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

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Migrant students, 2008: 505,704

- Budget: $380,000,000 (FY 2008)

- Difficult to track high school graduation rates due to students’ mobility and inconsistent eligibility for MEP.

- 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only 45% to 50% finish high school (U.S. Department of Education, Office of Migrant Education, 2005, but findings are out of date).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

Migrant: 20% (High School Grad), 80% (Non-Grad)

Non-Migrant Gen1-2: 45% (High School Grad), 55% (Non-Grad)

Non-Migrant Gen3: 29% (High School Grad), 71% (Non-Grad)
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

- **Migrant**
  - English Only: N/A
  - Fluent English Proficient: 72%
  - Limited English Proficient: 67%

- **Non-Migrant**
  - English Only: 40%
  - Fluent English Proficient: 52%
  - Limited English Proficient: 30%
On participating in class

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

“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]

“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

- 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.

- 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

“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

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