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Entre Dos Tierras: Between Two Lands: Stories of Latinx Immigrant Students in US Public High Schools

Yahaira Diaz

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LOYOLA UNIVERSITY CHICAGO

ENTRE DOS TIERRAS: BETWEEN TWO LANDS: STORIES OF LATINX IMMIGRANT
STUDENTS IN US PUBLIC HIGH SCHOOLS

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

PROGRAM IN SCHOOL PSYCHOLOGY

BY

YAHAIRA DIAZ

CHICAGO, IL

AUGUST 2018

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My parents were my first teachers. They instilled in me a sense of pride in who I am and where I come from. Their tremendous sacrifices have taught me to be brave, determined, and untiring. They are my first role models, and I am forever indebted to everything they have provided and allowed for me to accomplish. Thank you for your unconditional love and support.

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ABSTRACT

The election of the 45th president of the United States has increased a sense of anxiety, fear, and xenophobia for many in our country. The divisive campaign and current discussion of policy is demeaning towards LGBT communities, people with disabilities, women, and ethnic minorities, specifically the immigrant population. The nation's current preoccupation with and much deserved attention towards a comprehensive immigration reform and the continuance of immigration into the United States has impacted the rise of anti-Hispanic hate crimes and xenophobia (Shihadeh & Barranco, 2013; Stacey, Carbone-Lopez, & Rosenfeld, 2011; Yakushko, 2009). Educators report an increase in hostility against immigrants in schools (Costello, 2016). A review of the literature regarding immigration, mental health, and school and community climate indicate a need for awareness, understanding and action, placing schools in a critical role in the lived experiences of Latinx immigrant youth (Diaz & Fenning, in press). The study explored the lived experiences of Latinx recent immigrant youth using qualitative research to elicit information for educators on issues relating to Latinx immigration and the potential effects of migration, legal status, family relations and individual factors that may affect mental health. While students report feeling supported in school, there is a contrast in the shared lived experiences. Findings and implications are discussed.

CHAPTER ONE

INTRODUCTION

Diversity, Disparity and Immigration

According to the U.S. Census Bureau's (2012) data, there are about 42 million people of Latinx descent living in the United States. Of the total Latinx population, 23% of them are school aged and it is estimated that by the year 2050 at least 25% of the U.S. population will be of Latinx descent. More recent national data estimates are that there are roughly 840,000 immigrant school-aged students in the United States and more than 4.6 million English learners (U.S. Department of Education, 2015, as cited in Adelman & Taylor, 2015). In addition, approximately 5.5 million U.S. school-aged children are living with at least one undocumented immigrant parent (Adelman & Taylor, 2015). According to the Migration Information Source (2016), 46% of immigrants reported having Hispanic or Latinx origins. Of the 55 million people who identified themselves as being of Hispanic or Latinx origin, 35% of them were immigrants (Zong & Batalova, 2016). Research indicates that immigrants are more susceptible to being exploited and experience significantly higher rates of mental health related issues. Most of the mental health research on Latinx immigrant populations has focused on adults and families, not always differentiating between legal and illegal migration. Very little is known about the effects of immigration processes on children's mental health. Less is known about young adults in this regard.

The population of the United States continues to diversify, which enriches the complexity of issues for mental health practitioners. Research concerned with mental health has pointed to a growing concern about issues related to immigrants residing in the United States, with particular considerations for undocumented populations (Dogra, Karim, & Ronzoni, 2011; Familiar, Borges, Orozco, & Medina-Mora, 2011; Shihadeh & Barranco, 2013). The following study was approached using critically-oriented qualitative research methodology. This study focused on the way recent immigrant students experience their new environment and the role of school.

The election of the 45th president of the United States has increased a sense of anxiety, fear, and xenophobia for many in our country. The divisive campaign and current discussion of policy is demeaning towards LGBT communities, people with disabilities, women, and ethnic minorities, specifically the immigrant population. The nation's current preoccupation with and much deserved attention towards a comprehensive immigration reform and the continuance of immigration into the United States has impacted the rise of anti-Hispanic hate crimes and xenophobia (Shihadeh & Barranco, 2013; Stacey, Carbone-Lopez, & Rosenfeld, 2011; Yakushko, 2009). Educators report an increase in hostility against immigrants in schools (Costello, 2016). A review of the literature regarding immigration, mental health, and school and community climate indicate a need for awareness, understanding and action, placing schools in a critical role in the lived experiences of Latinx immigrant youth (Diaz & Fenning, in press). This should be of great concern for psychologists and educators because psychological effects of discrimination compounded with lack of access to appropriate health care raises grave concerns for Latinx immigrant youth. Furthermore, lack of awareness of health rights and resources is a major barrier for migrants in receiving appropriate health care and there is an increased risk for

misdiagnosis and incompatible treatment, which is particularly high in mental health services because they rely heavily on communication and culturally responsive practices (APA, 2012; WHO, 2003).

The study explored the lived experiences of Latinx immigrant youth to elicit information for educators on issues relating to Latinx immigration and the potential effects of migration, legal status, family relations and individual factors that may affect mental health. Despite an increased interest in student diversity and effective practices employed in schools to increase student success, it is surprising that little empirical research has been conducted on the topic of immigration and the impact of immigration on mental health and the role of school. Research in this area has the potential to contribute to effective evidence based prevention programs and intervention strategies to mitigate the negative factors associated with immigration in a school setting, which is especially scarce. Furthermore, very few studies have focused on the role of schools in mental health concerns for immigrant students, particularly those who are undocumented. Fewer studies are qualitative in nature.

Ethnicity and Race and Schools

The definition of multicultural and diversity issues includes a variety of topics including race, ethnicity, and economic hardships (Lopez & Bursztyn, 2013). Our globalized society steadily impacts and changes the face of classrooms across the country, making the multicultural component essential for psychology training programs and school psychologists (APA, 2012; Newell et al., 2010). “Vulnerable and marginalized population groups require priority attention” (WHO, 2003, p. 3), and school psychologists are in a unique position to advance social justice because they are in a position to challenge inequities (Speight & Vera, 2009). Recent

immigrants often lack access to mental health services due to unfamiliarity with systems and resources, placing school psychologists and educators in a role to actively provide information to recent immigrant youth within a school setting.

The impact of racial identity and ethnicity and the historical implications have not been taken into consideration in the profession of education and psychology until recently. According to Patton, McEwen, Rendon, and Howard-Hamilton (2007), most students, researchers, and educators are familiar with work of scholars grounded in theories that have minimal and patronizing attention towards topics of race and ethnicity. According to Hall (cited in Apple, 1993), in order to inform and elicit change, it is important to critically examine the knowledge base and critique traditional theories used to guide practice. In order to move beyond that status quo, it is imperative to challenge and question current practices, particularly in an era when evidence based practices and data are used in making big decisions.

When looking at the history of education and psychology, the role of race, ethnicity, and language have been continuously ignored, which continues to systemically damage students of color at many capacities (APA, 2012; Casesa, 2013; Lanfranchi, 2014; Tate, 1997). Conversely, the politics of racism are an embedded part of American ideology and action that is perpetuated through education (Bartolomé & Macedo, 1997). Research and collected evidence towards accepted racial diversity and integration in school settings often falls short in providing guidance and answers. According to Ayers (2008), "... failure to frame this work within the massive failure of political will and ethical action hides the most potent and necessary arguments for the kind of society we dream of" (p. 492).

The Field of School Psychology

There should be an increase in the number of programs that foster competency models for practitioners who work or will work with the growing population of bilingual and bicultural students. Current programs that offer bilingual credential programs for school psychologists across the country are only limited to the states of New York, Illinois, and California (NASP, 2015). Furthermore, the requirements are not uniform in these states. Only 18 universities in the US have NASP approved school psychology programs with a focus on multiculturalism and/or bilingualism (NASP, 2015) versus a little over 150 NASP approved school psychology programs in the country (NASP, 2015). This makes it likely that out of the estimated 28,500 school psychologists practicing in the schools (NASP, 2015), a small percentage is skilled in working with culturally and linguistically diverse students in their first year. This is not reflective of the students that are in our schools today. The expectation is that practitioners should acquire skills and knowledge through practice, professional development, and immersion in cultures that are different than their own. While this is something that all practitioners should work towards throughout their careers, it is important for school psychology programs to consider ways to incorporate training within their curriculums to better prepare new practitioners.

There is minimal research and publication on diversity topics in the field of school psychology. This could be attributed to the fact the school psychology is a field that is majority White with a heavy preference for quantitative studies (Noltemeyer, Proctor, & Dempsey, 2013). Critically-oriented research that aligns with cultural values of Latinx populations are likely to yield more accurate results to inform effective practices (Ojeda, Flores, Meza, & Morales, 2011; Villalpondo, 2004). Furthermore, scholars on Latinx studies have traditionally written and

critiqued various works that place Latinxs in a negative light. Terms that are deemed common amongst educators talking about Latinxs include: disengaged, lured by gangs, equate being intelligent to White; yet there is not enough evidence to support such claims. The reality is that many Latinx students value education, but may show opposition towards teachers in school climates that do not value their language and culture (Suarez-Orozco, Suarez-Orozco, & Todorova, 2008). Latinx families highly value education and schools with high levels of home and school collaboration experience high success rates for Latinxs students (O'Donnell & Kirkner, 2014). Additionally, White teachers who begin to work with immigrant students in communities where there is a short history of immigration tend to blame students and family for failure in school and charge them with the responsibility to change, which reflect issues of immigration and race at a larger scale (Adair, 2014).

Defining Terminology

It is important to note that many studies within the literature do not provide operational definitions, which results in a variety of descriptors for the Latinx immigrant population. These include terms such as *aliens* are noncitizens of the United States and includes foreign nationals with Green Cards and Permanent Resident Visas; *illegals*, *illegal aliens* are non-citizens who live in the United States and have entered without following immigration entry procedures, and *undocumented immigrant* is a non-citizen who does not hold immigration documents. This has also been referred to as *regular* (documented) and *irregular* (undocumented) migration. Undocumented immigrant is currently considered the most culturally sensitive and politically correct term, and the term “illegal immigrant” has been dropped from style guide in Associated Press (Pianas, 2013). The use of the general term Latinx is most common and encompasses

persons from Mexico, Central America, and South America and includes Brazil and the Caribbean. Although there are variations within these groups, unfortunately much of the research available treats Latinxs as a homogeneous group.

Forced Versus Voluntary Migration

In order to best understand the mental health concerns for immigrant Latinx youth, the context around immigration must be considered, which makes a clear distinction between immigrants who migrate by will and those who do not see another option but to move. Some youth immigrate with their family, while others immigrate alone. Others are forced to migrate, while others voluntarily migrate. Voluntary migration occurs when the individual makes the personal decision to migrate due to labor opportunities, studying abroad, or a desire to reunite with family members. It is important to note that the conditions (e.g., extreme poverty) of the country of origin prompt individuals to move, but it is still considered a voluntary migration. Forced migration “refers to the movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects” (FMO, 2012). A particular group who is even more prone to mental disorders is group of children who are trafficked. The Protocol against Trafficking has defined this as

the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. (WHO, 2003, p. 31)

Given the tumultuous history of Latin America, many Latinxs feel the pressure to migrate in order to seek better living and safer conditions.

Researcher

I, the researcher who designed this study, have a particular interest in immigration and the Latinx population. I am the proud daughter of Mexican immigrants, who both migrated when they were young. My father immigrated without his parents when he was 15 years old. My mother immigrated when she was seven years old with her siblings and mother. I am the granddaughter of migrant workers in California of the United States' Brazero Program in the 1970's. The oral stories that have circulated amongst family members keep the struggle and racial disparities at the forefront that continues to shape my cultural identity. I find it valuable to hear the shared struggles, challenges and successes of other immigrant youth listen to hear whether their identity is shaped by society's importance on legal status, language, and color of skin.

Purpose of Study

The purpose of this multiple case study is to explore the experiences of Latinx immigration and the effects of migration and legal status and settlement experiences (community and school) on mental health for Latinx immigrant students enrolled in a high school in the Midwest located near a large city. Both male and female students were included in the study. Seeking to gain more knowledge and understanding of Latinx immigration through storytelling allows the reader to understand the lived experiences of recent immigrant youth as they tell stories of migration, settlement, and schooling.

CHAPTER TWO

REVIEW OF THE LITERATURE

Educational trajectories of Latinx students are influenced by gender, socioeconomic status, race, and ethnicity. It is important for research to be conducted in a manner that strongly considers these components in their frameworks and analyses. An even more dire aspect of the research is to include the narratives of Latinx students in order to provide more accurate and specific insight into the lived experiences of this population. Throughout this literature review, the researcher contends that frameworks that highlight the importance of race are fitting when working with populations of color. Additionally, Latinx populations have been grouped together, which makes it likely that findings for specific Latinx groups may not be uncovered. The researcher maintains that conducting a study within a culturally sensitive framework that allows for testimony from Latinx immigrant students may offer more insight on mental health concerns for this specific population, and may yield some important information for educators working with these students.

Critical Race Theory

Since the election of our country's first black leader, President Obama, a common perception in the media is that we live in a post-racial society. However, tragic deaths and violence towards people of color are extremely prevalent today, reminding us that racial issues is still of concern. Attention towards violence against Latinxs seems to go under that radar because issues of immigration occupy most of the conversation. This unawareness leaves undocumented

immigrants in our country to be most susceptible to violent acts against them. A government attorney, Anna Park, has successfully sued one of America's largest cleaning corporations, ABM, in the largest class action suit based on sexual harassment in history. All of the people who filed a complaint were undocumented Latina women who had suffered through rape and verbal and physical abuse. Reports dated back to 2000, leaving a paper trail of over a decade. There was a large lack of action and sense of responsibility on behalf of the company. They did not take formal grievances seriously and the abuse continued. While the case was successful, the complaints are still being filed (Yeung, 2015). A recent study (Zhang, Spiller, Finch, & Qin, 2014) found that janitorial services had the most reported trafficking violations and labor abuses with 30% of undocumented migrant laborers falling victim to trafficking violations and 55% were victims of other labor abuse, suggesting that undocumented status is a significant factor to being vulnerable to abuse.

Additionally, while there is an increased awareness of police brutality and fatal shootings of minorities, little attention is given to Latinxs who have fallen victim to police shootings. Close to 35 to 40% of the police fatal shootings against minorities in the country this year have been Latinx (Aguilar, 2015, The Guardian, 2015, Kindy, 2015), and that may be underreported, especially when considering undocumented people and their vulnerable status when coming to the police. There is an increase of violence against Latinx males, especially in East Los Angeles. A more well-known case was the recent shooting of unarmed Latinx male, Oscar Ramirez, who was fatally shot near a high school. The parents are filing a claim against the LA County for excessive force. They, along with witnesses, claim Oscar was not posing a threat and was a victim of mistaken identity. Oscar's memorial has gone viral and Latinxs are beginning to talk

more about authority violence against people of color and the high rates of incarceration. The number of Latinx and African American males in America's prisons continue to be a largely disproportionate number (Aguilar, 2015).

More recent law has encouraged the use of racial profiling. In some cases, such as Arizona law HB 2281, law enforcement is encouraged to target Latinxs and attempt to detain them if they cannot prove they are U.S. citizens. Law practices such as this are a clear violation of human rights and a clear example of institutionalized social racism (Kunnie, 2010), yet there is little opposition by the masses of society. The sentiment that Latinxs and Latinx immigrants are less deserving of respect and dignity is even more evident in the current presidential candidate debates and speeches. Some of the candidates have been especially verbal against Latinx immigration stating Mexico "sends only rapists and drug dealers," pushing the idea that Latinxs are savage criminals who add no value to the country. Candidates continue to be allowed to make racist televised comments and have even gathered following, sending a message that Latinxs are not wanted in America. The media presents a simplified and one-sided package of immigration, showing Latinx immigration to generally be problematic and illegal, and fails to provide a holistic picture of the complex nature of migration (Thorbjornsrud, 2015).

The reality is, race does matter in the United States. The Critical Race Theory framework asserts that these incidents are not random, nor isolated. They are symptomatic of larger systemic issues in our society that continue to allow oppression of people of color. Traditional models and foundational theories in education and psychology have historically excluded the race and ethnicity component, which has led to the historical lack of discourse of students of color. Critical Race Theory (CRT) as a methodology can be used to inform

interpretations of data in research that are intentional in incorporating the impact of race and ethnicity in systems. Race is socially constructed, and in America, it has been done in such a way where White is superior to Color (Banks, 1995). It is important to analyze and critique systems to uncover the ways that race effects outcomes in order to break pedagogies of oppression.

Critical Race Theory challenges Eurocentric values and operates under the belief that race matters and should be studied and voiced to oppose traditional scholarship (Matsuda, Lawrence, Delgado, & Crenshaw, 1993). The notion that race and ethnicity and its impact on systems has its roots in the legal system with leaders such as Derrick Bell and Richard Delgado. It has been applied to the field of education by scholars such as Ladson-Billings, Tate, Solórzano, and others who have been passionate about breaking oppressive systems and doing social justice work (Ladson-Billings & Tate, 1995). The CRT model is especially relevant to educational researchers because educational systems contribute to frameworks that contribute and sustain inequities for people of color (Tate, 1997). CRT research can be used to enhance student outcomes by informing and encouraging school leaders to break existing cycles of oppression and become active agents of social justice (Stovall, 2004).

The collaboration and work of Matsuda et al. (1993) outline the defining elements of CRT. They assert that CRT recognizes that racism is a part of society, and it is important to ask how these values foster racial subordination. CRT should also be skeptical of equal opportunity, neutrality, color blindness, and meritocracy, as they suggest that racial inequality is random and individualized. CRT also accepts that racial histories have contributed to contemporary racial inequalities, and other issues related to education, housing, and income. CRT is particularly

interested in experiential knowledge and seeks to get the voices of people of color who can directly speak of the experienced injustices. Finally CRT is eclectic, borrowing from many subjects (feminism, law and society, poststructuralism, to name a few) all used towards ending racial oppression.

Delgado and Stefancic (2013) highlight the new tools and concepts that developed in CRT at a time when Americans became tired of hearing about race. Interest convergence, unconscious discrimination, intersectionality, narrative analysis and storytelling, and revisionist history are relatively new concepts that continue to shape the way CRT is approached. Interest convergence theory posits that any advances allowed to People of Color are done when it is to the advantage of the White majority. Unconscious discrimination is referring to past and current laws and practices that have legitimized racial discrimination. Intersectionality is a notion claiming that our identities are gendered, classed, and raced, making it difficult to keep each one separate. Narrative analysis and storytelling examine the way which legal narratives have created negative stereotypes and experiences for People of Color in the United States. Finally, revisionist historians examine the ups and downs of racial progression and how society racializes different groups at different times. As the new concepts were beginning to take shape, CRT's momentum is beginning to rise in various disciplines.

New concepts encourage new ways of thinking about CRT in our ever-evolving society. Historically, traditional frameworks do not address the needs, concerns, or perspectives of People of Color. Delgado (1993) argues that when subgroups feel ignored, they create their own movement towards social change. Crenshaw (1988) argued that a new approach to CRT frameworks should focus on antidiscriminatory laws. Ladson-Billings and Tate (1995) have

applied this notion to education by looking at schools to ensure to have student diversity, culturally relevant curriculum and instruction, and family and community involvement. Ladson-Billings and Tate affirm that CRT has its spot in a nice place like education. Through her presentation of the scholarly research, Ladson-Billings proves that master scripting of curriculums in our schools silences voices of People of Color, instructional strategies presume students of color to be deficient, traditional assessment has been used to legitimize deficiency presumptions, and school funding underscores racism and inequity. CRT can get educators to think about and critically analyze systemic oppression and can encourage educators to challenge and change oppressing systems and practices. More recent works encourage researchers to examine the intersectionality between race, gender, and class (Gerstl-Pepin, Killeen, & Hizasi, 2006; Harris, 2011; Watkins, 2001).

In a review of the research in education and CRT, Tate defines elements of Critical Race theory in which the goal is racial justice. Tate asserts that a CRT researcher must take a new perspective in order to continue the good work of CRT and build on what has already been done. Tate asserts that there are five elements that must be used as guiding questions when creating a study within the CRT framework. The first (1) is understanding the reality that racism is embedded in U.S. systems. The new approach is to question how current traditional systems continue to limit and hinder opportunities for students of color. The second (2) is to consider where CRT borrows from, as it shares commonalities with liberalism, law and society, feminism, Marxism, poststructuralism, CLS (critical legal studies), cultural nationalism, and pragmatism. Researchers addressing inequities must select frameworks appropriate to their study, research questions, and participants. The third (3) is multicultural education perspectives are built on civil

rights movements, but a CRT researcher must examine how it is limited and how can it be approached differently in order to meet the needs of marginalized students. The fourth (4) is to examine how CRT can remedy colorblindness and self-interest of those in power in our current society. Lastly the fifth (5) element urges researchers to identify ways in which education has historically treated students of color, their education, and equity, and the role that gender, class, and race has in educational discourse.

Latino Critical Theory

While some academics continue to deny the underlying ideas of CRT, CRT has earned its place in the scholarly literature. Additionally, Latino Critical Theory (LatCrit) is beginning to grow. LatCrit has its foundation in CRT, but it is primarily focused on race issues for Latinxs in the United States. Valdes (1998) believes LatCrit should contain the following four elements: (1) it is concerned with the production of knowledge, (2) it encourages advancement of transformation, (3) it examines the expansion and connection of struggle(s) and challenge(s), and (4) it is centered in community. These elements, which build on CRT, can directly apply when conducting research with Latinx immigrant students in schools. Schools and teacher instruction is where knowledge is produced and dispersed. Schools sustain the cycle of oppression and maintenance of racial power through Eurocentric curriculums. CRT and LatCrit methodology attempt to match the cultural values and customs of People of Color.

LatCrit is complimentary to CRT and both frameworks examine the exclusion of People of Color and highlight the practices and policies that lead to racial inequality. Researchers who use these methods seek ways to remove such damaging patterns. However, LatCrit addresses issues of immigration, ethnicity, culture, identity and other forms of oppression specific to

Latinxs that CRT does not address (Solorzano & Yosso, 2001). In a review of the literature by Villalpondo (2004), he asserts that CRT and LatCrit are essential methods to use in order to better understand the educational experiences of Latinxs. There are basic assumptions of CRT and LatCrit in which Villalpondo highlights those that are most conducive for research with Latinxs. First, CRT and LatCrit focus on race and racism, but LatCrit highlights additional dimensions such as gender, socioeconomic status, the perceived immigrational status, and English language proficiency in a way that is specific to Latinxs. Additionally, CRT and LatCrit challenge traditional ideologies of meritocracy, colorblindness, and equal opportunity. However, LatCrit focuses primarily on dominant ideologies and practices that are damaging to the Latinx community, while also recognizing that these same practices are harmful to all People of Color (Villalpondo, 2004).

While CRT and LatCrit focus on social justice practices, a LatCrit guides practitioners and researchers to be more purposeful and accurate when addressing inequities specific to Latinx populations (Villalpondo, 2004). Both CRT and LatCrit acknowledge experiential knowledge, and LatCrit compliments the Latinx tradition of storytelling, or telling *cuentos*, in which students tell their point of view. It is the research experience of hearing students as they share their stories. Finally, CRT and LatCrit consider historical context. It is important to recognize how the history of ineffective schooling and tracking to non-college bound majors continue to influence Latinx educational trajectories today (Villalpondo, 2004).

All of the aforementioned elements of CRT and LatCrit examine the relationship between race, class, gender, and question traditional frameworks that have sustained oppressive pedagogy

of People of Color. A critical component to counter the dominant discourse is the *testimonio*, or the testimony of students offering their perspective in their own words.

Focus of the Literature Review

Documentation status affects the health, placing undocumented immigrants at high risk for health issues. This literature review aims to collect evidence and information about mental health concerns for undocumented Latinx youth living in the United States. The review also aims to guide clinicians in the field of school psychology to better understand the needs and challenges of undocumented Latinx youth in schools.

Criteria

In this review, the researcher searched the Psych Info and ERIC database for journal articles. Searching key words included those related to ethnicity (e.g., Latino youth, Mexican-Americans, Chicanos), mental health (e.g., mental health and undocumented youth, mental health and Latinos/as), education (e.g., Latino drop out, urban youth in schools), and immigration (e.g., undocumented youth, undocumented Latinos/as, Chicano students). The articles and resources selected for the literature review are: (1) peer reviewed, (2) focus on undocumented status and immigration from the Hispanic population in the United States, with preference of data on youth, (3) from the disciplines of sociology, medicine, education, public health/policy, and psychology that have a focus on mental health and if collected from the internet, are (4) online material that is nationally recognized and accepted by scholars in the field of psychology and education.

Stigma and Discrimination in the US

The following poem depicts how media affects the populous view of Latinx immigrants and perhaps the sentiments of those in power.

I hear Mexicans are taking your jobs away. Do they sneak into town at night, and as you're walking home *****, do they mug you, a knife at your throat, saying, I want your job?

Even on TV, an asthmatic leader crawls turtle heavy, leaning on an assistant, and from a nest of wrinkles on his face, a tongue paddles through flashing waves of lightbulbs, of cameramen, rasping "They're taking our jobs away."

Well, I've gone about trying to find them, asking just where the hell are these fighters. The rifles I hear sound in the night are white farmers shooting blacks and browns whose ribs I see jutting out and starving children, I see the poor marching for a little work, I see small white farmers selling out to clean-suited farmers living in New York, who've never been on a farm, don't know the look of a hoof or the smell of a woman's body bending all day long in fields.

I see this, and I hear only a few people got all the money in this world, the rest count their pennies to buy bread and butter.

Below that cool green sea of money, millions and millions of people fight to live, search for pearls in the darkest depths of their dreams, hold their breath for years trying to cross poverty to just having something.

The children are dead already. We are killing them, that is what America should be saying; on TV, in the streets, in offices, should be saying, "We aren't giving the children a chance to live."

Mexicans are taking our jobs, they say instead. What they really say is, let them die, and the children too.

—Chicano Poet Jimmy Santiago Baca, 1977

The perception that certain groups are inferior to other groups promotes discrimination against people who are not part of the dominant group. Racially exploitive medical and public health practices have systemically oppressed Americans of color as ideologies, research, practices, and physician perceptions function around white racial framing (Feagin & Bennefield, 2014). This reality, combined with social factors has negatively impacted health outcomes for Americans of color. A large number of immigrants report experiencing racial/ethnic discrimination in the United States (Familiar et al., 2011; Ornelas & Perriera, 2011; Shihadeh &

Barranco, 2013). This is largely perpetuated by our country's fixation on immigration reform policy and health care. A large majority of our society believes that immigrants are taking advantage of our country's system, particularly the use of health care. Undocumented immigrants' only real recourse is to receive emergency care. In reality, the National Survey of Health reports that 20% of US citizens, compared to 10% of undocumented persons use emergency care, which makes US citizens twice as likely to use these "free" services. In fact, undocumented Latinx immigrants are more likely to experience a number of stresses in their lives that impact physical and mental health, less likely to have medical insurance, and more likely to underutilize medical services compared to US citizens of Latinx descent and White US citizens (Chavez, 2012). Yet, there is a continued rise of xenophobia, hate, and intolerance of immigrant populations in our country that is carried on through media, particularly scapegoating the Latinx immigrant. This is evident in the publicized ICE raids targeting Latinx labor, the swine flu epidemic that caused the mass retention of Mexicans across the world (the swine flu actually started in the farms on US soil in infected pigs), and the claims that immigrants are stealing American jobs. The poor economic condition that our country finds itself in has irrationally placed blame on Latinx immigrant workers. Evidence of this can be seen in blogs, television reports, and newspapers all over the country. This has created a structural violence where a social structure harms people; to rid a society of structural violence is social justice (Galtung, 1969). Technology has given mass media a strong voice in our society and more research needs to be conducted on how this media presence impacts our youth.

Mass media coverage has been particularly negative towards People of Color and especially harsh on topics of immigration. It is important for academia to recognize that the

mass media is one of the most influential sources that is used to educate the masses on any given topic more than any education provided in our school system. The politics of racism and division have become a part of everyday thought and action and language discrimination (such as the use of terms like “illegal”, “alien”, “wetback”, and “welfare queens”) used by popular press has created high levels of racism and xenophobia (Bartolomé & Macedo, 1997). Xenophobia and immigration hysteria has been documented in US history since the 1800s, but our country’s tension with immigration has created a current school environment that has increased intimidation and hostility towards immigrant students (Hale, Kransdorf & Hamer, 2011).

Schools can serve to be the primary focus for social activism and promoting social justice. Those in the field of education are prompted to think of the legacy of Brown (Brown v. Board of Education, 1954) and consider new ways to improve American race relations in our growing multiracial society (Ayers, 2008; Reed, Noguera, Cohen, Matsuda, & Wu, 2004). Paulo Freire (1970) pushes educators to dare to teach with their entire bodies, with emotions, with fears, with doubts, with love. School psychologists who work within a social justice framework believe that a system that embraces unity and diversity is possible, and this will serve to create a positive and inclusive learning environment that leads the pathway to a society that fosters good mental and behavioral health. This can serve to change the outcomes for many students who are marginalized in the system, particularly those who are immigrants.

Mental health and behavioral health care have a bidirectional relationship. Latinx populations, particularly Latinx immigrant populations, are less likely to seek and receive appropriate care. Coupled with lack of access to behavioral health care is a growing concern of mental health issues among undocumented immigrants residing in the United States. The field is

recognizing this need, as the American Psychological Association (2012) has created a Task Force on Immigration in light of the growing need to “provide evidence and direction that will enhance research, service delivery, and education and training, as well as inform policy” (p. 10). Youth and their families are more likely to attend school versus a health clinic, which places schools in a unique position to deliver appropriate services that meets the needs of this population. Further research and education must be done with this population in order to effectively deliver services. While immigration is not a new topic, it is important to consider immigration trends and various considerations in order to begin to investigate aspects of immigration.

Trends of Immigration among Latinxs Moving to the United States

Immigrants in our Current Society

There is a large population of the American society that is touched by immigration. According to the Migration Policy Institute (2011) and the U.S. Census Bureau’s (2012) data, 23.7% of school aged children are children of immigrants, 23% of youth under 18 years old are foreign born, nearly 40 million people who reside in the United States are foreign born and one in five people in the United States is first or second generation immigrant. Moreover, the Latinx population has become the largest minority group in the United States (U.S. Census Bureau, 2012). While some of the Mexican population once populated parts of what is now known as the United States, other Latinx populations have migrated to the United States throughout history. However, there are new trends arising.

According to a most recent study by Shihadeh and Barranco (2013), there is a new face of Latinx migration that emerged in the influx of migration after 1990 that face a different set of

problems compared to traditional immigrants. The new Latinx migration population settles in new territories that do not offer the same supports as traditionally settled communities of immigrants. This should be a trend that practitioners and educators working with new arrivals should consider in order to make their services more effective.

The Undocumented Latinx Immigrant

Immigrants entering without legal documentation are forced to make longer transits, which makes them more susceptible to victimization, isolation, and discrimination (Infante, Idrovo, Sanchez-Dominguez, Vinhas, & Gonzalez-Vasquez, 2012; Perriera & Ornelas, 2011; Phipps & Degges-White, 2014; Shihadeh & Barranco, 2013). Unauthorized migration and the conditions this creates have the potential to make undocumented immigrants more prone to mental health issues, but there is little research done on this population, particularly on undocumented Latinx immigrant youth. Further exploring individual experiences by adolescent youth in schools can lead to better school practices.

Teachers working in public schools in the United States have documented status, which may make it unlikely that they will consider prior experiences of undocumented students in their school building. Even more likely is the reality that the educator working with an undocumented student may not know the legal status of the student. This is an important consideration because the mental health of an undocumented student may present itself in various ways throughout the school day. This is attributed to many factors. Undocumented immigrant youth undergo unique emotional stress because they are not only learning a new language and adapting to a new environment and school system, but they are chronically stressed in fear of deportation, and they are less likely to visit with family in fear of getting caught (Cervantes, Mejia, & Mena, 2010).

On top of that, undocumented Latinx youth graduate from high school every year. Yet, most undocumented Latinx youth will be more likely to dropout. The impact of openly accepted anti-immigration policies in our country and the increased tensions in immigration and political debates has a detrimental influence on the education of undocumented Latinx students (Covarrubias & Lara, 2014). Moreover, undocumented Latinx youth graduating from high school must learn a new skill set of survival as they are going from de-facto legal to undocumented citizens at constant risk of being deported and living in a society from which they feel excluded from as adults (Gonzalez, 2011). This can be a life changing reality for students who were never aware of their status to begin with.

Students who are undocumented may experience a plethora of internalized emotions. Feelings about ones undocumented status brings a sense of shame, despair, and isolation (Cervantes et al., 2010). Undocumented Latinx youth internalize society's stigma of immigrants and form oppositional consciousness as they continuously navigate their "illegality" (Negron-Gonzalez, 2013). The documentation process has a particularly long line and is extensive, specifically for individuals from Latin America. The legalization process requires that the undocumented immigrant report himself or herself, which brings upon higher levels of stress and anxiety for the individual and family (Cervantes et al., 2010). Students undergoing such stressors may experience difficulties at school. It may be particularly challenging for educators working with undocumented youth to work effectively if they do not understand immigration issues and how they impact mental health. This may also look differently for male and female students, which can help school psychologists begin to understand the complexities of immigration when determining how to effectively deliver services for this population.

Gender

It is important to note the differences by gender in order to best tailor health services to our youth. The International Seminar on “Youth Migration and Transitions to Adulthood in Developing Countries” (2010) reported that migration was significantly lower for female youth than male youth. This could be important for school psychologists in understanding larger migration trends and reasons for migration for immigrant students and their families. It is also helpful in determining approach styles such as individual counseling versus group counseling. Services applying this knowledge could further investigate if the student needs help in making social connections for support, or if they would feel more comfortable working one on one with a school psychologist. It could be that having a shared experience would help the student. However, if the student feels that the differences between the genders are too great, then individual services might be more appropriate. Additionally, the reasons for migration vary between females and males.

It was also found that the reasons for migration of females differed from those of males, which highlights the differences of social pressures to migrate between genders. Females reported migrating for work, though the type of work that was sought was vastly different than the type of work sought by their male counterparts. Females who were motivated to migrate for work and school were found to be 40% less likely to get pregnant. Educators can capitalize on a female immigrant student’s desire to do well in school in order to secure a good job. Female youth language brokers are also more likely to feel burdened by family issues and find it more challenging to balance home life and education compared to child male language brokers (Morales, Yakusko, & Castro, 2012). This could also serve to be useful for educators in helping

a student balance responsibilities to ensure the student does well at school. This should also motivate schools to place a higher importance on hiring qualified translators to be in the school building at all times, particularly when interacting with students and families who do not speak English, which will alleviate a lot of stress for their non-English speaking students and families.

Research has also highlighted some gender differences that impact mental health. A vast majority of young males stated that migration increased the opportunity to afford to marry, which makes it more likely that males have a desire to migrate to the United States and a motivation to adapt well once they arrive in order to create a family. Females are less likely to migrate alone, but when migrating with family are less willing to move, which makes them more likely to suffer from depressive symptoms (Familiar et al., 2011). Additionally, females who migrate are more likely to be victims of sexual assault, while migrant males are more likely to be victims of robbery (Infante et al., 2012). This is important for school psychologists to consider when working with immigrant students. While immigrant youth could possibly be dealing with a shared experience, it could be that that females and males are dealing with distinct mental health issues.

Mental Health Outcomes and Risk Factors Related to Migration

The International Seminar on “Youth Migration and Transitions to Adulthood in Developing Countries” (2010) reported that young immigrants gain a sense of empowerment when migrating alone, but they are also exposed to an increased vulnerability. Although they may gain social status in the country of origin, perceptions of bravery, and potentially increased wealth and skills, they are at risk of negative exposures. Family ties may be weakened, there is an increased likelihood of the loss of parental support, weakened kinship relationships, and loss

of peer networks. School psychologists and educators should be mindful of this reality. Social supports may be lacking for this student population and family involvement may be less compared to their counterparts. It is important for school psychologists to work with the students in helping them establish social supports and foster positive relationships with peers and staff at school. The research also indicates that younger youth who migrated alone were more susceptible to adverse outcomes than older youth who traveled alone. Younger youth who migrated alone were more likely to engage in risky sexual behaviors and be exposed to victimization. This makes younger immigrant population more susceptible to mental health issues. This population is more likely to be found in the schools, given their age.

Immigration experiences of adolescents age 12-18 years old and their parents and the link to mental health concerns were also found in studies conducted by Perriera and Ornelas (2013) and Ornelas and Perreira (2011), which focused on pre-migration, migration, and post-migration processes. Depressive symptoms were prevalent in parents who experienced high poverty, had little education, and experienced political violence or other traumatic events in the country of origin. Increased immigration enforcement has forced adolescent and adult immigrants entering without legal documentation to engage in longer transit, which increases exposure to adversity. They are more likely to be subjected to robbery, sexual abuse, physical abuse, and exploitation during their travels. This increases their chances of developing post-traumatic stress syndrome. The study found that 29% of foreign born adolescents experienced trauma during migration, 9% were at risk of developing PTSD, and this was further exasperated by undocumented status and experiences with discrimination. Once the immigrants arrive to the United States, they are likely to experience depressive episodes due to flashbacks mixed with settlement experiences such as

racial/ethnic discrimination, language barriers, neighborhood environment, and lack of social support. Children may not only suffer from personal trauma that impacts their mental health, but may also be directly influenced by the experiences of their parents and older family members.

Transgenerational trauma further expands the severity of traumatic migration experiences on mental health concerns of entire families and across multiple generations. Phipps and Degges-White (2014) found that Latinx families are extremely prone to transgenerational trauma due to their strong sense of *familismo* (strong loyalty to family, both immediate and extended). The oral history that is traditional of Latinx families is passed on and includes traumatic events, which young Latinxs grow up internalizing the content of the negative experiences and the emotions of the caretaker(s).

Additionally, caretakers of Latinx youth who have undergone traumatic experiences may not be physically or mentally healthy enough to provide full emotional support for the youth during their development. Youth whose parents experienced trauma were more likely to exhibit unique vulnerability to PTSD, have higher levels of mistrust, and experience identity confusion and isolation. In other recent studies, Rengasamy et al. (2013) found that there is a relationship between depression and family conflict and Morales et al. (2012) argue that family conflict between child and parent may increase due to struggle of power when the child becomes the language broker.

A study conducted by Familiar et al. (2011) found that the post-migration process of people from Mexico to the United States produces significant levels of anxiety and depression. It is an emotional event in which immigrants are likely to be susceptible to mental disorders due to various factors. Immigrants reported feeling rejected because of their origin and were exposed

to discrimination upon arrival to the United States. They also experienced more stress due to communication barriers because of the lack of English language and lack of job security. Immigrants were also more likely to be victims of substance abuse such as alcohol. Increased anxiety stems from fear of deportation, lack of social and familial supports, and living in hostile environments. Moreover, risk of depressive and anxiety symptoms are highest for family of migrants who were left behind, which increases the likelihood of depression for immigrants living in the United States who have left their family behind in dire living conditions.

Similar findings of migration effects were supported in other studies. Our country's latest tightening of the borders has forced immigrants to find new pathways and enter through new territories. According to the Shihadeh and Barranco's (2013) study, Latinx immigrants who arrive to new destinations that are not traditionally populated with immigrants are more likely to be victims of homicide and violence in the United States. They may also be less integrated into social and economic mainstreams and experience more troubles with acculturation and assimilation. The link between serious violence and immigration exists for recent Latinx immigrants who immigrated after 1990. What is more, violence during migration can be experienced at any point in the process and the perpetrators can be other migrants, natives of a country, and authority figures (e.g., police, border patrol, judges). Infante et al. (2012) state that "violence committed against migrants can be classified as physical, verbal or psychological and the severity of the violence ranges from insults, injuries and secondary stress to psychological violence and even death" (p. 454). Moreover, the study found that transgressions during migration are more likely to be committed by authority figures.

While the migration experience plays a significant role in mental health, the pre-

migration experiences also have an impact. Bhugra and Becker (2005) suggest considerations of pre-migration factors that impact post-migration experiences. Cultural factors such as cultural memory play a significant role. Memories of the past, kinship, and family can ensure continuity, but loss of memory can cause bereavement of culture. Cultural memory allows people to identify themselves with a group, which influences self-esteem and identity. Social factors during pre-migration such as employment status, housing, and family structure in the country of origin interact with mental health status. People from low socio-economic status are more at risk for negative health outcomes. Economic factors, which are often linked to social factors, also have an influence. Families living in poverty may experience more disruptions than more affluent immigrants. Consequently, those with higher education may experience more difficulty if their credentials and recognitions do not transfer. Furthermore, an individual's personality can determine how well someone is naturally able to adapt to certain situations. It is important to consider pre-migration factors in order to get a more comprehensive understanding of an immigrant's experiences.

Immigration and Cultural Identity for Latinxs

Discrepancies in Terminology

There have been many attempts to define acculturation and assimilation clearly. The research on acculturation and assimilation has used the terminology interchangeably. This poses a challenge in drawing accurate conclusions, as assimilation and acculturation are often used interchangeably with inconsistencies in measurement (Lawton & Gerdes, 2014). The following highlights the research on acculturation over time.

Study of Acculturation

While there has been an increase of interest on acculturation over time, there are a few notable scholars that have left their footprints on acculturation theory and the way scholars study acculturation. In a memorandum for the study of acculturation, Redfield, Linton, and Herskovits (1936), noted the importance of distinguishing acculturation from *culture-change* (only one aspect of acculturation) and *assimilation* (which can be a phase of acculturation). They defined acculturation as comprehending “those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (p. 151). Considerations of research studying the process of acculturation should denote a few key factors. One should be to note if there was resistance, desirability, or forceful selection of traits from donor group by receiving group. Another is to factor the time that elapsed since the trait was accepted. It is also important to note if there was any level of conflict within the receiving group after traits from the donor group were accepted. While there was some consideration for individual factors, earlier work on acculturation focused primarily on changes that occurred within and amongst groups.

Gordon (1964) poses an acculturation theory claiming the process is unidirectional in which immigrants take on traits of the host group. He acknowledges that minority groups have made tremendous contributions to society in agriculture, science, and industry. However, he believes that the Anglo-Saxon culture continues to dominate the American culture, suppressing traits and attitudes of minority group members. Gordon presents three theories of acculturation: Anglo-Conformity, the Melting Pot, and Cultural Pluralism. The Anglo-Conformity theory considers English language and English institutions as the dominant standard of American

lifestyle, and immigrants take on these English based norms and leave their native norms. The Melting Pot theory asserts that immigrants honor their native identity, but take on a whole new identity from the larger society. This theory focuses on the transformation that occurs through the migration process. It is rooted in F. J. Turner's western frontier, or "frontier melting pot" that states the frontier has a significant role in shaping immigrants' identity (Gordon, 1964, p. 119). This notion mainly encompasses the experiences of European immigrants, who are now sociologically categorized as white Protestant, making it very similar to the Anglo-conformity theory.

Gordon (1964) believes the theory of Cultural Pluralism, founded in the philosophical ideas by H. M. Kallen, is fitting for the contemporary America. Gordon asserts that the goal of cultural pluralism is for immigrants to be able to maintain ethnic sub societies in which they can celebrate and maintain native customs and traditions, but they can also learn and absorb the larger society's traits, and both will eventually balance themselves. All three theories focus primarily on the group level unidirectional relationship in which the traits of the larger, English speaking community are considered superior and more desirable.

Later work considers individual and group level changes during acculturation. One of the more well-known and cited scholars on acculturation, Berry, Phinney, Sam, and Vedder (2012), emphasized the acculturation process is not solely a group-level change, but also occurs at the individual level. These two considerations should be of equal importance when looking at the acculturation process. The acculturation process is a reciprocal process between groups (Redfield et al., 1937), but the influences may not be equal (Berry et al., 2012).

Berry et al. (2012) highlight acculturation strategies on the individual level. He believes groups have an orientation towards their own group and may or may not maintain their native culture to some level, but also have an orientation to the mainstream group and may or may not want to take on those traits as their own. He confirmed four different strategies that immigrants may use: assimilation strategy, separation strategy, integration strategy, and the marginalization strategy. Immigrants who prefer to take on traits from the host family without maintaining their native culture use the assimilation strategy. Immigrants who prefer to maintain their native culture without participating in the mainstream culture use the separation strategy. Those who attempt to maintain the native culture while also taking on traits from the host group use the integration strategy. Those who attempt to neither maintain their native culture nor participate in the larger group use the marginalization strategy. Berry et al. recognize that the individual level factors are also impacted by group level dynamics.

Berry et al. (2012) affirms that cultural dimensions of plural societies have influence over an individual's acculturation process. He identifies six of the more important ones: diversity, equality, conformity, wealth, space, and time. The United States is diverse and there are variations within culture, making the diversity dimension and identity development much more complex than other countries with more homogenous cultures. The equality dimension accounts for how differences are treated in a society and whether status and leadership plays a role in how matters are handled. Berry et al. claims the diversity and equality dimensions often interact, particularly for some groups (e.g., indigenous Americans). The conformity dimension poses that in some societies certain people must follow a system of norms while others do what they want, not necessarily following the system. In this dimension, the differences between one's own

group and the larger society may create social conflict during acculturation for some individuals. The dimension of wealth encompasses cultural variation due to money and possessions, but also includes education, access to communications, health and personal values. The most researched cultural variation is the dimension of space. The use of housing and public places, and how they place themselves when interacting with others (e.g., close interpersonal distance, hugging and kissing when greeting) has potential to create misunderstandings due to differences between groups. These six dimensions of cultural variation are important to consider on top of variations within language and religion, because they are influential on how individuals interact with a larger society during acculturation.

It is important to examine the history of the study of acculturation in order to better understand why there are gaps in the literature surrounding Latinxs and acculturation. While there is some research on acculturation, most models do not address specific concerns for Latinx immigrants. Lawton and Gerdes (2014) attest that there is a link between acculturation and mental health outcomes. However, they pose that previous theories and models on acculturation do not target concerns for Latinx immigrants. They assert that models of acculturation should integrate individual, environmental, and family influences, which are key components in understanding acculturation processes for Latinx immigrant populations. Based on the review of the literature, for the purposes of this study, the researcher has defined acculturation as living successfully between two cultures, while recognizing group influences and individual differences that factor into the process.

Acculturation and Latinxs

Ethnic identity is a complex and multidimensional construct referring to an individual's sense of self as a member of an ethnic group (Phinney & Haas, 2003). Phinney and Haas contend a need for empirical data that clearly distinguishes aspects in the relationship between ethnic identity and acculturation. Research has frequently used generational status as a marker, which does not accurately measure changes and different aspects of acculturation. Similar work by Tajfel and Turner in 1986 has declared that one's social identity is based on the strength and valence of ethnic identity, which impacts identity. The social identity theory maintains that one's self-concept relies heavily on how one's group is perceived by the larger society, and to what degree it is positive. Further work by Suarez-Orozco et al. (2008) asserts that groups with continuing immigration continue to evolve in ethnic identity and acculturation due to social and cultural factors and also provides a sense of "ethnic replenishment" (Jimenez, 2010). Society's view on immigration issues impacts forms of discrimination and prejudices. This is an important factor to consider on top of a rejuvenating culture that does not stay stagnant due to new and constant flow of newcomers. There has been minimal research empirically tying the relationship between ethnic identity and acculturation (Keefe & Padilla, 1987). What is known is that experiences of discrimination and prejudices decrease the likelihood of identifying as American (Rumbaut, 1994). Until descendants and immigrants from non-European countries are accepted by the larger society, ethnic identity will continue to play an important role in acculturation (Phinney & Haas, 2003).

The perceptions of ethnic groups held by the Eurocentric larger society have the potential to be highly influential on minorities' identity formation. Whiteness is the basis of racialized

privilege and continues to be an advantage in our current American society, which can be impactful to Latinx immigrants, particularly ones with darker skin tone. Whiteness as property has its foundations in our country's legal system and continues to be protected under American law (Harris, 1993). America's history and economic foundation was based on race and property, and has since maintained inequality between groups.

America's first immigrants to settle and conquer her lands were peoples of Great Britain who were accustomed to practicing slavery. Those traditions were carried over, and human trafficking of slaves began in the early 1600's. Slavery set the foundation for race and property inequities. To have white skin meant to have freedom, privileges, and right to ownership of others. To have dark skin meant to be inferior, entitled to no rights, and be subject to dehumanization. Domestic slave trading was growing in the southern states, and imported slavery was an acceptable and common custom by the 1850's. Wars started by the United States against Mexico allowed the U.S. government to seize Mexican lands. Moreover, the Foreign Miners' Tax Law of 1850 was a social closure for Latinxs, and it would structure how Latinxs are placed economically and socially in society as the United States began to develop. During this point in history, there was a clear parallel between Negroes and their masters, and peons and patrons. Mexican "patrones" were a threat to Anglo miners, and they viewed the Mexican nationals as a threat. The law was used to take power away from the Mexican "patrones," placing them lower on the totem pole. During the early development of the United States, many ethnic populations (such as Mexicans, Natives, Africans, and Asian immigrants) were exploited and used for cheap labor, and the European-American men were systematically institutionalizing their power and securing a privileged social status.

The Homestead Act of 1862 gave free land and tools to build a home to American citizens. While it claimed that all citizens could qualify, it was very unlikely that freed slaves at the time were granted land, and the fourteenth amendment (which granted citizenship to all persons born or naturalized in the United States) passing in 1886 did not guarantee change for African Americans. Only 40% of applicants were granted land, which primarily consisted of White males, then European immigrants. This further increased the income gap and gave Whites a superior advantage in the accumulation of wealth and power in the United States. The creation of the Federal Housing Administration in 1934 only solidified the racial segregation and inequality between Whites and people of color. The Home Owners' Loan Coalition created color-coded maps that divided neighborhoods and areas into different categories. The practice of redlining (refusal to back mortgages in neighborhoods based on ethnicity and race) created segregation between racial and ethnic groups through real estate property. Current gentrification of urban areas is pushing its community's members out and increasing instability and insecurity for displaced people.

The structure of the United States is made up of various racial histories, and they are all interconnected. As a result, minority groups are currently affected socially, economically, and politically. Race relations are fundamentally organized at the group level, and can be defined by other groups. America's history and current law continue to tie race and property. Whiteness as property allows property rights and racialized privilege to persons with white racial identity (Harris, 1993). The precedence of "race theory" continued to evolve alongside American law and education, with a fundamental view that people of color were inferior to Whites (Watkins, 2001). It is important to consider social factors that impact ethnic identity and acculturation for

people of color, given the history of America. Ethnic loyalty is a distinguishable factor in acculturation (Keefe & Padilla, 1987), and society's view of certain ethnicities will inevitably impact ethnic identity and self-esteem (Phinney & Haas, 2003). While recent elections have placed a person of color as president, we are not a post-racial society and race based prejudice continues to affect how people are treated in this country today (Ladson-Billings, 2008; Wise, 2010).

In a review of literature, Marin and Gamba (2003) found empirical evidence on the relationship between values and acculturation. They suggest that in order for meaningful and accurate research on Latinx acculturation the following aspects should be considered: familiasm, gender roles, need for achievement, collectivism, and individualism. Familiasm refers to the importance family has on Latinx individuals. Regardless of the level of acculturation, perceived family support remains one of the most important aspects of familiasm. Other components do change due to acculturation pressures. This includes a decrease in family obligations and family as referents with an increase in acculturation, but an increase in contact and maintained relationship with primary and secondary kin with an increase in acculturation. The longer immigrants live in the host country, the more likely they are to move away from traditional gender roles of their native country. As acculturation increases, the more likely they tend to adopt egalitarian gender roles. The need for achievement continues to receive attention, but little work has tied it to acculturation. What has been concluded is that bicultural persons are more likely to seek individual-oriented achievement, while less acculturated persons seek social-oriented achievement and bringing pride to the family. Additionally, the sense of collectivism appears to weaken with more acculturation, but the level of individualism stays the same. In

general, research on acculturation is weak on ethnic minorities due to poor design and lack of consideration for important aspects. Including these factors in research with Latinxs increases the likelihood of getting comprehensive information on acculturation.

Similar conclusions have been made by Rueschenberg and Buriel (1995). They assert that research on acculturation and Latinxs needs to focus more on the link between familial relationships and acculturation. It was determined that increased acculturation decreased family obligation and family as a referent, but support from family was still very important. The researcher believes this is important to note because this indicates the assimilation model is not fitting for Latinx families. What should be looked at more closely are the changes in areas of family functioning where changes take place in acculturation. A bicultural model is multidimensional and will better explain patterns of acculturation for Latinxs. It is a complex phenomenon and there is great variance within Latinx families.

Acculturation and Mental Health for Latinx Youth

The acculturation process can be a long process that can be stressful at various points in the process. Long periods of stress experienced throughout the process can have sustained affects. Research (Campos, Podus, Anglin, & Warda, 2008; Concha, Sanchez, Rosa, & Villar, 2013; Lawton & Gerdes, 2014; Pumariega & Rothe, 2010; Valencia & Johnson, 2008) indicates the acculturation for Latinxs is linked with externalizing and internalizing problems, which impacts mental health. Overall, Latinx youth are considered to be at risk with more acculturation, but biculturalism is a protective factor (Rudolph, Castillo, Garcias, Martinez, & Navarro, 2015). Acculturation in most of these types of studies are linked with the use of Spanish

and English, with an increased use of English being considered as more acculturated. However, there are contradictory findings.

Some studies show that more acculturation is linked with more mental health risks for Latinx youth. While complex and multi-layered, Latinx youth who are more acculturated are at risk for more risky sexual behavior, but orientation towards familism is a protective factor (Ma et al., 2014). Latinx adolescents are more likely to experience family stressors if there is a discrepancy in acculturation between the child and parent (Cordova, Ciofu, & Cervantes, 2014). Some studies have shown that low acculturation is linked to lower levels of mental health and substance abuse problems (Campos et al., 2008).

Latinx youth who were less acculturated and spoke less English are more likely to experience discrimination, which increases acculturation stress and substance use (Kulis, Marsiglia, & Nieri, 2009). Additionally, children who do not speak English, have parents/caregivers who need to work more hours to sustain family, and are a part of a family who is struggling to find social standing in their new environment are prone to more considerable family conflict (Dogra et al., 2011). Furthermore, some research points to less acculturated families being more prone to poor decisions on health when parents are less acculturated (Acevedo, 2000). This should be examined more closely in relation to access and knowledge of new systems.

Mental health of youth has become an increasingly more of a concern. Research indicates that Latinx youth are more susceptible to mental health issues compared to their White counterparts (Bostwick et al., 2014; Gulbas & Zayas, 2015; Peña et al., 2008). When mental health concerns are left unattended, there can be severe consequences ranging from episodes, to

depression, and in the worst-case scenarios, suicide (Boccio, 2015). In general, there is a growing concern surrounding suicide and our youth in this country. The risk of falling victim to suicide has been increasing for Latinx adolescents (Bostwick et al., 2014; O'Donnell et al., 2015; Peña et al., 2008). Lack of resources, potential language barriers, and unfamiliarity with systems increase the likelihood that immigrant Latinx students may not have the knowledge, access, or agency to solicit mental health services (Gulbas & Zayas, 2015). Suicide is the number three cause of death for adolescents (Kids Health, 2015, About Teen Suicide: Parents, para. 4) and there has been an increase in youth suicidal ideology (YRBS, 2013), with Hispanic immigrants who migrated as children having an increased risk compared to all Hispanics (SPRC, 2013). There is an increased risk for Latinx gay men, lesbians, and bisexual (Bostwick et al., 2014; O'Donnell et al., 2015) compared to other groups, which raises awareness of considering the intersectionality of each individual that may put them at a higher risk for mental health issues. Additionally, gender differences also have an impact. Latina adolescents who felt isolated and alone were more likely to attempt suicide (Gulbas & Zayas, 2015). This should be concerning for all practitioners working with adolescents and focused on prevention, while understanding that there is increased risk with the Latinx immigrant population.

Basilio et al. (2014) conclude that biculturalism serves as a protective factor against negative psychological outcomes. They propose that more research should be done in the area of biculturalism. They speculate that little to poor research has been done due to poor models and quality measures. Exploring biculturalism can explain benefits of being able to borrow from both cultures to increase positive outcomes.

The Role of Schools in Acculturation

It is estimated that Latinxs will soon be the largest minority group based on immigration trends, and that by 2040 one in three children will live in an immigrant household (Rong & Priessle, 1998). Suarez-Orozco et al. (2008) affirm that schools play a critical role in an immigrant student's acculturation process as it is the first sustained immersion in an institution of their new country. It is in school where immigrant students will learn how their host group perceives them and navigate the process of learning where they fit socially into the larger scheme of their new land. Suarez-Orozco et al. attest that relationships are an important factor in acculturation. Immigrant students will develop friendship with peers, while acquiring "academic, linguistic, and cultural knowledge" that will be foundational as they adjust to their new country (p. 3).

Unfortunately, school cultures need assistance in creating environments that foster acceptance, appreciation, and positive growth for linguistically and culturally diverse student bodies. While foreign-born immigrants come in with high motivation and achievement (García Coll & Marks, 2011), over time in U.S. schools, teachers report immigrant students showing aggressive behavior and appearing to be disengaged in school (Suarez-Orozco et al., 2008). Social contexts in schools that are not conducive of retention of primary languages or multilingual development can negatively impact the cultural identity of immigrant students.

U.S. schools have traditionally functioned under Eurocentric models with curriculums that have made it challenging for schools to successfully engage and integrate students and parents of color (Bass & Gerstl-Pepin, 2011; Harris, 2011; Ladson-Billings, 2006). Additionally, monolingual instruction is the norm, and lack of standardization of delivery of ELL (English

Language Learner) and Bilingual instruction has posed many challenges for populations of immigrant students and families whose first language is not English. It is important for educators to examine the origin of English-only ideologies and acknowledge repressive policies (Bartolomé, 2008). This can make a significant change in academic trajectories for immigrant students in schools. Some populations have denied ELL services altogether, placing these students in the sink-or-swim model. Traditional school practice provides ELL services generally modeled to exit students within 3-5 years, which goes against the research that indicates it takes 7-10 years to perform cognitively demanding tasks on par with English speaking peers (Thomas & Collier, 1997).

Varying levels of English language acquisition not only impact immigrant students' academics, but also home life. While parental involvement and a school climate that embraces all students of diverse backgrounds has been linked to positive outcomes for students (Moreno, Lewis-Menchaca & Rodriguez, 2011; Williams & Sanchez, 2011), students and parents who have home cultures that differ from the mainstream culture tend to have negative experiences with schools (Hong, 2011). The detrimental effects of this type of relationship are reflected in children who are raised in non-English speaking homes begin to lose their primary language and traditional customs (different than the mainstream culture) of the family. Schools with new settlements of Latinxs have a culture where non-Latinx students believe that Latinx students-U.S. born or immigrants- choose to stay segregated, are secretive, and assume they are only Spanish speaking monolinguals (Carter, 2013). In extreme cases, some children resent their home language and home customs in an attempt to counterbalance the sense of rejection and isolation experienced at school. English-only policies in schools have the potential to cause separation

between family members (e.g., a child who will only speak English can no longer communicate with a mother who does not speak English fluently) and tension (Casesa, 2013).

Education is politically driven to foster citizenship, conformity and obedience and school curriculums continue to present white values and customs to be superior (Watkins, 2001; Wise, 2010). Schools are powerful institutions that help shape a student's self-esteem and perspective of himself or herself. Yet schools have continuously failed to retain students of color by creating lower standards and making less effort to engage students and families (Bass & Gerstl-Pepin, 2011; Raffaele & Knoff, 1999). For a long time, schools have been one-sided and have failed to foster mutual and reciprocal adaptation (Dewey, 1938). Educators find it challenging to successfully implement culturally sustaining practices in the classroom (Ladson-Billings, 2014), which decreases maintenance of native cultural traits. Due to an oppressive school climate that does not truly value linguistic and cultural diversity, students who do not fit the stereotype of the larger society become aware of how they are perceived by others. Through socialization at school, Latinx students understand that they are identified by their nationality, now racializing their identity (Suarez-Orozco et al., 2008). This type of "Othering" assumes immigrants come in as a blank slate and need to be taught the ways of the larger society as they are seen as having a deficit (Kowalczyk, 2010). The larger society commonly believes that how immigrants adapt to their new country is "their" problem and immigrants feel to acculturate is to lose ethnically identifiable traits; integration and multiculturalism should be a mutual process (Berry et al., 2012).

In a study examining numerous studies and national data on the immigrant paradox and minorities and educational outcomes, Feliciano and Lanuza (2017) investigate the immigration

paradox as it relates to education. They confirm that the literature claiming that intergenerational status and longevity in the host country does increase the likelihood of experiencing negative educational outcomes compared to White students and recent immigrant students, with some precautions to overstatement. The results of the study did show that there is data to support higher academic achievement for recent immigrant students and even first generation students compared to other generations living in the US. The authors encourage further investigation in regards to the education of the parents. They argue that while educational attainment is important, it is critical to examine parent contextual attainment to get a deeper understanding of the phenomena. Understanding attainment in context is important. For example, attaining a secondary diploma amongst a population where the majority attains a primary diploma is quite different when completing a secondary diploma amongst a population who is expected to go to college. This distinction captures hidden dimensions of educational attainment and background that matter for immigrant and intergenerational advantage and disadvantage. Immigrant optimism, immigrant ethos of hard work, and immigrant cultural background all contribute to the immigrant paradox in education (Feliciano & Lanuza, 2017; Hsin & Xie, 2014).

Protective Factors

In order to contribute to work that is meaningful, both critically examining current educational systems and highlighting strengths within the Latinx community is imperative. A review of the literature by Diaz and Fenning (in press) highlights factors such as resiliency (family, cultural, individual, and community), sense of collectivism, and healthy pre-migration conditions are significant protective factors. Living in co-ethnic communities and reuniting with family members in the United States reduces the chance of depressive symptoms (Ornelas &

Perriera, 2011). Settling in enclaves in communities where other immigrant Latinx live promotes a sense of trust, comfort, and increases job opportunities and communication due to a shared common language (Leong, Park, & Kalibatseva, 2013; Shihadeh & Barranco, 2013). Social support is effective in combatting negative psychological outcomes.

Youth who are given important roles within their family structure and in their community are more likely to develop a positive outlook. Children who serve as language brokers for their families develop a sense of pride in their role, form a stronger relationship and sense of respect for their caretakers, have more opportunities in engaging in dialogue with authorities, and are more likely to perform better in school and on standardized tests (Morales et al., 2012). This must be done carefully, as too much burden can create stress for the child. Schools can help maintain a balance by allowing the child to participate in important meetings, but also having a translator available.

Other aspects of immigrant families that schools can build upon in order to increase success rates for immigrant students and buffer against mental health issues include perceptions of authority, need for academic achievement, and overall perceived opportunities when arriving to a new country. Immigrant youth tend to have parents who expect that they respect authority (e.g., teachers) and they are also more likely to have better grades and better attendance than their U.S. born peers (Garcia Coll & Marks, 2011). They also are more likely to have immigrant optimism and show positive attachment to school (Suarez-Orozco & Suarez-Orozco, 2009). Schools should capitalize on this intrinsic motivation and provide culturally responsive services that will keep Latinx youth engaged in school.

Recommendations for Working with Immigrant Latinx Youth

Although it is recommended that there should be more research conducted on immigrant Latinx youth who have migrated after 1990 to get more accurate data, there has been some research done that has provided some ground work for effective interventions. Early interventions with parents who are experiencing PTSD and depressive symptoms will help reduce the impact of depressive symptoms on child development (Ornelas & Perriera, 2011). Schools can set in place special programs that provide social support for newcomers and place them with other children who are experiencing the same things in relation to language acquisition, acculturation, and navigating the school system (APA, 2012). Youth groups of immigrant students that are community based, afterschool programs focused on the needs of immigrant youth, appreciation for and support in continued development of the child's first language should be supported by school ELL curricula, high quality staff, strong mentorship provided for immigrant youth, and making schools accessible and teaching the systems within a school will increase school attachment and positive outcomes for immigrant youth (Suarez-Orozco & Suarez-Orozco, 2009). It is also important to not generalize migration processes for each immigrant youth and ask about particular barriers that may be unique to the individual. Additionally, practitioners should seek to address the student's feeling about being left behind, leaving others behind, or reuniting with family who are strangers to them, depending on each individual case (Cervantes et al., 2010).

It is important to view this issue through an ecological framework because students' issues are complex and do not exist in a vacuum. The levels that should be considered are the intrapersonal level, interpersonal level, and the structural level. The intrapersonal level describes

interventions to work with the individual on changing attitudes (both from the stigmatized group and non-stigmatized group), the interpersonal level describes working on the interactions between small groups, and the structural level seeks to advocate for just laws and policies (Cook, Purdie-Vaughns, Meyer, & Busch, 2014).

Additionally, schools should implement and provide sustained programs for new arrival students in order to increase positive outcomes for immigrant students. Literature on the immigrant paradox points to a decline in educational attitudes and behaviors across immigrant generations, with a relationship being strongest in a school with negative peer cultures (Greenman, 2013). A school district in a suburb near Chicago created a three year program that would support students in their schools (CNN, 2017). The community has a history of immigration from Latinx countries. Student data, parent input, community member input, school staff input, and student input was considered. The objectives of the program are to enhance academic, developmental/socio-emotional learning and parent engagement in their community. They encourage schools to take on a holistic approach and really engage parents as mentors and liaisons in all stages of schooling (elementary through high school). This would resemble a sense of familism that is considered important in success for many Latinx groups.

Challenges in Providing Appropriate Mental Health Services

While some research has pointed towards effective practices and protective factors for immigrant Latinx populations, there is still work to be done. There are some potential barriers that have been identified within the research. Also, organizations within the field of psychology have recognized some of the challenges practitioners may face when working with immigrant populations, which include, but are not limited to the American Psychological Association, the

National Association of School Psychologists, and the Illinois School Psychologists Association. It is important for school psychologists to be aware of such challenges in order to provide the best service possible. It is also important for researchers to be aware of challenges in order to identify areas of research with immigrant populations that need more attention.

American Psychological Association

The American Psychological Association (2012) recognizes that assessments administered to immigrant youth and diverse racial/ethnic groups that have not accounted for cultural or linguistic contexts and environmental factors. This has negatively impacted this population in areas of special education placement, aptitude testing, and the use of assessment procedures, measurement, and treatment. Additionally, educators and psychologists have limited tools to assess immigrant children accurately and often are unfamiliar with the language and culture of the immigrant child. The issues of immigrants and language are not well understood in the research, nor is it thoroughly broken down into subgroups enough to provide data to promote optimal services. Theoretical frameworks on this group should be revisited so that terms can be operationalized and appropriate interventions can be supported by research and evidence.

Beyond that, lack of knowledge of available medical support and location of services and resources deter immigrant families from receiving needed help. School psychologists may not always be aware of the available community resources for undocumented immigrants, which delays appropriate responses. Additionally, mental health issues and treatments rely heavily on communication. The chances of misdiagnosis are high and effectiveness of interventions are low because the majority of mental health practitioners are unable to communicate in the individual's

native language. Language discordance between the patient and physician affects outcomes of therapy and the relationship between the two. Patients with monolingual physicians are only able to recall half of what was discussed in session, while patients with bilingual physicians who speak the client's native language can recall three fourths of the session, increasing the likelihood that they will remember and follow through with recommendations from therapy (Seijo, Gomez, & Freidenberg, 1995). Because Latinxs have a strong sense of familism, it is common for parents to ask children to help translate. However, it is not always in best practice. Children of immigrant parents are usually the language brokers (provide oral and written translation) in the family (Morales et al., 2012), which increases the tension between parents and child with an increased pressure to translate correctly, it also creates room for error in translation and interpretation, and it raises confidentiality concerns for practitioners.

National Association of School Psychologists and Illinois School Psychologists Association

Specifically, in the field of school psychology there has been a shortage of bilingual school psychologists in general due to the lack of bilingual credential programs across the country (NASP, 2015). Though it is important to note that not all bilingual school psychologists are registered Illinois School Psychologist Association members, the current numbers in Illinois, a state with a bilingual credential program, show only 30 registered bilingual school psychologists on the Illinois School Psychologists Association resource page (ISPA, 2015) amongst over 1,500 school psychologists in the state. The ratio is even greater in a field of 35,000 school psychologists with credentials, producing 1,900 school psychologists per year, with only three states with bilingual credential programs (NASP, 2015). While Spanish speaking bilingual school psychologists are often out-sourced by a district, it can be more difficult to find

bilingual school psychologists of other languages. Not having a bilingual school psychologist who speak the child's primary language is not to the advantage of the student, and migrant students are particularly vulnerable to being over-referred to special education (Lanfranchi, 2014). A school psychologist who is not bilingual and does not speak the child's primary language cannot fully meet the following requirements according to the Illinois administrative code: assessments must be completed in the child's primary language and secondary language; the evaluation report should include the child's receptive, expressive, and comprehension skills in the primary language and the secondary language; re-evaluations should be conducted in the child's primary language (23 Illinois Administrative Code, Part 266 , Special Education, Section 226.120 Identification of Needed Assessments).

Additionally, school psychologists can reach larger populations of students effectively through proper consultation (Erchul & Martens, 2012). A school psychologist who is not certified as bilingual will potentially have a more difficult time in consultation with educators to ensure that there is a strong language program being developed in classrooms (Tier 1: all students/classwide). If the school psychologist is not bilingual, it may also be more difficult to provide Tier 2 and Tier 3 services (small group/individualized) if the student and family do not speak English. Having a bilingual school psychology certificate is important in becoming a more effective school psychologist and development of bilingual credentials are important to the field overall.

New Face of Immigration

Potential language barriers are one of many factors the Latinx immigrant student may face. Changes in migration patterns for Latinx families have changed the landscape of what has

been researched in the past. The new Latinx migration challenges traditionally honored sociological frameworks for understanding the link between immigration and violence (Shihadeh & Barranco, 2013). These new-formed communities are disorganized and share little in common with data collected from traditional immigrant communities, which makes it difficult to generalize prevention strategies and interventions. In addition, little is known about the effects of trauma between foreign born and US born adolescents (Phipps & Degges-White, 2014). This is particularly concerning as implementing new interventions for this group can be difficult (e.g., funding, supported literature) in an evidence-based era.

Summary and Gaps in the Literature

The migration process is dynamic and includes various factors and stages, yet most studies have a general focus on the immigrant Latinx population, particularly undocumented youth, with a narrow focus on post-migration outcomes. For this reason, the list of recognized protective factors and interventions are limited and may not apply to all situations. More studies on migration should be conducted that focus on narrower scopes of sample units. This includes a narrowed focus on: specific age groups, gender differences, experiences in their country of origin, and migration with family versus migration alone.

The research literature and training of school psychologists who will likely work with immigrant students should expand on experiences of undocumented immigrants who migrate numerous times from country of origin to the United States versus those who never return to their country of origin. Consequently, more work should be done on the effects migration has on acculturation. The acculturation process and ties to stress and mental health concerns should be closely examined and understood, particularly for school psychologists working with

undocumented Latinx youth who are more vulnerable and prone to peer pressure and fitting in. It is also beneficial to consider if there are ties to the country of origin once arrival to the United States is accomplished and whether there are social supports in place upon arrival.

More research on training programs that offer a foundation on understanding children who migrate alone and learning more about their exposure to violence, sexual abuse, and kidnapping will help practitioners develop interventions and supports that are crucial to such a vulnerable and fragile group of youth residing in our country who are living in the shadows. Further investigation of the different stages of migration with a focus within subgroups of Latinxs and longer studies that span over a long period of time after settlement should focus on the impact the racial/ethnic discrimination has on the mental health of Latinx immigrants. Specific studies of Latinx immigrants that undergo unauthorized entry and their migration experiences related to post traumatic stress should be further investigated, particularly for parents in order to take preventative measures to lessen the likelihood of transgenerational trauma transmission. This should further urge school psychologists to advocate, promote, and foster family/school/community collaboration in their schools. Lastly, the field should avoid highlighting issues of immigration as “special issues” and truly incorporate it as part of the literature that is essential in better understanding mental health concerns of our youth in schools.

Previous research has analyzed and construed Latinx communities too broadly. Migration and settlement is a vigorous undertaking and the traditional perspective that Latinx immigrants migrate to the United States solely in search of better economic opportunities has limited the scope of complexity of immigration. Undocumented migrants are vulnerable due to lack of access to health resources and legal assistance and are often subject to human rights violations.

School psychologists are in a prime position to provide mental health services to undocumented immigrant youth.

The lack of empathy and the discrimination that this particular group of students face can no longer be ignored or pushed to the side. There must be a strong commitment to social justice to ensure that students are treated fairly and provided with equal protection of rights and opportunities (Shriberg, Bonner, Sarr, Walker, Hyland, & Chester, 2008). Undocumented migrants are especially vulnerable due to lack of access to health resources and legal assistance and are often subject to human rights violations. Educators should be informed, aware, and trained on how to address issues related to undocumented immigrant youth, as they are in daily contact with adolescents who may be quietly struggling. To live in the justice condition means we must build on work that contributes to the life and success of these children. The goals of social justice and children's rights advocates often overlap (Shriberg & Desai, 2014). These goals should serve to guide the practices and framework for educators when working with immigrant children.

Development of Research Questions

The researcher used the literature review to assist in creating research questions for the study. Important elements of CRT and LatCrit were used as a guide and the gaps in the research were used to develop questions that may help provide more insight into these gaps. Because race relations have been historically prominent in the way People of Color and immigrants are viewed in the American society, understanding how immigrant youth perceive how systems play a role in their opportunities is important. This will be particularly helpful in providing recommendations for schools so that they can be better prepared to meet the needs of

marginalized populations. This honors the recognition of the intersectionality that exists with each of the Latinx immigrant youth populations whose gender, race, ethnicity, and class play a role in their educational discourse.

Additional considerations for research with Latinx immigrant populations include gender differences, migration trends and experiences, and family relations. While each one is independently important, they are all directly related and impact one another. Gender differences may provide more insight into why individuals migrate, but they also may be more vulnerable to a different set of experiences and mental health issues. Migration trends have also changed over the past decades, creating a new set of issues and concerns for this population. The research has shown that migration also places a strain on family relations. Distance and traumatic experiences during migration can increase family conflict, and unattended trauma has the potential to create transgenerational trauma.

Lastly, the process of acculturation plays a significant role on mental health outcomes for Latinx populations. Acculturation is influenced by many factors including: pre-migration status (e.g., level of education, social status in the country of origin, education), current cultural practices, and the use of language (e.g., Spanish, English). Language brokering experiences for adolescents plays a role in the acculturation process. Additionally, adolescents may have less say in the migration between country of origin and the new host country, which also impacts acculturation. Research indicates that bicultural persons are more likely to seek individual-oriented achievement and adopt egalitarian gender roles that align closer to the U.S. culture; however, scholars believe that more research needs to be done in this area.

Research Questions

Research question 1: To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?

Research question 2: What factors contribute to an immigrant student's educational goals?

Research question 3: How can schools do a better job of understanding and connecting with immigrant students?

CHAPTER THREE

METHODS

Research Questions

Research question 1: To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day-to-day lives in their new host country?

Research question 2: What factors contribute to an immigrant student's educational goals?

Research question 3: How can schools do a better job of understanding and connecting with immigrant students?

Conceptual Framework

As I begin to talk about the methodology of my study, it is important to start with my philosophical worldview. By stating my philosophical worldview, you, the reader, get a more accurate picture of me as a researcher and how that impacts the development of the study. While there is an overlap between the different philosophical views, Creswell (2014) attempts to describe general tendencies of a researcher that puts him or her in a category. His defined key traits have guided me in defining my worldview. I consider myself to have a transformative worldview, in which inquiry is used in research to challenge social oppression at various levels and is often politically charged.

What is unique about transformative research is that is intertwined with politics and calls for an action agenda in order to disrupt social oppression (Creswell, 2014). The nature of this type of research is action oriented and intended to change the lives of participants, institutions

and the people that work there, and the researchers involved. While other paradigms of research are concerned with how knowledge is formed and transferred, a unique aspect of transformative research is that it is change, power, and justice oriented (Creswell, 2014). This type of critical inquiry has a foundational purpose to change and empower historically marginalized populations through their own voice and lived experiences while recognizing multiple realities that are fixed in political, social, and cultural context (Merriam, 2009).

I have found myself in the world of research because I am driven to contribute to the collective narrative of self-determination of populations who have not typically been represented in the dominant dialogue surrounding education and cultural competency. I am a Latina who is immersed in the Mexican culture and traditions. I was born in the United States, but I spoke Spanish first and later learned English in school. I attended a number of schools. For the majority of them, I was commonly one of the few or the only Latina in a classroom or program. My experiences with peers, teachers, and other professionals have shaped how I perceive my world and how I approach research. I am driven to contribute to the literature in ways that meaningfully share lived experiences of individuals and groups that have traditionally been and continue to be under represented, and also challenge relationships of power. I am determined to frame my research in ways that focus on lived experiences with considerations of race, gender, ethnicity, socioeconomic status, and other marginalized populations. In doing so, I want to contribute to highlighting positive qualities and learning from each individual's story through qualitative research within the Critical Race Theory and Latinx Critical Theory frameworks. In the work that I do, I recognize that it may change the lives of the people I work with while also making a change in myself. I recognize that the study and the representations of the stories of

the individuals in this study are undeniably influenced by my own interpretations and my own lived experiences. The way in which the students respond to the questions and how much they share are also determined by the way I present myself and my ability to build trust and rapport in the amount of time I have with each student.

Qualitative Research and Grounded Theory

The philosophical orientation of qualitative research has a transformative framework that is often combined with critical race theory (Merriam, 2009). Qualitative methods provided findings through interviews that otherwise may not have been investigated. Through transformative interviews in qualitative research, the researcher provides an intentional space for discussion of oppression, privilege, and power. Qualitative research gives a human touch to theory by interpreting phenomena in terms of the meanings people bring to their experiences and how they view those experiences (Merriam, 2009).

Qualitative research seeks to “understand the meaning people have constructed” from their experiences (Merriam, 2009, p. 5). It covers all forms of social inquiry that rely heavily on qualitative data and aims to understand how people construct their world (Merriam, 2009; Schwandt, 2007). Although self-reporting and self-reflection can be problematic in nature, qualitative research has an immense potential to generate good results (Peshkin, 1993). This exploratory study used grounded theory in attempts to get an understanding of the experiences of Latinx immigrant students in the United States. The researcher gathered qualitative data using grounded theory and results were used to discuss implications for school psychologists and educators.

The beauty of qualitative methods is its potential to generate good data and new information (Peshkin, 1993). Experience with the data and constant reflection and analyses of the data encourages the researcher to create hypotheses and questions, and the procedure in grounded theory methodology produces substantive theory of social phenomena (Schwandt, 2007). This study exemplifies the unique quality of qualitative research that allows for exploration where there is lack of existing theory to explain social phenomenon (Merriam, 2009). Little is known about the experiences of Latinx immigrant adolescents, and even less is known about undocumented migration. A good research question perplexes the mind and seeks to fill the knowledge gap in areas where there is a lack of information about a certain topic (Merriam, 2009). The researcher analyzed interviews according to the principle of grounded theory, and the goal was to use the data to inductively develop a theory (Schwandt, 2007). The researcher was not bound to one theory, which allowed her investigation to remain open to discovering concepts and ideas they may not have considered prior to collecting the data (Hill, Thompson, & Williams, 1997). The researcher familiarized herself with the literature, although limited on high school immigrant students, on immigration and acculturation processes and the role of school, and used the interviews to further explore immigration issues in advocacy and awareness in schools. Qualitative methods allow researchers to discover a hypothesis as they collect and analyze data (Hill et al., 1997).

Aspects of Qualitative Research Aligned with the Latinx Culture

Qualitative research takes on qualities of the oldest form of making sense of our world, which is through stories (Merriam, 2009). In many instances, the Latinx culture places a strong value on *personalismo*, a practice of *testimonio*, and enjoys frequent *pláticas* (Ojeda et al., 2011).

Personalismo refers to the importance that Latinxs give to interpersonal relationships. This aligns with qualitative research because the researcher has to work on building a rapport and trust with the participant(s). *Testimonio* refers to the testimony given by the participants. Qualitative research is concerned with giving participants a voice and a space to talk about phenomena based on personal experiences. Lastly, *pláticas* refers to making small talk in small groups. Qualitative methods build on the sense of family and *confianza* (trust) between the researcher and participant(s).

Culturally Competent Research with Latinx Immigrants

Despite their large presence, Latinx students continue to be under researched and even less is known about Latinx immigrant student populations. Ojeda et al. (2011) assert that: “The research *process* with Latinx immigrants *is as critical as the outcomes* of the study” (p. 186). The researcher must go through the research process aiming to be culturally sensitive when conducting qualitative research. Some aspects of a study that should be strongly considered are: the composition of the research team, the importance of cultural knowledge and skills, culturally competent recruitment, incentive and consent procedures, and culturally relevant interview protocols. Using Ojeda et al., the research will discuss what was done in the study to align with recommendations for culturally competent research with Latinx immigrants.

Researcher and Team

The lack of research on Latinxs may be a reflection of a lack of confidence and knowledge around the Latinx culture and immigration. Additionally, Latinx immigrants may not be accustomed to participating in research. Having a researcher who is knowledgeable of the

Latinx culture and has the skills to conduct culturally competent research is more likely to produce good qualitative research (Ojeda et al., 2011).

The researcher's sensitivity to the study's content guided her in ensuring that she was working on continuing to develop the skills and abilities to work with Latinx immigrants. The second and third coder selected to participate in the coding were knowledgeable of the Latinx culture, spoke Spanish, and are interested in engaging in research that would lead towards sharing the lived experiences of Latinx immigrants. Committee members were recruited from the field of education (scholars, educators) who are well versed in social justice issues and have an interest in marginalized populations, including Latinx immigrant issues.

Participants

The four participants consisted of two male adolescents and two female adolescents to highlight differences and commonalities between genders. They were all adolescents enrolled in a public high school in the Midwest. They were adolescents 18 years old or older, enrolled in a high school. Three of the participants attend the same high school. One attends a different high school.

Alexis, Male, 19 years old, Southern Mexico

Alexis (19) attends high school and works about four hours a week at a pizza place. He has been living in the United States for three years. He migrated to the US because he believed there would be better opportunities (defined as getting a better education, growing as a person) and his parents believed it as well. He was getting into trouble back home and his parents arranged for his older brother to house him in the US. Alexis stopped going to school at 13 years old, before graduating from the US equivalent of K-8 schooling (primary grades). He started to

work and says he often got into trouble in Mexico. He says he never really liked school in Mexico. Alexis and his parents believed he had a better opportunity to do well, get an education, and had a better chance of becoming a mechanical engineer if he migrated to the US. He migrated with his older brother, with the help of a *coyote* (someone who helps immigrants cross the border). Now that he is in school in the US, he says he is enjoying it and doing well. After crossing the river, Alexis arrived to a house in Houston. He said he cried often during travel. Once in Houston, they took a bus to Chicago. He currently lives with his older brother in an apartment in the northern suburbs of Illinois and attends one of the more affluent/well-funded schools in Illinois. He has two older siblings who have lived in the US for more than a decade. His parents and younger brother and sister live in Mexico. Upon arrival, he worked in landscaping for three months. Once school started, his brother forced enrollment into high school. Alexis did not want to enroll initially, but says he now enjoys being in school. He enjoys working out at the gym with his brother and claims to have a few, but good friends. He says he is reserved and stays to himself. He occasionally stays in touch with a few friends and family in Mexico occasionally through Facebook and by phone with parents.

Pablo, Male, 19 years old, Southern Mexico

Pablo (19) works about 40 hours a week at a retirement home with his brother. He puts in most of the hours on weekends and says he really enjoys work. He says he sometimes struggles some weeks, but generally finds teachers to be understanding of his work and schooling situation. He has been living in the United States a little under two years. He lives with his immediate family and his aunt, uncle, and cousins in a house. He migrated to the US involuntarily with his twin brother and his older sister. He was detained in Texas for two weeks,

then arrived to Chicago shortly after. He lives in a northern suburb near Chicago and attends one of the more affluent/well-funded schools in Illinois. Prior to his migration, Pablo had not seen his father in six years. His father and mother have been living in the US for over six years, and Pablo and his brother lived with his grandmother in Mexico. Pablo does not think he has a good relationship with his father because they do not know each other well. Pablo's mother would visit Mexico every six months, and stay with them a couple months at a time. When he first arrived to the US, he believed he would be returning to Mexico soon. However, his parents enrolled him in high school immediately and it is clear to Pablo that he is to start a new life in the US. He dreamed of being a musician when living in Mexico, but he now thinks it is more likely that he will work a "regular" job now that he lives in the US. He says that he is beginning to understand English, which is making it easier for him to communicate with his teachers and learn. He plans to graduate and get a good career. He says he gets along well with other Latinx immigrants at his school and enjoys having his twin brother at school because it has helped him adjust to the US. He maintains contact with family and friends in Mexico through Facebook.

Sara, Female, 18 years old, El Salvador

Sara (18) has been living in the United States a little under two years. She migrated involuntarily to the US with her sister and aunt. Her mother and father lived in the United States a few years prior to her migration. She and her sister were living with her grandmother. Her mother got pregnant and wanted the whole family together again. Sara's mother had a plan for her daughters to travel from El Salvador to Mexico and get caught by border patrol while crossing. Sara was detained in Texas for some time, and feels sad when thinking about her migration experience. She was then sent to her parents in Illinois. She lives with her immediate

family in a northern suburb near Chicago and attends one of the more affluent/well-funded schools in Illinois. She believes that living in the US is giving her an opportunity to get a good education. She says she is doing well in school and plans to go to college. She is a student and does not work after school or on weekends. She dreams of getting a good career and learning English well. She says she has many friends in school who have been in the ELL program and appreciates having her sister in school with her.

Mari, Female, 18 years old, Northern Mexico

Mari (18) has been living in the United States for a year and a half. She works 40 hours a week and attends school. She voluntarily migrated to the United States in hopes of getting a better education and the opportunity to attend college and get a good career. She wants to be an engineer. She believes that her native country, Mexico, has a lot of corruption and does not allow honest people to succeed. She traveled alone by plane and arrived in Chicago. She lives with her aunt, uncle, and cousin in a northwest suburb near Chicago. She attends a diverse school, both ethnically and economically. She also works every day after school, about four hours a day, and longer hours on the weekend. Her sister has lived in the US since Mari was a child, and her mother has lived in Denver for more than a decade. Although Mari does not see them often, she says she is very close with them and talks with her mother on the phone on a daily basis and her sister on the phone every week. Mari works and goes to school, and sends money to her grandparents when she can. She is doing well in school and is already actively trying to apply for college. She traveled once to Mexico to visit with friends and family in a truck that she bought with her own money. She has people she gets along with in school, but

says she is more focused on working, learning English, and getting into college than spending time with friends.

Schools

Northshore area. Sara, Alexis and Pablo attend the same school. It is a high school located in the Northshore. It has a student enrollment close to 3,000. It is ranked among the top schools in Illinois, with a minority enrollment of 29%, in which 22% identifies as Hispanic. Sara, Alexis, and Pablo live in a section of the community of apartments with a high concentration of minorities. Seventeen percent of the students are considered to be economically disadvantaged at the high school. The community is 92% White (race), with 7% identifying as Hispanic. The median income for a household is about \$120,000 with house market prices averaging between \$600,000 and \$700,000.

Northwest area. Mari attends a high school in a northwest suburb near Chicago. It is not ranked amongst top schools in Illinois. It has an enrollment of about 1,500 students. It takes in students from seven different communities. It is 42% White, with 50.3% identifying as Hispanic (of any race). The community where Mari lives is 22% White and 70% Hispanic. The median income for a household is about \$47,000 with house market prices averaging around \$180,000.

Instrumentation

Interview Protocols

The interview protocol was created by the researcher. The questions were created based on the review of the literature conducted by the researcher for this study. Below is a map of how the questions from the protocol were derived from the research questions.

Research question 1: To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?

1. Describe your family.
 1. Who do you live with now?
 2. Do you have family living in your native country?
2. How would you describe your migration experience?
 1. What were the reasons for migration?
 2. Who did you migrate with? Note: family, friends, unknown people
 3. What experiences during migration are most memorable?
3. Who is your family in the United States?
4. How do your peers at school treat you?
5. What do you see and hear in media about immigration and how, if at all, does that have an impact on you?
6. Do you feel you are able to be yourself at school/work/community?
7. What customs and traditions do you celebrate?

Research question 2: What factors contribute to an immigrant student's educational goals?

8. Tell me what you think about getting an education.
 1. Tell me about a typical day at school in your native country.
 2. Tell me about a typical day at school in here.
9. What are your thoughts on finishing high school?
10. What is the most important thing for you to accomplish in the next year or two?
11. What would your family like you to accomplish in the next year?
12. What do you feel your teachers expect you to accomplish in the next two years?

Research question 3: How can schools do a better job of understanding and connecting with immigrant students?

13. What, if anything, does your school do well to help you be successful in school?

14. What, if anything, can your school do better to help you be successful in school?

The questions are designed for a semi-structured interview. The questions were used to guide the interview, however, the researcher's goal was to simulate a *plática*, or a conversation, with the participant. This approach was used in order to attempt to elicit information in a natural way that resembles daily conversations as close as possible and to get a rich description of the participant's story in the way they express themselves that would not be hindered by a structured interview protocol.

The Role of Translation

Significant preparation by the researcher is imperative to creating effective interview protocols particularly when translating (Ojeda et al., 2011). In order to ensure that the meaning is still captured from the original English questions, the researcher asked her mother to review the Spanish translation. Her mother is not only a Mexican immigrant, but also a certified translator. Both the researcher and mother/certified translator reviewed the protocols to ensure that meaning was not lost. A second and third coder were recruited for the study. Both are bilingual and bicultural. Participants were encouraged to answer questions in any way language that was comfortable for them, whether it meant being all in Spanish, or in Spanish and English, or all in English. Any dialogue that needed to be translated was translated by the researcher. Concepts that were non-existent in either language were translated as closely as possible to preserve original meaning. During the interviews, the researcher "checked-in" to make sure participants understood what was being asked.

Procedures

Selection of Participants

This is a case study design that highlighted the individual experiences of four different youth. All were recent immigrants from a Spanish speaking country, as it is important to the study for participants to have clear memories of migration as well as daily life experiences in both the country of origin and new host country. This means that students immigrated from their origin of country within the past three years and have been enrolled in a public high school sometime between their arrival and the start of the study.

The researcher selected four individual youth who were willing to participate in order to get a more in depth and rich description of each of the individual's experiences and personal narratives. A smaller quantity of participants made it more feasible for the researcher to personally transcribe, translate, reflect on, and code each individual interview numerous times. The smaller number of participants also made it more conducive for the researcher to conduct interviews in a more intimate manner, which aligns with the Latinx cultural values of building trust and sharing through conversation.

The Latinx Critical Theory framework asserts that research conducted with Latinx populations should have a sense of *personalismo*, meaning rapport building needs to be intimate, and interview should feel like a *plática*, meaning it should feel more like a natural conversation. The researcher believes that having four participants allowed more opportunity for building rapport and also allowed the researcher to dedicate more time to each individual participant throughout the research process. A smaller sample size also permitted the researcher to allow ample opportunities for the participants to contribute to the research through representation and

feedback. For example, a smaller sample size made it more likely that each participant was able to have his or her voices equally represented in the study. Additionally, the researcher asked the students for feedback on how they would like the study to be shared with a larger population. This approach aligns with Critical Race Theory and Latinx Critical Theory because the participants have an opportunity to share their narratives to inform research and contribute to the dialogue around immigration issues.

Recruitment of Participants

Culturally competent research involves making time to build relationships and maintaining connections with the community (Ojeda et al., 2011). The researcher is a native Spanish speaker and identifies with her parents cultural values of their country of origin. The researcher has the ability to conduct the interviews in the participant's first language. This will increase the interview completion rate and will provide more accurate information. The research took a CRT/LatCrit approach to the study, showing that the researcher is aware of the sociopolitical climate surrounding immigration issues. The researcher worked on ensuring participants she is not directly in charge of reporting anything to "immigration". The researcher spent time in discussing the research study and explaining why it is important to her, the education of Latinx youth, and research as a whole.

The researcher is aware of recruiting participants in a culturally relevant way. The researcher has good relationships with the gatekeepers in the schools in which the students attend. The researcher established *personalismo* by disclosing personal information to establish trust with the Latinx community.

Incentives and Informed Consent

The researcher should be sensitive to the time being donated to the study by participants and also ensure that participants are made aware of how important their contribution to the study is (Ojeda et al., 2011). Many Latinx immigrants have busy work schedules and work long days. It may be difficult for Latinx immigrants to find time and transportation. The researcher is aware of the time constraints of the students and the students' parents or guardians. Asking input from the students and the leaders of the school and community helped the researcher arrange participation times for the study. Times were arranged in a way that worked best for the students and their schedules.

The researcher shared the results of the study with the participants. The first phase of sharing was done one on one to discuss individual themes pulled for each student. The meeting was held one on one to ensure confidentiality. During this time, the researcher shared individual themes pulled, checked in for clarity and correct interpretation from the student, and personally thanked them for sharing their experiences. During the second phase, general themes were shared with the large group. During the third phase, the gatekeepers were present as well and all students had the opportunity to discuss considerations for sharing results for the researcher. Students wanted the results to be consumable for students and teachers at their school. They also wanted the district leaders to read about their lived experiences. Lastly, they wanted some type of print to be shared with their families. The researcher also took the time to explain her own perceived impact a study like this can have on the literature and education of Latinx immigrants and any educators working with this group overall. The researcher shared that it was a humbling experience and was very honored by the participants for sharing such intimate experiences in

their lives. The students said they enjoyed talking about their experiences and it allowed them to reflect on what is going on in their lives right now and to continue working on what they need to do prior to graduation in order to make sure they have a specific plan after they leave high school. During this debriefing time, they also asked more direct questions in regards to their specific situation. Gatekeepers made sure to set individual appointments to follow up with more information for each student. The researcher and the gatekeepers are to remain in contact. The researcher plans to create print to be shared with families, students, and staff at the corresponding schools. The researcher is encouraging the gatekeepers to involve the students in the dissemination of information process. The researcher will attempt to remain in contact with students and gatekeepers in the following school year.

The researcher also ensured the participants that their information would remain confidential and anonymous. The researcher will not place participants in jeopardy of deportation. The researcher will not share information about the participant's legal status that could affect their living conditions, employment, or financial standing. The researcher will take the necessary steps to keep information private and confidential. The researcher is not legally bound to reveal any information about immigration status to government officials. Consent forms (refer to Appendix A) were given in the participants first, in preferred language. Informed consent was provided in text, as well as gone over verbally, which allowed participants to ask questions and the researcher to check for understanding.

Case Study Design

The study is a multiple case study design highlighting the experiences of four adolescents. It is a collective multiple case study because a number of cases were used to

examine the collective experienced phenomenon of immigration for four individual undocumented youth (Merriam, 2009). The case study design is conducive in giving a thick description that illuminates meanings through real life experiences. Having multiple cases allows the reader to create an image related to the phenomenon through the researcher's narrative description. It allowed the researcher to examine the complex nature of immigration.

A cross-case analysis was conducted between all four cases to pull common themes and make generalizations that would offer recommendations for schools working with immigrant youth. Having more than one case increased the external validity and generalizability of the study.

Data Collection

The researcher set aside 30 minutes to an hour for each interview. This time included a few minutes for *plática* (small talk) and building *personalismo* (rapport) prior to starting interview questions. This also included time to review the consent orally in Spanish and English and allowing time for questions from students.

The interviews were audio recorded. All interviews transcribed on Word Processor by the researcher. This allowed the researcher to know her data very well. The interviews were transcribed in the participants' language used. Any direct quotes pulled remain in the original language and are translated if they need to be translated. This allowed the researcher to stay true to the voice of each participant. Transcriptions are found in Appendix C.

All decisions made during the data collection were to narrow the study. The researcher developed analytical questions during the creation of the protocols. The researcher made it a goal to make many observer comments in her notes during the interview and jot down memos

about what she was learning. During this time, the researcher continued to explore the literature to stay a breadth of the most current findings in regards to immigration. During this time, the researcher was in the process of editing and publishing the literature review.

Everything was organized and collected in the field. File documents were collected, filed, and labeled. Audio recordings were organized and labeled with dates and pseudo names. Pseudo names were assigned to save transcriptions. The researcher created identifying notations for everything collected and organized everything collected in chronological order.

Culturally Relevant Procedures

The interviewer must be aware of the cultural value system when conducting effective qualitative research (Ojeda et al., 2011). Latinxs may sometimes engage in *plática* (small talk) when meeting with others. The researcher took the time to engage in *plática* and asked questions about *la familia* (the family). Asking about *la familia* helped build rapport, *confianza* (trust) and showed *respeto* (respect). The researcher also encouraged and answered personal questions to continue to build on the *personalismo*; in many instances, Latinxs value building rapport and spending time in getting to know one another. To further build on *respeto* and *personalismo*, the researcher was sensitive in using *señorito* and *señorita*, or first name, when speaking with participants. The researcher also used “tú” form instead of the formal “usted” form to diminish the feeling of formality and power between the researcher and participant.

Considerations

The researcher is also very familiar with the role of gender and the dynamics of *machismo* and *marianismo* within the Latin culture. The researcher is also aware of the role of *espiritualismo* (spirituality) in the Latinx culture. Statements such as “Thank God that... I do not

wish this upon anyone...If it's God's will..." are common phrases in Spanish dialogue and a few of the students often used these phrases. The researcher is also aware that some students may have been reserved in their responses due to *el que dirán* (what will they say) or bring *vergüenza* (shame) to their family. The researcher emphasized that she did not want to judge them, but to learn about immigration and schooling through their experiences. The fact that the researcher is able to share in the language and culture of the participants helped create a strong bond, especially for participants that have not had an experience like this before.

Data Analysis

First, the theoretical sampling refers to how the data collection is gathered. This means the researcher jointly collects, codes, and analyzes. During this process, the researcher decided what data to collect next in order to start building upon a theory. The two female participants were scheduled first. The first one was extremely articulate and shared some common themes. They were both very diverse in terms of their background and family structure. The two male participants were scheduled next. They were both diverse in terms of their family structure and reasons for migration.

Next, the constant comparative method was used during data analysis. This method required the researcher to compare one segment of data with another to determine similarities and differences. The researcher and coders first individually coded general themes for each of the students. They then compared amongst all four of the students to pull general themes found across the four students. Finally, themes were compared amongst the genders (both females, and both males) in order to identify gender differences. However, gender differences were not found in this study. During each of the phase, segments that are similar were clumped together and

given a name, which became a category. A category is the same as a theme, pattern, a finding, or an answer to a research question.

The three phases of coding, in order, were open coding, axial coding, and selective coding. Open coding refers to the process of note-taking when going through the data to identify segments of data that might be useful. This was done during the interviews by the researcher. It was also done while transcribing. The researcher also told the coders to do this when initially reading and listening to the audios.

This is followed by axial coding. During axial coding, the researcher began to group similar themes derived from the open coding process. This comes from interpretation and meaning. This was done individually by the researcher and two coders as they developed the individual categories for each student. This was then done again when they compared amongst all four transcriptions.

The final coding process is the selective coding. This is the process that identified the core category. This process helped identify patterns in the data. It provided a strategy for analyzing the data. Each of the coders and the researcher individually went through all four transcriptions, comparing across responses to find similar themes that would answer the research questions. Once done, the team met and compared notes. Both coders and the researcher compared themes found. They discussed their findings and continued the discussion until all three agreed on a core category. Themes were pulled according to what was being said by the participants. A substantive core categories resulted in the study, which considers this a grounded theory study. Finally, the researcher identified core categories, which tie all the other categories together. The core category is the central category that highlights the properties of all the other

categories within the study.

All themes identified should be fairly and equally representative of all participants (Lincoln, Lynham, & Guba, 2011). Additionally, the units identified should be heuristic (Lincoln & Guba, 1985). This means that any categories derived should reveal information relevant to the research questions. This was accomplished by ensuring that that researcher was constantly reflecting on and reviewing the research questions and findings. Any of the themes pulled are essentially the smallest piece that can stand by itself.

Thematic Analysis

Braun and Clarke (2006) assert that thematic analysis is a foundational method in qualitative research. They outline a guide to conducting thematic analysis and the advantages of the method, which was used to pull themes from the collected data in the study. The decision on style was to use an inductive analysis. There was no pre-existing coding frame. This means that the study was a data-driven analysis. In order for a thematic analysis to be done properly, the researchers identified themes across each research question across data sets in order to find repeated patterns of meaning. Through this process the researchers were able to generate initial codes, search for themes, review themes, and define theme names.

The first and crucial step in the process was for the researcher to familiarize herself with the data. The lead researcher transcribed audio-recorded interviews. This allowed the researcher to reflect on the interviews she conducted as she listened to them various times. The researcher is bicultural and bilingual. She did not need to rely on a translator. The researcher was able to take notes as she listened to the audio recordings. The data pulled from the audio recordings were transcribed using Word Processor. The researcher was able to read and re-read data and

note down initial ideas.

From the transcriptions and audio files, the researcher and the second and third coder were able to generate initial codes. Researchers coded interesting features of the data systematically. From the codes that were noted, researchers collected data relevant to the code. From the codes, researchers developed potential themes. The potential themes were supported by all the gathered data that was relevant to the theme. Once the themes were identified, the researchers reviewed themes. This process was put in place to check if themes work in relation to coded extracts and the entire data set. The researchers then generated a thematic map of analysis. The researchers defined and named the themes. There was an ongoing analysis to refine the specifics of each theme. Through this process, the researchers generated clear names for each theme. Throughout the entire process, researchers were engaged in constant comparison with each other to compare notes, understanding, interpretations, and findings.

In the process of producing a report, finishing touches were added to bring that data together. This was a final opportunity for analysis and the researcher and the second coder came to a consensus on findings and themes. There was a selection of vivid examples and important quotes pulled from the interviews that highlighted themes. It was a final analysis of selected extracts. The lead researcher ensured that findings related back to the literature and addressed the research questions of the study. The final goal of the study is to produce a scholarly report that contributes to the literature that gives a voice to immigrant students as they describe their experiences in their new country and school system.

Validation Strategies

Creswell (2014) presents validation strategies that are relevant in qualitative research. These are presented in no particular order of importance. The first is triangulation. During triangulation, interviews were compared for consistency of findings. This was done in the study during thematic analysis and constant comparison. The second is researcher reflexivity. The lead researcher practiced researcher reflexivity by keeping a journal of biases throughout the process of the study. The lead researcher ensured of maintaining a rich description and inclusion of all participants' voices in the write up of the report. In the final stage, there was an external check. The lead researcher held a peer debriefing with coders, students, and gate keepers involved to discuss findings, results, and the process.

CHAPTER FOUR

RESULTS

Summary of Findings

The study resulted in some common themes. The *first* theme is recent Latinx immigrant students are highly driven to do well in school and believe that a good education leads to better opportunities. The *second* theme is having supportive relationships contributes to a better experience in the new country for recent Latinx immigrants. The *third* theme is that teachers have the opportunity to play a critical role in the way recent Latinx immigrant students experience schooling in their new host country.

Summary of Common Themes Found Within Each Individual Student

Mari mentioned having positive family and peer relationships to be contributing factors to her success in adapting to the US and to her success in school. She states that one of her most memorable moments in this whole process in saying goodbye to her family in Mexico. While she is aware of how the Latinx population and immigration are covered in the media, she does not believe it affects her day to day life. She believes that there are better opportunities for to get a good education and establish a good career in the US versus Mexico. In general, she believes that schools are doing a good job of supporting recent immigrant students and finds that the ELL program has provided opportunities for her to feel connected to school.

Pablo mentioned having positive family and peer relationships to be contributing factors to his success in adapting to the US and to his success in school. He states that one of his most

memorable moments in this whole process in saying goodbye to his family in Mexico. He believes that there are better opportunities to get a good education and establish a good career in the US versus Mexico. In general, he believes that schools are doing a good job of supporting recent immigrant students and finds that the ELL program has provided opportunities for him to feel connected to school.

Alexis mentioned having positive family and peer relationships to be contributing factors to his success in adapting to the US and to his success in school. While he is aware of how the Latinx population and immigration are covered in the media, he does not believe it affects his day to day life. He believes that there are better opportunities for to get a good education and establish a good career in the US versus Mexico. In general, he believes that schools are doing a good job of supporting recent immigrant students and finds that the ELL program has provided opportunities for her to feel connected to school.

Sara mentioned having positive family and peer relationships to be contributing factors in her success in adapting to the US and to her success in school. While she is aware of how the Latinx population and immigration are covered in the media, she does not believe it affects her day to day life. In general, she believes that schools are doing a good job of supporting recent immigrant students and finds that the ELL program has provided opportunities for her to feel connected to school.

The general context of the environment is covered in order to give the reader a better understanding of the students' experiences in schooling.

A further explanation of themes and subthemes as they relate to the research questions will be explained.

The results of the data fell into the following categories: 1. Migration, 2. Family, 3. Peer relations, 4. Effects of media, 5. Self Identity, 6. Schooling, and 7. Recommendations for schools. Categories 1, 2, 3, and 4 address research question 1 (To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?). Categories 2, 3, 5, and 6 address research question 2 (What factors contribute to an immigrant student's educational goals?) and 6 and 7 address research question 3 (How can schools do a better job of understanding and connecting with immigrant students?).

Migration Experience

The migration category serves to elicit information regarding research question 1: To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country? Through their stories, the coders were able to pull common themes. Mari was the only participant that was clearly documented, traveled alone by plane, and was not exposed to any maltreatment. Sara, Pablo, and Alexis all traveled on ground and bus. Sara and Alexis admitted to being undocumented. Pablo's status is unclear. Most shared that the most impactful memory during migration was saying goodbye to family left behind. Some shared experiencing fear and anxiety due to maltreatment at a detention center and the experience of crossing the Rio Grande. While they shared experiencing grave fear, all of them reported feeling motivated to do well in school, report healthy levels of self-confidence, and have a good social support system (positive relationships with adults and peers). In general, most of the students received sustained education in their country of origin and most reported living a life comparable to the rural American working class

population. All had an adult in the US who knew some English, provided economic stability, and supported educational goals.

The majority of students in this study reported feeling supported by adults. There is a contrast by what some of the students in the study are reporting to feel and experience. Most report feeling supported by the school, but all report not having a clear plan after high school that will help them achieve their goals. It is not clear if the school is providing a pipeline for success for student populations similar to the students in this study for graduation and after high school. Additional student reporting of segregation by the nature of the ESL program (location, classroom environment) and language policies in school serve as examples of how the school system is marginalizing the students in this study. Considering the immigration paradox within the literature review, the lived experiences in school for the students in this study are likely to change over time, or students are more likely to become more aware of how current practices are not functioning in their best interest.

Pre Migration

In this study, three of the participants expressed similar traits of what is known in the US as a working class family. They lived in “pueblos”, which equates to rural areas of the US. Two lived in pueblos in Southern Mexico and one in El Salvador. The other lived near a city in a more developed area of Northern Mexico. All expressed having two or more trusted adults in their lives and felt connected to extended family. All expressed having a good peer network and all worked. Three of the four attended school without any interruption and had plans to continue with their education past high school.

Two of the participants migrated involuntarily. While they expressed not being

completely resistant to coming, it was not done out of their own volition.

Pablo says he realizes that there are better opportunities for work and a good education in the US, but did not know he would stay permanently when he initially left Mexico.

“... no nos despedimos de los amigos allá. Pensábamos que íbamos a regresar luego y no regresamos luego.”

“... we didn't say goodbye to our friends over there (Mexico). We thought we were going to return soon and then we didn't.”

Mari was eager to come to the US and has clear goals to attain a good education and start a career. She states that there is a lot of corruption in Mexico, and in order to succeed, you have to be a dishonest person.

“... ahorita, con la situación de México... que los problemas de México... creo que para agarrar un muy buen trabajo tu tienes que ser muy corrupta, si muy corrupta... la verdad aunque me hubiera movido a Durango, a mero mero Durango, no hubiera salido adelante como aquí.”

“... right now, with Mexico's situation...the problems of Mexico...I think that in order to get a good job you have to be very corrupt, yes, very corrupt...even though I would have moved to Durango (the capitol of her state), I wouldn't have advanced like I would here (US).”

Alexis shares that he had dropped out of school and was getting into trouble. He started working and making money, but was spending time with bad influences. He started to get into trouble. His parents mentioned that moving to the US might provide a better environment for him to make better choices, and he agreed.

“Yo, cuando estaba en México yo era muy... como lo diría, era muy... Me portaba mal con mis papas y...me quería ir a otro lugar a ver si cambiaba un poco.... Por eso fue la razón que... que me vine. También porque supe que, que podría venir a la escuela acá....”

“I, when I was in Mexico I was very...I can I say, I was very...I behaved badly with my parents and...I wanted to go to another place to see if I could change a little...That was

the reason why...why I came. Also because I know that, that I could come to school here (US).”

Migration

In this study, two expressed migrating involuntarily, one voluntary, and one states to have balanced between both feelings through out. Most of the participants traveled on ground, crossing the Rio Grande by foot. Most of them were delayed in Texas for an extended period of time before arriving to Illinois. Two of the four shared not being documented and being detained by border patrol. Mari traveled by bus and airplane by herself from Mexico to Illinois. She is documented, and has returned to Mexico once since she arrived. Alexis traveled on ground by train, foot, and car with his older brother. He is undocumented and hopes to be able to get proper documentation soon. Pablo migrated with his twin brother and mother. He recalls being detained in Ciudad Juarez for two weeks until paperwork arrived, and they were released. Sara migrated with her younger sister and her aunt, all under age during migration. They are undocumented, but her mother had a plan for all to get caught by border patrol, sent to her (mother), and be granted asylum through the court system. While each had a distinct migration pattern, all expressed experiencing feelings of fear and anxiety while migrating. Most found that having to say goodbye and longing to see family members left behind in their native country as being the most impactful in the whole migration process.

Reflecting on Migration

Most impressionable moment of the process for most was leaving behind friends and family. They all expressed missing home and missing friends and family left behind. Pablo and Sara still think a lot about their friends and grandparents left behind and use Facebook to stay in touch. Alexis says he knows he has an opportunity to lead a successful life in the US, but once

reaching his goals, he would like to return.

I will return home. Alexis says he will return to Mexico once he finds success in the US.

“Pues, ya cuando este bien educado y gane buen dinero..y pues..cuando arregle mis papeles...si, me gustaria regrasar a Mexico y tener mi casa alla.”

“Well, once I get a good education and make some good money...and well..when I fix my proper documentation...yes, I would like to return to Mexico and have my house there.”

Pablo also talks about having thoughts of returning, but it is not clear from one interview with the other whether or not he will return to Mexico.

Suffer now, but be recompensated later. While Mari wanted to come to the US, she still thinks about how painful it was to say goodbye to loved ones in Mexico. She expresses feeling sadness for leaving them behind, but also finds joy in finding success at work and being able to send money back to her family.

“lo único que se me a grabado y que no se me a olvidado... y ese video como que cada ratito que lo veo así...fue cuando...que veo que voy en el camión y luego voy pasando así como en el camión y al lado de la orilla, están afuera de mi casa, mi casa esta como en el puro centro ahí estaba toda mi familia. Y me acuerdo que iba al camión y me acuerdo que iba así en el camión y grabe hasta, ay, toda mi familia así como diciendo adiós y... oh my God...eso es lo que se me quedo grabado. Y cuando iba en el camión es el único pensamiento que tenia... como ese sufrimiento en ese momento... iba a tener una buena recompensa. Como ahora pues, yo también a veces le mando dinero a mi abuelita, y yo también me siento muy feliz y me dice, ‘no muchas gracias mi’ja. No es necesario, pero, en verdad, muchas gracias.’ y así... como que me siento también feliz de todo lo que dio mi abuelita cuando estuve allá y yo dárselo.”

“The only thing that has left an impression and that I haven’t forgotten...and that video that I often replay in my mind...was when..that I see that I’m on the bus and then I pass like, on the bus and on the side of the edge, they (family) are outside of my house, my house is like right in the center and there’s my whole family. I recall that I was on the bus and...and I remember like, ay, my whole family like that like saying goodbye, and...oh my God...that is what stays on my mind. And when I was on that bus it’s the only thought I had...like that suffering in that moment...I was going to be repaid well (good omen by God). Like now, I sometimes send money to my grandmother, and I also feel very happy and she says, ‘no, thank you very much mi’ja (daughter of mine). It’s not

necessary, but ,really, thank you very much' and like that...like I also feel happy for all that my grandmother gave me while I was there (Mexico) and me give it to her (sending money back to Mexico).”

The mark. While most commented on saying goodbye to friends and family as being the most memorable moment of the migration process, Sara commented on her time being detained in Texas. She states that it has left a mark.

“Yo creo que lo que marca no es ni el camino ni nada... lo que es como inmigración te trata. Yo creo que es como cuando te detienen, no sé, te llevan como a un cuarto... así muy frio, no sé. No hay suficiente comida...la comida es, como un sandwich, eh, dos veces al día o una... no te puedes ni bañar ni cepillar ni nada de eso...yo creo que eso es lo que te marca.”

“I think that what marks you is not the travel on the road or anything...what it is is the way immigration treats you. I think it's like when they detain you, I don't know, they take you to like a room...like really cold, I don't know. There isn't enough food...the food is, um, like a sandwich, um, twice a day or once...you can't even bathe or brush or nothing like that.I think that *that's* what leaves a mark on you.”

Fear. All of them expressed having feelings of fear and anxiety for the unknown.

Although he has a tough exterior and of strong build, Alexis shares his most vulnerable moment during the process. He recalls the night leading up to the precise moent when he and his brother had to cross the Rio Grande. He says there was an overwhelming feeling of fear, but he knew he had to cross with his brother.

“Y ya después empecé, empecé a llorar porque ya no quería estar allí. No sé, en esa... en eso, dijo según un coyote que ya no venían los otros por acá. Y pues, pasamos el rio pues... empezamos a caminar pues, llegamos a una casa.”

“And then I started, I started to cry because I didn't want to be there. I don't know, in that...then according to the coyote, the others (border patrol) wouldn't come through here. And then, well, we crossed the river, well...we started walking, then, we arrived to a house.”

Family/*La Familia*

This category overlapped with research question 1 (To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?) and research question 2 (What factors contribute to an immigrant student's educational goals?). All students reported having a supportive and positive relationship with one or more adults, siblings, and cousins. All of them reported always having a positive and supportive adult in their lives, which serves as a protective factor. Mari, Sara, and Pablo had grandparents serve in the role of parents when their parents lived in the US, and Alexis always lived with his parents in Mexico and currently lives with his older brother in the US. All of them report having a positive relationship with one or more siblings. Mari is the only one not living with immediate family (lives with uncle, aunt, and cousin), but reports having a positive relationship with her mother, grandparents, and older sister. The relationships they have with their family members serves as a protective factor and is a contributor to academic success for the students in this study.

Feeling connected to family is a common theme that all of them mentioned throughout their interviews. The majority of participants in this study have two parents who are married and have one or more siblings. According to their accounts, most of them generally have good relationships with at least one parent. Generally, most have good relationships with their siblings.

Mari, 18, lived with her grandparents since she was 12 prior to migrating to the United States. While her father still lives in Mexico, she did not live with him after her mom left for the United States and did not speak of him much throughout the interview. Her parents were

together while both in Mexico, but have now established their lives apart. Mari currently lives in Illinois with her maternal aunt, uncle and cousin who is one year older. Her mother and sister live in Colorado. Mari says that she talks to her mother every day on the phone. While not living with her immediate family, she is glad to be with family. Mari reflects on her thoughts when she realized she would be with her extended family, versus her mother.

“Por una parte es bueno estar con mi familia, así con mi tía porque no me restringen tanto las cosas como una mamá. Pero si me prohíben unas otras cosas. Este, yo estaba muy feliz porque iba a tener una oportunidad nueva de vida....porque iba a tener...en los EEUU... todo el mundo. El sueño americano.”

“On one side, it’s good to be with family, like with my aunt because she doesn’t prohibit me from things like a mom would. But she does prohibit some things here and there. Um...I was very happy because I was going to have an opportunity for a new life...because I was going to have...in the US....the whole world. The American dream.”

The majority of them also lived with their grandparents at some points while both parents began establishing roots in the United States.

Pablo lived with his grandparents for three years. His father migrated to the US six years and his mother three years prior to his own migration. His father never returned to Mexico, but his mother would return every six months, staying a couple months before returning to the US. He lives in a house with his parents, his brother, and his uncle, aunt, and cousins in the US. He feels like he doesn’t know his father, but he will with some time.

“Realmente...como que no lo conozco...pero hay la llevamos.”

“Really...it’s like I don’t really know him...but we are getting along.”

Sara lived with her grandparents in El Salvador for nine years prior to migrating to reunite with her parents in the US. Even though nearly a decade had passed, the family still longed to be together.

“Ya cuando mi mamá se embarazó otra vez, ya nos quería tener a todos juntos. Ya era tiempo.”

“Once my mother got pregnant again, she wanted us all together. It was time.”

Alexis lived with his parent in Mexico most of his life, but had three older siblings who migrated 12, 10, and 3 years prior to him migrating to the US. Even though his immediate family has not always been together, he thinks of them often. He routinely calls his parents and is currently living with one of his brothers in the US.

All of the participants also stated that they are close to their siblings. This was articulated as being the strongest factor in helping them adjust to their new country. This was broken down into two sub themes. The first subtheme falls into those that live with their sibling(s). The second subtheme is those that view their sibling as a confidant.

Mari has not lived with her older sister the majority of her life, but she describes her sister as being very influential in her life decisions and maintains contact with her on the phone. She calls her for advice on school matters and planning for college, as well as some of her challenges adjusting to life in the US. Her sister migrated to the US when Mari was a toddler. Mari says she has always admired her sister because she sacrificed a lot to get a good education and start a family in a country with better opportunities. Her older sister continues to be a great motivator to do well in school and to take advantage of the opportunities in the US.

“... esa mentalidad me la ha dado mi hermana, que en un futuro yo voy a tener mi buena carrera, voy a agarrar un buen dinero y hasta voy a poder hacer todo lo que hice ahorita aparte que ahorita nomas tengo como diez y ocho años. Y es que para veinte uno, hasta 21 puedes hacer bien muchas cosas. Dice, ‘ya al haber cumplido los 21 tu ya vas haber estado como bien trabajada, bien estudiada a partir de ahí ya vas a poder hacer lo que quieras...ya después de allí que tengas tu carrera, tu propio dineroya disfrutas la vida...’. Pues, sí, esa fue la idea, como, de Estados Unidos, como venirme y triunfar. Así como quien dice, echarle muchas ganas. Porque también mi hermana me decía, ‘vas a llorar, vas a gritar te va poder porque no vas a estar con tus papas. No vas a estar con tu

familia'pero yo tengo en mi mente la verdad que en algún futuro diosito eso me lo va recompensar muy bien y yo se que si yo le hecho ganas pues me lo va a recompensar.”

“...that mentality was given to me by my sister, that in a given future I will have a good career, I will gain good money and that I would accomplish all I have accomplished up to this point even though I’m only 18. And it’s because by 21 I will be able to do things better. She says, ‘Once you turn 21 you will already have worked well (have work experience), well studied (educated), and apart from that you will be able to do what you want....after you have your career, your own money...then you will enjoy life’. Well, yes, that was the idea, like, of the US, like to come and succeed. Like one says, to try hard. Because my sister also says, ‘You will cry, you will yell, it will overcome you because you will not be with your parents. You will not be with your family’...But I also have it in my mind that in a given future God will repay me well and if I try hard he will repay me.”

Pablo and Sara live and attend high school with their siblings. Pablo migrated and attends school with his twin brother. Sara migrated and attends school with her younger sister. Both state that they have found having their sibling at school with them to be comforting.

Pablo recalls his first few days in the US and attending school.

“Pues, al principio en mi primera semana, me sentí extraño. No más tenía a mi hermano. Pues, no teníamos amigos. Fue no mas él y yo juntos. Acabamos la escuela y nos íbamos para la casa. Así lo pasábamos como casi unas dos o tres semanas..... (despues) ya hallé confianza en los amigos, mis maestros, counselors.”

“Well, at first, in my first week, I felt weird. I only had my brother. Well, we didn’t have friends. It was just him and I together. We finished school and would go home. That’s how we spent our days for two or three weeks.... (later) I found confidence in friends, my teachers, counselors.”

Alexis has been reunited and lives with his brother after three years of not seeing him.

He finds it comforting. Even a simple routine with his brother helps him start off his day.

“...estoy más bien ahorita y me gusta como estoy porque voy con mi hermano al gym, ósea me gusta mucho y a él le gusta mucho. Y los dos vamos temprano al gym, ósea... está bien. Hacemos algo que me gusta y pues, vengo a la escuela...”

“..I’m doing better now and I like how things are because I go with my brother to the gym, I mean, I like it a lot and he likes it a lot. And we both go early to the gym...I mean...it’s good. We do something I like and, well, I come to school...”

All participants consistently expressed having a sense of loving and caring adult who was a family member in their lives. All shared that a sibling played a significant role in their lives in a positive way, and most were close in age. Having a strong sense of familism is a protective factor even amidst the adversities brought on by migration both personally and amongst family members.

Self-Identity

This category served to elicit more information about research question 2 (What factors contribute to an immigrant student's educational goals?). All students in this study reported feeling comfortable with who they are. This contributed to them feeling confident in doing well in life and in school. They all reported feeling connected to their cultural values, customs and traditions. None of them have adopted the customs and traditions of the US. However, they all have a desire to learn English in order to do well in the US. They all carry a growth mindset. They are eager to learn and believe that coming to the US has pushed them to grow as a person. They also believe that migrating to the US has provided them with an opportunity to get a better education and attain a good career.

I am who I am. All of the students felt they are comfortable with who they are regardless if they are in their community, at home, or at school. Alexis says that no matter where he is, he stays true to himself.

“Yo soy como....soy.” “I am who...I am.”

Sara says that she is comfortable with who she is, but recognizes not everyone may feel the same way. She thinks it depends on the person's personality.

“... es dependiendo de, yo creo que, cada persona porque si tienes una, una personalidad fuerte puede demostrar lo de lo que tu eres, pero si crees, si tienes una personalidad muy débil creo que no. Pero yo creo que eso va dependiendo de cada persona.”

“... it is dependent on, I think, each person because if you have a, a strong personality you can demonstrate what you are, but if you believe, if you have a weak personality I don't think you can. But I think that depends on each person.”

Keeping traditions of native country. While each one lives with one or more persons who was born in the US or lived in the US near a decade or more, neither of them celebrates US customs or traditions, such as national holidays. All celebrate customs of their native country, such as Day of the Dead, Mexican Mother's Day (May 10th), and posadas during Christmas time. If their family happens to engage in festivities taking place in the US, they do not feel passionate about it. Sara and Pablo were less familiar with what constitutes as national holidays in the US. Alexis briefly referred to Thanksgiving in a joking way.

“Pues si...como toda la comida!”

“Well yeah...I eat all the food!”

Mari recalls the Cubs entering the World Series and seeing her cousins who were born here get excited for the games and even crying during the Cub's winning a championship after 108 years. She did not really care for it, but watched the games with them to partake with others.

“O hasta cuando jugaron los Cubs y todo eso, que todos a que los Cubs y yo estaba así de que, ¿que es eso? En cierto como que yo todavía no me puedo, la verdad no es que no pueda porque si quisiera pues si según yo a que los Cubs y esto y esto pero no me nace como si fuera yo de México, como si fuera algo que me están ocultando desde chiquita.”

“Oh like when the Cubs and all that, that everyone cheered for the Cubs and I was like what, what is that? Truthfully, I can't get into it, honestly it's not that I don't want to because I would like to, like I was like yeah go Cubs and this and that, but it's not coming from within like if from Mexico, like if it was something that they were cultivating within me since I was a little girl.”

Growth mindset. Most of the students believed that migrating to the US and navigating their new country and school continues to help them grow as a person. For example, Mari speaks of how she continually is optimistic about her opportunities in the US.

“Como que venirme a los Estados Unidos, aparte de que me esta dando muchas oportunidades de crecer como en la educación en mi educación y en todo eso, también me ha hecho crecer mucho como en persona. Como, alejarme de mi familia y enseñarme a ser independiente y como cosas así. Como yo digo, que las personas, como un cambio, no les vendría mal. Como, mi cambio pues, de que venirme para acá y así si uno trata de echarle ganas y sabe lo que es bueno y malo. Un cambio nunca nos va ir mal. Bueno yo pienso, bueno por mi propia experiencia verdad si le hecho ganas y así a ver dejado a mis abuelitos y poder a ver estado así pues me ayudo que después cuando regrese en Diciembre que estaban afuera de mi casa como me acorde cuando me están despidiendo ellos con lagrimas y ahora me están despidiendo con alegría. Y aparte que cuando me fui de ahí pues me vine como sin conocimiento de nada y así y ahora hasta regreso con mi propio dinero, sabiendo poquito ingles, con mi troca, como sintiendolos orgullosos. Entonces ahí uno ve que cuando a uno le pasan este tipo de cosas de que primero se sacrifica uno pero después como que diosito le da una recompensa...”

Pablo also says it is helping him be more extroverted and pushes him to work on his social skills.

“Pues al principio, así como, tímido. No conocía a nadie. Ahora pues ya tengo mis amigos.”

“Well at first, like (I was), timid. I didn’t know anyone. And now, well, I have friends.”

Alexis also attributes his personal growth to migrating to the US and being without his parents.

“Todo esto como...como que me ha hecho crecer...ser mas maduro. Ya sé más lo que tengo que hacer.”

“All of this has like...it has like made me grow...to be more mature. I now know what I have to do.”

All students in this study report having strong familial ties and are in well-resourced high schools. Mari and Alexis are not living with their parents, but they are the two that spoke directly to feeling they have grown and matured due to the experiences they have gone through

since leaving Mexico, while Sara and Pablo spoke more about growing in their social skills and expanding their social network (peer support).

Effects of Media

This category elicited information for research question 1 (To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?). In general, students reported feeling it was of some importance to pay attention to how immigration is being covered in the media. However, all report that it does not affect their day to day lives. They report being more concerned with learning English, navigating new systems, and getting a good education.

Most of the students expressed not being very effected by what they hear and read in mainstream outlets (internet, television) in regards to immigration. Sara says her day to day life is not effected by the media's comments on immigration.

“Tal vez en el estatus que estoy ahora creo que afecta, pero oír los comentarios de la gente no afecta, no afecta mi vida diaria.”

“Perhaps that status I find myself in I believe that it (should) effects, but to hear the comments of the people doe not effect, it does not effect my daily life.”

Alexis comments that even though he wants to succeed in the US, being sent back to Mexico is not a bad outcome.

“... a mí no, no me importa. Ósea, no sé no... ¿cómo le diría? Como que no me llama mucho la atención lo de la tele porque..... si me deportan, está bien también. Tengo a mi papa, mi mama, no pierdo nada aquí. ..Y seguir adelante siempre.”

“... to me, it's not important. Like, I don't know...How can I tell you? Like it doesn't really grab my attention what's on tv because...if they deport me, it's fine too. I have my dad, my mom, I don't lose anything here...And let's always move forward.”

While he claims not to feel immediately threatened, Pablo does think about what he hears

on the news about immigration because he lives with family members who are undocumented.

He has even taken on derogatory terminology that he has heard on news outlets, such as

“illegals.”

“Pues...hay importancia porque todos en mi casa pues son ilegales. Los hijos de mis tíos también son ilegales.”

“Well...there is some importance because everyone at my house well are illegals. My aunt and uncle’s children are also illegals.”

Mari states that while she is not worried because she is documented, she does worry for other people. She also believes that Trump has negatively influenced the discussion around immigrants and the view of immigrants of color. Out of the four students, she was the only one to express a connection between the 45th president’s expressed views on immigration and how it has influenced the way society responds to the Latinx population.

“no, porque horita gracias a dios pues a mi y a mi familia todos estamos legal, completamente legales, pero...también tengo que pensar que no nada mas soy yo...Del nuevo presidente, que es muy justo que a la gente mala los manden para México para sus lugares de origen porque aquí no están haciendo nada constructivo pero también tenemos a gente que viene a trabajar y también queremos oportunidades y queremos echarle ganas.”..... “pero ellos (otra gente) como son güeritos y bonitos y nosotros somos como mas prietitos y yo creo que ahí empieza la discriminación.....entonces escucharon hasta a Trump... como hasta ellos se sienten que se van mas al lado de el... porque tal vez siempre a existido la discriminación desde Obama pero apenas horita se, bueno, lo que yo e sabido apenas horita se a hecho mas fuerte de que en realidad no quieren mucho a los Latinos o cosas así yo digo que si esta dañando mucho. “

“No, because right now, thank God, well me and my family are legal, completely legal, but...I also have to think about others, it’s not just me.....About the new president, I think it’s fair that the bad people get sent to Mexico or their place of origin because they aren’t doing anything constructive here but we also have to think about the people that come to work and we also want opportunities and to try hard.”...”but others since they are white and pretty and we are like darker and I think that’s where the discrimination starts...and the they heard Trump...even they (now) feel that they are more like him on his side...because maybe discrimination has always existed since Obama, but barely now it has, well from what I have learned, it has gotten stronger and they really truly don’t like Latinos and things like that, so I say that it (media) is damaging a lot.”

While there is recognition that what is in the media is of some relevance to the overall Latinx population, the students do not believe it directly changes anything in their day to day lives.

Awareness of “otherness”. While Mari expressed getting along well with others and finding it helpful to make connections with other Latinx students, she shared experiencing racism at school in a way she had not experienced it in Mexico. She shares that there are many immigrant students at her school from many countries, but the ones from Europe tend to be very unfair to Latinos.

“bueno como que yo y mis amigos latinos hemos concordado en que los, tenemos, ay como otra bolita de polacos y ellos, nosotros sabemos que ellos son bien racista con nosotros los latinos.”

“well like me and my Latino friends have agreed that, we have, there is like another group of polacks and they, we know that they are very racist with us Latinos.”

Sara also expressed that she is more aware of how other perceive her ethnicity. She expressed an awareness of racial injustice in the US that did not exist for her in her country of origin.

Sara: “te (gente) miran mal como digamos si vas a una tienda y estas viendo cosas y digamos si la tienda es muy cara y te miran a la cara en la tienda como que... si se te quedan viendo como que si vas acomo que si vas a robar o algo así. No se, es algo como, muy estúpido pero...”

Author: Y eso, ¿eso algo que no sentías allá en tu país?

Sara: No, nunca.

Sara: “They look at you bad like, let’s say if you go to the store and you are looking at things and let’s say if the store is very expensive and they look at your face at the store like...yes, they keep looking like if you...like if you are going to steal something or something like that. I don’t know, it’s like, very stupid, but...”

Author: And that...Is that something that you never felt back in your native country?

Sara: No, never.

Peer Relations

This category elicits information in regards to research question 1 (To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?) and research question 2 (What factors contribute to an immigrant student's educational goals?). All student reported having a positive and supportive peer network. This serves as a protective factor in settlement experience and experience in school. All reported that having at least one school peer who shared a similar experience, a common language, and common cultural values has helped them adjust to schooling and life in the US.

Sharing commonalities with peers builds community. Aside from all participants sharing that having a good relationship with their sibling is helpful as they adjust to their new country, all of them shared that making a good connection with a peer at school is an important factor in doing well in school. Pablo said he was very timid in the first few weeks, but he challenged himself to open up and make friends. He said he simply had to be himself and be confident.

Pablo said he made friends:

“dejándome conocer y pues conociendolos como son.”

“letting people get to know me and well getting to know them how they are.”

All of the students said that they have been able to establish strong relationships with other Latinx students in the English Language Learning programs. Two common themes were shared experiences and common language. Sara shares having a strong bond with other students

in the ELL program.

“...yo creo que entre la mayoría del grupo de...de que acabamos de llegar y queremos aprender el idioma creo que es como un grupo muy unido que siempre estamos todos ahí siempre nos apoyamos y cosas así...”

“...I think that between the majority of the group of new arrivals...those of us that just arrived and want to learn English, I think that it’s like a very united group and we are always there, always supporting each other and things like that...”

She also says that establishing relationships outside of that peer network helps you grow as a person. She recalls this feeling when she started taking classes outside of the ELL program.

“Yo creo que al principio es muy difícil poderte hallar en hmm, eh cuando sales de este programa, pero creo que también como que eso te hace mas fuerte para poder sobre-salir y poder...no se, superarte o puede que hacer mas amigos también creo que es algo muy bueno.”

“I think that at first it is very difficult to find...mm...eh when you leave the program, but I also think that like that makes you stronger in order to overcome things and be able to...I don’t know....grow or you can make more friends and I also believe that it’s a very good thing.”

School

This category served to elicit information in regards to research question 2 (What factors contribute to an immigrant student’s educational goals?). Most of them have experienced sustained education and doing well academically in their country of origin. All students reported having a positive and supportive adult and peer as critical in their academic success in the US. They also reported the US school programs geared towards immigrant students provide supports for academic achievement. Some reported that experienced racism could be addressed through more education and training on behalf of the staff. They all reported that having bilingual and bicultural staff has been helpful in their transition into US schools.

Overall, all of the students believe that school has been a positive part of their lives. All

believe that school is necessary in order to have success later in life, such as landing a good job and making money. They all plan to graduate and all want to attend college. They all say that school is a place for them to build positive relationships with friends and a place to find mentors in trusted adults. They all state that school is a place where they learn about US customs and the daily way of living. They all share that the ELL programs has been instrumental in helping them build a sense of community amongst peers and a place where they can learn English.

Educational goals. All of the students in this study plan to graduate high school and all believe that the ELL program at their school has provided the necessary tools to help them navigate the school system and language.

Most of them want to continue with their education after high school. Pablo says it is important for him to graduate in order to get a good job. He states this is his goal in the next two years.

“...empezar con una carrera y tener un buen trabajo.”

“...start with a good career (schooling after high school) and have a good job.”

Alexis had interrupted schooling in Mexico because he did not like school and says he did not do well in his classes. But he says he has learned to appreciate school now that he is in the US and is even upset when he is not allowed to attend.

Author: Entonces, ¿es correcto decir que... que sí te gusta la escuela aquí?

Alexis: Pues si me gusta porque si no... Una vez me suspendieron dos semanas y pues, no me la creía, estaba llorando. ¡No me suspendan! “

Author: Then, is it correct to say that...that you like school here (US)?

Alexis: Well, yes I like it because if not...One time they suspended me for two weeks and well, you won't believe me, I was crying. Don't suspend me!”

Mari compares herself to her cousin, who was born here. She does not understand why some US born students are not as driven towards higher education as recent immigrants.

“A pesar de que ella siempre....sabe bien el ingles y todo. Y ahorita ella esta estudiando su carrera. Pero....Yo también a veces me pongo a pensar...Ella sabe muy bien el inglés y toda su vida a vivido aquí y está estudiando para..para el cabello. Peine y todo eso. Y yo quiero ser ingeniera. Entonces yo digo...ella pudo tener la oportunidad de tener una carrera bien buena. Y no batalla con el inglés por que eso sería...es un problema ahorita para mi.”

“Even though she has always...she know English well and everything. And right now she is studying her career. But...I also wonder...She knows English well and has lived all her life here and she is studying for...for the hair. Styling and all that. And I want to be an engineer. So then I say...she could have had the opportunity to have a very good career. And she doesn't struggle with English, because that would be...it is a problem for me right now.”

Sara sees more than just a high school diploma.

“Ahh para mi personalmente yo creo que....es que yo veo mucho más que solo un título de high school sobre mi...”

“Aah for me personally, I think that...it's that I see much more than just a high school diploma over me...”

Role of adults. All the students also expressed feeling great support from their parents and their teachers. They all said that they knew that their parents and their teachers also had the same goals for them and believed that they would attain those goals. They all said that parents, teachers, and counselors communicated the same dreams for them and wanted to help them succeed in school. However, this was not clearly defined as to what that support looks like. Additionally, while all stated the school was supportive, it was not clear that the students recognized a clear pipeline from aspirations to achievement of goals. All of the students also work, ranging from four hours a week to 40 hours a week. All said that while it is challenging to balance both roles, they feel supported by their family and teachers at school.

All said that they believed their teachers and counselors cared about their education. This included counselors sharing information about college, college field trips, teachers pushing them to get good grades, and teachers taking the time to review content with them. Most said that it was helpful to have teachers who share the same culture and/or language. One said that it would be better if Spanish speaking teachers did not use Spanish in order to help recent immigrants learn English faster, but sharing the same culture helped build rapport.

Sara said that she believes it is helpful for schools to have staff that speaks another language other than English.

“...maestros y consejeros que hablan eh, dos idiomas o no se tres o no se como yo entendería. No sé. Yo creo que es conveniente porque no solo para ellos si no también para los estudiantes que estamos con, como mas confianza.”

“...teachers and counselors that speak, uh, two languages or I don't know three or I don't know how I would understand. I don't know. I believe that it's convenient because not only for them but also for the students that we are, like, with more trust.”

While Mari thinks it has been nice to connect with teachers that share the culture and language, she also believes that it is important for teachers who are Spanish speakers to push students to use English.

“Yo digo que... que los teachers que saben español nos obliguen, es mas que cuando nosotros los conozcamos ellos digan que no saben español porque yo digo si yo hubiera tenido puros teachers de principio que afueras no hablaban español tuviera que haber sacado el Ingles. Entonces, así están todos los Latinos que se confían que, ay, esta bien... me entiende el español... y uno le pregunta en español. No se esfuerza en preguntar en ingles.”

“I say that...that the teachers that know Spanish should obligate us, more so that when we meet them they should say that they don't know Spanish because, I say, if I would've had all teachers from the outset not speak Spanish I would've had to use English. Then, all the Latinos are like comfortable, like...oh it's fine...they understand Spanish...and one asks in Spanish. One doesn't try to ask in English.”

Alexis says he feels motivated to do well in school because he has good teachers. He

says that there is one teacher who helps him and also speaks Spanish. This teacher has helped him understand content better.

“Tengo un profesor apoyándome en las cosas que no entiendo en matemáticas y cada vez voy mejor. Ay voy...”

“I have a teacher who supports me in the things I don't understand in Math and each time I do better. I'm going (on my way to do better)...”

Pablo says it has been encouraging to have teachers and counselors talk about plans after high school.

“Pues, nos apoyan, nos dan pláticas sobre los colegios que hay.”

“Well, they support us, they talk to us about colleges.”

Recommendations

This section serves to elicit more information in regards to research question 3 (How can schools do a better job of understanding and connecting with immigrant students?). General themes found across participants were having bilingual and bicultural staff, opportunities to develop positive relationships with peers and adults, and programs geared towards immigrant students. Some more specific recommendations were mentioned in regards to multicultural competency and culturally appropriate pedagogy.

New arrival program. All students said the one thing they felt was the most helpful was being able to connect with at least one peer at their school. They talked about wanting their school to have a formal program in place for new arrivals. This plan would include discussion of expectations, a space to process their feelings, and being paired with a student who shares similar experiences. They also think that this would be a great source to seek advice and learn how to be successful at school.

Alexis says that there was one peer who really helped him adjust to school. He recalls his first few weeks at his new high school in the US.

“No pues, se me hizo muy difícil porque, pues era una escuela bien grande ósea luego me perdía. Después tenía un amigo igual que me ha ayudado. No de mí mismo pueblo, pero era de, como de Oaxaca y pues creo que tenía, no sé, como más conocimiento. No le daba vergüenza. Pues pegue con él y casi todas las clases las tuve con él y allí me pegaba yo con él y a donde él iba yo iba. Y lo que no sabía, yo le preguntaba a él y el me ayudaba y así hasta que... tarde tiempo saberlo, saber mis clases porque yo todavía no estaba acostumbrado.”

“No, well it was very difficult for me because, well it was a big school, I mean, I would get lost right away. Then I got a friend similar (to me) that has helped me. Not from my same town, but he was from, like from Oaxaca and well I think that he had, I don't know, like he was more familiar with things. He wasn't embarrassed. Well I stuck with him and I had almost every class with him and I would stick to him, and wherever he went I went. And what I didn't know, I would ask him and he would help me and like that until...it took me a while to learn it, to know my classes because I wasn't used to it.”

Clarity in how to apply for college and devise a plan. While the majority of students reported feeling supported by teachers and counselors to graduate and continue with their education, some of them believe that counselors need to provide specific steps to take in order to apply for college.

Considerations for location of ELL program. Sara was the only participant to raise this issue. It was not a theme, however, the author believes this is an important points. Sara believes that the location of the ELL program keeps students apart from the general student population, which directly impacts the (lack of) voice of immigrant students as well as the felt presence of immigrant students through out the school.

“Creo que es un grupo que está muy escondido y no todos los chicos saben de eso y yo creo que, que también deberían de alzar la voz.”

“I think that it is a group that is very well hidden and not all of the teens know about it and I think that, that they should also raise their voice.”

Opportunities for non-English speaking students to participate. While not a theme, Sara raised her desire for the school to have organizations that allow non-English speaking students to feel they can contribute to clubs. Sara thinks this is not only good for students to expand their networks and learn English, but this also helps them build a resume for application for college and scholarships.

“Hay, eh, clubs que, que solo hablan ingles, eh, estas personas no pueden ingresar a, a participar en...después de escuela ya que quedarnos en la escuela tiene muchos beneficios no solo para poder convivir sino que también para poder ehh tener mas fuentes para poder conseguir una beca o algo así.”

“There are, eh, clubs that, that only speak English, eh, these people (new arrivals) can't participate in...after school (clubs) now that for us staying after school has many benefits not only to get along and share with other but to also have more opportunities to obtain a scholarship or something like that.”

Educators should seek professional development in multicultural topics. While not a theme, Mari spoke of the importance of teachers getting more education about different cultures. She talks about the importance of teachers not only teaching material, but also understanding the lived experiences of their students.

“Yo pienso que antes de que...los profes...antes de que una persona sea profe yo creo que tienen que también como tomar clases como para que puedan llegar a entender a los alumnos. No nada mas como para a enseñarles si no también como para entenderlos porque uno también es alumno, y aparte de ser alumno esta ahí estudiando y trabajando para tener una vida aparte, entonces no nada mas es pues el estudio también son problemas adelantados.”

“I think that before that...the teachers...before a person can become a teacher I think that they also have to like take classes to like be able to begin to understand their students. Not just like to teach them, but to also understand them because one is not only a student, and apart from being a student one is there studying and working in order to have a separate life, so then not only is it like the study but also it's the problems that come beforehand.”

Mari also talks to the importance of teachers acknowledging the role of ethnicity and race

in students' lives, because staying silent or neutral is just as damaging. When Mari recalled moments where she experienced racism at school she shared that she could not attribute it to anything, but she did believe that it was something embedded in the school culture. She shared specific incidents and certain people, but she also felt that it was an overall school problem. When discussing this, she recalls a time when a teacher was present, but did not actively stop racist commentary and acts, such as a White student not wanting to be a part of a group with a Latinx student.

“me acorde de un profe que la verdad es güero el, y no es racista, no, pero tampoco no le importa si te hacen rasizmo.”

“I recalled a teacher that is truly White, and he is not racist, but he also doesn't care if someone is racist against you.”

Contributing Factors

The seven categories were further developed and organized into contributing factors for each of the research questions. The following is a summary of findings for factors contributing to recent immigrant students' experiences in the US, factors contributing to recent immigrant student's educational experience, and final recommendations for schools provided by the students.

Factors contributing to recent immigrant student's experiences in the US (refer to Table 1) were categorized as individual factors, relational factors, and environmental factors. Individual factors, such as personal qualities (dedication), academic success (good grades), goals (graduating), and time management (working and going to school) were common themes. Relational factors, such as having supportive family and supportive friends, having positive adults (family and educators) and positive peers were common themes. Environmental factors,

such as environment (good community, good school), family financial stability, good teachers, opportunities, counselor involvement, family use of English, and resources were common themes. Included in this was the racial injustices previously mentioned in the results.

Table 1. Factors Contributing to Recent Immigrant Student's Experience in the US

Themes and Subthemes	Example responses
Individual Factors -Personal qualities -Academic success -Goals -Time management - Acculturation -Migration	Determination, ambition Doing well in school, good grades Graduate, learn English Working and school work, after school clubs, hobbies Use of Spanish, maintaining customs and traditions from country of origin Saying goodbye to family, thinking about family left behind, feelings of anxiety, feelings of fear
Relational Factors Supportive family Positive family relationship Positive peers Positive educator (teacher, counselor) Supportive peers	For students do to well, family pushes them to do well; parents encourage sc Healthy relationships with immediate and extended family, loving adult alwa present Peer as a mentor in order to do well in school Teachers and counselors are optimistic and encouraging Shared common language and cultural values
Environmental Factors Environment Family financial stability Good teachers Opportunities Counselor involvement Family use of English Resources	Good community, good school Parents in the US for years prior to student migration, living in a home Teachers who care, teachers who are knowledgeable ELL classes, after school clubs, better education, jobs Planning for college, classes to enroll in Parent/adult can enroll them in school without help of translator Necessary resources within school system
Racial Injustice Community School Ethnic identity	Being watched by store clerks for potential theft Racism by peers, teachers ignoring racism Being aware of other's assigned negative characteristics to one's ethnic identity in a way that was not experienced in country of origin

Note: Subthemes are not mutually exclusive.

Factors contributing to recent immigrant student's educational experience (refer to Table 2) were categorized as role of adults, role of peers, and role of programs and curriculums. The role of adults includes the significance of teachers, counselors, and family members and their contributions to positive educational experiences. The role of peers include friends, other students, and mentors who all shape the overall school experience. The role of programs encompasses the importance of instruction, the sense of community, and culturally relevant practices. Included in this was the racial injustices previously mentioned in the results.

Table 2. Factors Contributing to Recent Immigrant Student's Educational Experience

Themes and Subthemes	Example responses
Role of Adults Teachers Counselors Family	Caring teachers, bilingual and bicultutral Planning after high school, discussion of college, college visits Motivation to do well in school, value education
Role of Peers Friends Students Mentors	Shared values, similar experiences, common language Nice, kind Navigate the system, learn about school resources, help with classes
Role of Programs and Curriculums Importance of instruction Community Cultural Relevance	Clarity, translation Shared values, shared language, shared experiences Teachers ability to connect with students, understanding student's unique experiences
Racial Injustice Peers Teachers Programs Resources	Racist comments, segregation, ignoring, resistance in working with others Ignoring racism, English only policies, need for multicultural competency, more training on diversity topics Segregation, hiding, creates a sense of "otherness" No clear plan after high school, unclear pipeline for support

Note: Subthemes are not mutually exclusive.

Recommendations for schools (refer to Table 3) are listed as schools should: Hire bilingual and bicultural staff, Sensitive and considerate on where to locate the ELL program in relation to the rest of the school, Train educators on handling racism, discrimination, and bullying, Ensure after school programs are accessible to non-English speaking students, Be aware of the school culture they are creating as it relates to diversity and cultural appreciation, Provide quality ELL instruction and curriculums, Be aware of how English only policies impact integration of student and family involvement, Create a sustained new arrival program for incoming recent immigrant students, and Provide a mentoring program for recent immigrant students where they are paired with a peer who shares similar values, experiences, and language as the incoming student. Recommendations for educators are listed as educators should: Build a sense of community in classes, Seek professional development in multicultural competence, cultural humility, and culturally relevant pedagogy, Practice self-reflection, Check personal biases, provide students with clear steps and procedures in applying for college and seeking financial aid, and Understand the background and unique experiences of each student, and Be aware of and address racism and discrimination.

Table 3. Recommendations for Schools

<p>Schools should:</p> <ul style="list-style-type: none"> Hire bilingual and bicultural staff. Sensitive and considerate on where to locate the ELL program in relation to the rest of the school. Train educators on handling racism, discrimination, and bullying. Be aware of the school culture they are creating as it relates to diversity and cultural appreciation. Ensure after school programs are accessible to non English speaking students. Provide quality ELL instruction and curriculums. Create a sustained new arrival program for incoming recent immigrant students. Provide a mentoring program for recent immigrant students where they are paired with a peer who shares similar values, experiences, and language as the incoming student. Be aware of how English only policies impact integration of student and family involvement.
<p>Educators should:</p> <ul style="list-style-type: none"> Build a sense of community in classes. Seek professional development in multicultural competence, cultural humility, and culturally relevant pedagogy. Practice self-reflection. Check personal biases. Provide students with clear steps and procedures in applying for college and seeking financial aid. Understand the background and unique experiences of each student. Be aware of and address racism and discrimination.

Summary of Themes Addressing Research Questions

To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country? Common themes for this question resulted in students being aware of the importance of family and a good peer network in order to stay focused and attain their goals. All students expressed adversity while migrating, but they continue to persevere in their new country. Family, friends, and self confidence serve as protective factors.

What factors contribute to an immigrant student's educational goals? Common themes include having a good relationship with one or more trusted adult, a strong sense of familism, a peer mentor, good teachers, and believing that education is a necessity to having a good job.

How can schools do a better job of understanding and connecting with immigrant

students? This includes school having in place a New Arrival program, counselors should be clear with recent immigrants on how to apply for college and devise a plan before graduation, administrators should discuss considerations of the location of ELL programs within a school, schools should create opportunities for non-English speaking students to participate in after school clubs, and educators should continue to work on multicultural competency.

Not Themes, but Important to Note

The following will be noted through out the analysis as some examples of counter perspectives and experiences to the themes found across students. Alexis mentioned working out at the gym as a part of his daily routine. This example highlights physical health as a positive trait that could be considered a contributor to good mental health. While all participants mentioned that schools are supporting recent immigrants by having staff who are bilingual and bicultural, Mari noted it can also hold back development of English because students do not have a need to use English. Most students noted that media coverage on immigration does not effect their day to day living, but some did express worrying for family who were undocumented due to reports on the news.

CHAPTER FIVE

DISCUSSION

The majority of research as it relates to education and outcomes for Latinx populations has focused on negative outcomes, barriers, and deficiency models. The current study did result in some negative experiences as they relate to the role of race and ethnicity in the students' migration and post migration experiences in and out of school. The current study is a collection of experiences of recent immigrant students residing in a suburb near Chicago. Most of them live in communities and attend schools that have had little contact with immigrant populations. The students in this study appear to have been able to maintain their cultural identity, feel good about themselves, and are doing well in school; they show positive qualities that far outweigh negative characterizations that have long been assigned to Latinx populations and countries. It is important to note that the students in this study may be experiencing immigrant optimism, and future research should investigate changes in students' perceptions after a few years after initial data collection.

The Study and Latino Critical Theory

Many aspects of the study aligned with cultural values of the Latinx culture, which is important when doing research with Latinx populations (Ojeda et al., 2011). The author was able to establish some *personalismo*, or rapport, and develop a *plática*, or conversation, with the students. The author shared some common experiences, shared similar cultural values, and shared a common language with the students. The students were able to talk about their experiences and shared their stories with the author using Spanish, slang, and other phrases that

may be common in certain regions of Mexico and through out Central America that the author was familiar with and was able to take into consideration when analyzing the data. The coders also shared a similar background and common language, and were able to understand most of the language and the context, history, and background of the students in the study. This served to help the author and coder as they discussed themes and categories during the coding process.

The use of qualitative research methodology and Latino Critical Theory framework have allowed the author to make a connection between experiences amongst all the students in their shared stories of migration, adjusting to the US, and experiencing changes in their family relationships due to migration (Merriam, 2006; Valdes, 1998). In this study, the author learned about the challenges, struggles, and successes and the sense of community as shared through the *cuentos*, or stories, of each of the students (Valdes, 1998; Villalpondo, 2004). The stories shared by the students highlighted positive experiences and characteristics, but they also provided a *testimonio*, or testimony, of experienced racism and discrimination that is unique to Latinx populations as it relates to ethnicity, migration, legal status, cultural values and language (Villalpondo, 2004).

It is important to state that the author, coders, and students in the study are not immune to bias and are influenced by many varying factors. Each of the individuals in the study has their own unique perspective and experiences, which, inevitably, impacted the interviews and the analysis process. With this under consideration, the results and conclusions should be interpreted with the assumption that they were formed with the influence of the author's (primarily), coders', and students' lived experiences and unique backgrounds.

Racial Injustice

The theme of racial injustices is presented in its own section in the discussion in order to highlight its prevalence across categories. The experiences and realization of racial injustices surfaced across some of the students' experiences in and out of school. Racial and ethnic minorities have been subject to racism and discrimination in the US due to negative racialization, law and policy, and xenophobia (Familiar et al., 2011; Kowalczyk, 2010; Phinney & Haas, 2003; Ornelas & Perriera, 2011). Immigrant populations are more prone to experienced violence and discrimination due to xenophobic attitudes, negative attitudes, and unwelcoming communities (Shihadeh & Barranco, 2013), which has significantly increased after the election of the 45th president. Some of the students reported having some concern about how immigration and Latinxs are being covered in the media, with a particular concern for the way undocumented Latinx are being covered. Two students spoke to specific examples of how the president's openness about his negative views on undocumented immigration raise concerns for family and friends whom they know to be undocumented, and what that can mean for the future of the family and the individuals. One specifically spoke to how others negatively perceive her and other Latinx based on what has been said by the president and current media portrayal of Latinxs, specifically Mexicans. Another student stated that she realizes her ethnicity now in a way she had not considered in her country of origin. She tells of times when store clerks overly watch her because they thought she might steal merchandise. Social identity theory maintains that one's self-concept relies heavily on how one's group is perceived by the larger society, and to what degree it is positive (Phinney & Haas, 2003). In other work by Tajfel and Turner in 1986 (as cited in Chunn et al., 2003) social identity is based on the strength and valence of ethnic

identity, which impacts identity. While all students in the study reported feeling confident and comfortable with who they are, it is critical to note that they are recent immigrants and have not been exposed to a long period of assigned negative characteristics to their race and ethnicity.

Immigrant students in schools are likely to experience racism and discrimination compared to their White counterparts due to variances in cultural values, language, and socioeconomic status (Bass & Gerstl-Pepin, 2011; Carter, 2013; Hong, 2011; Raffaele & Knoff, 1999; Suarez-Orozco et al., 2008). Suarez-Orozco et al. affirm that schools play a critical role in an immigrant student's acculturation process as it is the first sustained immersion in an institution of their new country and schools are where immigrant students will learn how their host group perceives them and navigate the process of learning where they fit socially into the larger scheme of the US. One student expanded on her concerns of media portrayal and the tone of the current president by saying that these two factors impact her interactions at school. She believes that students who align more with the physical characteristics of the current president (light hair, light eyes) feel more superior to other students. The student reported feeling even more isolated by recalling moments when a teacher ignored racist comments. She further went on to explain that she believes teachers are not fully trained on dealing with diversity issues and that they are also influenced by their own experiences and biases. What racism looks like in schools for her includes, but is not limited to: avoidance, ignoring, resistance in collaboration, teacher ignoring racist remarks, and segregation. This is unique insight with clear examples that was richer than the other stories shared by the students in this study. The author believes it is important to note that this is the only student that attends a different school in relation to the other three, who attend the same school. The female student who reported specific experiences of racism in the

classroom attended a more diverse school, with a lower SES, a higher immigrant population, in a community who has had longer exposure with immigrant populations. She is also the only one of the participants who has traveled to various parts of the world, has family members who have attended higher education institutions, and is a documented citizen. Further investigation of each student's worldview, education on race and immigration topics, and previous exposure and discussion of race and ethnicity and legal status should be considered in order to understand the context of each student. Additionally, it appears that there may be a connection between sustained exposure to a phenomena and how that shapes ones perception of that phenomena at a larger scale if the experiences of the student in this study can be further investigated with students of similar background. Future work should further examine various points in time to note changes in perception of lived experiences, consider previous schooling experiences, and investigate perceptions of family members and whether or not that influences the participant's perceptions and experiences.

The biggest contrast in the study was the students' perception of feeling supported by the school, while also reporting they did not have a clear plan for graduation and after high school and also reporting incidents of racism and isolation. Relationships in school are an important factor in acculturation and help immigrant students acquire basic socialization skills and an understanding of their environment (Suarez-Orozco et al., 2008). All of the students reported having positive relationships with peers, but the peers were those who shared similar cultural values, experiences, and common language. These students were from the ELL program and one student specifically pointed out that the ELL program was placed in a hidden part of the school and the location did not make immigrant students visible. Additionally, joining after

school clubs was challenging due to the language barrier. Schools with segregated classrooms assignments to programs and programs that create segregation based on accepted language and culture serve to separate students of different backgrounds (Bartolomé, 2008; Carter, 2013). Students stated they feel accepted by and connected to their peers, but only spoke of those peers who are similar to them. It was unclear how they perceived themselves in relation to the larger circle of peers at their school, and it appears from the commentary in the interviews that the students did not have many opportunities to explore that type of sustained interaction.

Cultural memory can serve to feel positive about one's identity and cultural bereavement is an experienced sadness due to not being able to recall memories that make you feel close to your culture. Memories of the past can ensure continuity, but loss of memory can cause bereavement of culture. Cultural memory allows people to identify themselves with a group, which influences self-esteem and identity that was evident for the students in this study. They may currently have a positive outlook because there has not been a sustained exposure to racism and discrimination in the US. They are also very close to their family and have peers who share the same values and experiences. They still practice their customs and traditions and maintain the Spanish language. It appears that they still think about and talk about their experiences in their country of origin based on what was shared in the interviews and how they reflected on family. All of the students expressed the importance of being able to share experiences and values with peers as a large part of their success in settling in their new country.

Researchers should consider a link between acculturation and mental health outcomes (Lawton & Gerdes, 2014). When considering concerns for immigrant students, individual, environmental, and family influences are key components in understanding acculturation

processes for Latinx immigrant populations. Pre-migration, migration, and post-migration processes should be further investigated such as experienced high poverty and little education prior to migration, experienced trauma during migration, and challenges and struggles post migration (Ornelas & Perriera, 2011; Perriera & Ornelas, 2013). One student had a gap in education prior to migration. Most had experienced living without one or both parents for an extended period of time due to migration. Some students experienced feelings of fear and maltreatment as they migrated undocumented. They reported the maltreatment being due to their legal status and shared instances where they were barely fed or did not have access to a clean shower while they were held in detention centers. While all reported fear during migration, the students who were undocumented shared specific instances where they felt extreme anxiety and fear. Some of the students in this study reported experiencing racism and discrimination in and out of school while in the US. It is unknown if the students in this study are processing the memories, experiences, and emotions with a counselor or school psychologist. These are important considerations for educators working with immigrant populations. The students in this study are facing language barriers, adjusting to new systems, navigating a school routine while also dealing with memories from pre migration and migration. This is compounded by the fact that some are reporting to be in the beginning stages of realizing how their ethnicity and race is racialized in the US and how that may or may not affect their own identity formation.

Contributors to Recent Immigrant Students' Experience in the US

Part of the study was framed around identifying the contributors to recent immigrant student's experience in the US. Research question 1 (To what extent are immigrant students aware of personal, social, historical, and environmental factors that impact their day to day lives in their new host country?) served to elicit this information. The information was organized as individual factors, relational factors, and environmental factors.

Individual Factors

The participants in this study all migrated before the age of 18, but after puberty. The majority also migrated without a parent, and all experienced fear and anxiety during transit. Some current research points to an increased risk for mental health outcomes and negative outcomes due to experienced racism (Familiar et al., 2011; Ornelas & Perriera, 2011; Shihadeh & Barranco, 2013). The students in this study have stated to believe to be doing well in their new country defined as doing well in school, having a good social network, and are comfortable with who they are. As a researcher who has read through the literature that overwhelmingly cautions of potential mental health issues related to migration, it was incredibly interesting and exciting to listen to each individual student tell a story of struggle followed by an affirmation of well being and a positive outlook. It is important to note that each of them did talk about challenges and struggles, but mostly focused on the positive during the interview. If indicative of others in a similar situation, migrating after puberty and before establishing credentials and a profession in the country of origin may be a protective factor for immigrants, since they potentially will not suffer of depressive symptoms due to lack of social recognition and transfer of credentials in their new host country (Bhugra & Becker, 2005). Due to the small sample size

of this study, further investigation related to migration and outcomes for this age range should be considered.

Personal qualities. All students reported feeling very motivated to do well in their new host country and had clear goal to do well in school, graduate, find good work, and even seek higher education. Self-motivation was an overlapping theme in contributors to educational experience. For example, the same factors that were mentioned that effect the way recent immigrants experience their new country were also the same ones that effect how they experience school. They all stated that staying focused, having goals, and “echándole ganas” (trying hard for what you want) were all important in order to succeed. The recent immigrant students in this study appear to have characteristics of other Latinx immigrant students who report to have immigrant optimism and good grades with a desire to do well in school (Garcia Coll & Marks, 2011, Suarez-Orozco & Suarez-Orozco, 2009).

Academic success and family. Students in this study are highly motivated to get a good education and establish a good career. They have a strong sense of familism, but seek individual-oriented achievement. Though not acculturated, students in this study did not necessarily look to family as a referent and reported being well, contrary to some research findings (Cordova et al., 2014; Kulis et al., 2009). This could be due to a history of migration amongst immediate families in this study, which may have made them accustomed to being more independent to some degree. While they expressed to value familism, they were expressed individualistic goals and aspirations. Opposed to some of the research (Cordova et al., 2014; Dogra et al., 2011), while family ties were already strained due to migration and varying acculturation levels, this did not appear to decrease the students’ perceived overall well being.

They believed to still have a secure, positive and supportive relationship with their family and peers. It is important to note that throughout the various points of migration amongst family members, there was a consistent presence of a supportive adult. This is consistent with the role familism plays in the student's lives (Rueschenberg & Buriel, 1995), particularly grandparents in these shared stories. While a history of migration amongst family members increases the likelihood of transgenerational trauma (Phipps & Degges-White, 2014), transgenerational trauma did not appear to be present in this study. The strengths in the students of this study heavily point to supportive and caring adults and peers and a strong sense of motivation. Additionally, students reported that their parents have been in the US for a few years. More information about the relationship that exists between the parent and student and the migration and settlement experiences of the parents has the potential to provide more insight. These factors and further examination of recent immigrant students who believe to be doing well in school and adjusting to their new host county can yield more information about what can serve as a buffer to transgenerational trauma, which can help inform best practice for educators and mental health practitioners working with similar populations.

It is important to consider that two of the participants in the study are currently not living with their parents. Much of the discussion during the interviews revolved around topics related to school. As more time passes, it would be interesting to know how the separation might influence their adjustment as they navigate their new country as a young adult, as opposed to a high school student with more direct guidance provided by teachers and counselors. The other two were reunited with one or both parents after years of separation. One student said he did not feel close to his father because he does not know him. The other student did not mention her

father. While both said they are close to their mother and spoke highly of the importance of family, further investigation of the relationship with the father over time might yield more insight into the family dynamics, acculturation, and adjustment.

Acculturation. Students did not reflect as much on their process of acculturation during the interviews as they did on other aspects. While this data was not rich, they did touch on some insightful points. The students shared a strong sense of cultural memory (Berry et al., 2012). They talk of past memories and uphold cultural customs and values of their native country and do not celebrate customs of US.

They did mention cultural separation by not truly feeling like they connected with US customs and traditions, but still practiced and followed customs of their country of origin (Berry et al., 2012). This could also be attributed to a sense of “ethnic replenishment” (Jimenez, 2010) fostered by their participation in the English Language Learners program, discussed in later sections. Some students did touch on ethnic identity and acculturation through experienced racial injustice. Bad experiences based on race and ethnicity brought awareness of negative perspectives towards them based on their ethnicity in a way they had not experienced in their country of origin. It would be interesting to examine students at later points to see if there are any changes after long term exposure, as some research highlights ethnic loyalty is a distinguishable factor in acculturation (Keefe & Padilla, 1987), and society’s view of certain ethnicities will inevitably impact ethnic identity and self-esteem (Phinney & Haas, 2003). This is an important point to continue to investigate, as there is a link between acculturation and mental health (Lawton & Gerdes, 2014). However, this group has strong relational factors that serve as protective factors that may buffer negative influences.

Migration

Reflection of migration on behalf of the students yielded information about the significance of family. Some of the students did report effects from experiences occurring during migration. Students are prone to experience depressive episodes when reflecting on such memories, compounded with settlement experiences of language barriers and racism (Perriera & Ornelas, 2011). Two of the students reported experiencing maltreatment during migration and extreme fear. All reported being afraid during migration. During post migration, they reported having social support and a positive school environment, which serves as a protective factor.

Most of the students were undocumented or have family in the US who is undocumented, but they reported not feeling overwhelmed or consumed by their status. Some research points to the unique emotional stress students may experience in this type of situation because they are not only learning a new language and adapting to a new environment and school system, but they are chronically stressed about their status (Cervantes et al., 2010). Some of the students did report giving their status, or status of family members some importance. This was not reported to be a chronic stressor at this point. However, this is based on one interview with someone they met for the first time. Two of the four students reported being undocumented. The legal status of another one of the four is unclear. All of the students in the study reported not having a clear plan on how to successfully accomplish their goals after high school. It appears that most of the students are navigating the system as defacto legal. Providing concrete advice, resources, and guidance on how to navigate the system within their legal status is imperative for their success and mental health.

The International Seminar on “Youth Migration and Transitions to Adulthood in Developing Countries” (2010) does report that a new confidence develops for students who migrate, but it does make them prone to negative mental health outcomes. All of the students in the study appear to have some level of a strained relationship with at least one parent. Three of the four students appear to have a weakened relationship with their fathers due to separation during migration. Little to no information was shared about their fathers during the interview. Two of the four students are not living with their parents because of migration. Three of the four students have not had a sustained relationship with one of the parents due to migration. Family ties have been weakened, but the students report family as being influential in their adjustment and well doing in school.

In general, the most significant memory they had and continue to think about was saying goodbye to their loved ones in their country of origin, not their migration experience or current status. For the students in this study, it appears that relational factors serve as a protective factor against potential mental health concerns.

Relational Factors

Students in this study overwhelmingly reported having positive family relationships and supportive family as being a contributor to the success they are experiencing today. Many of them shared the support of family members during separation from immediate family members due to migration, and also supportive family members during their own migration and settlement in the new host country. A strong sense of familism as a buffer in this study is in line with the research that highlights familism as a protective factor (Guilamo-Ramos et al., 2009). Students report that being reunited with family has been a positive for them, and could be seen as a

contributing factor to a positive outlook (Ornelas & Perriera, 2011). Positive and supportive relationships with others is also an overlapping theme found in other categories, such as positive relationships with peers and teachers at school.

Depressive symptoms were prevalent in parents who faced profound economic and political turmoil in their country of origin (Ornelas & Perriera, 2011; Perriera & Ornelas, 2013). For this study, more information about the parents is needed in order to accurately make conclusions about contributing factors to mental health of students. This would be relevant information because the bond between family members for the students in this study is important.

Environmental Factors

Family stability in the US was probably a significant contributor. This was talked about, though not directly identified by the students as a contributor to their success. Most of the students had parents who had established a home, a steady income, were familiar with navigating systems (e.g., enrolling in school, doctor visits, groceries), and knew some English. If they were not geographically close to a parent, they had a sibling, or extended family to count on with similar knowledge. The majority of students in this study had parents who were more acculturated than they were. Which is a different experience than the large body of research concerned with adolescents acculturating faster than the parents, which creates family stressors (International Seminar, 2010). The majority of parents in this study have lived in the US for a few years and have high expectations for their children and are supportive of their goals.

While some research points to the negative effects of social media on teens and exposure to the political discussion about immigration on the education of undocumented Latino students

(Covarrubias & Lara, 2014, Thorbjornsrud, 2015), media does not appear to effect the students in this study like other later generation Latinx adolescents. Further investigation of politics and economic status taking place in their country of origin should be done to offer a deeper insight. It could be that there are bigger issues they are concerned with compared to how a country racializes their identity. Additionally, this could provide insight to a deeper individualized focus the students have in this study to do well in school and create a foundation for success, as discussed in the individual factors section. Further information in regards to their availability to technology and their primary use of social media should be investigated to determine if there are variabilities between recent immigrants and US youth as they relate to technology and social media.

Most of the students in this study live in communities and attend a school that has had little contact with recent immigrants. Some research has pointed to challenges recent immigrants can face in these types of new territories (Shihadeh & Barranco, 2013). There is also extensive data on detrimental outcomes for minorities with an increased risk for immigrants as it relates to police brutality, racism, violence, and incarceration (Aguilar, 2015; The Guardian, 2015; Kindy, 2015; Kunnie, 2010). This is a point of consideration for educators and other professionals working with recent immigrant students and their families. Over time, the students may have a variety of experiences as they attend schooling and their live in their new community.

Contributors to Recent Immigrant Students' Educational Experiences

Part of the study was framed around identifying the contributors to recent immigrant students' experiences in the US. Research question 2 (What factors contribute to an immigrant student's educational goals?) served to elicit this information. The information was organized as individual factors, role of adults, role of peers, and role of programs.

Individual Factors

All students in the study state they are doing well in school and feel motivated to accomplish their educational goals. Students in this study have a strong desire to learn English and report feeling supported by teachers and having good relationships with peers at school. This was a shared theme in their experiences in their new country. They all believe that if they try hard and remain focused, they will have good outcomes. This points to migration during later teens as a protective factor. They may be more optimistic due to less sustained exposure to education in US that may be inappropriate or even racism and oppression (García Coll & Marks, 2011; Suarez-Orozco et al., 2008). They also mentioned being comfortable with themselves and being who they are, not only in their community, but also in school. Some mentioned this was due to personal qualities and personality, others mentioned this was due to the support of parents, grandparents, siblings, and/or teachers.

Role of Adults

Students in this study reported feeling supported in their educational goals by their parents, their caretakers (previous and current), and their teachers and school counselors. Having a caring adult (grandparent, parent, older sibling) who supports educational goals consistently in their lives pre-migration and post-migration serves as a protective factor (Moreno et al., 2011;

Williams & Sanchez, 2011). More information is needed about how students believe their parents are showing support, such as attending school functions, staying in communication with teachers, and/or helping them with schoolwork. In this study, students shared that they knew their parents and grandparents wanted them to succeed academically because they told them to do well in school and encouraged them to graduate in order to get a good job. In most cases, parents are encouraging them to apply for college. However, it was not mentioned the ways in which these adults communicated with and were involved with schools.

Students in this study have all been able to connect with one or more caring adults in school. They believe they can count on their teachers and counselors for support. They also feel that the school they are attending is providing supports by having staff members, particularly teachers, who are bilingual and bicultural. Students report that this is a key factor in their positive academic trajectories as recent immigrants. They are able to communicate with adults on important factors that contribute to academic success, such as asking for clarification, understanding content, and matching current instruction to previous knowledge about material.

Students in this study also feel that the teachers and counselors have expectations that they will graduate and continue with their education after high school. Some of the students reported that, while they feel supported by teachers to continue to their education past high school, it was unclear about specific measures to take in order to make that a reality. The students highlight the importance of open communication with adults at their school and having a good peer network to talk about experiences as factors that have helped them be successful at this point in school. The connection to community and school compounded with social support can reduce the risk for mental health issues (Suarez-Orozco et al., 2008). Additionally,

immigrant students are at risk for negative mental health outcomes due to language barriers, unfamiliarity with systems, and lack of information about resources (Bostwick et al., 2014; Gulbas & Zayas, 2015; O'Donnell et al., 2015; Peña et al., 2008). Based on what we know about this research, having a clear plan and available resources (e.g., center for information, legal counsel, college counselors who speak Spanish, contact information for available resources) can help students navigate the system more effectively. For recent immigrants, it is likely that immediate family may be unfamiliar in ways to attain the resources or may be unfamiliar with application protocols and procedures. It is imperative that high school counselors equip students with as much information and link them to as many resources available to them in the community prior to graduation in order to provide the best support in order for students to achieve personal goals and reduce the risk of depressive symptoms, suicidal ideation, and anxiety.

Role of Peers

Some of the literature is rightfully concerned with a current school environment that has increased intimidation and hostility towards immigrant students (Hale et al., 2011). Some of the students in the study did report experiencing racism and some periods of isolation in the initial stages of attending a US school (Carter, 2013; Casesa, 2013; Suarez-Orozco et al., 2008). Despite the experiences, all reported being able to establish a positive peer network in school. All of them mentioned the importance of establishing a relationship with a peer who has shared similar experiences. Generally, these relationships were established with other peers enrolled in the English Language Learners group at school, particularly other Latinx students. This

indicates that having a peer network that shares similar experience, a common language, and similar characteristics.

Within the ELL program, all of the students in this study reported having the opportunity to establish relationships with peers in a group that shares similar experiences and values. In this type of environment, whether it is a recent immigrant or a student who has been in the program over an extended period of time may not matter because new immigrant students contribute to “ethnic replenishment” that continues to keep students connected to their customs and traditions (Jimenez, 2013). This theme also overlapped in the individual factors section, as mentioned earlier. Students reported feeling confident and comfortable with who they are because they felt connected to their culture and customs in a positive way.

However, this circles back to the notion of how “otherness” becomes important as it plays out in schools. One student reported that the location of the ELL program and the English only culture of after school clubs kept ELL students out of the mainstream school culture. Another reported that although her school is diverse and has a lot of immigrants from different countries, the lighter ones with more “American” features discriminate against the darker and Latinx students. She attributes to some of the experienced racism and discrimination to be partly due to teachers’ inability to step in and stop the negative behavior. Some examples provided by the student include a student refusing to work in a small group with other dark skinned students, other students not really acknowledging Latinx immigrant students in the hallways, and teachers ignoring racist comments in the classroom. While the role of peers is important and reported to be positive in this study, it is important to note that the students in this study only spoke

positively of peer relationships with a shared ethnic background, particularly those students enrolled in the ELL program.

Role of Programs

In general, all students reported positive experiences in school due to enrollment in the English Language Learner (ELL) program. This was expressed to having exposure to Spanish speaking teachers, peers who share similar experiences and language barriers, and mentorship from peers and teachers who are part of the ELL program. Additionally, most students reported a sense of being challenged, but having enough scaffolding support from teachers (site). The self reporting of doing well in school for the recent immigrant students in this study agree with the research that states that recent immigrants are likely to have a more positive perception of school due to less long term exposure to ineffective instruction (site).

A contrast that is important to note is that while the majority of the students in this study reported a positive connection to school, half of them did highlight some areas for improvement. One student reported not feeling that teachers had high academic expectation for Latinx immigrant students, because they were being taught very basic grammar skills versus language immersion based learning. Lower standards and expectations have been linked with minority populations (Bass & Gerstl-Pepin, 2011; Raffaele & Knoff, 1999). Another student reported feeling a sense of marginalization based on the location of the classrooms assigned to ELL classes. The student reported feeling the rooms were hidden from the mainstream student populations. This can lead to false perceptions that Latinx immigrant students want to remain separate from the mainstream school population (Carter, 2013; Casesa, 2013). This type of

segregation also impacts how the groups are racialized within the school (Kowalczyk, 2010; Suarez-Orozco et al., 2008).

The students in this study shared a variety of lived experiences as they relate to migration experience, settlement experience, family, and a large amount of experiences in school. Most of the experiences shared in each students' stories were positive, and the negative highlights considerations for improvements in schools.

Recommendations for Schools

The last part of the study focused on identifying areas for improvement and other considerations for educators. Research question 3 (How can schools do a better job of understanding and connecting with immigrant students?) elicited information. The recommendations were organized by recommendations for schools and recommendations for educators.

In general, the students in this study reported having a positive connection to school because of positive adults, positive peer relations, social support, family support, and a sense of community within the ELL program. Some of the students reported experiencing some anxiety and uncertainty based on their legal status. Some reported experiencing racism in school and believe that schools could improve in delivery of instruction and visibility of minority students (e.g., location of the ELL program in the school building). The impact of negative discussion and political policies has a detrimental influence on the education of undocumented Latinx students (Covarrubias & Lara, 2014). It is important for school leaders to encourage professional development on reflection and bias checking, along with teaching skills in identifying and practicing culturally appropriate methods. School building leaders should also consider location

of ELL programs that create a more inclusive environment within the school building.

All reported having a clear goal to graduate high school, and most desire to continue with higher education. Most rely on counselors to help them navigate the application process to get into college and some of the undocumented students in this study are undocumented and have more specific challenges due to status. Undocumented Latinx students are at a risk of feeling excluded from society after exiting school (Gonzalez, 2011). Undocumented Latinx youth graduating from high school would benefit from a plan discussed with a school counselor that addresses the unique situation of each student.

Considerations for counselors were highlighted by the students' reported experiences. All students reported not having a clear plan for graduation and after high school. It is unclear if the students in this study are aware of their current status in terms of class credits, expected graduation date, and available resources. All students reported a desire of a new arrival program that would help them transition and succeed in school. Counselors would greatly benefit from familiarizing themselves with similar programs that have been successful with student populations similar to the ones they are serving. It is important for counselors to continue to listen to student input as to what would help them navigate their new system(s) as each student and culture is unique. Foundational information such as class credits, requirements for graduation, expectations of the school and classroom, resources, and mentorship are good starting points. Creating plans for graduation and plans for after high school that align with their goals and current situation would greatly increase likelihood that students will achieve their goals.

Additionally, the importance of social support networks was clearly highlighted by all of

the students in this study. Schools should actively learn to better understand the nuances of relationships of students and families to better support students. While a common misperception can be to assume students who have been impacted by varying migration patterns within their family may experience strained relationships amongst family that is not always true. All of the students in this study reported feeling connected and supported by their family at all times. Each student shared their unique experiences and relationships with family and how the support has been critical to their success. Schools should strongly take this into consideration when working with students and incorporate practices, programs, and policies that encourage family involvement in genuine ways. Due to the varied nature and nuances, schools can start by asking their students and community what they would like to see at their school.

Considering the positive factors in this study, specific recommendations discussed by the students, and areas for growth shared by the students in this study, the following is a list of recommendations made by the students for educators working with recent Latinx immigrant students. Schools should: hire staff in teaching, leadership, and support services reflective of the of the student population (ethnicity and common language); provide a peer mentorship program for new arrivals sustained over a period of a few weeks pairing them according to similar shared experiences, values, and language; engage with family and/or significant adults in their lives to support student's educational goals; provide and require professional development in the areas of multicultural competency and mental health; ensure high academic expectations for immigrant students; be aware of and actively combat bullying and discrimination taking place in school; work with immigrant students in creating a plan to graduate and a plan after exiting high school; and have a sustained and formal new arrival program that addresses topics specific to recent

immigrant students (e.g., navigating a new school system, location of important offices, protocols and procedures, discipline, classroom expectations, resources, and role of various adults in the school).

Limitations

I relied largely on the participants to share their stories and experiences. While they all had unique and varying backgrounds, some of the participants were more articulate about their situation versus others. Mari was the most articulate participant, while Pablo was the least willing to share. Some of what Pablo shared was contradictory and unclear to me during the interview and while transcribing. I was unsure if this was due to his own awareness and knowledge about his own situation (e.g., using a coyote, waiting in Texas for two weeks, but then having proper documentation which makes it unclear of his status). This effected generation of themes and interpretation of data as it relates to recommendations and education of undocumented students in this study.

While I expected gender differences to arise, the participants in this study did not appear to report any differences. This could be due to age of participants during and post migration. The females articulated racism and system oppression in this study, while the males did not. This, however, does not mean that males are immune to both. Further investigation and probing with the males could have yielded more information. Sexual orientation and gender identity were not disclosed during the interview. This did not yield important information as it relates to mental health. There is a significant gap in this study for further investigation of intersectionality. Additionally, all of the participants in this study lived with one or more adults who have been in the country a few years and have some English language skills. All of the

adults have higher English language proficiency than the students in this study. Information about language brokering and its effects on family relationships, individual factors, and academic trajectories was not collected in the data.

All participants discussed family in this study. However, more information about the parents is needed in order to accurately make conclusions about contributing factors to mental health and educational outcomes for students in this study. Information about the parents' pre migration status (socio-economic status, political turmoil, reasons for migration, any existing mental health issues, education), migration experiences, and post migration status would provide more information and identify any potential links for students as they settle into their new country. Students reported believing their parents and caring adults in their lives support their educational goals. However, in this study, specific data about how parents are showing support for academic goals and success (such as attending school events, communication with teachers, helping them with school work) was not collected.

There was little diversity in ethnicity and educational records. Three of the four students were Mexican, making this study not very ethnically diverse. However, it's important to note that the regions where they lived were vastly different in terms of development and cultural norms, and their family history greatly varied. Lastly, none of the students have individualized academic or behavioral plans (e.g., IEPs, BIPS or 504 plans). Examination of systems level issues as it relates to special education service issues and assessment unique to Latinx immigrant populations were not discussed in this study.

Future Direction in Research

The limitations of this study could be used to inform future direction in research. First, the sample was not ethnically diverse, but not solely one ethnicity. Requiring each student to be from a different country could have provided different points of consideration when working with Latinx immigrant students. Requiring all students to be from Mexico, but from differing regions could have highlighted specific nuances within the same ethnic group in uniformity (Sara is not from Mexico, while the other three are). Secondly, more information about gender differences should be considered. Having a larger sample size would increase the opportunities to discuss gender differences, gender identity and sexual orientation. Future work should include more representative samples across the gender spectrum and across sexual orientation given the differences in mental health risk factors and lived experiences. Third, three of the students attended the same high school and lived in the same community. Larger sample sizes with geographical diversity would elicit more information about settlement and social and environmental factors that could be generalized. Fourth, including perceptions of parents, guardians, siblings, teachers (general, special education, ELL), counselors, school psychologists and school leaders and Latinx leaders in the community is an important next step. Fifth, the legal status of the participants was not balanced. Having equal representation of legal status could highlight potential differences on factors contributing to anxiety and fear as well as implications for planning after high school for counselors. Sixth, the use of technology and social media should be further investigated in order to make clear connections between media and mental health. Exploring availability of technology, sources of information, and purpose for use of social media can be used to compare any differences and/or similarities of the use of

media between recent immigrant students and US students. Seventh, longitudinal studies should look at the changes that occur from recent arrival, to exit of an ELL program, to after graduation to examine influence of sustained exposure to the US and mental health. Longitudinal studies could yield more information about the effects of long-term exposure to schooling and society in the US. Further investigation of recent immigrants comparing data as new arrivals versus data after exiting an ELL program could provide more information about the effects of not having social support from the ELL program, relationships with monolingual teachers, and a immersed and sustained exposure to diverse peers (such as classrooms, clubs, sports). Studies also checking in with students throughout the years when they graduate high school to compare experiences and accomplishment of goals could highlight strengths and considerations for educators and parents. Eighth, further investigation of social supports and nuances of relationships should include input from family members to better understand this protective factor. Lastly, the researcher in the study was linked to someone in the school that the students attended. While this may have served to build rapport, responses may have been biased due to social desirability responding. While it is unclear to what extent the students made the connection between the author and the staff, considering the author was not with the staff during interviews, the likeliness is minimal. Considerations for recruitment should be closely examined. Future researchers should also ensure that the interviewer and anyone who comes in contact with the participants should speak their native language and understand their culture. This will reduce linguistic problems, mistrust in translation, errors in translation, and the risk of improper cultural etiquette.

Future Directions for Practice

Knowledge and awareness are a good first step towards multicultural counseling and culturally relevant pedagogy. Training programs and curriculums should include information on diverse populations such as the history of each group as it relates to law and policy in the US that shape the racialization of each group today, current policies and laws that shape the population today, current politics around the world and immigration trends, and effective interventions and practices used with diverse populations (Ladson-Billings & Tate, 1995; Suarez-Orozco et al., 2008; Yakushko, Hoffman, Morgan Consoli, & Lee, 2016). Reflection and checking one's own biases can serve to be more cognizant of one's own stereotypes and assumptions and how they impact interactions with students and families (Wu, 2014). One student particularly talked about the need for educators to learn about diversity in order to begin to understand each student's unique experiences. Professional development in multicultural competency and diversity topics should be continued well after graduation. Some students spoke to the racial injustices and discrimination. Schools should consider ways to encourage cross-cultural exposure to reduce feelings of xenophobia for both educators and students. Sustained interaction with cross cultural groups can increase best practice in culturally relevant teaching, effective multicultural counseling, and shift approach from knowing about others to caring about people from different backgrounds (Lopez & Bursztyn, 2013; Yakushko et al., 2016). The students in this study repeatedly highlighted the importance of having bilingual and bicultural educators who were able to connect with them and their experiences. Schools should focus on ensuring that the culture and language align with the skill set needed. Programs and schools should focus on recruiting bilingual and bicultural staff while also hiring interpreters that are trained in systematic ways.

The interpreters should be specifically trained in areas where they are delivering services in order to have the appropriate methods and vocabulary. An interpreter delivering services during and IEP meeting will require a different skill set than an interpreter translating during a parent teacher conference or an interpreter translating a parent call to the main office. An interpreter who is delivering mental health services will also require a different skill set than an interpreter used during a class scheduling meeting between student and counselor. Teachers, school leaders, counselors, and psychologists working with immigrant populations should also increase their involvement on immigration issues in their respective fields and in the community. Measures should also be taken in order to address school climate and the underlying messages the school is sending to immigrant populations. The location of programs, language policies, and staff representation are a few places to begin to change the tone (Bartolomé, 2008; Suarez-Orozco et al., 2008).

Conclusion

Despite the limitations of this study, the students in this study were able to articulate well what factors have contributed to their current success in settlement experience and schooling. Having caring adults, positive peer relations, and a personal desire to do well are all common themes amongst these students. The study also provides unique insight from the lived experiences of 18 and 19 year olds who recently immigrated to the US. The majority of research on recent Latinx immigrants has been with adults. Research conducted with immigrant students has covered immigrant students who have been in the country for an extended period of time, which can yield different information compared to recent immigrant students. This study is a collection of the lived experiences of recent Latinx immigrant teens, who have had little

exposure to US systems and also have unique protective factors (such as parental support, teacher support, economic stability).

The students in this study highlight what schools are doing well, with reasonable considerations for improvement. Contrary to previous published research on Latinx populations and Latinx students in schools based on deficiency models, the study results show strengths and positive attributes of Latinx students. This study also encourages school to examine policies and practices that are marginalizing minority students and consider ways to improve the school climate. Though the students in this study recently arrived in the US and have recently enrolled in US schools, their dedication, motivation, and focus in accomplishing goals serve as positive examples.

APPENDIX A
CONSENT FORMS

Consentimiento de Participación en la Investigación Académica

Proyecto: Entre dos tierras: Cuentos de estudiantes en escuelas en los estados unidos que han inmigrado de un país latinoamericano

Investigadores: Yahaira Díaz
Patrocinador de facultad: Dr. David Shriberg

Introducción:

Usted está invitado a participar en un estudio de investigación llevado a cabo por Yahaira Díaz, una estudiante en la escuela de Educación en la Universidad Loyola de Chicago. Se le pide a participar porque como un inmigrante, usted puede ofrecer información y puntos de aprendizaje para maestros que trabajan con estudiantes como usted. La transición no es fácil, pero entre mas podemos compartir de nuestras experiencias, mas podemos aprender todos juntos.

Por favor, lea este consentimiento con cuidado y haga cualquier pregunta que usted pueda tener antes de decidir si desea participar en el estudio.

Proposito:

La investigadora es la primera generación nacida en los estados unidos en su familia. Sus padres y abuelos inmigraron a los estados unidos y se enfrentaron con muchos desafios. Ella se dedica al trabajo y estudio de los afectos de la inmigración. También le interesa en apoyar a maestros que trabajan con estudiantes que son inmigrantes para que los estudiantes pueden mantener sus costumbres e idioma y a la misma vez aprender ingles. A través de este proyecto, ella tendrá la oportunidad de escuchar historias y experiencias de diferentes estudiantes que han inmigrado recientemente. Esto posiblemente ayudara a los maestros y también en cambio ayudara a mas estudiantes.

Procedimiento:

Si usted da permiso para participar en el estudio, se le pedirá que complete una entrevista que se espera que dure aproximadamente 30 minutos. Tomará lugar en una biblioteca cerca de usted en un cuarto privado para proteger su privacidad. Preguntas de la entrevista han sido diseñadas para que pueda hablar de sus experiencias y un día típico en las escuela. Con su permiso (eres libre de declinar), todas las entrevistas serán grabadas. Cuando las entrevistas se han completado, los resultados serán con usted. Tendrá la oportunidad de dar su opinión de cómo se puede compartir la información.

Riesgos/Beneficios:

No hay riesgos previsibles involucrados en participar en esta investigación más allá de lo experimentado en la vida diaria. No hay beneficios directos por la participación, pero un beneficio indirecto es que los datos obtenidos serán utilizados para informar a las escuelas de maneras que pueden apoyar a los estudiantes para que tengan una buena experiencia.

Confidencialidad:

Si usted da permiso para que grabe por audio, todos los archivos de audio serán cargados en una computadora protegida por contraseña al cual sólo Yahaira Díaz tendrá el acceso. Ella no le pedirá su nombre o cualquier otra información de identificación. No le va a preguntar sobre sus documentos y nada será compartido que revele su identificación. Información personal no será compartida con personas del gobierno. A la conclusión de este estudio, todos los archivos de audio y otros archivos de datos generados asociados con este estudio serán eliminados.

Participación Voluntaria:

La participación en este estudio es voluntaria. Si usted no quiere participar en este estudio, no tiene que participar. Incluso si usted decide participar, usted es libre de no responder a cualquier pregunta o dejar de participar en cualquier momento sin penalización.

Contactos y Preguntas:

Si usted tiene preguntas sobre este estudio de investigación, no dude en ponerse en contacto con Yahaira Díaz 312-823-9004. Si tiene alguna pregunta sobre sus derechos como participante en una investigación, puede comunicarse con la Oficina de la Universidad de Loyola de Servicios de Investigación al (773) 508-2689 y también a Dr. David Shriberg 224.456-9450.

Declaración de Consentimiento:

Su firma indica que usted ha leído la información proporcionada anteriormente, ha tenido la oportunidad de hacer preguntas, y da su permiso para participar en este proyecto. Se le dará una copia de este consentimiento para mantener en sus archivos.

Firma de estudiante

Fecha

Firma de Investigador

Fecha

*Si usted ha aceptado participar en este estudio, por favor **marque** el espacio apropiado con respeto a sus preferencias de ser grabado por audio.*

_____ Yo **ACEPTO** que mi entrevista sea grabada en audio para propósitos de investigación.

_____ Yo **NO ACEPTO** que mi entrevista sea grabada en audio para propósitos de investigación.

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Entre dos tierras: Between Two Lands: Stories of Laitnx Immigrant Students in US Public High Schools

Researcher: Yahaira Diaz
Faculty Sponsor: Dr. Shriberg

Introduction:

You are being asked to take part in a research study being conducted by Yahaira Diaz, a graduate PhD student in the School of Education at Loyola University of Chicago. You are being asked to participate because as an immigrant student you have important input about the role of school as you integrate in your new host country.

Please read this form carefully and ask any questions you may have before deciding whether you would like to participate in the study.

Purpose:

The researcher is a first generation US born student, whose parents and grandparents immigrated to the United States and faced much adversity. She is invested in learning more about supports and action steps schools can take in order to ensure that all students are receiving a good education and a positive experience at school. She is also interested in exploring ways in which schools can support bilingualism, biliteracy, and biculturalism. Through this study, she will be able to hear about recent immigrant students' experiences. This has the potential to inform educators on considerations when working with immigrant populations.

Procedures:

If you give permission to participate in the study, you will be asked to complete an interview that is expected to last approximately 30 minutes. The location will be at the nearest public library in a reserved room to ensure privacy. Interview questions have been designed to provide a space for you to share your experiences and describe a typical school day. With your permission (you are free to decline), all interviews will be audiotaped. Once the interviews have been completed, the findings will be shared with you. You will have the opportunity to provide input to the researcher as to how the results should be shared.

Risks/Benefits:

There are no foreseeable risks involved in participating in this research study beyond those experienced in everyday life. There are no direct benefits to you from participation, but an indirect benefit is that the data obtained will be used towards supporting educators in the way the engage immigrant students and promote multiculturalism.

Confidentiality:

If you give permission to be audiotaped, all audiofiles will be uploaded into a password protected computer that only Yahaira Diaz will have access to. The interviewer will not ask you your

name or any other identifying information. You will not be asked about your documented status at any point. Personal information will not be shared with your school. Personal information will not be shared with any government officials. At the conclusion of this study, all audiofiles and any other data files generated associated with this study will be deleted.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please feel free to contact Yahaira Diaz 312-823-9004. If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689 and/or the faculty sponsor Dr. Shriberg at 224.456-9450.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and give your permission to participate in this research study. You will be given a copy of this form to keep for your records.

Student's Signature

Date

Researcher's Signature

Date

*If you have agreed to participate in this study, please **check** the appropriate space regarding your audiotape preferences.*

_____ I **AGREE** to allow my interview to be audiotaped for research purposes.

_____ I **DO NOT AGREE** to allow my interview to be audiotaped for research purposes.

APPENDIX B
SCRIPT FOR GATEKEEPER

Spanish:

Conozco a alguien que está trabajando en un proyecto durante su programa educativa en la universidad de Loyola University Chicago. Se llama Yahaira “Yari” Díaz, y ella era una maestra de secundaria que ha trabajado con estudiantes que han inmigrado recientemente. Sus padres y abuelos también son inmigrantes. Ella se ha dedicado a estudiar los desafíos que se enfrentan los Latinos en las escuelas en los estados unidos. A Yari le interesa el trabajo que apoya a los estudiantes en poder mantener sus costumbres e idioma y a la misma vez adoptar las costumbres de este país y el ingles.

Para poder hacer este trabajo, es importante oír de estudiantes que han inmigrado recientemente. Yari tiene un mensaje para ustedes. “A través de compartir sus historias y experiencias, los demás pueden entender y aprender. Les pido que hablen conmigo para que puedan contribuir a este trabajo tan importante para la comunidad Latina. Compartan lo bueno, para saber que es lo que esta funcionando. Compartan lo negativo, para poder empezar a cambiarlo. Mantendre información personal privada. Podre contestar cual quiera pregunta antes de hablar para que se sientan seguros. Espero escuchar de ustedes. Mil gracias. “

Para calificar, necesita: ser estudiantes, tener 18 años o más, y haber inmigrado de un país Latinoamericano en los últimos cuatro años. Si esta interesado/a en participar, favor de ponerse en comunicación con Yari 312.823.9004 o por email ms_ydiaz@yahoo.com sujeto: proyecto Latinx.

English:

I know someone who is working on her dissertation during her studies at Loyola University Chicago. Her name is Yahaira “Yari” Diaz, and she is a former high school teacher who has worked with recent immigrant students. Her parents and grandparents are also immigrants. She has dedicated her work to studying the challenges Latinos face in schools in the United States. She is interested in work that supports students’ biliteracy, bilingualism, and biculturalism.

In order to be able to do this work, it is important to hear from students who have recently immigrated. Yari has a message for you. “Through sharing your stories and experiences, others can learn and begin to understand. I ask that you take the time to speak with me to that you can contribute to this work that is important for the Latinx community. Share the good, so we can learn from what is working. Share the bad, so we can begin towards change. I will keep all personal information confidential. I can answer any questions prior to the interview so that you feel comfortable. I hope to hear from you all. Thank you.”

In order to participate in the study, you must: be enrolled in a high school, must be 18 years old or older, must have immigrated to the United States within that past 4 years. If you are interested in participating, please call Yari 312.823.9004 or email ms_ydiaz@yahoo.com subject: proyecto Latinx.

APPENDIX C
TRANSCRIPTIONS

MARI
 Participant #1
 Interviewer=I
 Participant=P

1. I: Describe a tu familia hoy...mas bien con quien vives y...después quienes has dejado atrás en tu país nativo.

P: Um, ahorita, desafortunadamente no estoy con la familia que quisiera. Estoy viviendo con mis tios...um...de parte de...una hermana de mi mama. Pero, quiero resaltar esto porque como que...um...yo no los conocía cuando llegue aquí. Yo nunca los había visto. No los conocía. De hecho ni en fotos, ni nada. Este...mi papa se lleva muy bien con mi tia. Y es entonces que mi tia le tuvo confianza en decirle...o...traite a "mari" para que pueda estudiar. Hubiera preferido irme con mi mama a Denver, pero lo que pasa es que ella esta, como...esta sola ella allí. Entonces no podría llevarme a la escuela...o sea, cosas así. Ella no maneja, no trabaja, es no mas esposa, entonces, ella (tia) maneja y se nos hizo fácil venrme aquí con mi tia. .

Entonces, llegue y ella tiene otra hija. Es un año mayor que yo. De hecho se graduo el año pasado. Y, este, entonces llegue. Aparte de que era una familia nueva para mi, era un ambiente totalmente nuevo.

Entonces, estoy viviendo allí con ella. Estamos en la misma casa mi tio, mi tia, mi prima y una nieta de mi tia.

Este, de verdad que estoy como....Cuando llegue la relación empezó como bien. Siempre me ha tratado muy bien, hasta eso, siempre me ha tratado muy bien. Pero siempre faltan cositas como que ellos no están a gusto al tenerme, o tener alguien allí, o sea ellos no tienen que mantenerme. ¿Me entiende? Como, una vez ella...ella tiene su baño en su cuarto, entonces, yo...mi baño no servía y los estaban arreglando, y yo use su baño. Le dije que si me podía banar y ella dijo OK, si esta bien. Entonces saco su champu y todas sus coasa. Y yo me quede así, pero, ay que... O sea ella me trata muy bien. Pero como que esas pequeñas cositas como que me incomodaban y que a ella le incomodaran. Se incomoda como que...hay no, tu estas enferma. No quiero que uses mis cosas...así NO, pero, ella lo hacia y la verdad yo lo notaba y me sentía. Cosas así.

Y como en Mexico, mi mama estaba...ha venido aquí como hace 5 años en Denver. Mi papa no vive exactamente donde yo estoy, en Santa Maria. Entonces, iba de vez en cuando a visitarme. Yo no mas vivía con mi abuelita. Mi abuelita es la que me mantenio, y coasa así. Y cuando yo me vine a los EEUU yo dije, pues va a ser igual. Yo voy a ser como su responsabilidad y coasa así. Pero en realidad cuando llegue fue como, todo lo contrario.

Por una parte es bueno estar con mi familia, así con mi tia porque no me restringen tanto las cosas como una mama. Pero si me prohíben unas otras cosas. Este, yo estaba muy feliz porque iba a tener una oportunidad nueva de vida. Por que iba tener...en los EEUU todo el mundo el sueño Americano ...como mis amigos...los EEUU...coasa así.

Pero la verdad, si estaba muy triste porque, pues, deje a mi familia. Y era yo muy, soy pues, muy muy unida con mis abuelitos porque siempre me crié con ellos. Con mi mamá también, pero como están dos casa juntas, entonces, como quien dice, estamos...pues siempre viví con ellos. Y este, si estoy viviendo ahorita con ellos, Con mis tíos y prima.

I: Y ¿hablas con tus abuelos con frecuencia, o..?

P: Hmm, Es, huh, sería muy fácil como todos dicen, ahorita sería muy fácil agarrar el celular y hablar. Pero, como ahorita estoy trabajando y estudiando, la verdad es que casi ni hay tiempo. Es que es difícil acomplarse al tiempo que ellos tienen allá y el tiempo que yo tengo aquí. Como aquí yo pudiera hablar con ellos cuando salgo de la escuela de dos y media hasta cuando vaya al trabajo como a las tres. Pero a esa hora ya están comiendo. Entonces, no quisiera...yo se que a esa hora comen. No quisiera, aun que mi abuelita diría si hija hay que hablar. Pero no quisiera porque yo se que a esa hora están comiendo. Yo para que voy a interrumpirlos si yo se que están allá juntos, ellos dos comiendo, pues. Y en la noche yo salgo del trabajo como a las diez y media u once y ellos ya están durmiendo. Entonces no hablo tanto con ellos y se me complica mucho. Pues bueno aun así el amor y el cariño hacia ellos es diferente a como mis tíos.

I: y con tu mamá..?te mantienes en comunicación?

P: Aaaa ¡sí! Con mi mamá...con mis abuelitos sería hablarles de cómo fue mi día y cosas así. Con mi mamá es más como así y llamarle como ay mami, como, como si estuviera viviendo aquí.

I: hmm, hmm.

P: Como, le llamo en la escuela como, hola mamá. Voy para acá. Y, como ahorita que estaba aquí, como venía aquí, le llame, “mamá voy a “...ya le había comentado antes, “la muchacha con quien iba hablar”.. y dije, “la miss”, como nada más así, como si estuviera aquí comunicándole las cosas. Y si les hablo a mis abuelitos sería como “hola como están” y como cosas así. Pero con mi mamá es más como si ella estuviera aquí. Como, “mamá, voy a salir a este lado”. A parte de que mis tíos me estén cuidando, todavía tengo que pedirle permiso a ella. O’sea, así si voy a un lado, “mamá, voy pa’ca”, “Ok, si esta bien”. Pero nada más así como llamadas cortitas. Comunicación cortita, pero sabe lo que estoy haciendo pues.

I: Y ¿Tu mamá, con quien está en Denver?

P: Pues, está con mis tíos. Es que primero se vinieron una hermana de mi mamá y estaba con su hijo y con su esposo. Pues, se vinieron no más los tíos. Después se vino mi mamá. Entonces, esto, ellos tienen como sus trabajos aparte y así. Pero sí, ella está con ellos.

I: Y ¿planeas viajar a Denver, o tu mamá va a venir para visitarte?

P: Es que la verdad no se porque yo quisiera ir a Denver, pero, la verdad aquí ya tengo todo. Como por ejemplo voy a Triton...y como más, como cosas así. Me iría yo mejor cuando, para mudarme, cuando yo ya sepa más el inglés. Porque apenas tengo un año, y para empezar la escuela, y irle a una persona como fuerzas y fuerzas en inglés, como que sería algo más duro. Prefiero como poder comunicarme mejor en inglés. Yo quiero estar segura y poder viajar a cualquier lado. Para moverme otra vez sería como otra vez empezar de cero. Pues, ya quiero

estar mas establecida. Pues, ya mi tia, pues tengo mi troca y ya estoy trabajando y tengo dinero. Hasta eso que ellos nunca me han cobrado renta o coasa asi. Pero como cuando vamos al mandado como que yo me siento que “tia, yo esta vez pago” y cosas asi. Si me aliviana tantito que no me estén cobrando renta y todo eso. Entonces yo digo, “bueno, entonces yo aquí si la hago. Pues en un futuro yo pueda con una amiga, o en que sea algo en un apartamento sola en un futuro. Pero, pues, no ..me siento en una parte agusto. Preferiria quedarme aquí en vez de irme a Denver.

I: Y ¿como describirías tu relación con tu prima?

P: Aaa..pues es que yo siento como que...mi prima es como...como ella usa...como salio de la escuela...y esta estudiando su carrera. Y asi, ...pero es como una nina...una nina asi como...como muy rebelde. Como no saca buenas notas. Como de hecho cuando llegan cartas de la escuela a la casa...(cousin speaking) “hay, ya llegaron tus cartas. Presumida.” Y cosas asi. Como que no me lo dice como de forma asi sangrona. Pero en cierta forma si.

I: si.

P: Yo lo siento. Asi como, como decir....no, no quisiera decirlo pero como si me tuveira enviada. A pesar de yo no se por que. A pesar de que ella siempre....sabe bien el ingles y todo. Y ahorita ella esta estudiando su carrera. Pero....Yo también a veces me pongo a pensar...Ella sabe muy bien el ingles y toda su vida a vivido aquí y esta estudiando para..para el cabello. Peine y todo eso. Y yo quiero ser ingeniera. Entonces yo digo...ella pudo tener la oportunidad de tener una carrera bien buena. Y no batalla con el ingles por que eso seria...es un problema ahorita para mi.

Y una vez yo me acuerdo que me estaba platicando eso mi tia. Que ella podía haber agarrado algo como así, pero...no por ser sangrona. Si no por reprocharle, “no, pues tu hubieras podido agarrar una carrera buena y agarraste esa carrera fea”. No. O sea, todo lo contrario. Y ella me escucho y entro y dijo, “criticarme cuando tu ya tengas tu carrera”. Entonces así digo, “yo todavía no la tengo. Y yo no te estoy criticando ni nada. Yo solamente...de que...es una opinión.” Espero....si alguien..uno me dice algo asi, una opinión...aun que a mi no me guste, yo no trato de tomarla mal. Trato, como de, agarrar esa opinión pare yo hacerme mas fuerte y tratar de pensar en eso, pues. Por que la verdad, yo si puedo agarrar eso y....Yo siento como que ella es..como envidiosita. Pero yo pues siento que...en realidad ella si me ha tratado bien.

Si nos hemos llevado bien. No nos hemos peleado. Pero, como en encuentros asi, pues....como que ella dice todo lo que piensa. Entonces, no capta que uno se siente, o cosas asi.

Como una vez estábamos allí comiendo y luego me estaba platicando que ella se quería ir con una amiga..de allí de la casa para estar allí en la casa de su amiga. Y luego me dice. “Bueno, no sabe por que, yo no quiero estar asi como arrimada. “ Y cosas asi, como encuentros asi. Pero, pues, en la realidad, dice mi mama, “no trates de tomarla en cuenta.” Y si es cierto. Para que agarrar uno esos mensajes no constructivos y mejor digo..a bueno no. Y uno positivo seria bueno.

I: Entonces, ¿ustedes nunca fueron a (la escuela) juntas?

P: No. Cuando yo llegue ese enero, ella ya se había graduado ese mayo.

I: Ella te introdujo a amigas, o a lugares en donde debes de ir, o ..

P: No...

I: así, mas o menos para ayudarte conocer mas bien el lugar en donde llegaste?

P: sí, sí (understanding what I'm saying). Eh...de hecho nunca he salido yo con ella. Ni siquiera a las groceries.

I: ¿no?

P: No. Por que ella también, pues como digo, trabaja ella y trabajo yo y es difícil. O sea la relación de nosotros es...por una parte esta mejor, all en la casa y ya. No tanto, "oh mírame amiga". Ella no sabe nada de mí. O sea, no. Mas como si ella fuera ya como una señora que yo no le puedo confiar nada o contar mis cosas porque le dira a mi mama y cosas así. O sea, ya...como que no...no..si a veces como que "Oh! ¿Cómo estuvo este baile?" o que salimos..cosas así. Pero no así de que yo se que ella anda en su carro comprando, y nada de que necesitas esto o algo..no. No. Al principio si me ayudo como en las primeras dos semanas. O, que tu tarea, y cosas así. Pero ya después...no se...tal vez eso si es parte culpa mia porque no estoy acostumbrada que alguien me ayude. Yo estoy acostumbrada como que si necesito algo...a buscare en internet..o a preguntar en doble...como en cosas como la tarea o en cosas en las que batallo.

Pero yo también digo al principio ella dijo pues ella no necesita la ayuda, ella esta bien. Bueno. Gracias. Pero así de que ella me haiga amigas, o no...nada mas cuando vamos..que salimos como todas las primas, las de parte de mi papa...pero...como a fiestas familiares o cosas así. Pero a salir a conocer a amigas, no. NI lugares..no.

I: ¿Esperabas algo diferente, o no la habias pensado?

P: Eh...no, la verdad no lo había...yo nada mas ...lo único como cuando yo vine era como cuando...como me emocionaba mucho que iba aprender ingles. Como decir, "Ay, voy a ir y voy aprender y voy a regresar"...como cuando yo veía cuando mis primas iban a mexico y hablaban y hablaban puro ingles. Y yo decía "ay, como me gustaría entenderles." Y estas gringas...que bueno..a hablar ingles. Y así me afiguraba yo. Que iba a venir y aprender ingles. Iba a regresar e iba a dejar a todas mis amigas así con la boca abierta. "Oh, ya sabe ingles!" y cosas así. La verdad así de cosas de divertirme..no. En la verdad, tengo que decirle a mi mama. Mas allá, mas a "enfocarte en tu estudio". Y ya, no trato.."si te voy a dejar salir a fiestas" (mom talking) y eso me decía. Pero no de "Oh mama, cada fin de semana voy a salir así", no. La verdad no. Pues no ...no...no...es eso. No lo había pensado. Así. Si me emocionaba a conocer a mi prima y cosas así. Pero así también como, de que, "Ay, a ver si me cai bien" y cosas así, pues no porque nunca he sido así como de problemas.

Yo creo que, como que, tengo una hermana que es mayor y como que ella me ha hecho muy madura. Bueno, no madura, sino como que...Como por ejemplo, ella misma me dice eso.

Entonces, los mensajes que...las palabras que son malas como que son para ti..nada mas las tomes y agarralas y tíralas a la basura. Que no te afecten para nada los problemas, o cosas asi.

I: y, ¿Tu hermana todavía esta en Mexico?

P: No, no, no!...ella se vino desde hace mucho. No...

I: oh, ok.

P: No, ella se caso en el 2008..y se...ella nacio aquí (EEUU). Entonces...y su esposo también el nacio aquí. Y ya...saco su carrera y tuvo su trabajo. Tuvo sus hijos. Entonces se...pues se fue su trabajo...y después se regreso otra vez a los Estados Unidos.

I: y, ¿La vez a ella, o no?

P: No. Pues, nada mas una vez venia..estaba estudiando en Vienna. Y luego hizo escala aquí. Vine a Chicago aquí..y desde que se vino a los EEUU en 2008 yo no la veía. Y yo estaba bien chiquita. Yo ni me acordaba de ella ni nada. Pero..vino, y ya se estuvo como dos semanas porque su esposo tiene a su familia aquí. Entonces estuve con ellos, sali con ellos, y cosas asi, y se fue a Denver. Es que como que alla esta..como que esta juntándose toda mi familia. Entonces decidio de casar y empezar en cero..pues en Denver.

I: Entonces, tu hermana y tu mama...?Crees que se ven con mas frecuencia?

P: si, si. Pues de hecho, mi mama esta con mi hermana. Si, mi hermana llevo y compro su casa alla. Y pues si. Y mi mama esta con ella.

I: hmm, muy bien.

P: Si mi hermana llevo y compro su casa allá y así, y mi mama esta con ella.

I: Okay muy bien..y ¿como describirías tu viaje a los Estados Unidos?

P: como....

I: ¿Con quien viajaste..

P: Uhm...como, desde que yo estaba allá la verdad mi mama me estaba arreglando papeles y yo lo único que quería era venirme la verdad porque yo tenia allá a mis abuelitos y los quiero mucho y así que diera porque ellos estuvieran aquí. Pero, esto, siempre me lo a dicho mi mama y toda la gente. Sale como que... si tu eres así. Mi mama siempre me a recordado que yo soy así, como, bien ambiciosa.

I: Mhm

P: Y la verdad yo creo que tal ves eso si es cierto porque yo creo todo lo que yo he querido siempre lo he agarrado. Porque, como por ejemplo, hasta cuando yo me vine para acá yo siempre le decía a mis amigas que tenia allá que iba a venir que iba trabajar, que iba aprender hablar el ingles y hasta que iba a comprar mi troca. Y este verano, este diciembre que fui pasado, gracias a dios pues, trabaje y hasta me compre mi troca y me la lleve yo sola para allá, bueno no yo sola verdad, con mi familia. Cuestión de enseñarme a manejar también, pero yo andaba con mi propio dinero con mi propia troca y cosas así. O sea como que esas pequeñas cosas que yo me

voy poniendo en metas las voy logrando. Entonces cuando yo estaba allá en México yo eso es lo que quería y eso es también lo que mi mamá me decía tu ponte una meta, y has lo que sea por esa meta y creo que eso es muy constructivo, ponerte tu meta y ir tras nomás esa meta. entonces yo lo que quería, yo quiero estudiar lo que es mi hermana, porque la verdad..me gusta mucho lo que es mi hermana entonces yo decía, digo mi hermana luego decía porque ella se vino ya casada, dijo tu ahorita todavía estas soltera dijo todo el dinero va ser para ti tu no sería de que tu esposo no sería de que tus hijos de que tu casa tal vez sí pero un departamento Chiquito y nada más que tus propios gastos y ya. Entonces yo como todo mundo decía que no Estados Unidos está, en Estados Unidos si tu quieres ser presidente tu vas hacer presidente, esa es la idea de allá como era de donde yo era un rancho entonces yo decía no mira yo voy aprender hablar inglés, y este al principio se me hizo difícil pero ya estando aquí me he dado cuenta que si uno le hecha ganas sí es posible porque yo salgo de la escuela a las doce y media y entro al trabajo a las tres y salgo a las once, entonces todos dicen porque haces eso porque no mejor te consigues un trabajo donde más libre y sales más y así. Porque la verdad llegue aquí y no soy así de aquí salgo todos los días y salgo al trabajo no, que diga a las fiestas, me la paso pues más bien trabajando. Pero también esa mentalidad me la a dado mi hermana que en un futuro yo voy a tener mi buena carrera voy agarrar un buen dinero y hasta voy a poder hacer todo lo que hice ahorita aparte que ahorita nomás tengo como diez y ocho años y es que para veinte uno, hasta 21 puedes hacer bien muchas cosas. Dice ya al haber cumplido los 21 tu ya vas haber estado como bien trabajada, bien estudiada a partir de ahí ya vas a poder hacer lo que quieras, entrar a todos los lugares que quieras ir, dice ya después de allí que tengas tu carrera tu propio dinero y así dice ya disfrutas la vida que al cabo vida pues ay mucha, bueno si dios quiere verdad no valla ser que ahorita pase algo o algo ni lo mande dios, de verdad pero, pues si esa fue la idea como de Estados Unidos como venirme y triunfar así como quien dice echarle muchas ganas porque también mi hermana me decía vas a llorar, vas a gritar te va poder porque no vas a estar con tu papas no vas a estar con tu familia no va ver bailes que quieras ir, como precisamente esta mañana va ser la fiesta de mi rancho allá y así entonces me puede la verdad pero yo tengo en mi mente la verdad que en algún futuro diosito eso me lo va recompensar muy bien y yo se que si yo le hecho ganas pues me lo va recompensar y este..mm, aparte de eso yo también ah, me vine, sola en avión y como mencione antes, nunca había venido para los Estados Unidos entonces hasta mi mamá dice tu te aventaste a venirte sola desde allá en el Aeropuerto allá agarre un camión de Santa Mar, de donde yo soy hasta, Juárez, al Paso Texas y del Paso Texas ya fue un ah, un directo aquí a Chicago yo llegue aquí y me recogió mi tía y ya. Pero de todas formas aunque haiga sido rápido el viaje el hecho de a verme venido sola sin no tener nada de experiencia sin hablar inglés y así pues si te digo y mi mamá decía yo te digo que tu eres ambiciosa, y por esa ambición haces lo que sea y si la verdad sí, en México también tenía un novio que, que no querían pero aun así yo lo, bueno quien dice como lo cambie así mis papas al final lo aceptaron o sea como lo digo yo si lo que quiero gracias a dios lo consigo, tal vez me cueste así como mi troca. Me costo mucho trabajo, bueno todavía, de que no salgo y a veces quiero salir cosas así y no puedo pero de todas formas allí veo mi recompensa en mi troca. Y tal vez ahorita nomás es mi troca pero en un futuro puede ser una muy Buena vida, una casa bonita, una familia bonita y cosas así.

I: Y ay algo de tu viaje que crees, de cuando viniste de México aquí, que se te ha grabado en tu mente?

P: Ahhh, no...la verdad no.. bueno lo único que se me..que me quedo así como ya cuando se despide así como el típico de grabar así como snaps o mensajes o videos y así. Cuando llegue aquí la verdad me pudo mucho dejar a mi familia porque todos allá eran muy unidos. Y lo único que se me a grabado y que no se me a olvidado y ese video como que cada ratito que lo veo así, fue cuando, que veo que voy en el camión y luego voy pasando así como en el camión y al lado de la orilla están afuera de mi casa, mi casa esta como en el puro centro ahí estaba toda mi familia y me acuerdo que iba al camión y me acuerdo que iba así en el camión y grabe hasta, ay, toda mi familia así como diciendo adiós y oh my god, eso es lo que se me quedo grabado y cuando iba en el camión es lo único pensamiento que tenia como ese sufrimiento en ese momento iba tener una Buena recompensa. Como ahora pues yo también a veces le mando dinero a mi abuelita, y yo también me siento muy feliz y me dice no muchas gracias hija no es necesario pero en verdad muchas gracias y así como que me siento también feliz de todo lo que dio mi abuelita cuando estuve allá y yo dárselo.

I: Y como te hallas con la mayoría de los estudiantes en la escuela..aquí?

P: Ahh, pues la verdad yo nunca he sido así de problemas, así, no y como siempre le hecho, si ay algo malo nomas lo agarro y lo tiro a la basura. Entonces desde que llegue he tratado como de...como mis amigas no tomarlas enserio así porque yo se que ahí muchas gente que, con muchas manas. Entonces no falta que yo me llegue a encariñar mucho con una amiga o así que después diga chismes de mi o cosas así. Entonces la verdad creo que a todos les trato de hablar, y a nadie la verdad les hago mala cara. Y si alguien se llega a sentar ahí conmigo, que es nuevo o así que yo ni lo conozco ni me conoce, trato de platicar con ellos como si nos conociéramos de hace mucho entonces yo creo por eso mucho que a cualquiera ahí en la escuela les hablo entonces no, no eh tenido problemas y trato mas bien de no decir no como lo que no siento pero si no por ejemplo si una niña no me agrada mejor trato de no decirlo para después no causar problemas entonces yo nada mas quiero así de que, si ay problemas entre así como entre amigos o así, trato como hasta de ayudarlos así como bueno que esta pasando o que quieren o cosas así entonces yo creo que también por eso yo creo que como mis amigas del semestre pasado que conocí todavía me saludan y cosas así, yo digo que nomas así va uno como colectando a gente, no amigos amigos de verdad verdad pero como gente que en un futuro puede ayudarte o cosas así entonces si yo digo que horita en las relaciones en la escuela, pues me llevo bien la verdad yo con ninguno tengo problemas y así que digamos ay es que lo voy a ver y así y no. De hecho tengo una nueva clase que empecé y que llego y me siento y ya le saco platica y me junto con ellos, tal ves ellos digan ay esta fastidiosa ay ando así pero pues bueno pa' no sentirme sola mínimo, no estar en una clase sola porque ya tengo como clases sola de..como de puros niños de ingles no de ESL y así. Entonces este pues si para no sentirme sola y tener una ayuda luego después minimo tenerlos ahí para preguntarles.

I: Y no se te hace una diferencia entre los latinos que están aquí y entre los, compañeros de otros países que no son latinos?

P: Yo creo que

I: En la manera que como se portan contigo, como respetan a ti

P: Oh para mi yo nomas di..bueno como que yo y mis amigos latinos hemos concordado en que los, tenemos, ay como otra bolita de polacos y ellos, nosotros sabemos que ellos son bien racista con nosotros los latinos.

I: Pero, ¿Si ellos también son inmigrantes?

P: No si, de hecho..allá de hecho cuando estábamos platicando una amiga y yo de que una niña, bueno se llama Marita es polaca, cuando yo recién llegue aquí ella era la única polaca que había, y nos hablaba a todos yo me acuerdo, bueno yo veo mis fotos de Instagram así y que ella me comentaba “Oh is beautiful” y así bueno nos hablaba bien a todos y así, y después de que yo llegue empezar a llegar como mas y mas y mas polacos, y horita ay muchos polacos pero cuando yo recién llegue ella era la única y ahorita ya ella no nos habla ya a ninguno a ninguno de nosotros de los latinos no, y a mi no me consta pero con la niña con la que yo estaba hablando dijo que ella había dicho que los latinos, a ella no le gustaban que ella nunca andaría con un latino de novio entonces cosas así. Entonces yo digo que aparte de que Estados Unidos te ayuda a mejorar tu persona también te hace, te hace pobre en si como en tus sentimientos como la verdad porque discrimin..o sea porque discriminar como a los latinos como a nosotros pues, yo se que horita ay demasiada discriminación aquí verdad pero, si lo e notado mas aquí en con ellos pues con ellos de que, a veces hacemos hasta como grupos o así donde estamos , equipos que nos toca con un latino y como que ellos no, no o así como que o vamos a empezar a leer que estamos leyendo un libro o algo, okay quien empieza y ellos ni siquiera, no hablan de hecho ayer hable con mi amiga de hecho con la que estaba hablando yo de eso de hecho a mi amiga a mi y a otro niño que es polaco y casi acaba de llegar, y no nos quiso hablar y no no el se ponía. Y luego le decíamos “ay y Machiek” y nada nada, así como si de a tiro oh no y se me hace de raro también porque ellos no son de aquí, están igual que nosotros y ni siquiera hablan bien el Ingles ni, o sea como porque la discriminación pero si me siento pobre.

I: Que, en tu opinión que crees que es la causa de eso, crees que vienen de su país ya con esa mentalidad, o tu crees que es cuando llegan ya aquí crees que es algo que aprenden?

P: La verdad, ese niño que..bueno el niño eso acaba de llegar y como desde que llego, así fue. Como que viene bien aislado bien así pero la niña esa que estaba allá que cuando yo llegue que era la única, ella la cambiaron, aquí porque ella no traía esa mentalidad de racismo porque ella nos hablaba a todos y te digo siempre hasta me comentaba en mis fotos que yo subía y cosas así, bien, o sea bien Buena gente bien Buena gente y así y ella es polaca

I: ¿Ya no te habla?

P: Y ...ahorita no es así de que ‘ay Lupita’ y voltea la cara y así no pero, no como antes, no como así de que...bueno de hecho pasamos y ya nos, pasamos de que ‘hey hey’ no, me habla si algo que necesita hablamos, si estamos como en un equipo ella se sienta atrás de mi, oh cosas así pero no cosas así de que ‘ven mira deja te cuento de ayer que Salí con mis amigas como’ no cosas de amigas así como de antes, no

I: Y cuando esto pasa en la escuela en la clase crees que el maestro o la maestra se de cuenta? O crees que ignora lo que esta pasando o.. crees que tienen, se están preocupando mas bien para la lección que no prestan atención o dime que es lo que tu piensas?

P: Yo creo que es dependiendo el maestro..porque tengo, esta digo tengo horita clases como son puros güeros, profes de, pues güeros pues

I: Entonces ya no estas en ESL?

P: Si, si estoy en ESL también

I: Pero es como una clase, o, como es eso?

P: Si es que tengo la clase de ESL pero estoy tomando aparte las clases como..

I: Regulares ..

P: Si como regulares, aja, las necesarias para graduarme entonces ahí no van a estar mis profes de ESL entonces si tengo una clase, uh cuando me preguntaste eso me acorde de un profe que la verdad es güero el, y no es racista no, pero tampoco no le importa si e hacen racimo. O sea así como, yo creo que como bueno si tu tienes problemas y te hacen racista o te hacen bullying por decir a ti es muy tu problema pero el tampoco te hace racismo ni nada o sea te trate igual. Pero si como se hace así como, no que porque no se de cuenta porque si se da cuenta, pero..pero como que no le importa. Pero también tengo otra Miss que de hecho esta misma que cuando me junte con mi amiga y yo y el otro muchacho dijimos 'es que mire miss no, no nos hablan y así' y hasta le dijo 'ey que piensan' y estábamos leyendo un libro y luego veíamos una palabra que no le entendíamos, 'oh tu sabes de esta palabra' no ni a la miss le contesto nada y la miss se le quedo vendo así como que algo entonces ya así como

I: Y la maestra era Latina?

I: Si, si si es Latina.. este yo creo por eso ella mas entendió no hizo así como, pues es que yo también me pongo en su lugar porque como pues que puede hacer ella ni modo de decirle 'ey Benny has a fuerzas y hablar con ellos' y así verdad pues mejor como yo le hago así agarro el problema y lo hecho a la basura. Y bueno también porque tampoco el no nos esta haciendo bullying ni cosas así

I: Pero si te esta ignorando

P: Pero si, aja si nos estaba así como ignorando y este pero no se yo sigo dependiendo de que también de los profes.

I: Y ¿piensas que depende en si los maestros trabajan con los estudiantes inmigrantes que presten mas atención a eso, o piensas que es mas dependiendo en la identidad de los profesores? ¿como los profesores Latinos, o, no se, afroamericano, como que ellos entienden mas experiencias en la vida o mas con los estudiantes que trabaja o una mezcla? o ¿que es lo que opinas?

P: Pues yo creo que, pues como horita puse el ejemplo el profe güero que en realidad como que no le importa y esta miss que es Latina yo digo que por una parte aunque yo digo como si es latino, aunque yo no quiera se ponen en el lugar de uno porque ellos también supongo que

también pasaron por lo mismo entonces aunque no quieran están entendiendo pues y como un güero, o sea como el va poder criticar o afrontar una situación antes de otra persona si el nunca la a vivido. Entonces como el puede, yo..yo pienso que antes de que..los profes..antes de que una persona sea profe yo creo que tienen que también como tomar clases como para que puedan llegar a entender a los alumnos. No nada mas como para a enseñarles si no también como para entenderlos porque uno también es alumno, y aparte de ser alumno esta ahí estudiando y trabajando para tener una vida aparte, entonces no nada mas es pues el estudio también son problemas adelantados también son problemas hasta de tu lenguaje así como nosotros las Latinas o sea como que también depende de los dos porque también tengo otra miss que ella no habla nada de ingles..nada de español y ella siempre nosotros le decimos puras cosas en español porque somos es una clase de español y ella siempre esta interesada en aprender 'oh y esto que significa' nos pregunta o sea y se ve que como que hasta le agradamos mucho los latinos y cosas así también pero también es como dependiendo de la persona, como que mentalidad traen si es así como hasta muy, como muy católico y esta como muy amarrado como a las leyes, no se como que es dependiendo en la persona y como a una persona los hace grande como experiencias entonces si esa persona como si ese profe a trabajado también como sus alumnos y también así como Latina entonces yo también creo que lo ayuda como a, pues si como a entender mas a la gente y cosas así

I: Y en tu experiencia tu crees que los maestros en general si reciben ese tipo de entrenamiento? ..o piensas que no?

P: Pues...yo creo que..no se, no se la verdad si lo recibirán no se no tengo idea pero

I: Pero basado en tus experiencias.

P: Si basado en mi experiencia, yo creo que si pero como es como por ejemplo a mi yo estoy platicando con una amiga y hice una idea, mi idea es encontrar a la de ella, que yo tomo en cuenta su idea pero yo sigo con mi idea entonces tal ves eso pase con los profes. A ellos le dicen no es que atiendan a los alumnos y así pero aun así ellos ya traen sus ideas aparte, entonces como que tratan ahí de combinarla pero no hacen al 100% como lo que le dicen en sus practicas para entender alumnos.

I: Bien dicho, y que cosas escuchas en la televisión o en el internet sobre la inmigración y piensas que, que te afectan de una manera o otra lo que ves y lo que escuchas?

P: Yo pienso que horita gracias a dios no me afecta como por ejemplo algo así como el presidente o algo así no, porque horita gracias a dios pues a mi y a mi familia todos estamos legal, completamente legales, pero..también tengo que pensar que no nada mas soy yo. Entonces la verdad escuchar en la tele o en las noticias así de que oh que separaron a esta familia o escuchar de una simple amiga de mi amiga en la escuela o que mis papas , porque tengo una amiga horita que dice que quiere comprar una casa en México para sus papas, y toda su vida aún vivido aquí pero sus papas son ilegales entonces dicen que no se quieren comprar una casa en México que se quieren ir a México y dice que voy hacer y así, la verdad yo estoy de acuerdo y desacuerdo con algunas cosas de Donald Trump. Del nuevo presidente, que es muy justo que a la gente mala los manden para México para sus lugares de origen porque aquí no están haciendo nada constructivo pero también tenemos a gente que viene a trabajar y también queremos

oportunidades y queremos echarle ganas. Entonces no creo que sea justo para la gente que quiere echarle ganas, echarlos para allá como a los papas de mi amiga, ellos son Buena gente yo los conozco así son gente trabajadores los papas y así mi amiga es muy trabajadora trabaja conmigo también y así no creo que se ajuste que sus papas ya estén tratando de conseguir una nueva vida en otro lugar siendo que siempre han estado aquí bueno no toda su vida verdad pero ya tienen como diez años aquí. Entonces sería como algo muy injusto de que tome naí el nuevo presidente y inmigración, como que también deberían de tomar como en cuenta que..debe de captar pues de que esta separando también a muchas familias. Entonces gracias a dios a mí, a mí eso no me afecta ahorita verdad pero pues si..me puede mucho escuchar que, que si se que gente lo este pudiendo y estén hacienda muchas cosas y están mandando a mucha gente y cosas así.

I: Y crees que lo que ves o escuchas en la televisión o en el internet afecta de como otras personas ven a los inmigrantes?

P: Yo creo que eso paso con los polacos, como con Marita como, porque ella no era así y yo creo que horita se esta metiendo tanto el tema eso de inmigración que como ay gente que nos quiere hay gente que nos odia entonces tal vez como los polacos yo creo que ellos se creen como Buenos, no Buenos verdad pero ellos como son güeritos y bonitos y nosotros somos como mas prietitos y yo creo que ahí empieza la discriminación, de que ellos se creen hasta mas bonitos o mas guapos o yo que se entonces escucharon hasta a Trump y que ahora Trump sea como de su misma como su misma piel o así como quien dice como hasta ellos se sienten que se van mas al lado de el entonces también están mas sociales del lado del presidente o así esta hacienda que la discriminación crezca mas porque tal vez siempre a existido la discriminación desde Obama pero apenas horita se, bueno, lo que yo e sabido apenas horita se a hecho mas fuerte de que en realidad no quieran mucho a los Latinos o cosas así yo digo que si esta dañando mucho.

I: En general sientes que puede ser tu misma en la escuela? En el trabajo o en tu comunidad o sientes que te comportas de un modo diferente dependiendo donde estas?

P: Uhm, yo digo que..yo siempre trato de no de, o sea de que estoy platicando con una persona y yo trato de decir como yo, okay yo me pongo a diferenciar entre muchas amigas que tengo o conozco o algo así y yo veo que ellas a pesar de que son mas grandes que yo siento que siempre entienden la diferencia entre lo bueno y lo malo. Como por ejemplo yo veo que una amiga, esta como..como sale con mis amigos o salimos todo juntos o así y ella se pone a fumar y a tomar y cosas así y todos mis amigos están así como que ay mira Jaqueline, oh wow, y en ese momento ella lo ve así como o estoy cayendo muy bien y cosas así. Entonces ella no y a mi me ofrecen o que eso esto y yo la verdad la verdad no tomo ni fumo porque yo se que eso no esta bien y yo se que si en ese momento lo llevo hacer mis amigos van a decir o mira esta lo esta hacienda o como que mujer o así pero como en un futuro van a decir o ira esta como para un ratito o ay mira esta borracha o discriminarme en la escuela o así entonces yo siempre e tratado de ser como yo soy y aparte de eso trato como de, no de presumir si no como de saltar mis buenas como soy de lo que hago bien como por ejemplo como si no tomo y no fumo pues tratar de decir no tomo y no fumo para ganar puntos y que ellos vallan diciendo que yo no soy una persona así. Como por ejemplo si tengo Buenos grados, y bueno la verdad si tengo pura “A” pero no quiero por presumirlo si no por que ellos van a opinar de cosas de mi pues que opinen buenas cosas que no, o sea si que si van a decir cosas de mi que digan lo que yo les diga por, que pues que sea verdad pues por

ejemplo si dijeran "a pues que esta borracha" mejor que digan "no pues ella no toma ni fuma" o cosas así entonces yo siempre trato de ser como soy siempre con todos, no tratar ni de cambiar ni así porque aparte si yo llego a conocer a alguien y digo mentiras, en un futuro se van a dar cuenta entonces, no para que pero si ay muchas personas también que conozco que cambian su personalidad todo totalmente como una amiga que cuando salimos que si, ah que si salimos con los amigos y ni siquiera salía a tomar ni nada ella andaba allá y yo así de ni siquiera sabias o sea no, no para que entonces no pues por a mi lo personal no, no soy así que cambio mi personalidad con uno y con otros soy así o así pero si creo que también que las personas, otras personas si pueden cambiar su personalidad con dependiendo el lugar pues.

I: Y que costumbres o tradiciones celebras ya que estas aquí?

P: Ah la verdad yo no me siento como por ejemplo el cuatro de julio y cosas así, yo no me siento a gusto. O hasta cuando jugaron los Cubs y todo eso, que todos a que los Cubs y yo estaba así de que, que es eso en cierto como que yo todavía no me puedo, la verdad no es que no pueda porque si quisiera pues si según yo a que los Cubs y esto y esto pero no me nace como si fuera yo de México, como si fuera algo que me están ocultando desde Chiquita. Como si tengo unas primas que ah y que hoy juegan los Cubs y que mama dame cien dólares porque me quiero comprar esta playera y cosas así bien emocionada pero la verdad yo nomas por andar ahí con ellos no así que Oh my God que emoción voy a llorar porque ganaron o cosas así, no como el cuatro de julio cosas así no, Thanksgiving tampoco al trabajo y ya o sea no lo vea tampoco así como algo wow pero lo que si es como ano nuevo la vida y pues si porque eso es de nuestra familia, nuestra cena familiar, jugamos juntos y cosas así pero así como cosas de aquí todavía no las veo así como hmm así como no, no mas pues, no las siento mias

I: Y bueno ya hablamos un poquito de que piensas sobre obtener una educación formal, entonces crees que hablaste de ser ingeniera. Crees que si te hubieras quedado en Durango pudieras estudiar eso? O es diferente aquí?

P: Ah la verdad no es por ser sangrona ni nada pero tengo amigos que están estudiando allá también ingenieros y los veo como que ellos agarraron esa Carrera nada mas para seguir ahí. Me entiende como que ellos, como que no, como que ellos van a terminar, yo siento pues, como que ellos van a terminar y van a decir bueno ya tengo mi Carrera pero no, no les va air bien. No por ser sangrona verdad pero horita con la situación de México que los problemas de México creo que agarraron un muy buen trabajo tu tienes que ser muy corrupta, si muy corrupta, no que no eres bien, que no es legal pues o sea que no, ay como que necesitas así como que no se como que si yo digo que si me hubiera quedado allá la verdad aunque me hubiera movido a Durango a mero mero Durango no hubiera salido Adelante como aquí porque aquí todavía no salgo ni de la high school y ya me están dando oportunidades de que becas, de que cosas aquí y allá en México también pero es, es minimo la ayuda yo creo que nomas como para que el presidente diga 'si ayudo a estudiantes' o si, si doy becas o cosas así la verdad yo creo que como allá no como mi hermana salió de aquí como, bueno aquí, saco su carrera y agarro su buen trabajo así y ella me dice okay yo ya estoy metida en eso yo y ate puedo ayudar si estudias lo mismo o cosas así, entonces yo digo este que allá en México tengo una prima, su novio ya se graduó y su novio se mudo a mero Durango Durango y ya tenia se carrera y ya otra vez esta en Santa María. Quien sabe que esta haciendo. Entonces yo digo no, no uno no triunfa yo no es por discriminar a

México porque la verdad me gusta mucho México, sus fiestas y como me siento en México y me siento Mexicana pero yo se que en cuestión de profesional o de en salir Adelante horita México no esta bien, entonces si yo me hubiera quedado allá no, ni para aprender Ingles yo creo porque según yo tomaba clases pero no. Y llegue aquí y lo único que me pude aprender fue como decir “Hi” y ya entonces no creo que salir Adelante allá fuera fácil.

I: Y este, ¿planeas ir a la misma Universidad que tu hermana, que ya que sabes un poco de que hacer para ir al colegio?

P: Ah, pues yo digo también que eso seria también como un buen punto como para los profes, bueno no para los profes si no como..

I: ¿Tu consejera?

P: Aja si mi consejera, okay yo se que yo tengo mi consejera porque dice mi mama es que tu tienes que tener a tu consejera, pero lo que ella no entiende es que yo llegue aquí y yo no sabia que uno tiene consejera y en México no tenemos consejera

I: ¿Nadie te dijo cuando llegaste?

P: No yo ni sabia que para que era una consejera, nada nada entonces yo también digo que tal ves ellos y hasta los profes deberían de enfocarse un poquito mas en los Latinos que acaban de llegar que a los que ya van a graduarse. Entiende como que.. porque

I: Cuando llegaste ¿como te inscribiste en la escuela y quien te ayudo así como a llevarte a tu locker o..?

P: La verdad para inscribirme y todo eso, yo llegue y entre mi tía ya tenia todo listo, aja, eso me ayudo, ella me ayudo mucho y todo ellos ya tenían todo listo porque de hecho yo todavía hasta la fecha yo no se que tiene que hacer uno para meterse a la escuela no se, pero cuando llegue yo llegue aquí a la escuela y ya de ahí me pusieron como un alumna como asignada y eso y ya fue donde me enseno mi locker pero no de que ‘oh gracias a ella yo aprendí todo’ no fue como mi propia experiencia

I: ¿Tu consejera nunca te llamo a la oficina para hablar contigo?

P: SI me llamo bueno mas bien que yo me acuerde no mas me llamo como para, para que yo le explicara mis clases en México, porque eran muy diferentes entonces como para llegar y acomodar como mi expedientes y mis papeles para eso me llamo pero la verdad ella nunca dijo así como, o sea yo no sabia de verdad para que era una consejera y de hecho todavía no tengo bien como bien claro como puedo hablar con ella y así porque en estos días de hecho me e tratado como dice mi hermana pues ya tienes que meterte como para, tienes ya que buscarle como agarrar tu para meterte al colegio, para agarrar becas, que necesitas que clases vas a tomar o así entonces ahorita hasta la fecha no se, y le mande un mail, le puse que necesitaba hablar con ella y cosas así y ya ella me hablo pero como por ejemplo yo gracias a dios tenia la ayuda de mi hermana pero digo a otros latinos que de a tiro vienen sus papas vienen y no tienen ayuda ni nada ni nada que hacen? Se les pasa la fecha hasta como de hacer el examen para meterse al colegio cosas así y ellos ni en cuenta entonces yo creo que seria bueno que los consejeros se tomen como el tiempo nada para los Latinos como gente como yo, que de a tiro no sabe y bueno pues también

tenia a mi hermana verdad pero si no la hubiera tenido, que hago? O sea no ni cuente me doy de que la situación o de que hacer algo o cosas así.

I: Y tu consejera habla español?

P: Si si habla español

I: Es Latina o..

P: No, no es Latina. Es de esas, como, gringas con mucho español

I: Okay

P: Entonces no lo habla bien pero si le entiendo bien y todo si, si se defiende pues pero este..hm,

I: Y te esta ayudando?

P: si pues de hecho ya le mande un mail y ya me reunión ya me dijo que si, ya de hecho ya hoy me mando un, un pase para que fuera a verla y así pero...yo digo si no es por mi hermana que no me dice la verdad no me doy cuenta. Entonces yo creo que ella también seria bueno que también se den cuenta de eso los profes que uno de a tiro no sabe nada porque yo todavía no se como entrar a un colegio no se como, pues no y todo eso apenas lo estoy viendo con mi consejera y eso que mi otra amiga ya me dijo, me dijo no yo ya voy mañana, el Lunes ya iba a ver que clases le iban a dar, agarrar sus libros y cosas así yo me quede así válgame ya? Ya y yo todavía no tengo ni idea ni nada

I: Entones ya, este ¿va ser tu ultimo ano ya aquí en la secundaria?

P: Si ya me graduo en.. Si en Mayo

I: Y ya tienes que tener todo planeado para Agosto?

P: Si pues yo ya tenia todo planeado pero como no como con papel o sea digo yo voy a entrar aquí y voy a estudiar esto y esto y no, no he formalizado nada

I: Pero tu consejera sabes de tus planes?

P: SI pues ya le dije la otra ves que me junte con ella pero si como..

I: Y ella te va ayudar con eso?

P: Si eso es lo que me apuraba es lo que me decía mi hermana 'es que tu tienes que hablar y esto y esto' y le digo yo es que yo no se, no se en serio

I: Y es, de tres anos o es de dos anos?

P: No dos es que yo voy agarrar dos como los dos mas básico y luego ir a un colegio bueno a una Universidad

I: Piensas quedarte aquí en Illinois o depende en..?

P: No yo creo que después de los dos anos ojala y espero y ya este, es que cuando mi hermana se vino ella se vino casada y este, y yo no se como pero agarro el Ingles como en un ano enserio y hasta ahorita yo todavía cuando uno habla el Ingles pero no es nacida aquí se le nota el acento y

así, siempre me han dicho no su hermana no tiene el acento de que viene de México o así o sea ella lo habla muy bien y todo como que ella lo agarro todo así bien fácil, entonces yo espero hasta me da vergüenza decirlo que ya hasta en dos años lo hable bien y quiero irme a Inglaterra, bueno no quiero estudiar aquí en los Estados Unidos

I: Tu hermana estudio en Europa o aquí?

P: No aquí

I: Aquí

P: Aja, no se como se llama la escuela es una "D"..no no se d es como algo así como, como "D y luego con una V grande. DeVry o algo así,

I: DeVry

P: Aja o algo así, esa es la que estudio me acuerdo porque lo tiene en su camioneta pero si ella estudio aquí pero llego aquí como a esta edad y entro luego luego a la Universidad y este pero me sorprende porque en todo el tiempo que yo estaba allá, bueno el tiempo, bueno el tiempo se me hace muy poquito el tiempo porque ella ya esta casada ya tiene su esposo tiene tu trabajo tienen su Carrera tiene sus hijos su casa su vida y todo pero es que también ay diferencias que ella siempre a sido en todo muy inteligente y siempre a sido, por eso yo creo que también me ayuda tanto, es de esas que le digo oye donde esta un Starbucks aquí cerca y desde allá en donde esta me manda la ubicación o sea siempre tratando, o sea como que nada le molesta siempre ayuda entonces se que ella siempre a sido así ella siempre a sido así, investiga y busca y se mete y así

I: Y ya me contaste un poco tu de los planes que tienes en los próximos años. ¿Que es lo que quiere tu familia para ti?

P: Pues la verdad ahorita la mayoría ahorita de mis primos como la generación de mi hermana ya pasaron y ellos tienen nada mas ella y otra prima tiene su Carrera y ahorita en mi generación somos..cuatro, tres mujeres no cinco, no cuatro, dos mujeres un primo y yo. Entonces ellos también están de mi misma edad y están estudiando, entonces una de ellas esta estudiando es un año menor que yo y va terminando su Carrera entonces yo digo que también que ellos estén motiv..que estén estudiando su carrera me esta motivando que yo también debo de tener una porque la verdad yo no me quiero quedar atrás. Ellos están como, como en si no estamos compitiendo verdad pero en si entre no querer o querer estamos de que yo soy mas mayor que tu entonces le echamos mas ganas y ahí vamos y ahí vamos hasta que seamos como todos bien profesionales, los cuatro somos de diferentes tíos bueno los hermanos de mi mama entonces como que yo creo que hasta mi abuelita dice no que bueno que Buena generación de nietos me toco esta entonces yo creo que eso también le motiva a uno de decir no yo no puedo dejar la escuela yo tengo mi Buena Carrera para no decepcionar también a la familia como que también ellos sin querer te motivan y mas ahí porque mi hermana como somos nada mas dos no quiero que digan ay esta es la inteligente y esta es la burra. Entonces por eso digo no no también tengo que ponerme bien, y dice mi hermana que también si yo quisiera yo podría ser mejor que ella pero la diferencia es que yo estoy acostumbrada de que, que todo me lo den, por ejemplo cuando entre a la escuela mi tía me tenia ya todo hecho mi tía me tenia todo hecho para ya entrar y mi

hermana me llevo y se metió y eso así y dijo es que ese es el problema que quieres que uno te investigue y tu no lo haces entonces si no investigas no agarras experiencia y así pero pues si tu quieres tu serias mejor que yo y esto y esto pero no si ya cuando me dijo eso pues uno capta y ya trato de pues si de agarrarlo por mi propia cuenta y tratar de, de hecho a veces que que estoy per..o cuando fui la otra vez a ordenar tuve que pasar por esas casetas que tienes que pagar y le dije a mi hermana que como las pagaba por el internet porque no las pague y dije no dije yo tengo que hacerlo sola sola no puedo ya pedir mas ayuda, y es bueno pues también a veces pedir ayuda pero ya después que uno tenga experiencia no siempre también va ser un, ayuda y ayuda, y pues si gracias a dios si lo pague y lo logre y uno se queda así como que bueno lo logre yo sola, menos mal

I: Y ¿Crees que las..uhm, las metas que tu tienes este los maestros piensen que puedes lograrlas o no sabes lo que ellos esperan de ti?

P: Yo creo que uno se..es que también dependiendo del maestro porque ay unos maestro en que un ova de a tiro a uno a clase y va, aprende y ya. Entrás aprendes dicen lo que vas hacer haces lo que tienes que hacer timbra y sales y ya. Ellos no saben nada de ti, ni cosas así pero ay otros maestros que si se interesan mas en ti y como por ejemplo uno tiene un trabajo y ‘ay Lupita que esta pasando’ que no has hecho esto o por ejemplo mis días que estuve faltando, falte la semana pasada, falte dos veces nada mas dos días porque fui al doctor y luego mis días que que paso y cosas así y yo digo que paso como una Buena, como que te motiva también como por ejemplo ya ahora que la misa de que estoy faltando porque voy al doctor o algo así me da vergüenza decirle así como ay miss es que estoy faltando por flojera entonces como hasta también eso te motiva en decir en la mañana no es que no que vergüenza otra vez voy a faltar no mejor voy a cosas así me entiende si pero si también como que ellos me motivan. También tengo otra miss que siempre me dice yo se que vas a llegar muy lejos, ella es Latina también entonces como que digo es que tengo que llegar lejos no puedo decepcionar,

I: Y ¿Qué....cuales son las cosas buenas que tu escuela hace bien, en...como para ayudarte salir adelante?

P: Pues yo digo que las clases de ESL son como muy buenas también pero no digo, como que no se enfocan tanto en que nosotros aprendamos el Ingles. Como que por ejemplo estamos ahorita viendo como que ‘noun’ y como que ‘adjective’ y cosas así entonces como que eso de su propia origen como que nos están diciendo o que es el noun nosotros ya sabemos que es eso entonces e realidad estamos aprendiendo lo que ya sabemos y no, y no estamos aprendiendo como mas ingles. Entonces estamos como en francés bien sencillas como con cosas, como que yo quisiera aprender palabras mas dificiles, mas complicadas o sea que te hagan pensar y que digas o que es esto déjame lo investigo o pregunto como cosas así como si estamos en cosas muy sencillas por una parte eso esta bien porque es la escuela pero como que necesito que nos traten como as duro como que nos digan cosas mas dificiles o cosas así pero si, la verdad si si me gusta mucho esa escuela porque de lo que eh escuchado de otras escuelas alrededor no no dicen que están bien mal y pues esta no, esta hasta la alberca esta bien hasta el agua que esta muy calientita y fue muy bien todo muy seguro nada de que niños que en gangas o así no, tal bien, yo digo que por esa parte eso esta bien porque tal ves me hubiera juntado con amigos de esos como cholitos o esos, negros o así, bueno no digo que son nada pues así que andan en malos pasos y hasta me hubiera

yo desubicado de la escuela de lo que vengo que era pues a estudiar pues hasta la escuela y con el tipo de gente con el que te juntas también eso te ayuda.

I: Y ¿que cosas pueden mejorar en la escuela, en la que estas, para que un inmigrante tenga una buena experiencia?

P: Yo digo que aunque suene así ay no, yo digo que.. que los teachers que saben español nos obliguen, es mas que cuando nosotros los conozcamos ellos digan que no saben español porque yo digo si yo hubiera tenido puros teachers de principio que afueras no hablaban español afueras tuviera que haber sacado el Ingles, entonces así están todos los latinos que se confían que ay esta bien me entiende el español y uno le pregunta en español. No se esfuerza en preguntar en Ingles entonces como que, como Miss Díaz ella siempre dice no Ingles pero nosotros ya sabemos que ella sabe español entonces la Miss dice okay okay esta bien en español. Entonces si hubiera sido una gringa que uno dice no esta no habla español nosotros nos tendríamos que a fuerzas a forzarnos y por una parte yo creo que ya sabría mas y me comunicaría un poquito mas en Ingles, porque como por ejemplo con mis profes ahora que tengo que no saben español pues a fuerzas tengo que hablar con ellos y hablo en Ingles y trato de comunicarme en Ingles y ya cuando no se algo como que lo trato de decir y el ya me lo dice como se dice en Ingles y entonces ya se me queda grabado y diferente como a los que saben español que yo ya les digo en español, no me esfuerzo entonces ya quedo ahí y no aprendí nada en esa forma porque yo estaba confiada que mi profe sabe, sabe español pero yo también digo que eso seria bueno que los profes digan no no, no sabemos español.

I: Este, ¿si tuvieras una opción, si te hubieran dicho “okay te podemos presentar esta clase con esta maestra Latina o esta clase con una maestra americana” tienes tu alguna preferencia?

P: Creo que en ese momento en cuanto llegue a mi eso era lo que me apuraba y no voy a saber nada de ingles, nada de español mi maestra y que voy hacer pero ahora creo que si hubiera hecho, si hubiera estado con una maestra que sabia puro Ingles creo que hubiera sido lo mejor y a pesar que hasta me hubiera ayudado un poquito mas Ingles me hubiera ayudado afrontar ese miedo de enfrentar a alguien que no sabe, que no sabe mi idioma. Y aun así de todas formas ellos iban a saber que yo no savia Ingles entonces no se hubieran reído con cosas así y hasta me hubieran ayudado mas. Y en ese momento la verdad yo hubiera preferido una Latina pero creo que a las dos semanas o tres hubiera preferido con una que hablaba ingles porque hubie..yo capte luego luego que no estaba progresando si tenia a alguien que hablaba con mi mismo idioma. De que me estaba sirviendo si me estaba comunicando del mismo idioma tal ves las primeras semanas en lo que aprendí a decir “hi how are you” y ya yo creo que con eso hubiera bastado como para, como para yo poder cambiar a otro nivel mas o sea como que yo digo que uno tiene que de todas formas usar su mente a lo mas mas mas difícil para que tu mente valla trabajando mas y mas y no llevártela así como “ay que al cabo soy español ay me la llevo así”, no me esfuerzo que acabo si me entienden o cosas así pero yo creo si hubiera preferido al principio eso de una Latina pero ya después ahorita si yo seria como la directora de esa escuela yo diría que a todos los que entren puros profes en, en Ingles, porque tal ves ahorita los que entren no lo vean pero en un futuro después lo van a valorar, porque van a decir bueno eso si me ayudo porque la verdad eso si me hubiera ayudado mucho a mi y nos hubiera ayudado mucho a todos los latinos yo se que aunque digan no es que no habla español me siento bien incomoda así no, nos hubiera

hecho esforzarnos mucho para aprender mas y para comunicarnos pues como por los polacos ellos yo creo sacan mas el Ingles por eso, porque no ay profes que hablan su idioma entonces ahorita ya se comunican y pues lo normal que seria la diferencia de nosotros que igual seguimos ahí atascados porque tenemos el apoyo de los profes latinos pero también por una parte esta bien pero también no esta bien.

I: ¿Crees que les hace mas daño tener un maestro Latino que.. que como ventaja?

P: No creo que nos haga daño pero creo que mas que todo seria eso creo que nos aventajaría mucho en aprender el Ingles, no nos hace daño porque pues como quiera pues si, no nos va dañar una persona que se sabe el mismo idioma pero si nos hubiera dado como un empujón muy alto al tener uno Latino o uno Americano. Porque te hubieras esforzado como sea tratar de comunicarte con el

I: ¿Crees que los maestros Latinos tienen mas compasión acerca de tu situación porque es posible que entienden mas que alguien que no a inmigrado o no conoce a una familia que a inmigrado o crees que cumples algo que sea importante para el trabajo de un maestro?

P: Mmmm, no yo creo que si es muy importante porque...pues en primera todo mundo, cada persona es diferente verdad entonces el profe tiene que tratar o sea el cuando va a su trabajo puede decir bueno puede trabajar con muchos mundos si así porque cada cabeza es como un mundo. Entonces que el se de la idea de que cada persona va a tener como su diferente mentalidad y aparte eso son sus diferentes problemas entonces tiene como que adentrarse en su trabajo y tiene que entender que si ella tiene mucho dinero y es muy feliz con su vida ay otras que no tenemos entonces tenemos muchos problemas entonces ahí es donde el profe debe de aprender como a distinguir y tiene que saber como a tratar pues a todos como que debe de aprender como pues si y debo de aprender que es importante que aprenda que todos somos diferentes.

I: Mhm, ¿Hay algo que no te he preguntado que quieras compartir o hay algo que quieras añadir?

P: Mm, no pues de hecho nunca me imagine pues las preguntas que me iba hacer pero como que cada pregunta que me iba preguntando no me la esperaba y es cada ves una pregunta, no pues no de hecho pues no yo nada mas quiero como, como que venirme a los Estados Unidos aparte de que me esta dando muchas oportunidades de crecer como en la educación en mi educación y en todo eso también me ha hecho crecer mucho como en persona. Como alejarme de mi familia y enseñarme hacer independiente y como cosas así como yo digo que las personas como un cambio no les vendría mal como mi cambio pues de que venirme para acá y así si uno trata de echarle ganas y sabe lo que es bueno y malo un cambio nunca nos va ir mal. Bueno yo pienso, bueno por mi propia experiencia verdad si le hecho ganas y así a ver dejado a mis abuelitos y poder a ver estado así pues me ayudo que después cuando regrese en Diciembre que estaban afuera de mi casa como me acorde cuando me están despidiendo ellos con lagrimas y ahora me están despidiendo con alegría y aparte que cuando me fui de ahí pues me vine como sin conocimiento de nada y así y ahora hasta regreso con mi propio dinero, sabiendo poquito Ingles con mi troca como sintiendo los orgullos entonces ahí uno ve que cuando a uno le pasan este tipo de cosas de que primero se sacrifica uno pero después como que diosito le da una recompensa

como que después en un futuro cada sacrificio cada sabe que en algún futuro va haber una recompensa y pues yo digo que si en un futuro una persona se presenta como un problema de una forma o otra hay que afrontar el problema y no decir o es que me va ir mal, no aunque te valla mal en un futuro te va a ir muy muy bien, bueno yo digo.

+++++

J. PABLO

Participant #2

Interviewer: I

Participant: P

I: Ok, describe tu familia en México.

P: Pues, mi familia en México vivimos en un lugar pequeño.

I: Mmhmm...

P: Y pues somos, miembros de mi familia, somos cinco.

I: Mmhmm...

P: Y por todos, de parte de mis abuelitos, somos como 25-28.

I: ¿Y con quien vivías?

P: Al principio vivíamos con mi mama, pero como ella inmigro para acá, mi hermano me arreglo papeles. Nos giramos con la mama de mi mama, mi abuelita. Y allí estuvimos como por tres años con ella viviendo.

I: Entonces, ¿tu hermano y tu mama estaban aquí y...

P: Y mi papa.

I: ¿Y tú papa también estaba aquí?

P: A ha.

I: Y tú y tus, ¿dos hermanas dijiste?

P: Hermano.

I: ¿Hermano... estaban con tu abuela?

P: A ha. Somos gemelos.

I: ¡Oh! Ok.

P: Si.

I: Y ahora, ¿con quién vives aquí en los EEUU?

P: Aquí vivimos con mis papas y mis tíos, que rentamos entre todos una casa multi.

I: ¿Y están todos juntos?

P: Si, todos juntos.

I: Ok. Y más menos, ¿Cuánto tiempo paso cuando no viste tu papa y tu mama?

P: A mi papa, pues son como 6 años. Y mi mama, pues ella iba cada 6 meses donde no estábamos quedando en México. Y ella iba cada 6 meses a México, o cada cuatro.

I: ¿Cómo describirías tu relación con tu papa ahorita?

P: Pues, es muy diferente porque desde que estábamos niños, pues él se vino para acá para apoyarnos. La única vez que él fue es cuando salimos de la primaria, que teníamos 12 años.

Estuvo allá hasta que teníamos 13. Iba inmigrar, pero no pudo cruzar y se regresó y a la segunda

intento, ya pudo pasar. Ya pues se vino acá y como teníamos un hermano, ya empezó los transmite para mi mamá y ya salió allí ella y a los tres años salimos nosotros.

I: Ok. Y, ¿Cómo describi... describirías tu viaje a los EEUU?

P: Pues, un poco extraño porque nunca imaginaria llegar a este lugar. No sé, en México pues es muy diferente. Como casi toda la gente allá de dedican a la música. Y yo también quise tocar y después cuando llegué aquí, sonaba de eso y no tocaba y todo eso.

I: Mmhmm... entonces, ¿Cómo describirías tu... un día típico en tu país natal?

P: Pues, no sé, pues... en mi casa me la pasaba todos los días en México. Y todas las tardes.

I: ¿Y un día típico aquí?

P: No pues, como mis tíos ya tienen mucho tiempo aquí, el día de la bandera de aquí, el cuatro de julio.

I: ¿Y cuál fue tu motivo para venir a los EEUU?

P: Pues, ya de nomas por conocer y nos ponemos a viajar para conocer.

I: Mmhmm... ¿y con quién viajaste?

P: Viajamos junto con mi hermano gemelo y mi hermano. Nomás estaba allá con nosotros los últimos tres meses mientras de que viniéramos para acá. Dijo mi hermano mayor a traernos más juntos. Estuvimos en la frontera como dos semanas hasta que nos dieran papeles y ya luego venimos.

I: ¿Siempre se mantuvieron juntos?

P: Si.

I: Y, ¿hay alguna experiencia que se te grabo en tu mente de cuando inmigraron para los EEUU?

P: No, pues, si pues... como, por ejemplo, este, no nos despedimos de los amigos allá. Pensábamos que íbamos a regresar luego y no regresamos luego.

I: ¿Todavía mantengas comunicación con tus amigos o tu familia en México?

P: Si. Cada rato.

I: Y, ¿Cuál es tu forma de comunicación? Es por teléfono, la computadora...

P: Teléfono y computadora.

I: ¿Es email o facebook ?

P: Feisbook.

I: Todos usan el facebook.

P: Si.

I: ¿Y ahora ya está toda tu familia junto... junta en los EEUU?

P: Si.

I: Y tu hermano mayor, ¿vive con ustedes o...?

P: Si él vive todavía con nosotros, sí.

I: Y, ¿Cómo te haya con la mayoría de los estudiantes aquí en tu escuela?

P: Pues al principio, así como, tímido. No conocía a nadie. Ahora pues ya tengo mis amigos.

I: Mmhmm... y, ¿Qué vez o escuchas en la televisión o el internet sobre la inmigración y piensas que te afecta de una manera u otra?

P: Pues, sí. Puede ser porque para estar y no tener papeles.

I: ¿Te preocupas de eso o tratas de no a poner atención?

P: Pues... hay importancia porque todos en mi casa pues son ilegales. Los hijos de mis tíos también son ilegales.

- I: ¿Y piensas que puedes o te sientas que puedes ser tú mismo aquí en la escuela, en tu trabajo, en tu comunidad?
- P: Sí, puedo ser aquí, en mi trabajo. Hay confianza.
- I: ¿Y cómo dirías que has podido crear esa confianza con la gente?
- P: Pues, dejándome conocer y pues conociendo los como son.
- I: Mmhmm... y, ¿ya hablaste sobre tradiciones que celebras aquí, este, con tu familia y um... vamos hablar un poco de la educación. Dime lo que piensas sobre tener una educación formal. Así puede ser acerca de graduarte o si piensas ir al colegio. ¿Qué es lo que piensas?
- P: Pos pensaba ir a estudiar ingeniera o mecánica.
- I: ¿Y has podido hablar con alguien, con un maestro, con un amigo, sobre lo que necesitas?
- P: Con los maestros de aquí.
- I: Mmhmm... Y entonces, ¿sería correcto decir que tu meta es terminar y graduarte de la secundaria?
- P: Pues, pienso que sí porque pienso que graduare.
- I: Mmhmmm. Y para ti, ¿Qué es lo más importante para llegar a cabo en los próximos dos años?
- P: Mmmm... pues, empezar con una carrera y tener un buen trabajo.
- I: Y ahorita, ¿eres estudiante solamente o estudiante y también trabajas?
- P: Estudiante y también trabajo.
- I: Ok. ¿Y se te hace difícil mantener o balancear los dos?
- P: A veces sí y a veces no depende si tengo tarea pues la termino luego. A veces no la termino toda o no a tiempo.
- I: Y hablaste un poco sobre lo que tú quieras lograr en los próximos dos años. ¿Qué es lo que tú piensas que tu familia quiera para ti? ¿Qué es lo que tú piensas que ellos quieren que tú realices en los próximos dos años.
- P: Mmm pues en mi casa pues, que empiezo mi carrera, tener una carrera buena.
- I: Entonces más o menos lo mismo.
- P: Mmhmm, más o menos lo mismo.
- I: Y, ¿Qué piensas que quieran tus maestros para ti, para el próximo año?
- P: Pues que tengo un buen... una buena... una buena calificación, aceptar.
- I: Y, ¿Cuáles son algunas cosas que tu escuela hace bien para ayudarte salir adelante?
- P: Pues, nos apoya nos dan pláticas sobre los colegios que hay.
- I: Y, ¿Quién es los que hacen esto? Tus maestros, tus consejeros, la directora, los deans...
- P: Maestros y consejeros.
- I: Y, ¿Qué cosas pueden mejorar en la escuela para que un inmigrante tenga una buena experiencia?
- P: Pues, ser más que los de más, poner atención.
- I: Y, si te puedes acordar de tu primera semana aquí, en la secundaria, ¿Cuáles son algunas cosas que te puedes acordar que te ayudaron a conocer mejor la escuela y sentirte seguro, más cómodo?
- P: Pues, al principio en mi primera semana me sentí extraño, nomás tenía a mi hermano. Pues no teníamos amigos fue nomás él y yo juntos. Acabamos la escuela y nos íbamos para la casa. Eso lo pasábamos como casi unos dos o tres semanas.
- I: Entonces te ayudo pues tener tu hermano aquí contigo.
- P: Mmhmm, sí.

I: Porque estaban pasando por eso...

I & P: Juntos.

I: Y luego después de ese mes, ¿Qué paso?

P: Pues ya hallé confianza en los amigos, mis maestros, counselor.

I: Y los amigos, eran amigos que tenían similares experiencias a ti o que tenían algo totalmente diferente...

P: Experiencias casi similares.

I: ¿Y qué tal con tus maestros?

P: Pues nos daban, pues, ideas sobre los trabajos.

I: Entonces lo que dices es que te ayudaba cuando te explicaban más sobre tus tareas, y tu trabajo y lo que tienes que hacer aquí en la escuela.

P: Mmhmm... porque era muy diferente aquí como lo que era en México, la enseñanza.

I: Ahhh, ok. ¿Me puedes dar algunos ejemplos de lo que hicieron o de lo que te dijeron para ayudarte más entender la rutina aquí en los EEUU, en una clase?

P: Pues, aquí la clase era de que ay la de gym. La de física, que es casa similar de allá por aquí lo enseñan como más diferente, más formal corta, como que le dan más ideas, como se hace todo eso.

I: Ok. ¿Y cómo es que tu aprendiste como navegar eso? Entender, ok están usando estos métodos, yo conozco estos métodos. ¿Cómo es que empezaste a entender la materia?

P: Pues yo los hacia como... pues ya sabia la materia. Lo podia hacer así. Pero a veces no era la forma correcta. Pues, como un día, no se que día, no era la forma correcta que estaba haciendo y como ella (maestra) decia..como nos enseñaron en Mexico. (he did it a different way than the method that was taught in his class)

I: Entonces...entonces hablando mas con tus maestros, ¿Te ayudo entender la materia?

P: mhm, si.

I: Y, ¿Alguna vez tuviste un maestro o maestra que no hablaba tu idioma? Y, ¿Cómo es que se comunicaron y empezaron a entenderse mejor?

P: Pues, casi me tocaron todos los que hablan espanol y no hay efecto aquí...

I: Entonces, ¿Crees que eso te ayudo?

P: Pues ahorita eso ya me ha ayudado estudiar por que de puro ingles ya tengo la idea de lo que me estan explicando.

I: Y ahora cuando tienes tus maestros que solamente hablan ingles, ¿Sientes que eso te esta ayudando aprender el ingles mejor? O ¿Crees que te esta afectando de una manera en que no puedes entender la materia?

P: Si lo estoy aprendiendo poco a poco por que antes era mas dificil....y ahorita es un poco mas facil.

I: Ok.....Y ahora con tu hermano que esta aquí contigo, ¿Se hablan en ingles..o todavia hablan..?

P: Pues, igual. A veces en espanol entre nosotros.

I: hhmhm. ¿Hay algo mas que quieres anadir que no te he preguntado? ¿O...?

P: mmm..no así esta bien. Es todo.

I: ¿Esta bien?

P: Si.

I: Ok, gracias.

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L. ALEXIS

Participant #4

Interviewer: I

Participant: P

I: OK Alexis, **describe tu familia** en México. Con quien vivías y...

P: Mmm, pues... yo vivía con mis papas y, pues, mis hermanas. No más que... no mas que se me hace muy difícil a mí por... es que no sé. Se me hace muy difícil a mi porque me siento nervioso, no se...

I: No te preocupes. Y este... ahora con quien vives, ¿quién es tu familia?

P: Vivo con mi hermano. Mi hermano mando traerme.

I: Mmhmm. ¿Es tu hermano mayor?

P: Si, mi hermano mayor. Tengo otros dos, aquí. Somos tres... cuatro por todos u yo.

I: Mmmhmm... ¿Aquí en los EEUU?

P: Si, pero vivimos separados. Yo vivo con el más grande y pues, él me puso en la escuela. No quería venir, pero, el me inscribió en la escuela. Cuando apenas llegué, empecé a trabajar en la yarda. Trabajé como dos... tres meses y pues, vino a inscribirme él y empecé a venir a la escuela.

I: ¿Y cuánto tiempo tenían ya tus hermanos aquí?

P: Mi hermano o sea, me hermano ya tiene diez... doce años aquí.

I: OK

P: Mi otro hermano tiene siete. Y me vine yo con una hermana y ya tenemos ya por todo tres años aquí. Tres años.

I: Ah ha. Entonces hubo un tiempo que no se vieron por anos, ¿verdad?

P: Mmhmm... sí.

I: Mmhmm. ¿Y tus hermanas todavía viven en México?

P: ¿Mmm... mi hermana?

I: ¿Tu hermana? OK.

P: Tengo una hermana y otro hermano en México y mis dos... mis papas pues.

I: OK. Y... ¿Cómo describirías tu viaje a los EEUU? ¿Cuál fue el motivo por venirte para acá?

P: Mmm. No sé. Yo cuando estaba en México yo era muy... como lo diría, era muy... Me portaba mal con mis papas y no me quería ir a otro lugar a ver si cambiaba un poco. Pero si cambie un poco, si ahora no soy tan enojón.

I & P: Jajajaja

P: Por eso fue la razón que... que me vine. También porque supe que, que podría venir a la escuela acá y pues, y pues por eso.

I: Mmhmm. ¿Y quieres hablar un poco de con quien viajaste o cuales experiencias se te han engravado en tu mente?

P: Mi vine, ósea, me vine con mi hermana ósea... pues, estuvo medio complicado porque fue mi primera vez. Ósea, no lo había intentado. ¡Ya cuando estábamos una noche... si! Estuvimos una noche allí, ósea en el rio, allí según. Y pues yo ya no quería venirme ya. Ya me quería regresarme para la casa.

I: Mmmhm.

P: Yo no quería estar allí.

I: Mmmhm.

P: Y ya después empecé, empecé a llorar porque ya no quería estar allí. No sé, en esa... en eso, dijo según un coyote que ya no venían los otros por acá. Y pues, pasamos el río pues... empezamos a caminar pues, llegamos a una casa.

I: Mmmhm.

P: Y allí tuvimos creo, no sé si un día, todo el día, estuvimos allí. Y descansamos y ya después un carro llegó a recoger uno por uno a llevarnos hasta... ¡su destino!

P & I: Jajajaja

I: Y este, ¿te trajeron aquí?

P: Si ellos me trajeron acá. ¡No! Nos dejaron en Houston.

I: OK...

P: Y de Houston agarramos, yo y mi hermana, agarramos un autobús que nos trajera hasta acá.

I: Mmmhm.

P: Hasta Chicago.

I: Mmmhmm. Y tu hermana es menor que tú, ¿verdad?

P: No. Mi hermana es mayor.

I: ¡Es mayor que tú! OK.

P: Ella tiene, creo, 25 años.

I: Mmmhm. ¿Y cuáles crees que fueron las razones en que ella se viniera?

P: Ella tiene aquí se a... Primero se vinieron, su marido. Porque ella tiene su marido.

I: Mmmhm.

P: Y pues, ya después se vino... ella. La mando traer. Si...

I: OK. Y... como te hayas con tu familia aquí ahora que te viniste con tus hermanos y...

P: Si. Ósea, estoy más bien ahorita y me gusta como estoy porque voy con mi hermano al gym, ósea me gusta mucho y a él le gusta mucho. Y los dos vamos temprano al gym, ósea... está bien. Hacemos algo que me gusta y pues, vengo a la escuela, después irme al gym. La primera clase que tengo y la segunda hace que nunca falto en la escuela...

P & I: Jajajaja

I: Entonces, ¿es correcto decir que... que si te gusta la escuela aquí?

P: Pues si me gusta porque si no... Una vez me suspendieron dos semanas y pues, no me la creía, estaba llorando. ¡No me suspenden!

I & P: Jajajaja

P: Es diferente estar afuera no trabajando, ósea....

I: Mmmhmm...

P: Si.

I: ¿Y cómo te hayas con la mayoría de los estudiantes en la escuela?

P: Mmm... Pues... Si... Ósea, no soy muy amigable ósea así. Me gusta siempre estar solo, con mis amigos, depende que, si ellos me dan la mano a mí que yo no, ellos me la dan que yo no... también. Los que no me hablan, pues no les hablo y no tengo nada contra ellos, pero no me gusta estar hablando menos que ellos me hablen a mí. Si...

I: Y, ¿con quién te hayas más?

P: ¿Mmm... de la escuela?

I: Mmhmm... No los estudiantes, pero, ¿ay un cierto tipo de persona con quien te hayas más?

P: Pues, ahorita... casi no... no tengo a una, ósea aquí, no tengo a una persona especial. Aunque, si tengo a alguien, pero pues... no tengo a alguien. Ósea...

I: Jajaja. ¿Pero piensas como que te hayas más con los estudiantes Latinos? ¿O los que hablan español?

P: Osea, si... es que...

I: ¿O los que tengan el mismo interés? Más acerca de ir al gimnasio, o...

P: Si. Si, depende con, pues con los que vamos al gym.

I: Mmhmm...

P: Amigos que sí.

I: Y qué vez e escuchas en la televisión, en el internet sobre la inmigración, especialmente con el nuevo presidente y pienses... ¿piensas que te afecta en una manera u otra?

P: Pues, no sé. Ósea... a mí no, no me importa. Ósea, no se no... ¿cómo le diría? Como que no me llama mucho la atención de la tele porque...

I: Mmhmm...

P: Si me... si me deportan, está bien también. Tengo a mi papa, mi mama, no pierdo nada aquí.

I: Mmhmm...

P: Y seguir adelante siempre. Si...

I: ¿Y sientes que eso ha afectado como piensan los estudiantes aquí en la escuela?

P: Mmm... Pues, ¿no se? Nadie, no... como que no le importa mucho sobre de eso. Ósea...

I: Mmhmm... no has notado la diferencia.

P: No.

I: ¿Y sientes que, que puedes ser tú mismo en la escuela? ¿Con la comunidad?

P: ¿Cómo?

I: Sí, como que te puedas expresar, como tú eres, ¿o a veces te sientes como no puedes hablar español o tu eres como tú eres cualquier situación?

P: Si, yo soy como... si como soy. Como... si, como yo soy.

I: Mmhmm...

P: Si.

I: ¿Y qué costumbres y tradiciones celebras aquí? Ya que estas aquí.

P: Pues aquí pues, ¿pues lo se celebra en casa?

I: Mmhmm...

P: Pues el día segundo del pavo.

I: Jajajaja

P: No, no... Sí, sí. Halloween y navidad, sí.

I: ¿Y también te pones disfraz?

P: Naaaaah

I: Jajajaja

P: Ósea, si si. Cuando estaba en México si me ponía.

I: Uh ha.

P: Salíamos a los tejorones según los disfrazaban de, como de cosas algo raro y bailaban en las casas de la gente. Me gusto.

I: Eso era para el día de los muertos, ¿verdad?

P: Si, sí el día de los muertos.

I: ¿Y dime lo que piensas sobre la educación formal?

P: ¿Educación formal? No entiendo mucho. Ósea, no...

I: Este, ¿es importante para ti graduarte de la secundaria?

P: Mmm... Pues, sí. Para mi ahorita es importante porque en México no me gradúe, no me importo y aquí quiero echar otras pocas más ganas.

I: Mmhmm...

P: Para que pueda tener mí, mi certificado.

I: Mmhmm... Y, por ejemplo, ¿si comparamos tus experiencias la escuela...

P: Mmhmm...

I: En tu país natal y ahora aquí... ¿Cómo sería o como describirías un día típico en México, en la escuela, y luego un día típico aquí en los EEUU?

P: Pues, como le digo, yo no iba a ya a la escuela.

I: De lo que te acuerdas.

P: Pues trabajando y yendo a... yo trabajaba en una pollería. No sé, ¿Por qué me metí a trabajar? ¡Porque me pagaban una miseria!

I: Mmhmm... jajaja.

P: Y mi papa me decía pues mejor me iba con él a cortar limones que me iba más bien. Una caja de limones a trescientos. Y pues, ay ya a la semana me pagaban trescientos pesos. Una caja de limón que cortaba en un día.

I: Mmhmm...

P: Pero yo quería estar con mis amigos allí en la pollería.

I: Y luego, ¿un día típico aquí?

P: Pues no sé, ¿ósea aquí? No sé. Creo que... mejor también porque si, ósea, el día que no trabajo, todo el día me quedo, salgo de la escuela, me junto con mis amigos, bajo al gym, me quedo allí toda la tarde estoy hasta que cierran y me voy. Pues salgo de la escuela, voy a comer, me quedo en mi feisbook, ya me voy para la casa.

I: Jajaja. ¿Y usas tu feisbook también para mantener tus amistades en Mexico?

P: Sss, depende. La que si se portaron bien conmigo porque ay gente que no se portó bien conmigo. Pero si, tengo familiares allí.

I: Y, ¿Qué piensas sobre terminar la secundaria? Este, ¿piensas que es algo que puedes, umm... que puedas hacer en tu tiempo que estas aquí?

P: Pues, si. Es lo que estoy echándole más ganas. Lo único que me falta es graduarme pues para el otro año. Pasar matemáticas y estar ayudando a echarle más ganas a matemáticas porque no...

I: Jajaja

P: Yo, no le entiendo mucho a matemáticas. Pero si...

I: Y cuando dices que te están ayudando, ¿Quiénes son las personas que te están apoyando?

P: Pues, los maestros.

I: ¿Los maestros?

P: Los maestros sí. A tener a mi tiempo libre, a tener en mis clases, tengo un profesor apoyándome en las coas que no entiendo en matemáticas y cada vez voy mejor. Ay voy...

I: Oh, muy bien. Y a pesar de los maestros, ¿has hablado con tu conejero/consejera? Te han ayudado...

P: Si pues...

I: ¿A escoger las clases?

P: Si, siempre me han ayudado. Si... si siempre me han ayudado.

I: Y, ¿Qué es lo más importante para ti para lograr en los próximos dos años?

P: ¿Para lograr aquí en la escuela o...?

I: En lo que sea.

P: ¿Pues no se? Echarle... poderme graduar, si dios quiera y, no se... seguir estudiando. Yo creo nomas graduarme y pues, no sé, lo que me gustaría ser es... no sé. Saber más el inglés y ya después ponerme a trabajar más o menos y comprar mis cosas y poder ponerme un tatuaje.

I: Jajaja. Y, ¿Qué piensas que tus papas quieran para ti?

P: Pues, yo pienso que ellos quieran lo mejor para mí.

I: Mmhmm...

P: Si.....

I: Y, ¿tus maestros, te han expresado si ellos tienen ciertas metas para ti?

P: Si.

I: ¿En el próximo año?

P: Si.

I: OK. Y, ¿Qué te dicen?

P: Pues que, que le eche ganas para graduar y así seguir, seguir iendo a la universidad y conseguir un mejor trabajo.

I: Mmhmm...

P: Si.

I: ¿Y cuáles son algunas cosas buenas que tu escuela hace bien para apoyarte y ayudarte a salir adelante?

P: Pues... pues cuando yo me porto mal, cuando no he sido... bien tranquilo, cuando mi primer año – tuve peleas y me han ayudado a que me relaje cuando, cuando tengo alguien de mi enemigo o algo así. Y pues si...

I: ¿Y han sido los directores, los deans?

P: Los maestros.

I: ¿Los maestros?

P: Si, los maestros.

I: ¿Y los maestros son los maestros del programa de ESL o son de tus clases regulares o son diferentes maestros?

P: No, de mis clases regulares. Ósea, son los que me dicen. Pues, Ms. López, está.. ya dije.

I & P: Jajaja

P: Ms. López, que siempre me ayudado también de que me porta bien.

I: Mmhmm... y, ¿esa maestra, ella también es Latina?

P: Si.

I: ¿Y habla español?

P: Si.

I: Y, ¿crees que esa conexión te, como... que te ha facilitado acercarte más a la maestra porque hay cierta confianza con el idioma, con la cultura o no importa eso?

P: No pues, si la verdad me ha cercado por el español sí. Es mejor.

I: ¿Y qué cosas pueden mejorar en la escuela para que un inmigrante, en general, tenga una buena experiencia?

P: Pues, yo digo portarse bien y tener más amigos y si... echarle ganas.

I: Mmhmm.. como que ideas tienes para los maestros que ellos puedan a ser, umm... en ayudar a los estudiantes que sean más social para que aprendan más en la escuela, para que conozcan más estudiantes, tienes algunas ideas?

P: Pues sí. Ponerlos... poner nos a trabajar en grupos, yo digo. Jajaja. Poner nos a trabajar en grupos, sí.

I: Jaja. ¿Algo más que no he preguntado de que quieras compartir o hablar más?

P: Yo digo usted hace las preguntas.

I & P: Jajajaja

P: Es que no sé. Yo casi no tengo ideo, no sé.

I: A ha.

P: Lo que me diga, yo puedo contestar.

I: Cuándo, este, primero llegaste a la escuela aquí, este... es una escuela bien grande, ¿verdad?

P: Si.

I: ¿Qué es lo que hizo la escuela para ayudarte sentirte más cómodo, mas... um, con les estrés, con les preocupación? Um... si puedes acordarte yo sé qué hace como tres años, pero, en esa primera semana.

P: No pues, se me hizo muy difícil porque, pues era una escuela bien grande ósea luego me perdía después tenía un amigo igual que me ayudado. No de mí mismo pueblo, pero era de, como de Oaxaca y pues creo que tenía, no sé, como más conocimiento. No le daba vergüenza. Pues pegue con él y casi todas las clases las tuve con él y allí me pegaba yo con él y a donde él iba yo iba. Y lo que no sabía, yo le preguntaba a él y el me ayudaba y así hasta que... tarde tiempo saber los, saber mis clases porque yo todavía no estaba acostumbrado.

I: Si.

P: Se me hizo difícil.

I: Entonces sería correcto decir que, si alguien se puede conectar con alguien que tiene una experiencia similar que aquí, que conoce bien la escuela y lo que tienes que hacer, ¿eso les ayuda a los estudiantes que son nuevos a la escuela?

P: Mmhmm.. si.

I: Mmmk. ¿Algo más?

P: Si... eso.... sí. Es todo.

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SARA

Participant #4

Interviewer: I

Participant: P

I: Okay Sara, ¿Me puedes describir a tu familia..um..en tu país natal? ¿Con quien vivías?

P: Ah, yo vivía con mi abuela..y mis tíos era..eran tres tías y...y un tío, mi bisabuela y una ...eh tía hermana de mi abuela..

I: Mhm, y..ahora ¿con quien vives aquí?.. y describe tu familia aquí en los Estados Unidos.

P: Ahora vivo con mis padres, eh.. vivo con mi familia que es mi hermana... mi hermano y yo.

I: Y ¿cuanto tiempo paso en donde no ve..no viste a tus padres?

P: Pase como nueve anos sin verlos..

I: Mhm... y ¿tus hermanos y hermanas?

P: Mi hermana paso nueve anos igual que yo pero mi hermano nació aquí y el tiene tres anos.

I: Mhm, entonces, ¿lo conociste ya cuando llegaste aquí?

P: Si

I: Mhm... y ¿tu hermana es mayor o menor que tu?

P: Menor

I: Y ¿como describirías tu viaje a los Estados Unidos?

P: Mmmm..largo y creo que dificil.

I: Mhm.. ¿con quien viajaste?

P: Viaje con mi hermana y una de mis tías.

I: Y ¿cual fue el motivo para ti para venirte a los Estados Unidos?

P: Eh, mis padres tomaron una decisión de que mi hermanos regresa, nos viniéramos para acá porque ella estaba embarazada y ella decidió que seria mejor que nosotros nos viniéramos para acá.

I: ¿Quien estaba embarazada? ¿tu tía?

P: Mi madre

I: Oh! tu mama, ok entonces ¿los, los quería a todos juntos?

P: Si mhm

I: Y..?hay una experiencia que se te grabado en tu mente de tu viaje de allá para acá?

P: Ahhh, s.. ay muchas yo creo que....como lo trata migración a uno creo que a sido una experiencia que, que como que se queda marcado aquí.

I: Mhm...quieres hablar un poco mas de eso?.... ooooo....

P: Es que tendría que ser como desde el principio algo así para que puedas entender, ahh, la cosa fue que inmigración nos detuvo pero fue una decisión de mi madre que, que inmigración nos tomara porque éramos menor de edad y no vinimos con un adulto y así para que no pudiéramos cruzar la frontera ya ella... ya después inmigración la tenia que llamar a ella para preguntarle su dirección y todo eso pero yo creo que lo que marca no es ni el camino ni nada lo que es como inmigración te trata yo creo que es como cuando te detienen, no se te llevan como a un cuarto.. así muy frio, no se, no ay suficiente comida, ah la comida es como un sándwich eh dos veces al día o una.. no te puedes ni bañar ni cepillar ni nada de eso..yo creo que eso es lo que te marca.

I: Mhm, ¿se pudieron mantener juntas tu y tu hermana?

P: Si

I: Si, okay.., y ¿como te hallas con la mayoría de los, de los estudiantes aquí en la escuela?

P: Oh, pues bien yo creo que entre la mayoría de el grupo de...de que acabamos de llegar y queremos aprender el idioma creo que es como un grupo muy unido que siempre estamos todos ahí siempre nos apoyamos y cosas así..

I: Mhm, y ¿que tal, fuera de...de ese circulo de el que ustedes tienen...en general los otros estudiantes.. como te sientes, como caminando en los pasillos o en otras clases regulares donde no tienes a todos tus amigos?

P: Yo creo que al principio es muy dificil poderte hallar en hmm, eh cuando sales del de este programa pero creo que también como que eso te hace mas fuerte para poder sobre-salir y poder..no se superarte o puede que hacer mas amigos también creo que es algo muy bueno.

I: Mhm, y tu hermana horita bien, asiste a la escuela contigo?

P: Si,

I: Si, ¿crees que te a ayudado tener a tu hermana aquí contigo?

P: No *risa*

I: No? *risas* ¿como describirías la relación entre ti y tu hermana?

P: Yo creo que..cercana

I: Mhm, y ¿que ves o escuchas en la tele o en el internet sobre la inmigración y piensas que te afecta de una manera o otra?

P: Mmm, yo creo que son muchas cosas pero en general creo que no se, yo creo que...tal ves en el estatus que estoy ahora creo que afecta, pero afecta oír los comentarios de la gente pero no afecta, no afecta mi vida diaria yo creo que queda como una marca que, que escuchas y escuchas y también no se..

I: Mhmm...y ¿sientes que puedes ser tu misma en la escuela o en tu trabajo, no se si trabajas..o en la comunidad..?

P: Si porque es dependiendo de yo creo que cada persona porque si tienes una, una personalidad fuerte puede demostrar lo de lo que tu eres, pero si crees, si tienes una personalidad muy débil creo que no, pero yo creo que eso va dependiendo de cada persona.

I: Mhmm, y ¿que costumbres y tradiciones celebras ya que estas aquí en los Estados Unidos?

P: Oh yo creo que.. las mías eh yo creo que todas pero Estadounidenses no, no celebra mi mama

I: Y ¿tu familia? ¿tus padres? como ya han vivido aquí un poco mas, ¿celebran algunas costumbres o tradiciones de los Estados Unidos?

P: No

I: No.....y ¿cuales son algunas uhm, costumbres o tradiciones que celebran de tu país natal?

P: Oh celebramos la Navidad, ano nuevo..eh..el día de la independencia de nuestro país, ah el día de la Guadalupe, creo que son muchas cosas.

I: Mhm, y dime lo que piensas sobre obtener una educación formal..así como graduarte de la secundaria, o posiblemente asistir la Universidad o un colegio. ¿que opinas sobre eso?

P: Ahh para mi personalmente yo creo que...es que yo veo mucho mas que solo un titulo de high school sobre mi..

I: Mhmm, y describe un día típico en tu país natal..como pasabas tus días?

P: Ehh, a comenzaba entre semana digamos me levantaba iba a la escuela en la mañana, para las doce y media , una ya estaba en mi casa, hacer tarea, cenar...y... no se estar con mi familia mas tiempo.. estaba con mis abuelas y si, pero era, era muy similar mi día normal en Guatemala que como a lo que estoy viviendo acá creo

I: Oh si, okay

P: Si

I: Eso es a lo que iba. Entonces como no estaban tus papas en tu país natal viviendo contigo pero si tenias a tus abuelas y a tus tíos y tías, ¿te sentías..igualmente segura? O teniendo mas familia allá ¿te sentías mas segura allá? O ¿Hay una diferencia?

P: No, yo creo que entre seguridad no hay ninguna diferencia

I: Mhm, y en tu comunidad, eh este.... te sientes mas segura aquí o mas segura allá?

P: A veces eh, yo creo que uno se siente mas seguro allá porque haces muchas personas no se te miran mal como digamos si vas a una tienda y estas viendo cosas y digamos si la tienda es muy cara y te miran a la cara en la tienda como que si se te quedan viendo como que si vas a

I: Aquí

P: Aja, como que si vas a como que si vas a, a robar o algo así no se es algo como muy estúpido pero..

I: Y eso, ¿eso algo que no sentías allá en tu país?

P: No nunca

I: Mhm, y hablaste un poco de querer terminar la secundaria y, para ti, ¿que es lo mas importante para llegar acabo en los próximos dos anos? En los próximos dos anos tienes algunas metas, o algo que quieres lograr?

P: Ah, si mi meta es para el próximo ano es poder ir a (local community college) para seguir para medical assistant pero también quiero seguir en la Universidad y poder aplicar para una beca oh algo así.

I: Mhm, y ¿has tenido apoyo aquí de alguien para poder lograr eso? Así mas o menos como navegar las formas que necesitas, uhm completar y donde llevar los papeles?

P: Si yo creo que eso es lo bueno de esta escuela porque muchas personas que, que se preocupan oh que te ayudan mucho para que tu puedas ir avanzando en tus estudios.

I: Mhm, y ¿sientes que son mas los maestros o el director o la directora, los consejeros, o una combinación?

P: Yo creo que es en especial..los maestros, yo creo que también el...uhmm Sharon Mendoza no se, no se que ocupación tiene ella en la escuela pero ella también es algo, eh, es algo como un apoyo bastante fuerte y pues si.

I: Y tu familia, ¿que piensas que tus padres quieren que tu realices para el próximo ano?

P: Yo creo que mis padres piensen de terminar mi high school y poder seguir en la escuela en el colegio en la Universidad no se seguir algo así pero, yo creo que si eso

I: Y, ¿tus maestros?

P: *risas* mm, yo bueno los maestro yo creo que es lo mismo no para todos los estudiantes, seguir los estudios y no parar.

I: Mhm, entonces ¿sientes que todos los adultos que están alrededor de ti te están apoyando para seguir con tu educación?

P: Si

I: Y ¿cuales son algunas cosas que tu escuela hace bien para ayudarte salir adelante?

P: ¿Como es la pregunta?

I: En tu opinión, ¿cuales son algunas cosas que la escuela hace bien en apoyarte y...y en ayudarte con lo que quieres lograr?

P: La escuela no se si ya la de..en general la escuela y todo

I: Pueden ser, maestros, pueden ser los estudiantes.. puede ser lo que tu quieras, o si ay una organización que te ayuda, o un tipo de clase que te ayuda.

P: Ah, yo creo que eso es dependiendo porque si no buscas no encuentras y si no encuentras te vas a quedar en el mismo lugar, por eso yo creo que es difícil poder resol..eh responder esa pregunta porque yo creo que es depende en la persona

I: Es... ¿depende en la persona?

P: Si es depende en la persona

I: Y para ti, en tu experiencia personal, para ti misma ¿que es lo que tu piensas que esta escuela hace bien en..si puedes pensar en, en la primera semana cuando llegaste aquí a H. Park High School.. este, como fue esa semana y que fue lo que te ayudo sentirte cómoda aquí?

P: Ah yo creo que fue el ambiente..well because...eh porque

I: Si quieres hablar en Ingles puedes hablar en Ingles *risas*

P: *risas* Ehh, porque...creo que te ayuda mucho como que si están empeñados en seguir y seguir y si te das para atrás o te das por vencido siempre están ahí para apoyarte. Yo creo que por, yo creo que por eso yo me sentí muy cómoda, eh...estando en la escuela porque no muchas escuelas tienen programas eh diversos para estudiantes

I: Mhmm, y si piensas en los maestros en esa primera semana o en ese primer mes cuales son los que mas resaltan en tu mente..?que características tienen o tenían que..te ayudaron adaptar aquí a la escuela?

P: Ah yo creo que sus características eran como muy atentos, muy pacientes eh, muy dedicados eh...muy...si muy dedicados

I: Y piensas que te ayudo? Ohh...a ver, que opinas de tener un maestro que también sea latino y hablen tu idioma?

P: Yo creo que..se siente uno ma..como mas como que si tiene uno mas confianza..ya que...supongamos que no te.. entre... a veces personas preferimos hablar unos temas en un idioma que en otro. Eh..por eso yo creo que..es eh, muy importante o es importante en esa escuela que ay eh, maestros y consejeros que hablan eh, dos idiomas o no se tres o no se como yo entendería no se yo creo que es uno conveniente porque no solo para ellos si no también para los estudiantes que estamos con, como mas confianza.

I: Mhmm, y..?que cosas pueden mejorar aqui en la escuela en tu opinion, en tu experiencia personal..ah, para que un inmigrante tenga una buena experiencia?

P: Yo creo que...que debería mejorar como...como una estructura de, de los clubs después de escuela porque ay muchos eh clubs que solo eh, ay para eh de habla ingles y no ay de habla española y la importancia es porque ay muchos estudiantes que acabamos de llegar de otro país o ay estudiantes que nunca, en el país nunca aprendieron hablar Ingles y lo están aprendiendo aca. Pero si ayy eh clubs que, que solo hablan Ingles eh estas personas no pueden ingresar a, a participar en..después de escuela ya que quedarnos en la escuela tiene muchos beneficios no solo para poder convivir sino que también para poder ehh tener mas fuentes para poder conseguir una beca o algo así.

I: Mhm..algo mas?

P: Mm, no

I: Por ejemplo imagínate que aquí esta el director o directora y te están diciendo pues, ¿que es lo que podemos hacer que podemos poner en el lugar para que tengan mas oportunidades y hacer diferentes cosas?

P: Yo diría que lo mismo, también que.. yo creo que ahí un programa de que es un grupo eh para, personas inmigrantes pero creo que es un grupo que esta muy Escondido y no todos los chicos saben de eso y yo creo que, que también deberían de alzar la voz y como ay muchos clubs que son muy populares, eh como, como que si ya se salen en el, en los anuncios y.. diciendo que, que esta abierta la escritura yo creo que también deberían hacer algo como así para que personas sepan que tienen el apoyo necesario en esta escuela para compartir sus historias

I: Y del club del que hablas, como es que tu te diste cuenta?

P: Ah porque.. la maestra que nos da el, el grupo de mujeres nos compartió la informacion y..de esa forma fue que me entere.

I: Mmm, okay, algo mas que no te pregunte o que quieras compartir, que crees que ayudaría mas bien a los maestros o a directores o directoras saber un poco mas sobre lo de que ellos pueden hacer para ayudar a estudiantes como tu? O cosas que deben considerar

P: Yo creo que... en el programa de Yell creo que se deberían de abrir mas puertas para mas como...ir a mas eh clases de cómo universas personas y ver de sus culturas para que uno se pueda abrir mas para que uno pueda hacer mas compañerismo y no estar en la misma...en la misma...burbuja y no poder salir porque tienes miedo y yo creo que ese so lo que nos hace tener mas miedo.

I: Horita solamente son puros hispanos en esos clases?

P: Eh, si la mayoría si el ano pasado creo que había de filipina y..había creo una japonesa pero ella se regreso a Japón creo y..mhmm

I: Y este, la locación de donde están sus clases están en un lugar en donde ahy...clases con...como se dicen esas clases, las clases generales donde hay mas estudiantes?

P: Ah, pues la verdad yo, no se porque ahora ya yo ya no estoy en el programa de Yell pero cuando yo estaba era como ahh..era como muy eh, serrado tenia unas clases con unos compañeros y así pero yo creo que el programa, creo yo, que cambio no estoy Segura, pero no se.

I: Mm okay, y cerrado no solamente a otras culturas pero también en, en el lugar donde estaba ubicado en sus clases como que estaban en una sección los demás

P: si

I: Okay no mas estoy tratando de *risas* de imaginarme como esta todo.. okay, algo mas que quieras compartir?

P: Mm, no se, no

I: Okay muchas gracias

APPENDIX D
INTERVIEW PROTOCOLS

1. Describe a tu familia.

- ¿Con quien vives?
- ¿Quiénes viven en tu país nativa?

2. ¿Cómo describirás tu viaje a los estados unidos?

- ¿Cuál fue el motivo?
- ¿Con quien viajaste?
- ¿Cuáles experiencias se te han grabado en tu mente?

3. ¿Quién es tu familia en los EEUU?

4. ¿Cómo te hallas con la mayoría de los estudiantes en tu escuela?

5. ¿Qué ves y escuchas en la tele y en el internet sobre la inmigración, y piensas que te afecta de una manera o otra?

6. ¿Sientes que puedes ser tu mismo/a en la escuela/trabajo/comunidad?

7. ¿Qué costumbres y tradiciones celebras?

8. Dime lo que piensas sobre obtener una educación formal.

- 1. Describe un día típico en tu país natal.
- 2. Describe un día típico ahora.

9. ¿Qué piensas sobre terminar la secundaria?

10. Para ti, ¿qué es lo mas importante para llegar acabo en los próximos dos años?

11. Para tu familia, ¿qué es lo que mas quieren que tu realices en el próximo año?

12. Para tus maestros, ¿qué es lo que mas quieren que tu realices en el próximo año?

13. ¿Cuáles son algunas cosas que tu escuela hace bien para ayudarte salir adelante?

14. ¿Qué cosas pueden mejorar en la escuela para que un inmigrante tenga una buena experiencia?

1. Describe your family.
 1. Who do you live with now?
 2. Who resides in your native country?
2. How would you describe your migration experience?
 1. What were the reasons for migration?
 2. Who did you migrate with? Note: family, friends, unknown people
 3. What experiences during migration are most memorable?
3. Who is your family in the United States?
4. How do your peers at school treat you?
5. What do you see and hear in media about immigration and how, if at all, does that have an impact on you?
6. Do you feel you are able to be yourself at school/work/community?
7. What customs and traditions do you celebrate?
8. Tell me what you think about getting an education.
 1. Tell me about a typical day at school in your native country.
 2. Tell me about a typical day at school in here.
9. What are your thoughts on finishing high school?
10. What is the most important thing for you to accomplish in the next year or two?
11. What would your family like you to accomplish in the next year?
12. What do you feel your teachers expect you to accomplish in the next two years?
13. What does your school do well to help you be successful in school?
14. What can your school do better to help you be successful in school?

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VITA

Dr. Diaz earned her doctoral degree in school psychology from Loyola University Chicago. Prior to earning her doctoral degree, Dr. Diaz earned her Master of Education in educational psychology at Loyola University Chicago and her Master of Education in instructional leadership at University of Illinois at Chicago. She is a former tenured high school teacher with an ESL endorsement. She is currently in an American Psychological Association (APA)-accredited internship at Maine West High School through the Illinois School Psychology Internship Consortium (ISPIC). During her tenure at Loyola, Dr. Diaz served as a member of several research teams within the School Psychology department and conducted research specific to under-resourced schools, dropout prevention, school to prison pipeline, ELL education, immigration and acculturation, and supervision in school psychology. She is trained in Cognitive Behavioral Intervention for Trauma in School (CBITS) and Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). Dr. Diaz is also a DFI Fellow.

