participate in QMA develop personal disposition characteristics that align with the internal characteristics common in resilience literature.....	136
Research Sub Question B.....	137
Key Finding Three: Structured Families contribute to the strength of the Characteristic Triad Model.....	137
Research Sub Question C.....	139
Key Finding Four: The innovative structure found in QMA provides an instructional environment for students which promotes collaboration, communication skills and evaluation of self and group musical performance.....	139
Key Finding Five: Educational Disparity, Latino students educated in the impoverished central valley of California struggle with educational disparity regardless of income level.....	141
Unexpected Results .....	142
Social Emotional Learning.....	143
Unconditional Acceptance.....	143
Level of Expertise .....	144
Conclusions .....	144
Conclusion One: Personal Disposition & Transferable Skills.....	144
Conclusion Two: Structured Families.....	145
Conclusion Three: The Characteristic Triad of Resilience .....	145
Conclusion Four: Educational disparity.....	146
Implications for Action.....	147
Implication One: QMA Builds Educational Resilience .....	147
Implication Two: QMA Promotes Positive Team Culture .....	147
Implication Three: Expand Cultural Music Education Programing.....	148
Implication Four: QMA Strengthens Families.....	148
Recommendations for Further Research .....	149
Recommendation One: Social Emotional Learning.....	150
Recommendation Two: Positive Team Model.....	150
Recommendation Three: School Based Mariachi Programing.....	151
Recommendation Four: Structured Families.....	151
Recommendation Five: Educational Disparity.....	152
Recommendation Six: Supplemental Benefits of Mariachi Music Education ...	153
Recommendation Seven: Other Cultural Music Education Programing.....	154
Recommendation Eight: Four Cs of 21 <sup>st</sup> Century.....	155
Recommendation Nine: Diversification of the Mariachi Genre.....	155
Recommendation Ten: Low Incomed Populations and Community Based Organizations.....	156
Concluding Remarks and Reflections.....	157
REFERENCES.....	159
APPENDICES.....	181

## LIST OF TABLES

Table 1. Organization of Protective Factors According to Ecological Model .....	29
Table 2. Internal Protective Factors.....	31
Table 3. Environmental Protective Factors.....	32
Table 4. Summary Findings, Five Categories, Major Themes Source and Frequency.....	85
Table 5. Personal Disposition, Major and Minor Themes Source & Frequency .....	91
Table 6. Family Support, Major and Minor Themes Source and Frequency.....	95
Table 7. QMA Environment, Major Themes, Source and Frequency .....	102
Table 8. QMA Environment Transferable Skills Minor Themes Source & Frequency....	103
Table 9. QMA Significance and Belonging, Minor Themes Source and Frequency.....	111
Table 10. QMA Environment, Innovative Structures, Minor Themes Source and Frequency.....	114
Table 11. Identified Risk Factors for Group A-Resilient Students.....	124

## LIST OF FIGURES

Figure 1. Five Steps of the Resilience Cycle .....	7, 39
Figure 2. Environmental Relationships between Poverty and Educational Failure .....	22
Figure 3. Characteristic Triad of Resilience, Personal Disposition, Family Support Environment.....	74
Figure 4. Population and Poverty Data for Five Central Valley Counties.....	76
Figure 5. Annual Reported Income of Eight Sample Families.....	81
Figure 6. Time Management vs. Time Management Strategies.....	88
Figure 7. The Characteristic Triad of Resilience in the Context of Quality Mariachi Academies.....	122

## List of Appendices

- Appendix A: Criteria-Quality Mariachi Academy
- Appendix B: 40 Developmental Assets
- Appendix C: Identified Quality Mariachi Academies
- Appendix D: Screener Tools
- Appendix E: Eligibility Criteria for Groups A, B & C
- Appendix F: Alignment Chart
- Appendix G: Interview Questions
- Appendix H: Informational Letter for Research Subjects
- Appendix I: Informed Consent Forms
- Appendix J: Research Participant's Bill of Rights
- Appendix K Evidence Chart Template
- Appendix L: Frequency Charts & Tables
- Appendix M – Intercoder Instructions
- Appendix N: Additional Text Reflections
- Appendix O: Four Case Studies
- Appendix P: Risk Factors
- Appendix Q: Figure 8. Characteristic Triad of Resilience in the Context of Community Based Quality Mariachi Academies
- Appendix R: IRB Approval Documentation
- Appendix S: NHI Certificate
- Appendix T: Matrix

## CHAPTER I: INTRODUCTION

The struggle to overcome adversity is real. However, educational resilience provides an explanation of why some students succeed academically while others from the same socio economic and disadvantaged backgrounds fail (Waxman, Padron, & Gray, 2004). Latinos are experiencing rapid population growth in the nation while at the same time they experience some of the highest high school dropout rates in the nation (U.S. Census Bureau, 2015, California Department of Education, 2015). The in-depth exploration of processes that demonstrate how resilient Latino students overcome adversity can reveal important insights in combating this trend of academic failure among Latinos. Gándara, stresses that understanding this population and the factors that promote their educational success will influence the future prosperity of the country (1994, 1995, Gándara & Contreras, 2009).

Fortunately, research in several fields in the past few years has revealed factors and environments that promote academic success in general and among Latinos, in particular. Those factors relevant to this study, among others, include extracurricular activities, music education, a sense of significance and belonging, as well as parent engagement in student learning (Birch & Gussow, 1970; Catterall, et al, 2012; Garrett, Antrop-Gonzalez, & Velez, 2010; Lewis, 1966; Lipscomb, 2006; Mallon, 2007; Masten & Obradovic, 2006; McNeal, 1995; Wolff, 2004). This particular study proposes a framework called The Characteristic Triad of Resilience which is a combination of 1)personal disposition, 2)family support and 3)environmental factors that support resiliency in individuals (Bower, Carroll, & Ashman, 2012; Garmezy, 1991; Garmezy,



Masten & Tellegen, 1984; Gibson & Gándara, 2004; Mallon, 2007; Rutter, 1985; Werner & Smith, 1982).

The research that is the basis for Characteristic Triad of Resilience is a result of seminal works by separate teams, led by Werner and Garmezy. Other researchers have built upon this research and determined that personal disposition, family support and environmental factors are the key components which increase a child's ability to cope with stressors (Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Rutter, 1985; Werner & Smith, 1982). The Characteristic Triad of Resilience frames the format of this study and much of the discussion and research on resilience presented here.

Educational Resilience research on academic success has been conducted in populations of varying ages and has found that high school graduation, GPA,( grade point average), transition into college, and obtaining graduate degrees are significant benchmarks for academic achievement (Gordon, 1995; Morales, 2000; Johnson & Wiechelt, 2004; O'Neill, 2001). Various ethnic populations in geographically diverse low-income neighborhoods have also been studied within various research fields (Byrd, 2009, Coronado, 2014; Habibi, Cahn, Damasio, & Damasio, 2016; Hallet, 2011; Morales & Trotman, 2004; Morales & Trotman, 2011; Rearden, Fox & Townsend, 2015).

Research in these areas is also included in this study.

## **Background**

Latinos in the United States continue to be a growing population. The U.S. Census Bureau shows that Hispanics account for more than half of the total population growth in the United States between 2000 and 2010, with a growth rate of 43% within

that period (2015). In addition, as of July 1, 2014 the number of Latinos has surpassed the White population as the largest demographic group in California (2015).

According to the US Census 21.4% of U.S. Latinos, are reportedly living in poverty, contrast to 9.1% of whites and 13.5% of the national population (2015). Many Latinos are unemployed or underemployed, live in high crime neighborhoods, attend underachieving schools, and have disproportionately high dropout rates from high school (California Department of Education, 2015). As a population, many low-income Latino students live in conditions of adversity, where multiple risk factors exist and there is an environment of hurdles, barriers, and fewer opportunities toward academic achievement. (Alva, 1991; Birch & Gussow, 1970; Educational Trust-West, 2017; Waxman, *et. al.* 2004). The Majority Report, a 2017 report by Educational Trust-West, list barriers that increase the difficulty of Latinos in California to “achieve college, career, and future success” (p. 2). Their examples focus primarily on the inequity of institutionalized access to education (Conchas, 2006; Clark, 1983; Reardon, Fox & Townsend, 2015).

Yet many students exposed to multiple risk factors continue to overcome these adversities. Educational resiliency research explores why these students succeed and overcome these barriers when the odds are not in their favor and why others do not (Waxman *et. al.*, 2004). Although much research on resiliency has had its focus on schools, education systems and educators, there has been a call to action for community wide interventions (Henry & Milstein, 2004; O’Neill, 2001; Rivera, 2004).

The National Center for Education Statistics reports that the national adjusted four-year public high school graduation in the U.S. for 2013-2014 was 82.3 percent. For Hispanics, this number was 76.3 percent and 87.2 percent for whites (Institute of

Education Sciences, 2015). California numbers closely mirror those national ratios with a state graduation rate of 81% overall, and 77% for Hispanics and 88% for White students (2015). This disparity is of concern. As noted previously, Hispanics account for more than half of the total population growth in the United States between 2000 and 2010, with a growth rate of 43%. In California, Latinos have taken over as the largest minority population as of July 1, 2014 (2015). But if the educational achievement continues to lag as the number of Latinos continues to increase, an even larger number of Latino dropouts and a greater disparity in dropout rates is inevitable. Gándara, notes that when “higher education is curtailed for a population group because of systematic impediments to their intellectual advancement, then both the individual and society are impoverished... higher education enriches both the individual and the society” (2004, p.3). Currently, the disparity in dropout rates and college readiness data indicate that there are not sufficient support systems and resources in place to provide adequate help to the growing Latino population (California Community Colleges, 2017).

### **Resiliency Theories**

Research in the field of Educational Resiliency focuses on the reasons that some students succeed academically while others from the same socioeconomic and disadvantaged backgrounds fail (Waxman, et. al., 2004). There are four major resiliency theories that seek to examine and explain why this difference exists. A brief description of each theory will be given here and an explanation of how each theory explains resilience from its perspective. The first two theories, Invincibility and Challenge, speak largely to personal characteristics and an individual’s relationship to adversity (Bernard, 1997; Zimmerman & Arunkumar, 1994). Adversity in its many forms in resilience

research is referred to collectively as risk factors. The last two resiliency theories, Challenge and Protective Factor speak about risk factors and protective factors, and their theoretical relationships to each other and to resilient students (Zimmerman & Arunkumar, 1994). Protective factors are those that provide some protection from a specific risk factor or adversity (Zimmerman & Arunkumar, 1994).

Invincibility Theory focuses solely on innate ability (Bernard, 1997). Over time research regarding resilience as a personal innate trait has shifted from an all or nothing, positive vs negative, i.e. invincibility vs. vulnerability to a more neutral “personal disposition” as seen in the Characteristic Triad model (Garmezy, 1991). There is also a shift from the static, innate, ‘you have it or you don’t’ to a more fluid, change in skill or personal development that has the possibility of change. The Challenge theory focuses on the responses that individuals make to various levels and types of risk factors. A key point in the Challenge theory is that a moderate amount of risk or adversity can develop or strengthen an individual, and therefore risk and protective factors are not binary (Hallet, 2009; Zimmerman & Arunkumar, 1994). Compensatory Theory and Protective Factor Theory are similar to each other in that risk factors are negative, and protective factors are positive (Hallet, 2009, Johnson & Weichel, 2004; Zimmerman & Arunkumar, 1994). The key difference is that in the Protective Factors Theory the effects of risk factors can be eliminated with sufficient amounts of targeted protective factors to mitigate the identified risk and students can overcome adversity and be academically successful. In the Compensatory theory, risk and protective factors are separate entities which do not interact, but the resilient outcome is a summation of the two (Zimmerman & Arunkumar, 1994).

This multiple case study is framed by the Characteristic Triad of Resilience and influenced by Morales' Resilience Cycle (Garmezy, 1991; Morales, 2000; Rutter, 1985; Werner & Smith, 1982). The Characteristic Triad of Resilience expands the view to include 1) personal disposition, 2) family support and the 3) environment. The current study aligns with Challenge Theory because it includes the change and development of skills. Morales' Resilience Cycle suggests it is a student's awareness of risk factors and maintaining a relationship with identified protection factors that contribute to academic success (2011).

### **Educational Resiliency**

Research in the field of Educational Resiliency focuses on the reasons some students succeed academically while others from the same socio economic and disadvantaged backgrounds fail (Waxman, et. al., 2004). It was Rutter in 1985 regarding invulnerability to stressors who found that "the bases of resilience are not fixed; rather dependent on the situation or circumstance that may be present over time .... and that at the time the process of resistance was not clearly defined" (in Coronado, 2014, p. 46; Morales, 2000 p. 12). Morales' research goes deeper, looking at the educational resilience process as a five-step resilience cycle model within which a resilient student is aware of risk factors, has active interaction with protective factors and maintains a relationship with protective factors to mitigate the risk factor and affect their academic successes (2000, p. 11; Morales & Trotman, 2004).

### *Five Steps of the Resilience Cycle*

---

1. The student realistically and effectively identifies/recognizes her or his major risk factors.
  2. The student is able to manifest and/or seek out protective factors that have the potential to offset or mitigate the potentially negative effects of the perceived risk factors.
  3. The protective factors work in concert to propel the student toward high academic achievement.
  4. The student is able to recognize the value of the protective factors, and continues to refine and implement them.
  5. The consistent and continuous refinement and implementation of protective factors, along with the evolving vision of the student's desired destination, sustain the student's academic achievement as new academic challenges present themselves.
- 

Figure 1. Five steps of the Resilience Cycle. Morales, E. (2000, p. 11) A contextual understanding of the process of educational resilience: High achieving Dominican American students and the resilience cycle, Human Science Press Inc. *Innovative Higher Education* 25(1) Fall 2000.

### **Community-Based Environments.**

Although schools and educational systems have been the primary focus of research for decades, there has been movement towards including community, and social environments in the study of resiliency (Henry & Milstein, 2004; Rivera, 2004; Werner, 1989). School-parent-community-partnerships have been found to offer protective factors that foster educational resilience (Christenson & Sheridan, 2001; O'Neill, 2001).

### **Statement of the Research Problem**

The California Department of Education reports that in the 2013-2014 school year graduation rates increased to 81% in California and 82.3% nationally (2015). There continues to be a disparity in ethnicity of the number of high school graduates and in the

number of dropouts in the state and nationally. Nationally in 2013-2014 Latinos graduated at a rate of 76.3% compared to a rate of 87.2% for Whites. In California, Latinos graduated at 77.0% compared to 88% for Whites. The dropout rate statewide indicates an even larger disparity with state rates at 11.5 %, for Latinos at 13.9% for Whites 7.6%.

Although in the last ten years high school dropout rates have decreased nationally and statewide in California, don't be deceived by a false sense of success. SAT scores, used to determine a student's college readiness for college level work, have declined in the last 25 years (Xia, 2017). Universities and college are reporting that students, especially low income, students of color, are arriving ill-prepared to do college level work. For example, the 2017 Students Success Scorecard compiled by the California Community Colleges indicates that statewide only 11% of first time Hispanic students in 2014-2015 completed a transfer level Math course (of those who attempted any Math or English in their first year and completed 6 units). With a growing Latino population, the disparity in academic achievement needs to be addressed. A system is needed that offers support for students on a larger scale to mitigate the variety of risk factors and diverse adversity that is the reality of impoverished counties.

### **Purpose Statement**

The purpose of this qualitative multiple case study is to explore through the lens of the Characteristic Triad of Resilience: personal disposition, family support and environment, how the participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

## **Research Questions**

How does participation in community-based Quality Mariachi Academies contribute to educational resilience?

- 1) How does a resilient student's personal disposition in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- 2) How does family support in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- 3) How does the environment of a community-based quality Mariachi academy contribute to educational resilience?

## **Significance of the Problem**

Eric Jensen, (2009), defines poverty as “a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind body, and soul” (p. 6). Poverty is identified as the greatest social deterrent to academic success while education is the greatest equalizer, thought to break the cycle of generational poverty (Birch & Gussow, 1970; Gladwin, 1967; Guerin, 2014, Jensen, 2009).

In 2014, in the California central valley counties of Fresno, Kings, Kern, Merced and Tulare, 30-38% of all school aged children, 5-17 years old, lived in poverty (London, 2011, US Department of Commerce, US Census Bureau, 2015). Conservatively speaking, this means in a hypothetical classroom of 30 students, in these counties, at least 10 students may be hungry or are enduring the consequences of other risk factors that increase the challenge to be academically successful.



According to the US Census Bureau as of July 1, 2014, Latinos are the largest population group in California and growing rapidly. In the 2013-2014 school year in the five Central Valley Counties of Fresno, Kings, Kern, Merced and Tulare 57-73 % of all students who dropped out of high school were Latino, with a weighted average of 66% (CDE, 2016). The disparity when compared to White students is consistent; Latino dropout range in these five counties was 11.7 -14.8% vs. White 8.5-13.9%. The weighted population of the high school seniors who dropped out in the combined five county cohort was 61.8 % Latino compared to 22.5% for the White senior cohort (CDE, 2016). Yet, some students continue to overcome the combined adversities of poverty, are academically successful, graduate high school, transition into college and obtain college degrees (Morales & Trotman, 2011; Waxman, et al, 2004).

It is now widely accepted that resiliency is not based on innate ability (Bernard, 1997; Gordon & Song, 1994; Masten, Best & Garmezy, 1990). “The construct of ‘educational resilience’ is not viewed as a fixed attribute of some students, but rather as an alterable process or mechanism that can be developed and fostered” (Waxman, Pardon & Gray, 2004, p. 4). This is important when considering the resiliency theories of Compensatory and Protective Factors, because both argue that increasing protective factors can lead to more positive outcomes (Zimmerman & Arunkumar, 1994).

Richardson postulates that “resilience is a capacity in every soul” (2002, p.315). Lifton describes resilience as the human capacity of all individuals to transform and change-no matter their risks (1994). According to the Challenge theory, experiencing some adversity can make an individual stronger (Richardson, 1990; Zimmerman & Arunkumar, 1994; Fergus & Zimmerman, 2005). One of the key elements of Morales’

Resilience Cycle is that the interaction of resilient students with protective factors may result in maintaining that connection and or influence their impact on academic success (Morales & Trotman, 2004).

This study utilizes Resilience Theory to explore and look closer, not at the static innate abilities of resilient students, but at the influence within The Characteristic Triad of Resilience; which includes personal disposition, community and family. As this study identifies and analyzes the specific processes and mechanism used by successful resilient students, it may identify specific tools, factors, or environments to be used with those not so highly resilient (Castro, Garcia, Cavazos Jr., & Castro, 2011). These findings could be generalized to similar community-based cultural music education organizations, located in impoverished areas, and depending on emergent findings, regardless of which culture the music education program is focused.

With a growing Latino population, the disparity of dropout rates for the Latino population and the many risk factors associated with high poverty rates in these central valley counties of California, it is imperative and prudent to study resilient students. It is important to gain a deeper understanding of the how and why these students are successful when others fail and to understand what processes could be implemented to repeat this type of success with students who are presently “not highly” resistant. Central California Latino and Latinas are an understudied resilient population. Central California is largely rural and highly agricultural, mirroring a large part of the state. Findings in this study would be relevant to policy makers, schools, communities, educators and students in California with populations of high poverty, and high Latino populations.

## Definitions

- *Academic Achievement:* For the purposes of this study academic achievement and eligibility for participation require completion of at least one semester of college or university.
- *Characteristic Triad Resilience:* The theory that it is a combination of personal disposition, family support and the environment that support resiliency in an individual (Garmezy, 1991; Morales & Trotman, 2004; Werner, 1989).
- *Community- Based Organization:* A CBO is not affiliated with a school-based program.
- *Educational Disparity:* When the results of academic achievement are not the same for minorities as for the dominate group (Coleman, 1967).
- *Educational Resilience:* Educational Resilience focuses on the reasons some students succeed academically while others from the same socio economic and disadvantaged backgrounds fail (Waxman, et.al. 2004).
- *Emic perspective:* The participant's viewpoint (Gall, Gall, Borg 2007, p. 451).
- *Etic perspective:* The researcher's perspective (Gall, Gall, Borg 2007, p. 451).
- *Impoverished Central California Counties:* Counties with children, 5- 17 years of age living in poverty greater than 30%. In the Central Valley of California these include: Fresno, Kern, Kings, Merced and Tulare (U.S. Census, 2015).

- *Mariachi*: The term Mariachi is used as both the genre of Mexican traditional folk music and the musical group. Instrumentation includes vocal, harmony, brass and string components. The status of the group frequently is determined by the number of members, their reputation and availability.
- *Member checking*: Defined as “verification by participants” member checking can take many forms and carry various degrees of importance (McMillan and Schumacher, 2010, p. 331). Detailed examples and detailed processes used in this study may be found in chapter three.
- *Personal Disposition*- defined by Garmezy as his attempt to measure a combination of “adaptive temperament and personality traits” (1987, p. 166).
- *Poverty*: “...a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind body, and soul” (Jensen, 2009, p. 6).
- *Protective Factor*: A Protective Factor is defined by its ability to mitigate a specific risk (Masten, Best & Garmezy, 1990; Zimmerman & Arunkumar, 1994; Gordon, 1995).
- *Quality Mariachi Academy*: A *Quality* Mariachi Academy is defined as a community-based organization who teaches youth Mariachi and meets specific criteria including longevity, music theory, history, parent engagement and comporment components. The full criteria are listed in Appendix A.

- *Realist Qualitative Inquiry*: This method asks: “What are the causal mechanisms that explain how and why reality unfolds as it does in a particular context” (Patton, 2015 p. 111).
- *Resilience Cycle*: The Resilience Cycle examines how awareness and interaction with risk and protective factors by educational resilient students in their own lives, may influence them on their path to academic success (Morales, 2000).
- *Risk Factors*: Students that live in conditions of adversity, for example communities of high crime, underachieving schools, gangs, or an environment of hurdles, barriers, and fewer opportunities to academic achievement, are considered to have multiple risk factors. (Alva, 1991; Birch, 1970; Educational Trust-West, 2017).

### **Delimitations**

The study is delimited to resilient students 18-24 years old who successfully completed one semester of college or university and participated in a minimum of one school year in a quality Mariachi academy during their high school careers in the Central California San Joaquin Valley counties of Kern, Kings, Tulare, Merced or Fresno.

### **Mariachi**

The word *Mariachi* is used to describe both the genre of traditional Mexican folk music and the actual musical ensemble. There is limited academic literature on Mariachi in the United States, the majority focuses on its history, its role in creating a Mexican Nationalism identity, instrumentation, its organic nature and the lack of teachers, resources and standardized curriculum for school-based programs (Clark, 2005; Dodd, 2001; Mulholland, 2007; Sheeny 2006; Salazar, 2011).

More importantly, the imbalance between the mainstream media's claim of youth Mariachi's influence on academic achievement and the lack of scholarly literature with this focus, illuminates the large gap in the scholarly research that is addressed in this study. There is little to no scholarly research to substantiate the claims by those in the field of what has been coined the "Academic Mariachi Educational Movement" (Salazar, 2001, p. 2). It sees youth Mariachi as influencing academic achievement, self-esteem, school attendance and acceptance into college. These articles frequently reference low high school graduation rates, for low-income Latinos, inferring Mariachi contributes to the resiliency of students in the low-income Latino population (Peterson, 2017; Reichard, R., 2016; Robinson, 2016; Sullivan, P., 2008; Valdez, M., 2013). Academically speaking, Dr. Lauryn Salazar, the leading ethnomusicologist, actively studying Mariachi in the United States admits that although she presents "anecdotal evidence" from her many years of working with parents and Mariachi educators, it is persuasive (2011, p. 165).

As the context for this study is Community-Based Organizations, specifically Quality Mariachi Academies (QMA), some basic background information about Mariachi is warranted. In Chapter two, a brief history of the genre and description of the instrumentation is presented, an overview of the handful of scholarly literature available and a sample of articles from public media are shared.

### **Organization of the Study**

The remainder of this study is organized into four additional chapters, references and appendices. Chapter Two, the Literature Review presents a brief review of literature on poverty, outline resilience models, their trends and shifts over time. It also defines

Educational Resiliency, shares well documented factors known to promote academic success, and introduces Mariachi history and instrumentation.

Chapter Three outlines the study's methods, research design, instrumentation, population, sample, member checking, and the validation strategies utilized. Chapter Four summarizes the findings, gives textual examples and provides detailed analysis of the findings. Chapter Five reports the significant findings, conclusions, and recommendations for further study. References and Appendices follow Chapter Five.

Throughout this dissertation the terms Hispanic and Latino will be used interchangeably to accommodate the varying multiple sources unless otherwise indicated. Relevant distinctions will be noted. For example, the population studied in the research used to develop the Cycle of Resiliency was Dominican American at a private University in New York, the sample study population for this study is mostly Mexican American, in the impoverished Central Valley of California (Morales, 2000).

## CHAPTER II: LITERATURE REVIEW

The framework for this study is the Characteristic Triad of Resilience and is comprised of the following factors; 1) personal disposition, 2) family support, and 3) environmental factors. These factors contribute to a child's ability to resist and cope with stressors (Bower, Carroll, and Ashman, 2012; Gándara, 2004; Garmezy, Masten and Tellegen, 1984; Mallon, 2007; Rutter, 1985, Werner, 1989). This chapter reviews relevant academic literature on the topic of educational resilience. Educational disparities, poverty and its effects on communities of color are reviewed because they provide the contexts within which educational resilience is manifested. The salient models of resilience, the trends and their shifts over time are discussed. Educational resiliency is defined, and characteristic protective factors are addressed. These include the well documented factors such as extra-curricular activities, an individual's sense of significance and belonging, music education, and parent involvement in children's learning (Birch & Gussow, 1970; Catterall, et al, 2012; Garrett, Antrop-Gonzalez, & Velez, 2010; Lewis, 1966; Lipscomb, 2006; Mallon, 2007; Masten & Obradovic, 2006; McNeal, 1995; Wolff, 2004). These factors are known to promote student learning and promote resilience. An orientation and brief history of Mariachi in the United States is provided although only a handful of academic scholarship is available on Mariachi in the United States. Some examples of how Mariachi has expanded and diversified are presented. The Conclusion section outlines the salient points and offers conclusions gleaned from this literature review.



## **Educational Disparity**

Latinos are experiencing rapid population growth in the nation, and at the same time, they are experiencing the highest dropout rates from high school (U.S. Census Bureau, 2015, California Department of Education, 2015). The California Department of Education reports that in the 2013-2014 school year graduation rates increased to 81% in California and 82.3% nationally (2015). Yet, there continues to be an ethnic disparity in the number high school graduates and in the number of dropouts in the state and nationally. Nationally in 2013-2014 Latinos graduated at a rate of 76.3% compared to a rate of 87.2% for Whites. In California, the respective rates are 77.0% for Latinos and 88% for whites. The dropout rate statewide indicates an even larger disparity with the overall 2013 -2014 California state rates at 11.5 %, Latinos at 13.9% and 7.6% for Whites (California Department of Education, 2015).

Although in the last ten years high school dropout rates have decreased nationally and statewide in California, the rates present a false sense of success. Since 2005, after a 25-year rise (Noguchi, 2016), SAT scores, used to determine college preparedness, have been generally falling nationally in all areas with Universities and colleges reporting that students, especially low income students, and students of color, are coming ill prepared to do college level work (Mejia, Rodriguez & Johnson, 2017; Noguchi, 2016; Xia, 2017). The Public Policy Institute of California reported that 80% of students enrolled in community college take remedial or educational developmental classes which extends the length of college years and increases the dropout percentages (Mejia, Rodriguez & Johnson, 2017).

The 2017 Students Success Scorecard, compiled by the California Community Colleges, indicates that statewide only 11% of first time Hispanic students in 2014-2015 completed a transfer level Math (of those who attempted any Math or English in their first year and completed 6 units). For many low-income Latino and Latina students a local community college is considered the best option. For a student with low SAT scores, poor grades, the need to work, limited funds, dependent on family for child care and, or is not socially ready to live on their own, it may be their only option. Central valley community colleges data demonstrates the educational disparity in this study's sample population, included are the California central valley counties of Kern, Kings, Fresno, Merced and Tulare.

Completing transferable units is a good indicator for college success and the ability to transfer to a university for a four-year degree. Historically, at the community college level placement tests determine whether a student is eligible to enroll in college level transferable units. Taking mandatory remedial classes, however, increases the number of terms needed for students get through college. (Mejia, Rodriguez & Johnson, 2017).

Looking at the range of scores in these five impoverished counties the disparity is striking. For example, Latinos who have passed at least one transferable English at the end of two years is 37.1- 53.9%, and only two campuses score above the state average of 48.4%. The range for their White peers in these five impoverished counties is 51.8 - 66.4% which are all above the state average.

It is important to note the other differences from the statewide statistics. The percent of students enrolled in the community college system statewide who report being

first generation college students is 42.4 %. In these five counties the range is 47.1- 53.9% with three of the five campuses above the 50% mark. Close to 50% (49.9) of this cohort of county campus' enrollment are first generation college students. When a student is the first to go to college there is no road map, no familiarity with the college application procedures, or with what to expect at college (Davison-Aviles et al., 1999; Gándara, 1995, p. 61; Immerwahr, 2003, p. 5; Zalaquett, 2005, p. 39).

The Majority Report, a 2017 report by Educational Trust-West, list barriers that increase the difficulty to “achieve college, career, and future success” (p.2). Reportedly, Latino students:

- Have insufficient access to early childhood education;
- Attend the nation's most segregated schools;
- Are often tracked away from college-preparatory coursework;
- Are sometimes perceived as less academically capable than the white or Asian peers; and
- are less likely to feel connected to their school environment.

There are a multitude of other disparities that are not easily apparent. Consider the many life time advantages and experiences of those persons with guaranteed legacy admissions, those with slots at prestigious universities reserved for family members of alumni, vs. a first-generation college student. The two are worlds apart (Hurwitz, 2011). Curriculum tracking and a first-generation student's lack of knowledge of how to prepare or apply to college have been obstacles well documented by researchers (Davison-Aviles et al., 1999; Gándara, 1995, p. 61; Immerwahr, 2003, p. 5; Zalaquett, 2005).

Although there have been real efforts in California and nationally toward increasing English language vocabulary, books in homes, college visits and note taking skills, the disparity in the distance to become ‘college ready’ between the legacy eligible experience and the expansive range of first-time college generation experiences continues to be unknown and difficult to measure. (Bernhardt, 2013; Conchas, 2006; Davison-Aviles, Guerrero, Barajas-Howarth, & Thomas, 1999). With a growing Latino population, the disparity in academic achievement needs to be addressed. A system is needed that offers support for students on a larger scale to mitigate the variety of risk factors and diverse adversity that is the reality of impoverished counties.

## **Poverty**

Poverty and transgenerational poverty or the cyclic nature of poverty has traditionally been recognized as a cause of “increased risk of school failure” leading to both unemployment and underemployment which perpetuates the cycle (Birch & Gussow, 1970, p. 268; Jensen, 2009). Ancient causes of poverty and school underachievement have been theorized to be genetics (Birch & Gussow, 1970; Lewis 1966). In 1968, Dobzhansky stated “what is inherited is not this or that particular phenotypic ‘trait’ or ‘character,’ but a genotypic potentiality for an organism’s developmental response to its environment... a given genotype might well develop phenotypically along different paths in different environments” (in Birch & Gussow, p. 265). Seminal research by Birch & Gussow studying “the heritability and of intelligence and learning capacity in human beings” concluded that the “equalization of the developmental environments of those whose genetic makeup we wish to compare” did

not exist. (p. 268). Furthermore, that the “relative environmental impoverishment is exaggerated when disadvantaged child is non-white” (1970, p.266).

In alignment with Birch & Gussow, Hackman, Farah, & Meaney, (2010), define Socioeconomic status, (SES), as “... a measure of one’s overall status and position in society” (p. 651). Their neuroscience research confirms that SES influences cognitive and emotional development. The neuroscience suggests that “...prenatal factors, parent-offspring interactions and cognitive stimulation at least partly underlie the effects of SES on brain development” (p. 656).

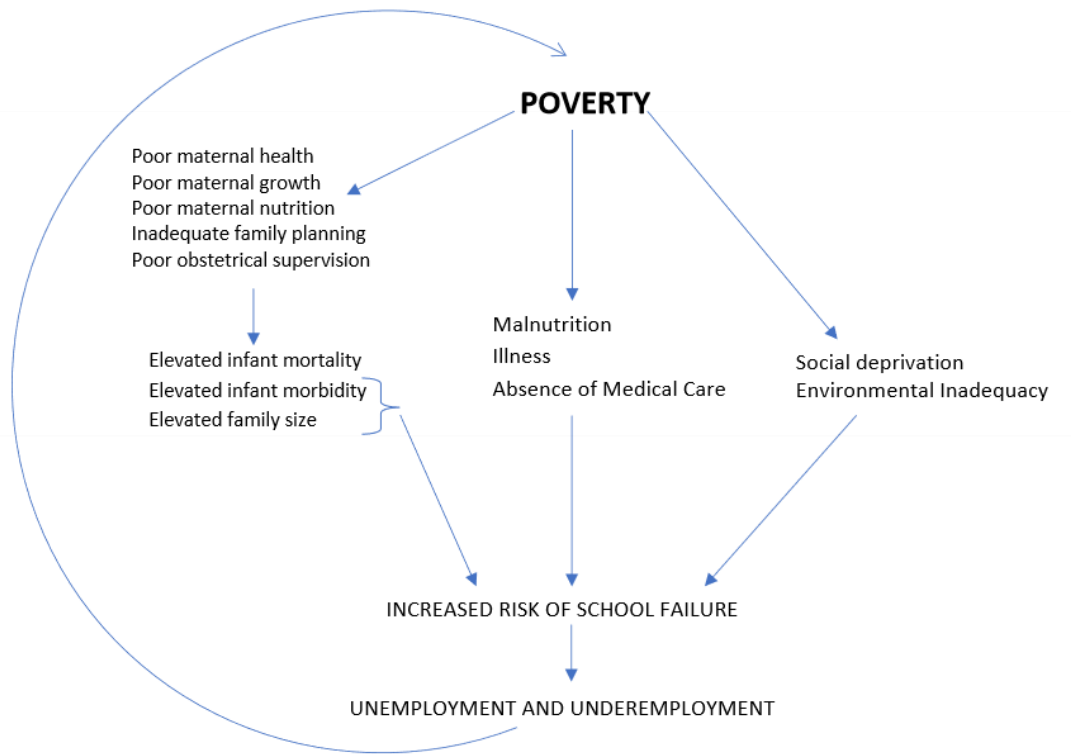


Figure 2. Environmental Relationship Between Poverty and Educational Failure. Birch, H.G., & Gussow, J. D. (1970). Environmental Relationships Between Poverty and Educational Failure. Figure 11.1, p.268. *Disadvantage children: Health, nutrition, and school failure*. New York: Harcourt, Brace and World.

Figure 2: Environmental Relationships between Poverty and Educational Failure illustrates the cyclic nature of poverty and a multitude of interrelated contributing factors. Birch & Gussow's research surmised that intervention can and should be made at various junctions to break the cycle, "intervention at a single point must inevitably have a limited effect" for "while poverty persists, the failure of poor children in schools is linked to it by a variety of environmental factors" (p. 267). Other insights displayed by the chart and discussion were that dramatic changes could not be expected to be immediate: "we must not expect to overcome with a single lifetime the entire consequence of 15 generations of suboptimal conditions for life" (p. 268-269).

Birch and Gussow's concluding point is extremely relevant to this study, in that it shows that active involvement by those individuals living in poverty was imperative; "the planning of interventions to break the cycle of poverty, poor health, and educational failure must involve the fullest participation of the poor" (1970, p. 273).

This multi-case qualitative study explores the awareness and interaction of resilient students with risk and protective factors, specifically planning interventions, or in the language of the Resilience Cycle, "refining and implementation of protective factors" (Morales, 2000, p.11). The other point that surfaced repeatedly in Birch & Gussow's discussion was that the disparities or disadvantages were always higher for the "nonwhite disadvantaged families" (1970, p. 271).

The 2017 county health rankings sponsored by the Robert Wood Johnston Foundation and conducted in collaboration with University of Wisconsin Population Health Institute found the Central valley counties among the worst for health outcomes and health factors. In fact, out of the 57 California counties in this study's sample of five

targeted counties ranked from 51-56 for poor health factors. Health factors include several categories: 1) Health behaviors; smoking, excessive drinking, teen pregnancy, 2) Clinical Care; uninsured, availability of health care providers, and mental health care providers, 3) Social & Economical Factors; unemployment, income inequity, violent crimes, and 4) Physical Environment: Sever housing problems, air pollution, and drinking water violations (University of Wisconsin, Population Health Institute, 2017).

### **Neighborhood Effects**

A literature review published in 2015 covering a ten-year period of national and local studies and using “a range of data sources and statistical approaches” (Sastry, p. 1). The studies focused on the effects of neighborhoods on academic achievement found that “racial/ ethnic diversity was negatively associated with academic achievement” and that “small but clear negative effects for children growing up in a poor neighborhood that are beyond growing up in a poor family” (2015, p. 1). The steady increase in income inequality since 1960 has “been associated with increased residential segregation by socioeconomic status and by race and ethnicity” (Sastry, 2015, p. 2; Byrd, 2009; Jargowasky, 1997; Logan, Stults, & Farley, 2004; Massey & Denton, 1993; Massey, Gross & Shibuya, 1949; Neckerman & Torche 2007; Quillian, 1999) and more children growing up in high-poverty neighborhoods (Sastry, 2015, p. 2).

These two excerpts from Sastry’s 2015 literature review on neighborhood effects on Children’s academic achievement display aspects of neighborhood inequity:

Crane (1991) argues that concentrated poverty neighborhoods dramatically increase adolescent’s exposure to problem behavior and negative norms

through contacts with peers. “Epidemics” of social problems can occur once neighborhoods reach a critically high level of negative social behaviors (p. 6).

Leventhal and Brooks-Gunn (2000) reviewed articles published between 1990 and 1998 and identified the most consistent finding to be the positive effect of high-SES neighbors on children’s academic achievement, especially for whites (p. 3).

A 2015 study on race, housing and income by Reardon, Fox and Townsend, found that poor whites live in richer neighborhoods than middle class Blacks and Latinos (2015). Even with better incomes, for people of color, the playing field is not even.

An education resilient student is defined as one who is successful academically, when others from the same socio-economic situation are failing (Zimmerman & Arunkumar, 1994; Waxman, et.al. 2004). The sample population, living in these impoverished counties of Kern, Kings and Tulare, and meeting the eligibility criteria of high school graduation and matriculation into college identifies the sample as resilient students.

### **Resiliency**

There are four major theories of resiliency; 1) Invincibility, 2) Challenge, 3) Compensatory and 4) Protective Factor. In general theories have shifted over time from identifying resiliency as a personal trait versus seeing resiliency as comprised of multiple factors, including social, familial and environmental factors. Theories have also shifted from a negative, ‘what is wrong,’ perspective to a more positive ‘what is working’ perspective (Zimmerman & Arunkumar, 1994; Rutter, 1985; Hallet, 2011). The first, Invincibility Theory, focuses on innate ability and, as noted before, is not currently



considered valid. (Bernard, 1997). The second is Challenge Theory and focuses on the responses or outcomes that an individual makes to various levels of adversity or risk factors. The key point being that a moderate amount of risk can develop strengths, and therefore risk and protective factors are not binary (Hallet, 2011; Zimmerman & Arunkumar, 1994). The third, Compensatory Theory and fourth, Protective Factor Theory are similar in that risk factors are negative, and protective factors are positive (Hallet, 2011; Johnson & Wiechelt, 2004; Zimmerman & Arunkumar, 1994). The key difference is that in the Protective Factors Theory the effects of risk factors can be eliminated with sufficient amounts of targeted protective factors to mitigate the identified risk; and students can overcome adversity and be academically successful (Zimmerman & Arunkumar, 1994). In Compensatory theory, risk and protective factors are separate entities which do not interact, but the resilient outcome is a summation of the two. A Protective Factor is defined by its ability to mitigate a specific risk (Gordon, 1995; Masten, Best & Garmezy, 1990; Zimmerman & Arunkumar, 1994).

There is also an emerging third wave of resilience research. The first wave developed a “short list” of potential assets or protective factors, eventually becoming a list of 40 developmental assets (Masten, & Obradovic, 2006) See Appendix B. The second wave, still in progress, and where this current study fits, focuses on process and systems that mitigate risk and promote resilience (Luthar, 2006, Masten, & Obradovic, 2006, Richardson, 2002). The third wave focuses on promoting resilience through presentation, intervention and policy. (Masten, & Obradovic, 2006).

## **Resilience Theories**

A brief review of the four main resilience theories, are presented here. The earlier in-depth discussion on poverty served as background on the inequity between people of color and Whites as well as the disparity between low and high socio-economic populations. The review also served to familiarize the reader with examples of the adversities that are collectively referred to as risk factors in resilience theories. As a reminder, a protective factor is defined by its ability to mitigate a specific risk (Gordon, 1995; Masten, Best & Garmezy, 1990; Zimmerman & Arunkumar, 1994).

**Invincibility Theory.** This theory focuses on innate personal characteristics of the individual. The person either has the innate ability to overcome similar obstacles or they don't. A person is classified as invincible or vulnerable. (Cowen & Work, 1988; Zimmerman & Arunkumar, 1994). "*Vulnerability* refers to the individual's predisposition to develop varied forms of psychopathology or behavioral ineffectiveness" (Zimmerman & Arunkumar, 1994 p 1). This theory is no longer considered valid. It was Rutter in 1984 regarding invulnerability that found "the bases of resilience are not fixed; rather dependent on the situation or circumstance that may be present over time" (cited in Coronado, p. 20) but at the time the process of resistance was not clearly defined.

**Challenge Theory.** The challenge theory differentiates outcomes on the level of exposure to adversity. Exposure to different amounts of adversity will yield different outcomes. A small amount or short-term adversity will glean a short-term negative effect. A moderate or continued amount of exposure may strengthen the individual as they build coping mechanisms (Fergus & Zimmerman, 2005; Zimmerman & Arunkumar, 1994). If the exposure to adversity is too great, the person may find it overwhelming and instead of

building coping mechanisms, give up. Christiansen & Evans speak to the effect of bearing this increase in vulnerability, “the scales tip and too much risk increases the vulnerability to victimization” (2005, p. 311).

The Challenge Theory is similar to Richardson’s theory of what he calls Resiliency Theory. He refers to growth after adversity as “The Process” or “biopsychospiritual homeostasis” and describes in detail the need for a disruption to occur before reaching homeostasis (2002, p. 310). Persons involved in a disruption, whether planned or not “have the opportunity to choose consciously or unconsciously the outcome of the disruptions” (2002, p.310). The Challenge Theory also aligns with Morales’ Cycle of Resilience in that in actively engaging with protective factors the resilient student may strengthen their ability to resist the stress of risk factors (2000).

**Compensatory Theory.** The Compensatory Theory sees outcomes in terms of an equation. Outcomes depend on the addition of risk factors and protective factors, as separate and competing factors. A compensatory factor “... does not interact with a risk factor; rather it has a direct and independent influence on the outcome of interest” (Zimmerman & Arunkumar, 1994, p.5). Whichever force is greater will determine the outcome. Zimmerman & Bingenheimer believe that exposure to negative risks can be neutralized by certain protective factors (2002). In the Protective Factor Theory, as in the Compensatory Theory, risk factors are negative and protective factors are positive. The development of skills due to exposure to some risks supported by the Challenge Theory, are not addressed in the Compensatory Theory (Hallet, 2011).

**Protective Factor Theory.** Zimmerman & Arunkumar argue that protective factors can eliminate or shield an individual from the negative risk and alter the outcome

(1994). A key point here is that the protective factor interacts with the risk factor to alter its influence on the individual before the undesired outcome occurs (Cowen & Work, 1988; Werner & Smith, 1982). Specific internal and external protective factors as characteristics of resilient students and characteristics of environments are discussed with the focus on academic success and in relation to the Characteristic Triad of Resilience, the framework for this study, in the section Educational Resilience.

### **Characteristic Triad of Resilience**

Combined research by teams led separately by Garmezy and Werner resulted in The Characteristic Triad of Resilience. This theoretical framework holds that three factors contribute to an individual’s ability to resist and cope with stressors. These factors are; 1) personal disposition combined with 2) family support and 3) environmental factors. (Garmezy 1991; Morales & Trotman, 2004; Rutter, 1985; Werner 1989). Although the Characteristic Triad of Resilience is the theoretical framework for this research study, the Resiliency Cycle Five Step Model has influenced the direction and understanding of educational resilience (Garmezy, 1991, Morales, 2000, p. 11).

Table 1.

*Organization of Protective Factors According to Ecological Model*

Individual	Family	Community
Internal locus of control	Family Structure	Involvement in the community
Emotional regulation	Intimate partner relationship	Peer acceptance
Belief systems	stability	Supportive mentors
Self-efficacy	Family cohesion	Safe neighbourhoods
Effective coping skills	Supportive parent-child interaction	Access to quality schools, childcare
Increased education, skills & training	Stimulating environment	Access to quality health care
Health	Social support	
Temperament	Family of origin influences	
Gender	Stable and adequate income	
	Adequate housing	

Table 1. Organization of Protective Factors According to Ecological Model. Benzies & Mychasiuk (2008) *Fostering Family Resiliency*.

The Characteristic Triad considers the combination of a student's personal disposition, family support, or lack of family support and the student's environment as factors in a student's ability to be resilient (Bower, Carroll, & Ashman, 2012; Gándara, 2004; Garmezy, et al., 1985; Mallon, 2007; Rutter, 1985; Werner et al., 1989). As seen in Table 1: Organization of Protective Factors According to Ecological Model, the Characteristic Triad aligns well with the ecological model of resilience that considers these similar three components; individual, family and community.

This study uses the Characteristic Triad of Resilience framework to explore and identify characteristics and protective factors in student's lives from all three sectors. These factors include, but are not limited to, effective coping skills, internal locus of control and self-efficacy, while also considering the influence of family dynamics and community influences on a student's journey toward academic achievement (Benzies & Mychasiuk, 2008; Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Morales, 2000).

### **Educational Resilience**

Educational Resilience focuses on the reasons some students succeed academically while others from the same socio economic and disadvantaged backgrounds fail. (Waxman, et.al. 2004). Various internal, personal characteristics and external, environmental protective factors of resiliency have been identified and recognized over the years. Benzie and Mychasiuk have arranged many of them according to the ecological model. The structure of Table 1: Organization of Protective Factors According to Ecological Model, aligns with the Characteristic Triad of Resilience with individual, family and environmental components. In this model, characteristics of resilience are

seen as protective factors that mitigate specific risk factors that are present in an individual's life (Benzies & Mychasiuk, 2008).

It is widely accepted that resiliency is not based on innate ability (Bernard, 1997; Gordon & Song, 1994; Masten, Best & Garmezy, 1990). There is however a component, widely recognized and more neutral, referred to as "personal disposition" (Garmezy, 1991). Lists of common characteristics and attributes found in resilient students have been compiled by seminal researchers such as Bernard as well as McMillan and Reed (1997, and 1994, respectively). Henry and Milstein in their chapter "Promoting Resiliency in Youth, Educators, and Communities" found in the first volume of *Research in Educational Diversity an Excellence* present tables of internal and external protective factors (Waxman, Padron, & Gray, 2004).

Table 2.

*Internal Protective Factors*

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1. Gives of self in service to others or a cause or both.
  2. Uses life skills, including good decision making, assertiveness, impulse control, and problem solving.
  3. Is sociable and has ability to be a friend and form positive relationships.
  4. Has a sense of humor.
  5. Exhibits internal locus of control, i.e. belief in ability to influence one's environment.
  6. Is autonomous, independent.
  7. Has positive view of personal future.
  8. Is flexible.
  9. Has spirituality, i.e. belief in a greater power.
  10. Has capacity for connections to learning.
  11. Is self-motivated.
  12. Is "good at something," has personal competence.
  13. Has feelings of self-worth and confidence.
- 

Table 2: Internal Protective Factors: Characteristics of Resilient Individuals. Henry, D. A. & Milstein, M. M., (2004) Table. Promoting Resiliency in Youth, Educators, and Communities; *Research in Educational Diversity an Excellence*, Vol 1, (Waxman, Padron, Gray, 2004, p. 250).

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Table 2: Internal Protective Factors, and Table 3: Environmental Protective Factors are similar and inclusive of lists of characteristics and personal attributes found in resilient students in the seminal works of McMillan & Reed in 1994 and Bernard, 1997 (Waxman, Padron, & Gray, 2004, p. 250).

Notable, is the similarity and repetition of characteristics listed in the ecological model presented in Table 1: Organization of Protective Factors According to Ecological Model with those found in Table 2. Internal Protective Factors and Table 3. Environmental Protective Factors.

Table 3.

*Environmental Protective Factors*

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1. Promotes close bonds.
2. Values and encourages education.
3. Uses high warmth, low criticism style of interaction.
4. Sets and enforces clear boundaries (rules, norms, and laws).
5. Encourages supportive relationships with many caring others.
6. Promotes sharing of responsibilities, service to others, “required helpfulness.”
7. Provides access to resources for meeting basic needs of housing, employment, health care, and recreation.
8. Expresses high and realistic expectations for success.
9. Encourages goal setting and mastery.
10. Nourishes development of positive connection (such as altruism) and life skills (such as cooperation).
11. Provides leadership, decision making, and other opportunities for meaningful participation.
12. Appreciates the unique talents of each individual.

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Table 3: Environmental Protective Factors: Characteristics of Families, Communities, and Organizations that promote Resiliency. Henry, D. A. & Milstein, M. M., (2004). Table. Promoting Resiliency in Youth, Educators, and Communities; *Research in Educational Diversity an Excellence*, Vol 1, (Waxman, Padron, Gray, 2004, p. 250).

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Some similarities in the tables will be addressed, but each academically resilient student is expected to manifest a unique and varied set of risk and protective factors (Morales, 2000, p. 12).

### **Internal Characteristics**

The “Individual” category of the ecological model in Table 1: Organization of Protective Factors According to Ecological Model and the internal protective factors listed in Table 2: Internal Protective Factors align with the “Personal Disposition” leg of the Characteristic Triad of Resilience. According to Morales’s cycle a resilient student’s active interaction involves the following characteristics: internal locus of control, self-efficacy, autonomy, independence, self-motivation and effective coping skills.

Curiously, in the third wave of resiliency theory presented by Richardson he poses the concept of self-motivated action, which he considers a “spiritual source or innate resilience” (2002, p. 313). The concept of internal locus of control also occurs in other research. Dunn (1994), for example, includes internal locus of control with spiritual measures, and found that these factors outshined other mental and physical predictors; “Spiritual measures included purpose of life, locus of control, religiousness/belief in a higher power, creativity, humor, and affect” (Richardson, 2002, p. 313). Religious belief is listed under individual categories on both tables. For the purposes of capturing relevant emerging themes for this study the emergent themes of religion and spirituality will also be accepted under family structure and considered connected to environmental factors when described as an opportunity to serve others. Religious belief will also be counted under an accepted modeled behavior and, or a component of significance and belonging.



## **Environmental Protective Factors**

The external protective factors include the characteristics of families, communities, neighborhoods and organizations that promote resiliency, as indicated by the title of Table 3: Environmental Protective Factors. These characteristics work similarly in both remaining legs of the Characteristic Triad and may be found in both or either families or other environmental spaces available to students.

A few systemic programs that are considered protective factors will be reviewed; those that target low income communities or are available in the school setting such as school-to- college bridge programs, i.e. AVID, The Advancement Via Determination Program, Puente, Upward Bound, and Head Start an early intervention program. Then effective neighborhoods and family support will be discussed before moving on to the Resilience cycle.

**School & Community.** Over the years, in California there have been several school-based programs that alter school & community environments, provide capacity building, improve school readiness, academic support and increase the educational opportunities available to low income and or first-generation students. An introduction to Head Start, AVID and Puente are presented below.

**Head Start.** Harvard University's Center on the Developing Child published a working paper titled 'Building the Brains 'Air Traffic Control' System: How Early Experiences Shape the Development of Executive Function (2011). It describes how Head Start improves executive function, which is foundational to school readiness, in terms of working memory, inhibitory control and cognitive or mental flexibility (2011, p. 2). There is neurological evidence that the preschool program Head Start has had some

success in strengthening children’s executive functioning skills like functioning memory and attentional capacities and the “changes in the brain that accompany improvements in these skills” (Center on the Developing Child, 2011, p. 12).

**AVID.** Bernhardt, (2013) describes AVID, The Advancement Via Determination Program initiated in 1980 as “a college readiness system targeting populations traditionally underrepresented in postsecondary education, provid[ing] students with consistent academic support while enrolled in a rigorous course of study” (p. 203). Gaskins in her 2012 dissertation researched AVID as a potential “Gold Standard of Education” and found measurable evidence that the AVID program students were significantly more successful, with higher math and writing, reading and collaboration scores than non-AVID students (p. 68).

**Puente Programs.** Willett in his 2002 report to the US Department of Education on his local Puente Program stated that although “historically focused on Latino students who intended to transfer to four-year institutions,” later it was opened to all underrepresented students with intentions to transfer he reported on the success of Puente students on his community college campus stating that “Puente students succeeded in significantly higher rates in English 250A and 1A....and persisted from English 250 to 1A at significantly higher rates...” (abstract). Similarly, Moreno, 2002 focusing on long-term outcomes of Puente found that Puente did make a difference in “college participation, persistence in college and preparedness” (p. 572). In addition, Puente counselors were described as important “institutional agents” and sources of valuable “knowledge and information” that contributed to their success (Moreno, 2002, 572).

The three salient insights relevant to this study pulled from McCormick's 2009 dissertation looking at community partnerships regarding Puente are as follows:

- 1) The mission of Puente is to increase the numbers of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees and return to the community as leaders and mentors to future generations....
- 2) The Puente project is about relationships, and leadership style is derived from those relationships. ...
- 3) Project personnel work extremely closely with the communities they serve, perhaps more than many other non-profit organizations (abstract, *numbers added*).

These factors highlight the Puente Program's integration with the community.

***Mandatory Remedial Classes.*** Another systems-change in transition that is expected to affect college matriculation and longevity is the end of mandatory placement tests and mandatory remedial class that elongate a student's college path. Instituted in part in the 2016-2017 academic year, the California college systems are changing the requirement for mandatory testing and remedial class placement (Xia, 2017).

**Family Support.** For simplicity in presenting relevant literature concerning the various family factors found in the tables and in resilience research literature, the multiple factors have been separated into strands. Family support may present as strong family ties, systemic behaviors and or family structures. These factors are common findings among research and in the characteristics of academically resilient students (Benzies & Mychasiuk, 2009; Clark, 1983; Garrett, Antrop-Gonzalez, & Velez, 2010; Gayles, 2008).

One strand of factors is concerned with the stability of the home, and having basic needs met adequately. This strand is seen in Table 3: Environmental Protective Factors,

as item 7: Provides access to resources for meeting basic needs of housing, employment, health care, and recreation. In Table 1: Organization of Protective Factors According to Ecological Model, this strand is represented as “Adequate housing” and “Stable and adequate income” (2008). We will refer to this strand as Adequate Basic Resources.

When these basics are not met, they can have a big impact on factors of the other sections of the triad as was discussed in the section on poverty and seen in Figure 2.

Environmental Relationships between Poverty and Educational Failure. For example, having the ability to meet daily nutrition requirements, effects the brain function and personal disposition. Lack of income could affect the quality of the neighborhood one lives in or the family’s health and general wellbeing (Benzies & Mychasiuk, 2009; Birch & Gussow, 1970; The Developing Child, Sastry, 2012; Reardon, et al., 2016). The complexity of risk and protective factors and the importance of neutral labeling of categories and generalizations when speaking of risk and protective factors, align also with the theory that every resilient student presents a unique set of risk and protective factors (Morales, 2000, p. 12).

The next strand of family support considers the cohesive structure, bonding and relationship within the family. According to Masten the third wave of resilience intervention research provided “...some of the most compelling evidence for the power of the family environment on individual resilience” (Masten & Obradovic, 2006, p. 16). A structured family with supportive parents, guidelines and principles, and the modeling of a strong work ethic were all found to promote resistance to adversity (Gándara, 1995; Mallon, 2007; Masten & Obradovic, 2006; Rutter, 1985; Werner & Smith, 1982).

The third strand of family support considers active types of support, guidance, stimulation and engagement in student's learning, in addition to building skills that may contribute to increasing individual skills. These factors include recognizing and valuing a child's uniqueness, setting rigorous expectations, encouragement of literacy, actively looking for ways to interact or intercede in the learning process (Garmezy, 1991; Garrett, Antrop-Gonzalez & Velez, 2010; Gándara, 1995). This type of support would be considered parents engagement in student learning. The distinction is made from active engagement in the learning process versus supporting booster's event.

### **Resiliency Cycle**

Masten & Obradovic (2006, p. 21) and Richardson (2002) among others agree that the first wave of resilience led to the "short list" of identified characteristics and protective factors available in various forms referred to as the "40 Developmental Assets,"

Appendix B. Table 1: Organization of Protective Factors According to Ecological Model, Table 2: Internal Protective Factors and Table 3: Environmental Protective Factors presented and addressed some of these factors.

Figure 1. Five Steps of the Resilience Cycle, recognizes the agency of the resilient student to be aware of the risk factors, identify protective factors that help mitigate their specific risk factors and employ continued active maintenance of those protective factors. Morales found that the relationships created with the protective factors positively influenced academic achievement (2000, p.11). The second wave of resilience research focuses on the process of resilience. That perspective is key to this study (Masten, & Obradovic, 2006; Richardson, 2002). The Resiliency Cycle models a process found in resilient students. The research conducted by Morales when the cycle was originally

created was done with a population of low income Dominican American students in a private University setting (2000). Since then the cycle has been applied to groups of other students, but none in the central valley of California, and none with a context or group that had a common environment prior to matriculation into college (Morales, 2000; Morales & Troutman, 2004).

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*Five Steps of the Resilience Cycle*

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1. The student realistically and effectively identifies/recognizes her or his major risk factors.
2. The student is able to manifest and/or seek out protective factors that have the potential to offset or mitigate the potentially negative effects of the perceived risk factors.
3. The protective factors work in concert to propel the student toward high academic achievement.
4. The student is able to recognize the value of the protective factors and continues to refine and implement them.
5. The consistent and continuous refinement and implementation of protective factors, along with the evolving vision of the student's desired destination, sustain the student's academic achievement as new academic challenges present themselves.

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Figure 1. Five Steps of the Resilience Cycle. Morales, E. (2000, p. 11) A contextual understanding of the process of educational resilience: High achieving Dominican American students and the resilience cycle, Human Science Press Inc. *Innovative Higher Education* 25(1) Fall 2000.

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Ali Maginness (2007) in his search to "...explore the construct from a phenomenological framework" (p. 1) presents a model on the Development of Resiliency that aligns with Morales' cycle in many ways (Morales, 2000, p. 11). Maginness identified three core elements that he felt "embraced the construct of resilience" (p. 1). He speaks to the personal disposition of the resilient subject which includes, 1) a physiological capacity to be resilient, 2) the ability to be adaptive and 3) the ability to maintain well-being (p. 1). Similar to Richardson (2002), the factors identified, center on response to adverse events and "beliefs about the world and the self that promote

wellbeing when exposed to adverse events” (2007, p. 1). Both Morales and Maginness identified the interaction, response and active “self” or internal locus of control aspect of resilience (Maginness, 2007; Morales, 2000).

Richardson describes the third wave of resilience as having the focus on motivational factors: “...there is a force within everyone that drives to seek self-actualization, altruism, wisdom, and harmony with spiritual source of strength” (2002, p. 313). Religious beliefs, or ‘belief systems’ as listed in Table 1. Organization of Protective Factors According to Ecological Model and Table 2. Internal Protective Factors item 9, has spirituality, i.e. belief in a greater power, as an acting protective factor (Benzies & Mychasiuk, 2008; Henry & Millstein, 2004).

### **Promoting Academic Achievement**

Considering the context and focus of this study there are other factors known to promote academic resilience, or that may impact academic achievement, including parent engagement in learning, neighborhood effects and a sense of significance and belonging as has been mentioned before. Music education, extracurricular activities, and sense of significance and belonging are briefly addressed here, followed by a limited literature review on Mariachi in the United States.

**Sense of Significance and Belonging.** Oscar Lewis in his 1966 *Scientific American* article ‘The Culture of Poverty’ concludes that a sense of significance and belonging is one of the key factors that differentiate the poor from those living the culture of poverty. “The disengagement, the nonintegration, of the poor with respect to the major institution of society is a crucial element in the culture of poverty” (p.21).

By the time slum children are six or seven they have usually absorbed the basic attitudes and values of their subculture. Thereafter they are psychologically unready to take full advantage of changing conditions or improving opportunities that may develop in their lifetime (Lewis, 1966 p. 21).

His model distinguishes between those in poverty and those living in the culture of poverty. The latter, because they live in the culture of poverty creates a mindset that forms a barrier to improving their situation. This aligns with the concluding point made by Birch & Gussow regarding the breaking of the cycle of poverty needing the “fullest participation by the poor” in “planning the implementation” (1970, p. 273).

**Extracurricular activities.** In contrast to studying student attributes, Ralph McNeal examined the more “voluntary” or “behavioral attributes” of variables influencing high school dropouts (1995, p. 62). Given that this study will focus on resilient student action and interaction, looking at literature through the lens of behavior is appropriate. McNeal’s findings indicate:

participation in certain extracurricular activities (athletics and fine arts) significantly reduces a student’s likelihood of dropping out.... and.... serve as key intervening variables in the dropout process, magnifying the direct relationship between race, gender, academic ability, and dropping out. These finding persist even after crucial ‘dropout’ forces (such as race, socio economic status and gender) and ‘pull out forces’ (such as employment) are controlled (p. 62).

Similarly, Stephen Lipscomb (2006) used a fixed effects strategy to test, independent of ability, if extracurricular activity would affect student learning and academic success. He



found that athletic participation increased both math and science test scores, Club participation increased math scores, but involvement in either type was “associated with a [five] percent increase in bachelor’s degree attainment expectations” (p.463).

Extracurricular activities and opportunities for significance and belonging then have been found to correlate positively with factors, such as increased GPA, and decreased dropout rates, that can influence academic success.

**Music Education.** Research Report 55 commissioned by the National Endowment for the Arts, found that:

Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.... those outcomes extend to school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics. (Catterall, et.al, 2012, p.24).

An ongoing five-year study at the University of Southern California, begun in 2012, with a population of low-income Latino students found in the first year that participation in music education showed significant “improvements in cognitive skills including working memory and inhibitory function and as evidenced by greater brain activation in brain’s prefrontal circuitry during tasks engaging executive function skills.” These were not found in the two nonmusical education study populations (USC Dornsife, 2017).

Similarly, Wolff (2017) concluded in her research review, studying the non-musical effects of music education, that there may be some measurable effects on the development and cognitive skills and understanding for both specific transfer and

‘learning how to learn’, or general transfer (p.85). Music education can impact language acquisition skill and enhance brain cognitive development. Innovative ways to influence academic achievement is a challenge in many low-income Latino communities, with limited resources.

## **Mariachi**

There is both a shift and a growing number of articles in mainstream media, newspapers, and online music industry newsletters, that have moved from simply highlighting current local events to the diversification of Mariachi. Most relevant to this study are findings of its positive influence on student learning and academic success in low-income Latino communities (Cooley, 2013; Maren, 2013; Peterson, 2017; Reichard, 2016; Robinson, 2016; Sullivan, 2008; Valdez, M., 2013; Zahniser, 2013. Academically speaking, Lauryn Salazar, the leading active Ph.D. ethnomusicologist, admits she can only offer “anecdotal evidence” from her many years of working with parents, and Mariachi educators but that its positive effect on students is persuasive (2011, p. 165).

In this section, a brief history of the genre and description of the instrumentation is presented, along with an overview of the handful of scholarly literature and a sampling of articles from public media.

### **History & Instrumentation**

The earliest accounts of Mariachi in the U.S. are from late 1899, and early 1900s (Clark, 2005; Dodd, 2001; Mulholland, 2007; Salazar, 2011; Sheehy 2006). Mexico, the home of Mariachi, is a land of the Mestizo, a mixed race. The music and instrumentation are no different. Mariachi was created by the merging of the indigenous working populous and Mestizo, with the introduction of and exposure to the newly imported

European string instruments (Jauregui, 1990; Sheehy 2006). According to Mulholland's research, an increase in the number of members, the addition of trumpets and the elegant *traje*, Charro style dress, were incorporated into the ensembles in the 1920's and 30's. This was an attempt to elevate the status and reputation of the Mariachi genre, and to promote a National Mexican identity (Dodd, 2001; Jauregui, 1990; Mulholland, 2007; Sheeny, 2006). According to Lauryn Salazar and Daniel Sheeny, the two authors of the most thorough review on Mariachi in the United States, Mariachi had established itself as "a major representation of ethnic pride for Mexican Americans in the United States" (Salazar, 2011, p.1) by the end of the 1940's (Salazar, 2011, Sheeny, 2006).

The modern-day ensemble varies in number and instrumentation. Most commonly it is made up of 6 to 12 members, a minimum of two violins, 1 or 2 trumpets, plus the rhythm section with harp or flute as rare, added luxuries. The rhythm section is referred to as *armonia* and in general is made of the bass instrument, the guitarrón, the vihuela and an acoustic six string guitar (Dodd, 2001; Mulholland, 2007; Salazar, 2011; Sheeny, 2006). Although variations are common, according to Sheeny, a group without a guitarrón, the large, round bottomed, bass instrument is not qualified to call itself a Mariachi (2006).

In the October 2017 addition of *Acoustic Guitar*, Greg Olwell gives an effective musician's introduction of the Mariachi rhythm instruments the Vihuela and Guitarrón.

... the *guitarrón* is a large six-string and the bass member of the ensemble. It's played with the enormous body facing at an upward angle. The guitarrón (*geetar-RHON*; roll the r's if you can) is often played using octaves on the six strings

(three steel and three nylon) .... And it's common *guitarrónista* technique to finger notes with the fretting hand's thumb.

With a mini-guitarrón-looking body and high tuning, the Mexican *vihuela* has a sharp and quick attack, perfect for those rapid triplet strums in a Mariachi group. While the pitches and intervals of vihuela (*vee-whey-lah*) tuning (A D G B E) will make many of your familiar guitar chord shapes work, the tuning can be a mind-bender for guitarists. The lower three strings are tuned an octave higher than a guitar. Paired with the vihuela's voluminous turtle-shell-shaped back, this creates a unique sound that sits somewhere between that of a ukulele and of a nylon-string guitar when strummed with fingernails and, occasionally, a fingerpick on the index finger (Olwell, 2017).

The comparative descriptions in the article is titled, *Mariachi Instruments Guitar Players Should Know About*, allows one to get a feel for both the uniqueness and similarity of the guitarrón and vihuela to other guitar like instruments. The guitarron and vihuela were created in Mexico for Mariachi “based on earlier instruments brought from Spain, they are unique in origin to western Mexico and are easily recognized by their shape and sound” (Sheeny, 2006, P. 23).

Olwell, likens the Mariachi genre to Bluegrass as “both genres are almost defined by their instrumentation” (2017). The Mariachi genre includes a variety of styles and musical genres; soulful, romantic *boleros*, narrative *corridos*, heart wrenching *rancheras* and lively *sones*, *huapangos* and *jarabes* (Dodd, 2001; Mulholland, 2007; Olwell, 2017; Salazar, 2011; Sheeny, 2006). L.C. Salazar compares the Mariachi genre to Jazz due to its working-class origins, the addition of instruments over time, the lack of written music,

and the need to play from the heart (2011). John Lopez, founder and coordinator of Texas State Universities Latin Music Program agrees that Mariachi is similar to jazz and requires interpretation (Peterson, 2017).

Singing with feeling, having guts, making it one's own, is what Salazar refers to as the necessary organic elements of Mariachi. She describes her mentor, Maestro Guzman, often asks students to play 'from the heart' and not use their written music (2011). Sheehy spends much of the introduction of his book *Mariachi Music in America: Experiencing Music, Expressing Culture*, trying to explain the importance of culture, understanding the essences of the music and the complexity of the Mariachi world. In 2006, he spoke to the evolving nature of the genre. "...the Mariachi repertoire has been ever expanding, as Mariachi arrangers create tunes such as diverse Venezuelan *joropos*, Broadway show tunes ...county fiddle hoedown... and many more (p. 36). In the section on diversification, examples of how much Mariachi has evolved and diversified are explored. A strong connection to the music, an ownership factor, a heritage claiming, are expected to be emergent themes in this study.

### **Scholarly Literature**

The majority of scholarly literature on Mariachi in the United States, which are a handful, are limited to its history, its contribution to instrumentation, Mexican nationalism, the difficulty in finding teachers for school programming and the lack of a standardized curriculum (Dodd, 2001; Salazar, 2011; Sheehy, 2006).

Daniel Sheehy's book, published in 2006, "*Mariachi Music in America: Experiencing Music, Expressing Culture*" is the go-to for Mariachi in the United States as is the dissertation by Lauryn Salazar, *From Fiesta to Festival: Mariachi Music in*

*California and the Southwestern United States*. Dr. Salazar is one of few academics actively studying Mariachi in the United States. She skillfully presents an insider, scholarly and thorough view of the Mariachi genre, historically, musically and where Mariachi was up to 2011. Clark (2005) and Mulholland (2007) both discuss Mariachi as it pertains to Mexican pop culture and Mexican National identity.

The few other available scholarly literature samples regarding Mariachi in the United States include one ethnographic program evaluation by Dodd, 2001 and a 500-page dissertation in 2015, focusing on gender and Mariachi by Soto-Flores. There is also a Master's thesis by Amador Salazar (2017) that focuses on the construction of culture and ethnic identity in San Antonio.

Dodd's Master thesis, *Playing Mariachi: It's Influence on Students' Lives, an Ethnographic Study of Mariachi MECA*, provides an additional historical perspective and what could be considered both an ethnographic study and a program evaluation. Dodd's evidence for the influence that Mariachi has on student's lives is anecdotal and would be difficult to generalize to all Mariachi youth. Her research included "informal conversations with parents and other participants" (p. 47), interviews with participating students ages 15-28 and MECA program staff, from the one Texas program (2001).

Interviews focused on "three areas of their lives: 1) what playing Mariachi music meant to them musically and socially, 2) how it has influenced their cultural identity, and 3) how it has influenced their education" (p. 49). Her results indicate several students reported growth in leadership and nearly all the students stated that participating in Mariachi MECA had helped them in their lives in a variety of ways. Mariachi MECA helped them stay out of trouble, improved their self-confidence, improved grades in

school, and helped them make many friends (p. 65). Students reportedly benefited from the 155 performances they participated in the previous year. MECA students won scholarships and went on to university, although no percentages or hard data were presented (Dodd, 2001).

Soto-Flores' dissertation contributes "a panoramic view of the Mariachi tradition – with women included" (2015, p. *iv*). Her ten years of research provide a complex "...ethnographic and archival investigation of women's performances in Mariachi music" (p. *ii*). In addition to a very complete history of women performers, and all female Mariachi groups, internationally, her historical analysis addresses stereotypical images, pop, media and commercial trends and tradition bearers. Although, mainstream media's perception is still that Mariachi is a mostly male genre, the large number of school districts that offer Mariachi to all students, of which roughly 50% are female, may be changing this perception. Soto-Flores' work documents women's contributions in the field of Mariachi and will be important for future scholars of female Mariachi.

Amador Salazar 2015 Master's thesis explores "the ways in which cultural producers and receivers identified Mariachi music as a symbol of their cultural and ethnic identity in San Antonio" (p. 88). The geographical, cultural hybridized setting of his work is extremely relevant as it contrasts with the social and cultural setting of this research study in the Central Valley of California. Salazar speaks to the "hybridized city" of San Antonio where Mariachi, for several years, had performed the national anthem at Spurs games (p. 81). The negative national reaction on social media, versus the supportive response of the Spurs and unique perspective of the cultural producers are addressed in his final chapter "The Cultural Politics of Mariachi Music: Responding to

Prejudice.” It wasn’t until a National televised game in 2014 against the Miami NBA team that an eleven- year-old boy, dressed in a charro outfit, singing the national Anthem ignited racist comments and assumptions about his citizenship and the appropriateness of Mariachi became an issue (2017). The construction of culture and ethnic identity are expected emergent themes on this research study.

**Public Media.** Public Media has had a positive response to stories of the growth of youth Mariachi programs. Previously most articles focused on special events featuring youth Mariachi in their local communities. In December of 2013 the Associated Press picked up a story of eight members of a youth Mariachi in Washington on the path to college (Sullivan, 2008, Valdez, 2017, Peterson, 2017). Along with the Associated Press (AP), music industry magazine articles, especially in 2017, focus on how the lives of students have been changed by participation in Mariachi, and the growth of Mariachi programing in schools. Mariachi programs in schools are credited with improved attendance, self-esteem, academic performance and acceptance into university. In addition to acquiring leadership skills, Mariachi participants noted its influence in meeting GPA requirements, performance experience, improving social skills and public speaking. Mariachi groups purposely scheduled university tours to coincide with town performances and are cited as factors influencing these students’ academic success (Peterson, 2017; Reichard, 2016; Sullivan, 2008, Valdez, 2013).

### **Present and Future**

L. Salazar describes Mariachi as a transnational genre that “in some ways it is even more popular in the United States than it is in Mexico” (2011, p. 3). The genre is not going away any time soon. Salazar credits the emergence of Mariachi festivals and



the rise of programming in schools as legitimizing the genre and the impetus for Mariachi's evolution as an American genre (2011, p. 4). Multiple diversifications show American ownership and add an additional layer to Salazar's extensive background work on Mariachi as an American genre. There is now a movement, attempting to preserve traditional Mariachi and at the same time enhance growth and metamorphism of Mariachi in the United States. Salazar credits the emergence of Mariachi festivals and the rise of programming in schools as legitimizing the genre and the impetus for Mariachi's evolution as an American genre (2011, p. 4).

Mariachi is traditionally male and often symbolizes machismo, crudeness, and alcoholism (Clark, 2005; Salazar, 2011; Sheehy, 2006; Soto-Lopez, 2015). In the early years of Mariachi, female students from traditional households' report struggling with overcoming these stereotypes in order to participate in Mariachi (Castro-Torres, 2009; Dodd, 2001; Hendrickson, 2015; Mendoza, 2014; Perez, 2002; Salazar 2011; Soto-Lopez, 2015). The growing number of all female Mariachis and more than one openly Lesbian, Gay, Bisexual, Transgender & Questioning (LGBTQ) ensemble signals a transformation and much American pop culture mainstream work for this genre (Fusion, 2017; Hendrickson, 2015; Hermes, p. 20; Mahoney, 2012; NPR, 2016; Mendelson, M, 2017; Olwell, 2017).

In addition, there are groups like Metalachi, who combine the style of Mariachi with heavy metal, Mariachi El Bronx, who play romantic Mariachi style music with lyrics in English and Mariachi Manchester who is dedicated to Morrissey and the Smiths, a British alternative rock band of the 80's, who appear to have grown up with, take ownership and combine multiple genres successfully.

L. Salazar's chapter Music Education argues for Mariachi as an American genre and that its acceptance into mainstream school districts has helped to validate its movement to a middlebrow form (2011). In her years of experience speaking with Mariachi educators and parents, she states that participation in K-12 Mariachi programming "curbs absenteeism, boosts academic achievement and has a positive impact on high school graduation rates" (2011, p. 156). Concluding that while "formal statistics measuring these benefits are not yet available, the anecdotal evidence...is persuasive" (p.156). These same claims have been brought up in public media more frequently in recent years (Peterson, 2017; Reichard, 2016; Sullivan, 2008).

In addition to adding to the research on educational research by providing deeper insight on the process and awareness of resilient students and the functioning of the Characteristic Triad of Resilience cycle in impoverished Latino populations, this study will serve to provide scholarly input on the perceptions and influence of participation in youth Mariachi programming on academic achievement.

### **Conclusion**

In this chapter literature on resilience and background on topics necessary to understand the framework, context and sample population of this research study were presented. Conditions of risk and adversity of the young Latino sample population for this multiple case study, living in the impoverished central valley of California was established. The Characteristic Triad of Resilience as the theoretical framework and a sample of possible emergent themes, personal characteristic and environmental protective factors were explored. Lastly, an introduction and brief history on Mariachi in the United States was offered; with attention to its popularity as evidenced by its growth in school

district programs across the country, youth focused festivals and the birth of a publishing industry.

The diversification of Mariachi was addressed briefly. As evidence of its popularity its ownership and the future direction of Mariachi in the United States, L. Salazar speaks to Mariachi becoming an American Genre (2011). Pubic and social media highlight successful resilient students and touts that participation in Mariachi has influenced their student's self-esteem, leadership abilities and college entrance, but offer only anecdotal evidence (Peterson, 2017; Salazar, 2011). This qualitative multiple case study explores the experience of resilient students and examines the processes, consistent with the second wave of resiliency research, in a context that has had limited previous scholarly research. The purpose of this qualitative multiple case study is to explore the Characteristic Triad of Resilience; 1) personal disposition, 2) family support and 3) environment, contribute to educational resilience in the context of community-based Quality Mariachi Academies in impoverished Central Valley Counties of California.

### CHAPTER III: METHODOLOGY

This qualitative multiple case study focuses on Educational Resiliency and utilizes the Characteristic Triad of resilience: 1) personal disposition, 2) family support and 3) environment factors as its theoretical framework (Garmezy, 1991, Morales, 2000). This study was also influenced by Morales' Five Step Resiliency Cycle which outlines how resilient students' awareness of risk factors and protective factors in their lives promote their academic achievement and that they 'utilize' their awareness and interaction with those protective factors to further their skills and academic goals (Morales, 2000, p. 11).

Utilizing the qualitative method will allow salient themes to emerge. Resilient students were interviewed through the lens of the Characteristic Triad of Resilience, with a focus on resilient student awareness and interaction of risk and protective factors, as suggested by Morales' Resiliency Cycle.

Realist Qualitative Inquiries "explain how and why reality unfolds as it does in a particular context" (Patton, 2015 p. 111). This qualitative theoretical inquiry approach in the context of community-based Quality Mariachi Academy will lead to a deeper understanding of the processes and mechanisms used by resilient students to be academically successful in the face of adversity.

This chapter presents sections on the Purpose Statement and Research Questions followed by the Research Design including a discussion on the Population and Sample. Data Collection and Data Analysis will follow. Steps taken to increase validity and reliability are shared. A brief review of the study's prospective limitations and summary complete the chapter.

## **Purpose Statement**

The purpose of this qualitative multiple case study is to explore through the lens of the Characteristic Triad of Resilience: personal disposition, family support and environment, how the participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

## **Research Questions**

How does participation in community-based Quality Mariachi Academies contribute to educational resilience?

- A) How does a resilient student's personal disposition in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- B) How does family support in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- c) How does the environment of a community-based Quality Mariachi Academy contribute to educational resilience?

## **Research Design**

This qualitative multiple site, multiple case study focuses on a group of educational resilient individuals, with the similar experience of living in impoverished areas of the central San Joaquin Valley of California and having participated in a Quality Mariachi Academy for a minimum of one year during their high school years. McMillan & Schumacher state that a distinguishing characteristic of qualitative research is the study of behavior as it naturally occurs (2010, p. 321). Other key characteristics of qualitative

research such as context sensitivity, direct data collection, and the use of participant perspectives align with this researcher's study design (McMillan & Schumacher, 2010).

The purpose of this qualitative multiple case study is to explore through the lens of the Characteristic Triad of Resilience how personal disposition, family support and environment, contribute to educational resilience. Specifically, as suggested by the steps of Morales' Resilience Cycle by the identification of a) the presence of an awareness in resilient students, of risk and protective factors in their own lives and an exploration of b) how they navigate and interact with them, and if they c) "utilize that relationship" in reaching their academic achievement goals (Morales, 2000, p. 11).

The participant's viewpoint is called the emic perspective. ...case study researchers generally maintain their own perspective as investigators of the phenomenon. Their viewpoint as outsiders, "...called the etic perspective, helps them make a conceptual and theoretical sense of the case, and to report their findings so that their contribution to the research is clear" (Gall, Gall, & Borg, 2007, p. 51). Perspectives from resilient students, and when possible their parents, guardians, teachers and, or administrators were collected and triangulated in the context of community-based Quality Mariachi Academies. During coding and analysis, the researcher's etic perspective conceptualized the individual and triangulated data to answer the research questions.

According to McMillan and Schumacher (2006):

A case study examines a *bounded system*, or case, over time in detail, employing multiple sources of data found in the setting... The researcher defines the case and its boundary. .... Qualitative researchers investigate in-depth small, distinct

groups, .... A study may also focus on individuals who have had a similar experience but may not be interacting with each other, ... (p. 26, 317).

Community-based Quality Mariachi Academies serve as the context for this study. Appendix A: Criteria for a Quality Mariachi Academy outlines the criteria used to define a quality Mariachi organization. It was developed by input about the similarities and differences of the three sample organizations observed during doctoral coursework and in conversations with former Mariachi academy students and program directors from sample and non-sample organizations. Information on the three identified central valley Quality Mariachi Academies used as the sampling source for this study can be found in Appendix C: Identified Quality Mariachi Academies. All three are in counties with impoverished populations (U.S. Census, 2015).

### **Population**

“A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research” (McMillan & Schumacher, 2010, p.129). The population for this study are youth living in impoverished counties who have participated in community based cultural music education programming. Jensen describes poverty as “...a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind body, and soul” (Jensen, 2009, p. 6). Students living in an impoverished community are more likely to be exposed to higher crime scenarios, including drugs and gangs and attend underachieving schools regardless of household income (California Department of Education, 2015; Conchas, 2006; Coronado, 2014; Minority Report, 2017; Reardon, Fox, & Townsend, 2015, U.S. Department of Commerce, 2015).

This study's results then, primarily would be of interest to anyone living in impoverished counties. Per the U.S. Census in 2014, in the United States there were 46.7 million people with the official poverty rate of 14.8 %. (2015). This research study was conducted in a community-based, cultural music education context. Its results are transferable to any community-based cultural music education context, regardless of culture, given that the parameters and emergent protective factors can be duplicated. The target population for this study then, would include any youth participating in a culturally based music education program in an impoverished area.

If the resiliency cycle holds true in the mostly Mexican American population of this study, a different population than Morales's initial sample of educational resilient students of Dominican Republic heritage, then the resilience cycle holds true for other students of color exposed to similar risk and protective factors while navigating their academic futures.

### **Sample**

Ten participant Educationally Resilient students were recruited. This qualitative study triangulated data from various sources. Sampling from diverse sources strengthens a sample (Patten, 2012, p. 151).

### **Sample Participant Selection**

This study follows a constructivism model as it incorporates an emergent design, a context dependent inquiry and inductive data analysis (Creswell, 2007, p 341).

Researchers who subscribe to constructivist epistemology believe that the study of individuals' interpretations of social reality must occur at the local, immediate level. (Gall, Gall, Borg, 2007, p. 24). The sample population were recruited from three



impoverished California central valley counties: Kern, Kings and Tulare, this study's version of the "local, immediate level".

Stratified purposeful sampling which "illustrates subgroups and facilitates comparisons" and "Criterion" sampling in which all cases will meet the criteria and is useful for quality assurance and Maximum Variation sampling which "documents diverse variations and identifies important common patterns" are utilized (Miles & Huberman 1994, P 28 in Creswell, 2012, p119). All students met eligibility requirements outlined above under Sample, then stratified by gender, family composition, specifically, single parent households, one or more parent not born in U.S. verses U.S. born, siblings in Academy, years in Mariachi, etc.. Parent and Student Screener Tools, Appendix D, were developed and piloted to inform on these indicators. Appendix L.

**Sample Subsets & Criteria.** Interview participants from core and their core-related sub samples that meet the set criteria were recruited and purposefully selected from the three different sites located in three different counties. Congruent with the Characteristic Triad of Resilience which includes a person's individual disposition, family support and their social environment, there are three types of sample participation groups (Garmezy, 1991). The core sample, Group A, are educationally resilient students; Group B, are core-related sub sample population that includes parents or guardians; and Group C teachers and, or administrators of the sample sites. Each group of participants has its specific criteria (Appendix E).

The educationally resilient student sample were recruited from each program site. The eligibility criteria are as follows:

1. Students 18 to 24 years of age,

2. Who participated at one of the designated community-based cultural music education programs for a minimum of one year, during their high school education,
3. Successfully completed at least one semester of college or University, and
4. Has completed and signed a participant consent.

### **Instrumentation**

To assure that the survey instrument aligned with the Research Questions, a panel of experts was assembled by creating an eligibility criterion and recruiting expert panelists. The panel consisted of two Brandman University professors; both dissertation committee members, and a third professor located in the impoverished San Joaquin Valley in an appropriate field of Latino culture. The experts were presented with background information including Research Questions, Interview Questions, the evidence tool template, and the Resilience Cycle framework. In addition, a chart detailing the alignment of Research Questions, to each Interview Question, and to the study's theoretical frameworks was created. The chart also showed alignment to the evidence tool created.

After receiving feedback, corrections and some clarifications, logistical adjustments were made to the Interview Questions to improve their clarity and alignment to the Research Questions. An additional question was developed with one of the experts and the logistics on the chart were reconfigured. For documentation purposes the chart was updated accordingly. The updated version of the chart outlining the alignment of Research Questions to Interview questions, and Purpose Statement can be found in Appendix F.

One of the key characteristics of Qualitative Inquiry is the emergent design and observation of behaviors as they naturally occur (Patton, 2015). In addition to the basic interview question format (Appendix G), additional unique follow-up questions were designed to clarify data from previous interviews or questions on themes emerging from triangulation, artifacts, from observation or other first-round data collection.

The number of total interviews will vary and depend on the final number of eligible participants, the need for in-depth clarification, and the saturation of data. Saturation is the term used when no new themes or information is being gleaned from data collection. (Patten, 2012, p. 152; Patton, 2015, p. 271). After coding the first set of interviews and the triangulation of data, a second set of follow up interviews were conducted with Core participants from Group A as needed. Member checking, a validation method where participants review their answers was employed (McMillan & Schumacher, p. 331). Emergent design is one of the key characteristics of qualitative research (Patton, 2015). There were no scripted interview questions for the second round. As expected, themes emerged as data was triangulated.

### **Statement of instruction**

Prior to administrating the one-on-one interview and beginning the approved survey questions, a brief statement of instruction was read to all participants for clarification and consistency. Fraenkel, Wallen, & Hyun, state “every instrument, no matter what kind, must allow researchers to draw accurate conclusions about the capabilities or other characteristics of the people being studied” (2012, p.112). Having a statement of instruction prior to beginning the interview allowed the researcher to assess a participant’s level of understanding, built rapport, gave the participants an idea of the

line of questioning and format of the interview, and decreased the anxiety level of the participant being interviewed. The text of the statement of instruction for Group A can be found in Appendix G, placed before the interview questions. A pseudonym was chosen or assigned during this process to enable the student to have some control, buy-in and to help assure them of anonymity. Similar but different statements of instruction were read to participants of Groups A, B and C prior to beginning Interview Questions.

### **Interview Questions**

The Interview Questions for this study were designed to elicit responses from groups A, B and C, that reflect the areas of the Characteristic Triad of Resilience. The Interview Questions for each group are similar, but specific to the group population and are intended to glean the information on the same issues for triangulation purposes. Interview question format for Group A, can be found in Appendix G.

After written approval of the interview questions were received from the expert panel, one set of Group A & B pilot interviews were conducted. Feedback regarding the survey instrument was received as suggested by Fraenkel, et. al. (p. 114).

The literature tells us that research in education resilience and resiliency in general has moved away from studying risk factors towards a more positive, strength-based focus (Hallet, 2011; Waxman, et al., 2004; Zimmerman & Arunkumar, 1994). This researcher has made efforts to focus on risk factors only as they pertain to setting context and in defining specific protective factors. A Protective Factor is defined as a factor which mitigates a risk factor (Masten, Best & Garmezy, 1991; Zimmerman & Arunkumar, 1994).

## **Data Collection**

Emergent design is one of the key characteristics of Qualitative research (Patton 2015, p. 205). Creswell, (2007) explains emergent design in that initial plans are flexible and that “all phases of the process may change or shift after the researchers enter the field and begin to collect data” p. 39). The timeline, probes and interview site logistics will rely strongly on the natural environment and schedules of the data collection sites. Once the core educationally resilient students were recruited and purposefully selected, all mandatory forms were completed and signed, (Appendix H, I & J). As with all research, it was important that the participating students fully understood the risks and benefits of their participation in the study. The core educationally resilient student referred their parents and other adults this researcher could speak to about the student’s personal, familial and educational experiences, (Appendix I). The areas of inquiry align with the Resiliency Characteristic Triad: personal disposition, family support and environment (Garmezy, 1991).

One-on-one interviews with resilient students 18-24 years of age were conducted, recorded and transcribed. One-on-one interviews with adult key stakeholders, i.e., parents, guardians, program staff, lead teachers or administrators associated with identified participating core resilient students, were conducted and a voice recording was obtained. In addition, participants were asked to submit any documents or objects they would like to share that may document their academic success. College application and scholarship essays will be collected when available.

Transcription, translation when necessary, coding, validation and reliability measures were employed. Once data for one case study had been processed, triangulation

and deep analysis occurred. An evidence chart (see Appendix K) was designed to list emergent themes and key evidence that aligned with the Characteristic Triad of Resilience and this study's Research Questions. The evidence chart identified areas in need of clarification, or incomplete data and helped focus the follow-up interviews which were conducted with core educationally resilient students as needed, and with other adults for clarification, expansion of ideas or additional data on emergent themes.

Students were forwarded a copy of their transcribed first interview for deep reflection. Students were encouraged to read and reflect, with the option of correcting or expanding on any topic prior to the second interview. The follow-up interviews were conducted as necessary, after triangulation and analysis and focused on clarification and capturing any missing information to answer the Research Questions.

### **Data Translation**

Parent or teacher interviews that need translation were translated as they were transcribed by this researcher. Validation Translators were utilized in a process outlined in the validation and reliability section. It was projected that less than 30% of all teacher and or parent interviews (1-4 total) were to be conducted in Spanish and require translation. For the record, this researcher has been certified to interview in the Spanish language for various national research projects conducted by the University of Michigan, Research Triangle Institute, Nielsen Media Research, and Mathematica Policy Research over a span of 20 years, since 1997.

### **Validity and Reliability**

Validity and reliability are interconnected. Patten gives examples where “a test high in reliability may have lower validity” and suggests that in some cases “validity is

more important than reliability” (2010, p.73). In addition, Patten discusses that validity is a “matter of degree” (p. 61). Various efforts were made in structuring this study to strengthen the quality of the data. Sampling from diverse sources strengthens a sample (Patten, 2012, & 151). The sample is from three different organizations, in three different counties with similar criteria and from the same geographical area, with similar social environments.

Using multiple forms of data collection increases credibility. “Combination of interviewing, observation, and document analysis are expected in most field work (Patton, 2015, P. 661). This study uses various methods of data collection: in-depth interviews, site visits, artifact analysis and any additional artifacts or written documents respondents share. Similar data collection tools or survey questions were utilized with each group yet varying enough for relevance and target population. McMillan & Schumacher refer to this as using “informant’s language” (2012, p. 331). An example of this is Group A survey question Number 1: What, if any, were the challenges you faced in being able to do well in school? This question could have been phrased asking about their journey to achieve academic success. The goal is to identify the awareness of risk factors, but phrasing is predicated upon avoidance of the term “Risk Factors” in any of the interview questions.

### **Validity**

To strengthen the validity of the study, three different sample populations were used and triangulated-the information received from students, parents, and administrators. Stark in “searching for the convergence of information” addresses qualitative case study and asks the question “Do we have it right?” he strongly suggests triangulation and

member checking (1995, in Creswell, 2012). Both triangulation and member checking were utilized in this study.

**Threats to internal validity.** Fraenkel, Wallen & Hyun in their text on educational research design and evaluation cover several threats to internal validity (2012). This section outlines how the study design limits these relevant threats.

Data collector characteristics.

Gender, age, ethnicity, language patterns, or other characteristics of the individuals who collect the data in a study may affect the nature of the data they obtain.....The primary ways to control this threat include using the same data collector(s) throughout...ensuring that each collector is used equally with all groups (Fraenkel, Wallen & Hyun, 2012, p 170).

In this study, this researcher will be conducted every stage of data collection, which enhanced its effectiveness as the one data collector characteristic remain constant. In addition, nothing is lost in translation as there is consistent interpretation of data from interviewing, recording through translation, transcription to coding and analysis.

Data collector bias. "...the possibility that the data collector(s)...may unconsciously distort the data in such a way as to make certain outcomes (such as support for the hypothesis) more likely" (p. 170, 171). One of the dangers identified is "An interviewer unconsciously smiles at certain answers to certain questions during the interview" (2012, p 171).

To reduce interviewer bias and to strengthen reliability several measures were put into place.



- a. Initial Student interviews were coded, and emergent themes were identified by coding conducted by this researcher.
- b. Twenty percent of all initial interviews were sent to an intercoder reader.
- c. A copy of the transcribed interview (without coding) was sent to each core participant for their review. (Member checking).
- d. A second interview was conducted as necessary to clarify any issues that emerged in the first interview and the respondents were encouraged to expand on any issues. See member checking below.

These measures allowed for core participants to correct any misunderstandings or misinterpretations of their words. It will also allow time for reflection and a deeper exploration of the participant experience.

**Member checking.** Defined as “verification by participants” by McMillan and Schumacher, (2010, p. 331) member checking can take many forms and various degrees of importance.

- confirming “participant’s meanings with individuals through casual conversations in informal situations” (McMillan and Schumacher, 2010, p. 331).
- rephrasing and probing to obtain more subtle meanings (McMillan and Schumacher, 2010, p 331).
- Asking one or more participants in the study to review the accuracy of the research report (Fraenkel, et. al. p. 458).

Students were asked to read through the transcript of their first interview, expand, correct or clarify any areas of ambiguity or interest.

### **Intercoder Reliability.**

Reliability refers to “the consistency of scores or answers provided by an instrument” (Fraenkel, et al., 2012, p 162). The nature of qualitative research is “so dependent on the researcher in both collecting and interpreting the information, an important consideration, even in purely descriptive studies is researcher bias” (p 438). In these cases, research expert’s personal credibility of the researcher is of major concern, listing intangible qualities such as: “honesty, believability, expertise and integrity of the researcher” (Fraenkel, et al., 2012, p. 161). Protocols for limiting researcher bias have been placed in the project design; reading for intercoder reliability is one of these measures.

A transcript of 20 percent of the initial student interviews were sent to an Intercoder reader. The “readers” were experienced researchers and are not affiliated with any Mariachi or Mariachi academy. They were asked to read through the transcript of an unknown student and were asked to identify and note:

- a. Did the student identify any risk factors in their lives or community?
- b. If the student was aware of or identified any protective factors in their lives or community?
- c. If there was evidence that the student interacted with any risk or protective factors?

These results were compared to the coding of the researcher. If the results vary significantly, the transcript would have been sent to a second “reader” and the process repeated. These measures assured that any personal bias this researcher

may have would have been exposed and that the results being evaluated are coming from the student's perspective and awareness.

**Translation validation procedures.** To increase reliability and decrease researcher bias, protocols for reviewing all interview translations were included in the research design.

- a. Researcher will translate in the process of transcription the interviews conducted in Spanish.
- b. A copy of the English written translation and the Spanish voice recording were sent to a validation translator.
- c. Validation translator listened to the recording of the interview conducted in Spanish and followed along with the translated English transcript, noting any incorrect passages, and suggestions for more appropriate wording.
- d. If there were are any discrepancies concerning interpretation of meaning, the sections in question would have been sent to a second translation validator for a second opinion.

Quality field work and the quality of data collected depends on many factors. The skill, training and experience of the observer or interviewer, familiarity with the collection tools and with conducting and recording observation are important. This researcher built supportive working relationships with staff of these community-based organizations during her doctoral coursework with Brandman University. The comfort level of participants with the interviewer is also a factor in data collection. This researcher has worked in the field of data collection for thirty years and has collected thousands of data sets, including: screening and in-depth interviews, assessments, focus

groups and observations in many disciplines of study. This researcher has confidence in her ability to conduct interviews, with minimal bias and collect quality data.

### **Data Analysis**

In the section on Data Collection, an outline of data collection was presented, which included the steps for transcription, translation. Reflection on the data will occur as soon as possible after data collection. The coding and data analysis steps will be crucial and collectively hold the weight of the study. The interviews and input will reveal the student's and other adult's perception of those factors that influence the student's ability to do well in school in the context of the Quality Mariachi Academy environment.

Sample probes for protective factors include:

- Can you tell me more about \_\_\_\_\_?
- How often did you seek out ... these services, this person, this resource?
- How influential was \_\_\_\_\_, if at all, in supporting your ability to perform well in school, or to continue in school?

The analysis will be multifaceted and complex. Analysis and data collection will happen in phases. Group B and C will not be interviewed until after the Group A student has been interviewed. Follow up interviews with Group A participants will be conducted, as needed after the set of first round of interviews, have been coded, and triangulation and analysis of all data has been evaluated for completeness.

### **Limitations**

Per the Brandman University Dissertation Handbook, limitations of a dissertation address concerns with parameters of a design, interpretation of results and “the

constraints on generalizability” (2017, p. 19). Measures to address the limitations of this study have been taken.

The Qualitative design of this study includes many definitions for the sampling process. A stratified purposeful sampling which “illustrates subgroups and facilitates comparisons” and “Criterion” sampling in which all cases will meet the set criteria and is useful for quality assurance and Maximum Variation sampling will be utilized (Miles & Huberman 1994, P 28 in Creswell, 2012, p119). These may also be considered convenience sampling or accidental sampling. Patten suggests that convenience sampling or accidental sampling could cause biased sampling (2012, p. 45). To guard against bias, the researcher has made attempts to conduct purposeful sampling of core Resilient Students, Group A and adult key stakeholders (Group B & C) interviews as balanced and varied as possible by sampling for gender, family situation, i.e., one or two parent households, multiple family homes and socioeconomic variance among the three data sites.

Regarding quality data and consistent collection of data, this researcher will be conducting all interviews, transcription, translation when necessary, coding and analysis. The consistency of having one person interpret data from collection to analysis decreases the opportunity for data to get misconstrued from one phase to the next, and limits collector variation (Fraenkel, Wallen & Hyun, 2012, p. 120). The limitation it creates is that it is one person’s view, it is only one perspective. Using the Intercoder Reader, decreases this limitation.

The methodology triangulates data from various sources, two, or three, when possible, for each core resilient student. Sampling from diverse sources strengthens a

sample (Patten, 2012, p. 151). Sampling from three different sites and three different but similar programs in three different but similar counties also decreases the limitation of the study to be biased.

In addition, a “translation validator” will check translation language validating meaning for any translated interviews. The study’s coding and analysis process is complex. To reduce interviewer bias, an intercoder reader will test 20 % of the transcribed core resilient student initial interviews to independently identify major risk factors, protective factors and student awareness and interaction with them.

The limitation of attempting to draw conclusions from a study on a sample of any population and infer that the same will apply to a larger similar population is always a concern. Morales’ Resiliency Cycle was developed by observations of a different resilient Latino student population; specifically, Dominican American resilient students in a private university setting in the Northeast. The sample population of this study is of Mexican American resilient students in different college settings from three impoverished Central Valley Counties. Findings that the resiliency cycle holds true for the sample as it did for Morales’ different sample would increase the ability to infer generalization to larger Latino resilient student populations.

### **Summary**

This chapter included a brief overview which explained the order and organization of its content. The Purpose Statement and Research Questions set the focus and the why of the Qualitative research study. The purpose of this qualitative multiple case study was to explore through the lens of the Characteristic Triad of Resilience; personal disposition, family support and environment: how participation in community-

based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

The Research Design outlined resiliency theory framework; the Characteristic Triad of Resilience, the Resiliency Cycle and aspects of this qualitative multiple case study design. In summary, one-on-one interviews with core educational resilient students, 18-24 years of age, were conducted, recorded and transcribed. One-on-one interviews with adult key stakeholders, i.e., parents, guardians, teachers or administrators associated with identified participating resilient student were conducted and a voice recording was made. After transcription, coding, and triangulation, follow-up interviews were conducted with core educationally resilient students as needed, and with other adults for clarification, expansion of ideas or additional data on emergent themes.

The Population that could be affected by this study was described as students living in impoverished counties in rural or suburban areas. The target sample participants were delineated the instrumentation was shared, and the criteria for three groups: Group A: Educational Resilient Students, Group B: Parents or guardians of Group A participants and Group C: Other associated adults from the survey sites, was reviewed. Measures taken to strengthen the data were laid out in the validity and reliability sections.

Data Collection and the plan for translation, transcription and coding were disclosed. An additional discussion on emergent design as a key characteristic of Qualitative research supported the need for follow up data collection (Patton, 2015). Data Analysis followed and described the phases of the complicated coding and analysis process. A brief review of the studies prospective limitations preceded this summary.

## CHAPTER IV: FINDINGS

This chapter reports on the research, data collection and findings of this multi-case qualitative study and includes five sections: 1) Background description of students and the framework of the Characteristic Triad Resilience which includes a) personal disposition; b) family support, and; c) the environment in the context of Quality Mariachi Academy, QMA; 2) Design of the study – Purpose, Research Questions, Methodology and Data Analysis; 3) Major Findings that include the categories Personal Disposition, Family Support, and Environment as well as Risk Factors with respective emergent themes, sources and all interviewee frequencies; 4) Other Significant Findings and; 5) Summary.

The interview sample included a core of ten resilient students, (Core Resilient Students) in eight families who had participated in one of three Quality Mariachi Academies (QMA) for a minimum of two years in high school. The student data was triangulated with data gathered from one-on-one interviews with family members and Mariachi academy staff. The sample population, living in the impoverished California counties of Kern, Kings and Tulare, and meeting the eligibility criteria of high school graduation and matriculation into college identifies the sample as resilient students.

This study explores the facets of the Characteristic Triad of Resilience; which includes 1) personal disposition, 2) family support, and 3) the environment of the QMA in the context of Quality Mariachi Academies (Werner, 1989, Garmezy 1991). The diagram in Figure 3: Characteristic Triad of Resilience; Personal Disposition, Family Support, Environment, was created to provide a visual for the relationship and



interactions. In this diagram, as in others, titles in the blue box identify terms created by this researcher; for example, the term Quality Mariachi Academy or QMA.

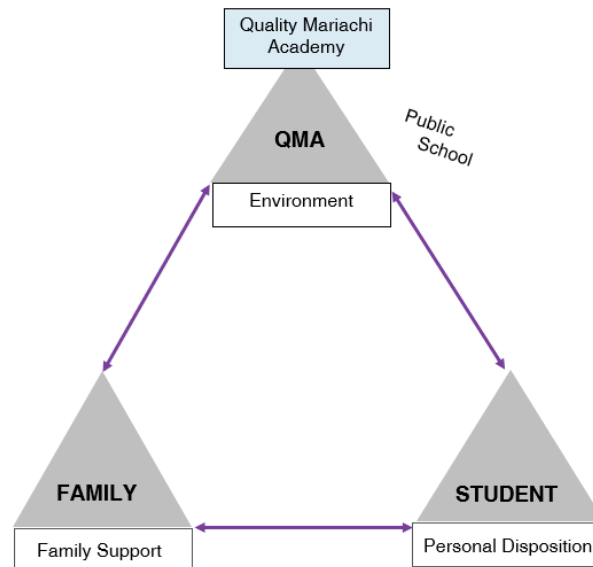


Figure 3. Characteristic Triad of Resilience, Personal Disposition, Family Support, Environment, (Garmezy, 1991; Morales & Trotman, 2004; Vázquez, 2019; Werner, 1989).

The findings focus on perceived protective factors and how they contribute to the educational resilience of the core sample students. Protective factors are defined by their ability to mitigate specific risk factors (Garmezy 1991, Garmezy, Masten & Tellegen, 1984; Zimmerman & Arunkumar, 1994). The risk factors identified provide information as it relates to the conditions of the study sample’s immediate environment. The discussion in the Major Findings section presents data on each leg of the triad before a brief discussion on the overall interactions within the triad model.

### **Purpose**

The purpose of this qualitative multiple case study was to explore through the lens of the Characteristic Triad of Resilience; personal disposition, family support and environment, how the participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

## **Research Questions**

How does participation in community-based Quality Mariachi Academies contribute to educational resilience?

- A) How does a resilient student's personal disposition in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- B) How does family support in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?
- C) How does the environment of a community-based Quality Mariachi Academy contribute to educational resilience?

## **Methodology**

Letters of consent to conduct research were requested, received and submitted to Brandman University Institutional Review Board, BUIRB from the three identified Quality Mariachi Academies. Once approval from BUIRB was obtained, administrators from the three sites were asked to recommend students that fulfilled the eligibility requirements. Eligible students were age 18-24 who completed at least one semester of college or university and had participated in their community-based Mariachi program for a minimum of one year.

Twenty-two one-on-one interviews were conducted in the impoverished counties of Kern, Kings and Tulare in the central valley of California. The U S Department of Commerce reported that in these central valley counties 30-38% of children ages 5-17 live in poverty (2014). Figure 4. Population and Poverty Data for Five Central Valley Counties demonstrates the poverty disparity between these counties and the state average

of 13.3. The growing Latino population is over 50% in all five counties compared to the less than 40% for the state of California.

Population and Poverty Data for Five Central Valley Counties						
	California	Fresno	Kern	Kings	Merced	Tulare
<b>Population</b>	39,557,045	994,400	896,764	151,366	274,765	465,861
<b>Latino</b>	39.3	53.5	54	55	60.2	65.2
<b>Poverty</b>	13.3	21.1	21.2	18.4	23	24

Figure 4. Population and Poverty Data for Five Central Valley Counties. Population estimates are July 2018. Retrieved from [www.census.gov](http://www.census.gov). (2019)

The Population Health Institute found the central valley counties among the worst for poor health outcomes and health protective factors. The three sample counties in the study’s sample ranked 48, 55 & 57 for poor health factors out of 57. (University of Wisconsin, Population Health Institute, 2018).

**Recruitment Strategies**

The recruitment strategy varied by site. Only one QMA site had eligible students of eligible ages (18-24) that were still actively participating in the program, other eligible students were contacted while away at college. This researcher made contact with eligible core resilient students by text or phone, scheduled appointments, and retrieved email addresses. The follow up recruitment email included the informational letter, Participant’s Bill of Rights, Informed Consent Form, and a Student Screener Form.

**Data Collection**

Before interviews were begun the Participant Informed Consent and Screener Forms were signed and retrieved. Participants were reminded the interview would be recorded and were asked if they had any questions. Once the recorder was started the introductory script was read verbatim (Appendix G). The interview was conducted as a conversation, with approved open- ended questions as a base with follow up clarifying

questions and neutral probes as needed. At the end of each Group A: student interview, the ten core students were asked to refer a parent and a familiar QMA site staff they had worked with. Eight interviews with Group B: parents or guardians and four additional Group C: site staff, i.e., administrators and teachers were scheduled, completed and transcribed. Three interviewees were considered both Group B & C as they qualified in more than one capacity. Two of the twenty-two interviews were conducted in Spanish.

### **Data Analysis**

The twenty-two in person one-on-one interviews were conducted between April 11, 2018 and June 11, 2018. Subsequently, interviews were transcribed and coded. Emergent themes were identified and coded as personal disposition traits, indicators of family support, risk factors and protective factors in the family environment, Quality Mariachi Academy environment or in general. Student interviews were coded, and an Evidence Chart was created for each student (Appendix K). Common themes were identified, and tally sheets were devised to visualize frequency of variables among personal disposition characteristics, families, risk and protective factors. Group B and C interviews were coded and triangulated with student identified emergent themes. The three interviewees who were considered both Group B & C were counted as one source. All coded interviews were uploaded into the NVivo program and final variable categories were identified.

**Translation validation.** Of the twenty-two interviews completed, two interviews: one Group B: parent and one Group C: teacher interview were conducted in Spanish, translated and transcribed. A hard copy of one translated parent interview in English and

a copy of the sound version in Spanish were sent to the certificated translator for verification. The verification translator scored the translation at 95 %.

**Intercoder reliability.** A hard copy of one of two unique student interviews were sent to two intercoder readers for validation without coding notes. The intercoder readers were asked to identify risk factors and protective factors from the transcribed interview. In-person instruction from the researcher as well as the written Intercoder Reliability Reader Instructions, see Appendix L were provided. Intercoders coding results were compared to this researcher's coding and were found to be 92% and 89% in agreement.

**Member checking.** After all interviews were transcribed and coded, a copy of the interview transcript was sent to Group A, the core resilient students. When necessary a few follow up or clarification questions specific to their interview were included in the email. Member checking is a validation step and may take many forms (McMillan and Schumacher, 2010). Students were asked to read through the transcript, and to return the email with the following statement to document validation of their interview.

I have read through the transcript of our interview. (and)

I have made comments, clarifying, correcting or expanding our conversation.

(or) It is accurate, I have nothing further to add.

The option of a follow-up phone call was offered as well. Follow-up phone calls, were made as necessary to clarify items or ask missing information on themes that emerged. Students replies were received by email and or by text.

## **Population and Sample**

The Population and Sample of this study are briefly reviewed in this section. A description table outlining the demographics of the eight families may be found in Appendix M.

### **Population**

“A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research” (McMillan & Schumacher, 2010, p.129). The population for this study are youth living in impoverished counties.

### **Sample**

Three community-based organizations in the Central San Joaquin Valley of California meeting the requirements established for this study as “Quality Mariachi Academies” were identified. A *Quality* Mariachi Academy is defined as a community-based organization that teaches youth Mariachi and meets specific criteria including longevity, music theory, history, parent engagement and comporment components. The full criteria are listed in Appendix A. A short bio and how each QMA met the criteria can be found in (Appendix C).

Group A: Ten educationally core resilient students meeting the eligibility criteria were recruited from each program site: two from Kern County, four from Kings County and four from the Tulare County site. Group B: Eight parents, or guardians of the core students and Group C: Five site administrators and teachers were also interviewed for triangulation purposes. The ten eligible core students ranged from 18-24 years of age and participated at one of the designated community-based cultural music education programs

for a minimum of two years during their high school education. Two core students had participated for two years, two for six years and the remaining six Core students participated for over ten years. In addition, each had successfully completed at least one semester of college or university.

Twenty-two, one-on-one interviews were conducted. Of Group A, the ten core resilient students, three were male and seven were female. Two pairs of siblings were included in the core sample. Group B consisted of three fathers, three mothers, and two grandmothers of at least one student in the interviewed sample. Group C included five teachers and three administrators, three, of which were also parents or guardians of core students. The table: Group A- Sample Description, details the ages, instrumentation, number of years participating in Mariachi, annual family income during participation and other relevant information of the core sample can be found in Appendix M.

The sample was stratified among the three data collection sites and other variables. There were no significant groupings among site samples. All sites were represented in the groupings of the six who reported participating for more than ten years, the four females age 19, and the five females who play violin. Fields of study include two undecided, one each Engineering, Education, Fashion, Psychology, Law, Music and 2 Medicine.

**Household and Income.** Six members of the sample were raised in two parent households, three were raised with single mothers and lived or spent significant time staying with grandparents and one lived in a single parent household. Eight of the ten, live away at college, or with a family member at college. Two are home for the summer, two still live at home. Of the four at home, two pay their own car payments, two pay

insurance, and one does not drive, yet. One is back from college temporarily while applying to graduate programs.

<b>Annual Income of Sample Families</b>			
	<b>Reported Income</b>	<b>Family Size</b>	<b>2015 Poverty level</b>
<b>1</b>	30,000	Family of 2	15,930
<b>2</b>	35,000	Family of 4	24, 250
<b>3</b>	80,000	Family of 4	
<b>4</b>	40,000	Family of 5	28,410
<b>5</b>	46,000	Family of 5	
<b>6</b>	230,000	Family of 5	
<b>7</b>	*23,760	Family of 6	32,570
<b>8</b>	62,000	Family of 6	
*Below poverty per department of Commerce, 2016.			

Figure 5. Annual Reported Income of Eight Sample Families.

The range of the sample annual household incomes was \$23,750 to \$230,000 with a median annual income of \$54,676 and a mode of \$43,000. The number of family members ranged from two to six. Site administrators reported that at each site on average 30-40% of families pay sliding fee scale to participate in the QMA and this varies from year to year. One site reported this year almost 70% did not pay the full price of \$60 per month.

Two sites reported a barter system in place on a case by case basis. For example: one advanced student helped with the beginning class, in exchange for his younger



brother's tuition. One parent who's four children participated on scholarship for several years, cleans the building weekly and painted the facility the week before the interview.

## **Findings**

Detailed findings and textual examples will be presented in a manner that represents the theoretical framework, the Characteristic Triad of Resilience, CTR in the three research sub questions that focus on A) personal disposition, B) family support and C) the environment, respectively. (Garmezy, 1991; Morales & Trotman, 2004; Werner, 1989). The Characteristic Triad of Resilience is a result of seminal works by separate teams, led by Werner and Garmezy. Other researchers have built upon this research and determined that personal disposition, family support and environmental factors are the key components which increase a child's ability to cope with stressors (Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Rutter, 1985; Werner & Smith, 1982, Werner 1989). The Characteristic Triad of Resilience frames the format of this study and much of the discussion and research on resilience.

First a summary of the highest frequency findings are listed in the categories 1) Personal Disposition, 2) Family Support, 3) Quality Mariachi Academy which represents the environment and context for the study and 4) Risk Factors, with their respective emergent major themes, source and frequencies. In each of the four categories the largest emergent themes displayed are aggregated data for the emergent categorial themes found on the far right of each table. Detail on the major and minor themes with textual examples will follow along with a series of tables expanding the detail of data as each research sub question is addressed. Minor emergent themes and grandchild themes referred to as Mini themes are those who fall under a larger minor theme and have a

frequency over 30. Throughout the discussion numbers for (S) source and (F) frequency will be inserted in the format (S, F) as relevant. Although the focus is the exploration of the student experience, the source and frequency data include triangulated responses aggregated from Group A students, Group B parents and Group C site administrators and teachers.

### **Expected and Unexpected Results**

Music education, extracurricular activity, parent and family engagement in student learning and a sense of significance and belonging have been researched and are known to promote academic achievement (Birch & Gussow, 1970; Catterall, et al, 2012; Garrett, Antrop-Gonzalez, & Velez, 2010; Lewis, 1966; Lipscomb, 2006; Mallon, 2007; Masten & Obradovic, 2006; McNeal, 1995; Wolff, 2004). The Quality Mariachi Academy sites were chosen because of this combination of factors were expected to be present. High frequency in these areas were expected. Unexpected findings are emergent themes that were not expected and therefore not researched in preparation for this study.

Unexpected were: 1) How the data aligned strongly with the tenets of Social Emotional Learning, SEL. Social and emotional soft skills such as self-awareness, self-management, and good decision making were identified as time management strategies. Surprising were that patience, compassion, and social awareness organically emerged as being valued and consistent contributing factors gained by participation in QMA. 2) All three sites identified that utilizing a team model and promoting a positive culture was responsible for crafting these characteristics of resilience. This model combined with A) experienced staff and B) the ability to accommodate students at all levels was unexpected. 3) Although many personal disposition characteristics including confidence

and internal locus of control were expected for example, the large number, magnitude and range of transferable and marketable skills; going from shy to outgoing, communication, time management, adaptability, evaluation tools, bilingualism and in general career ready skills, were found within the large QMA category. These skills along with leadership opportunities, their familiarity with Mariachi and the ability to read music made participants marketable. Four core students reported they continued playing in college, two students planned to start again in the fall as a source of income.

Since the research questions ask about *how* participation in a Quality Mariachi Academy contributes to educational resilience, a large number of responses identified in this area labeled QMA would be expected. The 993 frequency for QMA captures both the “*what*” students, parents and staff felt participation in a QMA contributed to academic success, i.e. Transferable skills (S21, F488) as well as more detailed responses concerning the mechanisms of “*how*.” For example, Innovative structure (S15, F251) included the emergent themes: Growth Opportunities (S12, F111), Positive Team Culture (S11, F60), and Highly Qualified Staff (S10, F40).

Table 4: Summary Findings, Five Categories with Major Themes Source and Frequency presents aggregated source and frequency counts for the emergent major themes in each of the four categories. The number of sources for these major findings range from 12 to 22. Surprisingly only one out of four of the largest frequencies are reported by all 22 sources. Those items sourced by 21 of the 22 persons interviewed have two different non-responders who allowed a deeper insight into the coding, validation and triangulation of data methods.

Table 4.

***Summary Findings, Five Categories with Major Themes, Source and Frequency***

<i>Category</i>	<i>Major Theme</i>	<i>Source</i>	<i>Frequency</i>
<i>Personal Disposition</i>		22	519
	<i>Leadership</i>	22	243
	<i>Self-Motivation</i>	22	180
<i>Family support</i>		21	296
	<i>Family Structure, communication</i>	20	207
	<i>Parent Engagement in learning, unique child, teams</i>	17	63
	<i>housing, food, transportation</i>	12	23
<i>Quality Mariachi Academy, Environment</i>		21	993
	<i>Transferable Skills</i>	21	488
	<i>Significance and Belonging</i>	20	239
	<i>Innovative Structure</i>	13	251
<i>Risk Factors</i>		21	334
	<i>Educational disparity</i>	15	117
	<i>Limited Finances</i>	15	68
	<i>Shift in Family Structure</i>	16	71

An example of the triangulation process pointing to reliability measures in coding can be seen in the response of the parent (Group B) who did not feel comfortable commenting on the influence of QMA one way or the other, as her son had been actively involved in many activities. None of her responses would have been coded as feedback about the influence of the QMA. “I can't really say it's inhibited him, or I can't really say it's made a difference, not you know, they've always been involved in stuff so” (2B). Yet, her son, a core resilient student (Group A) was very clear about ‘what’ and ‘how’ Mariachi influenced his time management skills. In all textual examples Q represents question, P probe, and R response.

Q: Can you tell me how your participation in Mariachi in general or with QMA has influence your ability to do well in school or not to do well in school?

R: I've been in the Mariachi for years and I'll say one thing that it did help me with, is time management. Of course, it helped me develop the hobby of music, my interest, and to get some weight off my chest, just by playing and jamming with my Mariachi. But time management is definitely one thing that's helped me out. I was in Mariachi throughout my high school years and even before that, and along with the homework and other extracurricular activities that I was in, I was able to not only do my homework, despite the amount of time that I was putting out for myself but also, I did well in my classes.

Although the parent had no input on QMA, the staff (Group C) at this QMA reported on the personal growth of this student. He was identified as going from shy to outgoing, making a major turn-around in his ability to perform and as a leader in the organization due to his teaching and mentoring of younger participants. Interviewing persons with various perspectives allowed a greater exploration of these resilient student's personal disposition, exhibiting the value and strength of the study's research methods. (Patton, 2015, p. 661).

Themes such as Family Support, (S21, F280) were expected, to be large, being a major leg of the Characteristic Triad of Resilience. Other heavily researched areas like a sense of Significance and Belonging (S20, F 238) and themes associated with Music Education (S19, F86) were also expected to be present. What wasn't expected was the strong alignment with Social Emotional Skills (S18, F175).

According to the California Department of Education: "Social and Emotional Learning is about helping students develop a range of skills they need for school and life.... All of these skills are necessary—both for educators and students—to function

well in the classroom, in the community, and in college and careers” (2018). These have been translated widely in images by the developing SEL industry, i.e.; illuminateed.com, casel.org, and chemedx.org as: Self- awareness, Self-management, Social Awareness, Responsible Decision Making, and Relationship Skills.

**Data Format.** There is some overlap between identifying the presence of personal disposition characteristics verse identifying those characteristics credited as being developed or fostered by the QMA environment. To flush out their importance and continue to be true to their categories some characteristics are reported separately in two of the aggregate categories i.e. in Personal Disposition; Self-Management (S20, F103) and in QMA; Self-Management (S15, F 82). On occasion a combined source and frequency will be presented as relevant: i.e., combined NVivo Self-Management (S22, F150). Sources are always counted only once.

Time Management is listed as a sub-mini theme in the QMA section while Time Management Strategies a mini theme in the Personal Disposition section. One of the difficulties of this study was the inability to distinguish personal traits students brought with them and which were nurtured by the environment of a QMA, by family support or some other experience.

To offer an insight into the coding methods Figure 6. Time Management vs Time Management Strategies displays a visual comparison of the coding sources of QMA theme Time Management vs the Personal Disposition theme Time Management Strategies. Five sources were coded in common out of a total of 15 sources.

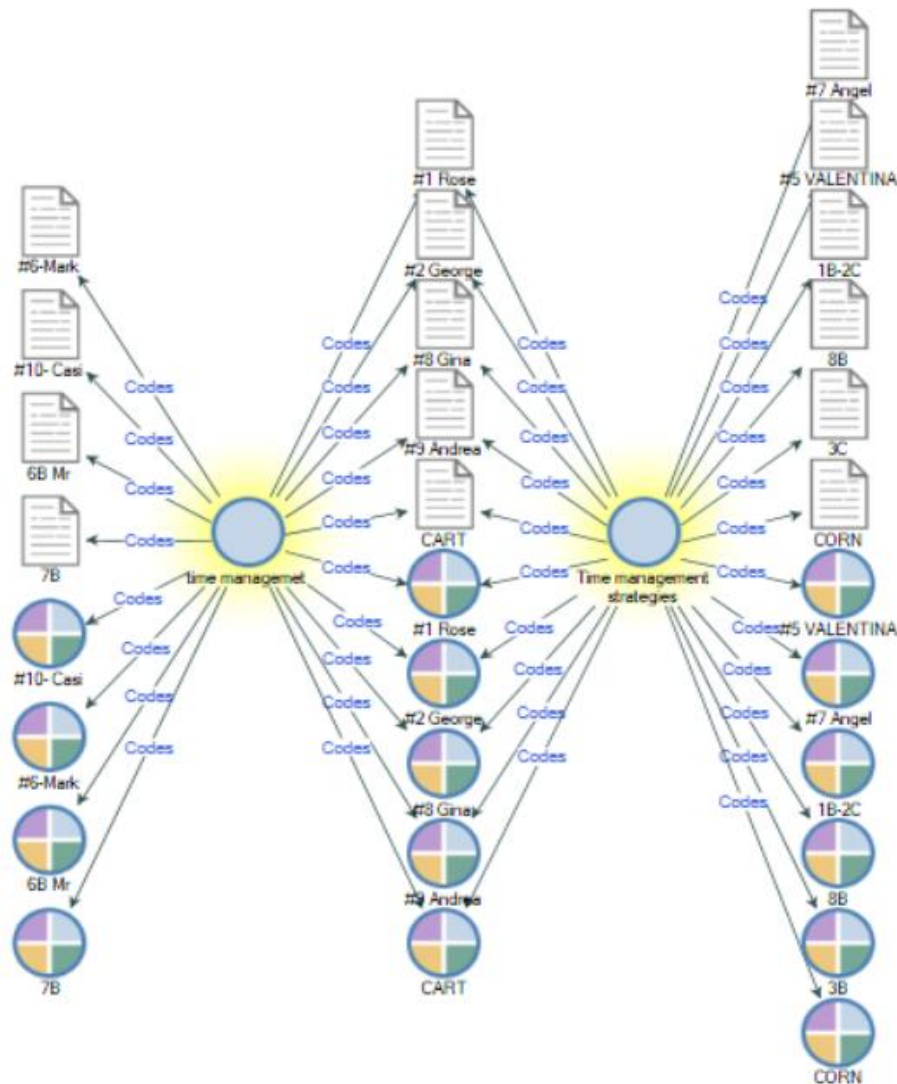


Figure # 6: Time Management vs Time Management Strategies. 15 total sources combined, 5 sources in common. The top-documents vs bottom-cases are identical, as one document, the interview was loaded in NVivo per case.

In the category of Personal Disposition, Time Management Strategies (S11, F22) were coded under the major theme Leadership Skills, (S22, F243) and minor theme Self-management (S20, F103). Time Management Strategies identified varied strategies that core resilient students actively put into place like prioritizing tasks, a change in homework style, and timeline scheduling. These were specific changes the students credit

for their academic success demonstrating self-awareness, self-management, responsible decision making and an internal locus of control. Time Management coded in the QMA section indicates what students and others perceived they received from participation in QMA programming.

In discussing research sub question B: Family Support, for clarity and to align with previous research on resilience, Family Support (S21, F296) has been separated into three strands.

1) Adequate Basic Resources (S12, F23), although not major in frequency numbers, a lack in this area can play a large role in a student's ability to participate academically.

2) General Family Support (S20, F210) included

a) Family Structure (S20, F105),

b) and Strong Family Communication (S14, F52).

3) Family Engagement in Student Learning (S17, F66) includes acknowledgement of a child's unique needs and team efforts.

We have purposely chosen Family Engagement vs Parent Engagement as theme name as an unexpected notable family team effort (S11, F28) emerged in the data.

The fourth category, Risk Factors may seem out of place in response to a research question on how QMA *contributes* to educational resilience; however, this category is included because a protective factor is defined by its ability to mitigate a specific risk (Gordon, 1995; Masten, Best & Garmezy, 1990; Zimmerman & Arunkumar, 1994). To fully understand the protective factors identified the specific risk factors that emerged are presented. The major risk factor themes identified in this study were Educational



Disparity (S15, F177), Limited Financial Resources (S15, F68), and a Shift in Family Structure (S16, F71).

To protect the anonymity of the participants the initials QMA are used to represent all three collection sites. All names are pseudonyms or have been omitted. In all tables aggregated numbers are seen on the far right. When there are two sets of columns the Source and Frequency columns on the left represent those items not represented in minor themes.

### **Research Sub Question A: Personal Disposition**

The evidence presented in this section serves to answer the question:

*How does a resilient student's personal disposition in the context of participation in a community-based quality Mariachi academy contribute to educational resilience?*

The personal disposition characteristics were identified by the students and triangulated by parents or site staff interviewed or identified by the researcher in analysis of how the question was answered. As expected, the personal disposition characteristics in the findings of this study aligned with other research on resilient students.

The findings listed in Table 5. Personal Disposition, Emergent Major & Minor Themes with Source & Frequency, align closely with the Individual column of characteristics in Table 1. Organization of Protective Factors According to Ecological Model seen earlier.

Table 5

<i>Personal Disposition, Major &amp; Minor Themes, Source &amp; Frequency</i>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Personal Disposition</i>	17	44	22	519
<i>Leadership Skills</i>	15	42	22	243
<i>Self-Management</i>	19	81	20	103
<i>Time Management Strategies</i>	11	22		
<i>Self - Awareness</i>	15	15	42	98
<i>Motivation</i>	19	76	22	180
<i>Discipline</i>	18	49		
<i>Active-Busy</i>	15	40		
<i>Confidence</i>	14	30		

The overwhelming response from nine of the ten core resilient students on their development of time management strategies, was unexpected, even though it came up as a main theme and protective factor in the pilot interview. What was also surprising was the number of students who identified participation in the community-based quality Mariachi programing as contributing to their confidence level in an extreme way, i.e. from shy to outgoing, contributing to their confidence (S18, F98) in QMA.

Confidence is an example of a theme presented in two separate categories to align with the triad framework. Confidence in personal disposition (S14, F30) as seen in Table 5. Personal Disposition, Major and Minor Themes, Source & Frequency and when combined by NVivo Confidence (S19, F128) presents the larger frequency. Reportedly this transferable skill gave formally shy students the ability to greet and socialize in a public setting in a major way, and more comfortable participating and asking questions in class.

The other surprise was student identification of soft skills like caring, compassion, and patience as a first response and most valued traits they received from participation in a QMA. Consistently these responses came from students from all three sites.

**Leadership:** Four core students identified themselves as leaders, yet, two others were identified as leaders by their respective QMA organizations. Leadership Skills (S22, F243), the high frequency major theme encompasses some of the minor ranked themes that align with social emotional skills like self-awareness and self-management and other indicators like locus of control, being focused, goal orientated and self-confident. An example of comments that indicated leadership qualities or showed confidence and self-motivation were “I’m an intelligent kid” and “If I don't know something, I want to know more about it now. Because if I don't know things I'm not going to move forward.” One student described their strengths as “Being driven, organized, passionate, goal oriented.” These Leadership qualities are examples of self- awareness and self-management.

*Self-Management.* As mentioned earlier self-management was reported in both the categories of Personal Disposition and the QMA environment. Self-management aligns with the tenets of social emotional learning. In the personal disposition category, Self-management emerged as a minor theme of Leadership and birthed a grandchild mini theme of Time Management Strategies. Combined by NVivo Self-Management (S22, F150). Self- Management was identified (S20, F103) in Personal Disposition and in QMA Self-Management (S15, F82) emerged as a minor theme of Social Emotional Skills and birthed Time Management.

*Time Management Strategies.* Ten of ten, 100% of the core student sample, reported developing time management influenced their ability to be successful in school.

Six of the ten core students, two parents and three QMA staff reported that participation in Mariachi had a definite influence on developing specific time management skills (S11, F22) in sample students. Mark shares his schedule.

P: ...but, how did being in Mariachi and dance help you?

R: Being able to manage my time. I would have Mariachi, Tuesdays and Wednesdays, I think and dance on Fridays and other activities like sports and cross-country, I would have that every day after school. So, it just really helped me manage my time. You know, I got to do this here, I got to do my homework after that and yea, it really helped with time management.

These comments on developing time management skills and strategies to accommodate already busy schedules, very long weekday hours, performances “gigs” on weekends and practice time to be able to continue to participate in Mariachi and do well academically were common. Angel shares her struggle and time management strategies.

P: So, what kind of changes did you make, or kind of things, like, you said you prioritized. Sometimes you didn't do this assignment or didn't do that. So how did that work?

R: Well, for some classes I relied on tests instead of the homework. So, I would study, and I would just do very well on tests. Then, as for like getting more sleep, I would just make sure like every little break I did have, I would be like doing my homework. Anything I could get done; that way as soon as I got back, I would get the rest done. I would just finish it faster. And then I will also be eating and studying and doing like multiple things at once, like multi-task.

Eight students identified time management strategies (S11, F22) for example learning to manage their time, prioritize, be more focused, and or effective and specifics on how each handled their busy lives.

### **Internal Locus of Control**

An internal locus of control was a common characteristic of resilience in resilience research (Benzies & Mychasiuk, 2008; Garmezy, 1991; Garmezy, Masten & Tellegen, 1984). This researcher chose to delve deeper and in coding Personal Disposition themes recognizes that many of the themes within the Leadership theme, self-awareness, confidence, motivation, and self-discipline are factors that exhibit having an internal locus of control.

**Motivation** As expected in a resilient population Self-motivation, (S19, F76) and Self-awareness, (S15, F77) were identified in 100% of the sample and nine of the ten core students self-identified as having confidence (S14, F30); Combined (S19, F128). Although Discipline (S18, F49) is counted under Self-motivation in the Personal Disposition category it is discussed with Self-management, motivation, and discipline under Social Emotional skills in the QMA Category.

**Active-busy.** Four of the ten students, self -identified being overextended as a factor that affected their studies, parents or site staff also made this observation. This was captured in minor theme Active- Busy (S15, F40). This Active-busy, overextension is the double edge sword. Students worked hard to do it all. Richardson and the Challenge Theory of Resilience speak to challenges being natural parts of development (Richardson, 2002; Morales 2000; Zimmerman & Arunkumar, 1994).

The combination of motivation, self-awareness and confidence needed to overcome the active -busy and multiple challenges, coupled with the time management identified in 100% of the core sample, are evidence to the strong internal locus of control developing in these resilient students.

**Research Sub Question B: Family Support**

To align with the previous research on resilience the data for family support utilizes three strands, 1) adequate basic resources, 2) general family support, and 3) Family engagement in students learning, to present the evidence to Research Sub Question B:

*How does family support in the context of participation in a community-based quality Mariachi academy contribute to educational resilience?*

Table 6: Family Support, Major and Minor Themes Source and Frequency present the source and frequency data for the three strands utilized in the literature chapter to organize the family support leg of the Characteristic Triad of Resilience.

Table 6

<i>Family Support, Major and Minor Themes Source and Frequency</i>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Family Support</i>			21	296
<i>General Family Support</i>	12	31	20	207
<i>Structured Families</i>	20	105		
<i>Family communication</i>	14	52		
<i>Family Engagement in learning</i>	17	38	17	66
<i>Team Effort</i>	11	28		
<i>Adequate Basic Resources</i>	12	23		

The largest two frequencies being structured families and family communication.

Although adequate basic resources received the smallest frequency its impact on the academics of 70% of the core students warrants a discussion and textual examples.

**General family support.** Structured families (S20, F105) and strong family communication (S14, F52) were the high frequency emergent themes. Strong family bonds were seen in emotional support, and strong family communication. Promotion of reading or academics and structured families are all part of general family support.

*Structured families.* Structured Families (S20, F105) considers the cohesive structure, bonding and relationship within the family and was the highest emergent theme in the Family Support category. A structured family with supportive parents, guidelines and principles, and the modeling of a strong work ethic were all found to promote resistance to adversity (Gándara, 1995; Mallon, 2007; Masten & Obradovic, 2006; Rutter, 1985; Werner & Smith, 1982). Structured families were indicated in seven of the eight families (S20, F105). The research sample included ten students, eight families, and two sets of siblings.

Growing up, Andrea was not allowed to miss school. This textual sample presents parents setting guidelines and standards.

P: When you said your parents pushed you and supported you, can you give me an example of what that looks like?

R: Yeah, so all throughout my education they would like always, never let me miss school. And I used to like, hate it. Because I'd be like, "I'm tired, I don't want to go to school." Or like, "So and so has a doctor appointment and then they don't come back, why do I have to go back?" And they'd be like,

“because you can't miss.” I'm like, “Ugh!” ... I'd come home, “Okay, you have to do your homework”, “No, I just got home.” (*nervous laugh*) “Yeah but then later you're not going to be wanting to do it” or, “It's going to be too late.”

So, they just always encouraged me. Made sure I was on top of my stuff.

This family's rules about attending school, doing homework first, accountability on progress reports and open communication in reasoning, all fall into the strand of family structure.

Selena's parents both hold graduate degrees. During the Group B interview her father's comments mirrored hers closely in identifying the three salient family priorities, education, reading and community service. Selena shares:

P: What kind of things? You said reading, promoting education, but can you give me an idea of what that looked like?

R: We would try to have a reading hour together a couple of times a week and really minimalizing TV. We only had one TV growing up. So, we always were either reading or being involved in dance and music as well. And, just making sure we're organized, and we discussed with our parents when assignments were due and being in contact with teachers when we needed help.

Both Selena and her father identified clear expectations and the structure in the household. For example: Up until middle school, if there was an educational issue, the parents modeled communication with the teacher. After middle school the student was responsible for communication with the teacher and then reporting in with the parent. This training in taking responsibility for one's self and one's education was deliberate.



Selena's father commented on it his interview. For an additional textual example see Appendix N. This family had strong structures in place.

Mark's mother was described as "very religious." The group B interview with Mark's father gave the impression his parents were fundamentalist at heart and run a very strict disciplined household. Soft spoken, with a formidable personality, his answers were very short, his speech was measured, and he took time to think about his answers. Descriptive probes were often necessary to get deeper detailed answers.

P: Can you give me an idea of some of the family structure, that you think may have given him, a structure to do well in school? Were there bedtimes? You know, homework times? Were there grade checks that kind of stuff?

R: Well, I think the, you know, my wife and I do try to be an example. I think that might have something to do with it. In other words, we did try to, actually, try to have the moral authority to ask likewise for them to do what is proper and best.

In this case, the family structure was not so much specific rules or set guideline, but a modeling of high standards, certain expectations and morals, a structured household.

Structured Families also encompasses family relationships and bonding as well as setting guidelines, written or otherwise that communicate "this is the way we do things around here". Mark's observation about his siblings speaks to a family pattern of succeeding academically and being modest.

P: Tell me about that, tell me about your experience.

R: I'm the youngest of six, so I got to see each of my siblings, you know, get to their success and that has really inspired me to, get there as well. You know, I

don't want to be left behind, or you know. Yeah, I've always looked up to my siblings, and it's something I'm very humble about.

The standard of this home is educational success and modesty. It is important for Mark that he follows the standard of his household. In this case, this family's structured pattern of education is a protective factor, setting a goal, a path and making it a norm to succeed in school, capable of mitigating many of the temptations and distractions so vaguely identified as risk factors by his father.

***Family communication.*** As seen in the section on Structured Families, strong bonds and strong Family Communication (S14, F52) among the family unit were identified in the exploration of family support. Nine out of the ten students in the sample, shared examples where parents talked them through an emotional, stressful or crisis situations. Four received this emotional support by phone, in tears and /or disbelief when a crisis was happening; one received a planned intervention. One spoke of a mother and each grandparent taking turns, sitting by the student's side to try and help figure out math homework.

***Family engagement in student learning.*** The strand referred to as Family Engagement in Student Learning, (S17, F66) includes recognizing and valuing a child's uniqueness, setting rigorous expectations, encouragement of literacy, and focuses on actively looking for ways to interact or intercede in the learning process (Garmezy, 1991; Garrett, Antrop-Gonzalez & Velez, 2010; Gándara, 1995).

***Team effort.*** Examples of team effort towards educational activities included interactions with or by family members interceding in the learning process. Parents helping with homework, siblings editing papers or grandparents paying for Mariachi

classes or being a major source of transportation. Although Andrea is living away at college, over four hours from her childhood family home, she maintains strong bonds via, text, phone and has her brother, down the street.

...Actually, like today my sister was helping me with an essay that I had to turn in. I was like; "Can you edit?" So, they're always, and you know my brother, and I, we go to the same school. So, like "If you ever need, I don't know food or anything, just come."

Similar to the previous research, evidence of family support has been identified as having had an influence on the academic paths of the research sample.

**Adequate basic resources.** Adequate basic resources include things like adequate housing and a stable income. (S12, F23). Seven of our ten students reported a lack of resources that affected their academics. The amount each student contributes to their own basic needs varies. George lives at home; his parents provide room and board. They helped him with part of the down payment for his car. George pays his own car payment and his own car insurance. Although George's family is willing to help, the family has struggled with on and off unemployment and health issues in the past few years. This has affected George's ability to take a full load of classes, and placed limitation on his flexibility to work.

R: I mean sometimes, I can't exactly afford everything that I'm trying to get into.

... to get the maximum amount of classes that I want to register for, and then I also have to think about the cost of the materials and books and such.

George had been accepted and enrolled in his local state University but could not afford it. He has been attending city college for two years and will need to stay at least one more term before he can transfer to the four-year, out of town university campus he has in mind. This is due both to financial reasons and his inability to get priority registration.

In another example, in the area of adequate basic resources is Mark who had options in choosing his university and chose to attend a community college before transferring to the closest state university. His brother invited him to live with him during college. When Mark arrived, he gave him a car and when Mark's financial aid didn't go through at the beginning of the semester, his brother also lent him money for books, so he wouldn't get behind in class. This example speaks to adequate basic resources, family bonding, cohesive relationships and some fear about being on one's own.

### **Research Sub Question C: Quality Mariachi Academy Environment**

This section focuses on the environment created by a Quality Mariachi Academy (QMA) which serves as the context for this study.

*How does the environment of a community-based Quality Mariachi Academy contribute to educational resilience?*

In this large and complex category of the QMA Environment the findings are presented in a series of tables, each expanding the three QMA emergent major themes Transferable Skills (S21, F248), Significance and Belonging (S19, F238), and Innovative Structure (S13 251).

Table 7: QMA Environment Major Themes Source and Frequency displays the three emergent major themes; Transferable Skills, Significance and Belonging and

Innovative Structure, and their largest emergent minor themes. Minor and Grandchild mini themes, those with a frequency over 30, will be presented with their emergent major themes and salient textual examples

Table 7

	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Transferable Skills</i>	19	84	21	488
<i>Confidence</i>	18	98		
<i>Social Emotional skills</i>	9	31	18	175
<i>Mariachi Music Education</i>	16	39	19	86
<i>Bilingualism</i>	13	34		
<i>Significance and Belonging</i>	17	82	19	238
<i>Group Identity</i>	14	59		
<i>Contribution to Community</i>	14	54		
<i>Long Term Friends</i>	16	43		
<i>Innovative structure</i>	9	40	13	251
<i>Growth Opportunities</i>	12	48	12	111
<i>Positive Team Culture</i>	11	60		
<i>Highly Qualified Staff</i>	10	40		

**Transferable skills.** Transferable skills aggregated (S21, F488) includes all emergent minor themes, and those transferable skills not belonging to an emergent minor theme that are presented in the left column (S19, F84). Transferable skills not related directly to music education were found in 90% of the sample. Maestra Kay gives us insight on the process and examples of experiences that build these non-musical skills.

Q: What kind of life skills do you think they get from Mariachi?

R: Oh, problem solving, being able to adjust, being able to communicate, to be able to, like these young kids are performing they also have to present themselves in, to the community to their clientele or whatnot, ... to people they're not usually socially around.

The development of communication skills, evaluation skills, adaptability, being able to think on one's feet, and handle the unknown were all transferable skills repeatedly identified at all three sites. Modeling team work, self-evaluation, a positive culture and the distinction between being an entertainer vs making a presentation was credited for building these skills. Learning to communicate with the public socially and to hold a crowd during a performance identified a strengthening of personal identity.

Table 8

<i>QMA Environment Transferable Skills, Minor Themes, Source and Frequency</i>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Transferable Skills</i>	19	84	21	488
<i>Confidence</i>	18	98		
<i>Social Emotional skills</i>	9	31	18	175
<i>Self-Management</i>	12	69	15	82
<i>Social Awareness</i>	11	33		
<i>Mariachi Music Education:</i>	16	39	19	86
<i>Bilingualism</i>	13	34		

Table 8: QMA Environment Transferable Skills, Minor Themes Source and Frequency, breaks down the large major theme Transferable skills further into the four minor themes and the two mini themes Self-Management (S15, F82) and Self-Awareness (S11, F33).

**Confidence.** Gina encapsulated many of the reoccurring themes in one response, noting confidence, leadership, time management and making long-term friends. All common reoccurring themes among student's responses: Time Management (aggregated S15, F35) an increase in Confidence (aggregated S19, F108) and Long-term Friends (S16, F43).

Q: Can you tell me how your participation in Mariachi in general, or with the QMA influenced your ability to do well in school?

R: I feel like it gave me more confidence in school, and it made me, it made me, like aware of my time management, because we have a lot of gigs on the weekends. Taught me leadership, definitely and I gained a lot of friends from it, longtime friends.

Confidence is a theme that overlaps categories, the focus is on how it affected a student's academics. Confidence in the category Personal Disposition (S14, F30), and in QMA (S18, F98). Some identified that the self-confidence came from public performance, losing the fear and it meant going from being shy to more outgoing. Others identified the self-confidence or self-esteem that comes with mastering a task or experiencing the sweet success of hard work. The researcher probed Gina for more detail.

P: Can you tell me more about how you felt it gave you confidence in school?

R: I think it gave me more confidence to be more like, more out there. I used to be very shy and I think that helped me like branch out. I would be so shy to where I didn't want to ask questions in school. Like if I didn't understand something, I didn't want to ask. But that kind of, made me more open, made me able to go ask for help.

Teachers interviewed from different sites talk about witnessing the personal growth of their students. Maestra Kay was asked about a specific student, then about students in general.

P: Okay, so have you seen her confidence grow. What kind of things do you think Mariachi has done for her?

R: Just like I'd mentioned before, the confidence level, being able to communicate, being able to adapt and adjust and...*(paused)*

P: So, you've seen all that growth in her, do you see it very often with most of them?

R: Oh yes, they go from very, either very timid or a little shy, to the confidence in their playing. I can see it, especially when, with a violin you can see them moving their hands up and down to play on their bow and when they're afraid they're bow doesn't move very much. So, when they're confident their bow moves a lot *(makes long imaginary bow sweeping gesture)* and they play with a lot more, they're more aggressive in their playing.

In addition to the vigor with which they play their instruments, Teachers noted the difference in how talkative quiet students become, their willingness to ask questions in class, their increase in stage presence and their increased comfort addressing the public.

***Social Emotional Skills.*** The tenets of Social Emotional Learning include self-awareness, self-management, social awareness, ability to make responsible choice and relationship building (CDE, 2018). Data for Self-Motivation (S22, F180) the parent of Discipline (S18, F49) are presented here in the social emotional section, but data are included and aggregated into Personal Disposition data numbers, Long Term Friends (S19, F43) an minor theme under major theme Significance and Belonging were included in QMA data.



*Self-Management, Motivation & Discipline.* Evidence of persistence, discipline and hard work were coded as one theme labeled Discipline. Six students self-identified as being persistent, determined, disciplined or mentioned hard work, yet three additional other students were identified in this manner Discipline (S18, F49). Valentina identified similar ideas about experiencing success and working hard to be good at something.

P: When you say 'educational knowledge'?

R: ... So, I definitely would say that it taught me Spanish and, it taught me that if you work hard at something then you can do it. Music was like, really hard at first, and I didn't know how to read it. And then once I knew, oh my gosh it's simple. It's easy you can do it. That kind of helped me throughout my school life, work hard at something, you can totally do it.

Others were more specific in their appreciation for the benefits of music education. Both students and teachers noted the repetition, memorization skills, and practice time needed to learn songs. Mark shared:

R: ...in Mariachi if you're learning a song, you have to practice the lines of the music, and then when you go to the practice next time, you don't take the sheet of paper with the music on it, and it's something that you have to continually do. You know muscle memory and I think that when I came here, when I do homework, it's kind of that way. If you want to get good at something you have to practice, and you practice the steps whether that was math, science, chemistry, any of those. It helped me; repetition, repetition in helping me get the material.

The discipline (S18, F49) needed and learned as participants in QMA was noted as a skill that enhanced their ability to do well in school and college and a skill they would apply across many academic contexts. Motivation, drive and determination were commonly associated with academic and career-oriented goals identified in 100% of the core student sample. The values of persistence, hard work and discipline were self-identified in 60% of the sample Discipline (S18, F49) and were associated with goals that were more acute, high energy and where a sense that accomplishment was its own reward. Note that although discussed in this section the aggregated data for discipline is credited to Personal Disposition.

*Social Awareness.* Teachers mentioned open communication and learning to understand teammates in discussing team building. After performances there were debriefings where students were taught not to judge other's mistakes, but their own and take responsibility for them. Social Awareness (S11, F33). Students learned evaluation tools. Evaluating their personal performance and the performance of the group as a unit on a regular basis. Being self-aware and socially aware are two of the tenets of SEL. Being self-aware is one of the common characteristics found in resilient students (CDE, 2018; Morales, 2011).

*Mariachi Music Education.* Transferable skills directly related to learning or performing music were identified in eight of the ten students. Mariachi Music Education (S19, F86) is an emergent major theme listed in Table 8: QMA Environment, Transferable Skills, Minor Themes Source and Frequency. Learning (S12, F28) which included cognitive abilities like memorization and retention and the ability to earn Income (S11, F19) were both lesser minor themes under the Mariachi Music Education

theme. During the collection sample year, four of the ten core sample of resilient students continued to play Mariachi while in college. Two additional students mentioned their plans to find work playing Mariachi the following year. This marketability factor was an unexpected result.

In Chapter Two, Review of the Literature it was discussed how the musical aspects and the non-musical aspects of music education combined can impact language acquisition, enhance brain cognitive development, and affect the ability to learn. (USCDornsife, 2017; Wolff, 2017). Fifty percent of the students in the sample were also in band, orchestra and or choir. Angel, a music major, shares how her experience aligned with what Mariachi experts in the literature had revealed; that Mariachi was similar to Jazz, more improvisational and a higher level of music than the other music education she had experienced (L. Salazar, 2011).

...or I had to sight-read, and I had to transpose in my head. That actually really helped me because I've never transposed before then, and in college I've been having to do that a lot of that. So, it kind of warmed me up, instead of just going straight into college without knowing about, like transposition.

Angel also spoke to how Mariachi prepared her for school auditions as much of her shyness had fallen away.

***Bilingualism.*** Comments on language and communication have been peppered throughout the textual examples. Bilingualism (S13, F34) was a minor theme of Transferable Skills. The self-identified Spanish language skills of core resilient students ranged from fluent to not understanding what they were singing. Rose shares her transition.

R: ...I sat down and looked up the lyrics of songs I had been listening to my whole life and I was like wow this is kind of profound. Like I never thought of it this way. And I think like slowly, through that, slowly through conversing with locals at gigs we went to, that's how I became more fluent in Spanish.

Having Spanish skills helped Rose in forming her new community while away at an out of state college.

R: Yeah, really convenient, and speaking Spanish too. Like the culture over there... I was expecting it to be very different (that's just how I felt) but like, Mexicans here are the same as the Mexicans there and we just hit it off.

Building her new support community was facilitated with her acquired Spanish language skills. In the next textual examples Selena credits Mariachi for revitalizing her language skills, and later how her love of Mexican music (in Spanish) contributed to her college building of community. Selena shares:

R:...Yah, a big thing with a Mariachi, once I hit Middle School, engaging back in that language through Mariachi, I would consider myself bilingual.

Language is a part of every culture. Selena's Spanish abilities and love of traditional music allowed her to build community at her away UC college dorm. Selena shares:

R: ...I lived on a co-ed floor with both male and female, and I found everybody kind of segregated into their racial groups right away, so that was an interesting note that I found within the first week. Everybody kind of introduce themselves and then everybody kind of clicked into the racial groups. for sure....

I felt awkward at times when I did try to approach others, where I felt that certain people especially when it came to comparing notes or trying to help each other out that they would only stick with their people, and that was the thing like when wanting to collaborate on a project or something it was kind of awkward at times.

...the music part of it I think connecting with my culture and like I said in college as soon as my roommate and I were both *Mexicanas*, and we busted out our Mexican music. Then, that's when we had the other Latinas like a "what kind of music is that?" so it was kind of nice that, it helped me build connection off of music.

In these two cases participation in QMA supported a second language, creating a cultural clout that facilitated a connection to others; an additional skill and protective factor for navigating difficult environments. In another example; Angel's ability to speak Spanish in addition to the cultural clout of having been a Mariachi allowed her an "at home" feeling.

R: I think it helped me, because now when I tell people or play in a Mariachi, they get so happy. Especially if they come from a Mexican background. In the dorms the janitors there, they speak Spanish, so I'll speak to them in Spanish. And they asked me "what are you carrying, in that case?" and I tell him and they say "oh, have you ever played Mariachi?" And I can say yes and that feels good. It just feels like you're more, you're more at-home kind of. That feeling that you don't really get with when people say, oh, if played in Orchestra. I just say yes, and that's expected. But when you play Mariachi, it's

because it's my culture and I, I'm proud to be able to say that I have played it before and that I want to keep playing it.

Throughout the interview Angel had mentioned how often comments were made in the away at college environment, that made her aware of other's being more advantaged, and how more was expected of her even though she had not had the privilege of private tutors, multiple instruments or as many honor band experiences. This 'at-home' feeling and cultural clout from knowing the language and playing Mariachi was a much-needed protective factor in her away-at-college experience. This also speaks to having a sense significance and belonging which is the topic of the next section.

**Significance and Belonging.** The facets of having a sense of significance and belonging are seen on many levels. The most obvious being part of a group, wearing the same traditional dress, the *traje charro*, and belonging to the violins or *armonia* section.

Table 9

<b><i>QMA Significance and Belonging, Minor Themes Source and Frequency</i></b>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	980
<i>Significance and Belonging</i>	17	82	19	238
<i>Group Identity</i>	14	59		
<i>Contribution to Community</i>	14	54		
<i>Long Term Friends</i>	16	43		

Table 9: QMA Significance and Belonging Minor Themes Source and Frequency and this section briefly touch upon the three minor themes that emerged from the major theme Significance and Belonging: Group Identity (S14, F59) Contribution to Community (S14 F54) and Long-term Friends (S16, F43).

*Group identity.* At all three sites there are strict codes of conduct and rules for students and that teachers follow. When you wear the *traje de charro*, you are in Mariachi dress, no smoking, no swearing, no drinking alcohol. Teacher Kay and others spoke about the legacy or gauntlet they felt they were passing on to the future generations by teaching Mariachi and having such high standards.

All three sites shared that students debriefed after performances, evaluating both self and group performance. Maestra S shares a similar sentiment about the importance of the legacy they are sharing. When one puts on the *traje charro* “what you have behind you are centuries of your ancestors pushing you along.” What I heard from students is that being a Mariachi becomes part of your identity. “Not just anyone can do it,” I heard repeatedly. There is pride, significance and belonging in earning the right to wear the *traje charro*. It was noted that more than one student during the research recruitment process had an email address that identified them as part of a Mariachi. Two of the students who helped chose their pseudonyms chose the name of a song, Valentina and the name of a singer, Selena, to represent themselves.

Maestra S, who has been in Mariachi for over 30 years, tells students that are having issues with performance “to step into character to help them overcome the challenges.”

R: ...in Orchestra for example you're just learning the music and then you perform. In Mariachi you're an entertainer. It's about you, not just as part of a whole group, but to get up in front and sing on your own and to liven up a crowd. It's more than just playing an instrument. You're entertaining the crowd. So, when you break the ice and learn that skill, the confidence is built Big

Time.... It's an avenue for them to be self-expressive and test the waters of who they are, ... “in front of a crowd and you can be anybody you want ...hide behind your character to express yourself” So, when you see the kids doing that, it's just like “wow” and that really opens them up, ...“Hey, this is really not so bad, I can do this.”

Common emergent themes align with this textual example. Having confidence, an internal locus of control, referring to the experiences they had participating in Mariachi and how they impacted who they have become were consistent. The phrase commonly used my “Mariachi family” speaks to both a sense of significance and belonging and the long-term friendships that are built.

*Contribution to community.* The minor theme Contribution to Community (S14, F54) of major theme Significance and Belonging (S19, F238) aligns with the QMA’s contributing to public venues, nonprofit events, visiting nursing homes, or cancer centers. Reportedly, these experiences were empowering, gratifying, validating and life altering for the sample students. Being involved in the community was identified by seventy percent of the core student sample. With a source of 14/22 addressing the issue. Students speak of the light in the room that is created when they play or how they love watching people’s faces lighting up. In resilience research “Gives of self in service to others or a cause or both” is listed as an internal characteristic of resilience. (Henry & Milstein, 2004).

One scenario at a residential senior facility involved a man slumped in his chair, that reportedly had not spoken to anyone and been non-responsive since he was relocated to the nursing home, two years prior. According to the four witnesses that spoke of it in



their interview, when the students started playing, he opened his eyes, straighten up a bit and started singing. The staff was running around, the daughter was crying, and video was sent out to all his children. Memorable for all.

**Long term friends.** Eight of the ten students in the sample identified and valued the long-lasting friendships they had developed from their years participating in Mariachi. Long Term Friends (S16, 43) is the third minor theme of Significance and Belonging. The friendship bonds in the study sample crossed barriers of age, year in school, geography, school, gender and instrumentation. Henry & Milstein, (2004) list the ability to form positive relationships and be sociable as an internal characteristic of resilience. The tenets of Social Emotional Learning also include the ability to build relationships (CDE, 2019).

**Innovative structure.** The third and final QMA major theme, Innovated Structure (S13, F251) listed in Table 10. QMA Environment, Innovative Structure Minor Themes Source and Frequency, birthed three minor themes: Growth Opportunities (S12, F111) Positive Team Culture (S11, F60) and Highly Qualified Staff (S10, F 40), and one mini theme Mentoring (S9, F63).

Table 10

<i>QMA Environment, Innovative Structure Minor Themes Source and Frequency</i>				
	Non-Aggregated		Aggregated	
	Source	Frequency	Source	Frequency
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Innovative Structure</i>	9	40	13	251
<i>Growth Opportunities</i>	12	48	12	111
<i>Mentoring</i>	9	63		
<i>Positive Team Culture</i>	11	60		
<i>Highly Qualified Staff</i>	10	40		

Innovative structures speak more to the ‘*how*’ vs the ‘*what*’ aspects of how participation in QMA contributes to educational resilience. The QMA category overlap with Personal Disposition is again addressed as it is relevant to the full understanding of educational resilience, and the development of personal characteristics by the QMA environment.

***Growth opportunities.*** Growth Opportunities aggregated (S12, F111) includes Mentoring (S9, F63) and the individualized attention shown to students. The remaining Growth Opportunities (S12, F48) encompass the situational, for example; clear expectations or the space created for students to stretch themselves; i.e., students as teachers.

***Mentoring.*** The highest frequency within Innovative Structure was the mini theme Mentoring (S9, F63) which includes the individual attention that allows for unconditional acceptance, inclusiveness and the ability to serve children of various ages, and skill levels, in music theory, language, shyness and discipline. The individualized attention, modeling of behavior and mentoring will be seen in the textual examples and discussion in this section. Part of creating that positive culture was creating a safe space for personal growth. A textual example of a former student, now teacher, allows a feel for the dynamic of the space and another example of the mentoring aspect of a QMA. A longer version can be found in Appendix N. Teacher N:

R: Yes. Yes, Saphron too. Saphron used to have problems in high school.

There were several occasions where I was giving private lessons. I took her outside just to talk to her. ...

R: ... I believe she got in trouble for marijuana. and I told her; “You know you're going to be 18 in like 2 years, and then you can do whatever you want to do. You're not 18 yet, you're getting in trouble at school, your academics need to come first.” We do push that as well. That their academics need to come first because a lot of them, a lot of the older high-school students were preparing, prepping for college. They had a lot of homework to do. So, they would sit in here and do the homework while we had one-on-one things. And then Frances, she's going to school to be an RN right now. She would come in and help a lot of them a lot with their homework and anything else that needed to be done.

Receiving encouragement, being accepted or feeling supported by QMA staff and environment was reported by 50% of core sample students. In addition, specific methods identified by teachers and staff collaborated individualized efforts and attention. At every site there was evidence of mentors and adults that believed in students; teachers, spouses, administrators. People that were available to listen, to give advice, and to bring something to their parent’s attention if necessary.

***Positive Team Culture.*** There emerged from at all three sites a theme of creating a Positive Team Culture (S11, F60), opportunities for growth and adults that modeled and infused positive mantras and philosophies into the culture of the organization. The following textual examples demonstrate the student’s perception of these persons, said philosophy and or the impact they had on students. Rose explains: the concept of doing things *con ganas*:

R: So, every Wednesday, I would go for practice and it wasn't just like okay we're going to perfect this song, so we could go to the gig and get paid. It was a lot of, a lot of motivational speaking and universal lessons. Not just lessons that applied to the music. Like "if you're going to do something, do it a hundred percent, like *con ganas*, don't just half-ass anything." I would always make time, make more of a conscious effort, to do homework on Wednesday, because I knew I had to practice violin. And it made me schedule around gigs, as well.

Rose has taken this philosophy to heart and gives 100%, *con ganas*. This example also documents the weekly structure of classes and the student's dedication to attending every week. It also documents a repeated theme of students rearranging schedules, putting in extra efforts and hours to accommodate both the Mariachi schedule and school work.

Casanova give insight on how the culture of the group influenced his academic journey.

R: Mariachi definitely allowed me to focus more on my studies, in general. I kept myself so busy with those things, I couldn't even think about "Hey let's go out and smoke tonight," and it's "Why?" "I have homework to do, and I have things that I'm looking forward to." I'm not going to go and not do my work, it's really...

..., I just think there was a different level, or different expectations, of what you would do in that group, and it was just, come out successful. and I think that came out from Diego, very, very often. "Just look at what you're doing. Just think about what you are doing, where will it lead you to?"

Casanova explains how the high standards and the cultural expectations set by Diego, the QMA's Administrator, influenced his motivation to choose school over the temptations of the streets. This example exemplifies the pull of the QMA culture vs the culture of the communities the sample students reside in. The positive culture, the mantras, the caliber of the staff and keeping busy are seen as protective factors that mitigate the risk factors found in the community environment.

*Highly qualified staff.* The overwhelming shift in confidence the students and teachers acknowledge in going from being shy to outgoing and how that contributes to the classroom has been addressed. Highly qualified staff (S10, F40) identified experienced teachers associated with QMA, and descriptions of various innovated techniques. Students mentioned how teachers modelled patient teaching methods. An example is having shy students sing with the lights out or to sing facing toward the wall until they felt comfortable enough to turn around. Due to the positive culture, the rest of the class supports their progress, giving them encouragement. Leadership opportunities for students to step into teaching roles were common at all sites as well. "It was really easy to jump into a teacher role, because of wonderful teachers. I had seen what it was that they do, and how they interact with their students." (Casanova).

The teachers at the QMAs have longevity and develop very close trusted bonds with students. The regular class time provides structure, and in most cases a safe adult ear, that is not a parent. The combination of individualized attention and group setting was common among the sites. One site required grade checks, another provided space for getting homework done where the older ones would help the younger ones with homework, music theory or catching up on trouble spots while waiting for one-on-one

sessions or between class time. Following are some examples of students pitching in, and putting the team needs before their own. Gina speaks to working on helping the new students feel comfortable.

P: So, they relied on you to? Give me an example of when “new kids would come.” How would they rely on you?

R: Like if new kids would come, I would just go in and try to help them as much as I could. Being a student, to get a student perspective, on the whole foundation rather than the teachers. Because sometimes it could be like, intimidating, you know? Like, these teachers are very skilled and so I would just try to make them feel more welcomed and try to get them, if they were shy, I try to like, bring them out in a way, or just try to talk to them and be friendly.

This show of compassion and taking responsibility for the team was found in students from all three sites. Five Group C site personnel interviewed talked about the work of creating team players and a positive culture. Leading by example, using only positive comments when evaluating performances, teaching students to understand and acknowledge each other’s contributions. Maestro Jay gives insight on the importance of team building, acceptance and communication as part of Mariachi group culture.

R: ....to be part of the group requires many things, like to be able to understand your colleagues, not make them feel less than. Understand each other’s character and disposition like a group. I feel that, that helps in general, when they’re in other groups as well.

P: You teach that as well? That they have to communicate with each other, and put up with each other?

R: Yes, because when we perform, if something happens, maybe somebody messes up on a song or something and then someone will tell them, (*pointing finger*) you, you messed up. You need to learn to hold that back. And you take responsibility. “I messed up that part. I messed it up, it went bad after that because I was confused.” So then, we don't want them to just point the blame, “it was you, it was you.” We show them that it's important to talk, to have opportunities for every one of us in the group. That when we all participate in an event, that we each sing. We are a team, and if a song went bad, then we acknowledge it and move on, rather than attacking someone, or making them feel less than....

Building a positive culture, team work, showing respect for others, practicing communication skills, and setting standards for the group were common themes at all sites. These practices develop skills that align strongly with the tenets of SEL; social awareness, self- awareness, self-management, building friendships, and making responsible decisions, and with having an internal locus of control which is a strong internal characteristic of resilient students (CDE, 2018, Henry & Milstein, 2004).

In another example Rose speaks to team work and putting the needs of the group ahead of your own.

R: Yes, I guess so, if you didn't get along with someone, you just couldn't be like “Oh, I'm not going to play with you.” We're still a group no matter what troubles

you, you know? Or, if you're not playing something right and you get so frustrated, but you have to crank through it, for the whole group.

Rose put the groups needs ahead of her own. Gina went out of her way to make a “new kid” feel at home. Maestro Jay explained the importance of communication within the group, learning to understand each other, to be noble and respectful of each other.

Becoming more caring, compassionate or patient were identified in 70 % of the core sample, as traits received by participation in QMA. These examples speak to the quality and experience of the staff, what they bring to the organization and how they contribute to creating the positive culture.

### **Research Question**

The previous sections presented tables with source and frequency data and textual examples by sub question that mirror the legs of the Characteristic Triad of Resilience, specifically personal disposition, family support and the environment of a Quality Mariachi Academy. The previous sections combined served to answer the general research question.

*How does participation in community-based Quality Mariachi Academies contribute to educational resilience?*

As expected, although there were commonalities, each student in the sample presented with different needs and a unique set of risk factors. Each educationally resilient student was exposed to growth opportunities, built transferable skills, and became part of the Mariachi community. When the system is evaluated together, considering its influence on educational resilience in the context of community based



cultural music education programming, it appears to have a strengthening effect on each unit.

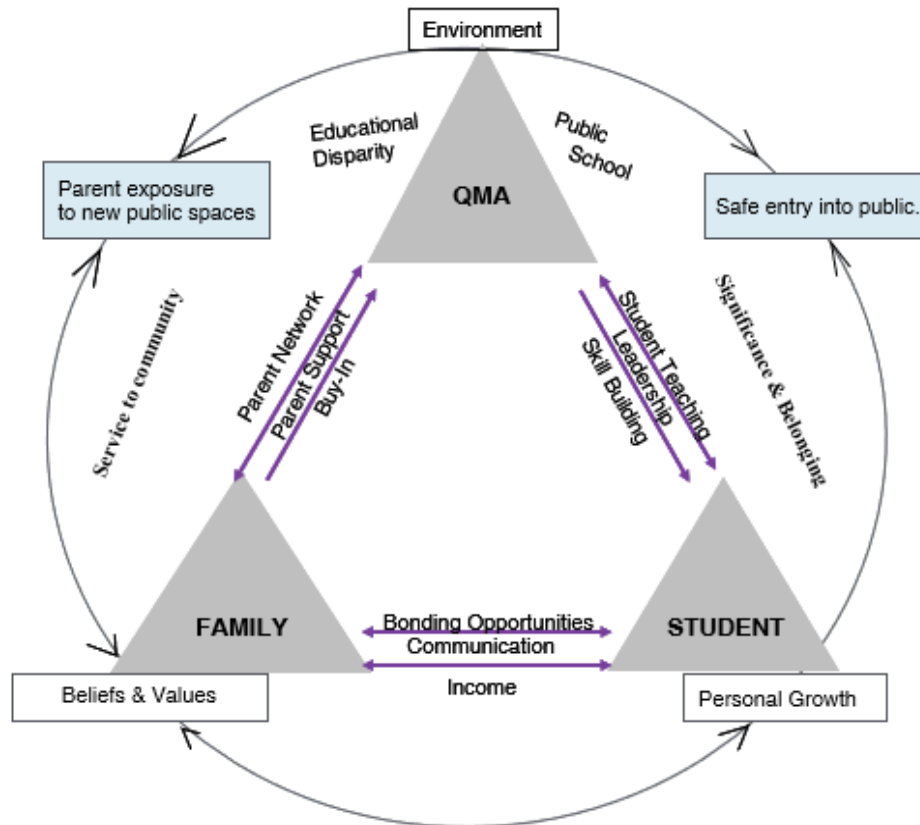


Figure 7. Characteristic Triad of Resilience in the Context of Quality Mariachi Academies, (QMA). (Garmezy, 1991; Lewis 1966; Morales & Trotman, 2004; Vázquez, 2019; Werner, 1989).

Figure 7. Characteristic Triad of Resilience in the Context of Community Quality Mariachi Academies was created to allow a visual of the interaction between the three legs of the triad, Personal Disposition, Family and the Environment in the context of Quality Mariachi Academies. The figure was developed based on the theoretical framework of the Characteristic Triad and embellished with findings of this study in the context of participation in QMA (Garmezy, 1991; Morales & Trotman, 2004; Werner, 1989). This visual incorporates themes from seminal resilience, and common resilience themes such as internal locus of control and service to others. The visual captures how data from this study aligns with the triad and the seminal theories of resilience. There

were a couple of terms added in the diagram which emerged from this research study and these terms are noted in the shaded blue boxes. For example: “safe entry into public” represent the handholding, safe passage by the QMA into public spaces to perform. Students reported feeling welcomed in places they had never visited before.

The student’s personal disposition is strengthened with marketable, and transferable skills, stronger confidence and better communication skills. All characteristic of educational resilience (Benzies & Mychasiuk, 2008). The families have continuous opportunities to strengthen their familial bonds, they develop a strong parent network and are better prepared for interaction with the outside world, including higher education. The environment has been the recipient of music, entertainment, and more engaged community members. This strengthening makes each piece more capable of producing protective factors that influence educational resilience.

To provide continuity, four detailed case studies of the sample’s core resilient students are presented in Appendix O. These case studies in a series of bullet points demonstrate how participation in a Quality Mariachi Academy influenced these specific students academically.

### **Other Significant Results**

The findings presented so far in this chapter spoke to a student’s personal growth and how they acquired transferable skills to support their educational resilience. Research in the second wave of resilience seeks to understand ‘how’ resilience is formed or built. The findings of this study align with other research in the field of resilience that influenced the framework of this study. Specifically; Morales’ Five Step Resilience Cycle, the Challenge Theory of Resilience, and Richardson’s “process” Theory of

Resilience. (Richardson, 1990; Morales, 2011; Zimmerman & Arunkumar, 1994; Fergus & Zimmerman, 2005).

All three resilience theories recognize risk factors in their assessments. The protective factors identified in the findings throughout this chapter are defined by the ability to mitigate specific risk factors (Zimmerman & Arunkumar, 1994). The last section of this chapter presents a breakdown of the multiple risk factors found in this study’s core student sample.

### Risk Factors

A brief discussion on each of the major themes of Risk Factors (S21, F334): Educational Disparity (S15, F177), Limited Finances (S11, F79), Shift in Family Structure (S16, F71) and a short summary will complete this chapter. More detailed discussion on the risk factor minor themes, Lack of School Resources, First Time College, Lack of Exposure, Illness and Family Obligation can be found in Appendix P.

Table 11

#### *Identified Risk Factors for Group A-Resilient Students*

<i>Group A core student #</i>	1	2	3	4	5	6	7	8	9	10	#	S	F
<i>Educational disparity</i>	x	X	X		X	x	x		X	X	8	15	177
<i>Lack of school resources</i>	x	X	X				x		x		5	9	33
<i>Counselors</i>			X	X					X	x	3	4	8
<i>First time college</i>		X				x	x	x	x		5	11	31
<i>Limited finances</i>	x	X				x	X	x	X	X	7	17	79
<i>Lack of exposure</i>							X		X	X	3	7	11
<i>Shift in Family structure</i>	X	X		x	X		X	X	x	x	8	16	71
<i>Illness</i>	X	X		x	X		X	x	X	Xx	7	12	26
<i>Family obligation</i>	x	X			X		X	X			4	6	11

Table 11: Identified Risk Factors for Group A-Resilient Students document the emergent major and minor themes by student. The column shading indicates students in

specific sites. The column marked # signifies the number of students who self-identified versus the S which was the total number of sources. F represent frequencies. The size of the X indicates major vs minor concern regarding the family and academics. For example, student ten reported both a major (Kidney failure) and minor (possible knee surgery) health concern in the family.

**Educational Disparity.** James S. Coleman from John Hopkins University presented the paper The Concept of Equality of Educational Opportunity for the U.S. Department of Education in 1967. After running through the differentiated educational systems through history Coleman offers five definitions of educational equality. The fifth definition most fitting in the present vast diversity of students entering the educational system today. Implying that “educational equality is reached only when the results of schooling (achievement and attitudes) are the same for racial and religious minorities as for the dominant group.” Educational disparity then would be defined when the results of academic achievement are not the same for minorities as for the dominate group.

The emergent theme of Educational Disparity (S15, F137) took many forms. To what degree and how it influenced each student academically varied. Curiously, 50 plus years later, similar to the concern of Coleman’s first definition of educational equity, the lack of financial resources, and family obligation in some cases still inhibit education. For some in the study educational disparity was due to the lack of financial resources that lead to transportation issues, which made getting to school or to work on group project more difficult. For Mark a lack of resources meant a lack of internet access at home, which meant driving around to find a place to do homework. For George finances limited his ability to afford classes to move ahead in his education at a faster pace. For

others the family situation, background or obligations that were not easily apparent weighed on a student as they moved toward focusing on academics. Gina identified that having to regularly pick up her older brother from work, whose Driver's license was revoked due to a DUI, took time away from her studies every week.

R: ... I pick him up at least two to three times a week. So that's three hours that I'm losing, that I could be doing my assignments...and I tried to explain that, but I'm the only option.

This is another example of a family obligation risk factor, influencing this student's study time and schedule. In this case, there is an external locus of control, being she is "the only option" for the family.

George's obligation to help his sister is a priority over him accepting work when financing classes is his biggest educational obstacle. Angel's family dynamic shifted in ways she had trouble explaining by the stigma and shame associated with a family member going to prison. Another student did not disclose that their father was in prison. Risk factors are not always visible to others but can have limiting impacts on academic achievement.

In Chapter Two poverty and the effect on neighborhoods of crime, alcohol and gangs were discussed. Although the focus of this study was on the QMA environment Mark's father spoke to the biggest challenges to education being the "temptations," or "the distractions that are out in the culture today." For many the draw of the culture of the neighborhood and the lack of having any other options is stronger than that of education. Casanova credits his participation in Folklorico and Mariachi for the confidence, success and high expectations he has set for himself. The consistent influence of positive

mentors, Diego and Frida, “look at what you're doing, just think about what you are doing, where will it lead you to?” resonate in his personality and on his life choices. He made a comparison with his experience in QMA compared to many of his childhood friends that spent the last few years in and out of prison. Noting that he too was offered and tempted by the opportunity, peer pressure, and access to drink, smoke and do drugs, as well as recognizing that the draw of what was being offered at the QMA was stronger, and how it changed his outlook and direction. Limited opportunity in neighborhoods is a risk factor, a contributor to this and another risk factor to education is having limited finances.

**Limited Finances** (S17, F79). Limited financial resources require hard choices for college going students. Seven of the ten core students reported that limited finances affected their academics. Mark, George and Rose were all accepted and or enrolled in a four-year university as freshmen but ultimately chose to attend community college before transferring due to finances. Core students reported not being able to afford classes, school materials, private tutors or internet. In addition, family obligations, or transportation issues that took valuable limited study time were examples of risk factors with a root of limited resources that further challenged academic life.

**Shift in Family Structure** (S13, F71). In the family support section, it was noted in the resilience research that having a strong family structure, strong family ties, systemic behaviors were protective factors and common characteristics of academically resilient students (Benzies & Mychasiuk, 2009; Clark, 1983; Garrett, Antrop-Gonzalez, & Velez, 2010; Gayles, 2008). A shifting family structure due to illness, trauma,

unemployment and or constant limited resources for some students in the sample were a common part of life.

### **Summary**

This chapter presented evidence from the findings that answered questions about how participation in Quality Mariachi Academies influenced Educational Resilience in the sample population. After a brief review of the Purpose, Research Questions, Methodology, and the Sample population, the identified major and minor themes were presented in a series of tables and textual examples.

Findings were organized by Research Sub Questions A) personal disposition, B) family support and C) the environment in the context of QMA, Quality Mariachi Academy which mirror the legs of the Characteristic Triad of Resilience. A series of tables presented an overall summary of source and frequency data on the four categories Personal Disposition (S22, F519), Family Support (S21, F296), QMA (S21, F993), and Risk factors (S21, F 334). Emergent major, minor and grandchild mini themes were expanded upon with tables and salient textual examples. These large numbers validate the strength of the research data triangulation methods. Embedded in the discussion when relevant are the percentage of how students responded to a theme.

The highest emergent frequencies in each category begin with Personal Disposition 1) Leadership (S22, F243) which included minor theme Self-Management (S20, F103), and 2) Self-Motivation (S22, F180). In the section on Family Support 1) Structured Families (S20, F105) and 2) Family Communication (S14, F52) held the highest frequencies. For QMA the three major themes were 1) Transferable Skills (S21, F488), which included Social Emotion Skills (S18, F175), 2) Significance and Belonging

(S20, F239), and Innovative Structure (S13, F251). The positive team culture (S11, F60) identified as being responsible for developing these characteristics were reported in all three sites.

These emergent protective factors are shared to address the research question focused on Educational Resilience. Each student will present with a unique set of risk factors. A protective factor is defined by its ability to mitigate specific risk factors (Masten, Best & Garmezy, 1991; Zimmerman & Arunkumar, 1994). It is important to understand the risk factors the core students presented with. In the Category of Risk Factors (S21, F334): Educational Disparity (S15, F177), Limited Finances (S11, F79) and Shift in Family Structure (S16, F71) were the emergent major themes.

Distinguishing the overlap between identifying having a Personal Disposition versus identifying the characteristic being developed by the QMA was challenging but allowed clarity for the triad framework. Reuniting some emergent Minor themes in NVivo for overall frequency data demonstrate the strength of some important minor themes. For example, found in 100% of the core student sample: Confidence (S19, F128), Time Management (S15, F35) and Self-management (S22, F150) were reported in both Personal Disposition and QMA categories.

As expected, 80-100% of the Group A, core sample identified having personal disposition qualities that are recognized as common characteristics of resilient students such as being confident, self-aware, being highly motivated, and having long term friends. Participation in QMA was credited for contributing to high levels of confidence (S18, F98) in some cases dramatically, from shy to outgoing. The confidence contributed to feeling comfortable to participate and ask questions in the classroom and to be social and



outgoing in unfamiliar public spaces. The development of time management skills translated into Self- awareness (S11, F33), and Self- management (S12, F69).

Participation in QMA was also responsible for making long term friends (S16, F43), and a variety of transferable, leadership and marketable skills including adaptability and an increase or maintaining of Spanish language skills; Bilingualism (S13, F34).

Unexpected was the strong alignment of the emergent skill development with the tenets of Social Emotional Learning; self-awareness, self-management, social awareness, the ability to make responsible choices and lasting friendships (CDE, 2018).

## **CHAPTER V: FINDINGS, CONCLUSIONS & RECOMMENDATIONS**

Educational Resilience focuses on why some students succeed academically while others from the same socio economic and disadvantaged backgrounds fail. (Waxman, Padron, & Gray, 2004). This study falls within what is considered wave two of resilience research which focuses on process and systems that mitigate risk and promote resilience (Luthar, 2006, Masten, & Obradovic, 2006, Richardson, 2002). The Quality Mariachi Academy, QMA environment was chosen due to multiple factors, given its structure, that have been found to promote academic success in general. Factors that were expected to be found in the context of the community based cultural music education program include: extracurricular activities, music education, a sense of significance and belonging, as well as parent engagement in student learning (Birch & Gussow, 1970; Catterall, et al, 2012; Garrett, Antrop-Gonzalez, & Velez, 2010; Lewis, 1966; Lipscomb, 2006; Mallon, 2007; Masten & Obradovic, 2006; McNeal, 1995; Wolff, 2004). This multi-site, multi-case study explores the contribution to educational resilience through the lens of the Characteristic Trad of Resilience; personal disposition, family support and the environment of Quality Mariachi Academies, QMA.

### **Summary**

Chapter One presented background information on educational disparity in the impoverished central San Joaquin valley, an introduction to resilience theories and a brief introduction into Mariachi in the United States. Chapter Two reviewed relevant academic literature on poverty, communities, a deeper look into resilience theories, the literature gap in Mariachi education and data on the impoverished central valley of California. Chapter Three outlined the study's methodology, procedures and steps taken to ensure

quality data collection and strong validation and reliability procedures. Chapter Four presented the findings. Chapter Five offers conclusions, implications for action and recommendations for further research based on deep analysis of the study's findings.

Throughout this chapter the format (S#, F#) is used to present the source and frequency of data. Presenting the source and frequency when relevant will demonstrate the strength of the findings among the core ten resilient students and include the triangulation of all twenty-two persons interviewed.

### **Purpose Statement**

The purpose of this qualitative multiple case study was to explore through the lens of the Characteristic Triad of Resilience: personal disposition, family support and environment, how the participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

### **Research Questions**

The research question and sub questions this study sought to address were:  
How does participation in community-based Quality Mariachi Academies (QMA) contribute to educational resilience?

A) How does a resilient student's personal disposition in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?

B) How does family support in the context of participation in a community-based Quality Mariachi academy contribute to educational resilience?

C) How does the environment of a community-based Quality Mariachi Academy contribute to educational resilience?

## Methods

This qualitative multiple site, multiple case study focuses on a group of ten educational resilient individuals, with the similar experience of living in impoverished areas. Eligibility included having participated in a Quality Mariachi Academy for a minimum of one year during their high school years. Three Quality Mariachi Academies from the central San Joaquin Valley of California were identified and vetted. Eligibility for a QMA can be found in Appendix A and the identified Quality Mariachi Academies in Appendix C.

The sample of Group A, ten core resilient students, Group B, their parent or guardian, and Group C, teachers and, or administrators, were recruited, screened and interviewed. Data from twenty-two interviews was transcribed, translated as needed, coded and triangulated in the context of community-based QMA. During coding and analysis, the researcher's etic perspective conceptualized the individual and triangulated data to address the research questions. Major, Minor, and mini themes emerged.

The highest emergent frequencies begin with Personal Disposition 1) Leadership (S22, F243) which included minor theme Self-Management (S20, F103), and 2) Self-Motivation (S22, F180). In Family Support 1) Structured Families (S20, F105) and 2) Family Communication (S14, F52) held the highest frequencies. For the QMA Environment the three major themes were 1) Transferable Skills (S21, F488), which included Social Emotion Skills (S18, F175), 2) Significance and Belonging (S20, F239), and Innovative Structure (S13, F251).

## **Population and Sample**

The population for this study were youth living in impoverished counties. The study sample were ten core students ages 18-24 who participated in community based cultural music programming in high school. The sample population, students living in the impoverished California counties of Kern, Kings and Tulare, who met the eligibility criteria of high school graduation and matriculation into college identified the sample as resilient students. Figure 5. Annual Reported Income of Eight Sample Families. presented data showing one of the eight families, representing two students lived in poverty. For triangulation purposes Group B: parents, or guardians of the core students and Group C: site staff were also interviewed.

## **Major Findings**

This research study explored how participation in a QMA contributed to educational resilience through the lens of the Characteristic Triad of Resilience; personal disposition, family support and the environment. Findings were based on the coding and analysis of data as the emergent themes aligned with researched themes presented in the Chapter II Literature Review. In this section key findings will be presented by the research questions which align with three legs of the triad. As this Major Findings section focuses on the Key Findings, source and frequency data related to each question are listed as reference and document the strength of validation.

## **Research Question**

How does participation in community-based Quality Mariachi Academies (QMA) contribute to educational resilience?

**Key Finding One: Students who participate in QMA develop multiple transferable skills, experience personal growth and establish friendships.** Students reported receiving a variety of transferable skills from participation in QMA that they continue to utilize in higher education and in life. The most common include confidence, motivation, discipline, and having an internal locus of control “i.e. belief in ability to influence one’s environment” (Henry & Milstein, 2004). Six students reported going from shy to outgoing which altered their willingness to ask questions in any classroom, ask for help when needed and becoming extremely comfortable in public spaces. Gina explains, “I used to be very shy... Like if I didn't understand something, I didn't want to ask. But that kind of, made me more open, made me able to go ask for help.”

The growth in confidence of the four that did not self-identify as shy, were noted as such by teachers, administrators and or parents. Teachers noted the growth in confidence in several ways; the vigor with which they play their instruments, the difference in how talkative quiet students become, their willingness to ask questions in their QMA classroom, ask for help when needed, their increase in stage presence and their increased comfort addressing the public.

Students recognized how the skills they acquired helped them in their academic lives and beyond.

So, I definitely would say that it taught me Spanish and, it taught me that if you work hard at something then you can do it. Music was like, really hard at first, and I didn't know how to read it. And then once I knew, oh my gosh it's simple. It's easy you can do it. That kind of helped me throughout my school life, work hard at something, you can totally do it.

The multiple transferable skills students reported receiving from participation in QMA aligned with resilience literature presented in Table 2: Internal Protective Factors (Henry & Milstein, 2004). Including having internal locus of control, i.e. belief in ability to influence one's environment, being motivated, having confidence and the ability to make friends (Henry & Milstein, 2004).

Source and Frequency of relevant emergent themes include: Transferable skills (S21, F48) Self-motivation (S22, F180), Self-Management (S22, F150), Confidence (S19, F128), being Self-aware (S20, F130), having Discipline (S18, F49), and creating Long Term Friends (S16, 43).

### **Research Sub Question A**

How does a resilient student's personal disposition in the context of participation in a community-based Quality Mariachi Academy contribute to educational resilience?

**Key Finding Two: Students who participate in QMA develop personal disposition characteristics that align with the internal characteristics common in resilience literature.** Nine out of ten of the core student sample described a variety of time management strategies that they actively developed to be successful in school and to participate fully in their active-busy lives. Developing time management skills and strategies to accommodate already busy schedules, very long weekday hours, performances "gigs" on weekends and practice time to be able to continue to participate in Mariachi and do well academically were common. Mark Stated "So, it just really helped me manage my time. You know, I got to do this here, I got to do my homework after that and yea, it really helped with time management." Angel describes a varied of strategies she developed.

R: Well, for some classes I relied on tests instead of the homework.... I would just make sure like every little break I did have, I would be like doing my homework. Anything I could get done; that way as soon as I got back, I would get the rest done. I would just finish it faster. ... and doing like multiple things at once, like multi-tasking.

The time management strategies reported by students varied: Compartmentalizing time schedules, multitasking, more effective use of breaks, prioritizing tasks or classes, more effective studying and having greater focus.

This behavior of creating time management strategies follows Morales' five step resilience cycle. Step 2. "The student is able to manifest and/or seek out protective factors that have the potential to offset or mitigate the potentially negative effects of the perceived risk factors" (2000).

Relevant Source and Frequency include Time Management (S15, F35 combined) Time Management Strategies (S11, F22), Discipline (S18, F49), Active Busy (S15, F40) and the characteristics associate with having an internal locus of control; Self-awareness (S11, F33), Self-management (S22, F150), Motivation (S22, F180) and the ability to make good choices (Benzies & Mychasiuk 2008; CDE 2017; Henry & Milstein, 2004).

### **Research Sub Question B**

How does family support in the context of participation in a community-based quality Mariachi academy contribute to educational resilience?

**Key Finding Three: Structured Families contribute to the strength of the Characteristic Triad Model.** A structured family considers the cohesive structure, bonding and relationship within the family and was the highest emergent theme in the



Family Support category. Among the eight families in this data set, strong family bonds were seen in examples of emotional support, and strong family communication. Seven of the eight families reported a strong family structure.

The structured family differed by family. For example: Growing up, Andrea was not allowed to miss school and much to her disappointment was taken back to school after doctor appointments. Homework was done as soon as she arrived home, regardless of complaint. Selena's parents both hold graduate degrees. Her father's comments regarding the structure of the home mirrored hers closely in identifying the three salient family priorities, education, reading and community service. In addition, they had set age appropriate procedures for communicating with teachers. For Marks's family the family structure was not so much specific rules or set guideline, but a modeling of high standards, certain expectations, morals, and a structured household.

Having a Structured Family also encompasses family relationships as well as setting guidelines, written or otherwise that communicate "this is the way we do things around here". Mark's observation about his siblings speaks to a family pattern of succeeding academically. "I'm the youngest of six, so I got to see each of my siblings, you know, get to their success and that has really inspired me to, get there as well. You know, I don't want to be left behind..."

A structured family with supportive parents, guidelines and principles, and the modeling of a strong work ethic, were all found to promote resistance to adversity (Gándara, 1995; Mallon, 2007; Masten & Obradovic, 2006; Rutter, 1985; Werner & Smith, 1982). The one student whose family had drastic shift in structure "I didn't have any structure I would say" reported finding support, long term friendships, employment

and a sense of belonging in the greater Mariachi community. The Characteristic Triad of Resilience supports the idea that personal disposition, family support and the environment have an impact on mitigating risk factors (Bower, Carroll, & Ashman, 2012; Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Gibson & Gándara, 2004; Mallon, 2007; Rutter, 1985; Werner & Smith, 1982).

Having structured families and strong family communication were among the highest frequency item in our data for family Support: Family Support (S21, F296), Structured Families (S20, F105), Family communication (S14, F52) Risk Factors (S21, F334): Educational Disparity (S15, F177), Limited Finances (S11, F79) and Shift in Family Structure (S16, F71).

### **Research Sub Question C**

How does the environment of a community-based Quality Mariachi Academy contribute to educational resilience?

**Key Finding Four: The innovative structure found in QMA provides an instructional environment for students which promotes collaboration, communication skills and evaluation of self and group musical performance.** The innovative structure and highly qualified staff offer individualized attention to students of all ages, skill level and talent. The positive team model reported at all three QMA sites promotes collaboration, strong communication skills, and self and group evaluation tools.

...when we perform, if something happens, maybe somebody messes up on a song or something and then someone will tell them, (*pointing finger*) you, you messed up. You need to learn to hold that back. And you take responsibility. “I messed up that part. I messed it up, it went bad after that because I was

confused.” So then, we don't want them to just point the blame, “it was you, it was you.” We show them that it's important to talk, to have opportunities for every one of us in the group. That when we all participate in an event, that we each sing. We are a team, and if a song went bad, then we acknowledge it and move on, rather than attacking someone, or making them feel less than...

Maestro J gives insight into this process of communication, evaluation and collaboration.

At each QMA site a positive culture is enforced by mantras that encourage students to give %100, “*con ganas*.” Students take ownership of the positive culture as evidenced by their individual willingness to help the “new kids” or put team needs over their own. For example: “...no matter what troubles you know, or if you're not playing something right and you get so frustrated, but you have to crank through it for the whole group.” This ownership contributes to a sense of significance and belonging, and builds long-term friends that cross barriers of language, gender, ages, schools and communities.

The collective components created in the QMA are in alignment with the Environmental Protective Factors listed by Henry & Milstein, in Table 3. Environmental Protective Factors (2004). Specifically, but not limited to, the QMA provides an environment that “1. Promotes close bonds,” “6. promotes sharing of responsibilities, service to others”, “11. Provides leadership, decision making and other opportunities for meaningful participation”, and “12. Appreciates the unique talents of each child “(2014). Source and Frequency relevant to this finding include: Innovative Structure (S13, F251), Leadership Skills (S22, F243) Significance and Belonging (S19, F238), Growth Opportunities (S12, F111), Positive Team Culture (S11, F60), Group Identity (S14, F59), Contribution to Community (S14 F54) and Long-term friends, (S16, F43).

**Key Finding Five: Educational Disparity, Latino students educated in the impoverished central valley of California struggle with educational disparity**

**regardless of income level.** Students in this study were aware of the differences between their opportunities, educational and otherwise and the opportunities afforded others.

Figure 4. Population and Poverty Data for Five Central Valley Counties demonstrates the poverty level of the five counties. Figure 5. Annual Reported Income of Eight Sample Families represents the reported income level of the students and families in the sample for this study. Table 11. Identified Risk Factors for Group A-Resilient Students, present data on the core sample.

Some forms of educational disparity were directly related to income, many were directly related to not having received an education that sufficiently prepared them for college level work (California Community Colleges, 2017 Student Success Scorecard, 2017). For some the disparity was perceived as censorship from a conservative mainstream, for others a lack preparation and a lack of knowledge in basic material. Selena graduated in the top of her high school class yet found herself not prepared for her university classes.

...I didn't know how to study as well, and I didn't have that much background knowledge much from my high school. ... I decided to go into the lower course of chemistry the very, very, beginning one... it was more introductory, and they broke things down a lot more so that I could understand and comprehend. Get a better bases of what that class was about....

In addition, the culture shock and stress adjusting to a new higher education environment was common. A lack of mainstream common knowledge affected at least

four students in the sample's ability to participate in classroom discussion or understand concepts being compared for lack of personal mainstream cultural reference. Casanova, had no idea who Michael Jackson was and was ridiculed in class for asking when the artist was used as a frame of reference in class. Andrea also did not understand many mainstream culture references. In addition, she shared her culture shock when living with more affluent students. "I knew we were poor, but I didn't think we were that poor. It wasn't until that I saw what others had that I realized it."

Latino students educated in the impoverished central valley of California struggle with educational disparity regardless of income level (California Community Colleges, 2017 Student Success Scorecard, 2017; Coleman, 1967). Figure 4. Population and Poverty Data for Five Central Valley Counties presents the data for the five-county central valley cohort compared to the state of California.

The findings reflect step one, the recognition or awareness of risk factors key to Morales' 5 Step Resilience Model (2000). Students in this study were aware of the differences between their opportunities, educational and otherwise and the opportunities afforded others. Relevant source and frequency data for this section include: Risk Factors (S17, S334), Educational Disparity (S15, F177), Lack of school resources (S9, F25), First time college (S11, F31).

### **Unexpected Results**

Unexpected results were emergent themes that were not expected, for example, the strong alignment of the emergent personal skill building attributed to participation in QMA to the tenets of Social Emotional Learning; self-awareness, self-management, social awareness, good decision making and the ability to make long term relationships.

There is extremely limited research on Mariachi students and or academies that address the combination of cultural promotion, extracurricular activity and music education found in QMAs. Although these themes were not previously noted in literature they do address the research question: *How participation in QMA contributes to educational resilience* and give insight on the mechanisms and processes that build that resilience.

### **Social Emotional Learning**

The positive team culture utilized in a community-based quality Mariachi cultural music education develops skills and personal characteristics that align with the tenets of Social Emotional Learning, (SEL) which are self-awareness, self-management, responsible decision making, social awareness and the ability to make lasting relationships (CDE, 2018). Participation in a Quality Mariachi Academy develops social emotional skills in students of all levels and promotes social emotional skills; Self-awareness (S11, F33), Self-management (S15, F82), Self-motivation (S22, F180), Long Term Friends (S19, F43).

### **Unconditional Acceptance.**

The unconditional acceptance or the inclusivity of the QMA model was unexpected. Mariachi education at the three sites was reported as an open, inclusive, welcoming, positive space, despite the early traditional perception of Mariachi as lowly street music and a symbol of Mexican nationalism (Sheeny, 2006; Soto-Flores, 2015; Salazar, 2011). The innovative programming accepts and works with students regardless of race, age, bilingualism, and level of musical expertise. Efforts were made by QMA staff, administrators and students to accommodate all levels of skill and talent.

### **Level of Expertise.**

QMA students have access to high-quality musicianship and programming. Input from all three sites reported very experienced and high-quality musicianship among staff; Grammy award winners and experienced certificated teachers. Two sites have certificated music teachers with 20+ & 30 years of experience teaching Mariachi, the other has Grammy award winning musicians giving classes. Traditional Mariachi is stigmatized because it is traditionally played in bars or in the streets (Sheeny, 2006; Soto-Flores, 2015; Salazar, 2011). Dodd and her research point out that the addition of brass instruments and the elegant dress referred to as the *Traje Charro* was incorporated to Mariachi to elevate the status of Mariachi music (2001).

### **Conclusions**

The following conclusions were based on the findings and supported by the literature and align with the study's research findings in the context of Quality Mariachi Academies. The initials QMA are used for all three collection sites to respect the research participants anonymity.

#### **Conclusion One: Personal Disposition & Transferable Skills**

Based on the findings and supported by the literature on the Characteristic Triad of Resilience it is concluded that Quality Mariachi Academies provide a safe positive environment that develop personal disposition characteristics and transferable skills that will better equip students for post-secondary education and beyond. The unconditional acceptance, high-quality instruction, opportunities for personal growth, and the creating of parent networks each contribute to the positive culture. These collective components when utilized in music education programming in low income communities, strengthens

each leg of the characteristic triad of resilience and promotes educational resilience. The instructional environment teaches taking responsibility, communication and evaluation. Transferable skills like a strong sense of confidence and a sense significance and belonging, received from the performance aspects of Mariachi build skills and characteristics that students will then apply to academic and other aspects of their lives.

### **Conclusion Two: Structured Families**

Based on the findings of this study and supported by the literature, it is concluded that sharing within and among QMA families creates and strengthens parent networks. Building a more structured collaborative system within and among Mariachi Academies to share best practices will grow the parent network and family supports will become stronger support systems. A more formal structured component that promotes and widens the network to other Mariachi academy families is warranted.

Families that participate in QMA have continuous opportunities to strengthen their familial bonds. The family's exposure to new environments and parents experiencing new things with their children will increase the opportunities to bond with their children. By accompanying their children to performances, "the parents are there watching that and seeing that and seeing how their kids are getting confidence" they grow more comfortable with the unknown and allow the kids to "spread their wings". The parents and students are better prepared for interaction with the outside world, including higher education.

### **Conclusion Three: The Characteristic Triad of Resilience**

Based on the findings of this study and supported by the literature, it is concluded that the triad system of resilience in the context of community based cultural music



education has a strengthening effect which impacts each leg to make it more capable of producing protective factors (Garmezy, 1991; Morales & Trotman, 2004; Werner, 1989). These Protective Factors will influence educational resilience by mitigating the variety of risk factors found in impoverished communities. A more detailed discussion and a copy of Figure 8. Characteristic Triad of Resilience in the Context of Community Based Quality Mariachi Academies are Appendix Q. The Characteristic Triad of Resilience supports the idea that personal disposition, family support and the environment have an impact on mitigating risk factors (Bower, Carroll, & Ashman, 2012; Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Gibson & Gándara, 2004; Mallon, 2007; Rutter, 1985; Werner & Smith, 1982).

#### **Conclusion Four: Educational disparity**

Based on the findings of this study and supported by the literature, it is concluded that an educational disparity exists in low income communities, and that the collaboration of parent networks, community-based organizations, school districts, county Office of Education, city and community agencies together will increase opportunities to support the building of educational resilience. Participation in QMA provides opportunities for personal growth, builds transferable skills, and provides a sense of significance and belonging. These are all protective factors known to promote resilience in low income communities. QMA promote an increase parent engagement, provide extracurricular activities, music education and a sense of significance and belonging, all known to promote educational success (Bower, Carroll, & Ashman, 2012; Garmezy, 1991; Garmezy, Masten & Tellegen, 1984; Gibson & Gándara, 2004; Mallon, 2007; Morales & Trotman, 2004; Rutter, 1985; Werner & Smith, 1982; Werner, 1989).

## **Implications for Action**

The findings in this study led to many implications directly related to the scope of this research. In the implications for action and in the recommendations for continued research, suggestions will be brought forth for consideration of future research.

### **Implication One: QMA Builds Educational Resilience**

It is recommended that school districts, foundations, government and community agencies fund and facilitate community-school partnerships to increase community-based cultural music programming, through community engagement and stakeholder ownership. Participation in QMA builds resilient characteristics in individuals, developing many transferable skills that have long term effects. Educationally resilient students internalize and own these new tools and strategies and become resilient community members. Increasing the number of resilient students in a community will have a transformative effect on the future of the community.

### **Implication Two: QMA Promote Positive Team Culture**

It is recommended that a positive team model and techniques for self-evaluation and utilizing group evaluation tools be incorporated in training of all music education curriculum. A positive team culture is the source of many of the transferable and social emotional skills, including but not limited to self-awareness, self- management, motivation, self and group evaluation, open communication skills, patience and compassion for others, and an opportunity to build community & long-term friends.

- 1) School districts that fund the concept and support the integration of the curriculum model by QMA, that a implement a positive team model, will strengthen the personal disposition characteristics; leadership, confidence,

communication, discipline and self-management and will build educational resilience in individuals.

- 2) Support for this positive team model curriculum should include staff training, professional development, and a strategic plan that includes monitoring and a systemic communications plan.

### **Implication Three: Expand Cultural Music Education Programing**

It is recommended that school districts expand music education programing to include the cultural aspects of traditional music, by incorporating cultural programing like Mariachi. The overall positive impact of expanding music education to include the cultural aspects of programing are exponential. It is a great opportunity to meet California state education code for VAPA, Visual and Performing Arts, and increase:

- Parent engagement in student learning
- Parent buy-in from promotion of culture
- Community partnership opportunities
- Social Emotional Learning
- Student pride, stronger cultural identity and
- A sense of significance and belonging.
- Educational resilient students

### **Implication Four: QMA Strengthens Families**

Given the impact that participation in QMA can have on strengthening family communication, increased consistent opportunities for family bonding, and an increased capacity for family support and educational resilience, a more structured component to promote sharing within and among QMA families is warranted. To this end it is recommended the following steps be initiated:

- Develop a functional inter communications network to bring together Mariachi academies from greater geographic areas regardless of meeting QMA eligibility.
- Develop a best practices venue to share the innovative ideas and practices each site has cultivated over the years. For example:
  - Parent Handbooks: tips on how to be engaged in a child’s learning, instrument position, appropriate number of practice minutes by age.
  - Effective Classroom Practices; Dual language two-way model, creating safe spaces for singing anxiety.
  - Point incentive models based on performance, preparedness, etc.
  - Use of technology, reminder apps, Face Book page, video check in
  - Barter payment systems

At different sites, parents and teachers report positive examples of children asking parents for Spanish pronunciation advice, increased joint sing along on commutes, and increased practice time due to required video check in. The sharing of best practices and ‘feel good’ examples can offset the weekly class and the busy performance schedules parents are subjected to as part of their involvement and commitment.

### **Recommendations for Further Research.**

There is much need in the Latino community for innovative positive interventions to support and cultivate educational resilience for all students. The findings of this research confirmed the validity of some theories of resilience and clarified the need to take a closer look at youth Mariachi programing, both those programs which are community based and the many Mariachi programs being developed in public schools.

### **Recommendation One: Social Emotional Learning**

It is recommended that this study be replicated with youth Mariachi in the public-school systems to study the alignment of educational resilience characteristics with the social emotional learning model in the context of youth Mariachi. This study will determine if the positive team model is utilized in public-school programs, and if it leads to the development of similar transferable and social emotional learning. Schools continue to look for innovative ways to promote career readiness, educate the whole child, break the school-to-prison pipeline, address chronic trauma, and promote positive classroom behavior and bullying; more attention is being paid to the social emotional aspects of learning. The Social Emotional Learning model has many characteristics in common with the recognized characteristics of resilience; self-awareness, relationship skills, self-management, and responsible decision making.

### **Recommendation Two: Positive Team Model**

It is recommended that a validation study be conducted to describe the effectiveness of a positive team model in the structure of school based and community-based music education programs. Given that the identification of a positive team culture is the source of many of the transferable and social emotional skills, including but not limited to confidence, adaptability, motivation, self-awareness, self-management, self and group evaluation, open communication skills, patience and compassion for others. Such a study would validate findings and contribute to the gap in literature on Mariachi in the United States and educational resilience. After extensive research with music education programs is done, then a comparative study with other music and non-music education, community based, and or school-based programs could be initiated.

### **Recommendation Three: School Based Mariachi Programing**

It is recommended that this study be replicated with a younger student population actively participating in Mariachi youth academies. This study will determine the impact of participation in youth Mariachi and expose in greater detail on how such participation develops personal disposition characteristics commonly recognized in educational resilient students. A mixed methods study with a wider geographical berth is recommended. Mariachi festivals attract students nationwide. A mixed method study would expand educational resilience research to school-based programing, to other geographical areas, to younger populations and to a low-income population. A longitudinal study with this population would provide data on the marketability of students and Mariachi as a source of income, by geographical area.

### **Recommendation Four: Structured Families**

It is recommended that a qualitative exploration study be conducted to explore if participation in cultural-based music education programing strengthens or contributes to structured families and to their ability to support education. The study would add to family literature and determine the mechanisms that strengthen family support for educational resilience. A structured family with supportive parents, guidelines and principles, and the modeling of a strong work ethic were all found to promote resistance to adversity (Gándara, 1995; Mallon, 2007; Masten & Obradovic, 2006; Rutter, 1985; Werner & Smith, 1982).

Structured families align with the Funds of Knowledge literature in that the value of education is seen within the family mores, and accepted expectations regarding

education (Yosso, 2005). The textual example shows how this family's value of education affected its youngest sibling.

I'm the youngest of six, so I got to see each of my siblings get to their success and that has really inspired me to get there, as well. I don't want to be left behind or you know, yea I've always looked up to my siblings. Mark.

Structured Families were found present in seven of the eight sample families, in three of our families that structure involved grandparents as part of the stabilizing structure.

Families in Mariachi spend a large amount of time together and are exposed to each other's networks and share common experiences such as applying to college. The study would determine the level of influence participation in QMA and the extended family networks have on support for education and as a source of protective factors for educational resilience. After extensive research with culturally based music programs is done, then a comparative study with other community based, and or school based programs could be initiated.

### **Recommendation Five: Educational Disparity**

It is recommended that a comparison analysis be conducted to track students who drop out during, or after their first year of attending university within the five impoverish Central valley counties of California. See Figure 4. Population and Poverty Data for Five Central Valley Counties. Data would compare students who drop out and do not return to college to those who go back to college. An in-depth follow up identifying specific risk factors for both populations and exploring the source and type of protective factors that influenced a return to education. The study would determine the presence of protective factors associated with having an internal locus of control, such as; self-awareness, self-

management and ability to make good decisions in each group. The study would determine how and when those protective factors were developed.

Students educated in the central valley of California struggle with educational disparity, regardless of income level. An additional study analyzing the path resilient students took, exploring how long it took them and what risk and protective factors were present is warranted. Additionally, research is needed to explore why students chose to attend a community college first, even when they had applied, been accepted and in some cases enrolled in a four-year institution.

### **Recommendation Six: Supplemental Benefits of Mariachi Education**

It is recommended that a mixed-methods, qualitative exploration study be conducted to determine the supplemental benefits of Mariachi education programming. This study would explore the effect of Mariachi on identity, on early exposure to improvisation and transposition, and on an entertainer vs performance model and the positive team culture found in the environment. The study would determine the percentages of students participating in honor bands or honor orchestra, who have participated in QMA, are Latino and or low income. Honor ensembles are competitive and presumably a metric for mastery.

According to Coleman a measure of equity would be similar outcomes for students regardless if they are from mainstream or underrepresented populations (1967). This study would explore how the performance vs entertainer model utilized in the Mariachi genre influence student confidence, identity, a sense of significance and belonging and how these factors contribute to academic success. This sense of significance and belonging, identity and membership in the Mariachi community goes



beyond the region, state, national and international geography of the community and includes earning a place in the history, legacy and future of Mariachi. There has been limited research on Mariachi in the United States. This study would help fill the gaps in literature on Mariachi, culturally based music education, and contribute to the literature on, identity, music education and educational resilience.

In addition, this study could explore the perceptions of how the skills acquired by participation in QMA affect factors recognized as impacting academic achievement; educational resilience, self-esteem, and attendance. It would determine if participation in QMA is a viable path to making education more equitable for low income and Latino students.

### **Recommendation Seven: Other Cultural Music Educational Programing**

It is recommended that a qualitative exploratory study examining if other types of cultural music education programing build resilience. Two of the three sites in this study also offered folkloric dance in addition to Mariachi. Community based cultural music education programing were also identified in the central valley in the Hmong, Laotian, Portuguese and Pacific Islander communities.

Family Support is a recognized leg of the Characteristic Triad of Resilience. Family support and buy-in by the families for cultural promotion was identified by the grandparents who covered tuition for three of the core sample for cultural promotion purposes. The cultural connection, support for maintaining bilingualism and promotion of cultural tradition that emerged in Mariachi were factors not reported in participation of orchestra, band or choir by the 50% of the sample who participated in both Mariachi and traditional mainstream music education programing. This study would validate and

extend the findings of this study to the cultural music educational programming of other cultures and their cultural music educational programming.

### **Recommendation Eight: Four C's of 21<sup>st</sup> Century**

An unexpected finding was the recognition of other soft skills such as compassion and patience being credited to QMA. It is recommended that, given the strong collaborative culture, creative improvisational aspects, and adaptability aspects identified in the QMA model, a comparison study would document the alignment to the Four Cs of the 21 Century core competency skills. Although alignment to the Four C's was not in this study's preview, similar factors to its tenets Communication, Collaboration, Critical Thinking, Creativity and Innovation emerged (NEA, 2018).

### **Recommendation Nine: Diversification of the Mariachi Genre**

It is recommended that a phenomenological study be conducted to explore the expansion and diversification of the Mariachi genre across the United States. Due to the gap in academic research on Mariachi in the United States and the fascinating growing diversification of Mariachi, it is ripe for further investigation. News reports and music industry publications document anecdotal comments on the benefits of youth Mariachi, advertise new and diverse groups, sold out workshops for Mariachi teachers, but sparse academic literature on youth Mariachi in the United States (Clark, 2005; Dodd, 2001; Fusion, 2017; Hendrickson, 2015; Hermes, p. 20; Mahoney, 2012; Mendelson, M, 2017; Mulholland, 2007; NPR, 2016; Olwell, 2017; Peterson, 2017; Sheeny 2006; Salazar, 2011; Sullivan, 2008; Valdez, 2017).

Dr. Lauryn Salazar makes a case for Mariachi as an American Genre (2011). The study would explore and document a part of Mariachi history in the United States, how

these groups keep a firm hold on tradition while moving in so many directions, and the impetus for the changes. There are entire conferences dedicated to the growing number of recognized successful all female Mariachis, of small and large sizes. Openly Lesbian, Gay, Bisexual, Transgender & Questioning (LGBTQ) ensembles and much American pop culture mainstream work successfully diversify this genre (Fusion, 2017; Hendrickson, 2015; Hermes, p. 20; Mahoney, 2012; Mendelson, M, 2017; NPR, 2016; Olwell, 2017). There are groups like Metalachi, who combine the style of Mariachi with heavy metal. Mariachi El Bronx play romantic Mariachi style music with lyrics in English while having a successful Punk band following. Mariachi Manchester is dedicated to Morrissey and the Smiths, a British alternative rock band of the 80's. These transformations signal a shift in the genre while keeping the traditional Mariachi thriving.

### **Recommendation Ten: Low Income Populations & Community Based**

#### **Organizations**

It is recommended that a replication study be conducted with a lower income eligibility criterion in tandem with an exploration in the formation of community based cultural music education programming. In this study, at each site there appeared to be at least one family that was educated, had means significantly above the average and were driving forces in the community-based organization. These families were included in two of the three site samples. The mode and average annual income of the sample would have dropped significantly had they not been included, or if the ratio had been truer to the whole site average incomes. During recruitment six students who declined were believed to be from families whose incomes were much closer to the poverty line. Repeating this study with an exclusive low-income population would validate if the contributions of

QMA on educational resilience hold true, are negligible or offer more protective factors in a lower income, with higher risk factor sample.

### **Concluding Remarks and Reflections.**

Quality Mariachi Academies offer a positive safe space for individuals to grow resilient and flourish. The culture of positivity, the personal mantras, the building of a Mariachi family, within their own group and beyond, to the entire Mariachi community give students a strong sense of belonging, that becomes part of their identity. When I embarked on this journey, I knew that Mariachi was good for kids, I had no idea exactly why or how or just how universal many of the findings would be. The combination of factors that promote a strong internal locus of control in students that live in communities with multiple risk factors undeniably contributes to their educational resilience. The transferable skills developed by participation in QMA remain and serve students for a lifetime giving them confidence, adaptability, discipline, and communication skills.

Triangulating data from three different programs in three different counties from three types of stakeholders; students, parents and staff allowed twenty-two unique perspectives to paint a true assessment of what was going on. Time after time, I would double check the data and was always amazed when similarities were consistently found at multiple sites. Having many friends in the Mariachi community and relatives that participated in Mariachi academies in their youth, I was dumfounded when in conversation they easily confirmed or explained findings I thought surprising. “oh yeah, being part of a team, I remember.” I have never been prouder of a completed project.

I have learned so much about the generosity of others. In the support I have received from my own circle in doing this work, in how the Mariachi community

embraced my intrusion and most of all in the passion and dedication it takes to run these kinds of programs and keep Mariachi alive. For many years programming was run on countless pro-bono hours, which continues in many places.

Youth Mariachi clearly is good for kids and its benefits reach so much farther than their individual success. Youth Mariachi contributes to the community, in many, many, ways. It contributes to community cultural wealth (Yosso, 2005). Its serves as a family resource for parents, it affords them community cultural clout, bragging rights if you will. It broadens a family's network as well as their funds of knowledge (Yosso, 2005). For many of the more fearful families, it allows them safe passage into public spaces. Youth Mariachi instills a sense of pride in those that participate as students, as mentors, as public observers. Pride in their success, in their performance, in the cultural pride they manifest. We are bathed and benefit in the light they bring to the space.

The genre of Mariachi in the United States is growing and diversifying. It is evolving, in its geography, in its purpose, in its berth, even those dedicated to keeping it traditional are changing the course of its history by passing the gauntlet. It truly is a music of the people. Youth Mariachi is impacting many students; for many it is an alternative to the school-to-prison pipeline. I was able to capture only a small part of the contributions that youth Mariachi makes to educational resilience, to families and to many impoverished communities in the United States. I am grateful to have been able to document a small piece of it.

Ajua!

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## APPENDICES

## Appendix A: Criteria-Quality Mariachi Academy

A *Quality* Mariachi Academy is defined as a community-based organization who meets at least six of the following eight criteria:

1. The organization has been together for a minimum of two years,
2. Regular practice or class time is scheduled to maintain or improve craft,
3. The curriculum includes music theory, i.e. reading musical notes, and
4. includes some history of Mariachi,
5. The organization has a strong active parent component, defined as at least two of the following three components;
  - a. parents actively participate in fundraising, and or events
  - b. children are always supervised by a dedicated adult
  - c. parents are actively involved in children's learning
6. Teachers accommodate music/lyrics, song choice to be age appropriate,
7. The organization promotes or supports education, i.e. grade checks, community service opportunities, minimum GPA requirements,
8. The organization has an agreed upon code of conduct, i.e. no drinking or swearing while in uniform.

## Appendix B: 40 Developmental Assets



### 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



	Category	Asset Name and Definition	
<b>External Assets</b>	<b>Support</b>	1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.	
	<b>Empowerment</b>	7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood.	
	<b>Boundaries &amp; Expectations</b>	11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well.	
	<b>Constructive Use of Time</b>	17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.	
	<b>Internal Assets</b>	<b>Commitment to Learning</b>	21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		<b>Positive Values</b>	26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		<b>Social Competencies</b>	32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		<b>Positive Identity</b>	37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

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## Appendix C: Identified Quality Mariachi Academies

**Folklorico Legacy Foundation.** This community-based foundation celebrated its 20-year anniversary in 2016 and had its beginning promoting and preserving traditional Mexican folkloric dance. For a time, it held classes in both folkloric dance and Mariachi education for youth. Currently they run weekly classes in Mariachi for youth. They are well known in the community and frequently offer their services pro-bono for community events such as el Dia del Nino, Cesar Chavez Legacy Celebration, or special events for local churches and other community organizations. The variety of their community contributions allow students to be exposed to different community organizations and the issues they are dealing with like the drought, unemployment, immigration and food insecurity. The volunteerism allows students to practice their public performance skills and meet their community service hours for college applications. Acting Director Irma Cisneros stated that their students have a 100% High school graduation rate. Parents come to weekly practices and remain with their children and conduct fundraising and event planning activities together.

**Mariachi Sun Foundation.** The Mariachi Sun Foundation received its 501©3 non-profit tax status in August of 2016, but were formed the summer of 2014, by a group of families who had been associated with a Kern County program for 12 years. The board members of the former association fell away due to burn out, according to the new organization's current CEO Carmen Bernal (2015). Regular grade checks are mandatory and academic support have been provided when a student falls behind. CEO Bernal reports a 100% HS graduation rate of participating students and that they offer educational scholarships to every graduating high school senior. Parents bring students to weekly classes and wait during class time. Parents are actively engaged in students practice time, signing along or providing Spanish pronunciation support. A parent

booster organization coordinates fundraising and there is a mandatory 35 per year, volunteer hour requirement for all parents.

**Kings Cultural Center.** As implied by its name this community-based organization is not an academy but offers a similar environment and meets all eligibility requirements as such. Similar to the Folclórico Legacy Foundation, the core organization was formed over 20 years ago and its beginnings were initiated in traditional Mexican folkloric dance. The “Sol Del Valle” dance troupe was initiated in 1994 and moved toward Mariachi in 2005. This organization continues to have a component of traditional Mexican folkloric dance and offers cultural classes in dance and music in whatever genre there is interest and available instruction. In 2016- 2017, in addition to Mariachi instrumentation, Fiddle; “Old Time Music” and Hawaiian Dance were offered in. This organization does not do grade checks and has no minimum grade eligibility but has a wall full of photos and stories of academically successful alumni.

	QMA have at least six of the following eight criteria:	FLF	MSF	KCC
1	The organization has been together for a minimum of two years,	20	2+12	20
2	Regular practice or class time is scheduled to maintain or improve craft,	Y	Y	Y
3	The curriculum includes music theory, i.e. reading musical notes, and	Y	Y	Y
4	includes some history of Mariachi,	Y	Y	Y
5	The organization has a strong active parent component, defined as at least two of the following three components;			
a.	parents actively participate in fundraising, and or events	Y	Y	Y
b.	children are always supervised by a dedicated adult	Y	Y	Y
c.	parents are actively involved in children’s learning		Y	
7	Teachers accommodate music/lyrics, song choice to be age appropriate,	Y	Y	Y
8	The organization has an agreed upon code of conduct, i.e. no drinking or swearing while in uniform.	y	y	y



Appendix D: Screener Tools

Parent Screener

Name/ Nombre \_\_\_\_\_

Please list the people living in your home/ favor de apuntar todos los quien viven en su hogar.

#	Name/ Nombre	Age / edad	Gender/ género	Enrolled/ matriculado	US born Nacido US
1					
2					
3					
4					
5					
6					
7					

Family address / Domicilio \_\_\_\_\_

Zip code / codigo Postal \_\_\_\_\_ House/ apartment / Casa/ apartamento?

How many families live in the home? / Cuantas familias viven en el hogar ? \_\_\_\_\_

Household income/ Ingresos del hogar \_\_\_\_\_ weekly/semana/

monthly/mez/annual/anual?

## Student Screener

Name: \_\_\_\_\_ phone: \_\_\_\_\_

Home address \_\_\_\_\_

How many people live in home? \_\_\_\_\_ house or apartment? \_\_\_\_\_

Email address \_\_\_\_\_

Current Age \_\_\_\_\_ Ages while in Mariachi \_\_\_\_\_ -

How many years in Mariachi \_\_\_\_\_ Name of site: \_\_\_\_\_

Instrument(s) \_\_\_\_\_

Other sibs in Mariachi? \_\_\_\_\_

Household income? \_\_\_\_\_

Are you currently in school? \_\_\_\_\_ Where? \_\_\_\_\_

How many semesters? \_\_\_\_\_ Gender \_\_\_\_\_

We will need a copy of your college transcript and an essay you wrote for college or scholarship application. Please bring to first interview or with permission forms.

Appendix E: Eligibility Criteria for Groups A, B & C

**Group A.** The Educationally Resilient student sample will be recruited from each program site. The eligibility criteria being:

1. Student 18 to 23 years of age,
2. Who participated at one of the designated community-based cultural music education programs for a minimum of one year, during their high school education.
3. has been successful at a minimum of one academic bench mark;
  - a. high school graduation,
  - b. received GED, or
  - c. obtained a college degree.
- 4 successfully completed one semester of college or University, and
- 5 has completed and signed a participant consent.

**Group B.** The criteria for the second group of participants include:

1. A parent or guardian of an Educationally Resilient student from Group A that has completed the initial interview, and
2. has completed and signed a participant consent.

**Group C.** The criteria for the third group of participants include:

1. Teachers, or administrators of Educational Resilient Students, from Group A that
  - a. have been selected by student to participate.
  - b. have had frequent interaction with students during their tenure together at their respective culturally based music education site, and
  - c. has completed and signed a participant consent.

*Group A Sample Description*

<i>Household and Income</i>			
<i>Household Type</i>	<u>Single parent</u>	<u>Single parent -live with Grandparent</u>	<u>Two parent household</u>
	1	3	6
<i>Income</i>	<u>Family Size</u>	<u>2015 Poverty level</u>	<u>Annual Income</u>
	Family of 2	15,930	30,000
	Family of 4	24, 250	35,000
			80,000
	Family of 5	28,410	40,000
			46,000
			230,000
	Family of 6	32,570	*23,760
			62,000

\*Below poverty per department of Commerce, 2016.

Appendix F: Alignment Chart

Purpose Statement	Research Questions	Interview Questions	Resilience Theory
<p>The purpose of this qualitative multiple case study, is to explore through the lens of the Characteristic Triad of Resilience; personal disposition, family support and environment: how participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.</p>	<p>How does participation in community-based Quality Mariachi Academies contribute to educational resilience?</p> <p>A) How does a resilient student’s personal disposition in the context of participation in community-based Quality Mariachi Academies contribute to educational resilience?</p> <p>B) How does family support in the context of participation in community-based Quality Mariachi Academies contribute to educational resilience?</p>	<p>1. What, are your academic and career goals?</p> <p>2. What, if any, were the challenges you faced in being able to do well in school?</p> <p>6. Were there any other challenges?</p> <p>3. How did you overcome them?</p> <p>Please be specific. If there was more than one, we will take them one at a time.</p> <p>4. When did you realize, this was going to be a challenge?</p> <p>7. What was going on with your life at the time?</p> <p>SPECIFIC PROBES</p> <p>8</p>	<p>Establishes academic achievement goals</p> <p>Identify risk factors and awareness of them.</p> <p>Describes interaction, identifies personal vs family and or environmental realm, and identifies awareness of protective factors.</p> <p>Establish timelines and identifies interaction.</p> <p>if not covered.</p>

Purpose Statement	Research Questions	Interview Questions	Resilience Theory
	<p>C) How does the environment of a community-based Quality Mariachi Academies contribute to educational resilience?</p>	<p>8. . During your High School years were there any challenges or obstacles we have not yet discussed?</p> <p>9. What about in submitting or preparing your applications to college, were there any challenges we have not yet discussed?</p> <p>11. Were there any challenges when you got to college?</p> <p>10. Any challenges in your home environment that we have not discussed?</p> <p>11.Can you tell me, how has your participation in Mariachi in general, or with _____influenced your ability to do well in school?</p> <p>13. Did you remember to bring me your college or scholarship essay today?</p> <p>13a. Can you think of any other documents, awards, journal entries, pictures, essays or papers that might document what we have talked about today?</p>	<p>Specific probes establish timelines, and probe to identify risk / protective factors in specific areas.</p> <p>Probes for risk or protective factors in the home environment, identifies family support.</p> <p>After general and other specific areas, key question on Mariachi influence. Probe specific academy</p>

**Additional Neutral Probes**

5a. Can you tell me more about \_\_\_\_\_?

#5b. How did you manage that?

#5c. How often did you seek out these services, this person, this resource?

#5d. How influential was \_\_\_\_\_, if at all in supporting your ability to perform well in school, or continue in school?

#5b. How often did you seek out these services, this person, this resource?

#5c. How influential was \_\_\_\_\_, if at all in supporting your ability to perform well in school, or continue in school?

## Appendix G: Interview Questions

### Group A instruction statement (Resilient Student):

Thank you for agreeing to be part of this study. As you know, you will be part of a group of academically successful students that were chosen to be interviewed. This study will be comparing the experiences of several students, looking for similarities and differences of your academic paths. There are no right or wrong answers, it's about capturing your unique experience. Please take the time to think about your answers and be as honest as possible. I may be asking for more detailed explanations and some of the questions may seem repetitive. This is to make sure we have covered different areas, and possibly to trigger your memory on something important. First, would you like to help me choose your pseudonym? A pseudonym is a fake name I will use for you, to protect your identity, when the study is submitted.

### **Group A.**– One on one interviews with Resilient Students

1. What, are your academic and career goals?
2. What, if any, were the challenges you faced in being able to do well in school?
3. How did you overcome them? Please be specific. If there was more than one, we will take them one at a time.
4. When did you realize, this was possibly going to be a challenge?
5. Other probes regarding interaction with protective factors
  - a. Can you tell me more about \_\_\_\_\_?
  - b. How did you manage that?
  - c. How often did you seek out these services, this person, this resource?
  - d. How influential was \_\_\_\_\_, if at all in supporting your ability to perform well in school, or continue in school?
6. Were there any other challenges?
7. What was going on with your life at the time?

8. During your High School years were there any challenges or obstacles we have not yet discussed?
9. What about in submitting or preparing your applications to college, were there any challenges we have not yet discussed?
10. Any challenges in your home environment that we have not discussed?
11. Were there any challenges when you got to college?
12. Can you tell me, how has your participation in Mariachi, in general, or with \_\_\_\_\_ influenced your ability to do well in school?
13. Did you remember to bring me your college or scholarship essay today? Can you think of any other documents, awards, journal entries, pictures, essays or papers that might document what we have talked about today?



## Appendix H: Informational Letter for Research Subjects

Date

Dear Student,

I am a doctoral candidate in the Department of Education at Brandman University, who is conducting a study on resilient students and how Quality Mariachi Academies in the Central valley may influence their academic achievement. I will be asking questions about your experiences in school, at home and in the community and how they may have affected your academic achievement.

We are asking your assistance in the study by participating in two, one-on-one interviews, which will take from 60 to 90 minutes each, both will be set up at a time and place convenient for you. There is also a short screening questionnaire. If you agree to participate in an interview, you may be assured that it will be completely confidential. No identifiable names will be attached to any notes or records from the interview.

I will be asking permission to talk to your parent or guardian and or someone from the cultural music organization you participate in. Getting different perspectives is called triangulation and makes the research stronger. I will not speak to anyone about you, without your written permission. All information will remain in locked files accessible only to the researchers. Only myself, as the Researcher, Lucia Vázquez will have access to your identity and information. You will be free to stop the interview and withdraw from the study at any time. Further, you may be assured that the researchers are not in any way affiliated with the cultural organization, your school or any governmental agency.

The research director, Lucia Vázquez is available at 559 381-1781 to answer any questions you may have. Your participation would be greatly valued.

Sincerely,

Lucia Vázquez, Doctoral Candidate

## Appendix I: Informed Consent Forms

### Group A

#### EXPLORING THE RESILIENCE CYCLE WITHIN THE CULTURAL CONSTRUCT OF MARIACHI YOUTH ACADEMIES IN THE IMPOVERISHED CENTRAL VALLEY OF CALIFORNIA

RESPONSIBLE INVESTIGATOR: Lucia D. Vázquez

PURPOSE OF STUDY: You are being asked to participate in a research study conducted by Lucia Vázquez, a doctoral student in Organizational Leadership from the School Education at Brandman University. The purpose of this qualitative multiple case study, is to explore through the lens of the Characteristic Triad of Resilience; personal disposition, family support and environment: how participation in community-based Quality Mariachi Academies in impoverished counties contribute to educational resilience.

By participating in this study, I agree to participate in two individual interviews. The interview(s) will last approximately 60 -90 minutes and will be conducted by this researcher, in person. In addition, participants may complete a screening survey that may take approximately 10 minutes to complete. Completion of the individual surveys will take place February 2018 through April 2018.

I understand that:

- a) There are minimal risks associated with participating in this research. I understand that the Investigator will protect my confidentiality by keeping the identifying information and research materials in a locked file drawer that is available only to the researcher.
- b) the interview will be audio recorded. The recordings will be available only to the researcher and the professional transcriptionist. The audio recordings will be used to capture the interview dialogue and to ensure the accuracy of the information collected during the interview. All information will be identifier-redacted, and my confidentiality will be maintained. Upon completion of the study all recordings, transcripts and notes taken by the researcher and transcripts from the interview will be destroyed.
- c) The possible benefit of this study to me is that my input may help add to the research regarding resilient students, community-based, cultural music education, and how the mechanisms of the resiliency cycle may influence academic achievement.
- d) I understand that I will not be compensated for my participation.
- e) I give my permission for this researcher to get other perspectives of my experience by speaking with my parent, guardian and a teacher, volunteer or staff member, that knows me well and are named below regarding my educational experience, family life,

participation in the Mariachi academy or the community environment. The persons you have my permission to speak to about me include:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

Please identify, mother, father, guardian, teacher, staff, volunteer

f) My participation in this research study is voluntary. I may decide not to participate in the study and I can withdraw at any time. I can also decide not to answer a particular question during the interview if I so choose. I understand that I may refuse to participate or may withdraw from this study at any time without any negative consequences. Also, the Investigator may stop the study at any time.

f) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed, and my consent re-obtained.

If you have any questions or concerns about the research, please feel free to contact Lucia Vázquez at 559 381-1781 [lvazquez@mail.brandman.edu](mailto:lvazquez@mail.brandman.edu) or Dr. Laurie Goodman (Chair) at [lgoodman@brandman.edu](mailto:lgoodman@brandman.edu).

I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedures set forth.

---

\_\_\_\_\_  
Signature of Participant or Responsible Party

\_\_\_\_\_  
Date

\_\_\_\_\_  
Lucia D. Vázquez, Principal Investigator

\_\_\_\_\_  
Date

## Appendix J: Research Participant's Bill of Rights

### BRANDMAN UNIVERSITY – Institutional Review Board

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects.

The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (9449) 341-9937

or by writing to the Vice Chancellor of Academic Affairs, Brandman

Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Appendix K Evidence Chart Template

<b>Triad Evidence Chart</b>		
<b>Response</b>	<b>QUOTE</b>	<b>FLAG/COMMENT</b>
<b>Text ID</b>	<b>The student – personal disposition</b>	
	<b>Risk and or Protective factors</b>	<b>Family, or environmental</b>
<b>The student “recognize the value of protective factors and continue to refine and implement them”? (Morales, 2000, p. 11).</b>		
<b>Identified factors “worked in concert...toward high academic achievement”</b>		
	<b>Additional Identified factors specific to Mariachi</b>	
	<b>Additional Identified factors specific to other Resilience theory</b>	

Appendix L: Frequency Charts & Tables

*Group A Sample Description*

		<u>Males</u>	<u>Females</u>
<i>Ages</i>		20, 23 (2)	18, 19 (4), 23, 24
<i>School</i>	<u>Number</u>	<u>Type</u>	<u>Year in school</u>
	4	Community College	1, 1, 2, 1
	2	California State Univ	1, 3
	3	UC California	1, BA, BS
	1	Private	BA

<i>Instrumentation</i>	<u>Gender</u>	<u>Instrument</u>	<u>Double Instruments</u>	<u>Gender</u>
	3 Males	Guitar	Guitar-vihuela	Male
	2 Females, 1 Male	Vihuela	Guitar – Guitarrón	Male
	1 Male	Guitarrón	Violin – Voice	2 Females
	5 Females	Violin	Violin-vihuela	Female
	1 Female	Trumpet		

<i>Years in Mariachi</i>	<u>Length of Tenure</u>	<u>Siblings in Mariachi</u>	<u>Number</u>
2	2 years	Only older	2
2	6 years	Only younger	2
6	10 or more years	younger & older	3
		none	3

<i>Bilingual Self-identified</i>	<u>Fluent</u>	<u>Intermediate</u>	<u>Limited</u>
	6	1	3

<i>Household and Income</i>			
<i>Household Type</i>	<u>Single parent</u>	<u>Single parent -live with Grandparent</u>	<u>Two parent household</u>
	1	3	6

<i>Income</i>	<u>Family Size</u>	<u>2015 Poverty level</u>	<u>Annual Income</u>
	Family of 2	15,930	30,000
	Family of 4	24, 250	35,000
			80,000
	Family of 5	28,410	40,000
			46,000
			230,000
	Family of 6	32,570	*23,760
			62,000

\*Below poverty per department of Commerce, 2016.

Highest Frequency	S	F
Transferable skills	21	488
Risk Factors	21	334
Innovative Structure	13	251
Leadership Skills	22	243
Significance and Belonging	19	238
General Family Support	20	207
Self-motivation	22	180
Educational disparity	15	177
Social Emotional	16	162
Self-Management	22	150
Confidence	19	128
Growth Opportunities	12	111
Structured Families	20	105
Self-aware	20	103

Table 4.

*Summary Findings, Five Categories with Major Themes, Source and Frequency*

Category	Major Theme	Source	Frequency
<i>Personal Disposition</i>	<i>Leadership</i>	22	519
	<i>Self-Motivation</i>	22	243
	<i>Self-Motivation</i>	22	180
<i>Family support</i>	<i>Family Structure, communication</i>	21	296
	<i>Family Structure, communication</i>	20	207
	<i>Parent Engagement in learning, unique child, teams</i>	17	63
	<i>housing, food, transportation</i>	12	23
<i>Quality Mariachi Academy, Environment</i>	<i>Quality Mariachi Academy, Environment</i>	21	993
	<i>Transferable Skills</i>	21	488
	<i>Significance and Belonging</i>	20	239
	<i>Innovative Structure</i>	13	251
<i>Risk Factors</i>	<i>Risk Factors</i>	21	334
	<i>Educational disparity</i>	15	117
	<i>Limited Finances</i>	15	68
	<i>Shift in Family Structure</i>	16	71

Table 5.

<b><i>Personal Disposition, Major &amp; Minor Themes, Source &amp; Frequency</i></b>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Personal Disposition</i>	17	44	22	519
<i>Leadership Skills</i>	15	42	22	243
<i>Self-Management</i>	19	81	20	103
<i>Time Management Strategies</i>	11	22		
<i>Self - Awareness</i>	15	15	42	98
<i>Motivation</i>	19	76	22	180
<i>Discipline</i>	18	49		
<i>Active-Busy</i>	15	40		
<i>Confidence</i>	14	30		

Table 6

<b><i>Family Support, Major and Minor Themes Source and Frequency</i></b>				
	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Family Support</i>			21	296
<i>General Family Support</i>	12	31	20	207
<i>Structured Families</i>	20	105		
<i>Family communication</i>	14	52		
<i>Family Engagement in learning</i>	17	38	17	66
<i>Team Effort</i>	11	28		
<i>Adequate Basic Resources</i>	12	23		



Table 7

	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Transferable Skills</i>	19	84	21	488
<i>Confidence</i>	18	98		
<i>Social Emotional skills</i>	9	31	18	175
<i>Mariachi Music Education</i>	16	39	19	86
<i>Bilingualism</i>	13	34		
<i>Significance and Belonging</i>	17	82	19	238
<i>Group Identity</i>	14	59		
<i>Contribution to Community</i>	14	54		
<i>Long Term Friends</i>	16	43		
<i>Innovative structure</i>	9	40	13	251
<i>Growth Opportunities</i>	12	48	12	111
<i>Positive Team Culture</i>	11	60		
<i>Highly Qualified Staff</i>	10	40		

Table 8

	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Transferable Skills</i>	19	84	21	488
<i>Confidence</i>	18	98		
<i>Social Emotional skills</i>	9	31	18	175
<i>Self-Management</i>	12	69	15	82
<i>Social Awareness</i>	11	33		
<i>Mariachi Music Education:</i>	16	39	19	86
<i>Bilingualism</i>	13	34		

Table 9

	<i>Non-Aggregated</i>		<i>Aggregated</i>	
	<i>Source</i>	<i>Frequency</i>	<i>Source</i>	<i>Frequency</i>
<i>Quality Mariachi Academy</i>	7	12	21	980
<i>Significance and Belonging</i>	17	82	19	238
<i>Group Identity</i>	14	59		
<i>Contribution to Community</i>	14	54		
<i>Long Term Friends</i>	16	43		

Table 10

<i>QMA Environment Innovative Structure Minor Themes Source and Frequency</i>				
	Non-Aggregated		Aggregated	
	Source	Frequency	Source	Frequency
<i>Quality Mariachi Academy</i>	7	12	21	993
<i>Innovative Structure</i>	9	40	13	251
<i>Growth Opportunities</i>	12	48	12	111
<i>Mentoring</i>	9	63		
<i>Positive Team Culture</i>	11	60		
<i>Highly Qualified Staff</i>	10	40		

Table 11

***Identified Risk Factors for Group A-Resilient Students***

<i>Group A core student #</i>	1	2	3	4	5	6	7	8	9	10	#	S	F
<i>Educational disparity</i>	x	X	X		X	x	x		X	X	8	15	177
<i>Lack of school resources</i>	x	X	X				x		x		5	9	33
<i>Counselors</i>		X	X						X	x	3	4	8
<i>First time college</i>		X				x	x	x	x		5	11	31
<i>Limited finances</i>	x	X				x	X	x	X	X	7	17	79
<i>Lack of exposure</i>							X		X	X	3	7	11
<i>Shift in Family structure</i>	X	X		x	X		X	X	x	x	8	16	71
<i>Illness</i>	X	X		x	X		X	x	X	Xx	7	12	26
<i>Family obligation</i>	x	X			X		X	X			4	6	11

## Appendix M – Intercoder Instructions

### INTERCODER RELIABILITY READER DIRECTIONS

Thank you for agreeing to be an intercoder reliability readers for my research study:

#### EXPLORING THE RESILIENCE CYCLE WITHIN THE CULTURAL CONSTRUCT OF MARIACHI YOUTH ACADEMIES IN THE IMPOVERISHED CENTRAL VALLEY OF CALIFORNIA

The purpose of this Qualitative Multiple Case Study is to explore to what extent the Characteristic Triad of Resilience; personal disposition, family support and environment, in the context of community-based Quality Mariachi Academies in impoverished communities, contribute to educational resilience.

You have been chosen as an experienced researcher and un biased reader with no connection to the mariachi academies. The names and personal information of the student participants will be kept confidential.

I will be asking you to read through the transcript of an interview I conducted. The language is verbatim and as with speech, not always grammatically punctuated. Participants are ages 18 through 24. Some are more sophisticated than others in their language skills. On the columns on the right if you would please note any of the following things that were identified in your read:

**Risk factors:** Please identify any adversity that the student perceived or alluded to that was part of their experience that may have influenced their academic performance.

**Protective factors:** Please identify any protective factors identified in the conversation. Protective factors are considered those factors that mitigate specific risk factors. Below is a table of Protective factors according to the ecological model to assist you in identifying factors. You may identify others as appropriate. The table is just a model for reference. **Protective Factors According to Ecological Model**

**Characteristic Triad:** Does the risk or protective factor fall into the realm of Personal Disposition, Family or Environmental?

Individual	Family	Community
Internal locus of control	Family Structure	Involvement in the community
Emotional regulation	Intimate partner relationship stability	Peer acceptance
Belief systems	Family cohesion	Supportive mentors
Self-efficacy	Supportive parent-child interaction	Safe <del>neighborhood</del>
Effective coping skills	Stimulating environment	Access to quality schools, childcare
Increased education, skills & training	Social support	Access to quality health care
Health	Family of origin influences	
Temperament	Stable and adequate income	
Gender	Adequate housing	

**Table 2. Organization of Protective Factors According to Ecological Model. Benzie & Mrochalski (2008) Fostering Family Resiliency.**

In addition, please highlight or underline any text that brought you to that identification.

Feel free to make additional comments in the way of explanation or more detailed or complicated identifications.

Please put all sheets back into envelope. I'll come for it. If there is a large discrepancy in our coding , you may be asked to do a second interview.

Appendix N: Additional Text Reflections

	Group C Site Administrator / Teacher S reflects on George’s strengths- going from shy to outgoing.
76	... What do you think are George’s strengths?
R	His strength is compassion and leadership, his natural leadership skills.
77	Natural?
R	Yeah, he wants... he's a problem solver and a critical thinker and when you combine that with compassion, and he wants to help other people.
78	Did we actually ask you the question on George? What do you think how Mariachi might have contributed to learning or inhibit it? How it may have actually influenced his schooling? I know you talked about his shyness any transferable skills earlier.
R	Oh yeah, the first song he was dying to learn, he loves to sing but he can't sing, okay. Okay, he just went out on a ledge and said I'm going to sing “El Rey” 99% of the notes were all wrong. We worked with him and worked with him and his leadership skills and determination to really want to do this. He now sings 99% of the right notes. I've never seen it and anybody else in 35 years that I taught Mariachi, I've never seen a turnaround like that from one extreme to the next.
79	So, he didn't have natural singing abilities?
R	No, and when I met him, he didn't have the confidence. To think that he could, it took him three years to build up the courage. To think, well let me try it and he did. (and) It took him over a year to learn one song correctly, but now out of all the talented singers we have in our group, he gets the biggest applause. Because when he sings, he sings with confidence, has hand gestures and “Sigo siendo El Rey” and he's all out there. (and) People just love his attitude you can see the confidence he didn't have that before. He was totally the opposite we were all like, What? Amazing!

	<b>Rose reflects on moving out of state</b>
52	...I was wondering if the school had a certain major or what the attraction was?

R	I like the University of ( <i>omitted State</i> ) had like Anthropology or sorry not Anthropology, Environmental Science programs like Environmental programs. I got into there but, I realized the out-of-state tuition was just so crazy and my family couldn't really afford it. I mean they offered but, I didn't want to do that to them. So, I'm going to City College there to gain my residency and then re-apply and get my tuition like cut in half. But, I go to ( <i>omitted</i> ) Community College and I really like it there.
53	Are you playing Mariachi?
	Yeah, actually it's my current job so that's how I pay my bills right now. It's like the perfect part time job for a college kid. So, on Fridays, Saturdays, and Sundays, I go to restaurants or a baby shower. The Mariachi community is more tight-knit than I thought and people from California knew people up there. So, they hooked me up and I'll play like 6 hours on the weekend and I'll get \$40.00 to \$50.00 an hour and that's how I sustain myself.
54	So, that's like another benefit of being hooked in a Mariachi here, you've been able to make a living?
R	Yeah for sure, if it wasn't for that, I don't know how I would be able to, like afford living.
55	So, it's not like you went there because there was family and you did not go there because of Mariachi you just happened to find it?
R	Yeah, really convenient and speaking Spanish, too like the culture over there... I was expecting it to be very different (that's just how I felt) but like Mexicans here are the same as the Mexicans there and we just hit it off.

<b>Family Structure Example Two B -Selena's Dad</b>	
7	Ok, so do you think it was a challenge because she wanted to do it all? Do you think that was part of the challenge? What strategies did she use to overcome that, to be able to do quite a bit, but give up some of those things. Or make the decisions to prioritize.
R	I'm not sure how she did it I just told her well you if you get involved in something make sure you start if and you finish it. And so that's something she always did. If she said I don't have the time for it, then she didn't participate in it.
7B	So, you left that responsibility up to her, to make those decisions, to figure it all out?

<b>R</b>	High school years is for them, not for the parents to dictate. If the parents dictate up to the year eighth grade and then they become themselves. Everything taught them the first 13 years of their lives, hopefully they can keep those values and understanding what is the best thing.
<b>7C</b>	What kinds of things do you think that you dictated up to 13, that you didn't after?
	Let me give you an example. Since they were little they had to be exposed to books. Reading is very important in the household they all have to read. At appropriate age to have to do math at an early age and, and getting exposed to as many activities and community activities as possible. When they're performing, representing, doing anything that deals with presentation, they develop their self-worth. Once they graduate from Junior High, then they should have all the skills to be able to succeed on their own pace they can make their own decision to research it.

	<b>Teacher N reflect on mentoring students</b>
1	Read statement verbatim So you've been teaching for how long here?
R	Off and on since I was 18, And I'll be 30 this year.
2	So, are you one of the students as well before? So, you were here before and you have and unique perspective since you were actually enrolled in the program.
R	Yes.
3	What if any are the barriers here in the community; That you see that the children face on their academic Journey?
R	These days I think a lot of the social media interfering with a lot of their academics, and then I mean obviously we don't want to. Some of them don't do after school programs and this is kind of that. Once a week they go home, they practice. There used to be a lot of gang violence when I was younger. So, that was like the main goal just to keep us out of trouble, but we I encourage my students to stay in music classes at school as well. So, because they get a different technique then we teach, I teach the class that they go to but, I have to incorporate Mariachi, but not all of the teachers teach that.
4	Can you give me an example when you say social media interferes with their academics?
R	...when they became older in high school, we would hear them complaining about the things that were happening online. Like hurt feelings, chitter-chatter and you hear about cyberbullying and all that too. So, for the most part all the

	students are very open with the teachers, and I think most of the female teachers they get pretty close. I know the other two teachers, the female teachers get pretty close with the students. So even after school things, we encourage them to do well in school and if they need anything to call us. They have our personal number as well if they need anything.
5	So, you said they get close to the teachers, do you think they get close to each other as well?
R	Of course.
6	Any other barriers can you see coming from this community, that the children face?
R	I would say, I don't want to say racism, but some kind of, I can't think of the word I'm looking for (pause) discrimination, some kind of discrimination. Because a lot of our students are on a darker side of the Latin, skin you know? So, I have, I would be, I'm a concerned because my daughter is super dark too. You know? and bullying on that stuff. And some of our boys, well, I don't think we have any more students that have long hair, but they were bullied for their long hair. ...if they bring all that stuff with them, you know, the things they're going on at school. I know I have some students that have social problems at school. You know, they're having trouble with these kids at school. If it's extremely bad. you know, we always bring it up with parents. I'm sure they tell their own teachers and stuff like that. So, they come in, you know, and they're upset sometimes but (pauses).
7	P: So how do you handle that?
R	Well, I'm a mom so I think I handle it more like a mom than a teacher. If it's a consistent thing if they are coming complain about something at school consistently, I would bring it up to the parents right away because they need to know about it. Obviously, we try to give them advice. I Try to give them advice especially the old ones. We used to have a lot of teenage girls here. So, they would walk in with half of their shirts missing or something, and I'm like "Girlfriend, you know you can wear some clothes to practice." and the truth of the matter, those are the ones that I, they remind me of my little sister. So, we got pretty close. Like Gina, she's one of them.
8	Ok so, you're saying that you think you had a bond with them and they can be honest with them and you were able to parent them?
R	Yes, yes Saphron too. Saphron used to have problems in high school. There were several occasions where I was giving private lessons. I took her outside just talk to her. Sometimes I remember being that age and you just need

	someone else to talk to. Because no matter how many times your mom says it, or someone close says that, you're not going to listen to them. So, I feel it's really important to keep women empowered here.
9	So, can you give me example of something you've intervened, or counseled? You said the shirt, but it was just an inappropriate shirt, something that they wore to school or it was something?
R	The school wouldn't allow them to wear that...Saphron. I believe she got in trouble for marijuana. and I told her you know you're going to be 18 in like 2 years, and then you can do whatever you want to do. You're not 18 yet you're getting in trouble at school, your academics need to come first. We do push that as well. That their academics need to come first because a lot of them, a lot of the old high-school students were preparing, prepping for college. They had a lot of homework to do. So, they would sit in here and do the homework while we had one-on-one things. And then Nicole, she's going to school to be an RN right now. She would come in and help a lot of them a lot with their homework and anything else that needed to be done.

	Maestro J – on teamwork
R	I think it helps them for the same reasons of the other question, it helps them to concentrate. Many children just like in the area like physical education, they like to do a sport like football or whatever, something physical. So, what I see is, if we have a child that's a little bit of a rebel, we need to talk to him and to explain to him how the music is, that to be part of the group requires many things, like to be able to understand your colleagues, not make them feel less than, understand each other's character and disposition like a group. And I feel that, that helps in general, when they're in other groups as well.
20	You teach that as well? That they have to communicate with each other, and put up with each other?
R	Yes, because when perform, if something happens, maybe somebody misses up on a song or something and then someone will tell them, (pointing finger) you, you messed up. You need to learn to hold that back. And you take responsibility I messed up that part I messed it up, it went bad after that because I was confused. So then we don't want them to just point the blame it was you it was you, we show them that it's important to talk, for all to have opportunities between those of us in the group, that we all participate in an event, that we each sing, we are a team, and if a song went bad, then we acknowledge it and move on. Rather than attacking someone, or making them feel less than.



21	So instead of saying hey, you ask what's going on, are you okay?
R	Yes, talking about it. Right
22	In that case, you have those conversations that one needs to be understanding with the others, that I'm going to help the other one or give him the timing, for the success of the group.
R	Yes, so that when they go work and events such as that, a show we call it there are many things included in that, there's always situations, and they have to work as a team to be able to support each other in the good and the bad. So, if things went well, congratulations you did well. and if things were messed up, like well we messed up but tomorrow will be better. So, all of that helps, when the children communicate, they adapt they support each other. They grow in those areas as well.
23	So, what you're trying to tell me is that when they do something, physical like in a sports team, it's the same thing in trying to be a strong team but they need to communicate well and support each other.
R	Exactly, it's the same as in the football team, when you're part of the team, we are a team. The one that sings the people are going to give alcaides to the one that sings. So good for you because you sang, but the one that singing knows, the rest of you, we are playing together like a group.
24	So. you don't only teach them to play, the theory and the <i>solofeo</i> , but they spend enough time performing, that you get to see the interchange between them.
R	The interchange between them and that they are noble. To be noble, and to have triumph, it has to be the whole team, not just the one. The one that sang, oh they liked my song, yeah, but you can't do it alone.
25	We make you look good.
R	Laughter, we make you look good. Show it. After the applause you say thank you, thank you, and show appreciation to the rest of the group ( <i>gestures to the side with arms</i> ). Right.
26	Today, acknowledged that they were team?
R	A team yes.

## Appendix O: Four Case Studies

**Case Example Angel:** Angel, a music major, was made aware of educational disparity when she arrived at college with one low quality instrument, the realization she had poor technique and a lack of knowledge about the honor music system. Angel reported she had struggled with the stigma of having a brother in prison and another that was abusing drugs. What influence did participation in QMA have on her educational resilience?

- The public performance aspect gave her self-confidence and varied experiences that prepared Angel to participate in her college auditions more comfortably. “prepared me for like college, for my auditions even, I went in less nervous.”
- Exposure to a higher function of music. Training in the Mariachi genre she experience improvisation and transposition, higher functions of music and the ability to adjust to various musical situations; “...that helped me a lot too because then I started having the cord structure in my head...”
- The need for time management skills taught her how to prioritize, multitask and become a more focused and effective student.
- Angel has plans to find a group to gig with as a source of extra income while at college. There is a definite market for Mariachi in her college location (Westways, 2018).
- Her cultural pride and being part of the Mariachi community gave her social clout and an “at-home” feeling in an environment which was difficult and new; “especially like the thing being around people who have been more advantaged”.

Participating in Mariachi influenced Angel's preparedness for college, a strong knowledge base for her major in music, self-confidence, going from shy and reserved to looking forward to being in public, time management and other transferable skills.

**Case Example Casanova:** A recent graduate from a competitive UC campus. Casanova came from a large low-income, traditional Mexican household. He arrived at college with a lack of knowledge of mainstream culture. Like many Latino students, he suffered from imposter syndrome, questioning his ability and place at college. He credits participation with the QMA for:

- Giving him his first taste of “being good at something” and for his self-confidence.
- Much of his personality, and confidence, helping him go from a shy child to a person that loves the spotlight, performing and bringing joy to others. “I think Mariachi was great for personal development I think it helped me grow a lot and gave me qualities that I love seeing in myself.”
  - “I think I'm definitely more of a caring person.
  - I have a lot more patience now.”
- Long-time friends
- Giving him high standards, the space, place and opportunity to an alternative focus than the school to prison pipeline which the majority of his childhood friends entered.
- Marketable skills. He plans to join a Mariachi in his new town.

- His love of learning: “I love learning. When I got here, I wanted to learn as much as I could, to go ahead and better our world, in a very vague type of way, and I think that passion came from the QMA.”

The student I met, and interviewed was talkative, outgoing, and confident. Maestra Kay describes his transition.

R: ...he started off kind of quiet also, but also with the dancing, also at the performing and honing his singing skills, he really came out and was able to, to be a lot more expressive a lot more communicative with, with his performance.

Participation in QMA formed much of this student’s personality and identity. Allowing him to move freely, confidently and in command of public spaces. For example; on Valentine’s day he arranged for the Mariachi to meet him in a large public square to surprise his girlfriend and sing to her. Confidence and public speaking are transferable skills important in his chosen field of law, contributing to his ability to participate in the classroom and his educational resilience.

**Case Example George:** George was accepted and enrolled at the local state college. Lack of financial resources forced him to community college where problems with priority registration and limited funds has kept George from taking a full load of classes. George is quiet but not as shy as he used to be. The transferable skills he has gleaned from his participation in Mariachi are:

- Time Management skills
- A source of income – which will allow him to transfer to a four-year University after one more term.

- Confidence – a huge boost in the last three years, indicated by his self-promotion, willingness to sing and his performance level. See Appendix N.
- Leadership- George was the teacher’s assistant for guitar and vihuela at his QMA and is now mentoring two students on his own, gratis.
- Stress relief from playing regularly.
- Longtime friends

George’s biggest obstacle has been his lack of financial resources. The obligation he feels to his family is strong.

R: If I get another job it's going to help me in many ways right now. ... Right now, yes, my focus is on education, if I was to get the, but I also want to help my family first, and leave being on good terms.

He wants to make sure when he leaves for college, his family will be okay without him. They count on him to pitch in at home and with the care of his sister. The older group of advanced students at this QMA, have recently broke off from the QMA and formed their own group. A sort of natural progression. He will be making more money to finance his ‘away to college’ fund. His plan is to transfer to a university in southern California. According to Westway (2018) and Teacher A1, he will have no trouble finding employment in Mariachi. The marketable and transferable skills this student received by participation in QMA has contributed to his educational resilience.

**Case Example Rose:** Diagnosed with severe depression, Rose missed the first week of class and forfeited the semester of her four-year University due to immobilizing anxiety. Rose “found a community within school and Mariachi outside of school and I kind of grew

into my own person more. A little bit.” Rose found emotional support from the Mariachi community at her new community college location. In addition, Rose:

- Worked with a Mariachi Friday through Sunday to pay her living expense during her first year in college.
- While serving as a Teacher’s Assistant for QMA,
  - was challenged to learn to communicate non-verbally with her students due to her limited Spanish skills. The experience of working with students she would not have spoken to at school, broke her fear. She now works in a Korean restaurant as the only English-speaking staff.
  - feels she has knowledge, teaching skills and a plan B career if she decides to teach voice or music.
- Has long term friends from Mariachi.
- Has more patience with others.
- Improved her Spanish skills from a non-speaker to “I can understand it and converse at an intermediate level.”
- Has more confidence. “I was just super, super, shy and being in Mariachi helped me just be okay with, you know talking, like speaking to adults and not being super shy...”
- Time management skills

Rose is more confident. Being part of the Mariachi community in the central valley has connected her to the Mariachi community and a source of income at her out of state college location. More textual evidence is available in Appendix N.

#### Appendix P: Risk Factors

<i>Risk Factors, Major &amp; Minor Themes, Source &amp; Frequency</i>				
	Non-Aggregated		Aggregated	
	Source	Frequency	Source	Frequency
<i>Risk Factors</i>	10	18	21	334
<i>Educational disparity</i>	15	113	15	177
<i>Lack of school resources</i>	9	25		
<i>Counselors</i>	4	8		
<i>First time college</i>	11	31		
<i>Limited finances</i>	115	68	17	79
<i>Lack of exposure</i>	7	11		
<i>Shift in Family structure</i>	13	34	16	71
<i>Illness</i>	12	26		
<i>Family obligation</i>	6	11		

***Lack of School Resources*** (S9, F25). The Majority Report, a 2017 report by Educational Trust-West, list barriers that increase the difficulty to “achieve college, career, and future success” (p.2). Among others they report Latino students: Attend the nation’s most segregated schools; Are often tracked away from college-preparatory coursework; Are sometimes perceived as less academically capable than the white or Asian peers; and are less likely to feel connected to their school environment. This study’s findings aligned with this assessment. Three of the four sources who identified counselors as a risk factor were from three different counties and QMA sites, which would suggest a more wide-spread problem than a single school district.

Andrea a college freshman at a prestigious UC campus shares one of her high school experiences that align with Ed Trust- West’s assessment:

R: The counselors weren’t very effective, I think they, I would be like “I want to apply here” and they were like, “Oh, really?” and I'm like “Yes.” (*nervous laugh*) “What do you mean?” and some of them...it’s just that there's a lot of students too, I understand. it's kind of hard to get like one-on-one help.

Especially with like writing essays and just like trying to figure out what is best to like, put on your resume...stuff like that.

After having a counselor that questioned her choice of university, Andrea was shy about asking anyone for help when registering at the UC and ended up taking classes at a college outside her major.

R: I think just at (*omitted*), learning how to sign up for classes and the different colleges. They have different colleges here and so I'm in the wrong college for the major that I want. So, having to transfer out of colleges in between the university is kind of difficult.

To add insult to injury, even explaining to her parents that she was switching colleges was frustrating;

R: ...And so my dad's always like education, yes, and pushing for it., but then if I try to explain this whole 'I'm in a different College', they're like, Oh, you're switching out of (*omitted*)? no, it's just insane! ....

Andrea also identified having to deal with culture shock of dealing with a main stream culture classroom in college. Having grown up in a Spanish speaking low income family, and not understanding pop or at times cultural references impeded her ability to ask questions or to participate in class. In addition, she gained a whole new perspective about the quality and the conservative perspective her central valley education afforded her.

R: I feel like living in the Central Valley you're kind of limited in terms of like what you get. Like in history and stuff. I'll take classes, and like "This is definitely not taught in high school." And there's so much that's like, censored.



... College you take a course and they go more in depth. and even though it's just a semester you learn so much more. And I'm like whoa...

In another example, Selena shares her experience. Selena graduated at the top of her class, at a new high school where she was part of the first graduating class. Resources were limited.

R: ...we had three AP classes that were offered. So, I took those three (*laughs*) but other than that, our staff and our counselors. Everything was barely being built up, so we were kind of the guinea pigs, of the class and there...

...

P: Do you think that changed where you got into school? Or where you would have gone for college?

R: hmmm,.. That's a good question, ah... I think I could have enhanced my personal statement a lot more than what it was. So, I think I could have gotten into some of the other UC campuses if that were enhanced. Yeah.

Selena did end up at a UC campus as a premed but found during her first semester she was not prepared for college level work.

R: ...I didn't know how to study as well, and I didn't have that much background knowledge much from my high school.

I decided to go into the lower course of chemistry the very, very, beginning one. (and) During that course it was more introductory, and they broke things down a lot more so that I could understand and comprehend. Get a better bases of what that class was about, and what I was looking for.

After failing her first college chemistry midterm she had to make some realizations about her central valley education and take measures to ensure her academic success. Selena has now graduated and is applying to medical school. She is educationally resilient.

*First time college.* The term first time college (*S11, F31*) was used instead of the more commonly first-generation college student deliberately. Some students were in college with or right after their parents. Or it had been so long that things had changed regarding available college assistance programs that the knowledge they received from their parents was limited. There were some first-generation students as well, even though some had siblings in college. Andrea expressed her frustration several times during the interview.

Q: How about when applying for college or during the submission process, were there any barriers or challenges there?

R: It was definitely more difficult to because, I kind of had to do it by myself. My parents were just, I mean they kind of just expected me to go to college but, then they don't really help. So, it's not their fault, again, because they don't know. ...

Andrea's frustration, similar to George, Gina, and Casi included her guilt over her frustration, knowing she couldn't blame her family situation.

Q: Anything else in high school, any barriers or challenges you had, to do well in school

R: I think maybe, just like, getting help from my parents, because they don't, ..they used to help me in elementary school, with simple math, but later on when I was in Calculus, I'd be like I don't get it, they'd offer me emotional

support and like, “Oh you can do it.” and stuff, but after that, there's not really much they could do. And I would get really excited and try to explain stuff that I learned in school and they'd be like, “Yay! But we don't know what that means.’ And I'd be like, “Ugh!” (*frustrated expression*). Frustrating. because I understand it's not their fault, (*nervous laugh*) but... And other kids would be just like, “Oh yeah my parents help me with this.” And I'm like, “Yeah, that's cool.”

Andrea, similar to Casi and Gina expressed their frustration several times during the interview. Frustration laced with guilt, understanding their parents were doing the best they could, yet unable to help the situation. George had similar frustrations about balancing finances and family obligation, knowing his parents were doing the best they could to support him, yet feeling obliged to “leave them in a good way” before transferring to an away school. The educational disparities identified were a combination of environment, schools lacking services or resources, family's lacking finances or resources, or school systems lacking resources and service to prepare students for college level work, with knowledge to register, with narrow minded, censored materials.

*Illness.* Health issues at home were identified as a factor for seven of ten of sample students (S12, F 26). Some health issues were acute, like a parent's recent surgery, and some chronic, parents or grandparents on dialysis or with the uncertain timeline of a terminal illness. Other's specific health issues were not disclosed but presented themselves as family obligation due to a family members illness. George's Mother spoke to her daughter's illness affecting the family income and to not being as

available to her son. Both George and his parent identified, his responsibility to his family as a priority.

Q: ... how do you think he overcame the economic barriers?

R: Well, he works. He takes pretty much any kind of part-time jobs that don't interfere with family affairs, because he really does help out his sister....

George's obligation to help his sister is a priority over the student finding employment. George's major issues with school including transportation, affording registration, books and materials have been financial. He spoke at length of his willingness and opportunities to be employed, yet his ability to take work, due to his familial obligations are limited. His sister's illness and his parents recent financial set-backs are risk factors that influence George's ability to move forward in his education. George's ability to play Mariachi as a source of income mitigate some of the risk factors.

*Lack of Exposure* (S7, F11) identified student experiences that were sheltered or had lack of opportunities due to their finances that in some respects affected their education. For example. Angel had never experienced public transportation, which kept her from considering looking for work off campus. Casi had no idea who Michael Jackson was and was ridiculed in class for asking when the artist was used as a frame of reference in class discussion. Andrea not understanding main stream culture references, or extreme culture shared her shock "I knew we were poor, but I didn't think we were that poor. It wasn't until that I saw what others had that I realized it." Angel had continuous questions about the number and quality of her instrument, who she had studied with and what honor bands she had participated in.

I didn't even know that was a thing and they would mention groups that I had no clue it existed or like events, other ensembles. It's just a lot of knowledge that I was not aware about because of where I grew up and because of like the income.

Lack of exposure was a source of additional stress and contributed to the alienation of students as reported by Ed Trust West (2017).

Appendix Q: Figure 8. Characteristic Triad of Resilience in the Context of Community Based Quality Mariachi Academies

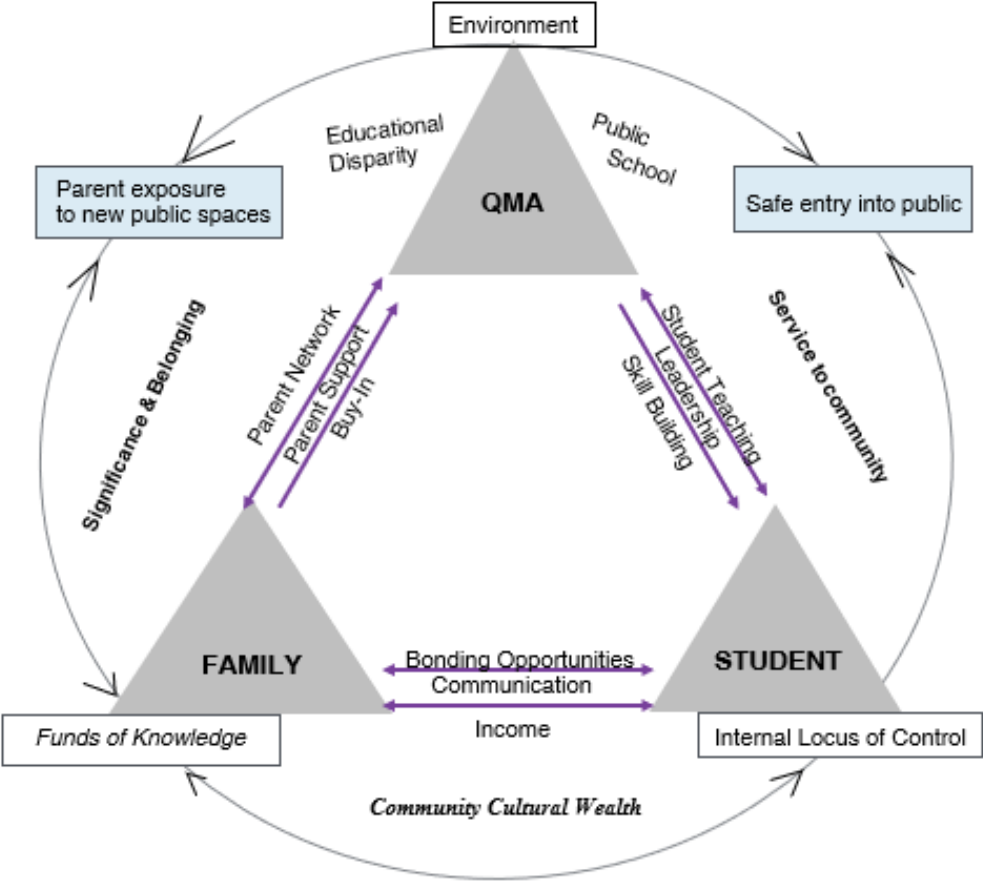


Figure 8. Characteristic Triad of Resilience in the Context of Quality Mariachi Academies, (QMA). (Garnezy, 1991; Lewis 1966; Morales & Trotman, 2004; Vázquez, 2019; Werner, 1989; Yosso, 2005)

As every child presented with a distinct set of risk factors, experiences, personal traits, and level of opportunities for growth. Considering the combination of Personal Disposition, Family Support and Environment encompasses the wide range of possibilities. The model is inclusive and can be especially supportive of those individuals who may have a weak area of support from a leg of the triad. Especially if one area is a strong producer of risk factors, for example a drug and gang infested community, with limited internet or that lacks resources or opportunities growth, a family with limited

financial resources, or a parent that lacks the skill to be supportive, or a child that has had limited opportunities to build his cognitive skill, or base knowledge.

The left bottom represents the family unit. Funds of knowledge will be varied for each family, cultural practices, family values, child rearing practices. This fund contributes to the family structure, or lack of it that the child grew up in. It includes the level of knowledge and experience a family has with education. How it values or views education (Yosso, 2005).

The family brings this fund of knowledge with it when it participates and contributes in different ways to the QMA. The arrow toward the QMA represents parent support and buy in. Two of the QMAs required 30-40 mandatory parent volunteer hours per year. The two-way arrow represents the parent-to-parent interaction that goes on, sharing their funds of knowledge. Reportedly including info on FASA, college application and school loans. These interactions can alter or add to a family's fund of knowledge. Repeatedly it was stated that once the oldest child had opened the door to university, it was easier for the rest to pass through. This ongoing network of parents are sharing this knowledge, increase educational resilience.

At the bottom in between the family and the student the line represents the opportunity to build strong family bonds and increase communication. Strong Family Communication was identified in eight sample households. The arrow for financial support goes both ways, as the student is building many marketable skills and eventually is able to contribute financially.

The student triangle represents their personal disposition which is fluid, the personal growth by skill building and transferable skills coming from the QMA are

plentiful, confidence, locus of control, evaluation tools, teamwork, social emotional skills. The two-way arrow represents opportunities for growth such as student teaching opportunities, experience performing in public, in return the student receives leadership experience, and learns to navigate in public spaces. These are marketable leadership experiences and become part of the student's personal wealth.

Traveling up the outside circle the student gives back to the community. Public performance at cancer centers, nursing homes, or public events allow students to make their own personal contribution to society. They light up the room. By performing in public, the QMA navigates safe entry into public and private spaces. Students are validated, welcomed and appreciated. It is important to note that one of the qualifying eligibility metrics is being supervised by a designated adult. By participating in performance events, students are exposed to many venues they otherwise would never have encountered.

The box directly across demonstrates that parents are also exposed to new public spaces. An identified risk factor by Maestra Kay was that some parents are afraid to let their children go.

R ...parents are afraid for them to do anything further, in their education because they would have to go away, they would be out in the world, and a lot of the times I know in the Hispanic community we wanna keep the children close.

By accompanying their children to performances, “the parents are there watching that and seeing that and seeing how their kids are getting confidence” they grow more comfortable with the unknown and allow the kids to “spread their wings”. Two of the



female students in the sample, do not drive and had never used public transportation, their parents had driven them everywhere. For one this was an obstacle her first year at college, as she was not able to get an on-campus job and had no other means or experience to get around.

The Triad model acknowledges that families play an important part in a child's educational resilience. Three of the students expressed simultaneous frustration and gratitude, acknowledging their parent's inability to help in certain academic situations but feeling supported by their enthusiasm and effort.

The characteristic triad of resilience promotes the idea that factors from these three areas have an impact on mitigating risk factors. What the model, in this case between the QMA, the family and the students, depicts the system that evolves, between the three legs. Individually they are capable of producing protective factors, as well as risk factors. Together when the system is evaluated in light of its influence on educational resilience in the context of community based cultural music education programming, it appears to have a strengthening effect on each unit. The student's personal disposition is strengthened with marketable, and transferable skills, stronger confidence and better communication skills. All characteristic of educational resilience. The families have strengthened their familial bonds, they have a stronger network and are better prepared for interaction with the outside world, including higher education. The environment has been the recipient of music, entertainment, more engaged community members, greater cultural pride and validation of their cultural funds of knowledge. Making each piece more capable of producing protective factors that influence educational resilience.

# IRB Approval Documentation

The screenshot shows a web browser window displaying a Gmail inbox. The browser's address bar shows the URL: <https://mail.google.com/mail/u/0/#search/buirb%40brandman.edu/162a256bdca3308f>. The email header shows the sender as **buirb@brandman.edu** with a search icon and a profile picture. The email body contains the following text:

Dear Lucia D Vazquez,

Congratulations! Your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at [IRB.Brandman.edu](http://IRB.Brandman.edu)

Best wishes for a successful completion of your study.

Thank You,

BUIRB  
Academic Affairs  
**Brandman University**  
16355 Laguna Canyon Road  
[Irvine, CA 92618](http://Irvine, CA 92618)

The left sidebar of the Gmail interface shows the 'Mail' menu with options like 'Compose', 'Inbox (392)', 'Starred', 'Important', and 'Sent Mail'. A contact named 'Lucia' is visible in the 'No recent chats' section. The Windows taskbar at the bottom shows the search bar, taskbar icons for various applications, and the system tray with the date and time: 8:57 PM, 7/19/2018.

Appendix R: NHI Certificate



Appendix S: Matrix

CITATION	QUOTE/ DESCRIPTION		AREA
Aparacio, F.R. & Jaquez, C. F. (2003) Musical migrations: Transnationalism and cultural hybridity in Latin/o America, Volume I. New York: Palgrave Macmillan.			Mariachi
Armstrong, D. (2013) Mariachi de Uclatlán 50th anniversary celebration: Interview with organizers Lauryn Salazar and Jessie Vallejo. UVL Herb Alpert School of Music, Department of Ethnomusicology Published May 7, 2013 Retrieved From: <a href="http://www.ethnomucis.ucla.edu/archieve/">http://www.ethnomucis.ucla.edu/archieve/</a>	50th anniversary UCLA  Salazar Repeats anecdotal evidence, 15 years vs 10 in diss		Mariachi
Arreola, C., (2013) moved to Valdez associated press.  Newspaper lifestyles section	Students accepted to washing ton Univ		Mariachi
Alva, S. A. (1991). Academically invulnerability among Mexican-American students: The importance of protective resources and appraisals. <i>Hispanic Journal of Behavioral Sciences</i> , 13(1), 18-34.	Poor neighborhoods		Risk factors
Anthony, E. J. (1987). Risk, vulnerability, and resilience: An overview. In E. J. Anthony & B. Cohler (Eds.), <i>The invulnerable child</i> (pp. 3-48). New York: Guilford Press.			
Bartlet, D. (1994). One resilience: Questions and validity. In: Wang, M. C., & Gordon, E. W., (Eds.) <i>Educational Resilience in Inner-City America: Challenges and Prospects</i> . Hillsdale, NJ: Lawrence Erlbaum, pp. 97-108.			
Benzies, K, Mychasiuk, R. (2008, Nov) Fostering family resilience: a review of the key protective factors. <i>Child and Family Social Work</i> 2009, 14 p. 103-114. Blackwell Retrieved Wiley	Table 1 – individual, family support and environmental		Eco model triad
Benzies, K. Mychasiuk, R. (2009) Figure. Organization of protective factors according to ecological model. <i>Child and Family Social Work</i> 2009, 14 p. 103-114. Blackwell Retrieved November 8, 2017 from Wiley online.	Image protective factors	Eco model	Triad resilience

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Birch, H. G., &amp; Gussow, J. D. (1970). <i>Disadvantaged children: Health, nutrition, and school failure</i>. New York: Harcourt, Brace and World.</p>	<p>Poor intellectual functioning and poor brain functioning irreversible cause by malnutrition</p>	<p>Significance and belonging</p>	<p>Poverty</p>
<p>Birch, H. G., &amp; Gussow, J. D. (1970). Figure 11.1. Environmental Relationships Between Poverty and Educational Failure. <i>Disadvantaged children: Health, nutrition, and school failure</i>. New York: Harcourt, Brace and World.</p>	<p>Transgenerational failure</p>	<p>figure</p>	<p>poverty</p>
<p>Bernard, B. (1997). Turning it all around for youth: From risk to resilience. ERIC clearinghouse on Urban Education, New York. ERIC Document Reproduction Service No: ED 412309.</p>	<p>Resilience is not based solely on individual</p>		<p>Seminal Resiliency</p>
<p>Bernhardt, P. E. (2013) The advancement via individual determination (AVID) program: Providing cultural capital and college access to low-income students. <i>School Community Journal</i>, 2013, 3(1) 203-222.</p>	<p>“a college readiness system targeting populations traditionally underrepresented in postsecondary education, provides students with consistent academic support while enrolled in a rigorous course of study” (p. 203). Chapter 5 cultural capital</p>		<p>Defines avid College ready?</p>
<p>Bower, J. M., Carroll, A., &amp; Ashman, A. F. (2012). Adolescent perspectives of schooling experiences: The interplay of risk and protective factors within their lives. <i>International Journal of Educational Research</i>, 1-13. doi:10.1016/j.ijer.2011.12.003</p>	<p>individual, familial, and environmental factors help support these individuals in overcoming risks which impede others that are ethnically similar to them</p>		<p>Triad</p>
<p>Brandman University Dissertation handbook. Brandman.</p>			

CITATION	QUOTE/ DESCRIPTION	AREA
Buckner, J. C., Mezzacapa, E., & Beardslee, W. R. (2003). Characteristics of resilient youths living in poverty: The role of self-regulatory processes. <i>Development and Psychopathology</i> , 15, 139-162. 100	Locus of control	poverty
Burawoy, M. (1991). <i>Ethnography unbound: Power and resistance in the modern metropolis</i> . Los Angeles: University of California Press.		
Byrd, C. M., Chavous, T. M., (2009). Racial identity and academic achievement in the neighborhood context: A multilevel analysis. <i>Journal of Youth Adolescence</i> , 2009 38: 544-559. DOI 10.1007/s10964-008-9381-9	<p>“ that neighborhood characteristics and racial identity related positively to academic outcomes, but that some relationships were different across neighborhood types..... in neighborhoods low in economic opportunity high pride was associated with a higher GPA, but in...</p> <p>.. the need to take youth’s context into account in order to understand how racial identity is active in the lives of African American youth.” P. 544</p>	Need for context, of each child.
California Community Colleges, 2017 Student Success Scorecard. <a href="http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home">http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=000#home</a>	Score core for California community colleges	Disparity
California Department of Education, CDE (2016) Dataquest- Cohort Outcome Data for the Class of 2013-14. Retrieved from: <a href="http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=5400000000000000&amp;TheYear=201314&amp;Agg=O&amp;Topic=Graduates&amp;RC=County&amp;SubGroup=Ethnic/Racial">http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=5400000000000000&amp;TheYear=201314&amp;Agg=O&amp;Topic=Graduates&amp;RC=County&amp;SubGroup=Ethnic/Racial</a>	States for drop -out rates and graduation rates cohorts	Education stats  Equity, disparity
Castro, V., Garcia, E. E., Cavazos Jr., J., & Castro, A. Y. (2011). The road to doctoral success and beyond. <i>International Journal of Doctoral Studies</i> , 6, 51-77.	specific tools can be taught to individuals who are not highly resilient; thus allowing them to combat adverse circumstances and	Specific tools taught

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Castro-Torres, L.A., ( 2009). <i>La tradicion del Mariachi en costa rica</i>. San Jose, Costa Rica: University of Costa Rica.</p>	<p>Struggles of forming Mariachi in costa rica, difficulty being accepted. Growing after 1957. Suffered rotten tomatoes, rocks and urine. by the 70s attending international festivals. (In Spanish)</p>		<p>Mariachi, Costa Rica</p>
<p>Catterall, J. S., Dumais, S. A., &amp; Hampden-Thompson, G., (2012). The arts and achievement in at-risk youth: Findings from four longitudinal studies. National Endowment for the Arts, Research Report #55, March 2012. Retrieved from: <a href="https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf">https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf</a> available: arts.gov</p>	<p>Among low-SES students:  “Eighth graders who had high levels of arts engagement from kindergarten through elementary school showed higher test scores in science and writing than did students who had lower levels of arts engagement over the same period. Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.  • National Endowment for the Arts</p>		
<p>Cauce, A. M., Stewart, A., Rodriguez, M. D., Cochran, B., &amp; Ginzler, J. (2003). Overcoming the odds?: Adolescent development in the context of urban poverty. In S. S. Luthar (Ed.), <i>Resilience and vulnerability: Adaptation in the context of childhood adversities</i> (pp. 343-363). New York: Cambridge.</p>			<p>poverty</p>
<p>Cavazos, J. Jr., Johnson, M. B., Fielding, C., Cavazos, A. G., Castro, V., &amp; Vela, L. (2010). A qualitative study of resilient Latina/o college students. <i>Journal of Latinos and Education</i>, 9(3), 172-188. Taylor &amp; Francis Group, LLC, Routledge</p>		<p>Informed thinking, not quoted</p>	<p>Resilience</p>
<p>Center on the Developing Child at Harvard University (2011). Building the Brain’s Air Traffic Control System: How Early Experiences Shape the Development of Executive Function (Working Paper #11). Cambridge, MA: Center on the Developing Child at Harvard University.</p>	<p>Executive function</p>	<p>Cognitive and emotional, impulse control  Staircase training page 8</p>	<p>Brain research</p>

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Children’s Defense Fund. (1986). <i>Maternal and Child health date book: The health of America’s children</i>. Washington DC: US Government Printing office.</p>	<p>Disparities in poverty, low birth weight, mortality</p>	<p>“ pattern of risk factors associated with impoverished families living in the ghetto”</p>	poverty
	<p>RISK FACTORS</p>		
<p>Christiansen, E. J., &amp; Evans, W. P. (2005). Adolescent victimization: Testing models of resilience by gender. <i>The Journal of Early Adolescence</i>, 25, 298-316.</p>	<p>Challenge theory “the scales tip and too much risk increases the vulnerability to victimization” (2005, p. 311).</p>		Resilience theory
<p>Christiansen, S. L. &amp; Sheridan, S. M. (2001). <i>Schools and families: Creating essential connections for learning</i>. New York: The Guilford</p>	<p>School parent community partnerships offer protective factors</p>		
<p>City College of San Francisco, Research, Planning and Grants Report: The Puente Program, Latino student outcomes in English 96 and 1A 1993-1995. <i>Puente Program Student Outcomes, Institutional Research and Planning</i>. (p. 1-13) Retrieved from: ERIC</p>	<p>The San Francisco City College’s Puente Program in report on the 1991-1995 grant report was successful in “serving the needs of both Latino students and the institution by substantially increasing the numbers of Latinos successfully completing the English 96-English 1A course sequence” ( p. 13).</p>		Systems change
<p>Clark, R. M., (1983). <i>Family life and school achievement: Why poor black children succeed or fail</i>. Chicago: University of Chicago.</p>	<p>Family life - School failure Family support</p>	<p>More than schools and poverty</p>	poverty
<p>Clark, S., (2005) Mariachi music as a symbol of Mexican culture in the United States. <i>International Journal of Music Education</i>. <i>international society for Music Education Vol23 (3) P.227-237</i>. <a href="http://ijim.sagepub.com">Http://ijim.sagepub.com</a>.</p>	<p>Nationalism</p>		Mariachi



CITATION	QUOTE/ DESCRIPTION		AREA
<p>Coronado, J. A. (2014). Exploration of the interaction between risk and protective factors within the cultural construct of five male academically resilient Latino college graduates. Dissertation retrieved from ProQuest.</p>	<p>tools can be taught to individuals who are not highly resilient; thus allowing them to combat adverse circumstances and p 53 neighborhoods</p>		<p>Education al resilience</p>
<p>Conchas, G. Q., (2006). <i>The color of success: Race and high achieving urban youth</i>. NY, New York: Teachers College.</p>	<p>Academic success in People of Color</p>		<p>Race High achievers</p>
<p>Cooley, R. (2013). Young Mariachis face off at fair. Orange County Register, July 18, 2013 at 1:10 pm. Retrieved online from: <a href="https://www.ocregister.com/2013/07/18/young-Mariachis-face-off-at-fair/">https://www.ocregister.com/2013/07/18/young-Mariachis-face-off-at-fair/</a></p>		<p>Youth Mariachi event, competition  Jose Hernandez</p>	<p>Mariachi</p>
<p>Cowen, E. L., &amp; Work, W. C. (1988). Resilient children, psychological wellness, and primary prevention. <i>American Journal of Community Psychology</i>, 16, 591-607.</p>	<p>Invincibility theory</p>		<p>resilience</p>
<p>Cowen, E. L. Wyman, P. A., Work, W. C. Kim, J. Y. Flagen, D. H. &amp; Magnus, B. B. (1997). Follow-up-study of young stress-affected and stress-resilient urban children. <i>Developmental and Psychopathology</i>, 9, 565-577.</p>	<p>Categorized stress affected – stress resilient  Parental competence and parental quality strongly associated with resilience</p>		<p>Parent support triad</p>
<p>Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five traditions</i>. Thousand Oaks: Sage.</p>	<p>Constructivist theory</p>		<p>research</p>
<p>Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five traditions</i>. Thousand Oaks: Sage.</p>	<p>Member checking</p>		<p>research</p>

CITATION	QUOTE/ DESCRIP TION		AREA
Davison-Aviles, R.M., Guerrero, M. P., Barajas-Howarth, H., Thomas, G., (1999). Perceptions of Chicano/Latino students who have dropped out of school. <i>Journal of Counseling &amp; Development</i> , 77, 65-73.	What to expect at college	Students felt pushed away by counselors & admin	College Ready?
Dobzhansky, T. (1968) <b>On genetics, sociology, and politics</b> , <i>Perspectives in Biology and Medicine</i> , muse.jhu.edu <a href="https://muse.jhu.edu/article/405939/summary">https://muse.jhu.edu/article/405939/summary</a>	3“what is inherited is not this or that particular phenotypic ‘trait’ or ‘character,’ but a genotypic potentiality for an organism’s developmental response to its environment... a given genotype might well develop phenotypically along different paths in different environments”		
Dodd, J. (2001) Playing Mariachi: it’s influence on students’ lives, an ethnographic study of Mariachi Meca. Master thesis, University of Houston Clear Lake, ProQuest.	Mariachi MECA anecdotal	Master’s thesis	Mariachi
Dolan, S. (2009) Missing out: Latino students in America’s schools. Retrieved form National Council of La Raza website: <a href="http://www.nclr.org/images/iploads/piblications/file_missing_Out_Final.pdf">http://www.nclr.org/images/iploads/piblications/file_missing_Out_Final.pdf</a> 103			
Dunn, 1994 find citation in Richardson			
Education Trust-West, (2017). The majority report: Supporting the success of Latino students in California. November 2017, Retrieved from <a href="http://www.edtrustwest.org">www.edtrustwest.org</a>			Educational disparity
Gallo, L.C., Penedo, F. J., Espinosa de los Monteros, K., Arguellos, W. (2009) Resiliency in the face of disadvantage: Do Hispanic cultural characteristics protect health outcomes. Dissertation, S University of Miami	Informed, but not used		resilience

CITATION	QUOTE/ DESCRIPTION		AREA
Ganadra, P. (1994) Choosing higher education: Educationally ambitious Chicanos and the path to social mobility. Retrieved from: Education Policy Analysis Archives <a href="https://epaa.asu.edu/ojs/article/view/671/793">https://epaa.asu.edu/ojs/article/view/671/793</a> DOI: <a href="http://dx.doi.org/10.14507/epaa.v2n8.1994">http://dx.doi.org/10.14507/epaa.v2n8.1994</a>	Literature exploring achievement phenomenon overlook how ethnic and cultural differences directly associate to the development of positive academic outcomes.	Lack of Ethnic cultural research	resilience
Gándara, P., (1995) <i>Over the ivy walls: The educational mobility of low-income Chicanos</i> . Albany: State University of New York	p. 61 Families modeling a strong work ethic - Instilled internal self-efficacy “ <i>culture of possibility</i> ”- Distinction between college track and non-college track		Characteristic triad
Gándara, P. (2004). Moved to Gibson & Gándara.	Appearance of willful “not learning”	Significance and belonging	
Gándara, P., & Contreras, F. (2009). <i>The Latino Education Crisis</i> . Cambridge, MA: Harvard University.	Future prosperity of the country		Latino education
Garcia Mathewson, T. (2017) how poverty changes the brain. <i>The Atlantic Daily</i> , Education	Case management more than food shelter an housing, counseling and training, how to think your way out of poverty, my interpretation.  Next America: Early Childhood project		Efficacy poverty
Garmezy, N. (1985). Stress-resistant children: The search for protective factors. In J. E. Stevenson (Ed.), <i>Recent research in developmental psychopathology (Journal of Child Psychology and Psychiatry Book Suppl. No. 4, pp. 213-233)</i> . Oxford: Pergamon.			
Garmezy, N. (1987) Special Report, STRESS, COMPETENCE, AND DEVELOPMENT: Continuities in the study of schizophrenic adults, children vulnerable to psychopathology, and the search for stress-resistant children. <i>American Journal of Orthopsychiatry</i> . 57(2), April 1987.			

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Garmezy, N. (1991). Resilience and vulnerability to adverse development outcomes associated with poverty. <i>American Behavioral Scientist</i>, 34, 416-430.</p>	<p>Transgenerational model of poverty pg 419</p>	<p>Foundation piece</p>	<p>Resilience seminal</p>
<p>Garmezy, N., Masten, A. S. &amp; Tellegen, A. (1984) The study of stress and competence in children: A building block for development psychopathy. <i>Child Development</i>, 55, 97-111.</p>	<p>-Personal disposition, personal characteristic parental characteristic and familial milieu tied to ability to cope with stressors</p> <p>- enough positive assets could offset risk</p> <p>- effects of adversity can be moderated by qualities of individual or environment.</p>		<p>Characteristic triad</p> <p>Challenge</p> <p>PF theory</p> <p>Compensatory model</p>
<p>Garrett, Antrop-Gonzalez, &amp; Velez, (2010) Examining the success factors of high-achieving Puerto Rican male high-school students. <i>Roeper Review</i>, 33 105-15 doi: 10.1080/02783191003587892.</p>	<p>Males indebted to moms want to do well/ Strong relationship with mother and sisters, strong cultural identity religious ties with their community - Help remain focused, find resources to help with: child’s learning process” p110</p> <p>Puerto Rican male high school students residing in an area where a large portion of the student body lived below the federal poverty line.</p> <p>These highly academically achieving male students contributed their success to religious ties within their communities, possessing a strong cultural identity (in this case Puerto Rican), as well as sustaining a strong relationship with their mothers and/or sisters</p>		<p>Characteristic triad</p> <p>Family support</p>
<p>Gaskins, D. (2014) Can we create a “Gold Standard of Education” for our children through the “Advancement Via Independent Determination (AVID) Program”? Doctoral Dissertation retrieved from: ProQuest</p>			<p>Systems change</p>

CITATION	QUOTE/ DESCRIPTION		AREA
Gayles, J. (2008). Playing the game and paying the price: Academic resilience among three high-achieving African American males. <i>Anthropology and Education Quarterly</i> , 36(3), 250-264.	Family support	disparity	resilience
Gibson, M. A., Gándara, P., Koyama, J.P. (2004), Eds., School connections: US Mexican youth, peers, and social achievement. Columbia University, New York, NY: Teachers College Press	and found measurable evidence that the AVID program students were significantly more successful, with higher math and writing, reading and collaboration scores than non-AVID students (p. 68).		
Gladwin, T. (1967) Poverty U.S.A, Boston MA: Little Brown.			
Gonzalez, R., & Padilla, A. M., (1997). The academic resilience of Mexican American high school students. <i>Hispanic Journal of Behavioral Sciences</i> , 19(3), 301-317.			
Gordon, K., (1995), Self concept and motivational patterns of resilient African American high school students. <i>Journal of Black Psychology</i> , 21, 239-255.	Academic achievement	neighborhoods	resilience
Gordon E., & Song, L., (1994) Variations in the experience of educational resilience. In M. Wang & E. Gordon (Eds.), (pp. 27-3). Hillsdale, NJ: Lawrence Erlbaum. 106	Resilience not based solely on innate ability		resilience
Guerin, B. (2014). Breaking the cycle of disadvantage: Early childhood interventions and progression to higher education in Europe. Research Report RAND Europe. Belgium, European Union: European Commission.		Breaking the cycle of poverty	Poverty \$ education
Habibi, A., Cahn, BR., Damasio, A., Damasio, H. (2016). Neural Correlates of Accelerated Auditory Processing in Children Engaged in Music Training. <i>Developmental Cognitive Neuroscience</i> , 21, 1-14		Music education	Brain / music ed

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Hackman, D. A., Farah, M. J. &amp; Meaney, M. J. (2010). Socioeconomic status and the brain: mechanistic insights from human and animal research. <i>PERSPECTIVES, NATURE REVIEWS / NEUROSCIENCE</i> September 2010, 11 (651-659). Macmillan Publishers.</p>	<p>Definition SES  “ not only the lowers stratum but all levels of SS affect emotional and other cognitive development to varying degrees” cited 3 others</p>		<p>Brain science  Socio economic</p>
<p>Hallett, R. E. (2009) Educating transient youth: Influence of residential instability on educational resilience. Dissertation University of Southern California retrieved from ProQuest.</p>	<p>Language brokers, Living in doubled up housing Overview of resiliency</p>		<p>resiliency</p>
<p>Hendrickson, T. (2015). Flor de Toloache, a Mariachi Band with a Cosmopolitan Edge: All-female Mariachi band brings diverse influences to the Mexican folk music. April 3, 2015 9:10 p.m. ET. Retrieved from:  <a href="https://www.wsj.com/articles/flor-de-toloache-a-Mariachi-band-with-a-cosmopolitan-edge-1428109844">https://www.wsj.com/articles/flor-de-toloache-a-Mariachi-band-with-a-cosmopolitan-edge-1428109844</a></p>	<p>All women NYC</p>		<p>Mariachi</p>
<p>Henry, D. A, &amp; Milstein, M. M., (2004) Promoting resiliency in youth, educators, and communities. In <i>Educational Resiliency; Student, teacher, and school perspectives</i>, Waxman, Padron and Gray, series editors. Greenwich, CT: Information Age Publishing</p>	<p>Milstein &amp; Reed chart we used  Resiliency- protective factors characteristics, internal&amp; external</p>		<p>Resiliencie</p>
<p>Hermes, W. online review  <a href="http://rollingstone.com/music/lists/playlists-sgt-pepper-reissue-19-more-albums-to-hear-now-w838.107">http://rollingstone.com/music/lists/playlists-sgt-pepper-reissue-19-more-albums-to-hear-now-w838.107</a></p>	<p>Diversification</p>		<p>Mariachi</p>
<p>Holme, J. J. (2002). Buying homes, buying schools: School choice and the social construction of school quality. <i>Harvard Educational Review</i>, 72(2), 177-205.</p>		<p>Neighborhoods</p>	<p>disparity</p>
<p>Horn, L. J., Chen, X, (1998) Toward Resiliency: At-risk students who make it to college. Report. Superintendent of Documents, Retrieved from: ERIC. Washington, DC: U.S. Government Printing office</p>			<p>resilience</p>

CITATION	QUOTE/ DESCRIPTION		AREA
<p>Hurwitz, M. (2011). The impact of legacy status on undergraduate admissions at elite colleges and universities, ScienceDirect, Economics of Education Review. 30 (2011) 480–492</p> <p>Retrieved from: journal homepage: www.elsevier.com/locate/econedurev</p>	<p>Researched 30 colleges and universities</p>	<p>Legacy admissions</p>	
<p>Immerwahr, J. (2003) With diploma in hand: Hispanic high school seniors talk about their future ( national Center Report No 03-2) Retrieved from: <a href="http://www.highereducation.org/reports/hispanic/hispanic.shtml">http://www.highereducation.org/reports/hispanic/hispanic.shtml</a> December 18, 2017.</p>	<p>Student not given correct information about applying deadlines from counselor, teacher and tour guide form college. p. 5;</p>		<p>College ready</p>
<p>Institute of Education Sciences, (2015) National Center for Education Statistics, Common Core Data report, retrieved from: <a href="https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp">https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp</a></p>		<p>HS grad rates</p>	<p>Stats</p>
<p>Jargowsky, P. A. (1997). Poverty and place: Ghettos, barrios, and the American city. New York: Russell Sage Foundation.</p>	<p>increased residential segregation by socioeconomic status and by race and ethnicity</p>		<p>Neighborhood poverty</p>
<p>Jensen, E. (2009) <i>Teaching with poverty in mind; What being poor does to kids' brains and what schools can do about it.</i> Alexandria Virginia: ASCD</p>	<p>defines poverty as “a chronic and debilitating condition that results from multiple adverse synergistic risk factors an affects the mind body, and soul” (p. 6).</p>		<p>Poverty</p>
<p>Johnson, J. L., &amp; Wiechelt, S. A. (2004). Introduction to the special issue on resilience. <i>Substance Use and Misuse</i>, 39(5), 657-670.</p>	<p>Neighborhoods academic achievement</p>		<p>Resilience</p>
<p>Jauregui, J. (1990) <i>El Mariachi: Symbol musical de Mexico</i>, Mexico City: 108</p>		<p>Seminal - history</p>	<p>Mariachi</p>
<p>Lewis, O. (1966). The culture of poverty, <i>Scientific American</i>, 215</p>	<p>The difference between living the culture of poverty and being poor.</p>		<p>Poverty</p>

(4), October 1966, Retrieved from: Jstore.org/stable/2931078 30/10/2017 22:00 UTC	Significance and belonging crucial		Significance and belonging
Lifton (1994) <i>The Protean self: Human resilience in an age of fragmentation</i> . New York: Basic Books.	resilience is the human capacity of all individuals to transform and change- no matter their risks.  Any one is capable of change		
Lipscomb, S. (2006). Secondary school extracurricular involvement and academic achievement: a fixed effects approach. <i>ScienceDirect, Economic of Education Review</i> , 26(2007) 46-72. <a href="http://www.elsevier.com/locate/econedrev">www.elsevier.com/locate/econedrev</a> .	found that athletic participation increased both math and science test scores, Club participation increased math scores, but involvement in either type was “associated with a 5 percent increase in Bachelor’s degree attainment expectations” (p.463).		Extra-curricular
Logan, J. R., Stults, B. J., & Farley, R. (2004). Segregation of minorities in the metropolis: Two decades of change. <i>Demography</i> , 41, 1–22.	increased residential segregation by socioeconomic status and by race and ethnicity	neighborhoods	disparity
London, J., Huang, G. & Zagofsky, (2011), Land of risk, land of opportunity: Cumulative environmental Vulnerabilities in California’s San Joaquin Valley. Davis, CA: UC Davis Center for Regional Change.	Rich ag land, poverty abounds.	Ironic	poverty
Luthar, S.S. (2006). Resilience in development: a synthesis of research across five decades. In <i>Developmental Psychopathology: Risk, disorder and adaptation</i> . (Eds.) D. Cicchetti & D. J. Cohen. 3, 2nd ed. NY: Wiley. 110	Waves of resilience	50 years of research review	resilience
Mandery <a href="https://www.nytimes.com/2014/04/25/opinion/end-college-legacy-preferences.html">https://www.nytimes.com/2014/04/25/opinion/end-college-legacy-preferences.html</a>		Legacy admissions	



CITATION	QUOTE/ DESCRIPTION	AREA
Maginness, A. (2007) The development of Resilience – A model. Dissertation University of Canterbury. PROQUEST	Model aligns w Morales, and Richardson  Personal abilities to respond to adverse situations,	Resilienc e models
Maholmes (Eds.) <i>The Oxford Handbook of Poverty and Child Development</i> . Oxford. DOI: 10.1093/oxfordhb/9780199769100.013.0024		
Mahoney, N. (2012). Mariachi Las Coronelas needs help with a contest. Retrieved from: <a href="http://www.mysanantonio.com/community/southside/news/article/Mariachi-Las-Coronelas-needs-help-with-a-contest-3412875.php">http://www.mysanantonio.com/community/southside/news/article/Mariachi-Las-Coronelas-needs-help-with-a-contest-3412875.php</a> Published 1:41 pm, Friday, March 16, 2012	Traditional but female	Mariachi
Mallon (2007) Returning to education after care: Protective factors in the development of resilience. <i>Adoption and Fostering</i> , 31 (1), 106-117.	Living in a structured family with parental support promote resistance	Character istic triad
Maren (2013). Mariachi, Murder and Museums: San Diego Music this March. San Diego.blog. <a href="http://blog.sandiego.org/2013/03/march-music/">March 5, 2013</a> , Retrieved online from: <a href="http://blog.sandiego.org/2013/03/march-music/">http://blog.sandiego.org/2013/03/march-music/</a>	Events, in san diego,a week of Mariachi	Mariachi
Massey, D. S., & Denton, N. (1993). <i>American apartheid: Segregation and the making of an underclass</i> . Cambridge, MA: Harvard University Press.	increased residential segregation by socioeconomic status and by race and ethnicity  neighborhoods	disparity
Massey, D. S., Gross, A. B., & Shibuya, K. (1994). Migration, segregation, and the geographic concentration of poverty. <i>American Sociological Review</i> , 59, 425–445	increased residential segregation by socioeconomic status and by race and ethnicity  neighborhoods	poverty

CITATION		QUOTE/ DESCRIPTION		AREA
Masten, A. S. (2001). Ordinary magic: Resilience processes in development. <i>American Psychologist</i> , 56, 227-238.	“...anecdotes suggest that opportunities and choices at crucial junctures play an important role in the life course of resilient individuals who find mentors, enter the military, find a new or dear faith, marry healthy partners, leave deviant peer groups, or in other ways take action that has positive consequences for their life course. (2001, p. 233). Case examples from others mostly longitudinal studies			Protective factor examples
Masten A. S., Best, K. M. & Garmezy, N. (1990). Resiliency and development: Contributions from the study of children who overcome diversity. <i>Development and Psychopathology</i> , 2, 425-444.	Resilience not based solely on innate ability			Resilience
Masten, A. S. & J. Obradovic, (2006) Competence and resilience in development. <i>Annals of New York Academy of Sciences</i> , Vol 1094: 13-27 doi:10.1196/annuals.1376.003	3 waves of resilience the wave rising “...some of the most compelling evidence for the power of the family environment on individual resilience”			<b>Family environment</b>
Masten, A. S. & Powel, J. L. (2003). A resilience framework for research, policy, and practice. In S. S. Luthar (Ed.), <i>Resilience and vulnerability: Adaptation in the context of childhood adversities</i> (pp. 1-21). New York: Cambridge				
Mathison, S. (1988). Why triangulate? <i>Educational Researcher</i> , 17(2), 13-17. 112				
McCormick, D. L. (2009). The Puente project: A case study of the partnership between intuitions of higher education (IHE) and their communities. (Doctoral Dissertation) UMI no: AA13338060	The mission of Puente is to increase the numbers of educationally underrepresented students who enroll in four-year colleges and universities, earn degrees and return to the community as leaders and mentors to future generations.... The Puente project is about relationships, and leadership style is derived from those relationships. ...Project personnel work extremely closely with the communities they serve, perhaps more than many other non profit organizations. (abstract).			Puente – systems change

CITATION	QUOTE/ DESCRIPTION		AREA
<p>McMillan, J. H., &amp; Schumacher, S. (2010). <i>Research education: Evidenced based inquiry</i>, (7th ed.) Boston, MA: Pearson.</p>	<p>Member checking</p>		<p>research</p>
<p>McNeal, R. B., (1995) Extracurricular activities and high school dropouts. <i>Sociology of Education</i> January 1995, 68, 62-81 Retrieved from: jstore tue nov 14th 2017</p>	<p>Fine arts, and athletics, key intervening variable in dropout rates, even when race and soico are controlled.</p>	<p>Extracurricular activities</p>	
<p>Mejia, M.C., Rodriguez, O. &amp; Johnson, H. (2017). Preparing Students for Success in California’s Community Colleges. Public Policy Institute of California. Retrieved from: <a href="http://www.ppic.org/content/pubs/report/R1116MMR.pdf">http://www.ppic.org/content/pubs/report/R1116MMR.pdf</a> 12-11-2017</p>	<p>80% of college students taking remedial classes</p>	<p>Stats Mandatory remedial classes</p>	
<p>Mendelson, M., (2017) This is what happens when a Jewish Chazzan joins a Mexican Mariachi Band. Published: March 25, 2017. Retrieved from: <a href="https://www.israelvideonet.com/this-is-what-happens-when-a-jewish-chazzan-joins-a-mexican-Mariachi-band/">https://www.israelvideonet.com/this-is-what-happens-when-a-jewish-chazzan-joins-a-mexican-Mariachi-band/</a></p>	<p>Cantor sings w Mariachi</p>	<p>Mariachi  Organic nature</p>	
<p>Mendoza, S. (2014, Feb 24) Women in Mariachi music: An untamed spirit. <i>The Hispanic Outlook in Higher Education</i>, 2,15-17. Retrieved from: <a href="http://search.proquest.com/docview/1505364072?accountid=10051">http://search.proquest.com/docview/1505364072?accountid=10051</a></p>	<p>“ It was certainly not music a girl played, especially because it was played in bars and where women shouldn’t be” Perez, Leonor Xochitl. P1</p>	<p>Mariachi</p>	
<p>Morales, E. (2000) A contextual understanding of the process of educational resilience: High achieving Dominican American students and the resilience cycle, <i>Innovative Higher Education</i> 25(1).</p>	<p>Frame work  5 steps of R cycle</p>	<p>R cycle</p>	

CITATION		QUOTE/ DESCRIPTION		AREA
Morales, E. E. (2008). Academic resilience in retrospect: Following up a decade later. <i>Journal of Hispanic Higher Education</i> , 7 (3), 228-248. doi:10.1177/1538192708317119		Informed not referenced		resilience
Morales, E. E., & Trotman, F. K. (2004). Promoting academic resilience in multicultural America: Factors affecting student success. New York: Peter Lang Publishing, Inc.		neighborhoods		Resilience cycle
Morales, E. E., & Trotman, F. K. (2011). A focus on hope: Fifty resilient students speak. Maryland: University Press of America, Inc		neighborhoods		Resilience cycle
Moreno, J. F. (2002) The long-term outcomes of Puente. <i>Educational Policy</i> September 2002, 16 (4) 572-587, Corwin Press.	Refers to it as a Precollege outreach program “does make a difference in students’ college participation, persistence in college, and preparedness. Students generally attributed their success to the knowledge and information gained through the program with the Puente counselor serving as an important “institutional agent” (abstract)			Puente systems change
Mulholland, M., (2007) Mariachi, myths and mestizaje: Popular culture and Mexican national identity. <i>National Identities</i> , Vol 9, No. 3, September 2007, pp. 247-264 Taylor & Francis Routledge		History, instrumentation  Culture,  National identity		Mariachi
National Center for Education Statistics (2015). Retrieved from: <a href="https://nces.ed.gov/">https://nces.ed.gov/</a>		Cited as Institute of educational resources	Grad rates	
National Public Radio, 2017, Mariachi in NYC. Retrieved from: <a href="http://Mariachinyc.com/npr-review-las-caras-lindas">http://Mariachinyc.com/npr-review-las-caras-lindas</a>			NPR Mariachi	Mariachi

AREA	AREA	AREA	AREA
Neckerman, K. M., & Torche, F. (2007). Inequality: Causes and consequences. <i>Annual Review of Sociology</i> , 33, 335–357.	increased residential segregation by socioeconomic status and by race and ethnicity		neighborhoods
Nevin, J. (2001). A collection of email responses.	Interview response re creating a AA certification.	Disservice to students	Opposing view.
Noguchi, S. (2016) SAT scores: California lags nation in reading, math, Bay Area News Group. Retrieved from: PUBLISHED: September 26, 2016 at 9:01 pm. <a href="http://www.mercurynews.com/2016/09/26/sat-scores-california-lags-nation/">http://www.mercurynews.com/2016/09/26/sat-scores-california-lags-nation/</a>	Nationally, SAT scores in all three areas have been generally falling since 2005, after a 25-year rise.  By <a href="#">Sharon Noguchi</a>   <a href="mailto:snoguchi@bayareanewsgroup.com">snoguchi@bayareanewsgroup.com</a>  UPDATED: September 27, 2016 at 5:06 pm		SAT scores
Ogunwole, S. U., Drewery, Jr., M. P., & Rios-Vargas, M. (2012). The population with a bachelor’s degree or higher race and Hispanic origin [American Community Survey Briefs ACSBR/10-19]. Retrieved from U.S. Census Bureau: <a href="http://www.census.gov">www.census.gov</a>	, it is important to examine educational attainment among population groups, which is a strong predictor of economic well-being” (2012, p. 1).	Informal thinking, not quoted	Education – systemic solutions
Olwell, G., 2017, Mariachi instruments guitar players should know about, October 2017, <i>Acoustic Guitar</i> retrieved online: <a href="http://acousticguitar.com/Mariachi-guitarron-instruments-vihuela-requinto/">http://acousticguitar.com/Mariachi-guitarron-instruments-vihuela-requinto/</a>	September 3, 2017  Mariachi is like bluegrass, in that both genres are almost defined by their instrumentation.		Mariachi
O’Neill, S. A., (2001). Developing a young musician’s growth mindset: The role of motivation, self-theories, and resiliency. In <i>Music and the mind: Essays in Honor of John Sloboda</i> . U. K.: Oxford University Press.	Parent community partnerships  Growth min set – academic achievement – motivation and learning		Music ed

CITATION		QUOTE/ DESCRIPTION	AREA
Patten, M. L. (2012) Understanding research methods: An overview of the essentials, 8th ed., USA: Malloy.			research
Patton, M. Q., (2015). Qualitative research & evaluation methods, 4th ed. Los Angeles, CA : Sage.		Realist qualitative inquiry	research
Perez, L. X. (2002). Transgressing the taboo: A Chicana’s voice, in a Mariachi world. In Chicana traditions: continuity and change, N. E. Cantu & O. Najera-Ramirez, (eds.). Urbana: Univ of Illinois		Taboo of Mariachi	Mariachi
Quillian, L. (1999). Migration patterns and the growth of high-poverty neighborhoods, 1970–1990. American Journal of Sociology, 105, 1–37.	increased residential segregation by socioeconomic status and by race and ethnicity neighborhoods		poverty
Peterson, K. (2017). Mariachi Is Inspiring a Revolution in Music Education, <i>Acoustic Guitar</i> , October, 2017.			Mariachi
Reardon, S. F., Fox, L., & Townsend, J. (2015). Neighborhood income composition by household race and income, 1990–2009. <i>Annals of The American Academy Of Political And Social Science</i> , 660(1), 78-97. doi:10.1177/0002716215576104	Lower income whites in better neighborhood than higher income POC		Housing inequities
Reichard, R. (2016) How an elementary school Mariachi band is boosting attendance and self- esteem. June 7, 2016, 9:53 am, Home, Lifestyles retrieved online: <a href="http://www.latina.com/lifestyle/our-issues/school-Mariachi-band-boosts-attendance-self-esteem">http://www.latina.com/lifestyle/our-issues/school-Mariachi-band-boosts-attendance-self-esteem</a>		Pacoima Attendance and self esteem Academic performance	Mariachi Newspaper article Afterschool elective
Richardson, G. (2002) The metatheory of resilience and resiliency. <i>Journal of Clinical Psychology</i> . Vol 58(3), 307-321 Retrieved from:	Also gives a summary of characteristics by researcher “resilience is a capacity in every soul”	p.2 “motivational energy” p 313 “to seek self-actualization, altruism, wisdom, and harmony with a spiritual source of strength”	Resilience Three waves of resilience

Wiley periodicals DOI: 10.1002/jclp.10020	Locus of control, self - efficacy –	Challenge theory similarity – disruption, and choice determining outcomes.	
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CITATION	QUOTE/ DESCRIPTION		AREA
Rivera, H. H. (2004). Resilient Communities; The interplay between community development and child development through effective school reform. <i>Educational Resiliency: Student, Teacher, and School Perspectives</i> , Waxman, H. C., Padron, Y.N., & Gray, J.P. (2004) (Eds.) 227-246 Greenwich, CT: Information Age Publishing.	In Waxman	Community partnerships	Ed Resiliency  Communities
Robinson, K, (2016) Mariachi Band is 'Pride of Pacoima' NBC Los Angeles, Retrieved online: <a href="http://www.nbclausangeles.com/news/local/Pride-of-Pacoima-Young-Mariachi-Ensemble-Transforms-Elementary-School-378891631.html">http://www.nbclausangeles.com/news/local/Pride-of-Pacoima-Young-Mariachi-Ensemble-Transforms-Elementary-School-378891631.html</a> , Published at 6:32 PM PDT on May 10, 2016   Updated at 5:49 PM PDT on May 11, 2016	Pacoima - Attendance and self esteem  Academic performance  Haddon Avenue Elementary School's Mariachi program includes an ensemble of 40 children in the first through fifth grades,		Mariachi
Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. <i>British Journal of Psychiatry</i> , 147, 598-611	Depend upon the situation of circumstances that may be present over time. Manner in which stress is resisted is a relative process		Characteristic triad
Rutter, M. (1985). Resilience in the face of adversity: Protective factors and resistance to psychiatric disorder. <i>British Journal of Psychiatry</i> , 147, 598-611	Depend upon the situation of circumstances that may be present over time. Manner in which stress is resisted is a relative process		Characteristic triad
Rutter, M. (1993). Resilience: Some conceptual considerations. <i>Journal of Adolescent Health</i> , 14, 626-631.			resilience
Rutter, M. (2001). Psychosocial adversity: Risk, resilience and recovery. In J. M. Richman & M. W. Fraser (Eds.), <i>The context of youth violence: Resilience, risk and protection</i> (pp. 13-42). Westport, CT: Praeger.			resilience

CITATION	QUOTE/ DESCRIPTION		AREA
Salazar, A. (2015) Mariachi music in San Antonio: The construction of cultural and ethnic identity in a hybridized city. Dissertation. Retrieved from: ProQuest. 10279937.	National response of 11 yr old singing national anthem at national Spurs game, in full Mariachi dress vs, local familiarity w Mariachi		Mariachi
Salazar, L. C. (2011) From Fiesta to festival: Mariachi music in California and the southwestern united states. Dissertation, University of California Los Angeles, ProQuest.	Active mariachi researcher UCLA history anecdotal evidence.		Mariachi
Santos, R.S., (2013) Disruptions along the educational pipeline: A mixed methods study resilience among Latin@ middle school students. Claremont Graduate University & San Diego State University, ProQuest	Informed, not quoted		
Sastry, N. (2012) Neighborhood effects on children’s achievement: A review of recent research. In: <i>The Oxford Handbook of Poverty and Child Development</i> , R. King and V. Maholmes Eds.. DOI: 10.1093/oxfordhb/9780199769100.013.0024	Review of the literature	neighborhoods	Disparity
Search Institute, (1997). Figure. 40 developmental assets, Minneapolis, MN, retrieved from: <a href="http://www.search-institute.org">www.search-institute.org</a>	40 developmental assets	Wave one of resilience	resilience
Sheehy, D. (2006). <i>Mariachi music in America: Experiencing music, expressing culture</i> . New York, NY: Oxford.	History, culture, instrumentation		Mariachi in the USA
Soto-Flores, L. (2015) How Musical is Woman?: Performing Gender in Mariachi Music. Dissertation. Retrieved from: <a href="https://escholarship.org/uc/item/1v486541">https://escholarship.org/uc/item/1v486541</a>	<a href="#">Open Access Publications from the University of California</a>		
Sullivan, P. (2008) Mariachi Rising, Mexico’s violin-driven folk music takes a starring role in American string music education. <i>Strings</i> ; Aug 2008; 23,2; 2008 Education Guide: Mariachi Rising, International Index to music Periodicals Full Text p. 55.	Mariachi program established in Clark county, school district	Mainstream growth of Mariachi	Mariachi Music article



CITATION	QUOTE/ DESCRIPTION		AREA
USCDornsife, Brain and Creativity Institute, University of Southern California,  <a href="https://dornsife.usc.edu/bci/brain-and-music/">https://dornsife.usc.edu/bci/brain-and-music/</a>	“improvements in cognitive skills including working memory and inhibitory function and as evidence by greater brain activation in brain’s prefrontal circuitry during tasks engaging executive function skills		Brain, music ed  Low income population
United States Census Bureau (2011) Overview of Race and Hispanic Origin: 2010, 2010 Census Briefs. March 2011. Retrieved from: <a href="http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf">http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf</a> 2/13/2016	population # growth		stats
United States Census Bureau (2015) Current population survey (CPS), 2015 Annual Social and Economic Supplement (ASEC), the source of official poverty estimates. Retrieved from: <a href="http://www.census.gov/hhes/www/poverty/about/overview/">http://www.census.gov/hhes/www/poverty/about/overview/</a> 3-3-2016.	Poverty status		poverty
U. S Department of Commerce,	US census		
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse Intervention Report. (2012, April). Adolescent Literacy Intervention Report: High school Puente Program. Retrieve form <a href="http://whatworks.ed.gov">http://whatworks.ed.gov</a> .	Not used except as resource for other articles, that did not meet their parameters. Do not need to site, but keep as part of matrix		Puente resource only
University of Wisconsin, Population Health Institute, 2017 County Health Rankings & Roadmaps Report. retrieved from : <a href="http://www.countyhealthrankings.org/app/california/2017/">http://www.countyhealthrankings.org/app/california/2017/</a>	2017 51- 56  Fresno 51 Madera 52 Kings 53 kern 55 Tulare 56  2018 (48-57) Kern 48 Tulare 55 Kings 57		
Valdez, M., (2013) In Mariachi music, students find path to college. Associated press. December 20, 2013 9:5AM, retrieved online:  <a href="http://www.capitalpress.com/article/20131220/ARTICLE/131229987">http://www.capitalpress.com/article/20131220/ARTICLE/131229987</a>	Students accepted to Washington Univ, 3.0 required by principle, Community service component  University tours		Mariachi

CITATION	QUOTE/ DESCRIPTION		AREA
Wang, M. C., Haertel, G. D., & Walberg, H. J., (1994). (Eds.) <i>Educational resilience in inner-city America: Challenges and prospects</i> . Hillsdale, NJ: Lawrence Erlbaum.			
Walberg, H. J. (1984). Families as partners in educational productivity. <i>Phi Delta Kappan</i> , 65, 397-400			
Waxman, H. C., Huang, S. L., & Padron, Y. N. (1997). Motivation and learning environment differences between resilient and non-resilient Latino middle school students. <i>Hispanic Journal of Behavioral Sciences</i> , 19, 137-155.			
Waxman, H. C., Padron, Y.N., & Gray, J.P. (2004) (Eds.) <i>Educational resiliency: Student, teacher, and school perspectives</i> . Research in Education Diversity and Excellence Series. Greenwich, Connecticut: Information Age.	. Educational Resilience focuses on the reasons some students succeed academically while others from the same socioeconomic and disadvantaged backgrounds fail.	Education al resilience definition	
Werner, E., (1989), High risk children in young adulthood: A longitudinal study from birth to 32 years. <i>American Journal of Orthopsychiatry</i> , 59, 72-81.	A variable inclination to receive guidance, opportunities to develop confidence, and adults in their lives who were affectionate and understanding.	Seminal resilience  Seminal Triad	
Werner, E. E. (1993). Risk, resilience, and recovery: Perspectives from the Kauai longitudinal study. <i>Development and Psychopathology</i> , 5, 503-515.			Seminal resilience
Werner, E. E., & Smith, R. S. (1982). <i>Vulnerable but Invincible: A longitudinal study of resilient children and youth</i> . New York: McGraw Hill.	Bases for triad	Book seminal	Seminal resilience
Werner, E. E., & Smith, R. S. (1992). <i>Overcoming the odds: High risk children from birth to childhood</i> . Ithaca, NY: Cornell University Press.			Seminal resilience

Werner and Smith? was posted as 1998 should have fixed is Werner 1989 check Werner & Smith vs Werner			
Willet, T., (2002). Puente student English success, retention and persistence at Gavilan Community College. U.S. Department of Education, Office of Educational Research and Improvement, National Library of Education. Retrieved from: ERIC	Historically focused on Latino students who intended to transfer to four year institutions and ,... underrepresented student with transfer intent...  “ Puente students succeed in significantly higher rates in English 250A and 1A...and persisted from English 250 to 1A at significantly higher rates... ) ... (abstract)		Puente, systemic change
Willis, T. A., Vaccaro, D., & McNamara, G. (1992). The role of life events, family support, and competence in adolescents substance use: A test of vulnerability and protective factors. <i>American Journal of Communicative Psychology</i> , 20, 349-374.			
Wolff, K. L. (2004). The nonmusical outcomes of music education: A review of the Literature, <i>Bulletin of the Council for Research in Music Education</i> . Winter 2004, 159, 74-91. Stable URL: <a href="http://www.jstor.org/stable/40319210">http://www.jstor.org/stable/40319210</a> , Accessed: 15-02-2018 19:18 UTC	Lit review non musical ed pg 85	Music ed can impact language acquisition	Brain science
Wrate, J. (2016) The Mariachi Men of Yugoslavia, retrieved online from: <a href="http://roadsandkingdoms.com/2016/the-Mariachi-men-of-yugoslavia/">http://roadsandkingdoms.com/2016/the-Mariachi-men-of-yugoslavia/</a>	diversification		Mariachi
Xia, R. (2017) Cal State will no longer require placement exams and remedial classes for freshmen, <i>L.A. Times</i> , posted August 3, 2017, 5:35pm. retrieved from: <a href="http://www.latimes.com/local/lanow/la-me-cal-state-remedial-requirements-20170803-story.html">http://www.latimes.com/local/lanow/la-me-cal-state-remedial-requirements-20170803-story.html</a>	Mandatory placement tests		College ready?
Yates, T. M., Egeland, B., & Sroufe, L. A. (2003). Rethinking resilience: A developmental perspective. In S. S. Luthar (Ed.), <i>Resilience and vulnerability: Adaptation in the context of childhood adversities</i> (pp. 243-266). New York: Cambridge University Press.			resilience

CITATION		QUOTE/ DESCRIPTION	AREA
Yin, R. K. (1981). The case study as a serious research strategy. <i>Knowledge: Creation, Diffusion, Utilization</i> , 3, 97-124.			research
Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i> Vol. 8, No. 1, March 2005, pp. 69–91.		Community cultural wealth	Identity Significa & belonging
Yosso, T., & Solorzano, D.G. ( 2006). Leaks in the Chicana and Chicano educational pipeline, <i>Latino Policy &amp; Issues</i> brief, 13. Retrieved from UCLA Chicano studies website: <a href="http://www.chicano.ucla.edu/press/briefs/documentts/LPIB_13_March2006.pdf">http://www.chicano.ucla.edu/press/briefs/documentts/LPIB_13_March2006.pdf</a>		Informed not used	disparity
<b>Zahniser, D. (2013). Mariachi Guinness World Record broken at Rose Bowl, Los Angeles Times, 7-7-2013.</b> <b>Retrieved online from:</b> <a href="http://articles.latimes.com/2013/jul/07/local/la-me-In-Mariachi-guinness-world-record-20130707">http://articles.latimes.com/2013/jul/07/local/la-me-In-Mariachi-guinness-world-record-20130707</a>		566 Mariachi played at one time at rose bowl 2013	Mariachi
Zalaquett, C. P. (2005). Study of successful Latina/o students. <i>Journal of Hispanic Higher Education</i> , 5, 35-47.	Student did not attend the first year because couldn't complete paperwork and had no knowledge of scholarship eligibility. p. 39		Disparity College ready?
Zdzinski, S. Dell, C., Gumm, A., Rinnert, N., Orzolek, D., Yap, C. C., & Russell, B. (2015). Musical home environment, family background, and parenting style on success in school music and in school. <i>Contributions to Music Education</i> . 40, p.71-90.			
Zimmerman, M. A., & Arunkumar, R. (1994). Resiliency research: Implications for schools and policy. <i>Social</i>	<i>Vulnerability</i> refers to the individual's predisposition to develop varied forms of psychopathology or behavioral ineffectiveness.pg 1 -does not interact with a risk factor; rather it has a direct and independent influence on the outcome of interest. 5  -Brook, Nomura, and Cohen (1989) studied the interrelationship of neighborhood, school, peer, and family	Lovely breakdown of. seminal work, describes each resilience theory	Resilience seminal

<p><i>Policy Report</i>, 8(4), 1-19.</p> <p>Pg 7</p>	<p>factors on adolescent drug use. A harmonious and organized school environment interacted with peer substance use (i.e., alcohol, cigarettes, and marijuana) to decrease the adolescent's use of all three substances.</p>		
<p>Zimmerman, M. A. &amp; Bingenheimer, J. B. (2002). National mentors and adolescent resiliency: A study with urban youth. <i>American Journal of community Psychology</i>, 30 (2) p. 221-243.</p>			