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*

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

			2010			2015		
			6 to 11	12 to 14	15 to 17	6 to 11	12 to 14	15 to 17
Returnees	US-Born	N	213,829	58,461	48,561	259,839	99,001	53,406
		%total	1.60%	0.90%	0.72%	1.96%	1.45%	0.83%
	Mexican-Born	N	27,365	17,850	17,766	12,413	9,959	10,148
		%total	.21%	.27%	.26%	.09%	.15%	.16%
Remaining Behind		N	394,109	198,757	216,748	-----	-----	-----
		%total	2.94%	3.06%	3.21%	-----	-----	-----

- 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

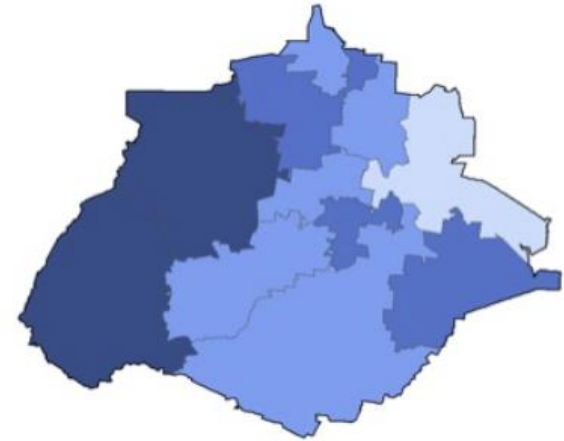
0 to 1%
1 to 2%
2 to 3%
more than 3%
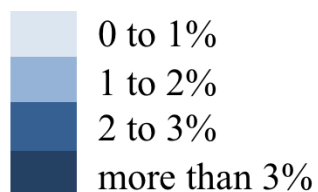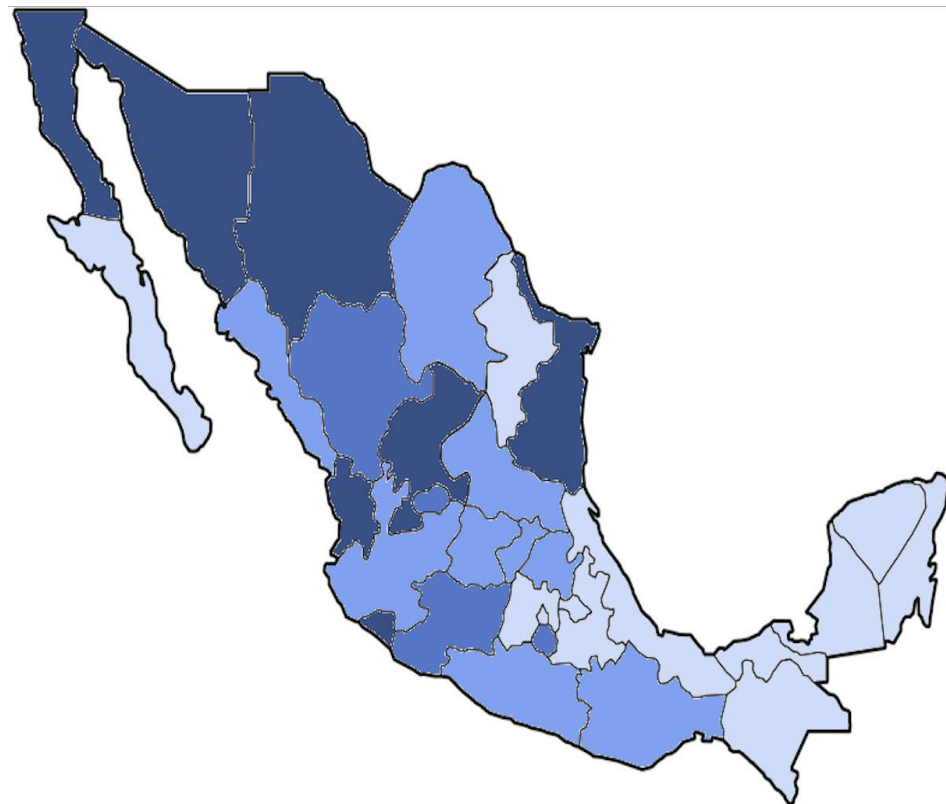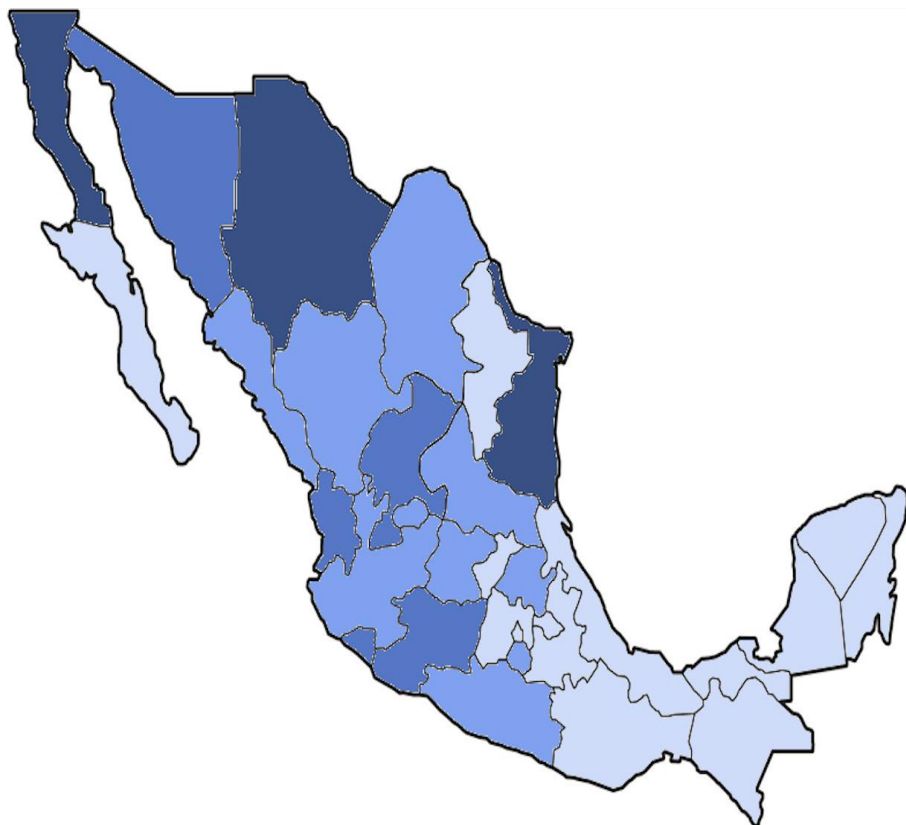
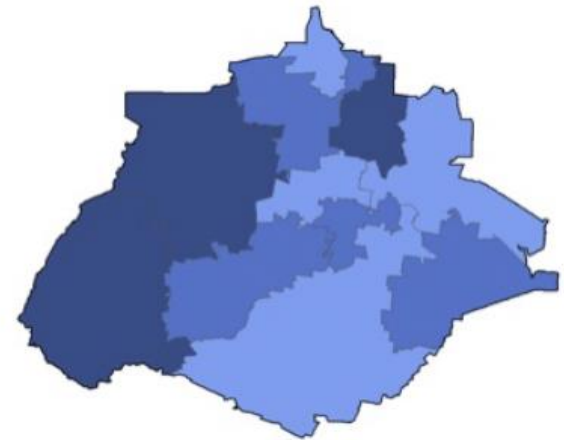# Variation in %US-Born returnees within states, by *municipio*: 2015

- 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

Aguascalientes

2010

2015

0 to 1%
1 to 2%
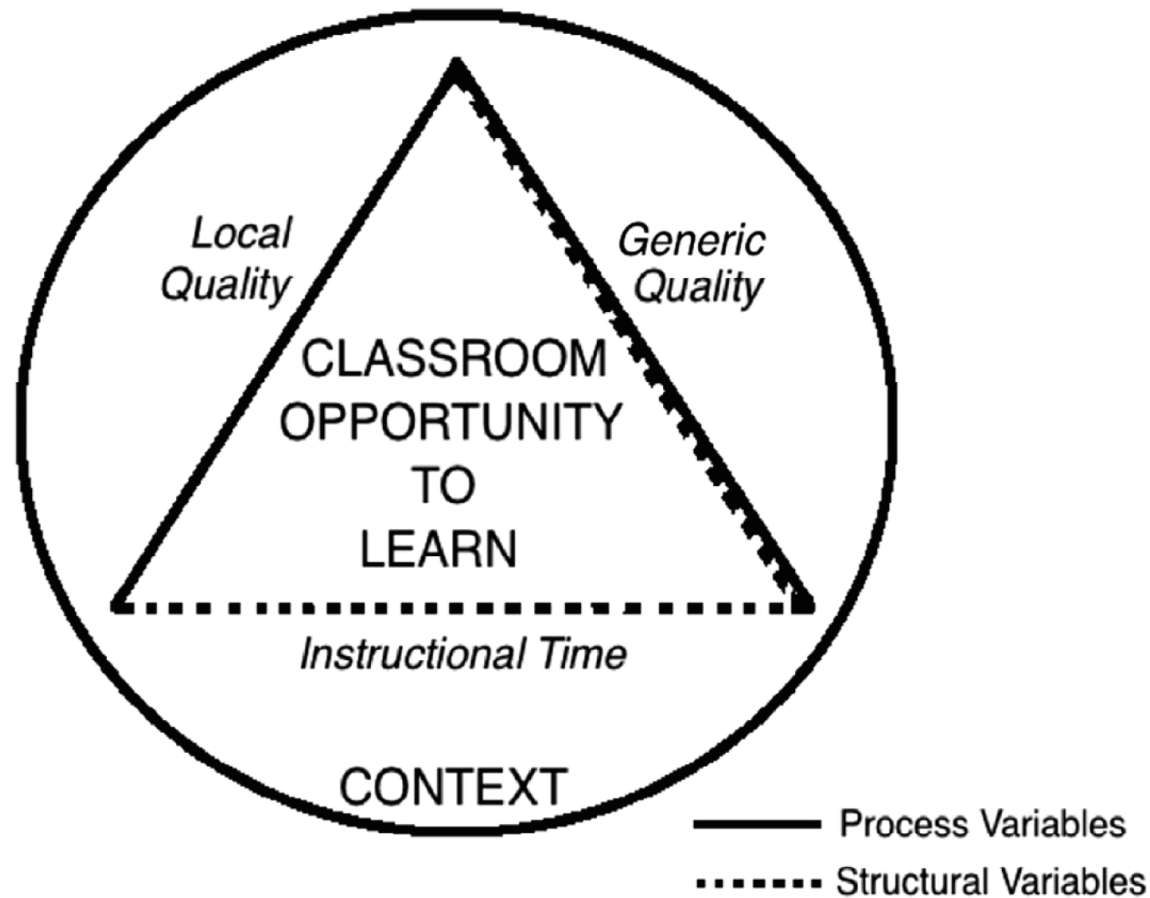2 to 3%
more than 3%

Classroom Opportunity to Learn

Figure 1. Framing interdependent elements of classroom opportunity to learn (OTL).

Jensen, Perez Martinez & Aguilar Escobar (2016)

Generic Quality—Aguascalientes Study
(Classroom Assessment Scoring System [CLASS])

Municipality	%US-Born, 2015	Marginalization Index (CONAPO)	Emotional Support (1-7)	Classroom Organ. (1-7)	Instructional Support (1-7)
Statewide	2.08%	-.89 (bajo)	5.45 (.86)	5.09 (1.02)	3.80 (1.41)
Aguascalientes	1.64%	-1.68 (muy bajo)	5.58 (.76)	5.23 (.97)	3.88 (1.45)
Asientos	1.55%	-.57 (bajo)	5.23 (.99)	4.85 (1.11)	3.72 (1.38)
Calvillo	6.95%	-.70 (bajo)	6.08 (.48)	5.75 (.74)	4.43 (1.26)
El Llano	2.47%	-.61 (bajo)	5.41 (.81)	4.90 (1.05)	3.52 (1.38)
Pabellón de Arteaga	1.79%	-1.13 (muy bajo)	4.90 (.79)	4.56 (.88)	3.29 (1.33)
San Francisco de los Romo	2.01%	-1.16 (muy bajo)	5.32 (.89)	4.93 (1.02)	3.64 (1.44)
Tepezalá	3.36%	-.60 (bajo)	5.76 (.66)	5.51 (.81)	4.15 (1.23)

- 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])

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

- 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