

# *Utilizing Qualitative Research*

**Workshop on the Impact of Mobility and  
Change on the Lives of Young Children,  
Schools, and Neighborhoods, National  
Research Council, *June 29-30, 2009***



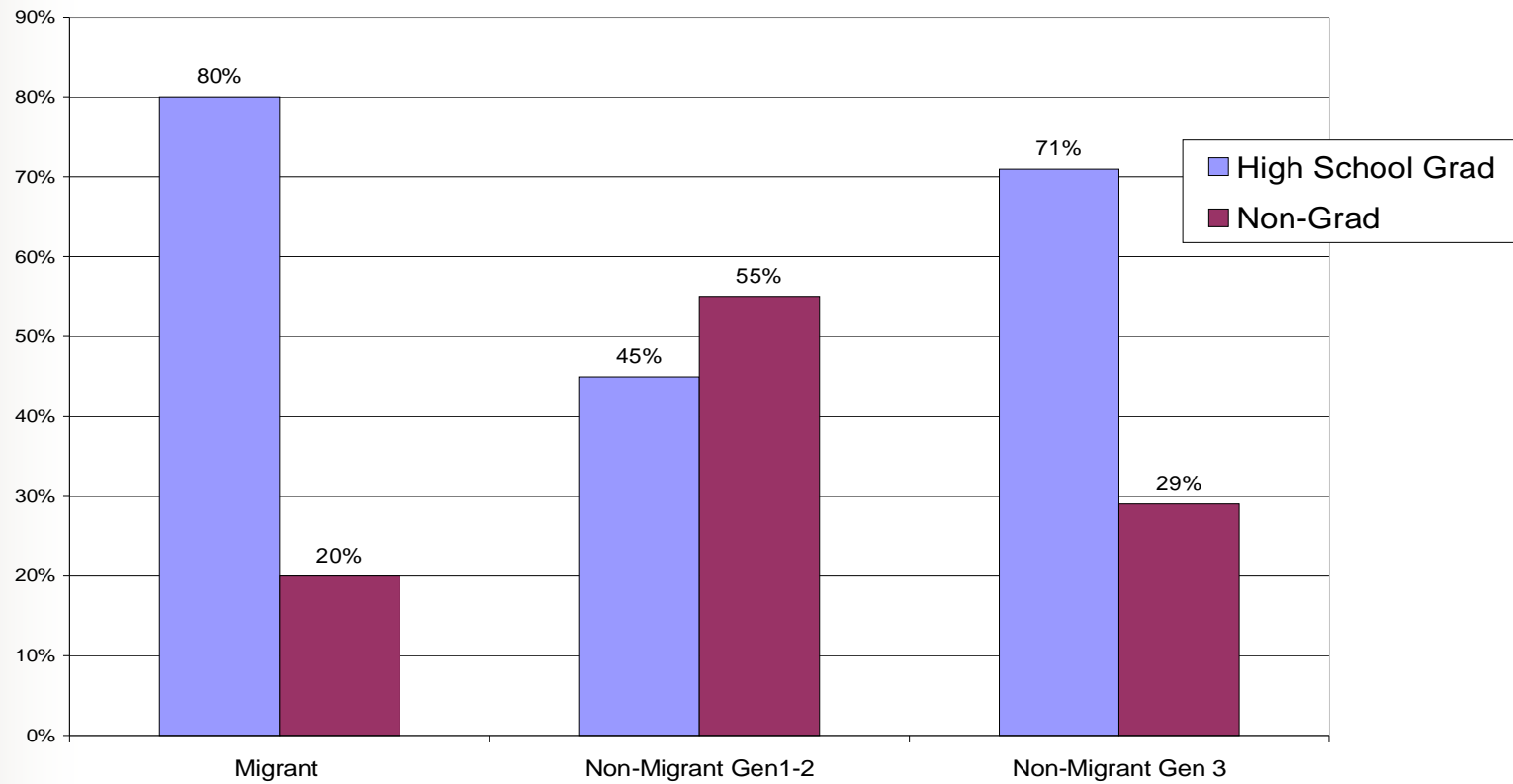
Margaret A. (Greta) Gibson  
Department of Education  
University of California, Santa Cruz



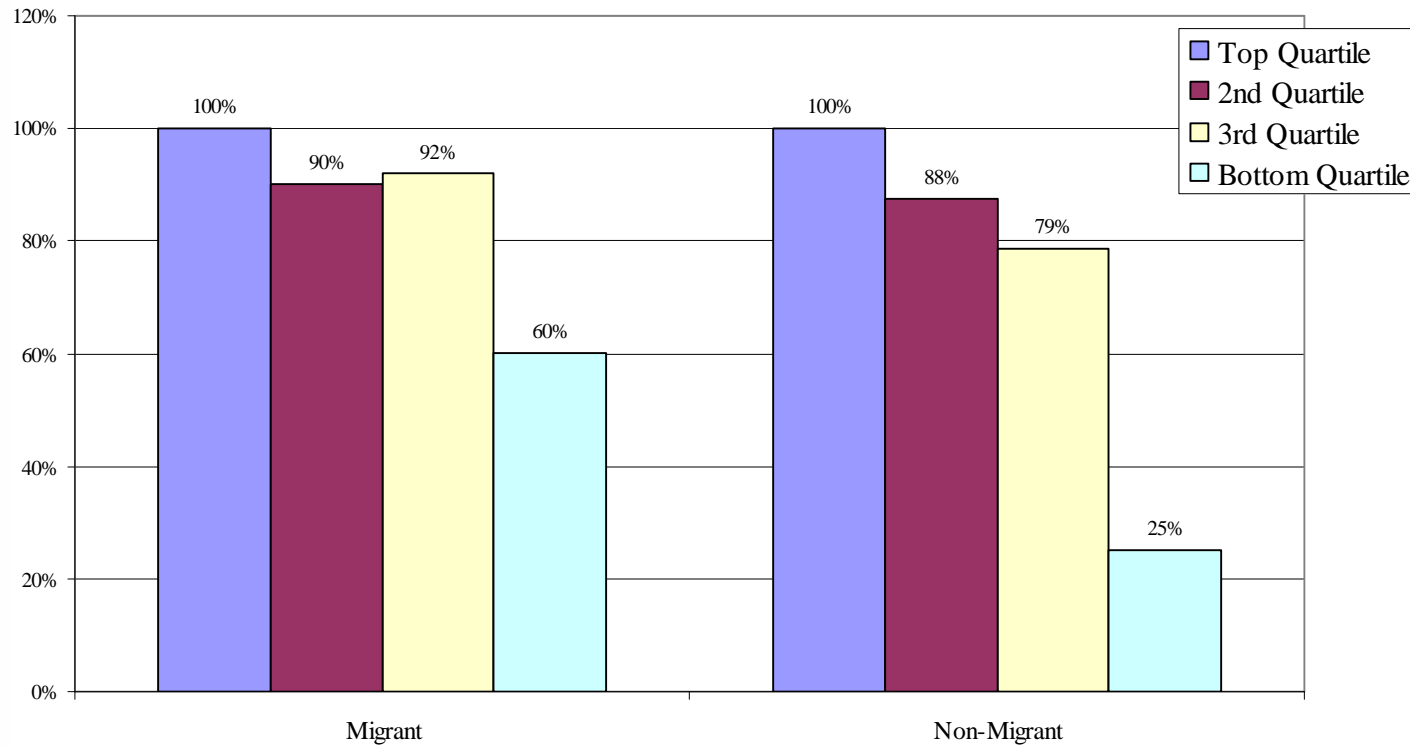
## Migrant students, 2008: 505,704

- q Budget: \$380,000,000 (FY 2008)
- q Difficult to track high school graduation rates due to students' mobility and inconsistent eligibility for MEP.
- q The U.S. Department of Education estimates **only 45% to 50%** finish high school (*U.S. Department of Education, Office of Migrant Education, 2005, but findings are out of date*).

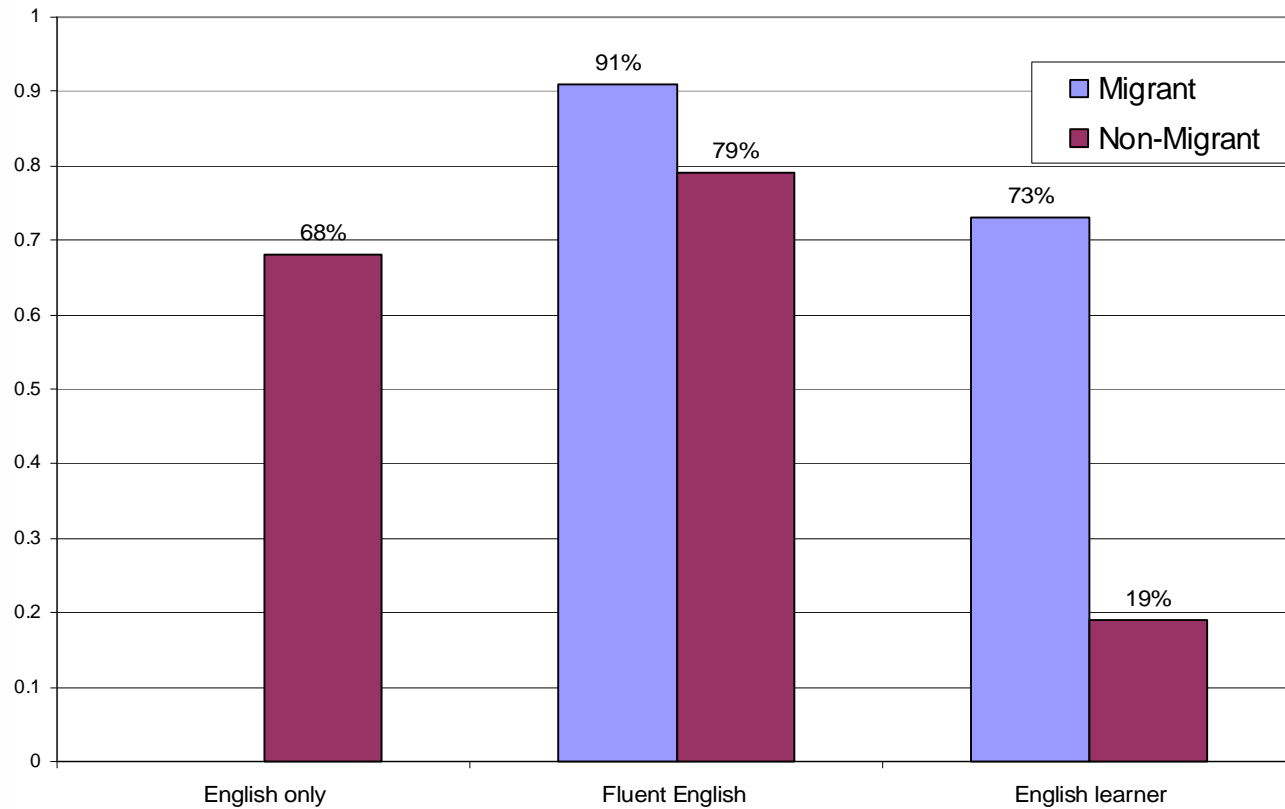
# Graduation Rates at Hillside High



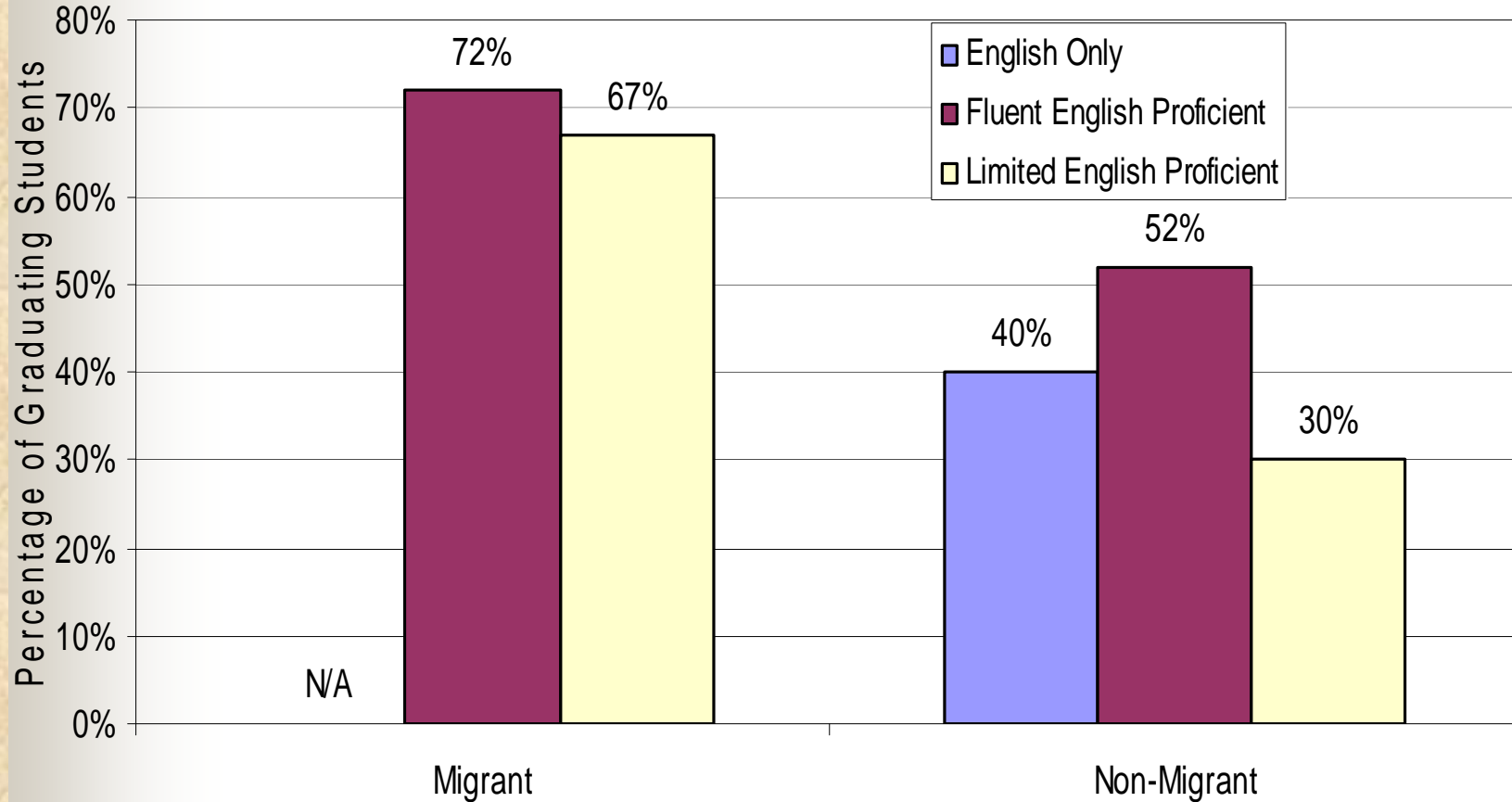
# Hillside High Class of 2002: Mexican-descent students' graduation rates by migrant status and 9th grade quartile



# Mexican-descent students' high school graduation by migrant status & English proficiency in 9th grade (HHS Class of 2002)



# Graduation rates: Valleyside High School Class of 1995, Mexican-descent students





## On participating in class

**Question: How would you feel if you were in a class where you didn't know anyone?**

- n “I am more quiet; I just talk about schoolwork. I don't talk about what I do in my free time.... I don't really talk that much.” [migrant, male, officer in the MSA]
- n “When we do group work in math, sometimes I'm the only Mexican girl and I think, ‘No, I don't want to ask a question,’ because they're going to think, ‘Oh, she's the only one. She's the only one that's asking questions.’” [migrant, female]



## On participating in clubs and sports

- n If you go [to a club], you feel shy and you don't speak your mind, because you don't feel comfortable sharing your ideas. And then it's better not to attend the next meeting.
- n We feel we won't be included or liked... but when I was in cheerleading, I felt totally included and liked by everyone in my team.



# Peer influences

- n “If... you hang around people that are doing well in school, you’re gonna have a tendency to do well.... If you hang around people that are the opposite, you might do bad.”



# Migrant Advisors' Roles

- q Close, caring relationships
- q Role models, mentors, advocates, trusted friends
- q Bridge or liaison between home, school, and community
- q Promote a positive sense of identity as Mexicans and as academically oriented
- q Explicit academic guidance
- q Link students to other resources in the school
- q Encourage students to think about their future