Classroom Learning Opportunities for Returnee Children in Mexico

Bryant Jensen, *Brigham Young University*
Rodrigo Aguilar Zepeda, *El Colegio de la Frontera Norte*
Rebeca Mejía Arauz, *Universidad ITESO*

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Students We Share – in Mexico

K-12 focus*

• **US-Born Returnee**
  – Those born in the U.S., now living in Mexico

• **Mexican-Born Returnee**
  – Those born in Mexico, lived a period in the U.S., now back in Mexico

• **Remaining Behind**
  – Those with a household family member who recently migrated to the U.S.

*We operationalize these definitions in terms of the previous five years, using data from the INEGI Censo 2010 and the Encuesta Intercensal 2015
Students We Share in Mexico –
Absolute and Relative Numbers: 2010 and 2015

<table>
<thead>
<tr>
<th>Returnees</th>
<th>2010</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 to 11</td>
<td>12 to 14</td>
</tr>
<tr>
<td>US-Born</td>
<td>N</td>
<td>%total</td>
</tr>
<tr>
<td></td>
<td>213,829</td>
<td>1.60%</td>
</tr>
<tr>
<td>Mexican-Born</td>
<td>N</td>
<td>%total</td>
</tr>
<tr>
<td></td>
<td>27,365</td>
<td>.21%</td>
</tr>
<tr>
<td>Remaining Behind</td>
<td>N</td>
<td>%total</td>
</tr>
<tr>
<td></td>
<td>394,109</td>
<td>2.94%</td>
</tr>
</tbody>
</table>

- 4.5% (1.2 million) in 2010 had association with the US
- US-born returnees increased from 2010 to 2015, whereas the other two decreased
- US-born returnees more likely to be younger
US-Born Returnees in Mexico

2010

2015

Legend:
- 0 to 1%
- 1 to 2%
- 2 to 3%
- more than 3%
Variation in %US-Born returnees within states, by municipio: 2015

- Nearly 1 in 5 municipalities had no U.S.-born returnees
- Nearly 1 in 4 municipalities had more than 3% U.S.-born returnee concentration
- In 45 municipios more than 10% of children were U.S.-born returnees
Figure 1. Framing interdependent elements of classroom opportunity to learn (OTL).

Jensen, Perez Martinez & Aguilar Escobar (2016)


- Relatively strong Emotional Support and moderate Classroom Organization. Weaker Instructional Support.
- Some variation by *municipio*
  - Strongest opportunities in Calvillo (convenience sample)
Local Quality—Aguascalientes Study
(Classroom Assessment of Sociocultural Interactions [CASI])

<table>
<thead>
<tr>
<th>Municipality</th>
<th>%US-Born, 2015</th>
<th>Marginalization Index (CONAPO)</th>
<th>Life Appl (1-7)</th>
<th>Self in Group (1-7)</th>
<th>Agency (1-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>2.08%</td>
<td>-.89 (bajo)</td>
<td>1.58 (.39)</td>
<td>3.94 (.71)</td>
<td>3.50 (.64)</td>
</tr>
<tr>
<td>Aguascalientes</td>
<td>1.64%</td>
<td>-1.68 (muy bajo)</td>
<td>1.57 (.41)</td>
<td>3.98 (.69)</td>
<td>3.45 (.68)</td>
</tr>
<tr>
<td>Asientos</td>
<td>1.55%</td>
<td>-.57 (bajo)</td>
<td>1.61 (.30)</td>
<td>3.99 (.68)</td>
<td>3.59 (.67)</td>
</tr>
<tr>
<td>Calvillo</td>
<td>6.95%</td>
<td>-.70 (bajo)</td>
<td>1.38 (.20)</td>
<td>4.28 (.64)</td>
<td>4.28 (.35)</td>
</tr>
<tr>
<td>El Llano</td>
<td>2.47%</td>
<td>-.61 (bajo)</td>
<td>1.57 (.25)</td>
<td>4.11 (.65)</td>
<td>3.60 (.59)</td>
</tr>
<tr>
<td>Pabellón de Arteaga</td>
<td>1.79%</td>
<td>-1.13 (muy bajo)</td>
<td>1.56 (.43)</td>
<td>3.43 (.63)</td>
<td>3.12 (.48)</td>
</tr>
<tr>
<td>San Francisco de los Romo</td>
<td>2.01%</td>
<td>-1.16 (muy bajo)</td>
<td>1.63 (.59)</td>
<td>3.96 (.75)</td>
<td>3.60 (.61)</td>
</tr>
<tr>
<td>Tepezalá</td>
<td>3.36%</td>
<td>-.60 (bajo)</td>
<td>1.43 (.11)</td>
<td>4.27 (.66)</td>
<td>3.46 (.44)</td>
</tr>
</tbody>
</table>

- Disconnected and somewhat interdependent classroom interactions. Moderate amount of freedom and choice.
- Slightly less “connected” in municipio of Calvillo
Some Conclusions

• Students We Share (SWS) in Mexico are a large and diverse group—nearly 1.2 million in 2010 (4.5%)
• US-born returnees are increasing whereas the other groups decreased from 2010 to 2015
  – Relatively young – older US-born children are less likely than younger ones to migrate to Mexico
  – Concentrations in Northern and Central states
  – Wide within-state variation, by municipality
• K-1 classroom video study in Aguascalientes demonstrated decent emotional support and organization, though largely disconnected interactions with limited instructional support
Some Recommendations

• Use data from *Censo* to target schools/communities impacted by the recent increase of return migration

• Develop and refine measurement tools to improve classroom quality for returnees (and others) in Mexico – including nuanced and interacting variables: generic quality, local quality, and instructional time
  – Reliable, Valid, Practical
  – Observation protocols, artifacts, portfolios, self reports, child reports, administrative surveys (Martínez Rizo, 2012)

• Use measures to develop and test practices, policies, and professional development initiatives that enrich classroom learning opportunities