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Breanna Villarreal

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Immigrant Parents and Academic Success: Generational Status and Race on Academic Achievement

Breanna Villarreal

As the United States continues to get more diverse, the percentage of American students who are children or grandchildren of immigrants has increased. A survey was used to discover how the immigrant academic advantage affects both Black and non-Black Latino students in New York State. Second- and third-generation students between the ages of 14 and 18 completed a survey that assessed feelings of cultural identity, perceived and real academic success, and academic motivations. The results confirmed the widely accepted second-generation advantage but found that Latino students may not be at an academic disadvantage as much of the previous research concluded. Black Latino and non-Black Latino students had no significant academic differences, meaning both groups were equally benefited by the academic advantage. This research can lead to new conversations regarding Black Latino students and their academic attitudes, however, as there was a significant correlation between race and academic confidence.

Keywords: Children of immigrants, academic advantage, Black Latino

Introduction

The United States continues to become a more diverse country, with over 44.9 million immigrants in the U.S. as of 2019 (“Immigrants”, 2021). This increasing immigrant population has led to a growing percentage of adolescents who are children or grandchildren of immigrants. For the purposes of this research, these adolescents will all be referred to as children of immigrant parents (CIPs). Most previous research agrees that CIPs have an advantage academically over their peers with native-born parents. This study attempted to better understand how the academic advantage affects underrepresented communities, specifically Latino students of various racial and ethnic backgrounds. To this end, a survey was conducted using categorical demographic questions as well as

a series of Likert scale agreement questions and the results were analyzed through the statistical analysis program JASP.

Review of Literature

CIPs have distinctly different cultural traditions and family structures that affect how they learn and succeed academically. This has led many researchers to study the academic effects of having immigrant parents on American adolescents. Many have concluded that overall, CIPs are at an advantage academically and are more likely to succeed than their non-immigrant-related counterparts. Some have hypothesized that generational, ethnic, and racial differences can affect this advantage differently, and found

that certain groups have a greater advantage. No study, however, has combined the factors of generation, ethnicity, and race while focusing on Latinos of different backgrounds. This study will research how Latinos also identifying as Black Latino, African American, Afro-Latino, or Black, are affected academically by their CIP status as opposed to non-Black Latinos. All participants who identify as Black Latino, African American, Afro-Latino, or Black will be referred to as Black Latinos in this study.

Body of Knowledge

Immigrant Advantage

In a study published by the American Educational Research Association, psychologists and psychiatrists Duong et al. (2016) found that the immigrant advantage that had been hypothesized and researched in previous studies does exist, but that it is stronger among some subgroups. They found that first- and second-generation students have a greater advantage over third- and later-generation students and agreed with Qian et al. that the advantage was highest among Asian immigrants (Duong et al., 2016; Qian et al., 2018). Others agree that second-generation students have an advantage over other CIPs (Fuligni, 1997; Keller & Tillman, 2008; Mwangi et al., 2017; Thomas, 2009). A 2008 study built on the idea that CIPs have an advantage over students with native-born parents and found that immigrant parents tend to have higher expectations of their children in terms of success and higher education compared to native born parents, which leads to greater success for their children (Keller & Tillman, 2008). This study also agreed that second-generation students have a greater advantage over third- or later-generations, due to second-generation students being both strongly connected to their culture through their parents and connected to American culture and language because of their own native-born status (Keller & Tillman, 2008). Raleigh and Kao (2010) also found that immigrant minority parents often have “higher likelihoods of forming and maintaining college aspirations for their children compared to native born parents” (p. 17). Mwangi et al. (2017) and Fuligni (1997) agree that parental influence and placement of importance on education

is a strong academic motivator for CIPs and contributes to their advantage over non-CIPs. While Fuligni (1997) found that parental influence was much more important than socioeconomic status, Kim, Mok, and Seidel (2020) found that parental influence had little effect on academic achievement and socioeconomic status was a much more important factor. According to Duong (2016), Harris (2008), Ibarra (2004), and Rong (1992), the observed immigrant advantage is greater in Asian students than Latino students. Similarly, Duong, et al. (2016) found that Black students have an advantage over Latino students, and Ibarra (2004) found that white students have a greater advantage over Latino students as well. Harris, Jamison, and Trujillo (2008) found that socioeconomic status was a reason for this disadvantage, while Ibarra (2004) cited family structure as a cause. A 2006 study found that Latino students are at a disadvantage academically compared with other CIPs and need more academic support to succeed (Alfaro, et al., 2006). These students are more likely to live in impoverished areas than their white counterparts and are the most likely of all demographic groups to drop out of high school (Alfaro et al., 2006). This makes it much more difficult for Latino students to thrive academically. The different structure of the typical Latino family can leave students at a disadvantage and in need of more support from teachers and others in the classroom or academic sphere (Alfaro et al., 2006). Though these students can, and often do, still benefit from the immigrant academic advantage, they require more support to do so due to the obstacles they face in and outside the classroom. Urda and Munoz agree that there is some immigrant advantage, but believe it has a smaller effect than previous research has stated; however, they adhere to the theory also discussed by Keller and Tillman claiming that there is a strong correlation between academic motivation and cultural identity (Keller & Tillman, 2008; Urda & Munoz, 2012).

Black Latino Disadvantage

Within the group of Latino CIPs, there are subsets of different racial and ethnic backgrounds. Black Latinos, specifically, are overlooked in research and often grouped with non-Black Latinos or not studied at all. As noted in a 2020 study from Harvard University, the U.S. Census, and most, if not all, research including

Latino subjects take a “pan-ethnic’ view of the Latino community”, meaning that Latinos with different backgrounds and experiences are studied as one homogenous group (Godoy Peñas, 2020, p. 4). Most researchers on the subject believe that acknowledging Black Latinos as both Black and Latino, instead of overlooking one part of their identity, is most beneficial. Nolasco agrees with Burgos and Rivera that failure to recognize the intersection of Black and Latino identities makes it harder for Black Latinos to have positive cultural identities and contributes to many of the hardships they face, like colorism and racism, inside and outside the Latino community (Burgos & Rivera, 2009; Nolasco, 2020). Garcia-Louis and Nolasco agree that Black Latinos face unique hardships because they are discriminated against in both their own communities and other spaces (Garcia-Louis, 2018; Nolasco 2020).

Call to Research

Though there is a considerable amount of research on the topic of the immigrant academic advantage, there are many different variables affecting it that require further investigation. Previous studies have considered generational status, cultural identity, and racial and ethnic background, but most have focused on one, not the combined effect of these different factors. Some have concluded that generation is the most important factor and second-generation students have an advantage over all others. Others found that a student’s cultural identity and connection to their background is most important to increasing their advantage or that their racial or ethnic background most influenced their academic success. Most researchers agree that Black and Asian students have a greater advantage than Latino students, but no study has considered how Black Latino students are affected by the immigrant advantage. Black Latinos face many hardships, which presumably puts them at a disadvantage, but, according to previous studies, their Black identity could give them an advantage. This uncertainty caused by a gap in knowledge in the field leads to the focus of this research, which will attempt to determine how being a CIP affects academic success and motivations for Black Latino students versus non-Black Latino students. I hypothesize that because Black Latinos

are more often perceived as Black, their academic advantage will most closely resemble that of non-Latino Black students, giving them an advantage over non-Black Latinos.

Method Alignment

To gather data for my research, I chose to survey Latino students between the ages of 14 and 18. Creating a new survey rather than using a pre-existing one allowed me to collect more specific data and tailor the questions to address each of the variables. In a similar study of university students who were CIPs, a survey was used to connect cultural identity to academic identity and motivation (Urdan & Munoz, 2012). Fuligni and Alfaro also used surveys to collect similar data among CIPs enrolled in high school and found more clear and reliable results than researchers using other methods with similar variables (Alfaro et al., 2006; Fuligni, 1997). My survey first asked participants their age, to make sure they were in the targeted age range of 14-18. Other studies in the same field focused on either a range of younger middle and high school students, from sixth to tenth grade (Alfaro et al., 2006; Fuligni, 1997) or university students from 18-25 (Mwangi et al., 2017; Urdan & Munoz, 2012). My research created a middle range that has not been studied extensively and is beneficial because many students in this age range are becoming more serious about academics and possibly applying to college soon, so they are the best to study on academic motivation and success. I then asked if the participant identified as Hispanic or Latino in order to again make sure they were part of the target demographic of my research. Next, my survey asked participants whether they, their parents, or their grandparents are immigrants and from what country in order to categorize participants by generational status and ethnic background. Participants could indicate if one parent/grandparent or two parents/grandparents are immigrants and if one of the options for two immigrant relatives was chosen, they were able to input two or more countries. Many Black Latinos are from mixed backgrounds which contributes to their lack of representation in research because they are often forced into one category, splitting their identity into either Latino or Black, not both. Then, my survey asked students to

choose a range that their GPA fits in and evaluate their feelings on a series of statements about their academic success and academic motivations using a 4-point Likert scale with anchors at Strongly Disagree and Strongly Agree. The Likert scale has been used in data collection for similar studies and allowed responses to be categorized more easily because there was no ambiguity. I used a 4-point scale without a neutral option because selection of the neutral option would not add any data and could hinder my data collection. Participants were then asked if they identify as Black/African American/Afro-Latino so I was able to separate results of Black Latinos and non-Black Latinos and compare them. All studies that considered race or ethnicity as a factor asked questions regarding broad racial or ethnic identification as well as country of origin, to get the most accurate data on how these factors affect academic success and motivation (Fuligni, 1997; Harris et al., 2008; Rong & Grant, 1992; Urdan & Munoz, 2012). Finally, participants were asked to evaluate their feelings on cultural identity and belonging using the same Likert scale. Participants could be asked one to two additional questions based on how many countries they input in the question inquiring about their cultural background and whether or not they identify as Black. These questions were used to assess participants' cultural identity and connection to their ethnic background. Some studies in the field have shown a correlation between cultural identity and academic success and other studies have hypothesized that Black Latinos may have a weaker cultural identity and sense of belonging due to their racial and ethnic identities often being separated and feelings of exclusion from both communities (Keller & Tillman, 2008; Nolasco, 2020; Urdan & Munoz, 2012). Asking participants questions on this can compare the cultural identities of non-Black Latinos with those of Black Latinos as well as see how that affects academic motivation and success. These questions were asked last so that participants' answers and thoughts that arise from this topic do not affect their answers on academic motivation or success.

Methods

To conduct my research, I first created a survey through Microsoft Forms. My research tested new variables that had not been studied before, so I created my own questions. Some questions, however, were inspired by previous studies that dealt with similar research questions and demographics. I distributed the survey online in an attempt to gather the greatest number of participants possible while also adhering to all COVID-19 safety guidelines as well as through people I was familiar with so that I could make sure the data I gathered was as reliable as possible. I collected responses from students ages 14 to 18 who self-identified as Hispanic or Latino and left the survey open to responses for three weeks so I could gather as much data as possible in the time I had available. Before beginning the survey, participants were assured that their anonymity and privacy would be protected, as I did not collect names and results were stored on a password-protected computer. After reading a short consent form and confirming their willingness to participate in the study, participants were asked questions that allowed me to categorize them as well as confirm that they were within the target demographic. Those initial questions split participants into the first two categories: second- or third-generation students. Participants were then categorized again based on whether they had one immigrant direct relative or two or more immigrant direct relatives. Participants with one relative were asked the country of origin for that immigrant, while participants with more than one relative were asked to input all the countries of origin for each immigrant relative. Next, both groups were asked a series of questions about their academic success and motivations, including their GPA and college aspirations. To further categorize my participants based on the variables my research considered, the next question asked participants if they identified as Black, African American, Afro-Latino, any combination of those identities, or none of the identities. Participants who indicated only one immigrant parent or grandparent and did not identify as Black, African American, or Afro-Latino were asked to rate their level of agreement with three statements regarding their cultural background. Participants who indicated one immigrant parent or grandparent and did identify as Black, African American, or Afro-Latino

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were asked to rate their level of agreement with four statements regarding their cultural background, the same three statements as the previous group along with an additional statement concerning their feelings of belonging in Black spaces or among Black people. The second broad group of participants, those who had two or more immigrant parents or grandparents, were also split between those who identified as Black, African American, or Afro-Latino and those who did not. Participants who did not connect with one of these identities were presented with four statements, the same base three as the two previous groups, along with an additional statement about their feeling of connection to each part of their cultural identity. The participants in this second group who did identify as Black, African American, or Afro-Latino were presented with five statements, the same four as the previous group and the additional statement concerning their feelings of belonging in Black spaces and among other Black people. I constructed the survey in such a way that questions addressing cultural identity and race were last, so that they would not affect participants' answers to academic evaluation questions or cause them to contemplate their answers too deeply to the basic academic questions and skew or corrupt the results of my research. After three weeks I closed the survey to responses and analyzed the responses I had collected. I created a spreadsheet with the responses to organize and analyze the information more easily. Any responses that were not complete, like participants who were not Hispanic or Latino, participants outside the 14 to 18 age range, or participants who were not second- or third-generation immigrants, were deleted so that I had a table of organized, usable data. To make my data easier to analyze, I changed all responses to Likert scale questions from the original response scale of strongly disagree to strongly agree to numerical values on a scale of one to four. This made it possible for me to input my collected data into a statistical analysis program known as JASP. I ran ANOVA tests on my data to find significance using questions like "What is your GPA?" or Likert scale agreement to statements like "I do well in school" and "I feel a strong connection to my cultural background" as independent variables to come to conclusions on the relationship between race or generational status and academic success, attitudes, or motivation. After running these statistical analysis tests, I looked

at p-values of the results as well as comparisons of the mean values between groups to determine which results were statistically significant or relevant enough to be included in the discussion of my results. A p-value of 0.05 or less was used as a marker for statistical significance and any tests resulting in p-values less than that were included and discussed. Tests where I expected a marker of significance and one was not present or where I expected a different outcome were also included when the results yielded were surprising or otherwise important or relevant. I also looked at the mean values given for each group and discussed those results, even if they were not shown to be statistically significant, because the substantial difference in answers of different racial groups was important to my research question and still needed to be examined. After selecting which results were significant or worthy of further discussion and analysis, I represented these findings through two-way ANOVA charts and descriptive charts containing the mean values of different independent variables, like GPA or Likert scale agreement, for the different participant categories, second- versus third-generation and Black versus non-Black Latino.

Results, Findings, and Analysis

I collected 64 responses from my survey. Of those responses, four were discarded because they were outside of the target age range, seventeen were discarded because they were not Hispanic or Latino, and two were eliminated because they did not have parents or grandparents who were immigrants. In the end, 41 results were analyzed. A combination of statistical analysis tests using the analysis software JASP and comparisons of the means of different data sets were used to come to conclusions about the correlations between the different variables recorded in my survey.

I first ran an ANOVA test through JASP to see if there was any correlation between the generational status of Latino students and their average GPAs. As seen in Figure 1, there is a correlation between the two factors, with the p-value being 0.048, a marker of statistical significance. Further analysis of the mean values and post-hoc tests showed that second-generation students, on average, had higher GPAs than third-

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ANOVA

ANOVA – What range does your GPA fall in? (Refer to the scale above if you are unsure.)

Cases	Sum of Squares	df	Mean Square	F	p
Are your parent(s) or grandparent(s) immigrants?	2.090	2	1.045	3.281	0.048
Residuals	12.105	38	0.319		

Note. Type III Sum of Squares

Figure 1. ANOVA was used to determine if there was a significant difference in the GPAs of second- and third-generation Latinos. GPA was rounded to the nearest whole number using the 4 point College Board scale. The test indicates that second-generation Latino students are more likely to have a higher GPA than third-generation students.

generation students. Third-generation students had a mean GPA of 3.3 on a 4-point scale, while second-generation students had a mean GPA of 3.613. This conclusion aligns with my hypothesis as well as the conclusions of previous research, while also strengthening the claim against some researchers who say that there is a possible second generation decline in academic success or doubt the second-generation advantage. While the test did show a strong correlation be-

tween generation and GPA, no correlation was found between GPA and the number of immigrant direct relatives one had. Students with only one immigrant parent or grandparent showed no significant or consistent difference in mean GPA from students from the same generation with two immigrant parents or grandparents. There has not been much research on this specific variable, however, and further research with a larger sample size and more in-depth informa-

ANOVA ▼

ANOVA – I want to get into a good college. ▼

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	1.221	1	1.221	4.379	0.043
Residuals	10.876	39	0.279		

Note. Type III Sum of Squares

Descriptives

Descriptives – I want to get into a good college.

Black Latino ?	Mean	SD	N
No	3.679	0.476	28
Yes	3.308	0.630	13

Figure 2. ANOVA was used to determine if there was a significant difference in college aspirations of Black and non-Black Latino students. College aspirations were measured using a 4-point Likert scale ranking agreement to the statement “I want to get into a good college.”. This test indicates that there is a significant correlation between the two factors.

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ANOVA ▼

ANOVA – I get good grades.

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.003	1	0.003	0.009	0.923
Residuals	13.558	39	0.348		

Note. Type III Sum of Squares

Descriptives

Descriptives – I get good grades.

Black Latino ?	Mean	SD	N
No	3.250	0.585	28
Yes	3.231	0.599	13

Figure 3. ANOVA was used to determine whether there was a significant difference in the perceived academic success of Black and non-Black Latino students. The perceived academic success of participants was measured using a 4-point Likert scale ranking agreement to the statement “I get good grades.”

tion may yield different, more statistically significant, results.

An ANOVA test was used again to find the significance of the correlation, if there was any, between college aspirations and the race of Latino students. Based on previous research, I hypothesized that there might be some differences between the academic successes and attitudes of Black and non-Black Latino students. One of the measures of academic attitudes and motivations in my survey was the level of agreement with the statement “I want to get into a good college” ranked on a 4-point Likert scale with anchors at “Strongly Disagree” (1) and “Strongly Agree” (4). The ANOVA test showed a correlation between the two factors, with a p-value of 0.043, which is less than 0.05, showing statistical significance. Further analysis of the mean values and post-hoc comparisons showed that Black Latino students were less likely to aspire to go to what they perceived as a good college than non-Black Latino students. This result did not align with the findings of previous studies, as Black students were seen to be affected by the immigrant academic advantage to a greater extent and therefore should have been equally as likely, if not more, to aspire to attend a “good college” as their non-Black Latino

counterparts. This also does not directly align with the other results of my survey, including the lack of correlation between GPA and race among my participants.

An ANOVA test was run using the independent variable of race, Black versus non-Black, and the dependent variable of perceived academic success measured here using a 4-point Likert scale which ranked participants’ level of agreement to the statement “I get good grades.” Other Likert scale statements measured levels of perceived academic success, including “I do well in school” and yielded similar results when analyzed in JASP. The test found that there was no correlation between the two factors, with the p-value of 0.923 indicating statistical insignificance. This result, while showing no correlation between the variables of my research, is still important because it adds to the body of knowledge on Latino students and the immigrant advantage. According to these findings, Black Latino students do not seem to be at an academic disadvantage, as some researchers hypothesized, and have no significant difference in academic success as measured by how good they think their grades are. This result could also be interpreted as opposing previous conclusions and may prompt further research. As referenced in the review of literature, most researchers in

ANOVA ▼

ANOVA - What range does your GPA fall in? (Refer to the scale above if you are unsure.)

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.440	1	0.440	1.246	0.271
Residuals	13.755	39	0.353		

Note. Type III Sum of Squares

Figure 4. An ANOVA test was conducted to find if there was a significant difference in the GPA's of Black Latino students and non-Black Latino students. GPA was measured using the College Board 4-point scale and was rounded to the nearest whole number.

the field have come to the consensus that Latino students benefit the least from the immigrant academic advantage and may be at a disadvantage from other immigrant racial groups, including Black immigrants. The mean values of my data show that non-Black Latino students and Black Latino students do not differ significantly in their perceived academic success, and tend to have values close to four, the highest level of agreement allowed to the statement. This finding could show that Latinos are not at as much of a disadvantage as previously thought. This hypothesis could be better corroborated with further analysis of multiple racial and ethnic immigrant groups.

Another measure of academic success was GPA. I ran an ANOVA test using the variables of GPA and race of participants to find if there was any significant difference in the GPAs of Black and non-Black students and to see if the variables were significantly correlated in any way. The test resulted in similar findings as the previous measure of academic success; however, where Figure 3 measured perceived success, the data in Figure 4 was thought to be more reliable since it was a standardized measure of academic success. The results were still self-reported however, so even though GPA is a more standardized measure of success, it cannot be considered significantly more reliable data than the previous test. All answers did seem reasonable and aligned with the participants' other answers to questions in the survey, so they were generally considered truthful and reliable results. While this test gave a lower p-value than the test in Figure 3, the p-value of 0.271 showed statistical insignificance. This result means that there is no significant difference between the GPAs of Black and non-Black Latino students, and again discredits the claim that

Black Latino students are at a disadvantage academically. This analysis, along with the previous test, shows that Black and Latino students perform very similarly academically. Though this cannot prove an immigrant academic advantage, because there are no results from a non-immigrant control, it does corroborate previous findings seeing as both groups have relatively high GPAs, which is indicative of an academic advantage among immigrants.

The results of my research seem to conflict, in that both groups are equally as likely to do well in school and have a high GPA, but Black Latinos are less likely to have high college aspirations. There was no significant difference in the academic success of these two groups, but there may be a difference in the attitudes surrounding academia. Though there was no statistically significant correlation between feelings of connection to cultural background and race (Figure 5), the difference in measured success and aspirations of Black Latino students could be tied to feelings of inadequacy or discomfort in their identity, which have been discussed and hypothesized in previous research. In addition, though the p-value in Figure 5 was above the threshold for statistical significance, this could have been influenced by the small sample size. The mean values of the Likert scale scores for this category for Black and non-Black participants differed by more than 0.3, a greater difference than most other categories in which differences were deemed insignificant. On average, Black Latinos felt less connected to their cultural background, which is consistent with conclusions made within the body of knowledge of research on this subject, which claimed that many Black Latinos may feel less connected to their cultural background because of the monolithic view of Latinos

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ANOVA

ANOVA – I feel a strong connection to my cultural background.

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.949	1	0.949	1.669	0.204
Residuals	22.173	39	0.569		

Note. Type III Sum of Squares

Descriptives

Descriptives – I feel a strong connection to my cultural background.

Black Latino ?	Mean	SD	N
No	3.250	0.752	28
Yes	2.923	0.760	13

Figure 5. An ANOVA test was used to find if there was a significant difference between feelings of connection to one’s cultural background, which was measured on a 4-point Likert scale, and the race of Latino students.

and because many Black Latinos come from multicultural or multiethnic backgrounds. These results could prompt further research seeking to answer this specific question and provide clearer data and answers.

From my analysis, Black and non-Black Latino students have no significant academic differences in motivations or success, disproving my initial hypothesis. This can further inform the parents and teachers of these students on how to best set them up for success. My results also add to the evidence of the second-generation advantage, which is again useful to teachers and parents because it can inform the encouragement they give students as well as how much help they may need to succeed. Finally, though the conclusion is not certain, my findings hint at a possible difference in academic attitudes and confidence, where Black Latino students may be at a disadvantage. These findings could provide a basis to be elaborated on in further research and could inform the parents and teachers of Black Latino students on how to best support them for maximum success.

Limitations

A main limitation of my research was that all academic data was self-reported, and that many survey questions used to analyze academic success were subjective, not standardized. The Likert scale agreement rankings, especially to statements like “I do well in school,” were opinion based, meaning the data I collected may not have been perfectly accurate because there was no explicit definition for what each ranking meant. Another limitation I encountered was that I surveyed a smaller sample size than I would have liked, and the split between Black and non-Black Latinos was not even. This may have been avoided if I had focused on dispersing my survey in an area with a larger and more diverse Latino population, such as an urban area. Finally, though my participants were from a variety of schools, almost all resided in middle-class areas in New York state and were mostly from Long Island and the New York City area; therefore, the findings may not apply to all Latino CIPs.

Implications

The findings of my research can inform how teachers and parents of Latino students support and encourage them throughout the learning process knowing what advantages or disadvantages students may be at depending on their background. Latino CIPs are not inherently at a disadvantage, as some previously believed, and need to be encouraged to the same degree as other immigrant groups that benefit from the academic advantage. It is also important for parents and teachers to note that while Black Latino students are not at a disadvantage academically, they may still need increased and specialized support to reach levels of academic confidence comparable to those of other immigrant student groups. The results of my research open a conversation for new research on Black Latino students specifically and their academic performance and confidence as well as further research on all CIPs to reevaluate which, if any racial or ethnic groups, are truly at an academic disadvantage.

Conclusion

Race has very little, if any, influence on high school academic success of second- and third-generation Latino students. Black Latinos are just as academically successful as their non-Black counterparts, even with the considerable challenges they face. Similarly, their Black identity does nothing to offset the challenges they may face as Latinos, so they do not benefit more from the academic advantage. Generation continues to be a strong indicator of success, with my results reinforcing the second-generation advantage. Increased efforts to connect with their cultural background as well as increased motivation from their second-generation parents may help third-generation students overcome this disadvantage. The academic confidence and attitudes of students, however, may be affected by their race, as Black Latino students seemed to have less confidence or less ambitious academic aspirations. This could be an effect of their more complex cultural identity and the difficulties they may feel creating a sense of belonging.

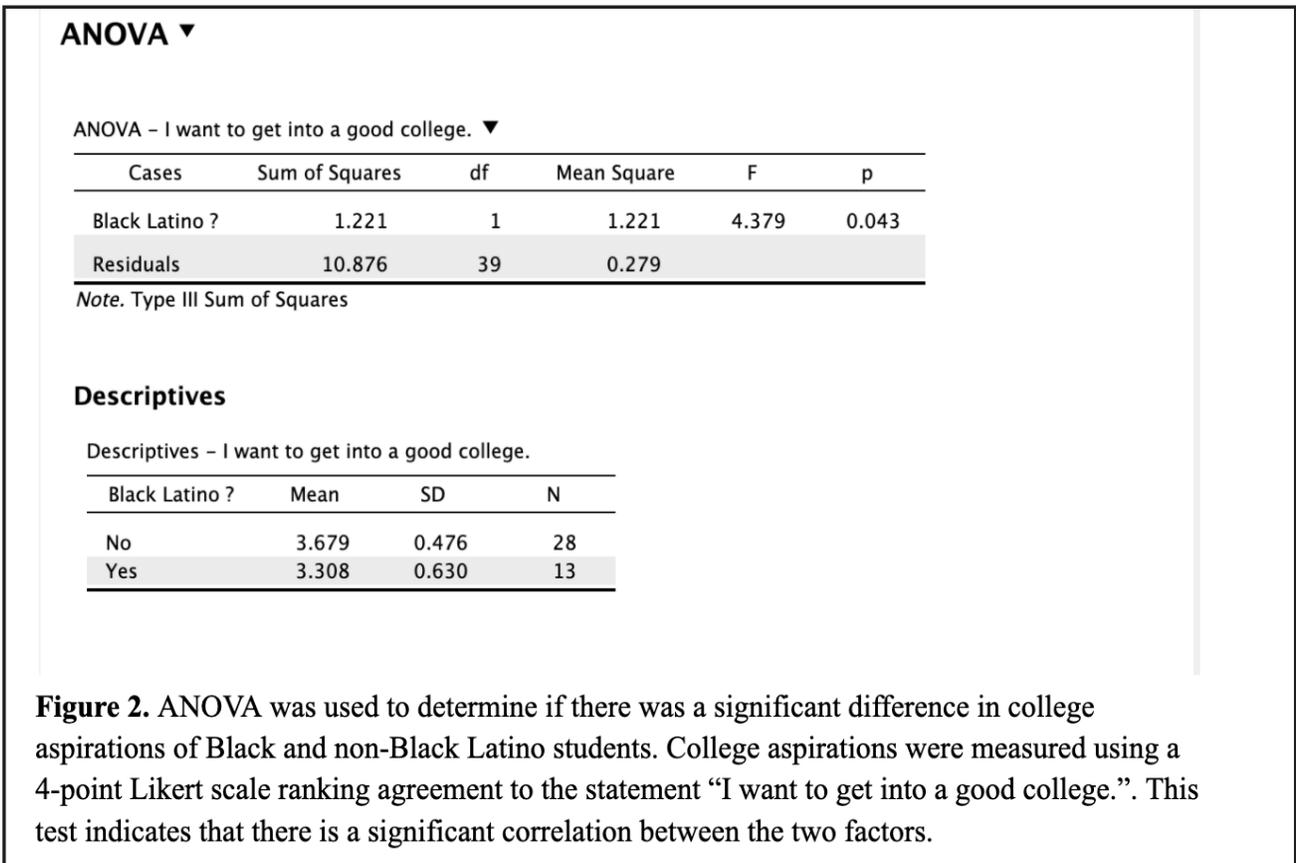
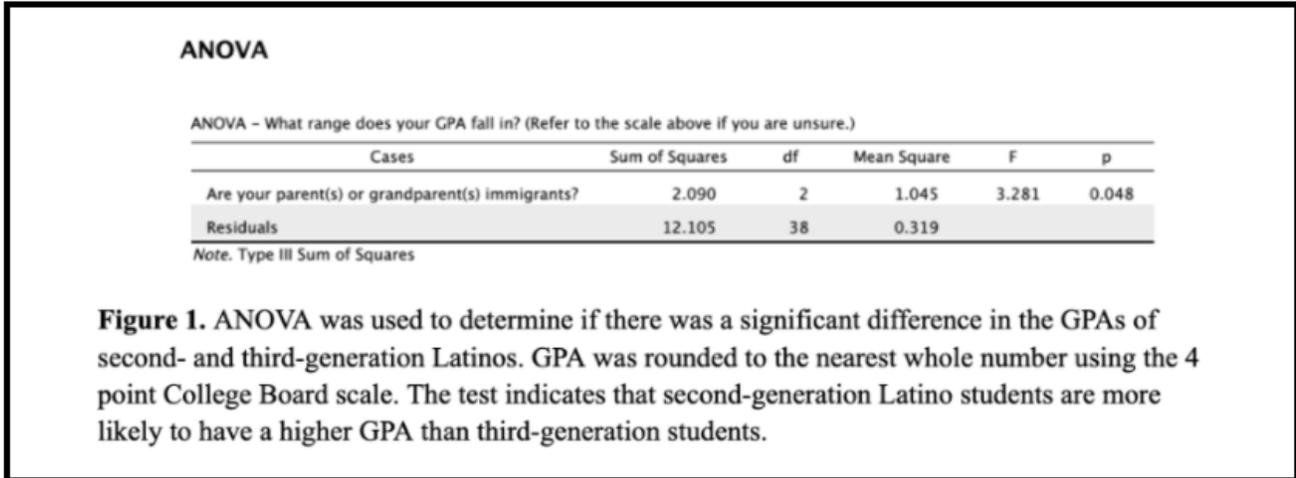
Future Directions

Future researchers should study larger populations and focus on urban areas, in order to increase the possibility of finding statistical significance in results and survey larger numbers of Black Latinos, as well as Latinos from a wider range of countries or ethnic backgrounds. Additionally, many of my variables may not have shown statistical significance because I measured GPA in a range, grouping together data and making it less specific. Future researchers may want to include every GPA on the College Board scale without rounding to get more precise data and results.

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Appendix



IMMIGRANT PARENTS AND ACADEMIC SUCCESS

ANOVA ▼

ANOVA – I get good grades.

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.003	1	0.003	0.009	0.923
Residuals	13.558	39	0.348		

Note. Type III Sum of Squares

Descriptives

Descriptives – I get good grades.

Black Latino ?	Mean	SD	N
No	3.250	0.585	28
Yes	3.231	0.599	13

Figure 3. ANOVA was used to determine whether there was a significant difference in the perceived academic success of Black and non-Black Latino students. The perceived academic success of participants was measured using a 4-point Likert scale ranking agreement to the statement “I get good grades.”

ANOVA ▼

ANOVA – What range does your GPA fall in? (Refer to the scale above if you are unsure.)

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.440	1	0.440	1.246	0.271
Residuals	13.755	39	0.353		

Note. Type III Sum of Squares

Figure 4. An ANOVA test was conducted to find if there was a significant difference in the GPA’s of Black Latino students and non-Black Latino students. GPA was measured using the College Board 4-point scale and was rounded to the nearest whole number.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

ANOVA

ANOVA – I feel a strong connection to my cultural background.

Cases	Sum of Squares	df	Mean Square	F	p
Black Latino ?	0.949	1	0.949	1.669	0.204
Residuals	22.173	39	0.569		

Note. Type III Sum of Squares

Descriptives

Descriptives – I feel a strong connection to my cultural background.

Black Latino ?	Mean	SD	N
No	3.250	0.752	28
Yes	2.923	0.760	13

Figure 5. An ANOVA test was used to find if there was a significant difference between feelings of connection to one’s cultural background, which was measured on a 4-point Likert scale, and the race of Latino students.



Immigrant Parents and Academic Success

Student Researcher: Breanna Villarreal

Title of Project: Immigrant Parents and Academic Success

Purpose of Project: To expand the research on Latino students and find if race, ethnicity, generational status, and cultural identity have any effect on their academic success and motivation.

If you participate you will be asked to: Answer a series of questions on your cultural background, identity, academic motivation, and success.

Time required for participation: About 5 minutes

Risks: The survey has minimal risk.

Benefits: Participation in this study will help add to the body of knowledge surrounding Latino students of different racial and ethnic backgrounds and their academic advantages.

How confidentiality will be maintained: Participants will be kept anonymous, and results will be kept on a password protected computer.

If you have any question about this study, feel free to contact Katie Moltz or Jeanette Azzaretto at moltzk@vschsd.org and azzarrej@vschsd.org

Figure 6.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

1

Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

By choosing "I agree" I am attesting that I have read and understand the information above, and I freely give my assent to participate. *

I agree

2

How old are you? *

14

15

16

17

18

Other

Figure 7.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

3

Do you identify as any of the following: Hispanic, Latino? *

- Hispanic
- Latino
- Both
- Neither of these

4

Are your parent(s) or grandparent(s) immigrants? *

Choose the closest relatives to you. If both your parent(s) and grandparent(s) are immigrants, choose the option correlating with your parent or parents.

- Yes, one of my parents is
- Yes, both parents are
- Yes, one grandparent is
- Yes, two or more grandparents are
- No

Figure 8.

5

What country did the immigrant from the previous question emigrate from? *

Enter your answer

6

What countries did the immigrants from the previous question emigrate from? *

Input as: country 1, country 2

Enter your answer

Figure 9.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

7

97-100	4.0
93-96	4.0
90-92	3.7
87-89	3.3
83-86	3.0
80-82	2.7
77-79	2.3
73-76	2.0
70-72	1.7
67-69	1.3
63-66	1.0

What range does your GPA fall in? (Refer to the scale above if you are unsure.)

- 4.0
- 3.0-3.7
- 2.0-2.7
- 1.0-1.7
- 0.0

8

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents place a lot of value on education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents push me to excel academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades are very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to get into a good college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents want me to get in to a good college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 10.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

9

Do you identify as any of the following: Black, African American, Afro Latino? *

- Black
- African American
- Afro-Latino
- Any combination of these
- None of these

10

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I feel a sense of belonging around other Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in most spaces I enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong connection to my cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I feel a sense of belonging around other Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging around other Black people/African Americans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in most spaces I enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong connection to my cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 11.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

12

97-100	4.0
93-96	4.0
89-92	3.7
87-89	3.3
83-86	3.0
80-82	2.7
77-79	2.3
73-76	2.0
70-72	1.7
67-69	1.3
63-66	1.0
59-62	0.7
55-58	0.3
51-54	0.0

What range does your GPA fall in? (Refer to the scale above if you are unsure.)

4.0
 3.0-3.7
 2.0-2.7
 1.0-1.7
 0.0

13

To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents place a lot of value on education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents push me to excel academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades are very important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to get into a good college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents want me to get in to a good college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 12.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

14
Do you identify as any of the following: Black, African American, Afro Latino? *

- Black
- African American
- Afro-Latino
- Any combination of these
- None of these

15
To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I feel a sense of belonging around other Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in most spaces I enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong connection to my cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I connect to both parts of my ethnic background almost equally.	<input type="radio"/>			

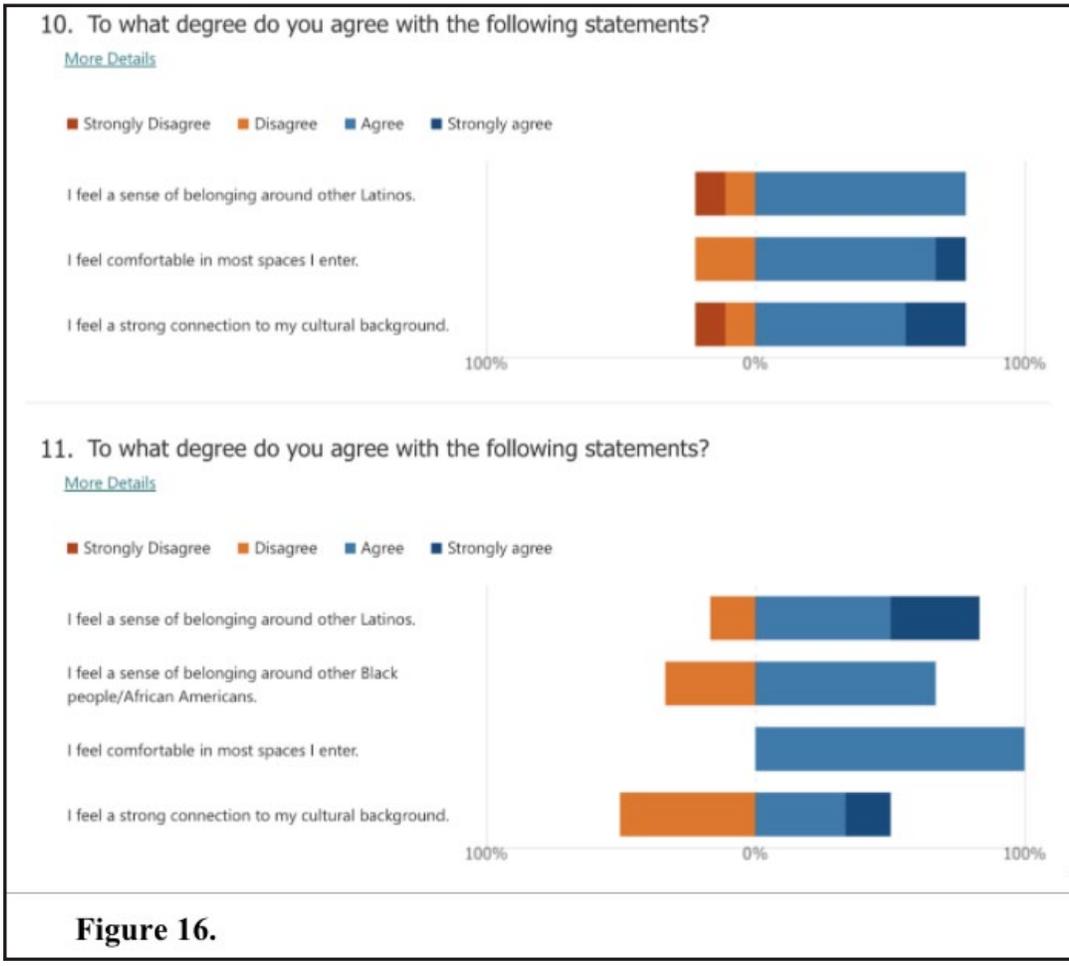
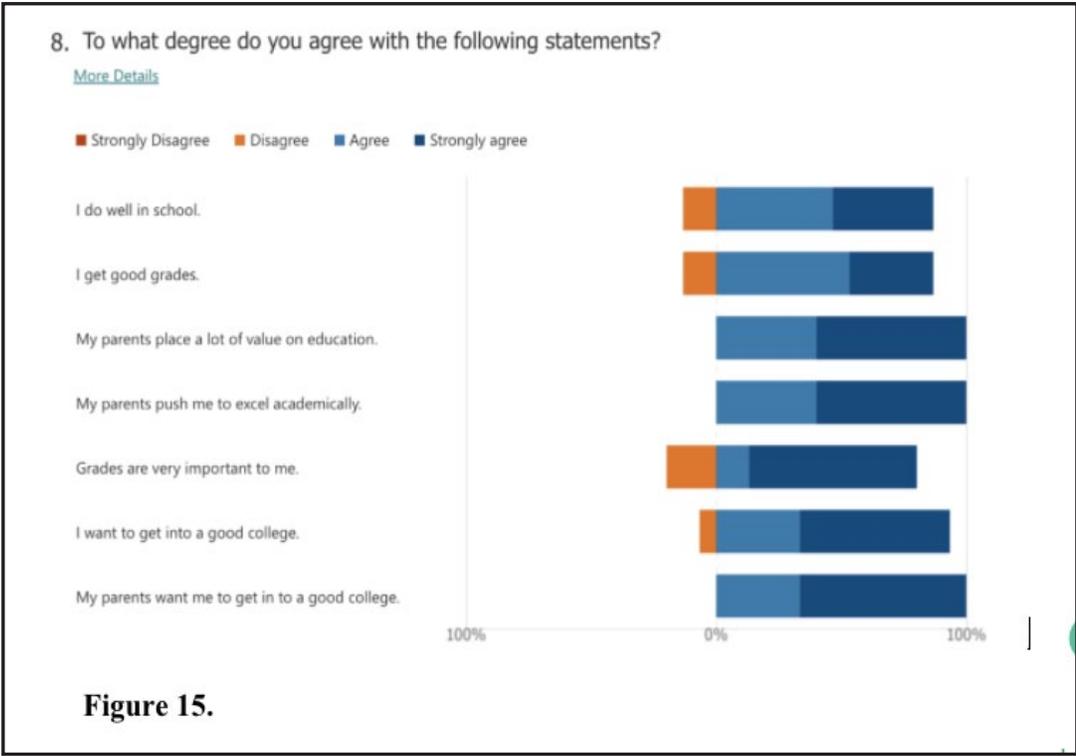
Figure 13.

16
To what degree do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly agree
I feel a sense of belonging around other Latinos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging around other Black people/African Americans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable in most spaces I enter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a strong connection to my cultural background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I connect to both parts of my ethnic background almost equally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 14.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS



IMMIGRANT PARENTS AND ACADEMIC SUCCESS

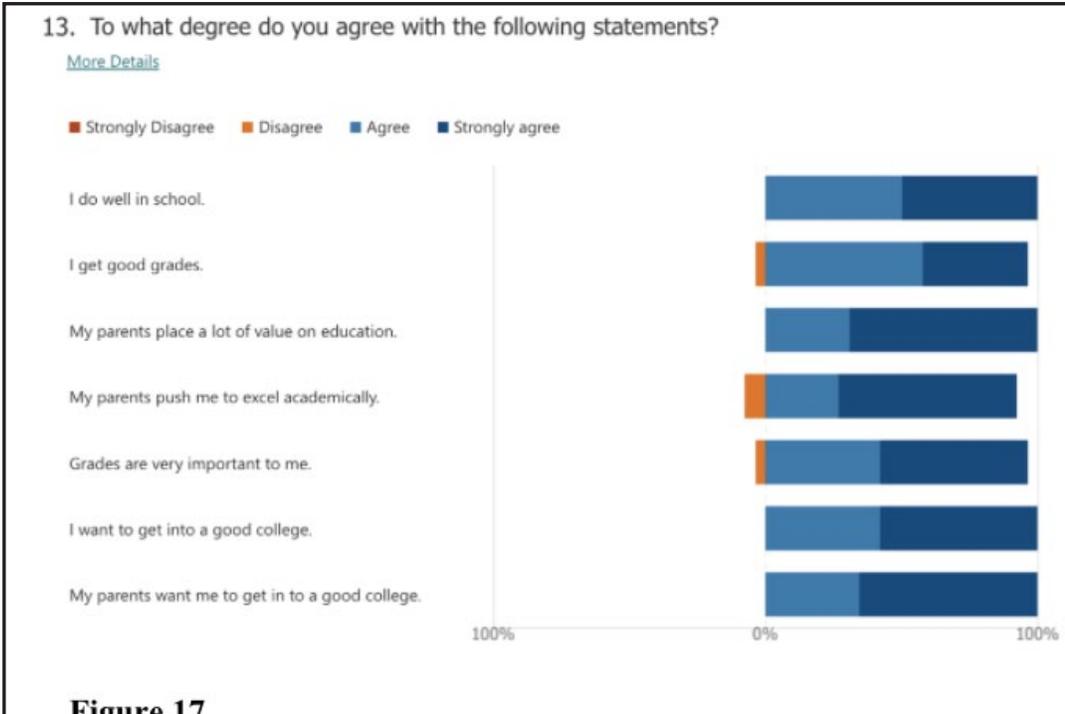


Figure 17.

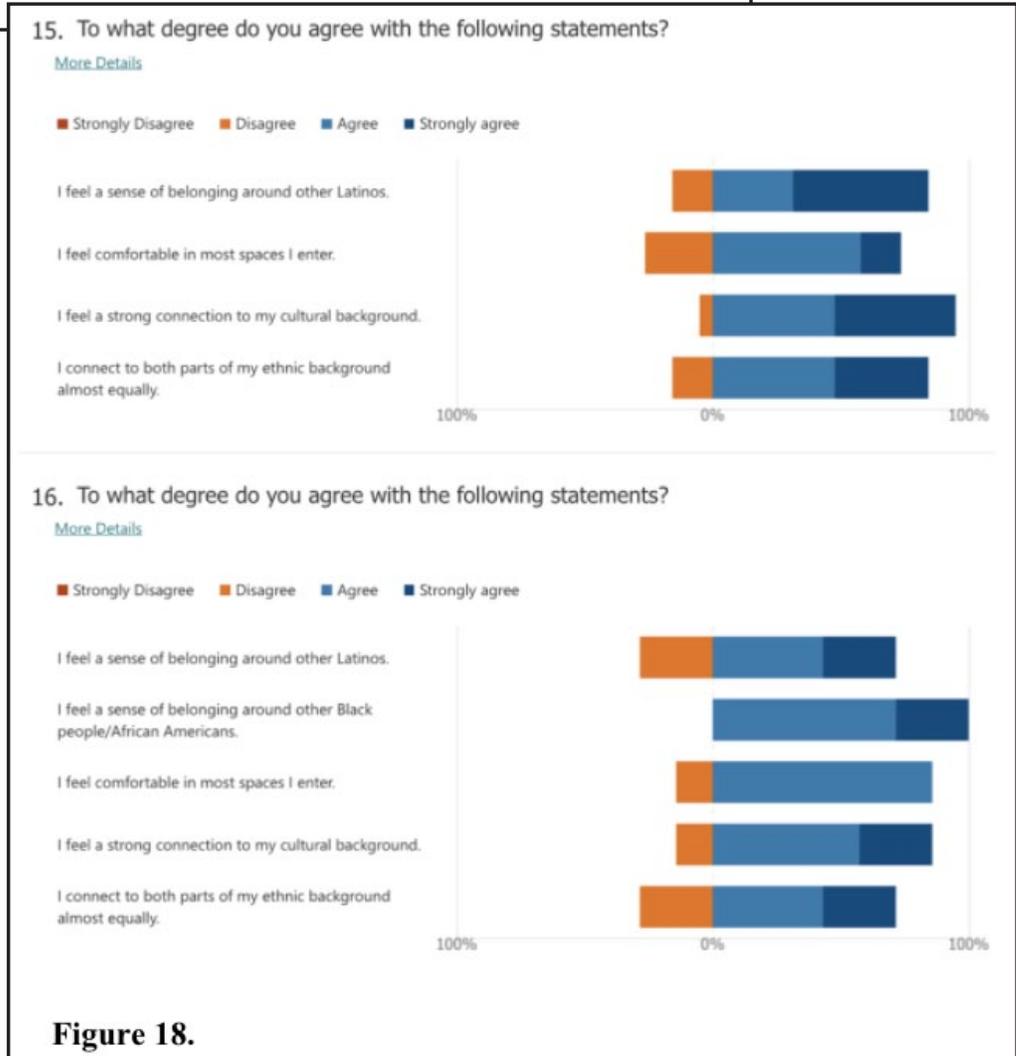


Figure 18.

INQUIRY PROPOSAL FORM – November 2021

1) Research question (with associated project goals if applicable).

To what extent does having immigrant parents affect academic success and motivations for Black Latino students versus non-Black Latino students between the ages of 14 and 18? The goal of this project is to fill the gap in research on Black Latino students and find out if their race, ethnicity, generational status, and cultural identity has any effect on their academic success and motivation.

2) Reasons for choosing the topic of interest and research question/project goal.

There has been a lot of research on a possible “immigrant advantage” where children of immigrants, specifically second-generation youth, have shown an increase in academic motivation and greater academic success than their non-immigrant related counterparts. This has been explored among different races and ethnicities or different generations, but Black Latinos specifically have not been studied. There is a widespread lack of Black Latino representation in research and I intend to fill that gap.

3) Data or information that will have to be collected to answer the research question/address the project goal.

I will conduct a survey to collect data from various Black and non-Black Latino students between the ages of 14 and 18 and ask them questions on their immigrant generational status, their family’s country of origin, their academic success/grades, and their academic motivation. Academic success and motivation will be asked using a scale and academic success will also be measured by asking participants to provide a range for their GPA.

4) Brief list of possible sources of information to discuss during the introduction of the paper. (5 Sources and explain how they will be used)

- a. **Source #1** - “Multiple contexts, multiple methods: a study of academic and cultural identity among children of immigrant parents”. This source will be used to introduce the body of knowledge on the topic and show that many researchers have already showed an academic advantage among children of immigrants and that there are differences in the extent of the advantage among different races and ethnic groups. This source will also be used to justify my use of a survey in my research, since this source surveyed 93 university students, both children of immigrants and children of native-born parents, to compare academic and cultural identity between the two groups.
- b. **Source #2** - “Generational Differences in Academic Achievement Among Immigrant Youths: A Meta-Analytic Review”. This source will be used to expand the knowledge in my field. This source researches the importance of generational status to the immigrant advantage and concluded that first and second-generation immigrants have a greater advantage over third and later generations. It also states that this first and second-generation advantage is more pronounced in Black and Asian immigrants. Since my research includes Black students and the impact of generation, this study helps justify researching that specific area.
- c. **Source #3** - “Doing Latinidad While Black: Afro-Latino Identity and Belonging”. This study examines how Black Latinos reconcile those two identities when society so often separates them. Other studies hypothesize that feelings of belonging and a strong cultural identity lead to greater academic success, so the lack of those feelings, which, according to this study, is commonly seen among Black Latinos, may cause an academic disadvantage. This source studies the hardships many Black Latinos face due to colorism within the Latin community as well as racism from outside the

Figure 19.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

community. The recognition of Black Latinos as part of both communities creates a better sense of belonging and cultural identity, which in turn may lead to an increase in the immigrant academic advantage. This source can justify my focus on Black Latinos in my research and help discuss the gap in research on Black Latinos, which this source addresses.

- d. **Source #4** - "The Academic Achievement of Adolescents from Immigrant Families: The Roles of Family Background, Attitudes, and Behavior". This source talks about the importance of both generational status and ethnic background to the immigrant academic advantage. This source agrees with previous sources that second generation immigrants have an advantage over other generations and agrees on the importance of ethnicity and that students from certain ethnic backgrounds may have an advantage over others, similar to what Source #2 concludes. This source will be used to further justify my inclusion of generational status and specific country of origin in my research since this study and others have seen a difference in academic advantage between different groups under these categories. This study will also be used to show that while many researchers have discussed generational and ethnic differences, no one has focused on or even included Black Latinos or used my specific age range of 14-18, as this survey uses sixth, eighth, and tenth graders.
- e. **Source #5** "The (In)Significance of Race and Discrimination among Latino Youth: The Case of Depressive Symptoms". This source can be used to add to the justification for focusing on Black Latino students. It explains how Black Latino students are often at a disadvantage due to the racism and/or colorism they may face inside or outside the Latino community. This study examines how that discrimination can lead to depressive symptoms and other negative emotions, like feeling like an outsider. Since other studies show that these negative emotions can hinder academic motivation and success, it is clear that these variables are correlated, and Black Latino students should be studied further to understand how being Black and Latino affects academic motivation and success.

5) Chosen or developed research method to collect and analyze the above data/information. (alignment justify every decision about the method you will make)

My chosen research method is a survey. Many other studies in the same field or working with similar data and subjects have also used a survey. My survey will first ask participants their age, to make sure they are in the targeted age range of 14-18. I am using this age range because most other studies in the field used either a range of younger middle and high school students, from sixth to tenth grade, or university students from 18-25. My study creates a middle range that has not been studied extensively and is beneficial because many students in this age range are thinking about or applying to college and getting more serious about their studies, so they are the best to study on academic motivation and success. Next, my survey will ask participants whether they, their parents, or their grandparents are immigrants and from what country in order to categorize participants by generational status and ethnic background. Participants can indicate if one parent/grandparent or two parents/grandparents are immigrants and if the one of the options for two immigrant relatives is chosen, they will be able to input two countries. Many Black Latinos are from mixed backgrounds which contributes to their lack of representation in research because they are often forced into one category, splitting their identity to either Latino or Black, not both. Participants will then be asked if they identify as Black/African American/Afro-Latino so I am able to separate results of Black Latinos and non-Black Latinos and compare them. Then, my survey will ask students to choose a range that their GPA fits in and evaluate their feelings on a series of statements about their academic success and academic motivations using a 4-point Likert scale with anchors at Strongly Disagree and Strongly Agree. The Likert scale has been used in data collection for similar studies and will allow responses to be categorized more easily because there is no ambiguity. I am using a 4-point scale without a neutral option because selection of the neutral option would not add any data and could hinder my data collection. Finally, participants will be asked to evaluate their feelings on cultural identity and belonging using the same Likert scale. Some studies in the field have shown a correlation between cultural identity and academic success and other

Figure 20.

studies have hypothesized that Black Latinos may have a weaker cultural identity and sense of belonging due to their racial and ethnic identities often being separated and feelings of exclusion from both communities. Asking participants questions on this can compare the cultural identities of non-Black Latinos to those of Black Latinos as well as see how that affects academic motivation and success. These questions will be asked last so that participants' answers and thoughts that arise from this topic do not affect their answers on academic motivation or success.

6) Equipment or resources needed to collect data or information.

I will need Microsoft forms to create and administer my survey, which I already have access to.

7) Anticipated challenges to implementing the chosen research method (to collect and analyze data or to pursuing research methods appropriate to a paper that supports a performance/exhibit/product). (limitations or wherever you think you will encounter challenges)

Since I will not have access to participants' grades and will have to rely on their self-reported academic success the data may not be as accurate as I would like, but keeping the survey anonymous and asking grade ranges, not specifics, should make participants more comfortable answering truthfully and help keep the results accurate. I also may not have access to a large enough sample size of Black Latino students in my school so I might have to distribute my survey to students in the sample size from different schools.

8) Expected approvals needed and from where (IRB, etc.).

I will need approval from the IRB on my project as well as informed consent forms for my 18-year-old participants and parental consent for my participants who are minors, 14 to 17-year-olds.

Figure 21.

IMMIGRANT PARENTS AND ACADEMIC SUCCESS

REGENERON STS INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL FORM

Required for all research involving human participants. (Institutional Form or IRB ISEF form may be substituted.)

Student's Name: Bruce Williams Title of Project: Academic Success and Retention of Black Latino Students

Adult Sponsor: _____ Contact Phone/Email: williams@rehschool.org

To be completed by Student/Researcher in collaboration with the Adult Sponsor/Designated Supervisor/Qualified Scientist.

1. I have submitted my Research Plan which addresses research methodology; participant recruitment, confidentiality and privacy issues, informed consent procedures and a risk and benefit analysis for the human participants.
2. I have attached any surveys or questionnaires I will be using in my project.
3. I have attached an informed consent that I would use if required by the IRB.
4. Yes No Are you working with a Qualified Scientist?

Name: _____ Degree: _____

Email Address/Phone Number: _____

Experience/Training as it relates to this project: _____

ITEMS IN THIS BOX MUST BE COMPLETED TO BE VALID

To be completed by Institutional Review Board (IRB) after review of the research plan.

Check one of the following:

- Research project requires revisions and is NOT approved at this time. IRB will attach document indicating concerns and/or requested revisions.
- Research project is Approved with the following conditions below: (All 5 must be answered)
 1. Risk Level (check one): Minimal Risk More than Minimal Risk
 2. Qualified Scientist (QS) Required: Yes No
 3. Written Minor Assent required for minor participants: Yes No Not applicable (No minors in this study)
 4. Written Parental Permission required for minor subjects: Yes No Not applicable (No minors in this study)
 5. Written Informed Consent required for subjects 18 years or older: Yes No Not applicable (No subjects 18 yrs or older in this study)

IRB SIGNATURES (All 3 signatures required) None of these individuals may be the adult sponsor, designated supervisor, qualified scientist or related to (e.g., mother, father of) the student. (Conflict of interest)

I attest that I have reviewed the student's project and agree with the above IRB determinations.

Medical or Mental Health Professional (a psychologist, psychiatrist, medical doctor, licensed social worker, licensed clinical professional counselor, physician's assistant, or registered nurse)

Printed Name: <u>Kerry Haddock</u> Signature: <u>[Signature]</u>	Degree/Professional License: <u>Psy.D.</u> Date of Approval: <u>11/9/21</u>
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School Administrator: <u>[Signature]</u> Printed Name: <u>Shelley Catter</u> Signature: <u>[Signature]</u>	Degree: <u>Educational Leadership PhD</u> Date of Approval: <u>11/9/2021</u>
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Educator (not involved with the project): <u>[Signature]</u> Printed Name: <u>Jeffrey Ho</u> Signature: <u>[Signature]</u>	Degree: <u>MA Secondary Science</u> Date of Approval: <u>11/9/21</u>
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