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Improving educational opportunities for Mexican immigrants : an educational manual for high school educators to understand, assist, and prepare Mexican immigrants for the next millennium

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Improving Educational Opportunities For Mexican Immigrants: An Educational
Manual For High School Educators To Understand, Assist,
And Prepare Mexican Immigrants For The
Next Millennium.

Presented to the Faculty of the
College of Social Work
San Jose State University

In partial fulfillment of the
Requirements for the Degree of
Master of Social Work

by

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April 26, 1999

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1. Introduction

The next millennium is closer than many people think. There is a common belief that the new millennium will bring good as well as bad changes. Some of the good changes expected with the millennium are associated with a better and more fascinating world of technology. It is the hope that these same technological advances will make many of the tasks human beings find tedious to do, less stressful in the future. Many of us will have the opportunity to do many of those tedious tasks from the comfort of our homes, offices, and even our cars. The next millennium will definitely bring more commodities and amenities for a lot of people, especially for those who are more academically prepared and form part of the highly skilled working force.

However, there is an alarming concern about the well being and future of a great number of people in the United States who do not have an education and lack the skills necessary to compete and succeed in a technologically advanced society. This concern is highly shared by human service organizations, educators, researchers, community organizations, the President of the United States, and other government official organizations.

The researcher of this action project addressed the educational needs of Mexican immigrant adolescents by using the action project model. The name of the agency where this action project was conducted was Newark Memorial High School.

Newark Memorial High School is the only comprehensive high school that forms part of the Newark Unified School District. Newark Memorial High School is a California Distinguished High School that serves 2,012 students and 170 employees. The city of Newark houses more than 41,00 people, while the Newark Unified School District educates 7,797 students in its K-12 district.

The reasons for the researcher to embark a project of this magnitude were necessary and justified by the statistically significant higher rates of Chicano/a dropouts in the US. In the last couple of decades, little has been done to increase the number of Mexican immigrants attending institutions of higher learning. Many school systems continue ignoring the

alarming high rates of elementary and secondary dropouts of Mexican immigrants. Innumerable school systems have also failed to address issues related to the retention of Mexican high school students.

The purpose of this action project was to investigate and analyze the educational needs, issues, and life experiences concerning the Mexican immigrant students attending Newark Memorial High School. In this action project, some of the major factors that relate to dropping out of school were used to better understand and analyze the educational needs, issues, and life experiences concerning Mexican immigrant high school students.

The main reason for having conducted an action project that investigated the educational needs, issues, and life experiences concerning Mexican immigrant high school students was because a great percentage of this particular group has and continues to suffer enormously, both economically and socially. This action project intended to formulate an assistance manual for educators that would contain ideas, suggestions, techniques, and strategies on how to understand, assist, and prepare Mexican immigrant high school students for the next millennium.

This educational manual was distributed and was available to all the educators who work closely with Mexican immigrants and who are concerned in helping these students fulfill their educational dreams.

The alarming statistics on the high rates of Mexican immigrants, and Chicanos/as dropouts in the US, and the researcher's knowledge and awareness of the economic and social costs of students who do not complete a high school program, stimulated the researcher to analyze and address some of the most prevalent issues preventing the latter populations from completing high school and attending an institution of higher learning.

2. Context of Services

The information presented in the following paragraphs provided valuable information about the general structure of the agency where this action project was conducted.

Information about the type of services and the number of people served by this agency was provided by the researcher. The researcher also provided information about the purpose and mission of the agency, the policies, laws, and regulations the agency has to abide.

Information about the general population and employment characteristics of Newark was also presented in the following paragraphs.

This action project was conducted at Newark Memorial High School (NMHS). NMHS served as the social work placement for the researcher during the academic year 1998-1999. NMHS facilitated their services to the researcher and also served as the site for the data collection that made this action project possible.

Newark Memorial High School is located in the city of Newark, California, a suburb of 41,235 people located in southern Alameda County. Newark is located 35 miles south of San Francisco, 30 miles south of Oakland, and 20 miles north of San Jose. Newark sits on the southeast edge of the San Francisco Bay.

A significant number of the various ethnic/racial groups who compose the US population and more specifically California, can also be found throughout Alameda County. In the city of Newark, the racial groups that form part of this community are White, African American, American Indian, Eskimo, Aleut, Asian or Pacific Islanders, and Chicano/a and Latino/a. Data from the US Bureau of the Census (1996) indicated that the ethnic or racial composition of the residents in Newark was the following; Whites 25,974, African Americans 1,635, American Indian, Eskimo, or Aleut 235, Asian or Pacific Islander 6,035, and Chicanos/as and Latinos/as 8,672.

The ethnic group with the highest numerical representation in Newark is White. The minority groups that are highly represented in this community are Asians, Chicanos/as and Latinos/as. Mexican residents comprise the greatest number of residents of Chicano/a and Latino/a descent.

Newark has a diversified industrial and retail based economy. The largest number of people employed work in industry jobs. The manufacturing of durable goods is the most common industry employment in this community. Retail trade is the second most common industry employment in Newark. Data from the US Bureau of the Census (1996) indicated that the number of residents working in the manufacturing of durable goods was 4,586 and that the number of residents working in retail trade was 3,576 respectively.

The per capita income for Whites in 1996 was higher than all other ethnic groups living in Newark. According to the US Bureau of the Census (1996) the per capita income for Whites was \$21,577. The per capita income for African Americans living in Newark was \$21,362. The per capita incomes for American Indians, Asians, and Chicanos/as and Latinos/as were \$14,593, \$17,485, and \$17,847 independently.

Newark Memorial High School is the only comprehensive high school that forms part of the Newark Unified School District. "The Mission of the Newark Unified School District is to empower students in becoming life long learners who possess the skills, the ethics, and creativity to reach their full potential as contributing, productive, responsible citizens".

NMHS is not the exception to the rule about institutions that receive federal and state monies. NMHS, like many other institutions that operate and provide services thanks to the support of federal and state monies must abide by and enforce rules, policies, laws, and regulations. Policies and regulations at NMHS deal with items such as student attendance and conduct. NMHS also enforces and abides by regulations and educational codes established by local School Board members.

The following paragraphs provide an overview of some of the laws, policies, and educational codes enforced and followed by NMHS. State law requires people between the

ages of 6-18 to attend school full time, unless they are otherwise exempted. The staff at Newark Memorial High School believes it is the primary responsibility of the students and their parents to see that the requirements of the mandatory attendance law are met.

The Board Policy 4033, is the policy of the Newark Unified School District to ensure that its programs, activities, services and personnel practices comply with state and federal laws and regulations governing educational programs. Additionally, it is the District's policy to ensure that its programs, activities, and services, and personnel practices do not discriminate on the basis of sex, race, color, national origin, religion, or physical/mental disability or sexual orientation.

The purpose of Board policy 5480 is to secure at the first possible administrative level; equitable solutions to complaints about employees and/or complaints from students or parents of students which may arise because of alleged misapplication or violation of school, district, state or federal rules or regulations. A complaint under this policy is a formal written statement alleging that there has been a substantial misapplication or violation of school, district, state or federal rules or regulations.

Board Policy 4015 clearly establishes that sexual harassment is deemed unacceptable conduct in the District and will not be tolerated. All individuals are entitled to a work and academic environment free from all forms of discrimination, including sexual harassment. For the purposes of this policy "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone in the educational setting.

NMHS Education Code 48260 states that any student who is absent from school without a valid excuse three full days in one school year, or tardy or absent from more than a 30 minute period during the school year or any combination thereof, is a truant and shall be reported to the attendance supervisor of the Student Attendance Review Board (SARB).

Education Code 48260.5 states that the parent or guardian is to compel the attendance of the pupil at school. Parents or guardians who fail to meet this obligation may be guilty of an infraction and be subject to prosecution (minimum fine of \$271).

Newark Memorial High School serves a diverse group of students. The cultural, ethnic, and linguistic diversity of the students mirrors the cultural, ethnic, and linguistic diversity of the state of California. In October 1997, NMHS enrolled 1996 students in grades nine through twelve. As of October 1998, there were 2,093 students. Slightly more than 39% of the students were identified as white, 30% as Chicano/a and Latino/a, 12% as Asian, 9% Filipino/a, 3% as Pacific Islander, 6% as African American, and 1% as American Indian or Alaskan Native.

The school employs 103 certificated staff members, 26% of whom have a master's degree, and 53 classified employees, including food service employees. The staffing results in an average of 30 students per teacher in each class. The certificated staff is 85% white, 9% Chicano/a and Latino/a, 2% Asian, 1% Filipino/a, and 3% African American. Certificated as well as classified staff members of NMHS have been recipients of state, national, and local awards and some staff members have published works.

Newark Memorial High School has an array of services available on campus created or formulated to cater to the different needs of a diverse population. The services available on this campus serve the needs of at risk populations, including gays, lesbians, immigrants, and other marginalized and oppressed groups.

Newark Memorial High School consists of learning centers that house science, math and technology, modern languages and American Sign, English, social science, and English Language Development (ELD formerly known as ESL). Other special programs include; physical education, musical arts, visual arts, and theatrical arts.

Newark Memorial High School has over 240 computers, which include PC's and Macs. The school has five computer labs that are fully networked and have Internet access. Students at NMHS are exposed to innovative technology and also have access to digital

cameras and scanning capabilities. The school library has 40,000 books and a newly purchased bank of computers on which students have access to Internet use.

The school has a club that was established to develop a greater understanding of issues related to gay and lesbian students and family members. The name of the support group is Gay-Lesbian And Straight Supporters (GLASS). The College and Career Center helps students explore possible career opportunities and college information.

The Pre Academic Core Enrichment (PACE) is a summer program developed to help students make a positive transition from the middle school to a high school. The Math Tutorial is a program staffed by math teachers four days a week, developed to help students struggling with mathematics.

Bridgepoint High School is a school within a school, located on the Newark Memorial High School campus. Bridgepoint serves the needs of those students requiring small structured classes. The cafeteria on campus provides free and reduced lunches to low income students or families who qualify.

NMHS has a strong student services team which includes three full time counselors. Academic counselors support students in making proper academic progress and monitoring college requirements.

Second Chance Counseling is a program that provides free community counseling service that is on campus one day a week. The Student Study Team is a program made up of the school psychologists, special education teacher, guidance counselor, crisis counselor, and an administrator to evaluate students with academic problems and make recommendations to help the students.

Newark Memorial's School Intervention Plan has two components; the Student Intervention Program, and the Conflict Management Program. The Student Intervention Program has been created to assist those students who are having emotional problems that are interfering with the student's success in school. The crisis counselor works with students to help them feel better about themselves and to help them feel better about their school work.

The counselors work closely with parents, students, and teachers to create an atmosphere for positive change. Counselors use all school resources and referrals to outside agencies to assist the students.

The crisis counselor responds to the needs of any student whose personal or school performance suffers as a result of any emotional problem(s) such as depression, suicide, abuse, grief, violence, family issues, relationship problems, truancy, poor grades, or personal safety issues.

The Conflict Management Program has been successfully used by students to peacefully resolve differences. Any student can request this process as an alternative to fighting or having verbal conflicts with other students by asking an administrator. The program has a proven record of successfully resolving differences and lowering tensions between students. Staff members and parents are also able to refer students to this program. The Conflict Managers are students who are trained to resolve conflicts between students and to support other students as natural peer helpers.

Students who are not cooperating with their teachers, or are otherwise disrupting classes are referred to the Responsibility Center. Once in the center, students are not allowed to talk, sleep, or participate in any other type of inappropriate behavior. Students have to work on assigned written/reading homework provided by the teacher or administrator. Parents are notified when their son or daughter has been sent to the Responsibility Center. Students who refuse to leave the regular classrooms, or do not report to the center are treated as insubordinate and face one day suspensions.

The Newark Memorial Arts Academy was developed to give students academic rigor, aesthetic sensitivity, and individual discipline in artistic goals beyond high school. The Academy has grown from a traditional drama, music, art, and photography program to a wide array of offerings attracting not only Newark Memorial students but also students from surrounding cities. The four year program stresses the importance of preparation for a profession and higher education as students move through advancing levels of instruction.

The English Language Development (ELD) Program serves students who represent 5.8% of the student body and speak at least thirteen different languages. Seven native language speakers tutor in a variety of languages including Tagalog, Farsi, Spanish, Hindu/Punjabi/Gujirati, Vietnamese, and Mandarin. Limited English Proficient (LEP) students are also taught in sheltered classes which include three levels of sheltered math, and two levels each of science, social science and Spanish for Spanish speakers.

The services available on NMHS are many and were formulated or created to cater to the different needs of a diverse population. However, the researcher of this action project concluded that some of the services on NMHS did not benefit or reached out to certain populations these services were formulated or intended for.

The researcher's conclusion that certain populations in NMHS have not received or have not been offered the array of services available on campus, was supported by the results the researcher found in the California Basic Educational Data System, California Department of Education (CBEDS). (See table 1).

Table 1- Number of 14 to 24 year olds who were high school dropouts, by race-ethnicity. October 1996 through October 1998

	Total	Chicano/a Latino/a	Asian	American Indian	Pacific Islander	Filipino/a	Black	White
Number of students age 14 to 24 who were high school dropouts in 1996	21	11	2	0	1	0	2	5
Percentage of students age 14 to 24 who were high school dropouts in 1997	17	9	1	0	1	1	1	4
Percentage of students age 14 to 24 who were high school dropouts in 1998	16	8	2	0	0	1	3	2

Source: Newark Memorial High School: Self-Study, 1998-1999

Based on the information obtained from table 1, the dropout rate among Mexican immigrant, Chicano/a, and Latino/a students attending Newark Memorial High School has accounted for 50 % or more of the total dropout rate in the last three consecutive years. The results found on table 1 clearly indicates that NMHS' intents and efforts to alleviate the dropout rates of Mexican immigrant, Chicano/a, and Latino/a students at NMHS has been minimum and modest in the last three consecutive years.

The cumulative effect of hundreds of thousands of young adults leaving school each year without successfully completing a high school program translates into several million young adults who are out of school, but lacking a high school credential. In 1996 7.3 percent of White young adults ages 16 through 24 were out of school without a high school credential, they accounted for 1.6 million of the 3.6 million dropouts. Of the 29.4 percent of Chicanos/as and Latinos/as in this age group, they accounted for 1.3 million of the 3.6 million dropouts. African Americans accounted for 0.6 million of the dropouts. (See appendix H).

Chicano/a and Latino/a and African Americans are at greater risk of dropping out than Whites, with Chicanos/as and Latinos/as at a greater risk of dropping out than either White or African American students. A larger percentage of Chicano/a and Latino/a students, compared with White students, leave school short of completing a high school program. Although the 6.7 percent rate for African American students falls between the rate of 9.0 percent for Chicanos/as and Latinos/as and 4.1 percent for Whites, the differences are not significant. (See appendix G).

The educational gap between Chicano/a and Latino/a young adults compared to their African American and White peers is made worse by the fact that taken as a group, Chicano/a and Latino/a young adults without a high school credential have completed less schooling than African Americans and White young adults in the same situation. One third of the Chicano/a and Latino/a young adults in this group of dropouts have less than a 9th grade education and one half have less than a 10th grade education.

Comparable estimates for Whites and African American show that about one tenth of the dropouts in each group have less than a 9th grade education and about one quarter have less than a 10th grade education. (See appendix I).

The dropout rates for Chicano/a and Latino/a youth born in the US are lower than the dropout rates for foreign born Chicano/a and Latino/a youths. However, the dropout rates for Chicanos/as and Latinos/as born in the US are still higher than the dropout rates registered for African American or White young adults. The dropout rate of 44.1 percent for Chicanos/as and Latinos/as 16 through 24 year olds born outside the 50 states and the District of Columbia is double the rates of 16.7 percent registered for Chicano/a and Latino/a youths with at least one parent born in the United States and 22 percent registered for Chicano/a and Latino/a youths with both parents born in the US. (See appendix J).

In 1996, there was almost a 29 percentage point gap between status dropout rates for the lowest and highest income groups. Youths from families with the lowest incomes were eight times as likely as their peers from families with high incomes to be out of school without a high school credential. Chicano/a and Latino/a young adults from families with low and middle incomes are more likely to dropout than Chicano/a and Latino/a youth from families with high incomes. Chicano/a and Latino/a young adults at each income level are more likely to dropout than White and African American youths at the same income levels. (See appendix K).

When the dropout rates across geographic regions for each racial-ethnic group were analyzed, the dropout rates for Chicanos/as and Latinos/as exceeded the national dropout rates in each region. (See Appendix L).

Over the past quarter century, the status dropout rates for White young adults have persisted at levels lower than the rates observed for either African American or Chicano/a and Latino/a young adults. (See appendix M).

The researcher of this action project concluded that the dropout rate of Mexican immigrant at NMHS has not been resolved or ameliorated because some of the services available on campus are not being delivered precisely and are not serving the needs of certain at risk populations.

The truth that NMHS has not taken a more active role in understanding the educational needs and addressing the high dropout rates of the Mexican immigrant, Chicano/a, and Latino/a students attending this high school can not be ignored any longer. The lack of attention by NMHS to important issues such as the ones just described, simply contribute to the already alarming statistics on the high rates of Mexican immigrants, Chicanos/as, and Latinos/as dropouts in the US.

Educators at NMHS have the responsibility to make sure that every student at NMHS is treated equally and fairly and receives the same services available to every other student. NMHS employers also have the responsibility of making sure that the services available on campus serve the needs of the diverse population this high school represents.

As an institution of learning, NMHS needs to understand the educational issues concerning Chicano/a and Latino/a students in order to reach out to them and provide them with services formulated to cater to their educational needs. NMHS can not continue ignoring the educational needs of the Chicano/a students who attend NMHS.

NMHS has to pay attention to this certain population for various reasons. The number of Chicano/a and Latino/a residents who live in Newark is statistically significant and deserves the attention of researchers, helping professionals, and educators who are concerned about the well being, the future, and better functioning of these people. This population deserves a lot of attention also because the number of students of Chicano/a and Latino/a descent who attend NMHS is significantly high.

Educators at NMHS need to pay attention to the educational needs of Mexican immigrant students because if they ignore their educational needs, these students will not get an education and will continue holding low wage jobs and making less money.

Educators need to assist Mexican immigrant students to complete their education so that these students are not employed in the manufacturing of durable goods, retail trade, assemble, and agriculture. Educators need to encourage and help Mexican immigrant students to see the importance of being employed in executive occupations, administrative, managerial, technicians and related support, health services, educational services, and other occupations that pay descent salaries.

Educators have the enormous responsibility of assisting students become great contributors to society. Ultimately, it comes down to an educator being one of the contributing factors in creating a society of illiterates or a society of educated and well prepared individuals. Practically, as a progressive society we can not tolerate a society of illiterates and unproductive citizens any more.

3. Theoretical Foundations/Literature Review

The process of selecting a theoretical orientation that would help the researcher understand and analyze some of the complex issues and factors related to dropouts was the hardest part of this action project. The researcher struggled in finding a theoretical orientation that would allow him to address the personal and environmental factors that relate to dropping out. The search for a theoretical orientation that would be appropriate to employ in working with Mexican immigrants students became more difficult, since the researcher wanted to employ a theory that was focused on how environments can be modified to improve the person/environment fit, not how the person/environment fit can be improved upon making changes on the individual psychological level.

The process of selecting a theoretical foundation was also difficult because the researcher wanted to employ a theoretical orientation that was built on client strengths rather than client pathological characteristics. The need of a theoretical orientation built on client strengths was necessary for this project in order to better understand the educational concerns, needs, problems and values of the Mexican immigrant students at Newark Memorial High School.

According to Sheafor, Horejsi, and Horejsi (1994), a theoretical orientation is composed of a coherent set of concepts, beliefs, values, propositions, assumptions, hypotheses, and principles. A framework can be thought of as an outline of ideas that help one to understand people, how people function, and how people change.

The theoretical orientation that guided and helped the researcher to understand the personal and environmental factors related to dropout was the ecosystem perspective. The ecosystem perspective helped the researcher understand how the student's family support, economic status, language/cultural barriers, migration patterns, family composition and other factors influence the educational needs, issues, and life experiences concerning Mexican immigrant high school students.

Meyer and Mattaini (1995) define the ecosystem perspective as a way of seeing case phenomena (the person and the environment) that are interconnected and multilayered to order and comprehend complexity and avoid oversimplification and reductionism. It is a way of placing conceptual boundaries around cases to provide limits and define the parameters of practice with individuals, families, groups, and communities.

Sheafor, Horejsi, and Horejsi (1994) state that the purpose of the ecosystem perspective is to maintain the social worker's focus on the person-in-environment context of a practice situation. The ecosystems perspective has a particular emphasis on the systemic interaction of five elements in a practice situation: (1) characteristics of the individual, (2) family life style and dynamics, (3) cultural values and beliefs, (4) environmental structural factors such as racism, sexism, or ageism, and (5) the historical experiences that have contributed to a client's situation.

The ecosystem perspective played an important role in helping the researcher understand the importance of looking at the history of racial and cultural oppression of Mexican immigrants in the United States. It was instrumental for the researcher to have looked at the historical and cultural oppression of Mexican immigrants in order to understand how these concepts or issues have contributed to the higher dropout rates of Mexican immigrant students and to the higher percentage of unskilled Mexican workers.

Extensive literature agrees that the economic and social costs of students who do not complete a high school program are astonishing. The financial burden, public and private, runs into the billions of dollars. They include welfare benefits, loss of tax revenues, social services, costs of law enforcement, and health care. There is also the loss of jobs, wages, and productivity.

The following literature review will cover several factors that impact the educational experiences and academic attainment pertaining to American youth. The factors that will be covered in this literature review include: language/cultural barriers, migration during

adolescence, pregnancy/marriage, lack of family support for completing education, and social and economic background.

The polemic about what factors better describe or explain academic achievement and educational experiences in the American school system has generated heated debates and substantial literature in the last few decades. On one hand, Gaustad (1991) stated that the main factors associated with dropping out include students' socioeconomic status, location, school behavior, and academic achievement. On the other hand, Barrington and Hendricks (1989), stated that dropout rates are higher for students coming from low socioeconomic backgrounds, from single parent families, and from non English language family backgrounds.

The interrelatedness of various and confounding factors that relate to dropping out makes it hard to determine which factors are more significant in determining and identifying possible dropouts. Frase (1989) realized that the overall dropout rates are higher for African Americans than for Whites, but race turns out not to be the crucial factor. When social background is factored in, reports Frase, dropout rates for blacks are not higher, and in some cases may be lower than those for whites.

According to Gaustad (1991), the percentage of Americans completing high school has increased steadily over the past fifty years. Nonetheless, concern about dropout issues has increased among educators, policy makers, and the public. Dropout rates remain disturbingly high in certain areas, particularly major cities, and among certain populations, such as Latinos/as. Community organizations and minority advocates are really preoccupied about citizens who belong to groups that have historically been underrepresented, marginalized, oppressed and citizens who do not have an education to confront the next millennium.

Fernandez (1989) agrees with Gaustad that the dropout rates for Latino/a youth have remained at levels consistently higher than the dropout rates experienced by their White and African American peers since the early 1970s. In addition to higher dropout rates, many Latino/a dropouts do not progress as far in school as Black and White students who dropout.

According to McMillen and Kaufman (1996), over half of the Latino/a dropouts in 1995 reported less than a tenth grade education compared with 31.1 percent of the White dropouts and 26.6 percent of the African American dropouts.

The researchers McMillen and Kaufman (1996) found that in 1995 the High School and Beyond (HS&B) study sponsored by the National Center for Education Statistics (NCES), showed that Latinos/as and African Americans are at greater risk of dropping out than Whites, with Latinos/as at greatest risk of these groups. This study also showed that Latino/a students are more likely than White students to leave school short of completing a high school program. The latter findings by these researchers confirm the findings and analyses reported by the White House Panel on Latino/a dropouts from earlier studies that Latino/a students are at greater risk of dropping out than Whites and African Americans.

Research findings about the educational experience of Mexican immigrants have not come easy for researchers. Researchers attribute the difficulties of obtaining more accurate information to the heterogeneity this population represents.

On the one hand, Fernandez and Shu (1988) found that Latino/a students in a national sample dropped out at significantly higher rates than other students, even when factors such as family income, academic achievement, and parents' educational levels were considered. On the other hand, Astone and McLanahan (1991) summarized that Latino/a children whose parents are better educated, make more money, have higher status jobs, and are living with one another tend to attain higher levels of education than do other Latino/a children.

Limited studies have focused on Chicano/a and Latino/a group's different levels of formal schooling. In his work with Chicano/a and Latino/a groups, Velez (1989) concluded that the relevance of background attributes for Chicanos/as, Puerto Ricans, and Cubans, suggests that family structure; socialization practices; and human, financial, and social capital that are available through the family are important in understanding the behavior of dropouts.

Fernandez and Nielsen (1986) agree that the inability of many Mexican origin children to speak English fluently may put them at a serious disadvantage in American schools.

Fernandez and Nielsen have found that teachers treat students with English language deficiencies as slow learners or as intellectually lacking, behavior that affects adversely the educational experiences and academic attainment of immigrant children.

Farrell (1990) stated that the implied or overt rejection of Mexican origin adolescents' language, which is a major facet of any group's culture and heritage, may lower these adolescents' aspirations for success and inhibit their success in school.

In the study conducted by Warren (1990) on the *Educational Inequality among White and Mexican Origin Adolescents*, he found that adolescents who cannot speak English are at a disadvantage in American schools. Warren, like other researchers, also found that moving during the schooling years is detrimental on the students' educational outcomes. Warren concluded his research by stating that the processes that give rise to educational inequality seemed to be much the same for each group. That is, a child whose parents were better educated or earned more money, who spoke English more fluently, or who did not migrate from 1985 to 1990 was more likely than other adolescents to have succeeded at making these educational transitions. In this respect, Chicano/a and Mexican immigrant adolescents were no different from white adolescents.

Farrell (1990) found that those who move during the juvenile era are at an educational disadvantage because this era is a prerequisite for establishing fundamental patterns of social adjustment, and movement at this time disrupts the children's acceptance of cooperation and social control through socially agreed upon rules. Borjas (1982) findings agree with Farrell. Borjas concluded that the act of migration, whether from one country to another, may have negative consequences for adolescents' social and academic development.

Fligstein and Fernandez (1985) observed that among the background variables that they expected could disproportionately affect Mexican Americans student's educational attainment, such as migration history and language type, they found that only migration

history is consistently related to high school and college attendance and to delay in high school. These two researchers concluded that social background is the driving force behind differences in educational attainment between Mexican Origin and Non-Latino/a students.

One of the researchers who has debated and is opposed to the independent effects that English language ability, migration history, and family background have on the educational attainment of children and adolescents has been Davis (1991). Davis argues that once parental education and other socioeconomic status variables are held constant, there are few independent effects of ethnic group specific characteristics, such as English language ability, or nation of origin on adolescents' educational success.

Although recent migration and deficits in English language ability are hardships for many Mexican origin adolescents, Davis (1991) believes that these factors do relatively little to explain the gap in educational attainment between White and Mexican origin adolescents.

According to Fitzgerald, Fassinger, and Betz (1995) the effect of SES on parental support suggest that Mexican American girls from lower socioeconomic backgrounds may perceive their parents to be less interested in and less encouraging of their academic activities. Because parents with a lower SES are likely to have had less formal schooling, they may feel unable to offer support for their daughters in an environment in which they did not persist or feel comfortable.

According to Vasquez (1982), encouraging daughters to pursue higher levels of education and higher level careers may be inconstant with traditional Mexican American family values or may be perceived as outside of the family's opportunity structure. Daughters raised in these difficult and stressful environments may be unprepared to manage the daily educational tasks required within the school.

Bird and Ross (1993) found that the well educated have higher levels of support than the poorly educated. Education helps people maintain supportive relationships with others directly by way of increased flexibility in dealing with problems, the ability to negotiate and compromise, and to see more than one side of an issue; and indirectly by reducing stressors

of unemployment, poverty and economic hardship which strain interpersonal relationships. Social support reduces distress directly and it interacts with stressful life events and situations, buffering their negative effect.

Low levels of education increase economic hardship. Individuals with low levels of education have lower incomes than those with higher levels of education in part because they are less likely to be employed and if employed, they are more likely to hold low level jobs. Low levels of education further deprive people of the problem solving resources needed to cope with the stresses of economic hardships.

According to the U.S. Department of Education (1992), well educated people are more likely to be employed and are more likely to be employed full time(vs. part-time) than are those with little education. Bird (1993) concludes that employment, especially full time employment, in turn, is associated with higher levels of psychological and physical well being. The positive association between well being and employment is not simply due to the selection of healthy people into the work force, physical and mental health affect an individual's likelihood of being employed.

Researchers Ross and Willigen (1997) state that, "Education is a root cause of individual well-being: It shapes people's opportunities for employment, the kind of work they do, their income and economic hardship, their social psychological resources, and their distress" (292). Poorly educated, with the worst jobs have limited room to compare their own outcomes with alternative ones, socially disadvantaged see their alternatives as other unskilled, poorly paid, routine, uncreative jobs or worse unemployment and poverty.

In the last few years, extensive literature on the consequences of teenage pregnancy and teenage marriages has been generated. Teenage pregnancy is one of the social concerns or phenomenon's that has originated tremendous controversies and heated debates. This social concern has created controversies and heated debates because of its risks to the education, employment, income, and health of both mother and child.

The United States Department of Health and Human Services (1995) indicated that the high rates of adolescent pregnancies in the United States, cited at one million per year has much to do with disproportionate rates of adolescent non-marital births, with a third of the nation's non-marital childbearing occurring to teens. Maynard (1996) states that teenage pregnancy has stimulated societal concerns because of its high costs associated with welfare payments and lost productivity. Maynard also states that at an international level, significantly higher rates of adolescent pregnancy, birth, and abortions are in evidence when comparing the United States to other developed countries.

Data from the U.S. Bureau of the Census (1996) indicates that by the time teen mothers (17 and under) reach their late twenties, thirty percent have completed high school compared to seventy five percent of mothers who have delayed childbearing until ages twenty to twenty one. This differential remains even after controlling for the background factors often associated with the adolescent pregnancy, such as the adolescents parents' educational level, growing up in a single parent family, and household income.

Furstenberg, Brooks-Gunn, and Morgan's (1987) 17 year longitudinal study demonstrated 50 percent less graduation rates for adolescent mothers when compared to delayed childbearers matched for SES, ethnicity, and urbanicity. Recent data collected by Maynard would agree with Furstenber, Brooks-Gunn, and Morgan findings in their longitudinal study. Maynard (1996) also reported a 50 percent graduation rate by the time adolescent mothers reached early adulthood.

Furstenberg, Brooks-Gun, and Morgan's (1987) research consistently shows that adolescent parenthood is associated with low levels of employment and the type of jobs held, which tend to be both low skill and low paying. The latter researchers found that significantly fewer of the teenage parents were employed compared to their classmates who were often full time students. These experiences constrain the economic status of these young mothers, who in addition to fulfilling traditional maternal roles, are also largely responsible for their family's economic situation.

According to Burt (1986), if all adolescent births were delayed until mothers were at least 20 years of age, potential public savings would reach more than \$5,560 for each birth and little over \$2.06 billion for the whole cohort of adolescents who would have given birth.

Data from the United States Department of Health and Human Services (1995) summarizes that one third of the nation's non-marital childbearing occurs to teens. Single parent status seems to be maintained by adolescent childbearers throughout the years, long after they are adolescents. Even when adolescents marry, they experience high rates of separation and divorce. Adolescent childbearers were more likely to end up as single parents fifteen years after giving birth.

Teenage mothers have a significantly elevated risk of delivering low birth weight, premature, and small for gestational age infants. Baldwin & Cain (1996) conclude that the health risks to the children of adolescent mothers may linger even after controlling for factors often confounded with adolescent pregnancy, such as low SES, low educational level, and large family size.

Corcoran (1998) states that children of adolescents childbearers are less likely to graduate from high school and more likely to have children prematurely. About three quarters are able to finish high school by early adulthood compared to a rate of almost 90 percent for the children whose parents delayed childbirth. Females of teen parents have a 17 percent likelihood of becoming teen parents themselves compared to nine percent of the children of adult childbearers. Other negative behavioral problems for adolescents of teen parents include running away from home and trouble with the law enforcement.

Data from the U.S. Department of Justice (1992) indicates that boys of teen parents are 2.7 times more likely to be locked up for criminal activity. Simply postponing adolescent childbearing just until ages 20 to 21 would, by itself, reduce the incarceration rate for the affected children by 13 percent, in dollars terms, our correctional costs would decline by \$2 billion dollars a year.

According to Andrisani (1978), the well educated may get the benefits of marriage without the stress associated with children, since well educated women have fewer children than poorly educated women. Women with high levels of education are more likely to remain childless, to postpone having children, and to have fewer children than are those with lower levels of education. The well educated are less likely to divorce, probably due to the fact that they marry later and do so under more favorable economic conditions.

McLanahan and Casper (1994) state that women with high levels of education are more likely to postpone marriage, not to marry after divorce, and never marry in the first place than are women with lower levels of education; and women who fail to marry in young adulthood attain a higher level of education than those who do marry.

The diversity of the factors that impact the educational experiences and that contribute to academic attainment for some American youth suggests that there is no single reason or simple underlying factor for leaving school or finishing an educational program.

4. Design/Methodology

In the following pages the researcher discusses the data collection procedures, the measures that were used to analyze the data, and the selection of the subjects used in determining factors which are associated with Mexican immigrant views on educational attainment and views on Newark Memorial High School.

The primary goal of this action project was to design an assistance manual for educators that contained ideas, suggestions, techniques, and strategies on how to understand, assist, and prepare Mexican immigrant students attending Newark Memorial High School. This manual would help Newark Memorial High School and other school systems populated with Mexican immigrants to identify and provide them with the adequate resources this population needs to succeed in this society.

This action project combined both ethnographic and descriptive data to investigate and analyze the educational needs, issues, and life experiences concerning Mexican immigrant high school students. The methodology employed in this action project was a qualitative design which included the use of three data collection instruments: (1) a demographic survey (2) one interview protocol and (3) a questionnaire.

The demographic survey used in this action project was designed by the researcher. This demographic survey contains 10 questions which focused on demographic information such as ethnicity, occupation, gender, education, age, and family composition (see appendix C).

The interview protocol was developed by the researcher with the assistance of some of the staff members from Newark Memorial High School. The staff members who collaborated in the creation of this interview protocol included a bilingual counselor (Spanish/English), a Spanish teacher, and the head of the English Language Development Program.

The interview protocol included twenty questions that focused on cultural identity, the importance of language usage, knowledge, family structure, neighboring composition, educational goal and aspirations, and other important concepts concerning their educational

experiences and life experiences in the United States (see appendix F). The question in the survey that read, "How important it is that schools provide students with assistance in their mother tongue?" provided the researcher with valuable and pertinent information on the importance of bilingual programs and English as a Second Language programs for students with Limited English proficiency.

The student survey used in this action project was part of the Western Association of Schools and Colleges (WASC) Accreditation Process to collect student views on Newark Memorial High School. This survey included thirty one questions that were filled in on separate scantron sheets. The student survey included questions that focused on the students views on school curriculum, safety of the school, working atmosphere, teachers preparedness, distribution and availability of school resources, and other concepts related to the students perceptions and opinions about Newark Memorial High School.

The students responded to some of these questions by marking yes or no answers, strongly agree, agree, unsure, disagree, strongly disagree, and other responses (see appendix D). For example, a sample question that read, "I feel that I will be prepared for my career goals after I graduate." The students were supposed to respond to this question by marking strongly agree, agree, unsure, disagree, and strongly disagree. The answer to this question provided the researcher with valuable information about the students positive or negative experiences in high school that might influence their decisions to complete a high school program or drop out of school.

With the collaboration of the bilingual counselor and the Spanish teacher, the researcher translated the student survey into Spanish. The thirty one questions that formed part of this student survey was translated. The translation for every question was carefully revised by the collaborators and the researcher. The questions were not translated word by word to make possible that the English and Spanish questions conveyed similar meanings. It was important to understand that some English words cannot be translated into Spanish and vice versa. The student survey was given to the students in Spanish.

The data for this action project was collected from 38 Mexican immigrant students currently enrolled at Newark Memorial High School. The sample group chosen was composed of all the 9th through 12th graders who were part of, or continue to be part of, the English Language Development program (ELD) in this high school.

The participants were identified by using the School Administrative Student Information program (SASI) at Newark Memorial High School. SASI had access to all the information about any student attending this high school. SASI was used to select all the students born in Mexico and the students who have been enrolled or still enrolled in ELD classes. The characteristics of the subjects selected for this action project included; (1) place of birth, and (2) enrollment in the English Language Development Program.

The process of conducting this action project began by getting all the students who were identified as former or current students of the English Language Development program and whose birthplace was Mexico together in the conference room. The conference room at Newark Memorial High School has a capacity of fifty-five people. The researcher personally asked the teachers of these students about the possibility of allowing the researcher to talk to some of his/her students about the action project in the conference room during his/her fourth or fifth period.

The researcher made sure to check the student's attendance the day assigned to meet with all the students together. The researcher had full access to the student's attendance records. Once, the researcher confirmed that all the students were present, the researcher went and talked to the student's teachers and let them know that the researcher would like to see some of his/her students during the fourth and fifth period for one hour. The researcher gave every teacher a list with the names of the students that the researcher would like to see in the conference room during those periods.

Once, all the students were congregated in the conference room, the researcher explained to them his reason for meeting with them. In this meeting the researcher introduced himself and explained to the students the purpose of this action project. The researcher told the

students that he was a student from San Jose State University who was conducting a study on how to improve educational opportunities for Mexican immigrant high school students.

The researcher proceeded by explaining to the students some of the benefits of participating in a action project like this. The researcher explained to them that their participation would help educators to understand, prepare, and assist Mexican immigrants students to succeed in the American school system. The researcher also explained to them that there were no risks or discomforts involved in participating in this action project. The researcher made sure to reinforce that participation in this study was voluntary and there would be no penalty due to refusal to participate at any time.

The researcher indicated to the students that he would collect data through interviews and surveys. The researcher clarified to them that the interviews would be audio taped, and that all the audio tapes would be destroyed at the conclusion of this study. The researcher also clarified to the students that the information would be kept anonymous and would be disguised so that no personal identification could be made. All information collected was identified by number only.

In this meeting, the researcher also explained to the students how the survey, interview, and demographic survey would be conducted. The researcher explained that the purpose of the interviews and the surveys was to gather information to have a better understanding about their views on education, their educational needs, experiences and opinions about Newark Memorial High School.

The researcher indicated to the students that the interview and the surveys would be given individually and not in groups. The researcher told the students that the interview and the surveys would be completed in one hour to one hour and a half. The surveys and the interviews took place during the fourth and fifth period. The researcher elaborated a calendar to assign a date for every possible participant. The researcher assigned and planed two interviews per day. The researcher was at Newark Memorial High School Wednesdays through Fridays from 8:00 AM. to 3:30 P.M.

The researcher made sure that in this meeting the importance of having the student's parents or legal guardians sign the consent form be stressed. The students needed to have their parents sign a consent form in order to participate in an educational research study. Consent forms were written in English and Spanish. Only the students who had their consent forms signed by their parents or guardians were permitted to participate in this action project.

Consent forms were given to the researcher personally and he was the only one to have possession of them. Once the researcher had the consent forms signed and returned, he began scheduling the times to see the students.

The researcher ended this meeting by answering questions students might have about this action project. The researcher provided the students with the project chair's, Fred Prochaska, phone number if they had any more questions about this action project.

The privacy and identity of the students participating in this action project were protected at all times. In order to make sure that the students did not suffer or were at risk because of improper handling of information, various measures were taken to protect the students. One, the researcher provided protection to the students by separating personal identification from the research data through the use of numeric codes. The researcher had the students pick a random number or a number of their choice. The number students chose was used to identify and protect them from being recognized by unauthorized people.

Second, documents, surveys, tapes, and other materials that contained or reported personal information about the students that might lead to the identification of the students was kept in the researcher's home file. The researcher was the only person who had access to this file cabinet. None of the latter materials were left at school or shared with anyone, they were destroyed when they were no longer needed. All audio tapes were destroyed at the conclusion of this action project. When publishing the action project results, the information was kept anonymous and was disguised so that no personal identification could be made.

The researcher of this action project was permitted by San Jose State University Human Subjects Protection Committee to employ human subjects in this action project (see appendix P).

This action project was conducted from October, 1998 through March, 1999. Only one interview was conducted with each participant. Interviews ranged from one hour to one hour and twenty minutes. Thirty-two of the interviews were audio taped. The remaining six were not, because the students opted not to be recorded.

Information gathered from the interviews, demographic surveys was analyzed using an open coding data analysis strategy. Triangulation of the study results, past research, and research assumptions were used to interpret the findings.

5. Results

The information presented in the following paragraphs reflected the views on educational attainment and views on Newark Memorial High School of Mexican immigrant students. The collection of the students' views was made possible to the usage of the following three data collection instruments: (1) a demographic survey (2) one interview protocol and (3) a questionnaire. In the following paragraphs, the researcher presented the results obtained from the demographic survey first, the results from the student survey (questionnaire) were presented second, and the results from the interview were presented last.

The number of students who participated in this action project was 38. The number of participants included twenty males and eighteen females, respectively. The grade level composition of the total participants was the following; eight Freshmans, fourteen Sophomores, three Juniors, and four Seniors. All of the participants were born in Mexico. The majority of the parents of the participants were born in Mexico, with the exemption of two parents who were born in the United States.

The average number of participants lived in intact families, composed of both biological parents. The average number of siblings in the family was four. A few students reported living with either brothers or sisters. A number of students also reported to have lived in the United States with some relative(s). A few students reported to have lived in the United States by themselves, with no friends or blood relatives.

The parents of the participants reported a wide range of occupations. The average number of male parents reported working in factories, construction, computer assembly, and maintenance. Other occupations held by male parents included; mechanics, cooks, carpenters, drivers, and farm workers. A few of the student's indicated that some of their parents were teachers and engineers in Mexico. The average number of female parents reported to be housewives. Only a few number of female parents reported to be working outside the home. The average number of mothers reported to be working in occupations such as; housekeeping, maids, assembly factories, restaurants, maintenance, and baby-sitting.

The number of students who had a job while going to school was eight, five males and three females respectively. Half of the students working were not living with both of their parents. Some of the students were living with a single parent, siblings, or by themselves. The average number of working hours by males was thirty. The occupations held by male students included cooks, fast food dispatcher, and grocery worker. The average number of working hours by females was twenty-five. The occupations held by female students included waitressing, fast food dispatcher, and shoe store worker.

The results obtained from the student survey were presented in the following paragraphs. The following results provided the students views on NMHS given by the thirty-eight participants. The student survey used in this section is part of the WASC Accreditation Process.

Sixteen students said that their plans after high school were to go to a "two year college". Thirteen students said that their plans after high school were "work". Eight students said that their plans after high school were to go to a "four year college". Three students said that their plans after high school were to join the "military".

A total of 28% of the students interviewed indicated that they spend "between 10 and 14 hours" on school work outside of class every week. Of the students interviewed, 24% indicated that they spend "more than 14 hours" on school work outside of class every week. Another 24% of the students interviewed said that they spend "between 5 and 10 hours" on school work outside of class every week. Eighteen percent of the students reported that they spend "less than 5 hours" on school work outside of class every week. Only 5% of the students reported that they spend "no time at all" on school work outside of class.

Of the students recorded, 39% felt "enough" ready to pursue their academic and occupational goals after graduation. A total of 32% of the students recorded that they felt "somewhat" ready to pursue their academic and occupational goals after graduation. Only 11% reported that they felt "very prepared" to pursue their academic and occupational goals after graduation. Similarly, 11% marked that they felt "little or none" ready to pursue their

academic and occupational goals after graduation. Seven percent said that they “did not know” if they were ready to pursue their academic and occupational goals after graduation.

The following table shows the number of students who are informed of the requirements necessary to graduate and the number of students who will be prepared for their career goals after they graduate.

Table 2- Pre and Post High School Understanding and Preparedness

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Number of students who have a clear understanding of what is required to graduate	7	15	11	0	3
Number of students who will be prepared for their career goals after they graduate	5	16	13	0	1

Fifteen of the students who marked to be college bound, indicated that they have received “very much” support to be successful in the necessary classes. Ten students indicated that they have received “enough” support to be successful in the necessary classes. Six students indicated that they were not college bound. Two students marked that they have received “some” support to be successful in the necessary classes. Five of the college bound students, indicated that they have received “little or no support” to be successful in the necessary classes.

A total of 40% of the participants indicated that the two people who have helped them in selecting their courses have been “teachers and counselors”. Surprisingly, 28% indicated that they have selected their own courses, that no one had helped them. Thirteen percent indicated that their parents helped them select their courses. Analogously, 13% of the

students indicated that their friends helped them select their courses. Only 6% indicated that someone else helped them chose their courses.

Table 3- Source of Help (N=38/38)

Where do students get help when having difficulty in a class?				
Teachers	Peer Tutorial Center	Math Tutorial Center	Parents/Adults	Friends
32%	48%	2%	18%	0%

The table above shows the percentiles of students who indicated where they get the most help when having difficulty in a class.

Table 4- Seeking Help (N=38/38)

How often do students seek help when having difficulty in a class?				
Always	Frequently	Sometimes	Never	I don't need help
18%	18%	61%	0%	0%

The table above shows the percentiles of students who indicated how often they seek help from any source when having difficulty in a class.

Of the students interviewed, 52% reported that a course grade should not reflect only tests and a final exam. The remaining 47% indicated that a course grade should reflect only tests and a final exam.

Nineteen students said that “some” of the teachers at NMHS assess the student’s learning in a variety of ways. Students said that some of their teachers assess their learning by using tests and projects. Sixteen students said that “most” of their teachers assess their learning in a variety of ways. Only three students indicated that “very few” of their teachers assess their learning in a variety of ways.

A total of 31% reported that their courses at NMHS have been “sufficiently rigorous”. 19% reported that their courses at NMHS have been “very rigorous”. Significantly, 31% marked that their courses at NMHS have been “somewhat rigorous”. Only 19% indicated that their courses at NMHS have “not been rigorous”.

Thirteen students marked “enough” to indicate how much they understood the relevance of their courses in preparation for real world settings. Ten students marked “very much” to indicate that they understood the relevance of their courses in preparation for real world settings. Nine students marked “somewhat” to indicate how much they understood the relevance of their courses in preparation for real world settings. Six students recorded “did not know” to indicate how much they understood the relevance of their courses in preparation for real world settings. Only one student marked “little or none” to indicate how much they understood the relevance of their courses in preparation for real world settings.

The following percentages indicate the amount of support or assistance the students have received in the areas of academic success, counseling, and in career development.

Table 5- Support/Assistance Indicators (N=38/38)

	Excellent	Adequate	Limited	None	Don't need
Percentile of students who have appropriate support from teachers in order to be successful	19%	58%	19%	3%	0%
Percentile of students who have appropriate support in academic/college/ career counseling	6%	58%	17%	7%	0%
Percentile of students who have received assistance in developing a career direction	3%	14%	24%	59%	0%

Forty two percent of the students marked that their transition to NMHS from their previous school was “fairly smooth”. Of the total number of students, 32% marked that their transition from their previous school was “difficult”. A total of 21% marked that their transition from their previous school was “very smooth”. Just 5% marked that their transition from their previous school was “very difficult”.

Significantly, 68% of the students reported “no” to be aware of the Arts Academy. Of the students interviewed, 26% reported to be aware of the Arts Academy “somewhat”. Only 6% of the students reported to be aware of The Arts Academy.

Twenty-five students indicated to be aware of the peer tutorial or math tutorial programs. Twenty-one students indicated that they were aware of the after school library hours. Nineteen students indicated to be aware of the lunch/after school computer center. Seventeen students were aware of the Crisis Counselor/Conflict Management Program. Nine students indicated to be aware of the college and career resources in the Career Center.

In the following paragraphs the researcher presented the answers given by the thirty-eight students interviewed. Thirty-two students interviewed authorized the researcher to audio tape the interviews. Six students interviewed preferred and opted for not having the researcher audio tape their interviews.

Because of the magnitude and variety of the answers given by the students, the information presented in this section was selected by recording the answers given by the majority of the students. All the answers given by the students were very important for the researcher, but because of the scope of this project, not all of the answers given by the students were presented in this section. Therefore, in this section, the researcher presented the answers more commonly given by the majority of the students interviewed.

Twelve students said that in five years from now they see themselves finishing a career preparation program. Fourteen students said that in five years from now they see themselves working some place. Five students said that they see themselves to be married in five years.

Seven students said that in five years, they see themselves going to college and working at the same time.

Table 6- Post High School Plans (N=38/38)

Student's plans after high school graduation			
College	Work	University	Military
42%	42%	10%	5%

The table above indicates the student's plans after they complete high school.

All of the thirty-eight students interviewed said that obtaining an education was very important for them. The students interviewed said that getting an education was the most important thing in their life. Students said that getting an education was what was important today. Students indicated that without an education they would be a nobody. Students also said that people are not ignored when they have an education or are well educated.

The majority of the students said that one of the benefits of getting an education in this country was to get a good job. A good job for most of these students meant professions in which they did not have to work long hours to make a descent living, have to work in factories and crop fields, and having physical demanding occupations. A good job meant that you are your own boss, you have medical insurance, you are respected and taken into consideration, and you are not discriminated against for any reason. Students indicated that some of the benefits of getting an education included buying a house, living in a better neighborhood and a safer community, traveling a lot, and having enough money to pay the bills on time to prevent being evicted from your apartment.

Fifty percent of the students agreed that there are a lot of benefits in getting an education that have nothing to do with material things. Among some of the benefits students indicated that were not related to money included; opportunities to learn more and know things about

life; enjoy the beauty of reading, writing, and communicating in various languages; to communicate better with others; to know how to act and behave in formal occasions; and because people are treated with more respect when they are educated. Many students said that without an education, people in the United States are considered to be nobody.

Of the students interviewed, 10% indicated that some of the benefits of obtaining an education was to have more opportunities to help other people like them. Students said that it was important for them to get an education so they could help other people succeed. Those students said that with an education, they could help improve the barrios where they live.

A total of 95% of the students said that it was very important for them that their parents were involved in their education. Only 5% indicated that it was not very important for them that their parents were not involved in their education.

Students said that without their parent's support, it would have been practically impossible to succeed. Students said that it has been the parents who have kept them motivated and pushed them to excel and take advantage of the many opportunities they never had. Students indicated that they try harder at school when they know their parents are interested in their education.

Students said that many students have left the school earlier because they saw that their parents were not interested in their education. Students also said that their parents involvement in their schooling has helped them to do better in their classes, but most of all, their involvement has helped them stay away from drugs, gangs, and bad friendships.

“Mis padres son la base para que yo siga estudiando,
ellos son mi razon por la que yo estoy estudiando
sus sacrificios es lo que me ayudan a seguir”

Seventy three percent of the students said that it was important for them that their teachers, counselors, and other staff members know who their parents are. Students said that it was important to create a good working relationship between staff members and parents in order to help and serve students better at school. Students said that when their parents know

their teachers, they become more involved and informed about their children's educational progress.

Only 27% of the students indicated that it was not important for them that their teachers and other staff members know their parents. Students indicated that teachers should only be concerned in knowing the students and not the parents. Students said that it was not important to create a relationship between parents and teachers, because the teachers spend the most time with the students and not the parents.

A total of 66% of the students said that they were satisfied with the teaching methodologies employed by their teachers. Students said that their teachers' techniques were appropriate and would not like to see them change. Students indicated that they have enjoyed the ways in which some of their teachers have employed English and Spanish in class.

The percentage of students who said that they would like some of their teachers to change some of their teaching techniques was thirty four. Students indicated that they would like some of their teachers to have more patience with non English speaking students. Students also indicated that they wanted their teachers to make classes more fun and entertaining. Students said that they wanted their teachers to have more activities in the classroom, that they wanted their teachers to spend less time giving lectures.

Students said they wanted their teachers to explain better and in a slower pace in some of their math classes, because they did not know English very well. Five students said that they wanted their teachers to reward their participation in the class, and wanted the teachers to take into consideration their opinions. Twenty students said that they would like their teachers to plan field trips like other classes.

Of the students interviewed, 89% said that the books and teaching materials employed by the teachers in NMHS were fine and well put together. Students said that most of the books had a lot of good information and were in good condition. Students said that the books were very detailed and very interesting. Six students indicated that the book for the class, Spanish for Spanish Speakers, was very well structured, interesting, and had good historical content.

Only 11% of the students interviewed indicated that some of the books employed by the teachers at NMHS were in bad condition, and had material and information that was not updated or relevant to our times. Two students indicated that some of the books used in some of the ELD classes were very hard for new immigrants. Six students indicated that some of the books used in some of the ELD classes were simplistic and not adequate for their academic level.

Eleven students said that there was not a particular university that they would like to visit. Six student indicated that they did not know any college or university in the United States or Mexico. Those six students said that they did not know the names or the whereabouts of any universities. Twenty-one students said that there were some particular universities that they would like to visit. Some of the universities and colleges these students said that they would like to visit included San Jose State University, Cal State Hayward, Las Vegas University, Oholone college, Boston University, and Stanford University. Only three students indicated that they would like to visit an out of state university.

Twenty-three students indicated that it was not very accessible for a person with limited economic resources to attend a college or university. Students said that it would be too hard on their families to pay for their schooling necessities. Students said that it would be to hard for them to pay for school fees, books, and clothes for college. Students said that it would be too hard to work full time, go to college, and concentrate a hundred percent in their studies. Students indicated that it would be too hard for them to attend college, because they need the money to support themselves and to support their relatives who might be here in the United States and Mexico, or both.

Twelve students said that college was accessible to students with limited economic resources. Students indicated that people with little money could pay their education with the help of the government through student loans. Students said that students with little money could attend a college only if they had excellent grades. Five students said that students with limited economic resources could attend or make college accessible through scholarships.

Students said that it could be very hard for a person with limited economic resources to attend a college or a university, but it would not be impossible. Students said that through personal and family sacrifices, it is possible to attend a college. Students said that college could be accessible and made possible by taking only a few classes a year, or by taking two jobs to pay for college expenses.

Table 7- College and University Connections (N=38/38)

Visited a College or University campus		Has not visited a College or University campus	
13		25	
Reason(s) of their visit(s) to this campus			
Migrant Program	Summer School Program	Field trips	High school/youth conferences
5	4	2	2
Percentile of students who know the difference between a community college and a university			
Know the difference		Do not know the difference	
16%		84%	

The table above shows the number of students who indicated to have visited a College or University campus and the percentile of students who indicated to know the difference between a community college and a University. The table also shows some of the reasons these students visited these campuses.

Percentile of students who indicated to know some one attending a college or university. A total of 50% of the students indicated to know a friend, relative, sibling, and a work employer attending a college or university. Another 50% of the students indicated not to know any one attending a university or college.

Thirty-eight students indicated that it was very important for them to be able to relate to their teachers culturally, linguistically, and racially. Students indicated that it was very important to them, especially when they are not fluent in English, or do not speak any English at all. Students indicated to be able to communicate and express better with teachers who speak their own language and have similar cultures. Students indicated that they receive more support from teachers who have cultural characteristics similar to theirs, because these teachers have identical ways of seeing things.

All of the students interviewed indicated that it was important for them that schools provided assistance in their mother tongue. Students said that they needed the assistance of tutors. Students indicated that they needed the assistance of bilingual teachers. Students said that they needed the assistance of bilingual counselors. Students also said that they needed the assistance of bilingual secretaries.

Students indicated that they needed the assistance of peer support groups in Spanish. Students indicated that they needed the assistance of a conflict management team composed of bilingual students. Students indicated that they needed the assistance of a bilingual librarian. Students said that they needed the assistance of bilingual personnel at the Career Center.

Students said that they needed the assistance of bilingual monitors. Students said that they needed the school to provide something similar to PTA meetings for Spanish speaking parents. Students indicated that they needed the assistance of bilingual substitutes. Students indicated that they needed the assistance of bilingual personnel at the computer lab.

The majority of the students interviewed said that it was very important for them to be able to relate to their academic counselors culturally, linguistically, and racially. Students indicated that they felt more comfortable talking to counselors they could relate to linguistically. Students also indicated that they felt that they could talk more openly and safely to counselors with similar cultural backgrounds. Students said that they felt they had more support from bilingual counselors in choosing their classes and guiding their education.

Students said that they felt that they could have deeper conversations with counselors that they could relate to culturally. Students said that it was important to have counselors they could relate to, but indicated that they have never had a counselor throughout their education in NMHS.

Students said that they felt more comfortable talking to counselors with cultural characteristics similar to them because those counselors seemed interested in the student's life inside and outside the school. Students said that counselors who were like them understood them more because they had perhaps gone through the same things they were going through. Students indicated that counselors like them understood and could give students better advice and support on how to stay out of gangs and out of trouble.

The percentage of students who said that it was not important for them that their teachers had some knowledge about their cultural roots was twenty six. Students said that it was not important that their teachers knew about their culture because teachers have their own culture. Students said that their learning was not impacted by how much or how little their teachers knew about their culture.

On the other hand, 74% of the students interviewed indicated that it was very important for them that their teachers had some knowledge about their cultural roots. Students said that they would have liked it if their teachers had some knowledge about their culture so that they could help, understand, treat, and educate students better. Some of the students said that it was important that their teachers know about their culture so that they would not offend them and treat them bad because of their skin color. Students said that they would have liked it if their teachers knew that their culture is beautiful, has many traditions, festivities, various states, a major religion, cultural values, and that the Mexican people are nice, amicable, and very happy.

Students said that they would have liked that their teachers knew how students are taught and treated in Mexico by their teachers. Students said that they would have liked their teachers to know the Mexican school system, to know what kind of classes they would have

to take and the subjects covered in the various grade levels. A significant number of students indicated that they would have liked their teachers to know about the history of Mexico and the importance of the Spanish language to them. Some of the students would have liked their teachers to know that teachers in Mexico are very strict and respected very well.

A considerable number of students said that they would have liked their teachers to know that they came to the United States to have a better life, get educated, and work hard. A lot of students wanted their teacher to know that they did not come here to steal their jobs or their property. Students wanted teachers to know that many of them came to the United States because in Mexico many of their families had very little money, very little to eat, and limited opportunities of succeeding.

Thirty students believed their teachers and other school members respected their culture. Fourteen students believed their teachers and other school members respected and understood their culture. Four of the students indicated that they did not believe teachers and other school members respected and understood their culture.

Students said that some teachers treat them the same way they treat other students and that their cultural values are ignored and not considered. Students said to have felt uncomfortable having teachers who are very flexible and joke around too much with students. Students indicated that some of the teachers do not understand that some times students need to use their primary language in class in order to communicate and understand better. Students said that they use their primary language to understand some things they do not understand because of a lack of English fluency, and that they should not be punished for doing so.

All of the thirty-eight students interviewed indicated that NMHS was a very good school and that if they could change or improve some things within the facility, it would be minor things. Students indicated that they would liked to change the tardy policy. Students said that they would like to change the rule about not allowing freshman to go off campus during lunch. Students indicated that students should not be allowed to leave campus during lunch,

regardless of their grade level. Students said that they would like to have more time between classes. Students said that they would like to see the school cleaner, especially the restrooms.

Students indicated that they would like the school to change the cafeteria food. Students said that they would like to have better food and more of a variety to select from. Students also said that they would like the food at school to be cheaper. Students said that they would like to have more time during brunch and lunch. Students indicated that they would like the school to make lunch more entertaining so students did not have to leave campus. Students said that they would like to have games and activities during lunch in which students from all ethnic groups could participate. Students said that they would like to hear different kinds of music during lunch.

Students said that they would like the school to plan more activities that involved students from all cultures so that there was less tension and less problems among different students. Students said that they would like the school to have the students wear uniforms. Students said that uniforms would help the school have less problems between students who claim colors affiliated with gangs. Students said that teachers should have been trained on how to identify students who are intoxicated or drugged. Students said that the school should have more monitors and police officers making sure that people do not bring drugs, alcohol, and weapons to school.

Students said that the school should provide some type of assistance to students who are involved in gangs or drugs. Students said that the school should not punish students who use drugs, but instead the school should help these students overcome the problem. Students said that the school should also provide some type of assistance to students who are planning to leave the school before graduating. Students said that the school should have people trained in monitoring at risk students.

Students indicated that they would like to have more pay phones around the school. Students would like the school to do something about the buses, students would like the buses to wait a few more minutes after the last period. Students said that in the morning, the

buses get to school late and in the afternoon, they leave too soon . Students complained that the bus fare was very expensive, and that they would like the school to provide free busing for students with limited resources.

Students would like to change the cafeteria, they would like to make a bigger and nicer cafeteria. Students would like to change the gym to a more equipped, nicer, and colorful gym. Students would like to see more drawing and murals painted on the school walls. Some of the students would like to see the school painted with nicer and happier colors. A significant number of students indicated that they would like to get new desks for some of their ELD classes.

Students indicated that they would like the school to offer more assistance to foreign students. Students said they would like to have more ELD classes, more bilingual teachers, tutors, support groups, and more teachers. Students indicated that they would like the school to have bilingual substitutes. Students said that they would like the school to listen to the students needs and pay more attention to their opinions. Students also indicated that they would like to have fewer students in their classrooms. Students would like the school to do something about some of the teachers who treat them bad and who are racist.

Students indicated that they would like their teachers to be more demanding and more strict in their classrooms. Students said that it should be the teacher who runs the class and not the other way around.

All of the results that were found and stated in this chapter helped the researcher understand the students educational perceptions and life experiences. These results were analyzed and will be discussed in chapter six.

6. Discussion

NMHS, like many other school systems in the nation, have continued to ignore the alarmingly high rates of secondary dropouts of Mexican immigrants, Chicano/a, and Latino/a students. NMHS have also been added to the list of school systems that has failed to address issues related to the retention of Chicano/a and Latino/a high school students. NMHS efforts to address and better understand the educational needs, issues, and life experiences concerning the Chicano/a and Latino/a students attending NMHS has been minimum and modest. Never the less, NMHS efforts to alleviate the dropout rates of Mexican, Chicano/a, and Latino/a students at NMHS have been non-existent.

This lack of interests and efforts by NMHS to ameliorate and address some of the issues pertaining to the educational aspects of Chicano/a students was reflected on the results the researcher of this action project found.

The researcher found that many of the services available at NMHS were not designed or formulated to serve the diverse population this school claims to serve. The researcher found that Chicano/a students underutilize many of the services available on campus, because these services do not provide assistance in their language. The researcher found that there was a lack of interest in preparing and assisting Chicano/a students in making career choices. The researcher also found that Chicano/a students have received little information about the requirements to finish high school and transferring to an institution of higher learning. Overall, Chicano/a students at NMHS have received little information about college.

The researcher was surprised about the small number of Chicano/a students who indicated to have plenty of knowledge about the high school requirements. Such a finding was consistent with the finding about the number of students who indicated to be prepared for their career goals after graduating from high school. The researcher found a relationship between the number of students who said to have received assistance in developing a career direction and the number of students who said to have received appropriate academic and career counseling.

The last findings raised some questions about the effectiveness of the support services offered to minority students by the College/Career Center. The findings suggest that the Career Center attempts to serve and reach out to Chicano/a students has been minimum. The researcher highly recommends that the Center hires a qualified bilingual technician person to be in charge of providing Chicano/a students with career counseling support and assistance in developing a career direction. The researcher also recommends that the Center provides educational workshops in Spanish. Finally, the researcher recommends that the College/Career Center request the presence of bilingual recruiters for career faires and throughout the year.

The findings also suggest that very few Chicano/a students have received adequate information and support on planning their career goals by their academic counselors. This finding raised some questions about the roles and functions of the academic counselors. The findings provide evidence that academic counselors outreach efforts towards Chicano/a students has been insignificant. Such a finding suggests the possibility that academic counselors at NMHS are not reaching out to this population practically, because they are overloaded with so many students and many other duties that come with the territory of being school counselors.

The researcher recommends that the school hires two bilingual counselors whose main roles are to be in charge of supporting students to be successful and monitoring the educational progress of Mexican immigrant, Chicano/a, and Latino/a students.

The researcher was surprised to find out the large number of Chicano/a students who indicated not to be aware of the Arts Academy at NMHS. This was a shocking finding for the researcher, especially since the Arts Academy received good reviews from the WASC team a couple of weeks ago.

This finding raises some questions about the effectiveness of the Arts Academy and the validity and honesty of the WASC report. The finding that only a few people were aware of the Arts Academy suggest the possibility that Chicano/a students are not taking advantage of

such an important and distinguished program at NMHS. This finding also suggests that Chicano/a students have not been part of this wonderful program, because they have not been encouraged by their respective counselor to participate. This finding provides evidence that the participation of Chicano/a students in this program is not wanted or welcomed because it could jeopardize the effectiveness and success this program has enjoyed.

The researcher recommends that counselors and teachers from the Arts Academy collaborate more and work closer together in reaching out and encouraging Chicano/a students to participate in this program. The researcher recommends that NMHS hires a bilingual art teacher to motivate and encourage the participation of Chicano/a students who are being served by this program.

The researcher found that Chicano/a students felt that cultural awareness was a valuable and important asset that their teachers should possess. This finding raises some questions about the importance of the school in providing students with services and assistance in their mother tongue. This finding suggests that cultural awareness helps educators to confront their own biases and how to deal with them within the context of the classroom.

This finding suggests that cultural awareness informs teaching, if educators are fully aware of their student's experiences, educators will be able or more likely to meet the students needs through better teaching strategies and curriculum development. The more understanding that teachers have of a culture, the more understanding the teachers will have of their student's life experiences.

The researcher recommends that the school provide bilingual assistants in the mother tongue of the various students who are struggling to succeed. In addition, teachers should at least be required to attend cultural awareness workshops and seminars to help them have a better understanding of the population that they serve. These workshops should provide realistic information that truly represents the struggles and life experiences the Chicano/a and Latino/a community deals with daily. Also, these seminars should help the teachers to examine their own biases and prejudices, this will help them to become better educators by

making sure that they are teaching all of their students with respect and an unbiased curriculum.

The researcher was surprised to find out that all thirty-eight students interviewed indicated that one of the benefits of getting an education in this country was to get a good job. This finding means that most of these students have parents or relatives who did not have the opportunities to get an education and are now stuck in dead end jobs, that are physically demanding, unsafe, and pay miserable salaries. This finding suggests the possibility that these students want to get an education, because they want to have a descent occupation that pays well, to be respected, a job that provides medical insurance, and one that will provide them with many of the opportunities their parents never had.

The researcher was also surprised by the large number of students who said that some of the benefits of getting an education included buying a house, living in a better neighborhood, and living in a safer community. This finding provides evidence that most of these students live in apartments and have the dream of some day having the opportunity to buy a house. This finding suggests the possibility that the community and the neighborhood where these students live might be infested with drugs and gangs. This finding suggest that these students have a lot of high aspirations to be successful and plenty of wishes in their lives like many other students. The main difference is that these students aspirations and wishes to be successful are justified.

The researcher recommends that educators become more acquainted or familiarized about the life experiences of Mexican immigrants in the US. By becoming more familiarized about the life experiences of Mexican families in the US, educators will more likely help Mexican students enjoy the dreams that come with getting an education.

The researcher recommends the educators to visit the barrios where the majority of these students live, so that they get a better picture of the students they work with. By visiting the barrios where these students live, it will not only give educators a better understanding of the

Mexican culture, but it will give them a better sense of the students reality that they live with on a daily basis.

One of the most fascinating findings the researcher of this project found was the relationship between students who have participated in summer school programs, field trips, and the Migrant Program during their schooling years, and students who are more knowledgeable about career plans, financial aid, different universities, and are better prepared to pursue their academic and occupational goals after graduation.

This finding provides evidence for supporting the importance of exposing Chicano/a students to higher education through their participation in summer programs, field trips, student conferences, and programs such as the Migrant Program. This finding suggests that Chicano/a students have only been exposed to institutions of higher learning because of their participation in some kind of educational program. This finding suggests the possibility that Chicano/a students have not been exposed to institutions of higher learning through their family, because the majority of the students' parents have limited or no knowledge about the institutions of higher learning themselves.

The researcher recommends that the school takes a more active role in exposing Chicano/a students to institutions of higher learning early in their education. Educators need to understand that they have the responsibility for exposing Chicano/a students to institutions of higher learning because it has been shown that only through the public schools systems, these students have been exposed to these institutions.

The researcher recommends that NMHS needs to consider making exposure to higher education a priority for all the students. The researcher recommends that NMHS needs to plan activities that provide more opportunities for all the students to be exposed to the different institutions of higher learning surrounding this area. The researcher suggests field trips, concerts, speakers, town hall meetings, educational fairs, and educational conferences sponsored by the different university organizations.

The problem about high school dropouts in the US is a national problem that can not be tackled down and ameliorated with out the collective efforts and complete collaboration of the many human service organizations serving this nation. Every human service organization in the US have unique and special ways in addressing and dealing with the needs of the oppressed and marginalized groups that form part of this nation as well. Social work organizations have always been characterized for their unique approaches in making sure that every human being is treated with respect and dignity, and receives the attention and services that she/he deserves.

The researcher of this action project hopes that more human service organizations join in fighting and alleviating the dropout problem facing the US. The researcher hopes that more social work organizations become more interested in addressing the high dropout rates of Chicano/a and Latino/a students.

In the following paragraph the researcher presented some of the recommendations he expects will assist social workers in understanding the educational and life experiences of Chicano/a and Latino students in the US. The following recommendations provide social workers with a better understanding of the latter populations and will also provide social workers with a better understanding about some of the complex factors that relate to dropping out among Chicano/a and Latino/a students.

The researcher recommends that social workers take a more active role as advocates when working in school settings highly populated by Chicano/a and Latino/a students. When working with Chicano/a and Latino/a students, social workers need to understand that Chicano/a and Latino/a students represent a segment of the school population that needs to be organized in order to make demands on the larger community for increased resources or equal treatment.

Social workers need to understand that when working with Chicano/a and Latino/a students, they need to obtain access to services these students are entitled to, but are not receiving. Social workers can become more involved in helping Chicano/a and Latino/a

students utilize the services available on campus through advocacy. Social workers can advocate for Chicano/a and Latino/a students by asking or demanding the hiring of bilingual personnel. Chicanos/as and Latinos/as are more likely to use many of the services on campus that are represented with people they can identify with culturally, racially, and linguistically.

The researcher recommends that social workers take more direct and ambitious roles in demanding that schools create or formulate services catered to a more diverse population through a more administrative role. As an administrator, the social worker can create or develop programs to assist and prepare Chicano/a and Latino/a students in making career choices. Social workers have to be instrumental participants in developing counseling programs specially tailored to meet the educational needs of Chicano/a and Latino/a students. Social workers need to assume more responsibilities in implementing and staffing programs designed to educate Chicano/a and Latino/a students about the requirements to complete a high school program and transferring to an institution of higher learning.

Having conducted this action project provided the researcher with valuable information about the educational experiences of Chicano/a and Latino/a in the US. The main goal of the researcher was to raise social consciousness among educators, parents, students, the community, and social organizations to collaborate and address dropout issues among Chicano/a and Latino/a students at NMHS.

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Web Sites

<http://oseda.missouri.edu/kidscount/96/dropout.html>

<http://www.ed.gov/pubs/OR/ConsumerGuides/dropout.html>

<http://nces.ed.gov/pubs/dp95/97473-4.html>

<http://nces.ed.gov/pubs98/dropout/98250c11.html>

**PARENTAL PERMISSION FOR STUDENT
TO SEE SOCIAL WORK INTERN**

I, _____, hereby give permission for my
son / daughter _____ to see the school's
Social Work Intern. I understand that the Intern's work will be supervised
by a California State Licensed Social Worker [LCSW] . I further understand
that I will be offered a chance to meet and conference with the Social
Work Intern on a regular basis about future planning for my child.

This permission will automatically expire on the last official day of school
in this academic year.

This permission may be withdrawn at any time with a written notice.

Parent Signature

Parent Signature

Social Work Intern Signature

Date

**Forma de concentimiento de parte de padres para permitir
que su hijo(a) vean al candidato para trabajador social.**

Yo, _____, doy mi permiso para que
mi hija o hijo _____ vea al
candidato para trabajador social. Yo comprendo que el trabajador
social sera supervisado por un trabajador social que esta
calificado por el estado de California (LCSW) y tambien sera
supervisado por el consejero academico de la escuela Newark
Memorial High School (Roger Miller). Yo entiendo que en el
futuro, yo tendre la oportunidad para conocer y dialogar con el
trabajador social acerca del progreso y planeamiento de mi
hijo(a). Este concentimiento se termina automaticamente el
ultimo dia de clases. Este permiso puede ser revocado o
terminado en cualquier momento con la autorizacion escrita del
padre de familia.

Firma del padre

Firma de la madre

Firma del Trabajador Social

Fecha

Questionario Demographic

Al completar este cuestionario tu estaras participando en un estudio que intenta proveer a maestros escolares con diferente estrategias e ideas en como ayudar y entender las experiencias y necesidades academicas de estudiantes de origen Mexicano. Por favor contesta las siguiente preguntas. La informacion en este cuestionario se mantendra confidencial.

Antonio Moreno

1. Nombre: _____
2. Sexo: Hombre ___ Mujer ___
3. Origen Ethnico _____
4. Origen ethnico de la madre _____
Origen ethnico del padre _____
5. Edad: _____
6. Nivel Academico: 9th ___ 10th ___ 11th ___ 12th ___
7. Numero de hermanos(as): Hermanos _____, Hermanas _____.
8. Trabajas ? ___ Si, No ___ Tipo de trabajo _____, Horas por semana _____
9. Ocupacion del padre: _____
10. Ocupacion de la madre: _____

Student Survey

10-98

This survey is part of the WASC Accreditation Process to collect student views on NMHS. Thank you for your careful responses.

Answer on the scantron form with a pencil.

1. Please mark your grade.
a. 9th grade b. 10th grade c. 11th grade d. 12th grade
2. How well do you feel your grades reflect what you learned in your classes?
a. very well b. mostly c. somewhat d. not at all
3. If you are having difficulty in a class, where do you get the most help?
a. teachers b. Peer Tutorial Center c. Math Tutorial Center d. parents/adults
e. friends
4. If you are having difficulty in a class, how often do you seek help from any source?
a. always b. frequently c. sometimes d. never e. I don't need help.
5. Do teachers assess your learning in a variety of ways (tests, projects, oral presentations, etc.)?
a. most use more than one way b. some do c. very few do d. none use more than one way
6. In how many different classes last year, were you required to keep a portfolio of work?
a. last year I was not at NMHS b. 3 or more c. 2 d. 1 e. none
7. In how many different classes last year, were you required to complete a project?
a. last year I was not at NMHS b. 3 or more c. 2 d. 1 e. none
8. Should your course grade reflect only tests and a final exam?
a. yes b. no
9. On average each week, how much time do you spend on school work outside of class?
a. more than 14 hours (more than 2 hours per day) d. less than 5 hours
b. between 10 and 14 hours (about 1.5 to 2 hours per day) e. not at all
c. between 5 and 10 hours (about 45 to 90 minutes per day)
10. NMHS has a "School Vision" and I am familiar with it.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
11. I have a clear understanding of what is required for me to graduate.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
12. I feel that I will be prepared for my career goals after I graduate.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
13. The security fence around the campus has been an effective way to improve campus safety.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
14. Our campus monitors are needed to keep the campus safe.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
15. Restroom facilities on campus are good.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree
16. Newark Memorial is an attractive campus.
a. strongly agree b. agree c. unsure d. disagree e. strongly disagree

Questionario Estudiantil

10-98

Este cuestionario forma parte del Proceso de Acreditacion por parte de WASC. El siguiente cuestionario es utilizado principalmente con el proposito de obtener puntos de vista de estudiantes acerca de la escuela Newark Memorial High School. Gracias por tu participacion en responder a estas preguntas honestamente y cuidadosamente. simplemente marca tus respuestas con un circulo. Utiliza solamente lapiz.

1. Por favor indica tu nivel academico.
a. grado 9 b. grado 10 c. grado 11 d. grado 12
2. Que tan bien crees tu que tus calificaciones reflejan lo que has aprendido en tus classes ?
a. muy bien b. bien c. algo bien d. nada bien
3. Cuando tienes dificultades en tus clases, a quien o a donde vas para obtener ayuda?
a. maestros b.centro de ayuda para estudiantes c.centro de ayuda en matematicas
d. padres/adultos e. amigos
4. cuando tienes dificultades en tus clases, con que frecuencia buscas ayuda.?
a. siempre b. frecuentemente c. algunas veces d. nunca
e. no necesito ayuda.
5. Cual es el numero de maestros que evaluan tu aprendizaje en varias formas (por ejemplo; exámenes, proyectos, presentaciones orales, e.t.c.)
a. mayoria de maestros b. algunos maestros c. muy pocos
d. ninguno de mis maestros usan varias formas
6. En el ano anterior, en cuantas clases tenias que mantener un portafolio con todos tus trabajos hechos en clase ?
a. aun no estaba en esta escuela b. 3 o mas c. 2 d. 1 e. ninguna
7. En el ano anterior, en cuantas de tus clases tuviste que hacer un tipo de proyecto ?
a. aun no estaba en esta escuela b. 3 o mas c. 2 d. 1 e. ninguna
8. Crees tu que tus calificaciones en clase deberian ser evaluadas solamente en resultados obtenidos en exámenes en clase y un examen final ?
a. si b. no
9. En una semana, cuanto tiempo usas en hacer trabajos para la escuela ?
a. mas de 14 horas (mas de 2 horas por dia)
b. entre 10 y 14 horas(entre hora y media a 2 horas por dia)
c. entre 5 y10 horas(entre 45 a 90 minutos por dia)
d. menos de 5 horas e. nada de tiempo
10. NMHS tiene una "Vision" o una meta, y yo se cual es esta vision
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo
e. totalmente en desacuerdo
11. Yo tengo conocimiento total de lo que necesito para graduarme de esta escuela?
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo
e. totalmente en desacuerdo
12. Yo siento que voy a estar preparado para una carrera una vez que me gradue de esta escuela

- a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
13. El alambrado de seguridad instalado alrededor de la escuela ha sido una buena idea para hacer esta escuela mas segura
a. completamente de acuerdo d. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
14. Los guardias de seguridad son necesarios para mantener la escuela mas segura
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
15. Los banos en esta escuela estan en buen estado
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
16. NMHS es una escuela bonita
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
17. Yo estoy familiarizado con las reglas de conducta de NMHS
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
18. NMHS es una escuela muy segura
a. completamente de acuerdo b. de acuerdo c. no estoy seguro d. no estoy de acuerdo e. totalmente en desacuerdo
19. Sabias que tu podrias ser un candidato para el Programa de Mejoramiento Escolar (School Improvement Program) ?
a. yes b. no c. no, soy un estudiante nuevo en NMHS.
20. Quien(es) te ha(n) asistido en seleccionar tus clases ? (circula todas las respuestas que apliquen).
a. padre(s) b. consejero/maestro c. amigo d. yo solo e. otra persona
21. Como fue tu cambio de la escuela anterior a NMHS ?
a. muy bien b. bien c. dificil d. muy dificil
22. Si planeas ir a un colegio, que tanto apoyo crees tu que has recibido para tomar y sobresalir en clases que te prepararan para atender a a un colegio(College prep courses) ?
a. no planes en asistir a un colegio b. mucho apoyo c. suficiente d. algo e. poco/nada
23. Que tan dificiles han sido tus clases en NMHS ?
a. aun no se(no aplica a grado 9) b. dificiles c. muy dificiles d. algo dificiles e. nada dificiles
24. Entiendes bien como las clases que has tomado en NMHS te ayudaran a prepararte y sobrasalir una vez que te gradues de NMHS ?
a. muy bien b. suficiente c. algo d. poco/nada e. no se
25. Has recibido asistencia en planear una carrera ?
a. aun no(grado 9) b. excelente c. adecuada d. limitada e. no
26. Una vez que termines la escuela, que tan preparado crees tu estar para continuar y perseguir tus suenos academicos o comenzar una ocupacion ?

- a. bien preparado b. suficiente c. algo d. poco/nada e. no se
27. Cuales son tus planes despues de que termines la secundaria ?
a. universidad b. colegio communitario c. escuela vocacional d. servicio militar e. trabajar
28. Que tanto apoyo sientes tu que tienes por parte de tus maestros para superarte y sobresalir ?
a. excelente b. adecuado c. limitado d. ninguno e. no necesito
29. El apoyo academico que tienes o que has recibido para atender a una universidad/para prepararte para una carrera ha sido ?
a. excelente b. adecuado c. limitado d. ninguno e. no necesito
30. Sabes acerca de la academia de artes (The Arts Academy) ?
a. si b. algo c. no d. no, soy nuevo en NMHS
31. Con cuales de estos servicios estas tu familiarizado o sabes acerca de ellos ?
(circula todos lo que apliquen)
- a. Tutores estudiantiles (Peer tutorial or math tutorial programs)
 - b. Consejeros para crisis y resolucion de conflictos(crisis counselors/conflict management program).
 - c. Almuerzos/centro de computacion despues de clases(lunch/after school computer center).
 - d. La biblioteca tiene horas abiertas despues de clases(after school library hours).
 - e. Informacion acerca de colegios y carreras en el Centro para Carreras y Ocupaciones (college and career resources in the Career Center).

Questionario

Interview Protocol

1. Cuales son algunos de tus planes despues de que termines la secundaria ?
What are your plans after you graduate from high school ?
2. Que te imaginas estar haciendo en cinco anos ?
What do you see yourself doing five years from now ?
3. Que tan importante es para ti obtener una educacion ?
How important is it for you to obtain an education ?
4. Que significante es para ti poder relacionarte con maestros, ya sea culturalmente, verbalmente y racialmente ?
How important is it for you to be able to relate to your teachers culturally, linguistically, and racially ?
5. Que importante es para ti que tus padres sean o formen parte de tu educacion ?
How important is it for you that your parents be involved in your education ?
6. Que tan importante es para ti que tu maestros, consejeros, y otros miembros de la escuela conozcan y sepan quienes son tus padres ?
How important is it for you that your teachers, counselors, and other staff members know who your parents are ?
7. cuales son algunos de los beneficios de obtener una education en este pais ?
What are some of the benefits of getting an education in this country ?
8. Hay alguna universidad en particular que te gustaria visitar ?
Is there a particular university that you would like to visit ?
9. Hay algunas cosas que te gustarian cambiar acerca del modo de ensenanza de los maestros ?
What are some of the things about the teaching methodologies employed by your teachers that you would like to see changed ?
10. Que accesible es para una persona de bajos recursos economicos asistir un colegio comunitario o una universidad ?
How accessible it is for a person with limited economic resources to attend a college or a university ?
11. Cuales Universidades has visitado ? Tu visita a esta Universidad se llevo a cabo porque motivo?
What are some of the University campuses you have visited ? What was the reason of your visit to this campus(es) ?
12. Que piensas de los libros y materiales de aprendizaje utilizados en esta escuela ?
What do you like about the books and curriculum employed by this school ?
13. Conoces a alguien que vaya a una universidad o a un colegio ? A cual ?
Do you know anyone attending a college or a university ?
14. Es importante que una escuela ofrezca (de) asistencia en la lengua materna del estudiante ? Que tipo de asistencia ?
How important it is that schools provide students with assistance in their mother tongue?

15. Hay alguna persona(as) evento(s) o experiencia (s) en particular que ha(n) influenciado tu vida, y ahora como eres ? Como o en que forma ?
Has any person(s), event(s), or experience(s) influenced your life or who you are ?
How ?
16. Es importante para ti poder relacionarte con consejeros academicos en tu idioma, culturalmente, y racialmente ?
How important is it for you to be able to relate to your academic counselor culturally, linguistically, and racially?
17. Sabes la diferencia entre un colegio comunitario y una universidad ? Como sabes o has obtenido esta informacion ?
Do you know the difference between a community college and a university ?
How do you know this information ?
18. Que importante es para ti que tus maestros aprendan y sepan acerca de tus raices culturales ? Que te gustaria que ellos supieran de tus raices ?
How important is it for you that your teachers have knowledge about your cultural roots ? What would you like them to know about your roots?
19. Crees tu que los maestros u otros trabajadores en esta escuela entienden y respetan tu cultura ?
Do you believe teachers and other school members from this school understand and respect your culture ?
20. Si tu pudieras cambiar or mejorar algunas cosas en esta escuela cuales serian ?
If you could change some things in this school, what would those things be?

Appendix G

Dropout Rates in the United States, 1996

—Event dropout and persistence rates and number and distribution of dropouts from grades 10–12, ages 15–24, by background characteristics: October 1996

Characteristics	Event dropout rate (percent)	School persistence rate (percent)	Number of dropouts (thousands)	Percent of all dropouts
Total	5.0	95.0	485	100.0
Sex				
Male	5.0	95.0	241	49.6
Female	5.1	94.9	245	50.4
Race-ethnicity ¹				
White, non-Hispanic	4.1	95.9	267	54.9
Black, non-Hispanic	6.7	93.3	103	21.1
Hispanic	9.0	91.0	100	20.6
Family income ²				
Low income level	11.1	88.9	145	29.8
Middle income level	5.1	94.9	282	58.1
High income level	2.1	97.9	59	12.1
Region				
Northeast	3.4	96.6	61	12.6
Midwest	4.6	95.4	109	22.5
South	5.5	94.5	180	37.0
West	6.2	93.8	135	27.9

¹Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

²Low income is defined as the bottom 20 percent of all family incomes for 1996; middle income is between 20 and 80 percent of all family incomes, and high income is the top 20 percent of all family incomes. See the technical appendix to this report for a full definition of family income.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996, unpublished data.

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Appendix H

Dropout Rates in the United States, 1996

—Rate, number, and distribution of status dropouts, ages 16–24, by sex, race–ethnicity, income, and region: October 1996

Characteristics	Status dropout rate	Number of status dropouts (in thousands)	Population (in thousands)	Percent of all dropouts	Percent of population
Total	11.1	3,611	32,452	100.0	100.0
Sex					
Male	11.4	1,854	16,296	51.3	50.2
Female	10.9	1,757	16,156	48.7	49.8
Race–ethnicity ¹					
White, non-Hispanic	7.3	1,569	21,527	44.8	66.3
Black, non-Hispanic	13.0	615	4,745	17.6	14.6
Hispanic	29.4	1,315	4,481	37.6	13.8
Family income ²					
Low income level	22.1	1,398	6,322	38.7	19.5
Middle income level	10.8	2,025	8,804	56.1	57.9
High income level	2.6	188	7,326	5.2	22.6
Region					
Northeast	8.3	482	5,816	13.4	17.9
Midwest	7.7	589	7,623	16.3	23.5
South	13.0	1,505	11,582	41.7	35.7
West	13.9	1,035	7,430	22.9	22.7

¹Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

²Low income is defined as the bottom 20 percent of all family incomes for 1996; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996, unpublished data.

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Appendix I

Dropout Rates in the United States, 1996

—Percentage distribution of status dropouts, ages 16–24, by level of schooling attained and race–ethnicity: October 1996

Level of schooling attained	Total	Race–ethnicity*		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
Total	100.0	100.0	100.0	100.0
Level of schooling attained				
Less than 1st grade	1.4	0.9	0.3	2.1
1st, 2nd, 3rd, or 4th grade	2.3	0.7	0.6	5.2
5th or 6th grade	5.8	0.1	1.1	15.5
7th or 8th grade	10.8	11.2	8.0	11.9
Less than 9th grade	20.3	12.9	10.0	34.7
9th grade	17.7	16.2	15.4	20.7
Less than 10th grade	38.0	29.1	25.4	55.4
10th grade	22.6	27.1	28.5	14.1
11th grade	29.7	35.5	34.8	20.4
12th grade, without diploma	9.7	8.4	11.4	10.3

*Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996, unpublished data.

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Appendix J

Dropout Rates in the United States, 1996

—Rate and number of status dropouts, ages 16–24, by recency of migration and ethnicity: October 1996

Recency of migration	Status dropout rate	Number of dropouts (in thousands)	Ethnicity	
			Hispanic	Non-Hispanic
Total ¹	11.1	3,611	29.4	8.2
Born outside 50 states and D.C.	25.3	939	44.1	6.4
First generation ²	9.4	312	16.7	3.2
Second generation or more ³	9.3	2,361	22.0	8.7

¹Total includes a small proportion for whom place of birth is unknown.

²Individuals defined as first generation were born in the 50 states or the District of Columbia and have one or both parents born outside the 50 states and the District of Columbia.

³Individuals defined as second generation or more were born in the 50 states or the District of Columbia and have both parents born in the 50 states or the District of Columbia.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996.

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Appendix K

*Dropout Rates in the United States, 1996***—Status dropout rate, ages 16–24, by income and race–ethnicity: October 1996**

Family income	Total	Race–ethnicity ¹		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
Total	11.1	7.3	13.0	29.4
Family income ²				
Low income level	22.1	13.9	21.9	42.4
Middle income level	10.8	8.3	9.0	24.9
High income level	2.6	2.0	2.5	11.0

¹Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

²Low income is defined as the bottom 20 percent of all family incomes for 1996; middle income is between 20 and 80 percent of all family incomes; and high income is the top 20 percent of all family incomes.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996, unpublished data.

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Appendix L

*Dropout Rates in the United States, 1996***—Status dropout rate, ages 16–24, by region and race–ethnicity: October 1996**

Region	Total	Race–ethnicity*		
		White, non-Hispanic	Black, non-Hispanic	Hispanic
Total	11.1	7.3	13.0	29.4
Region				
Northeast	8.3	5.1	11.8	24.1
Midwest	7.7	5.8	12.6	31.0
South	13.0	10.0	14.6	25.1
West	13.9	7.2	4.1	34.3

*Due to relatively small sample sizes, American Indian/Alaskan Natives and Asian/Pacific Islanders are included in the total but are not shown separately.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1996, unpublished data.

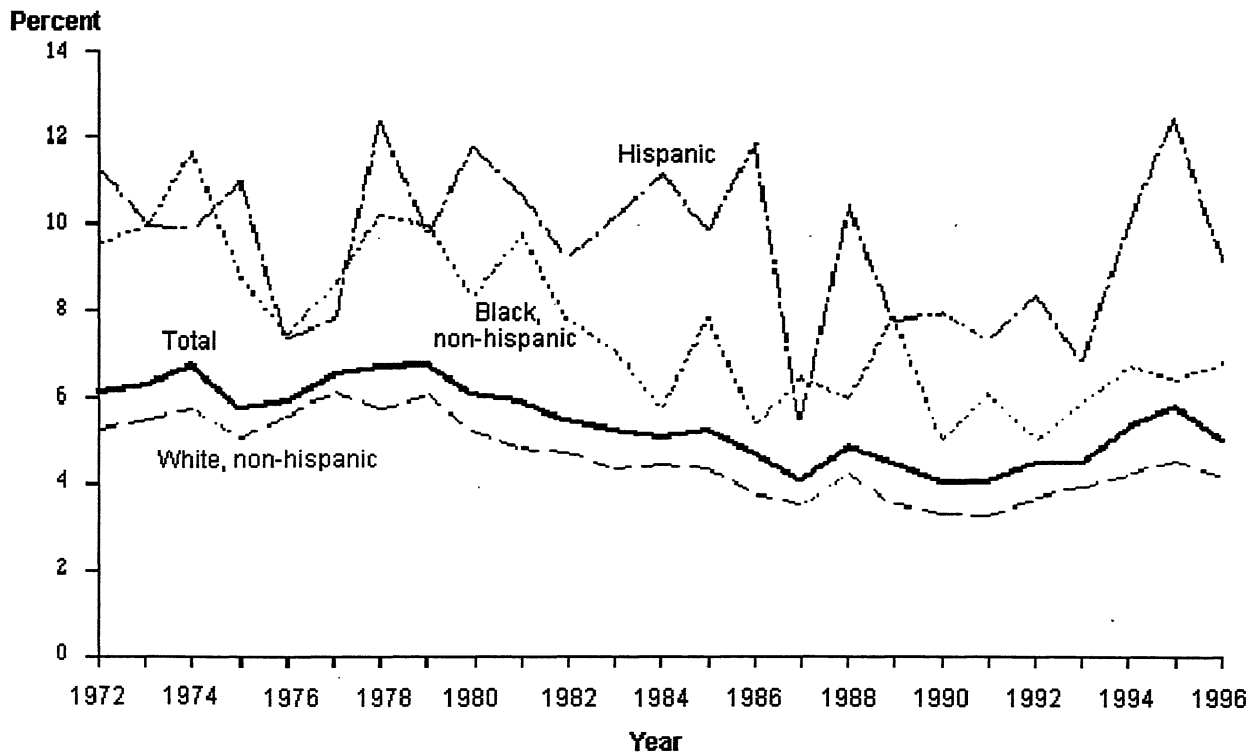
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Appendix M

Dropout Rates in the United States, 1996

—Event dropout rates for grades 10–12, ages 15–24, by race–ethnicity: October 1972 through October 1996



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

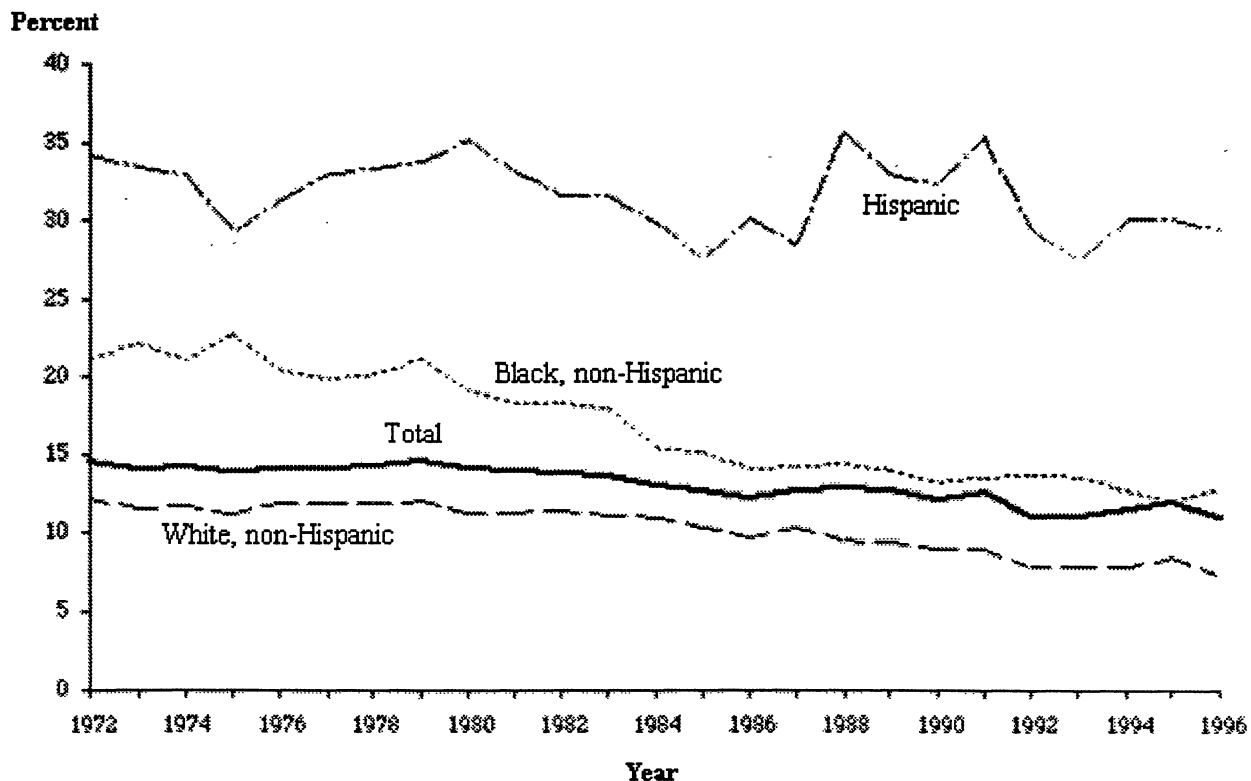
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Appendix N

Dropout Rates in the United States, 1996

—Status dropout rates for persons ages 16–24, by race–ethnicity: October 1972 through October 1996



SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years), unpublished data.

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Appendix O



San José State
UNIVERSITY

**Office of the Academic
Vice President**

**Associate Vice President
Graduate Studies and Research**

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TO: Antonio Moreno
2500 Medallion Dr., #76
Union City, CA 94587

FROM: Nabil Ibrahim, *N. Ibrahim*
Acting AVP, Graduate Studies & Research

DATE: November 19, 1998

The Human Subjects-Institutional Review Board has approved your request to use human subjects in the study entitled:

**"Improving Educational Opportunities for
Mexican Immigrants"**

This approval is contingent upon the subjects participating in your research project being appropriately protected from risk. This includes the protection of the anonymity of the subjects' identity when they participate in your research project, and with regard to any and all data that may be collected from the subjects. The Board's approval includes continued monitoring of your research by the Board to assure that the subjects are being adequately and properly protected from such risks. If at any time a subject becomes injured or complains of injury, you must notify Nabil Ibrahim, Ph.D., immediately. Injury includes but is not limited to bodily harm, psychological trauma and release of potentially damaging personal information.

Please also be advised that all subjects need to be fully informed and aware that their participation in your research project is voluntary, and that he or she may withdraw from the project at any time. Further, a subject's participation, refusal to participate, or withdrawal will not affect any services the subject is receiving or will receive at the institution in which the research is being conducted.

If you have any questions, please contact me at
(408) 924-2480.

Appendix P

San José State University
College of Social Work

Field Agency's Approval of Research Project Prospectus

Instructions: This form must be completed by all students participating in university related research projects, including S.W. 298 projects. The form should be completed and submitted to the student's S.W. 298 instructor or faculty sponsor. All students are expected to advise their agencies of the content of their research projects as well as plans related to their proposed methodology, data collection, and data analysis activities. Completion of this form does not remove the obligations of students to complete other college, university, or agency research review and approval procedures/policies.

If significant changes are made in the project a new form must be completed and submitted. All S.W. 298 students must complete and submit this form prior to commencing their actual research work with data collection or clients; and in any event before the end of their first semester of study.

The field instructor's or other agency representative's signature certifies that the student has discussed and shared their plans with the agency, and that the agency is not in opposition to the project. The S.W. 298 instructor and/or other college officials should be contacted if there are any concerns, questions, or objections.

Name of Student Antonio Moreno Name of Agency Newark Memorial High School

Field Instructor's Name Patricia Gulbranson F.I.'s Telephone # (510) 795-7252

SJSU Instructor's Name Fred Prochaska Semester(s) Fall 1998

Proposed Topic:

Improving Educational Opportunities for Mexican Immigrants.

Brief Description of Project - Timelines, Sample/Subjects, and Methodology:

The researcher will conduct a study on how to improve educational opportunities for Mexican immigrant students attending Newark Memorial High School. The sample group will be composed of all the 9th through 12th graders who were not or continue to be part of the English Language Development. This action project will be conducted from October, 1998 through March, 1999. This project will combine both ethnographic and descriptive data to investigate and analyze the educational needs concerning Mexican immigrant students at NMHS.

Signature of Student Antonio Moreno Date 11/09/98

Signature of Field Inst./Agency Rep. Patricia Gulbranson Date _____

Signature of 298 Instructor/College Rep. Fred Prochaska Date 10/26/98