

# Taking Research to Practice: Project Management Title V Framework

by

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THE UNIVERSITY  
OF ARIZONA

Director, Project Outreach FAMILIA  
(Forwarding Academic Mechanisms  
Integral to Learning In the Academy)

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# Land Acknowledgement



I'd like to respectfully acknowledge the University of Arizona sits on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O'odham and the Yaqui.

# Objectives

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1. Share research findings
2. Learn how they are being applied in Project Outreach FAMILIA
3. Understand why a Praxis of Care is foundational to our work
4. Learn how this might be relevant to your project, school, or students
5. Have an interactive discussion in space conducive to do so

# Who am I?

Worked in:

Public Health

Elementary  
School

Elementary  
School District

AZ  
Department  
of Education

University of  
Arizona

- ❑ BA Family Studies and Human Development, Arizona State University
- ❑ MBA, Executive Emphasis, University of Arizona
- ❑ PhD, Mexican American Studies, University of Arizona  
Dissertation topic: EXAMINING LATINX COLLEGE PREPARATION [in Arizona]
- ❑ 1<sup>st</sup> Generation College Going
- ❑ Non-traditional college student, working/parenting
- ❑ 4<sup>th</sup> Generation Mexican American/Tucsonan
- ❑ Extreme parent – 3 adult children (37, 36, and 33) and 1 child at home, 13 years old
- ❑ As an adolescent parent, I had a 2% chance of earning my BA before I was 30 years old
- ❑ I have personally experienced both protective and risk factors (privilege/hardship)

# Project Outreach FAMILIA

## Team



**Cindy Trejo, MBA, PhD**

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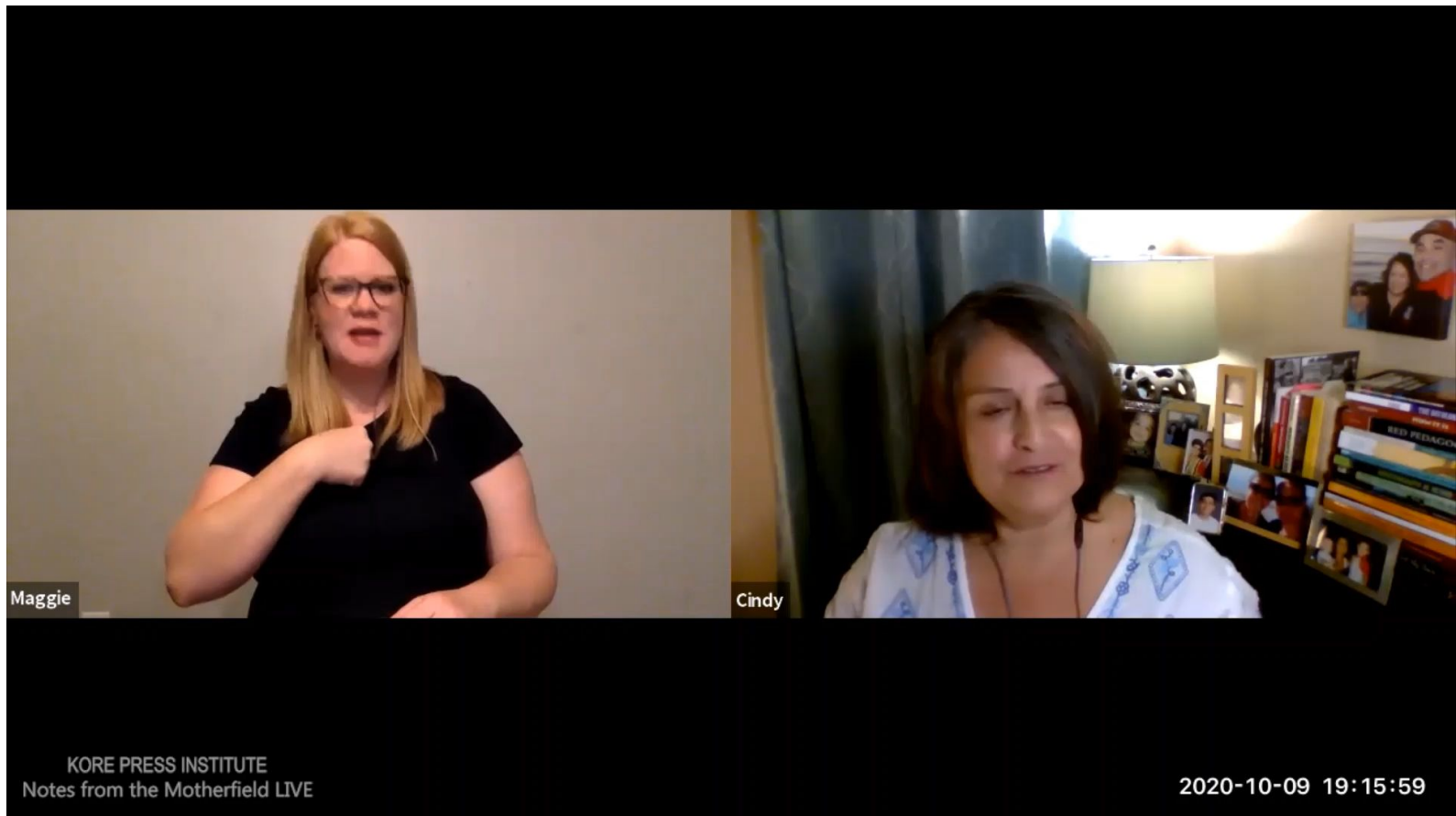


**Alejandro Higuera**

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## Autoethnography Testimonio:

Kore Press Motherfield Live Event – Testimonio on how motherhood and education align for me and why I did not identify as a ‘drop out’ or teen mom destined for failure.





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# Introductions: Who are you?

Name

Title

Institution/Organization

## Who are you and how did you relate or not relate?

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▶▶▶ What stood out?

What emotions or feelings resonated?

As you think about your own college journey how do you/could you share this with the students you serve?

What will be different now that you learned about *convivencia/conocimiento*?



# US and AZ Latinx Educational Pathway



## 2006 US



## 2015 US

| Orienteles/Pas            | Porto Ricans              | Cubans                    | Dominicans                | Central Americans         |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| 100 Students              | 100 Students              | 100 Students              | 100 Students              | 100 Students              |
| 60/57 High School Diploma | 78/76 High School Diploma | 79/78 High School Diploma | 66/67 High School Diploma | 58/53 High School Diploma |
| 11/9 Bachelor's Degree    | 19/15 Bachelor's Degree   | 25/21 Bachelor's Degree   | 17/16 Bachelor's Degree   | 11/11 Bachelor's Degree   |
| 3/3 Graduate Degree       | 7/3 Graduate Degree       | 3/3 Graduate Degree       | 4/3 Graduate Degree       | 3/3 Graduate Degree       |
| 0.3/0.2 Doctorate         | 0.5/0.5 Doctorate         | 1/0.8 Doctorate           | 0.3/0.7 Doctorate         | 0.3/0.3 Doctorate         |

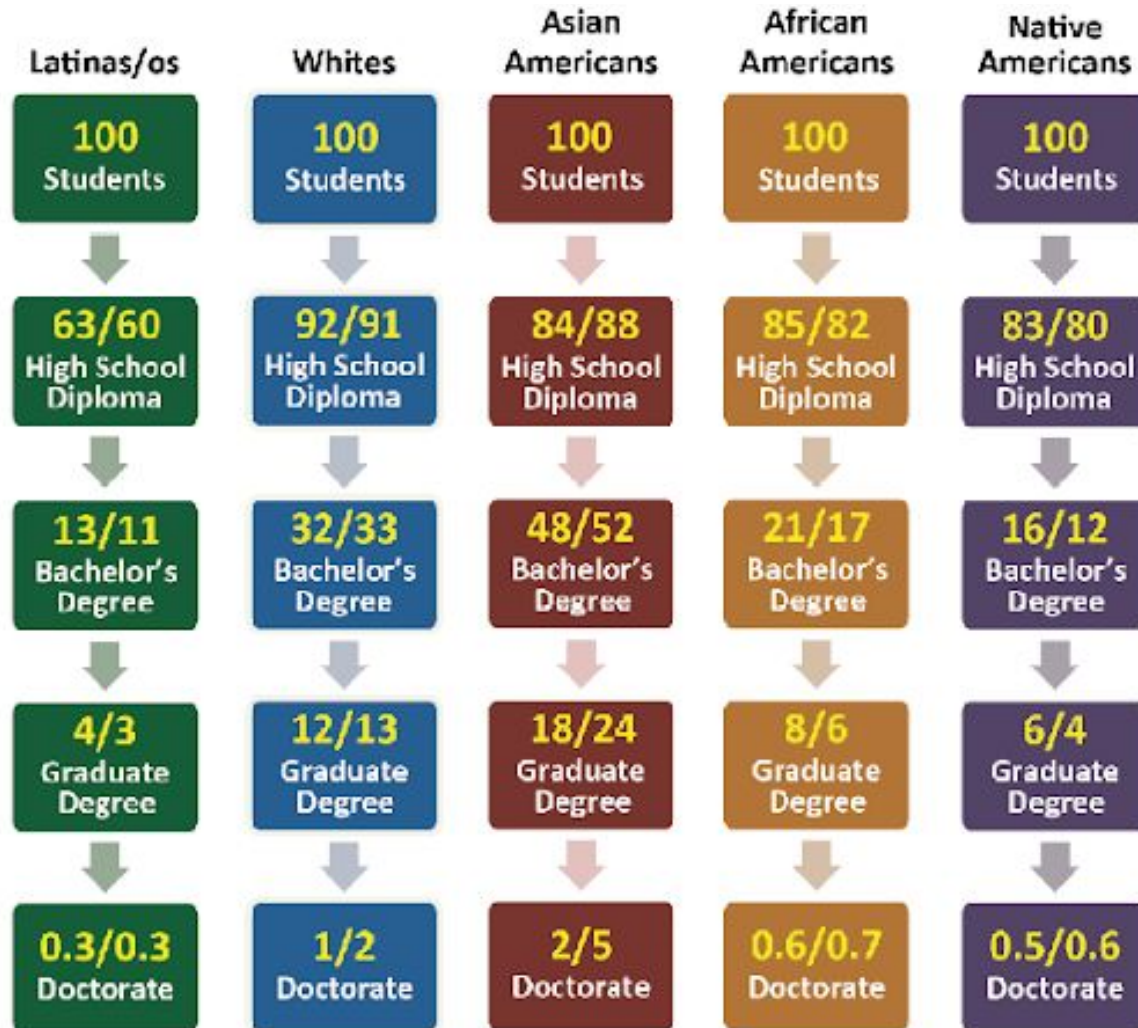
Source: American Community Survey (ACS) for 2005, updated by author from the data.

## 2015 AZ

Arizona Latinx Educational Pathway (AMEPAC, 2015)



# Compared to Counterparts US Data





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# The San Luis Scholars

*Research question: What types of college academic and contributory preparation were substantial in ensuring college graduation attainment?*



Daniela, Pre-Med student at ASU expressing the importance of exposure to science in junior high, removing math as a barrier to STEM



# SAN LUIS BORDER SCHOLARS



Filiberto, Biomedical Engineer Student at UArizona found his field of study during reflecting on CTY Summer Experiences. He received his Associate of Science degree before HS Diploma Center for Talented Youth (CTY) Summer Program

|                     |                         |              |                           |
|---------------------|-------------------------|--------------|---------------------------|
| CTY Summer - Year 1 | John Hopkins University | Rhode Island | Principals of Engineering |
| CTY Summer - Year 2 | Seattle University      | Washington   | Philosophy                |
| CTY Summer – Year 3 | John Hopkins University | Rhode Island | Zoology                   |
| CTY Summer – Year 4 | Lafayette College       | Pennsylvania | Mathematical Modeling     |

*Early College Experiences in Junior High –CTY Summer Experience*

# Testimonios about Professional Activism

## Education

### Currently

- Austria in the health profession
- Karen TO pursuing her Master's degree in Spanish seeking a PhD

## Law

- Karen L – helps victims of sex crimes

## Engineering

- Omar - Industrial
- Jesus – Civil Engineering
- Filiberto – Biomedical Engineering

## Health Fields

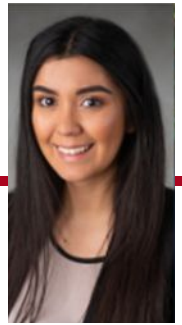
### Currently

- Yamayra: Behavioral Health – Bilingual Therapy / Counseling
- Daniel: Nursing
- Daniela: Certified Nurse Assistant/ Medical Scribe
- Filiberto: Medical Scribe

### Ultimate Goals

- Austria: Speech Therapy
- Camilo: Psychiatry
- Daniela: Pediatrician
- Filiberto: Space Doctor
- Daniel: Nurse Practitioner 10/21

# Family Restorative Justice



*“I do have thoughts and memories of my parents returning from the fields really exhausted, completely beat down. I wondered why is this the case...and kind of feeling impotent that I couldn’t do anything about it. Of course, I was a kid. But yeah, my mom always reminded me of how that was their job, and I shouldn’t worry about their job. They were fine. My job was to study and do good in school. I felt impotent in one aspect, I wanted to help my parents, but then my outlet for it was school because basically, that’s all I could do.”*

Karen L. graduated with a Juris Doctor, Magna Cum Laude with honors, and was hired for a clerkship with the Arizona Court of Appeals. This accomplishment demonstrates her end of the informal agreement she had with her parents.

# Family Restorative Justice

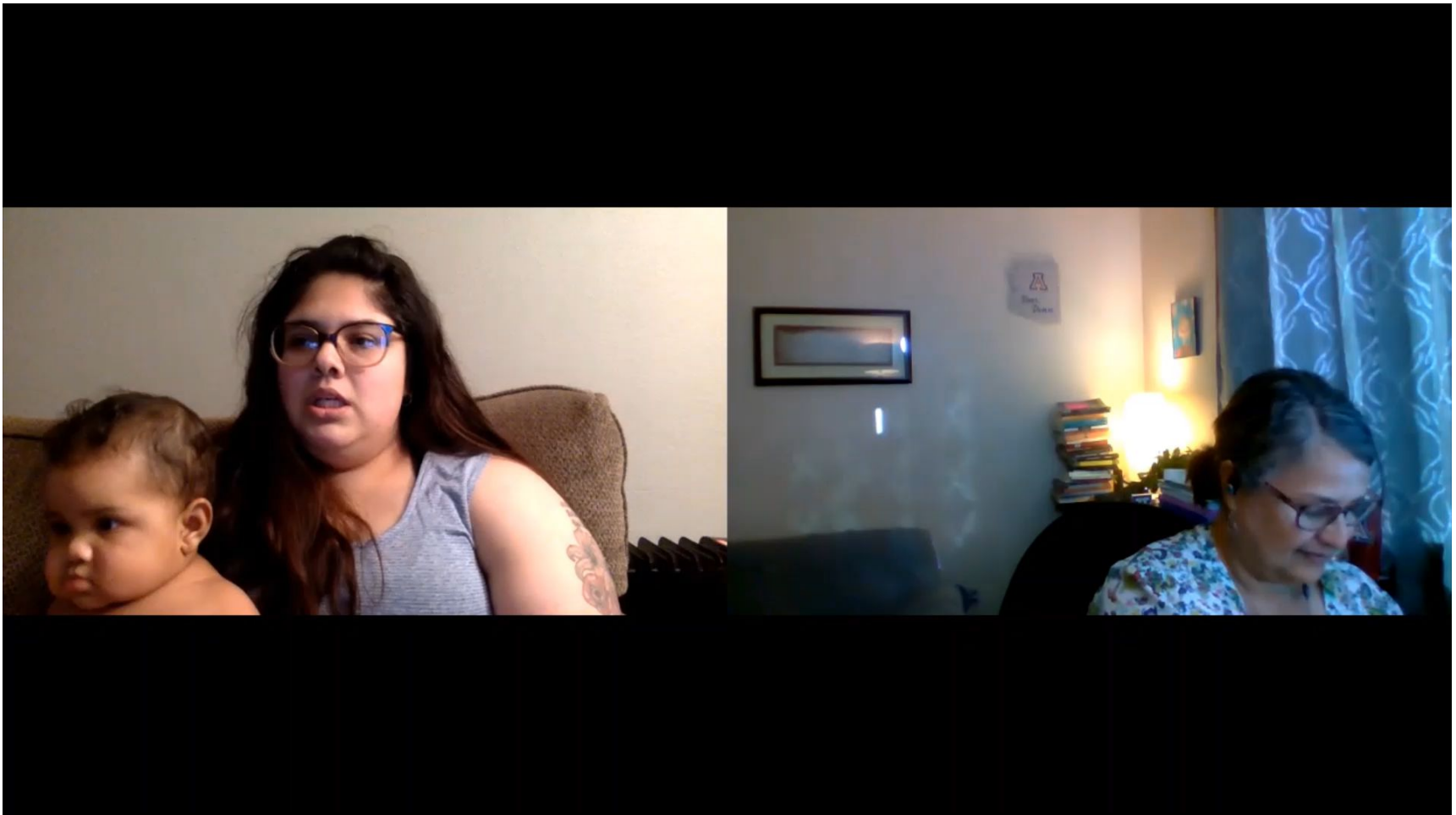
▶▶▶ Omar, graduated from ASU in Industrial Engineering. Reflecting on working in the fields.





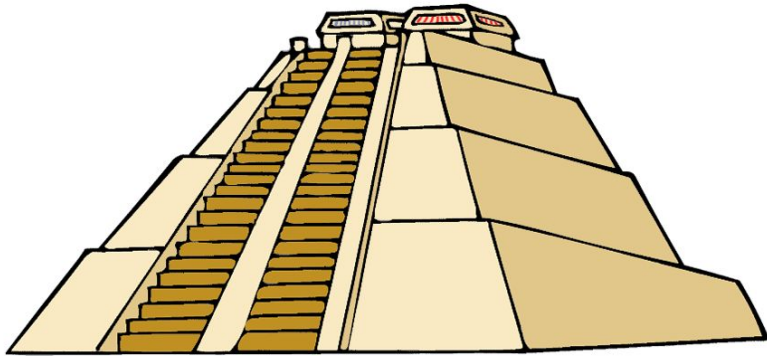
# Family Restorative Justice

▶▶▶ Karen T O, Ultimately seeking a PhD in border studies. She is currently in graduate school with her mother who are seeking a Master of Spanish Degree



# Research Question for Title V Work:

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*How could the first two studies inform a holistic and culturally responsive college going framework for Latinx youth?*

# Why I choose a Meso-American Pyramid



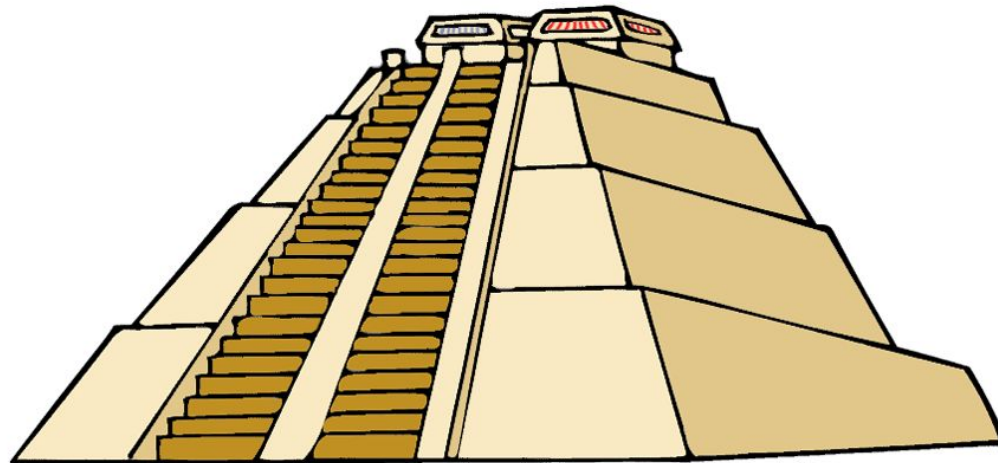
The Meso-American pyramid was strategically chosen as a symbol tied to our ancestors. The steps led closer to the cosmos and gods and were only accessible to the elite and spiritual leaders. In my framework, the steps lead to higher education and are accessible to all.

# Three Manuscript Dissertation Research

Autoethnography Testimonio:

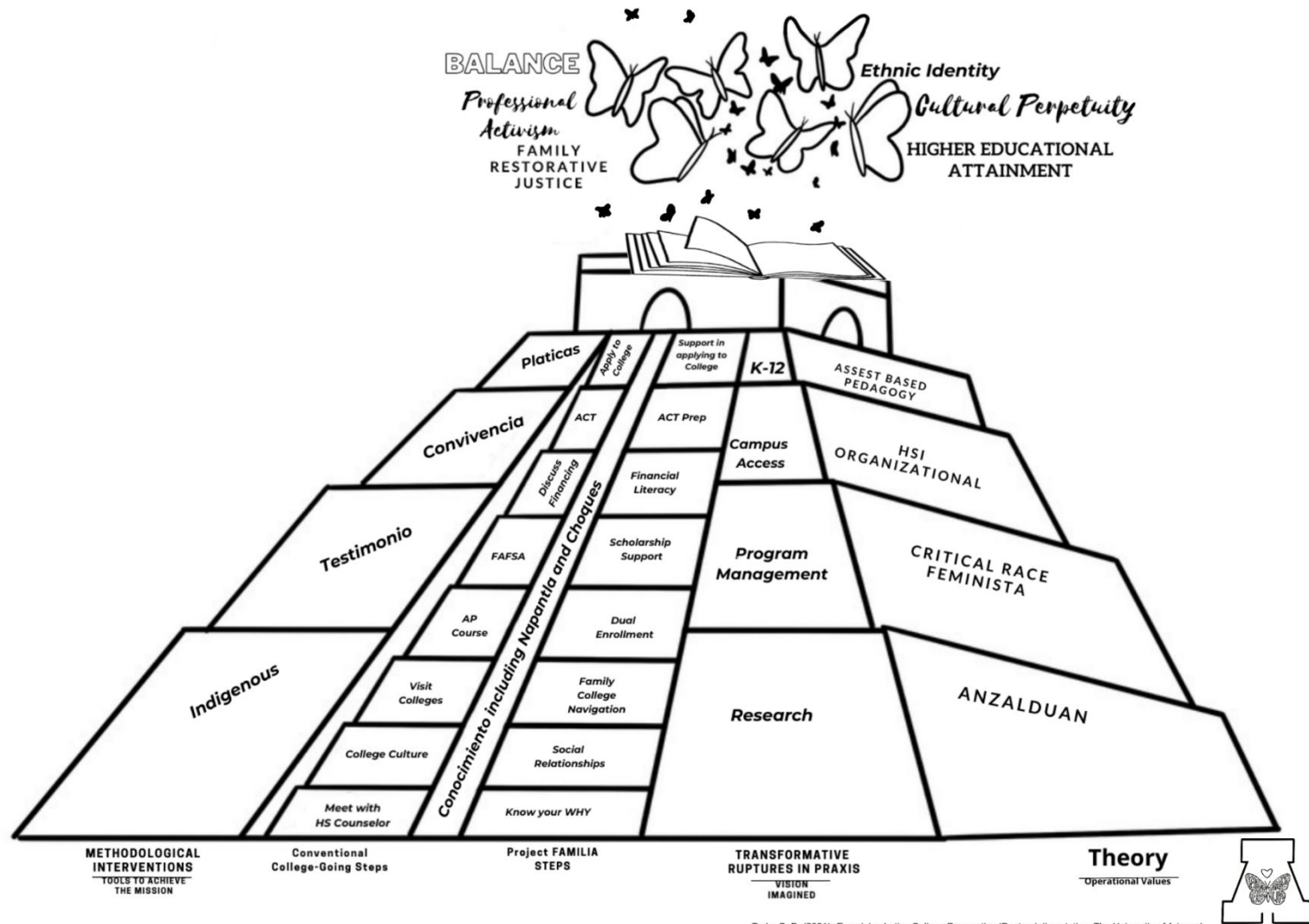
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SAN LUIS BORDER SCHOLARS



# Framework

Trejo, C. D. (2021). Examining Latinx College Preparation (Doctoral dissertation, The University of Arizona).



# Scholarly work reflected in the framework

| 1980   | 1990   | 2000  | 2010   | 2015  | 2015   |
|--|--|---|--|---|--|
| <b>Anzaldúa, G. (1987). <i>Borderlands, la frontera: The new mestiza</i>.</b>                  | Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research.  | Telling to Live: Testimonios. Latina Feminist Group (2001)  | Yosso, T. J. (2013). Critical race counterstories along the Chicana/Chicano educational pipeline.  | García, G. A. (2015). Using organizational theory to study Hispanic-serving institutions. Hispanic-serving institutions                   | Acevedo-Gil, N. (2017). College-conocimiento: toward an interdisciplinary college choice framework for Latinx students   |
| <b>Moraga, C. (1984) <i>This Bridge Called My Back: Writings by Radical Women of Color</i></b> | Delgado Bernal, D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. | Solórzano, D. G., & Yosso, T. J. (2002). Critical Race methodology: Counter-storytelling as an analytical framework for education research                            | Calderón, D., Delgado Bernal, D., Pérez Huber, L., Malagón, M., & Vélez, V. N. (2012). A Chicana feminist epistemology revisited cultivating ideas a generation later. | García, G. A. (2018). Decolonizing Hispanic-Serving Institutions: A Framework for Organizing. <i>Journal of Hispanic Higher Education</i> | Chang, A., & SpringerLink. (2018). <i>The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students The Burden of Hyperdocumentation.</i> |
|  | Ladson-Billings, G. (1995). <i>Toward a Theory of Culturally Relevant Pedagogy</i>   | Yosso, T. J., Smith, W. A., Ceja, M., & Solórzano, D. G. (2009). Critical race theory, racial microaggressions, and campus racial climate for Latina/o undergraduates | Espino, M. M., Vega, I. I., Rendon, L. I., Ranero, J. J., & Muniz, M. M. (2012). The process of reflexión in bridging Testimonios across lived experience.             | Fierros, C. O., & Delgado Bernal, D. (2016). <i>Vamos a plática: The contours of plática as Chicana/Latina feminist methodology</i>       | Delgado Bernal, D. (2020) <i>Disrupting Epistemological Boundaries, Reflections on Feminista Methodological and Pedagogical Interventions</i>                      |
|  | Solórzano, D., & Villalpando, O. (1998) <i>Critical race theory, marginality, and the experience of minority students</i>  | Téllez, M. (2005). <i>Doing research at the borderlands: Notes from a Chicana feminist ethnographer</i>   | Téllez, M. (2013). <i>Lectures, evaluations, and diapers: Navigating the terrains of Chicana single motherhood in the academy</i>                                      | Delgado Bernal, D. (2016). <i>Cultural intuition: Then, now, and into the future.</i>   | López, F. A. (2017). <i>Asset pedagogies in Latino youth identity and achievement: Nurturing confianza</i>   |
|  | Valenzuela, A. (1999). <i>Subtractive schooling</i>  | Cruz, C. (2006). <i>Toward an epistemology of a brown body.</i>   | Facio, E., & Lara, I. (2014). <i>Fleshing the Spirit.</i>  | Trinidad Galván, R. (2015). <i>Pedagogical Spaces of Convivencia and Healing</i>  | López, F. (2016). <i>Culturally responsive pedagogies in Arizona and Latino students' achievement.</i>   |

## Framework Terms Defined

Trejo, C. D. (2021). Examining Latinx College Preparation (Doctoral dissertation, The University of Arizona).

▶▶▶ **Testimonio** (Delgado Bernal, Burciaga, Carmona, 2012) in education is Theory in the Flesh (Moraga, 2002) which disrupts conventional academic ideals of who might be considered a producer of knowledge. Testimonio is research method, methodology, product, and pedagogy.

**Conocimiento** (Anzaldúa, 2002) is a “nonbinary and transformative mode of thinking” (Tirres, 2018, p. 51) which aligns spirituality with political activism as a means to praxis (Tirres, 2018). In other words, the staff must be critically aware of the history and challenges that Latinx students and students from low resource communities have faced in academia.

**Nepantla**, is a Nahuatl word meaning “in-between space” (Keating, 2006, p. 8). The in-between space refers to the discomfort that Anzaldúa (1987, Keating 2009) says leads us to find creative new approaches conducive to social change (Anzaldúa, 2002, Keating, 2009). This acknowledges the college campus as a historically dominantly White space (Garcia, 2021) and the push and pull of navigating how ones culture can fits into that space.

**Convivencia** acknowledges the “mutual humanity” between researcher and research participant (Trinidad Galvan, 2015). The social relationship among all involved in Project Outreach FAMILIA is focused on building trust in the co-creation of knowledge through student activities, project management, research, campus access, and K12 partnerships.

**Choque** is a cultural collision (Rendon, Nora, and Kanagala, 2015) experienced by Latinx students on college campuses (Flores and Garcia, 2009, Rendon, Amaury Nora, and Kanagala, 2014, Yosso et al. 2009).

Holistic Guiding Values of the importance of higher education

**College Preparation**— allows for early academic college-bound identity, capacity for college, for me knowing I would continue college even when pausing to have children, and never identifying as a ‘drop out,’

**Social Support** that values Ethnic Identity – supportive teachers, family, social groups

**Elder Epistemology** – oral history, family stories, included life lessons and values

**Historical Tenacity** – the counter to historical trauma, knowing the strength passed through generations of overcoming hardship

**Family Restorative Justice** – educational as survival, providing assets to the family when the situation is unjust or challenged

**Balance** – in lieu of typical American Dream

**Cultural Perpetuity** – teaching math giving back, bigger than lifetime – represent progress in the pipeline, , pay it forward

**Professional Activism** - Civic minded career /degree choice includes aspect of— doing work that leverages opportunities granted to self



# Praxis of Care among practitioners of HSI and equity work



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## Framework

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The *FAMILIA* framework calls for direct and consistent contact with students, families, and communities via culturally appropriate modalities. These include *testimonio*, *convivencia*, *platicas*, and *conocimiento*. These approaches build trust and are culturally responsive to the Latinx community. Because the diverse staff implements research methodological interventions through the activities, students are exposed to research tools designed by scholars of color with the intent for them to be used by people of color and those dedicated to the theoretical principles (Delgado Bernal, 2019).

# Holistic Project Management :

## Productivity within a Praxis of Care

### Praxis of Care with Staff



# Holistic Project Management : Productivity within a Praxis of Care

## Praxis of Care with community



# Thoughts?

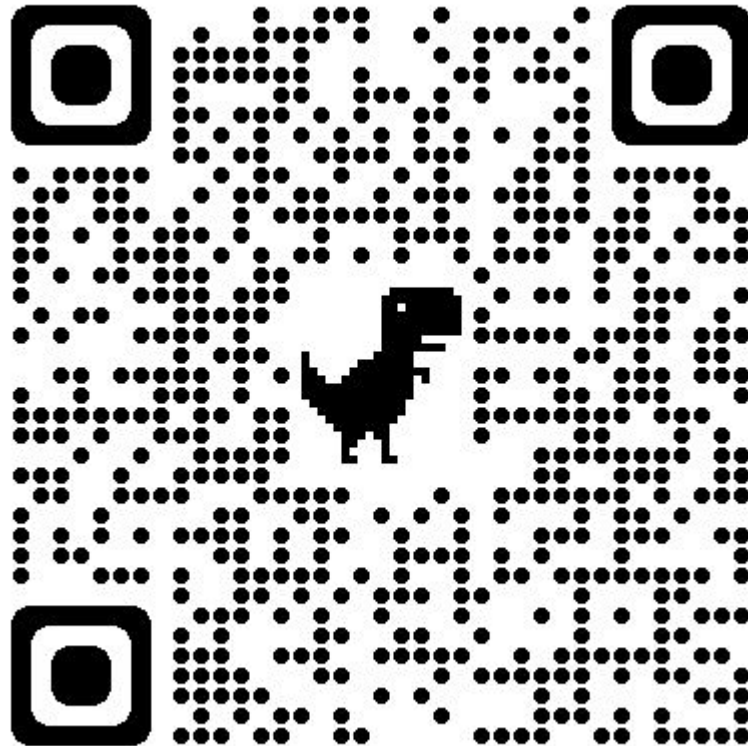
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- ✓ Does anything need clarifying?
- ✓ Are there emotional responses to anything?
- ✓ How do you summarize the approach?
- ✓ What does this mean for your project?



THANK  
YOU

# Materials



# Concluding thoughts