

# Higher Education in San Ysidro

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San Ysidro Cohort

In the 2017 edition of the Blum-Summer Field Internship I focused my time on researching the educational aspects of San Ysidro with the purpose of identifying any problems and areas of improvement. Hispanic and Latino communities have historically suffered from a systematic oppression that distances them from higher education, and thins college accessibility. Such obstacles limit the academic careers of Latinos and Hispanics and prevent from developing a substantial presence in San Ysidro. The community suffers from many problems, such as a lack of nutritional facts, air pollution, and a housing crisis; however, these problems diffuse into one fundamental priority: education.

A reference point on education in San Ysidro is the local high school, San Ysidro High School (in the Sweetwater School District). Studying their School Accountability Report Card (SARC) reveals details on the quality of education being offered. According to the school's 2015-16 SARC report, 97% of the students population enrolled in CSU/UC required classes—this means that the school's AVID program is considerably effective and there is awareness for higher education. Yet, only 35% of the of those students successfully completed all classes required for UC/CSU Admission, therefore, there is an awareness for higher education, but not the means for students to reach it. The remainder of my time with the internship was dedicated to developing a space within the *Living Rooms at the Border* to provide information to San Ysidro students and their parents regarding college awareness and higher education; and where students receive subject-based tutoring to hone their skills in areas of improvement.

Fostered by a collaboration with the UCSD Cross-Border Initiative, a space at *Living Rooms* could be rented to provide workshops and tutoring sessions. These workshops could focus on the mechanics of FAFSA, loans, and college applications, and can involve the parents and their children; however, the greatest focus of these particular workshops, is the parent's awareness of the accessibility of higher education. The tutoring service would also focus on college applications and their requirements, such as personal statements, supplemental essays, and college choice. The next step was

formulating a delivery method that is free and further, holistically involves UCSD as a university.

What followed was exploring the possibility of involving UCSD's Education Studies department (EDS), the branch of the college that enrolls teaching credential candidates. Students of EDS perform their voluntary practicum hours in high schools and spaces that are famously populated by marginalized and minority ethnicities. I spoke to *Partners at Learning* Outreach Coordinator, Emmeline Domingo, regarding the feasibility of implementing EDS students' practicum hours into this space, and she confirmed that is completely possible, as the contracts between EDS and high schools entirely formal. For EDS students to perform their hours at the complex, a supervisor needs to sign off on these. I have developed a proposed structure for this space—it covers the administrative level, workshops, and salaries.

### **Administration of the Space**

The college center, as a space within the *Living Rooms*, is run by the Cross Border Initiative.

- *Casa Familiar: Living Rooms at the Border* will be the college center's home.
- The center will conduct workshops and offer tutoring by subject.

### **The EDS Student**

The EDS student will tutor high school students and potentially design and conduct workshops for students and parents.

### **Duties of the College Center**

The purpose of the college center is to serve the community of San Ysidro by providing access to free tutoring services, and raise college awareness.

### **Supervisor of the College Center**

The supervisor is jointly working with the Cross-Border Initiative, conducting research, developing college workshops.

Additionally, the supervisor is working with the volunteer EDS students, assigning certain workshops for them to develop or improve, and signing off their practicum hours.

### **EDS Tutor**

The EDS student assigned to the college center will mainly tutor San Ysidro high school students by subject, and proofread any written assignments, such as college essays, and personal statements.

In tandem with CBI's purpose, the EDS students will also be assigned to conduct workshops, and improve on the pedagogy of their content and delivery.

## **Salary**

Assuming one or more supervisors will be employed, the question of a salary and its provider can be addressed. There are two options.

- **CBI Employee:** Paid by Cross Border Initiative with Mellon Foundation
- **Casa Familiar Employee:** Expense of the organization

The structure of the college center can be further developed later; however, it is important to remember who is providing the service and through what means. Workshops and tutoring is first and foremost a service provided by UCSD Cross Border Initiative and can do so for free through a coalition with EDS. UCSD is establishing a presence in San Ysidro through the Cross Border Initiative and it is imperative for that presence to transcend the experimental and exercise the practical; additionally, it is important to solidify the name of UCSD in San Ysidro, therefore, the college center should be titled in such a way that it makes that clear.

With the internship having ended, the question of a follow up is in order. The creation of the college center will be a marathon—it will need consistent follow-up between the iterations of the internship and perhaps greater exploration by future interns. Naming the college center may be useful its establishment as an endeavor of the Cross Border Initiative, and I will not venture titling it here. Furthermore, the involvement of the EDS department helps maintain the college center as a focal point of the internship and CBI, as it is clear that there is overwhelming interest in such a space by many of the college's academics, and is feasible, and beneficial space for San Ysidro and the Cross Border Initiative.

I am continuing my minor in Education Studies and will be conducting my practicum in various high schools this coming year. While I do so, I will be collecting research into the significant aspects and features a tutoring service needs to be successful and to properly provide subject-based tutoring and workshops. For the internship to continue following up on the development of a college center, I would suggest proposing to future interns of a future San Ysidro cohort the possibility of creating college workshops that address any questions San Ysidro parents may have regarding college. Doing so will allow the interested members of the cohort to test out the many methods that sort of pedagogy can be approached, and also provides the interns the opportunity to explore didactics in marginalized and underserved communities. These are hands-on, practical approaches to the creation of the center, and allows for the internship to be better prepared when it is ready to create it. In the meantime, these workshops can be provided to the community from within Casa Familiar, and can begin to help Casa Familiar create a pedagogical space geared towards higher education.