

# EMPOWERING CHICANA/O AND LATINA/O HIGH SCHOOL STUDENTS: A GUIDE FOR SCHOOL COUNSELORS

*A qualitative research study was conducted with 15 school counselors to identify the strategies they used to empower Chicana/o and Latina/o high school students. The findings of this study revealed that participants facilitated student empowerment by developing personal relationships with students, involving alumni, building sociocultural awareness, and encouraging social action. Based on these findings, school counselors who seek to empower students are called to develop positive relationships, identify role models, and encourage community engagement.*



...ca...  
Cca/a/ adLa/a/ ad...  
(H...-D...ad & Z..., 2015).  
F...ca...-b..., acad...  
ad acad...  
(M...  
& B...c..., 2010; O...&  
Sc...ad, 2011), a...c a...  
ca..., a d...a/ ca...cc...  
Cca/a/ adLa/a/...  
Rc...ca...  
a...ca d...  
ca... (H...-D...ad & L..., 2007).

D...a...a...  
b...ca...  
Cca/a/ adLa/a/ ad...  
a...c...T add...  
ca...ad...d...  
ca...ca...  
a...ac...ad...  
ca...ad...ad b...  
c...c...

ca... Sa...A...a, CA. E-...a...  
a...ad...a...d... **Carlos P. Hipolito-Delgado, Ph.D.**, is an associate professor in Counseling at the University of Colorado Denver.

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# EMPOWERMENT THEORY AND THE SCHOOL COUNSELOR

School counselors are a dedicated and caring professional who work to ensure that all students have the opportunity to succeed in school and in life. Empowerment theory is a theoretical framework that focuses on the process of helping individuals gain control over their lives and their environment. This theory is based on the belief that all individuals have the potential to be self-determining and to take action to change their circumstances. School counselors can use empowerment theory to help students develop the skills and confidence they need to succeed in school and in life. This theory is based on the belief that all individuals have the potential to be self-determining and to take action to change their circumstances. School counselors can use empowerment theory to help students develop the skills and confidence they need to succeed in school and in life.

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## Critical Consciousness

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... b a ... a ... d c -  
(Walsh & H. ... -D ... ad ,  
2015). S c a ac ... a ... a .  
a ... a ... F ... (1970).  
... a ... d d , ac c :  
T ... c , ac c a d  
ac c ... d b ... d .  
... T ... c a c ... c ...  
a d ... d ... d ... d  
c a ac ... a d ... a d  
c a ac ... d ... a d c . -  
c a c ... e ... a d ... a c ...  
d ... U ... a ... a ... c a  
ac ... b ... d  
c ... a ... c ... c a  
c ... d ... a . (G ... ,  
1995). S c a ac ... a ... a c , a -  
... d d a a d c ... c ... ad -  
c a d ac ... a ...  
... c a ... c a ...  
... a ... c ... a c , a ... c -  
... a d , c a ad cac ... ,  
a d ... a ... c a ... c  
(H. ... -D ... ad & L ... , 2007).



a... a, c  
c... a... d  
... a... ba  
c... H... da... a  
15... Pa... a...  
... a... da... a...  
... a... c...  
c... a... da...  
... a... a... d  
d... d... a... C... ca... a/ ,



... a d c d b -  
 (D a a a , 2004; Pa . , 2002).  
 T a a a a a c  
 c b a . d c a b  
 a c a  
 da a (C . , 2013). F a a ,  
 a c c c d d c  
 a c a c b a  
 a . P d b a a c  
 b a a c a a c a  
 a a a a  
 d . b a (Pa . , 2002). T  
 d c a d . ad .  
 a a d a d da a  
 a d c c a d .  
 d . A . d c a d .  
 d d a a d a d .  
 a c d , d .  
 c c d a . b a c  
 La , b c c a c  
 c a c a a c  
 a c c acc ac  
 d . (Ma . , 2005). T  
 a c a d a c a  
 d a  
 d d . T a c a  
 d d . a c a  
 a d a d . c c  
 d .

## RESULTS

T c a a a  
 a c a d d  
 ac a a  
 C ca a/ a d La a/  
 c d . T d .  
 a a d .  
 : a a d a a a  
 a a , b d .  
 c c a a a , a d c a  
 ac .

### Rapport and Personal Relationships

B d a a d a a  
 a a a a La a a



W... da... ad...  
[U... ]... c... a d...  
ad... d... [ ... ]  
a... a... H... a... H...  
ca... a d... a... ab...  
b... ac... a... ac d a a dd...  
c... d... a a... c...  
d... a d... a ab...  
a... d... I... ca... I ad...  
a... d... a...  
a... - a add... b ca...  
a... d... b ab... a...  
a... a... d... b... a d...

T... da... la... P3649236 360 -  
a... d... a... d... ab... 0  
a... a... a... c... a...  
a... T...  
... d C ca a/ a d  
La... a/... c... d... b... a...  
a... b ca... a... d...  
a... a... c... c...  
aaad c.c.b...: b... caac al...

**Building Sociocultural Awareness**

T... b... b... d... c... c...  
a... a... a... a...  
d b... c... c... d...  
C ca a/ a d La... a/... d...  
a... a... ca...  
acad... c... a... a d... c... a...  
a... T... 15... c... c...  
d... d... a b... d...  
C BT0 02 BDC D 1065 T ETEMC /S, a /MCID 1066 BDC... 3d... 5 0 9.5.5 36... b ca...



S a a , D a d  
c c d d a c  
ba d a a ca d C a ,  
I c.:

T a a ab ca  
c a , ca c a ab  
d c a d  
a ... [C a , I c.] a  
c a d  
ac ad ca  
S [ ] a ad ca  
a d ...  
c

D d d a a  
a a d d c -  
a . T a a d  
a c a a c b  
b a d , a a a  
ad c a d  
d b d  
D add  
a d d a a c c a  
d :

T ac a ab ac  
c a c a  
ca a a  
d . A d  
bab d a . I  
a  
d I a  
d a  
d b  
d  
b d a a .

T d a d c  
c c c a c -  
a ac /MCID . b /

... d... T... a...  
... a... c... d... c... a...  
... a... da...  
... d... T a b... a d, Lad...  
(1999) a d S a... -S a a a a d S... a  
(2003), a d a c... a... d...  
c... d... a c... a... a...  
d... a... a... c... a...  
d... L... d...  
... a...  
... a...  
... d...  
... d... Ha... C ca a/  
a d La... a/ a... d...  
c... ca... ca a... c...  
d... ac... cc...  
d... c...  
b... d... a d,  
a... a... T...  
ac... c... c... c...  
ca c... a... da aba... a d - a...  
d... a d... a d... c... d...  
a... ca... da...  
Sc... c... ca... ca...  
a... a... a... a... a...  
a d... c... c... A... c... c...  
c... ca... d...  
... d... a d... b... a...  
...  
A... c... d...  
... c... c... d...  
... a...  
C ca a/ a d La... a/... d... T...  
... d... c... c...  
d... d... c... b... d... d...  
... a... a d... a... a...  
b... d... C ca a/ a d La... a/  
... c... d... A... a... c...  
... a... d... C ca a/ a d  
La... a/ c... c... a d...  
d... a... d bac... d... a d...  
... c... a... b... d...  
d... T... d... c...  
... Ta... a... (2010) a d O...  
a d Sc... a d (2011),... d ca d...  
... a... ad... a...  
... d... a...  
... A... Ta... a... (2010) a d  
O... a d Sc... a d (2011) d d...  
d... c... d... c... a... a d... a...  
... a... b... d... , a... c... a...  
... d... d... d...  
... ab... a... a d b... d...  
... a... a... d...  
d... a d d... a...

c...c...S...a...a...  
 c...da...c...d...c...a...  
 C...ca...a/...a...d...La...a/...d...  
 a...a...d...ac...c...c...  
 c...a...d...  
 ba...d...F...a...c...  
 d...d...a...a...  
 a...a...ac...c...c...  
 a...a...ac...C...ca...a/...  
 a...d...La...a/...d...acad...c...  
 ac...ca...d...a...d...  
 a...a/...ca...d...La...  
 a...c...d...a...  
 -C...ca...a/...La...a/...a...c...a...  
 a...a...a...a...ac...  
 C...ca...a/...a...d...La...a/...  
 d...

## CONCLUSION

N...c...a...a...ca...d...  
 a...a...a...d...  
 c...c...d...C...ca...a/...  
 a...d...La...a/... (H...-D...ad...  
 & Z..., 2015). D...ca...  
 a...a...a...a...d...  
 Ba...d...  
 d...d...c...  
 c...a...  
 C...ca...a/...a...d...La...a/...  
 d...a...a...c...  
 U...  
 c...a...a...b...  
 a...ca...c...c...  
 ac...a...  
 C...ca...a/...a...d...La...a/...  
 b...b...d...a...d...  
 c...c...a...a...  
 d...a...d...c...  
 a...ca...ac...A...add...  
 a...ac...c...a...d...c...  
 ad...d...  
 acad...c...C...ca...a/...a...d...  
 La...a/...a...c...d...  
 a...a...c...  
 c...c...ca...ac...  
 C...ca...a/...  
 a...d...La...a/...

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