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Needs assessment of Vietnamese students and families at Santa Teresa High School

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Asian
American
Center
Thesis
HVS
2000
.N576

**NEEDS ASSESSMENT OF VIETNAMESE
STUDENTS AND FAMILIES AT SANTA
TERESA HIGH SCHOOL**

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

In Partial Fulfillment of the Requirements
For the Degree of
Masters of Social Work

Asian American Center
Thesis HVS 2000 .N576

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Needs assessment of
Vietnamese students and
families at Santa Teresa
High School

By
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Spring 2000

Library San Jose State University

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Abstract

This is a needs assessment of Vietnamese students and their families at Santa Teresa High School. Questionnaire results are analyzed for a sample of 20 Vietnamese students, and 30 parents.

The purpose of this study was to explore the range of needs of the Vietnamese students and their families. The researcher focused on the difficulties that the Vietnamese respondents had with the school system, their concerns with the quality of services they received, and the expectations the parents and students had of the school system. The results of this study are intended to be useful for the school system and the Student/Family Center to assist them in enhancing the services for Vietnamese community.

Introduction

My placement was at the Student/Family Center of Santa Teresa High School, where I provided individual, family, group counseling and was responsible for several programs in the school. In the course of my internship I found out that this school had 149 Vietnamese students out of a total of 2,400. These Vietnamese students comprised a very small population (6 %) in the school. One Vietnamese student told me during a session that she didn't like this school because she felt so isolated. She stated that it was a "white" school and she saw all white students. During lunchtime, all the minorities hang around in a small place together while the white kids were in "upper hill" which was a nickname for a different part of the school playground. Another time, a Vietnamese student told me, "Why do I have to learn the Spanish language while I don't know anything about Vietnamese?" This student meant that she wanted to take a Vietnamese language course and this school didn't provide one. There were several other comments similar to these. As a result of feedback, the Center wanted me to conduct a needs assessment for the Vietnamese students and their families.

The Student/Family Center served all populations at the school. For the purpose of this study, the researcher only focused on the Vietnamese students at this school and their families. The students ranged in age from 14 to 18.

The following research questions were addressed in this study.

1. What difficulties or barriers have Vietnamese students and their families encountered in the school system?
2. What benefits do Vietnamese students and their families receive?
3. What services do Vietnamese students and their families receive from the school system?
4. What expectations Vietnamese parents have of the school system?

Literature Review and Theoretical Foundations:

April 1975 marked the end of American military involvement in Vietnam, and at the same time a new chapter opened in the ongoing saga of immigration to the United States, the Southeast Asian wave (Vuong, in Rivera & Erlich, 1998). Virtually overnight the United States admitted over 130,000 refugees, mostly from Vietnam, to these shores (Vuong, in Rivera & Erlich, 1998). Since 1975, many people from Vietnam have come to the United States to seek freedom, free education, and opportunities. However, there aren't many studies on this specific population even though the rate of this population is increasing so fast and significantly. After searching some of previous research about Asian, especially the Vietnamese, there are three recurring themes which are very interesting and important to consider.

Cultural Conflict:

There are cultural conflicts experienced by second-wave Vietnamese immigrants with regard to family roles, child raising and social contribution. Since 1975, many people, mostly rich and well-educated families, escaped Vietnam and came to the United States. They were the first wave of Vietnamese immigrants. Later during President Johnson's term, he admitted a second wave of Vietnamese people into this country because of the poor economy and retaliation by their communist government. These people came in broken family units. Tarallo and Smith (1993) did in-depth, ethnographic interviews with second wave Vietnamese immigrants in Sacramento. Their research revealed that these immigrants tended to be isolated, not only from the mainstream society, but also from first wave settlers in their community. In addition, the biggest challenge to adjustment for youth was to identify and place their own families and to become Vietnamese-American in the larger

society. This leads to parents' concern for and lack of control over their children's behavior in the new society (Silka & Tip, 1994).

Zhou (1997) stated that immigrants and their children tend to lack meaningful connections to their "old" world. They are unlikely to consider a foreign country as a place to return to, or as a point of reference. They instead are prone to evaluate themselves or to be evaluated by others by the standards of their new country. This is upsetting for the first generation because they are very connected to their culture and country and it hurts to see their children forget their native language, traditions, values, customs, and culture. Southeast Asian teens felt torn by the discrepancies between their parents' expectations and those of mainstream American culture - a culture from which they also felt marginalized (Silka & Tip, 1994). Zhou (1997) emphasized the importance of immigrant adaptation. While immigrant children are overrepresented on lists of award-winners or on academic fast tracks, many others are extremely vulnerable to multiple high-risk behaviors, school failure, street gangs, and youth crime. Even Asian Americans, the so-called "model minority," have seen a steady rise of youth gang memberships. Some of the Asian gang members are from suburban middle-class families, attend magnet schools, and are exceptionally good students.

Academic Achievement:

Zhou and Bankston (1994) proposed a model of ethnic social relations based on their study of Vietnamese adolescents in New Orleans. They observed that Vietnamese adolescents were constantly reminded of their duty to show respect for the elders, to take care of younger siblings, to work hard, and to make decisions upon approval of parents in the community where other families practiced similar values. At the same time, these adolescents received high grades, have definite college plans, and score high on academic

orientation. Zoe and Bankston (1994) found that the bicultural tension did not produce rebellion, but being both Vietnamese and American frequently caused children to achieve superior levels of performance.

In reality, most Vietnamese people focus on education and they want their children to get a degree and a good job. As a result, most Vietnamese students achieve a high level of education. In a study of Bankston (1998), he found that many Vietnamese-American students who are successful in school are from poor, non-English speaking families. He did 76 unstructured interviews drawn from a sample of Vietnamese high school students of three high schools located near the Vietnamese community in Eastern New Orleans. His study focused on the nature of the people's social relations, on sibling cooperation and on how sibling cooperation affected academic performance. The author found that sibling cooperation appeared to be an important factor in accounting for the academic success of Vietnamese American students. In addition, Bankston found that in support of seeing family relations, cooperation among siblings, family structure, and family ties to the ethnic network were all closely interrelated. Therefore, these results might help to solve the enigma of a disadvantaged group new to American society, with little financial or human capital, that has encouraged its young people to achieve academic excellence.

Chong (1999) pursued this research question: "despite the economic and educational disadvantages of the parent generation, most of whom are poverty stricken, uneducated refugees with little economic resources or human capital, have many of the Vietnamese children been academically successful relative to other U.S.-born children of similar socioeconomic circumstances?" She found that the social system of family or kinship, religious, organizational, and work ties provided a system of supports and controls that

integrated its second generation members into a densely knit set of social relations and facilitated upward mobility by shaping attitudes and behaviors consonant with the mainstream values.

Asakawa and Csikszentmihalyi (1998) explored the reason for the high academic achievements of Asian Americans by comparing the quality of experience of Asian and Caucasian American adolescents. They found that Asian American students reported more positive experiences relative to Caucasian American adolescents. In particular, the authors found that Asian family values and practices such as the importance of hard work, respect for education, and high expectations for achievement, have been identified by investigators as promoting high educational attainments.

Model Minority:

Over the past several decades, researchers have noted the success of Asian Americans in both the occupational and educational arenas of society. Indeed, the Asian Americans have been stereotyped as the model minority. However, Asian Americans are not all the same. They come from different countries of origins, bringing with them unique beliefs, practices, religions, and traditions that serve to distinguish them from one another. Yet, these Asian Americans still are treated as if they had common qualities. Blair & Qian (1998) stated that not all Asian Americans have achieved success in terms of educational performance and attainment. Those who immigrated for political reasons typically left in family units and were usually of the middle- and upper- class ranks of their respective countries. And among these immigrants, educational attainment is usually high. However, the other wave of immigrants from Southeast Asia, including the Vietnamese, is composed of those who fled to escape the poor economies, as well as the possible retaliation against them

by their government. This second wave was considerably younger and typically arrived in broken family unit. In term of education, Vietnamese families place a high premium on their children's educational achievement. However, the difficulties encountered in this regard are manifold. Parents may seek to maintain their respective cultural practices to such an extent that it impedes the children's participation in certain educational activities. Also, many parents tend to have less education than some other Asian groups and may lack a cultural understanding of American norms and a basic proficiency in English, to the extent that they can't offer much support to their children in their educational experiences.

Lai, Nagasawa & Lin (1998) also studied Asian Americans' self-perceptions and perceptions of various racial groups, exploring whether Asian Americans are a "model minority". They found that students, regardless of race or ethnic origin, did not differ significantly in their motivation to do well in comparison with white Americans. Hence, educators must be cognizant of the "myth" of the model minority stereotype for Asian American students. This stereotype has been fostered among the general public and policy makers. More generally, new immigrants are facing increasing difficulties in their socioeconomic adaptation in American society.

Theoretical Framework:

The theory known as "Multiple Worlds", described by Cooper and Denner (1998), links culture and psychological development within nations. Recent waves of immigration pose a fresh challenge to the democratic ideals of tolerating diversity while enhancing equal access to education. Immigrant families have arrived in great numbers, seeking better lives for their children. Yet despite their dreams, as immigrant youths move through schools, their numbers shrink, making them expensive social dilemmas rather than economic and social

assets. Vietnamese youths also face similar challenges. The educational anthropologists Patricia Phelan, Ann Locke Davidson, and Hanh Cao Yu proposed that all youth in diverse societies are challenged as they attempt to move across their multiple worlds, which are defined in terms of the cultural knowledge and behavior found within the boundaries of students' particular families, peer groups, and schools (cited in Cooper & Denner, 1998). These anthropologists conducted a study of 54 adolescents, including the Vietnamese. They found four prototypic patterns of students moving between their worlds. The first pattern is shown by those that cross border smoothly, with a sense that their parents, friends, and teachers held compatible goals and expectations for them. However, they were often isolated from students who were not part of their smoothly connected worlds. A second pattern is that some adolescents occupied different worlds from their school peers in terms of culture, social class, ethnicity, or religion but still found crossing between school and home worlds manageable. They adapted to mainstream while returning to community patterns when with friends in their neighborhoods. The third group occupied different worlds but found border crossing difficult. They were able to do well in classrooms where teachers showed personal interest in them, but they teetered between engagement and withdrawal, whether with family, school, or friends. And the last group found the borders impenetrable. They found moving between worlds so difficult that they had become alienated from school, family, or peers. The key assets were people who also moved across these boundaries, such as parents who were involved in school or teachers who knew parents and friends, but many students were left to navigate across their worlds without help.

This Multiple Worlds theory applies to the Vietnamese youth. For the first group, these Vietnamese students are very successful in school and have goals and expectations for

the future. They get good grades in school and learn how to adapt both the mainstream and the Vietnamese cultures. At school, they know how to deal with society, while at home, they practice their own culture. For the second group, some Vietnamese students manage to practice both cultures, but they have many Vietnamese friends and prefer to stay within the Vietnamese culture. The researcher has known several Vietnamese students who often participate in Vietnamese activities during weekends and prefer to be called Vietnamese. For the third group, some Vietnamese students find crossing borders difficult. They do well in classrooms but feel withdrawal. One Vietnamese high school student who was born in this country stated that she didn't like her school because it had many white students. She felt isolated, couldn't make friends with them, and she wanted to return to her previous school where she had many Vietnamese friends. The last group is more difficult as several Vietnamese teenagers withdraw from their schools, families, and peers. They found crossing borders impenetrable, even though some hoped to move successfully into the world of school.

When working with this specific population, the professionals should know that not all Asian Americans are successful or are the same. Vietnamese youth have their own issues and challenges as others and they need support from their families, program staff, teachers, siblings and friends who would keep them from falling apart.

Methodology

Study Design

This study took place at Santa Teresa High School. To recruit students, the researcher got the names of Vietnamese students from the school system. Then, the researcher contacted them to determine if they were willing to participate in the study.

A questionnaire (see appendix) was mailed to the parents of Vietnamese students. Secondly, a separate questionnaire (see appendix) was distributed to several Vietnamese students at Santa Teresa High School. The questionnaires explored the needs of Vietnamese students and their families at Santa Teresa High School.

Operationalization of Variables

<u>Variable Name</u>	<u>Variable Label/Value Label</u>
Age	Reported in years
Gender	1= Female, 2=Male
Education	Reported in years
Years in USA	Reported in years
Grade Level	9=1, 10=2, 11=3, 12=4

Measures

The researcher developed two questionnaires, one for the parents and one for the students. In the demographic questionnaire, the researcher asked about their age, gender, level of education for parents, and grade level for students. (Check the appendix for questionnaires)

In the parent survey, the parents had to answer several questions pertaining to the school system and the issues they were dealing with (see the appendix). In the student questionnaire, students also were asked questions in several areas, including school and family. Most of the questions dealt with their school experiences (see the appendix).

The researcher used back translation for the mailed questionnaire because most Vietnamese parents may not read English. Therefore, the researcher asked a Vietnamese counselor at Yerba Buena High School to translate the materials into Vietnamese language.

This translated survey was sent to the Vietnamese parents. The researcher reviewed the answers. Then the Vietnamese counselor translated them back into English. The counselor had been working in that school as an academic counselor for more than 20 years and had a knowledge and understanding of both cultures.

Sample

The population included 149 Vietnamese parents, and 40 out of 149 Vietnamese students at the school. The researcher didn't select the student randomly. Several students were called and asked to participate. As explained above, the students' names were selected in the school record and forty names were taken out as going through the list. From this population, the researcher got 35 respondents from the parents and 15 from the students.

Data Collection Techniques

The mailed questionnaire was sent out with a stamped return on the envelope and a cover letter in mid November. For those who didn't reply, second questionnaires were distributed until the researcher had at least 30 responses. After the researcher got back all the information, thank-you cards were sent out to those who replied.

For the students, the researcher first gave the students a consent form during late November. They brought it to their parents or guardians to have it signed. After the researcher got the consent form back, he/she distributed the questionnaire to them.

Human Subjects

Considering the sensitive nature of this study, protecting the participants was one of the most crucial points that need to be identified. The participants, parents or students, would be protected from any possible risks or inconveniences, including any psychological and physical stress, or harm. They were told about their right to confidentiality, thus ensuring

their protection. Only the students received a copy of the consent form. In addition, the participants were not forced to do anything they didn't want to do during the study. This proposal was designed to find ways to fulfill the needs of these families and their children at Santa Teresa High School. The researcher got approval from San Jose State University IRB (see appendix).

To protect the research participants' confidentiality, all the responses were safely kept in a log cabinet. Only the researcher had access to the data. It was anonymous because all the names of participants who participated in the qualitative portion were not connected to the study.

Analysis of Data

In the first stage of analysis, statistics were used to describe characteristics of the sample. The second stage of data analysis explored the five research questions. A content analysis was done on the answers written in by the parents.

Limitations of this study

There were a variety of potential problems associated with this study that might affect the outcome of this study. Some potential limitations included problems with sampling, data collection, ethical considerations, reliability and validity of instruments. During the course of study, subjects may have decided not to mail back the questionnaire or not to give it back and this affected the sample size. In addition, there might be some loss of control over the survey process after the questionnaire had been distributed. The questionnaire might not have reached the subjects because of address changes or changes of last names. Some subjects may not have fully understood the questions, therefore, a given misleading responses was given. Some people may have provided the right answer due to some cultural biases that

may have affected the study. It is usually not considered ethical to do surveys in Vietnamese culture because the subjects may not feel comfortable discussing problems. Another limitation was that in Vietnamese culture, most parents hesitated or would not be willing to talk about their problems with the school because they might be afraid of hurting the relationship with the school. Due to these limitations and the fact that this was non-probability sample, the results might be not be generalized to other Vietnamese populations in the United States.

Results

The research questions below were as followed:

1. What difficulties or barriers have Vietnamese students and their families encountered in the school system?
2. What benefits do Vietnamese students and their families receive from the school?
3. What services do Vietnamese students and their families receive from the school?
4. What expectations do Vietnamese parents have of the school system?

The demographic in table 1 shows that the mean age of the students was 15. Twenty seven percent of these students were born outside the United States while the majority of them were born in this country. Slightly more than half was males. The average level in school was 10 (sophomore) and the years they had lived in this country were 13 (including those who were born here).

Table 1: Basic Information of Students (N= 15)

<u>Mean Age</u>	<u>Born in U.S.</u>	<u>Gender</u>	<u>Average years in school</u>	<u>Years in U.S.</u>
15.5	83%	53% Male 47% Female	Sophomore	13.0

For the parents, the mean age was 48. Most respondents were males. The average years they had stayed in this country were 14. Their education level was 13. The average number of children they had was 3 and the average number of children they had in Santa Teresa High School was 2.

Table 2: Basic Information of Parents (N= 35)

<u>Mean Age</u>	<u>Gender</u>	<u>Average years in</u> <u>U.S.</u>	<u>Education</u> <u>Level</u>	<u>Average # of</u> <u>children</u>	<u>Average # of</u> <u>children in</u> <u>School</u>
47.8	66% M 34% F	14.3	12.9	3.37	1.53

The next three following tables were focusing on more basic information of Vietnamese parents and their children.

Table 3: Language used at home (N= 35).

	<u>Vietnamese Language</u>	<u>English Language</u>
<u>Always</u>	29 (83%)	2 (17%)
<u>Sometimes</u>	6 (5%)	26 (74%)
<u>Never</u>	0 (0%)	5 (14%)

As seen in the above table, the great majority of parents always used Vietnamese language at home while only a small minority always used English language. At the same

time, most of them sometimes spoke English while a few parents sometimes used Vietnamese. There was none who never used their native language to speak to their children.

Table 4: English Comprehension (N= 35)

	<u>Yes, a lot</u>	<u>Yes, a little</u>	<u>No</u>
<u>Writing</u>	12 (34%)	23 (66%)	0
<u>Speaking</u>	11 (31%)	24 (69%)	0
<u>Reading</u>	13 (37%)	22 (63%)	0

Based upon the above chart, one third of parents read, speak and write English a lot. However, a majority of them have little English comprehension. There was none responded that they had no English background.

Table 5: Reasons for choosing Santa Teresa High School (N=35)

<u>Reasons</u>	<u>Numbers</u>
Safe Environment	15 (43%)
Good Education	13 (37%)
Good Quality	11 (31%)
Living Near School	16 (46%)
Safe Neighborhood	25 (71%)
Resources Available	6 (17%)
Good Reputation	6 (17%)
Student's choice	19 (54%)
Others	14 (40%)

From the above chart, safe neighborhood is the biggest reason that they chose Santa Teresa High School for their children.

Difficulties faced in the school system

In looking at some questions in the parent surveys, question 10 draft with whether parents felt comfortable speaking to teachers or staff members at the school. Sixty three percent of the parents said yes. They felt comfortable speaking to teachers or staff. In addition, these parents said that they had chances to see how their children were at school at the Back-To-School Night. Moreover, school helped their children in academic areas. These parents had few times contacting the school personnel. However, 23% said that they didn't feel comfortable. The reasons were that (1) staff people in the main office didn't listen to what the parents said. (2) The staff might think that these parents didn't speak English and so they looked down on the parents. (3) One respondent said that staff people discriminated against him even though he had been in this country for more than 20 years. (4) Staff people weren't nice and were not willing to help when needed. (5) Teachers were hard to contact via phone. They also rarely reported to the parents about students' progress. (6) In addition, there was no teachers' phones or names in order for parents to contact. (7) Most importantly, there were language differences. Therefore, these parents couldn't communicate with teachers or staff very well.

Question 11 is about if the family had ever had conflict with school. Only two respondents said yes. It was stated that staff members should welcome parents, treat them well and respect them. One parent responded that one time, he called the school and asked the staff at the main office to let his daughter know that he wouldn't pick her up after school. However, the staff didn't want to do it unless it's emergency. This parent got upset but

didn't know how to express orally. He believed that this staff didn't try to understand him because of his language difficulty. Therefore, he stated that the school should respect parents who didn't speak English very well. However, the rest of the respondents stated that they had no conflicts with school.

Question 13 in the survey is about obstacles that families had encountered with the school or school staff. The options presented were (1) school rarely contacted family regarding student absences, (2) parents had language difficulty, (3) academic counselors made it hard to change courses, (4) staff at the main office didn't welcome Vietnamese parents, (5) school didn't send information to families, and (6) parking stickers.

The parents were asked if they communicate with the school staff by phone, by letter or by face.

Table 6: Parent communicating with school (N= 35)

<u>By phone</u>	<u>By writing letter</u>	<u>By face-to-face</u>
30 (86%)	10 (28%)	19 (54%)

The majority of parents contacted the school by phone, half of them by face-to-face and a few by writing letter. There was one response about not feeling comfortable when they talked to the school staff because of not having phone numbers of teachers, names of teachers, and because of waiting too long on the phone. Another one was language difficulty.

Another question is about feeling respected by the school staff. Eighty two percent responded yes, they felt respected. Six percent said no and nine percent didn't respond.

Looking at the student data regarding any issues or concerns students have with the school, 60 percents stated that they had no issues, but the rest said yes. The results of the content analysis show that the reasons were as followed:

Table 7: Issues had with the school. (N= 15)

#	<u>Issues</u>
1	The student felt isolated because there were few Vietnamese students in the school where it covered most Caucasians
2	Students felt out-of-group because students often hang out in their own groups of same race (there was not many interactions among groups).
3	Only one student responded that people in school believed that he couldn't do anything. This student stated that because he was a Vietnamese student and he looked like a newcomer, the school staff or his teachers would send him to places that were a waste of his time.
4	There was a concern that why Vietnamese students did not get much help or could be treated equally as other minority groups or Caucasians.

Table 8: Feeling respected by teachers (N= 15)

<u>Yes</u>	<u>No</u>
13 (87%)	2 (13%)

In asking about feeling respected by their teachers, a majority of students felt respected by their teachers.

Table 9: Teachers helping students (N= 15)

<u>Yes</u>	<u>No</u>
12 (80%)	3 (20%)

In addition, most students said they got help from their teachers, while a few of them said their teacher didn't help them outside classes. It was found that most students liked this school. It was also interesting that 40 percent of these students had been involved in a fight at least one time and 60 percent had been suspended from school. There were none expelled from school.

When asking about if these students had ever felt pressure about using drugs, or alcohol, getting involved with gangs, smoking cigarettes or having sex, all of them except one student said they never used. The one who responded yes stated he/she smoked because of peer pressure.

Table 10: Behaviors that students had experienced (N= 15)

<u>Certain Behaviors students had experienced</u>	<u>Often</u>	<u>Several times</u>	<u>Once</u>	<u>Never</u>
Hit by a student		3	2	
Hit by a school staff				0
Kicked or pushed by other students	1	2	5	
Verbally or emotionally abused by school staff				0
Verbally or emotionally abused by another students		4	3	
Sexually harassed by other students		2	2	
Badly beaten up				0
Threatened with a knife, weapon or gun				0

When focusing on the certain behaviors that students had seen or experienced since the beginning of the school year, there were three students who stated that they had been hit by other students several times and two students had been hit once. One student had been kicked or pushed by other students often, two had been kicked or pushed several times and five had experienced once. In addition, there were four students reported that they had experienced verbally or emotionally abused by another student several times, and other three had experienced once. There were two that had experienced sexually harassed by other students several times and two other students had experienced one time.

The benefits that the Vietnamese students and their families receive from school:

In looking at questions about the most important benefits/services that the school offers these families, there were several answers. They included strong discipline, homework center, preparation for colleges, excellent academy, Magnet program, school being near their houses, promising successful future, and contacting parents regarding students' progress. However, 72 percent of these parents didn't respond.

When asking students about where they go to get help if they had personal problems at school, 53 percents stated that they would use Student/Family Center, 7 percent would use Attendance Office, and 33 percent stated others. None would use school library, academic counseling or Career Center.

Table 11: Services students used at school (N= 15)

<u>Student/Family Center</u>	<u>Attendance Office</u>	<u>School Library</u>	<u>Academic counseling, or Career Center</u>	<u>Others</u>
8 (53%)	1 (7%)	0	0	5 (33%)

Regarding places where these students do their homework, the majority of the students did it at home, and a few said they did at their friend's house and at school. None would utilize library.

Services the Vietnamese students and their families receive from the school system

Table 12: Usage of Services (N=35)

<u>Services</u>	<u>Percentage</u>
Free Lunch	9 (14%)
Attendance	18 (29%)
Student/Family Center	9 (14%)
Health Services/Referral	2 (3%)
Tutoring	11 (17%)
College Prep Program	13 (21%)
Others	1 (2%)

From the above chart, the majority of parents used Attendance and had their students in college prep program. In addition, several parents had their students in tutoring after school.

Concerning whether students were in any clubs at school, 67% said yes. Of these, most students were in the Asian Student Union club, and a few were either in GATE or Math and Science Club.

Table 13: Participation in school activities (N= 15)

<u>Asian Student Union Club</u>	<u>GATE</u>	<u>Math and Science Club</u>	<u>Other clubs</u>
10 (67%)	3 (20%)	3 (20%)	11 (73%)

The expectations of Vietnamese parents of the school system:

In asking what services parents and their children would like to have in this school, 55 percent didn't respond while 45% stated the following. These services would be (1) tutoring after school, (2) summer school, (3) music courses, (4) Vietnamese Student Association, (5) Vietnamese Language Courses and Vietnamese history, (6) Vietnamese counselor and Vietnamese staff, (7) providing hot food, (8) clean drinking water/ reducing soda price, (9) having cleaner restroom, (10) sending information in Vietnamese language to homes, and (11) career. However, the researcher had learned that most of these services they requested already existed in this school, except that the school didn't have Vietnamese counselor, Vietnamese courses or Vietnamese Club.

Parents listed several concerns. These included students being asked if they bring a gun to school (previous incident at the beginning of the school year), and about students' safety. Moreover, changing classes should be easier for students. Whenever school counselors wanted to change a student's classes, they should listen to request of students and parents and consider their needs, not just because of school conveniences. In addition, staff at the main office should pay respect to parents who didn't speak English very well. Some parents also wondered about the uniform or dress code. They wanted the school to implement a dress code so every student would look the same, and not to discriminate against the ones who didn't have enough. Some parents worried about their students' academic

performance such as helping students in Math and English (writing and reading), and tutoring. These parents worried about their students' behavioral issues. One parent stated that the school needed to send information to parents regarding new programs, students' rights and students' progress. However, 39 percent didn't respond, or said no to this question.

On the question about feeling safe in school, 70 percent of parents said they felt safe while 30 percent responded no. These parents gave several reasons, such as students bringing guns to school, discrimination against those parents who didn't speak English well, not having many Vietnamese students for their children to hang around with, recent suicidal incidence at school, and their students' safety. In the student answers, 67 percent responded that they felt safe in school while 23 percent said no. When asking if they ever had thought about quitting school, 100% said never. In addition, it was found that 93 percent of these students planned to go to college.

In regard to the difficulties or barriers Vietnamese parents or students face in this school, twenty three percent of the parents did not feel comfortable talking to school staff or teachers because of language difficulties and because the school staff did not treat parents respectfully. However, most parents were positive about Santa Teresa High School. These parents hardly got involved in school activity. Most worked full-time and few times came to school to check students' progress. These parents stated that they had problems with the language and that might be a reason for them to be excused not to be involved in their students' academic and behavioral areas.

When responding to their concerns or issues with the school, students mostly felt positive. However, some had problems such as feeling isolated in school because there were

few Vietnamese students to hang around with. Most of them liked this school and felt respected by their teachers. Apparently, few students had experienced being hit, kicked or pushed, verbally or emotionally abused and sexually harassed by other students.

Concerning the benefits that Vietnamese students and their families receive from school, these included strong discipline, preparation for colleges, excellent academy, Magnet program, school being near houses, etc. However, most of the parents skipped this question. For students, more than half would use Student/Family Center, and few would use other services. Therefore, there wasn't enough evidence to say that this population receives the best services to meet their needs in school.

For the third question on services that these families and their students receive, the most common answer involved attendance, and the second was college prep program. Most Vietnamese students were involved in Asian Student Union Club at school.

When asking about their expectations for the school, most parents stated that they needed a Vietnamese counselor in order for them to communicate and work with school, and they also needed Vietnamese teaches or Vietnamese Language courses for students to take as a foreign language. In addition, they also wondered about students' attendance and wanted absences to be reported. These parents also wanted the school to have a Vietnamese Club. Most of them had concerns about school safety, but that was not a major issue for them or for the students.

Discussion

There were some strengths and limitations to the study. For the strengths, it was found that most parents were willing to answer the questions in the surveys. Because surveys were written in their language, most of the answers were in their own language. It seemed

easy for these parents to state their concern. Another strength of the study was that the results were used by the school to provide better and more appropriate services to this population. The researcher used this study to come up with another proposal for the school to hire a Vietnamese counselor or Vietnamese staff. It was a great opportunity for Vietnamese students and their families to raise their issues or concerns with the school administration.

However, there were several weaknesses to this study. Some parents would not sign the consent forms for their students to participate in this research. They said that they didn't want to get involved in school politics. Several students responded that their parents didn't want them to participate even though the consent form was written in simple English and Vietnamese so that the parents could understand the importance of the study. Only 15 out of 40 students agreed to participate, therefore the results might not be accurate in representing the population. For the parents, it was hoped that more would return the answers because the study would be helpful.

Another important weakness was that the study was done in a school where there were no Vietnamese full-time staff. There was one Vietnamese Bilingual Aid who was not coded as a teacher, and a half-time music teacher who just was hired at the beginning of this school year. Therefore, other Vietnamese professionals were not available to help promote this study. Letters, consent forms, agreement, surveys in both languages for parents and students were written by only one person. In addition, sending information to the families was also difficult because it was done by one person.

The study turned out to be a good resource for the Center to present to the Principal of the school the services needed for Vietnamese students and families. At Santa Teresa

High School, it was found that most students had high grades with A's and B's. If anyone was involved in discipline, he/she must have bad grades or behavior issues. It also was interesting that Santa Teresa High School had well-trained and well-educated Vietnamese students who come from middle-class families. Any family that could afford to live in the area had to have money, and that was a common statement of Vietnamese people living in San Jose.

Implications for Social Work

There are some implications for social workers who work with the Vietnamese people. As an intern, the researcher has learned a great deal in how to use knowledge of theories and policies into practice. For human behavior and social environment, Vietnamese children face many difficulties in this country. Professionals should know that this population has specific needs, such as language development.

Social workers should understand why their Vietnamese clients do not talk as much or aren't willing to discuss issues. For first generation clients, even though they have lived here for long time, some will never speak English well because of their accents and culture. Social workers should pay respect for these people because they had suffered and lost a great deal in the past. Even second or third generations, Vietnamese people can never change their physical appearances and they will never become "white". These people have needs as other minority groups. Social workers always need to be cultural sensitive and competent.

For policy implications, social workers should advocate more for this population. As stated in the literature review, not much research has been done in this field. It has been difficult to locate previous studies and therefore people might be handicapped in their understanding of the Vietnamese population and their needs. Hopefully, more social workers

will study this specific population and services will be extended to reach out to the Vietnamese population.

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Appendix A

Demographic Questionnaires for Students

Please complete the form below. Your answers won't affect your relationship with the school. Please don't put your name on the form because it is anonymous.

Question 1: Birth date Month ___ Day ___ Year 19___ Where? _____

Question 2: Gender Female _____ Male _____

Question 3: Grade 9 10 11 12

Question 4: Years in this country (if you are not born here): _____

Thank you for answering these basic questions, please continue the second part of this survey.

Appendix B

Needs Assessment for Vietnamese Students at Santa Teresa High School

Please fill in the blank as indicated.

School Information:

1. Do you like your school? YES _____ NO _____
2. Do you feel respected by your teachers? YES _____ NO _____
3. Do you feel safe when you are at school? YES _____ NO _____
4. Have you ever been involved in a fight at school? YES _____ NO _____
5. Have you ever been suspended from school? YES _____ NO _____
6. Have you been expelled from school? YES _____ NO _____
7. Have you ever thought of quitting school? YES _____ NO _____
8. Do you want to go to college? YES _____ NO _____
9. Do your teachers help you outside of class? YES _____ NO _____
10. Do you have any issues or concern with the school? YES _____ NO _____
11. If YES, tell me about it

12. Do you ever feel peer pressure about

- a. Using drugs YES _____ NO _____
- b. Using alcohol YES _____ NO _____
- c. Getting involved with gang YES _____ NO _____
- d. Smoking cigarettes YES _____ NO _____
- e. Having sex YES _____ NO _____

13. Where do you usually do your homework?

- a. _____ Library
- b. _____ Home
- c. _____ Friend's house
- d. _____ School
- e. _____ Other (please specify) _____

14. About how many hours do you spend doing your homework per school day?

- a. _____ Less than 1 hour
- b. _____ From 1 to 2 hours
- c. _____ More than 2 hours

15. Would you know where to go for help if you had personal problems at school?

YES _____ NO _____

16. If YES, where would you go for help?

- a. _____ Student/Family Center
- b. _____ Library
- c. _____ Academic counseling
- d. _____ Attendance Office
- e. _____ Career Center
- f. _____ Other (please specify) _____

17. Are you involved in any kind of clubs or activities in school?

YES _____ NO _____

18. If YES, what kinds of clubs (mark those appropriate)?

- a. _____ Asian Student Union Club
- b. _____ Student/Family Center
- c. _____ GATE
- d. _____ Math and Science Club
- e. _____ University/College Bound Program
- f. _____ ELD Program
- g. _____ Independent Studies
- h. _____ Other (please describe) _____

19. Please indicate how often you have seen or experienced certain behaviors since the beginning of the school year.

0 = Never 1 = Once 2 = Several Times 3 = Often

At school, how often have you been :

- a. _____ Hit by a student
- b. _____ Hit by school staff
- c. _____ Kicked or pushed by a student
- d. _____ Kicked or pushed by school staff
- e. _____ Badly beaten up
- f. _____ Threatened with a knife or sharp weapon
- g. _____ Attacked with a knife or sharp weapon
- h. _____ Threatened with a gun
- i. _____ Verbally or emotionally abused by a student
- j. _____ Verbally or emotionally abused by school staff

k. _____ Sexually harassed by a student

Family information:

1. What do you like most about your family?

2. What do you like least about your family?

3. Can you talk openly with your parent (s) or guardian about your life or your problems? YES _____ NO _____

4. If you have a problem, to whom do you go to talk?

a. _____ Brothers and/or sisters

b. _____ Friends

c. _____ Parents

d. _____ Counselor

e. _____ Others _____

5. Have you ever run away from home?

YES _____ NO _____ how long away? _____

6. Could you tell why?

Thank you for your cooperation. Your participation is greatly appreciated. Please don't put your name in the form because the answers are confidential and anonymous.

Appendix C

Demographic Questionnaires for Parents

Please complete the form below. Your answers won't affect your relationship with the school.

Question 1: Birth date: Month ____ Day ____ Year 19 ____

Question 2: Gender: Female ____ Male ____

Question 3: Years in this country: Years ____ Months ____

Question 4: Education Level. Circle the years completed.

- | | | | | | | |
|----------------------------|----|----|----|----|----|----|
| a. Elementary School | 1 | 2 | 3 | 4 | 5 | |
| b. Middle School/ Jr. High | 6 | 7 | 8 | 9 | | |
| c. High School | | 10 | 11 | 12 | | |
| d. College | 13 | 14 | 15 | 16 | 17 | 18 |
| e. Other _____ | | | | | | |

Thank you for answering these basic questions, please continue the second part of this survey.

8. What kind of services do you, your children, or other family members receive in the school?

_____ Free lunch

_____ Health Services/Referrals

_____ Attendance

_____ Tutoring

_____ Student/Family Center

_____ college Prep Program

_____ Others (please specify) _____

9. What services would you and your child like to have in the school?

10. Do you feel comfortable speaking to teachers or staff members at the school?

YES _____ NO _____ Please explain _____

11. Have you or your family members ever had any conflict with the school?

YES _____ Please explain _____

NO _____

12. Do you presently have any concerns about the school?

YES _____ please explain _____

NO _____

13. What are obstacles you have encountered with the school or school staff?

14. What are the most important benefits/services that the school offers you and your children?

15. Do you feel that the school is safe enough for your child?

YES _____ NO _____ Please explain _____

16. Do you communicate with the school staff?

By phone YES _____ NO _____ Please explain _____

By letter YES _____ NO _____ Please explain _____

By face YES _____ NO _____ Please explain _____

17. Do you feel respected by the school staff?

YES _____ NO _____ Please explain _____

18. If there were a monthly meeting for the Vietnamese parents to further discuss any issues or concerns conducted in Vietnamese language, would you be interested in attending?

YES _____ NO _____

19. If YES, what day and what time you would be available?

20. If you are interested, please put your name and your phone number here in order to contact you.

Please cut this part and give it to your child, so your child can bring it directly to me.

Thank you very much for your participation.

7. Tại sao Quý vị cho con đi học trường này? (Bao nhiêu câu trả lời cũng được)

- An toàn Khu vực tốt Dạy giỏi
 Có nhiều dịch vụ Nổi tiếng Gần nhà
 Con thích Quý vị thích Bắt buộc
 Chương trình đặc biệt (Magnet Program)
 Lý do khác (xin cho biết) _____

8. Những dịch vụ giúp đỡ mà Quý vị, con em học sinh và các thành viên khác của gia đình đã nhận được của nhà trường?

- Ăn uống miễn phí Khám bệnh miễn phí
 Báo cáo con vắng mặt Chương trình giúp chuẩn bị vào đại học
 Cơ quan giúp học sinh và gia đình Dạy kèm sau giờ học
 Các dịch vụ khác (xin kể ra) _____

9. Quý vị có thể cho biết những dịch vụ nào khác hữu ích cho con em quý vị nên có ở trường? _____

10. Quý vị có cảm thấy thoải mái để dàng nói chuyện với Thầy Cô và các nhân viên khác của nhà trường? Không Có (cho biết thêm chi tiết nếu không bất tiện) _____

11. Quý vị hoặc bất cứ thành viên nào trong gia đình có bao giờ xung đột với nhà trường không? Không Có (cho biết thêm chi tiết nếu không bất tiện) _____

12. Quý vị có thắc mắc hoặc đề nghị với nhà trường điều gì không?

Không Có (xin cho biết) _____

13. Xin quý vị cho biết những trở ngại Quý vị đã gặp phải với nhà trường.

14. Xin Quý vị cho biết những ích lợi nào nhà trường đã đem lại cho Quý vị và con em

Quý vị _____

15. Quý vị có cảm thấy con em quý vị có an toàn ở trường không?

Có Không (Xin giải thích thêm) _____

16. Quý vị có liên lạc được với nhân viên nhà trường không?

Bằng điện thoại Có Không (Xin giải thích thêm) _____

Bằng thư từ Có Không (Xin giải thích thêm) _____

Gặp mặt Có Không (Xin giải thích thêm) _____

17. Nhân viên nhà trường có tôn trọng quý vị hay không?

Có Không (Xin giải thích thêm) _____

18. Nếu có một buổi họp để Phụ Huynh Việt nam đóng góp ý kiến hoặc nêu lên những đề nghị thiết thực và nói lên những quan tâm của mình đối với nhà trường, xin Quý vị cho biết sẽ tham gia hay không?

___Có ___Không

19. Nếu trả lời Có, xin Quý vị cho biết ngày và giờ thuận tiện cho quý vị.

20. Xin quý vị cho biết tên và số điện thoại để chúng tôi liên lạc và cho biết thêm chi tiết về những cuộc họp _____

Nếu quý vị tham gia vào buổi họp, xin đưa trang này cho con em quý vị mang lên phòng 802 ở trường. Hoặc, xin liên lạc thẳng với Lynh Ngô qua số điện thoại 578-9184.

Xin Chân thành cảm ơn Quý vị đã dành thời giờ quý báu để hoàn tất Bản Thăm dò ý kiến này.



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Fresno, Fullerton, Hayward, Humboldt,
Long Beach, Los Angeles, Maritime Academy,
Monterey Bay, Northridge, Pomona,
Sacramento, San Bernardino, San Diego,
San Francisco, San José, San Luis Obispo,
San Marcos, Sonoma, Stanislaus

Appendix F
FOR PARENTS
VIETNAMESE YOUTH AND FAMILY NEEDS ASSESSMENT IN
SANTA TERESA HIGH SCHOOL

Dear Parent and Family Members:

My name is Lynh Ngo. I am a counselor at Santa Teresa High School and also a social work student at San Jose State University. I would like to ask for your assistance. I am doing a study to learn about the needs and concerns of the Vietnamese students who attend Santa Teresa High School and their families. The results of this study should increase our understanding of the needs of all Vietnamese students and their families about which services would be best for you and your children.

Attached is a questionnaire asking about your feedback. I would be grateful if you would take the time to fill out the enclosed questionnaire. When you are finished, please mail it back in the self-stamped envelope.

Your participation is voluntary and that choosing not to participate in this study will not affect your relations with the School or San Jose State University (or other participating institutions). Please do not write your name on the questionnaire.

If you have questions about this study, I will be happy to talk with you. I can be reached at (408) 578-9184. If you have questions or complaints about research subjects' rights, or in the event of a research related injury, please contact Nabil Ibrahim, Ph.D., Associate Vice President for Graduate Studies and Research, at (408) 924-2480.

Thank you for your cooperation

Sincerely,

Lynh Ngo
Counselor

SANTA TERESA HIGH SCHOOL

6150 Snell Avenue
San Jose, California 95123

408.578.9100
fax 408.225.8615

Kính thưa Quý vị Phụ Huynh:

Tôi tên là Ngô thị Thùy Lynh một Giáo sư Cố vấn tại trường Trung học Santa Teresa và cũng là một sinh viên Ban Cao Học của Đại Học San Jose State.

Mang trong lòng một hoài bão của một người trẻ dần thân mong đóng góp một phần nhỏ bé vào công cuộc đào tạo một lớp trẻ Việt Nam lành mạnh, tôi mạnh dạn xin quý vị tiếp tay trong công trình nghiên cứu nhằm định những nhu cầu thiết thực của học sinh Việt Nam thuộc trường Santa Teresa và gia đình hầu can thiệp với nhà trường và các giới hữu trách có những biện pháp thích ứng để thỏa đáp những nhu cầu đó. Những kết quả của công trình nghiên cứu này sẽ giúp cộng đồng người Việt chúng ta thấu hiểu hơn về những nhu cầu thiết yếu của học sinh Việt Nam và gia đình để từ đó có thể đề nghị cung cấp những dịch vụ thỏa đáng cho chính quý vị và con em chúng ta.

Để giúp đạt được ý nguyện trên, tôi xin gửi tới Quý vị bản khảo sát nhằm định những nhu cầu của Phụ Huynh như Quý vị. Xin Quý vị vui lòng bớt chút thời giờ vàng ngọc để trả lời các câu hỏi trong tờ khảo sát này, và sau đó xin gửi lại cho tôi trong phong bì đã dán tem sẵn. Tôi xin thành tâm cảm tạ Quý vị về sự giúp đỡ quý báu này.

Xin Quý vị thấu hiểu rằng việc tham gia của Quý vị là hoàn toàn tự nguyện và nếu Quý vị không muốn tham gia vào công trình nghiên cứu này hoặc toàn phần hoặc bán phần thì mối quan hệ của Quý vị với nhà trường của con em quý vị hoặc Đại học San Jose State (hoặc các cơ chế liên hệ) sẽ không bị ảnh hưởng. Để giữ kín danh tánh, xin Quý vị đừng viết tên mình trên bản khảo sát này.

Nếu Quý vị có điều chi thắc mắc về công trình nghiên cứu này, tôi xin được hân hạnh giải đáp những thắc mắc của Quý vị. Xin Quý vị liên lạc với tôi qua số điện thoại (408) 578-9184. Ngoài ra xin quý vị liên lạc với Tiến sĩ Nabil Ibrahim, Phó Viện Trưởng đặc trách Ban Cao Học và các Công Trình Nghiên cứu để được giải đáp mọi thắc mắc và khiếu nại về các quyền lợi hoặc những phương hại trong lúc tham gia vào công trình nghiên cứu này. Số điện thoại liên lạc là (408) 924-2480.

Cám ơn sự tham gia của Quý vị.

Ngô-thị-Thùy Lynh
Giáo sư Cố vấn

Della Stewart

Principal

Chip Gaston

Associate Principal
Attendance/Discipline

Millie Brink

Associate Principal
Education

Laurene Payne

Associate Principal
Instructional Programs

Jim Sagray

Technology
Coordinator

John Lozano

Activities Director

Rachel Bull

Student Family
Coordinator

Carol Hognlund

Literacy
Coordinator

Laura Gschwend

Staff Development
Coordinator

Jodi Edwards

Gifts 2000
Source Director

Mary Navarro

Parent Support
Services/GATE

Mike Welch

Center I
Director

Joe Coto

Superintendent
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Appendix G

Agreement to Participate in Research

Responsible Investigator: Lynh Ngo

Title of Protocol: Needs assessment of the Vietnamese students and their families at Santa Teresa High School.

My child has been asked to participate in a study investigating the needs of Vietnamese students at Santa Teresa High School and their families. He/she will be asked to answer some questions regarding Santa Teresa High School.

My child understands that the results of the study may be published but no information that could identify him/her will be included. All information obtained from my child will remain confidential and anonymous.

Questions about research may be addressed to San Jose State University at the Social Work Department at (408) 924-5800. Complaints about the research can be addressed to Dr. Roland Wagner at (408) 924-5851. Questions or complaints about research, subject's rights, or research-related injury may be addressed to Nabil Ibrahim, Ph.D., Associate Vice President for Graduate Studies and Research at (408) 924-2480.

No service of any kind, to which a subject is otherwise entitled, will be lost or jeopardized if my child choose not to participate in this study. My consent is given voluntarily without coercion of any kind. I understand that my child may refuse to participate in this study or any part of the study. If he/she decide to participate in this study, he/she may withdraw at any time without prejudice to his/her relations with SJSU or other participating institutions.

My child has received a signed and dated copy of this consent form.

* The signature of a subject on this document indicates agreement to participate in the study.

* The signature of a researcher on this document indicates agreement to include the above named subject in the research and attestation that the subject has been fully informed of his or her rights.

Name of Child or Ward Parent or Guardian's Signature Date

Relation to Child or Ward Phone

Full Mailing Address

The California State University:
Chancellor's Office
Bakersfield, Chico, Dominguez Hills,
Fresno, Fullerton, Hayward, Humboldt,
Long Beach, Los Angeles, Maritime Academy,
Monterey Bay, Northridge, Pomona,
Sacramento, San Bernardino, San Diego,
San Francisco, San José, San Luis Obispo,
San Marcos, Sonoma, Stanislaus

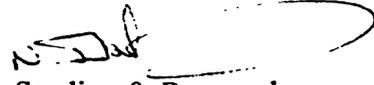


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Fax: 408-924-2477
E-mail: gstudies@www.sjsu.edu
<http://www.sjsu.edu>

Appendix H

TO: Lynh Ngo
1218 Thornmill Way
San Jose, CA 95121

FROM: Nabil Ibrahim. 
AVP, Graduate Studies & Research

DATE: November 22, 1999

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

"Needs Assessments of the Vietnamese Students and their Families at Santa Teresa High School"

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.

The California State University:
Chancellor's Office
Bakersfield, Chico, Dominguez Hills,
Fresno, Fullerton, Hayward, Humboldt,
Long Beach, Los Angeles, Maritime Academy,
Monterey Bay, Northridge, Pomona,
Sacramento, San Bernardino, San Diego,
San Francisco, San Jose, San Luis Obispo,
San Marcos, Sonoma, Stanislaus

Appendix I

San Jose 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 SW298 instructor or faculty sponsor. All students are expected to advise their agency 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 the study.

The field instructor's (FBI.) 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.

Student's Name: Lynh Ngo Agency Name: Santa Teresa H.S.
 Field Instructor's Name: Carlos Aguila F.I.'s Telephone: 578-9184
 SJSU Instructor's Name: Roland Wagner Semester (s): Fall 99 - Spr 00
 Proposed Topic: Need Assessment of Vietnamese Students
in Santa Teresa H.S. and their families
 Brief Description of Project- Timelines, Sample/Subjects, and Methodology:
See attached "Protocol for review by the HS-IRB".

Signature of Student: Lynh Ngo Date: 10/13/99
 Signature of Field Inst./Agency Rep: [Signature] Date: 10/13/99
 Signature of 298 Instructor/College Rep: Roland Wagner Date: Nov 8, 1999