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More than a Diploma

Strategies to Improve the Educational Attainment of Latino Students

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For

**Coalition of Humane Immigrant
Rights of Los Angeles**

(CHIRLA)

CHAPTER ONE: THE POLITICS OF EDUCATION

Nebraska, 1923

Meyer v.

Lau v. Nichols

Lau v. Nichols

Lau v. Nichols

The Leticia A. Network

Plyer v. Doe

Plyer v. Dough

Proposition 187

Proposition 209

Closing Thoughts

CHAPTER TWO: PROBLEMS INSIDE OF THE CLASSROOM

Testing

Class Size and Teacher Quality

Social Promotion

Closing Thoughts

CHAPTER THREE: THE PROBLEMS AT HOME

CHAPTER FOUR: RESEARCH FINDINGS

Teachers should teach content so that it interests and challenges Hispanic students. They should communicate high expectations, respect, and interest; understand the roles of language, race, culture, and gender in schooling; and engage parents and the community in the education of their children. Teachers should receive professional development to promote their ability to develop and use strategies that facilitate student learning and communication with Hispanic families. (ERIC, March 2000)

Each Hispanic student should have an adult in the school committed to nurturing a personal sense of self-worth and supporting the student's efforts to succeed in school. (ERIC, March 2000)

All students should have access to a high-quality, relevant, and interesting curriculum that treats their lives as a starting point for learning, and provides a range of available options for their lives, and demands student investment in learning. Schools should have high quality up to date resources necessary for an effective education. They should reconfigure time, space and staffing patterns to provide students with the supports they need to achieve their goals.

Schools should replicate effective programs by monitoring the effectiveness of programs and trying to improve them and replace them with more reliable strategies.

Schools should emphasize the prevention of problems, and be aggressive in responding to early warning signs that a student is disengaging from school.

Schools and alternative programs should be coordinated. (ERIC, March 2000)

Schools (especially high schools) should be safe and inviting places to learn. They should personalize programs and services that succeed with Hispanic students, give them the opportunity to assume positions of leadership and responsibility (to counteract the lure of gangs), target them for prosocial roles, and protect them from intimidation. (ERIC, March 2000)

Schools should recruit Hispanic parents and extended families into a partnership of equals for educating Hispanic students. Parents should be helped to envision a future for their children and a reasonable means by which to plan for and achieve it. Schools should work to overcome stereotyping that prevents the staff from assuming that parents have an investment in their children's achievement. (ERIC, March 2000)

Pipeline courses:

Study Skills:

Test Preparation:

High Expectations:

Cultural Affirmation:

Aid Application Process:

College Visits:

Social and Cultural Capital:

So,c -0.0005Tw 1e2 Critique:

Frequent Monitoring of Student Progress:

-Orderly and Safe School Environment:

Parent Involvement:
