

Bilingual First-Generation College Students Leverage Resources to Identify & Pursue Goals

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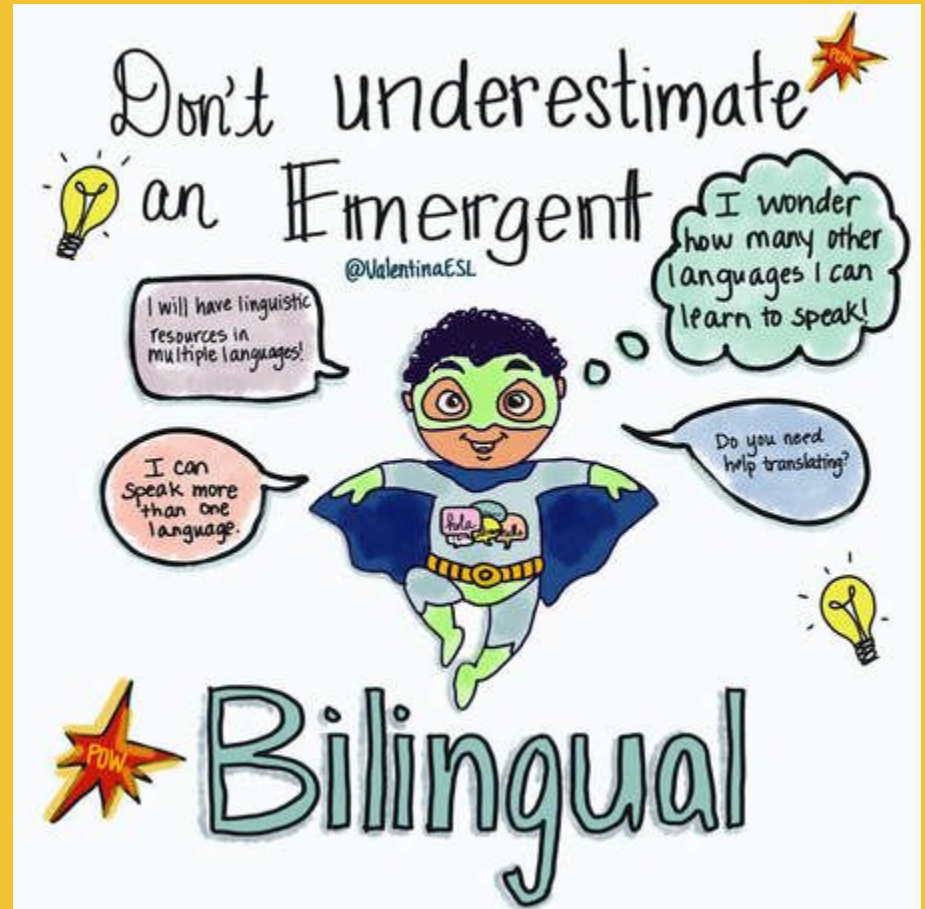
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Purpose

Although research tends to focus on barriers bilingual, first-generation college students face, our session will emphasize how they **“mobilize the resources that they possess in negotiating their success to get to and complete college”** (Varghese & Fuentes, 2020, p. 2).

Some Definitions

1. Emergent Bilingual
2. English Learner
3. ESL program
4. Bilingual program

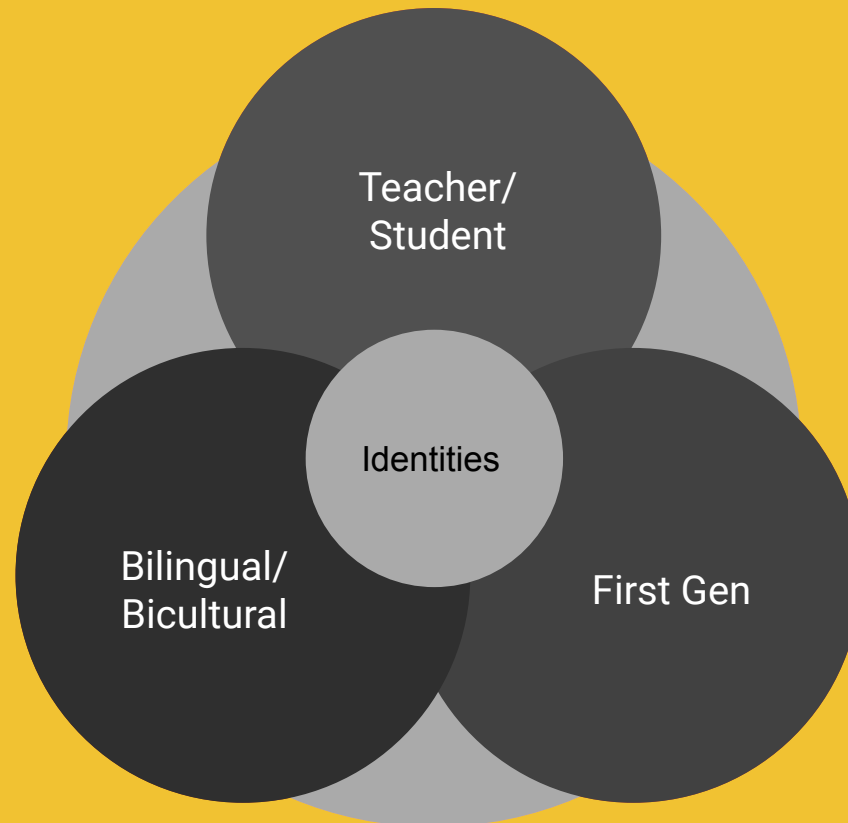


Our Framing

Leveraging Cultural & Linguistic Resources

“Bilingual individuals considering teaching may be especially fit to teach bilingual students, due to *language development experiences, having navigated the terrain of language diversity, and having experienced being bilingual in the sociopolitical context of U.S. schools and society*” (Athanasas, Banes, & Wong, 2015, p. 67).

Intersectional Identities



Presentation Structure: Learning from Personal Narratives



Biographies: Arelis & Sandra



- Born in Trenton, NJ
- Parents are from Dominican Republic and Guatemala
- Lived in an urban area
- In bilingual classes from K-4
- Currently teaching Kindergarten in Camden



- Born in Colombia, came to the U.S. at 4 years old
- Moved around every year from K-6 grades
- Received ESL support
- Currently teaching in Camden-Bilingual 1st grade

Identity

How do you relate to being first-gen over time, Bilingual over time, and educators/teachers over time?



Schooling Experiences

Were there any experiences from elementary or middle school (K-8) that shaped you as a first-gen, bilingual education majors?

What was your transition like from high school into college?

- How did you access college?
- What surprised you?



Becoming a teacher

What lead you to --

- Become a teacher?
- Pursue the ESL & BE endorsement?
- Teach in Camden (an urban area) -
- How has this shaped your work with students?



Rowan Experiences

What was it like being a first-gen, bilingual education major at Rowan?

- Were there any places (or people) where you found support or resources?
- Were there any places where you found challenges?
- In retrospect, how could K-12 and higher ed faculty & staff have better supported you as first-generation bilingual students?



Systemic Changes

What changes in **policies** or other **systemic factors** should we consider to better support bilingual, first gen students at Rowan and beyond?



QUESTIONS