CALIFORNIA STATE UNIVERSITY SAN MARCOS

THESIS SIGNATURE PAGE

THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS

IN

EDUCATION

THESIS TITLE: Resiliency Factors In Education: One Migrant Child's Success Story

AUTHOR: Monica Coughlin

DATE OF SUCCESSFUL DEFENSE: April 30, 2015

THE THESIS HAS BEEN ACCEPTED BY THE THESIS COMMITTEE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATION.

Anne René Elsbree
THESIS COMMITTEE CHAIR

José Manuel Villarreal
THESIS COMMITTEE MEMBER
Resiliency Factors in Education:

One Migrant Child's success story

by

Monica G. Coughlin

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Arts Degree
in

Education

California State University San Marcos

Spring 2015
THESIS ABSTRACT

This ethnographic case study focuses on the resiliency factors of one migrant farm worker in navigating the American public education system. The barriers farm workers’ children face are numerous and include: English language difficulties, teachers who do not understand their plight, culture or language, parents who have difficulty managing their child’s education due to work, language gaps, fear of deportation and a plethora of other immigrant problems. The literature regarding migrant farm worker children education centered on outreach initiatives designed to address the children’s needs for English language development, academic achievement, and mobility issues. This qualitative ethnography explores the question of resiliency factors in migrant children and how those factors can propel a migrant student to succeed in educational systems as they travel from job to job following the crops they harvest. The case study focuses on one child who came to the United States at the age of four and worked from kindergarten through high school as a migrant worker while at the same time successfully managing his education in central California schools. The ethnography and research data revealed several outcomes: The importance of effectual, caring teachers, the value of a culturally relevant pedagogy, the influence of social capital on success, and the magnitude of parental authority and how it influences migrant children.

Key Words: Bracero program, culturally relevant pedagogy, migrant child, migrant education program, migrant farm worker, migrant parents, resiliency, social capital
Oh Migrant Child

By Monica G. Coughlin

While you live in a tent a Quonset hut or a car back seat
The other children have homes and yards which are clean and neat
While your bed is hard, cold and strange and crowded with others
The other children are tucked into their own beds with warm fresh covers

While you dress in the dark and concrete chills your feet
The other children are awakened to smell of bacon and swirl of heat
While your dirty fingers scratch at the soil and your ankles are bare
The other children are in a warm bath with shampoo in their hair
While your belly aches and your scalp itches with vermin
The other children have pancakes and sausage and Sunday sermon

While your chest rattles your nose runs and the infections fester
The other children are coddled and cuddled in a pillowed sequester
While your dirty clothes and old toys are brown bagged again
The other children are carted off to play dates or vacations with friends
While your schools are always new and clothes are old again and again
The other children are familiar wear down jackets and fashions latest trend

While you can’t understand the lesson and what the teacher is saying
The other children read and write and laugh while they’re playing
While the teacher avoids you won’t explain and turns up her nose
The other children have attention have help teachers aren’t foes
While you struggle to learn catch up fit in but often feel like crying
The other children seem to add subtract divide without even trying

While you’re tired, sick and hungry and don’t feel like moving
The other children are rested and healthy their mothers ever soothing

Oh migrant child you work so hard for your adopted country
Where’s the love and compassion and promise to be free
Acknowledgments

Several wonderful people contributed to the realization of this paper; but two people were crucial. Without their help I never could have succeeded with this study, Dr. Anne René Elsbree and Joseph Nuno.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>2</td>
</tr>
<tr>
<td>Chapter I: Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>16</td>
</tr>
<tr>
<td>Chapter II: Literature Review</td>
<td>19</td>
</tr>
<tr>
<td>Parental Influence</td>
<td>19</td>
</tr>
<tr>
<td>Migrant Education Program</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Impact</td>
<td>21</td>
</tr>
<tr>
<td>Culturally Relevant Pedagogy</td>
<td>23</td>
</tr>
<tr>
<td>Social Capital</td>
<td>24</td>
</tr>
<tr>
<td>Chapter III: Methodology</td>
<td>27</td>
</tr>
<tr>
<td>Chapter IV: Data Presentation – Joe’s Story</td>
<td>35</td>
</tr>
<tr>
<td>Chapter V: Recommendations/Discussion</td>
<td>48</td>
</tr>
<tr>
<td>References</td>
<td>56</td>
</tr>
<tr>
<td>Appendix A: Internal Review Board Application</td>
<td>60</td>
</tr>
<tr>
<td>Appendix B: Consent Form</td>
<td>64</td>
</tr>
<tr>
<td>Appendix C: Interview Questions</td>
<td>66</td>
</tr>
</tbody>
</table>
Chapter One: Definition of Problem

This ethnographic case study focuses on the experiences of one migrant farm workers’ child as he encountered American educational institutions, specifically in central California during the 1960s and 1970s. There are two research questions that guide this study: How can we better serve this large group of students; how can we identify and sharpen their resilience so they will desire education and complete high school? This chapter defines the problem, previews the literature review, previews the methodology and identifies the significance of the study.

Definition of Problem: Migrant Farmworker Background

To define the problem, this background information describes the migrant farmworker experiences in the United States of American and the mobility effects on education for a child in a migrant farm worker family.

Migrant Farmworker Experiences

Every year the migrant child and their family contribute to the harvest of more than $30 billion in fruit, vegetable, and horticulture crops in the United States [(U.S. Department of Agriculture, as cited in Nevárez-La Torre 2011)]. In U.S. Department of Education data in 2000, it was revealed that about 800,000 migrant children and youth attended American schools in several different states (Nevárez-La Torre, 2011).

Migrant farm workers’ children face many academic obstacles exacerbated by the rules and regulations enforced by the educational system they encounter. Although difficult to establish the exact numbers, migrant students in California have elevated high school dropout rates. In California, where the highest number of child migrant farm workers live and work, their high school dropout rate is estimated to be above 50% (CDE, 2007; USDE, 2006).
Most migrant students are Spanish speakers but often cannot be taught in their own language at this time. “Regrettably, the current social climate in some U.S. states is hostile to bilingual education” (Green, 2003, p.66). Ninety percent of California’s approximately 34% of the country’s migrant children are of Mexican descent and Spanish speakers (Lundy-Ponce, 2010). Twenty-seven states have passed “English Only” laws and legally abolished all bilingual education even though the American demographic is changing rapidly and the percentage of Spanish speaking students entering American schools every fall is rapidly expanding. Migrant children are most likely to speak Spanish as their first language and generally do not have much in the way of English skills when entering school. Since most bilingual programs have been disassembled nationwide, the migrant child’s feeling of inclusion in American schools has been reduced even more than would be likely if their language and culture were respected and included in the mainstream curriculum (Nevarez-La Torre, 2011). As cited by Nash (1990), Bourdieu, a French sociologist, identifies language functions as social capital, and the migrant student is perceived as coming up short here.

Migrant farm workers’ children face many academic obstacles exacerbated by the rules and regulations enforced by the educational system they encounter. Although difficult to establish the exact numbers, migrant students in California have elevated high school dropout rates. In California, where the highest number of child migrant farm workers live and work, their high school dropout rate is estimated to be above 50% (CDE, 2007; USDE, 2006).

The burden of inadequate English skills follows the migrant child from school to school (Green, 2003), and although numerous studies have revealed that students need to be taught in their first language until they are proficient in their second language, this tool for learning has been erased or worse yet, the unintended curriculum is that English is important and Spanish is
MIGRANT CHILD RESILIENCY FACTORS

not (Gibson & Hidalgo, 2009). The deficit paradigm, (Araujo, 2012), has been used as an argument that blames the individual for failure because of language limitations, narrow intellectual abilities, lack of drive and incentive, and inadequate home resources. The American educational system has often called for the destruction of the first language culture in order to acculturate migrant children and others who are not of the mainstream White culture (Ladson-Billings, 1995). This disparagement of the first language of many migrant children leads to social and cultural isolation (Green, 2003). In addition the annual state-wide competency standards and testing mandated by No Child left Behind (NCLB), is given in English and further alienates these students due to the language barrier it creates. The new nation-wide exams mandated by NCLB have caused some educators to teach to the test which makes it nearly impossible for migrant English Language Learners to understand or complete the competency tests required (Brunn, 1999).

Migrant students usually live in dismal poverty due to the low wages paid for this backbreaking occupation; this means the children often work in the fields to increase the family’s income. The adult migrant workers are paid far below minimum wage earning $5,000 to $7,000 per year (Lopez, Scribner, & Mahitavanichcha, 2001). This is well below the federal government’s guidelines on the poverty level: in 2012 the Federal poverty guideline was an annual income of $23,050 for a family of four, add $3,960 for each additional person (Amadeo, 2012). The migrant workers’ low income often forces their children to participate, and because child labor laws as applied to agriculture and adjacent industries are far less strict than those in other industries, a third or more of migrant children are working alongside their parents in the same dismal circumstances in which their parents are employed (Lopez, Scribner, & Mahitavanichcha, 2001).
Forced to work because of financial need in addition to the unhealthy working
environment which can wreak havoc on a young immune system, migrant students have, as a
consequence, extreme attendance problems. This is another factor in the high dropout rate
(Martinez & Cranston-Gingras, 1996). Researchers estimate the migrant student graduation rate
at 45%-50% but these numbers are not current and the mobility of the migrant student makes it
difficult to get an accurate number (Gibson & Hidalgo, 2009). Migrant farm workers have
reported discriminatory practices in the use of pesticides, illegal pay practices, lack of overtime
pay, eight hour shifts with no breaks or lunch, and many other violations of the law and basic
human decency related to their language barrier and immigration status.

The housing in many workers’ camps and the housing available to rent as the migrants
move from crop to crop is similar to third world housing rather than that of the richest country in
the world (Zimmerman, 1981). This has not changed in sixty years. Migrant farmworkers are
often vulnerable due to their undocumented status and regularly must tolerate filthy, illegal
housing, wages far below state mandated minimum wage, lack of health care, and myriad of
other complex issues due to this vulnerability (Parra-Cardona, Bulock, Imig, Villarruel, & Gold,
2006). Migrant worker’s living conditions are grim.

Not only are migrant children often forced by necessity to work but many traveling
migrant workers and families live in small, dirty, cold, crowded accommodations with the bare
minimum of shared facilities (Martinez & Cranston-Gingras, 1996). Between the work and the
living conditions it is difficult to maintain the hygiene that is considered appropriate for school.
This is another facet of the migrant child’s thorny interaction with the American education
system. Research has shown that teachers often have negative attitudes toward those that are
soiled and poorly dressed even when the student is achieving academically (Adger & Peyton,
1999; Gibson & Bejínez, 2009). Public schools are not providing quality education to the migrant student whether they are continuing in a nomadic lifestyle and following crops from state to state, or have settled in an agricultural area of our country where they can live semi-permanently (Nevárez-La Torre, 2011).

The average farmworker has a life expectancy of forty-nine years, well below the seventy-five average nationwide (Martinez & Cranston-Gingras, 1996). The children and students of migrant workers face all the struggles their parents face and more as they work in the fields beside their parents in addition to attending school. Researchers have found that by the age of eight or nine children realize their group membership and become aware of the school’s negative attitude toward their people, language, culture, and community. This often causes students to decide which group they will join and who they will leave behind (Delpit, 2009). Often the hidden agenda for migrant students is that their language and culture are not valued, and they disengage from American curriculum and eventually drop out (Martinez & Cranston-Gingras, 1996).

An additional problem faced by the migrant child is that the American public school system has proven itself to be inflexible in the structures and rules that prevent migrant students from having adapted curriculum requirements or previous work completed elsewhere, even in another state, counted for credit where the student is presently attending (Nevárez-La Torre, 2011). Placement is difficult when they start a new school and instances have been recorded where migrant children were put in the special education classes due to the school’s lack of guidelines and programs for the migrant student (Parra-Cardona, Bulock, Imig, Villarruel, & Gold 2006).
American public schools serve extraordinarily diverse populations, but of these many groups the children of Mexican immigrants are more likely to drop out before graduating from high school and equally unlikely to enroll and complete a four year college degree (Gibson & Bejinez 2002 p.155). Included in this group are migrant workers who seem to be the most deprived of the underprivileged. The difficulty these students face as second language learners is exacerbated by movement from one community to the next: new school, new teachers, plus new or different curriculum from that of their previous school (Romanowski, 2003). Not only do these factors contribute to their difficulties but in addition they face the inherent racism and low social standing applied to students of the non-White, non-English speaking variety (Gibson & Bejinez, 2002).

Parents are often a crucial part of a student’s academic life but migrant children do not always have parents who feel comfortable interacting with the school, teachers, and personnel, plus resources available which further the goals of the students (Green, 2003). Many of the migrant population, children and their parents, have insecurities due to immigration status and language deficiencies (Whittaker, Salend, & Gutierrez 1997). Migrant parents often work two jobs to meet their bills, which leaves them exhausted in the evenings. This coupled with the fact that most migrant parents have low levels of schooling themselves means they are unable to help their children with schoolwork especially when their children reach the upper grades (Gibson & Hidalgo, 2009). However, in spite of their insufficiencies, migrant parents realize the importance of education for their children and push them to succeed in their educational activities (Gibson & Hidalgo, 2009).

Migrant parents are not the only ones working in the fields, the students themselves also pick the fruits and vegetables that end up on American plates or other countries to which
America exports food (Martinez & Cranston-Gingras, 1996). They often find employment elsewhere upon their acquisition of English. The children’s salary serves as a component of the family income with the leftovers used by the student themselves to purchase some of the necessities of teenage life. These afterschool jobs also cut in to the student’s time for studying and keeping up on written homework, however the tenacity and resilience of these students is amazing (Martinez & Cranston-Gingras, 1996). When migrant parents are included in the educational process and treated with respect and validation, their contribution to their child’s progress is invaluable (Parra-Cardona, Bulock, Imig, Villarruel, & Gold 2006).

**Mobility Effects on Education**

For migrant farm workers’ children the *migrant* part has serious detrimental effects on their education. Research that focuses on high school dropout rates indicates that moving residences and changing schools (outside of promotion), is a strong indicator of dropout danger (Rumberger, 1995). Each move reduces the migrant child’s chances for academic and social success. Each district the child encounters may have a new curriculum, teaching methods, and possibly different graduation requirements. Each time migrant worker’s children move to another school, the MEP program can be renewed at the new school, which helps create a more welcoming atmosphere for the student. The program attempts to alleviate the difficulties of transferable credits, classes necessary for graduation, units accrued and those still needed, and a host of other problems that are exacerbated by difficulty with English and extended paperwork. MEP facilitates both the migrant student and their parents while in negotiations with school districts as they leave one school and connect to another.

The moves made by the family to a new location where a new crop is ready to be harvested are not indicated by semesters or school year start dates. The result is that the children
may miss important start dates and assessments. Disruptions that result from repeated moves impede migrant children’s chances for school success. With each school move, students may be confronted with a new curriculum, different instructional methods, and for high school students, quite possibly different graduation requirements. School moves during the academic year often lead to missed days from the school attendance requirements, and when children switch schools, they run the risk of not having their cumulative records forwarded in a timely and accurate manner. Often when children start the school year later than their peers they are put in classes where there is room rather than courses they need for graduation. This increases the likelihood that students will not receive full credit for work already completed and not be placed in the appropriate classes in the new school.

Further, as has been shown in a number of recent studies, highly mobile children often experience social isolation when they switch schools, which can adversely affect their attendance, school engagement, academic achievement, and, ultimately, decisions about whether to continue in school (Ream, 2005; Rumberger, 2003; Rumberger & Larson, 1998; Walls, 2003).

**Purpose of the Research**

For many years as a high school English teacher I have taught and worked with the Latino populations of California and elsewhere. The Latino population in our schools and communities continues to grow and it includes large numbers of migrant farm workers and their children. Our educational system must be accountable to this demographic. After years of minimal research and study of this problem it continues to grow and fester. The reasons for the failure of far too many of these students to graduate from high school necessitates an in depth study to answer the question of why they are so vulnerable to failure in our schools and dropping out in such high numbers? Educators need to determine what resiliency factors can diminish this
continued lack of achievement by Latino farm worker’s children in Californian educational institutions. How can educators identify resiliency factors in their students and help students to fall back on resiliency when objectives become difficult to achieve and things seem hopeless?

Preview Literature

The literature reviews the resiliency factors for migrant farmworker children. The literature reviews the Parental Influence, Migrant Education Program, Culturally Relevant Pedagogy, and Social Capital. Parental influence can make or break many students. Parents can prioritize learning without needing to have the educational skills their children seek (Martinez & Cranston-Gringas, 1996; Parra-Cardona, Bulock, Imig, Villarruel, & Gold 2006). Migrant Education Program provided the needed support for students that are mobile and transfer from one school to another to follow the farm harvest needs (Gibson & Hidalgo, 2009). Teachers that use culturally relevant pedagogy can support migrant farmworker students by prioritizing academic achievement, by getting to know the students and using that information to design curriculum and by using their sociopolitical consciousness to help students maneuver the challengers in their life and ultimately seek their goals (Ladson-Billings, 2001). Social Capital brings most of these together by explaining how students are able to use their access to social capital as one of the most important resiliency factor (Gibson & Bijínez, 2002). Social Capital refers to the power one is able to use based on experiences, knowledge and relationships (Bordieu, 1972; Dewey, 1900).

Preview Methodology

The ethnographic case study methodology will include an interview, which reviews the experience of an adult that was a migrant farmworker when he was in school in California. The participant was found using snowball sampling of successful citizens that were migrant
farmworkers during their school years in the United States. The 10-hour interview was over a four day period and the participant shared records for school as well as provided access to his educational cumulative file. This methodology is conducive to a deeper understanding of how individuals can overcome very difficult circumstances and achieve success in the California education system through resilience.

**Significance of this Study**

In order to fully understand and move to eliminate the impediments faced by this demographic, educators would profit from more information in this area and a study of resiliency factors for migrant’s children. Educators require vast amounts of information on their students and this vulnerable group deserves teacher understanding of their needs, hopes, and dreams. Educators require methods and strategies to best reach each student, and understanding the plight, promise, and progress of their migrant students is essential. As migrant farm workers’ children encounter the difficulties of getting an education, research on a successful migrant child can aid both educators and migrant children themselves. This research can aid educational institutions in their preparation to value and educate the migrant child. Jose Luis Nuño crossed the Mexican border into the United States as a four year old Spanish speaker about to enter the Bracero program. Fourteen years later Joe Nuño graduated from high school in California and went on to college and a successful adult life. Educators can profit from Joe’s story; the benefits to education practices and research are many as others learn from the experiences and resiliency of Joseph Nuño.

**Conclusion**

Migrant farm workers and their children are some of the hardest working people in our country, yet their pay and social status is one of the lowest. Although the United States both
produces for American use and exports billions of dollars worth of food every year that has been planted, tended, and harvested by low paid migrant workers and their children, these same children are often hungry and uneducated. The valuable service provided by Mexican migrant workers has not often ensured them a place for their children in the American education system yet through their hard work and resolve they have literally scratched out a place for themselves and their children in the American dream. Migrant farm workers endure backbreaking labors because they desire to secure for their children entrance into a better life through education. A few government programs assist in the education of this mobile population and give them the extra aid needed to be successful in American schools in spite of the rigors of life as a migrant farm worker child.

The children of migrant workers continue to experience extreme vulnerability in the academic world of American education. In addition to their difficulty in achieving academically, they experience economic and health problems which increase the barrier to educational success (Brunn, 1999). The dropout rates for these students are some of the highest in the nation (Lopez & Scribner, 2001). Migrant children face difficulties of such a complex manner they often prove to be insurmountable: poverty, irregular school attendance, learning at the grade level, accumulation of credits for graduation, anti-immigrant furor, and language acquisition are some of the most complicated issues faced by migrant students and their parents (Green, 2003). Educators need to understand the challenges migrant children face in order validate their experiences and to help them achieve academic and social success.

**Definition of Terms**

These are the definitions of the terms I will use in this thesis

**Bracero Program**
The Bracero program was an American/Mexican agricultural program which brought laborers over the border and gave them green cards so they would provide cheap labor.

**Culturally Relevant Pedagogy**

Culturally relevant pedagogy ensures academic achievement is the primary goal of the teacher, but it combines the teachers cultural competence and understanding of the students identities and experiences as well as socio-political consciousness – and understanding of how the politics play out in the lives of their students and how they can help create public good through their efforts to educate each child to their potential.

**Migrant Child**

A migrant child is one whose parents are migrant farm workers and who probably contributes to the family income by picking crops them, when they are old enough.

**Migrant Education Program (MEP)**

The Migrant Education Program was developed in the early sixties to help Migrant children in their education in America as they followed crops and moved from school to school.

**Migrant Farm Workers**

Migrant Farm Workers are people, often Mexican immigrants who follow different crops along a harvest cycle.

**Migrant Parents**

Migrant Parents are migrant farm workers who are also parents who want the best for their children in the education system provided

**Resiliency**

Resiliency refers to the factors that allow a person to be successful in the presence of multiple challenges.
Social Capital

Social capital refers to the power one is able to use based on experiences, knowledge and relationships.
Chapter Two: Literature Review

Migrant farm workers and their children are some of the hardest working people in our country, yet their pay and social status is one of the lowest, they are truly the invisible population. Although the United States eats and exports billions of dollars worth of food every year that has been harvested by low paid migrant workers and their children, these same children are often hungry and uneducated. The valuable service provided by Mexican migrant workers has not always ensured them a place for their children in the American education system. Yet through their hard work and resolve they have literally scratched out a place for themselves and their children in the American dream. Because of their backbreaking labors they secure for their children an entrance into a better life through education. A few government programs assist in the education of this mobile population and give them the extra aid needed to be successful in American schools in spite of the rigors of life as a migrant farmworker child.

This chapter reviews the literature on resiliency factors for migrant farm worker children. This literature review addressed parental Influence, Migrant Education Program, teacher impact and Culturally Relevant Pedagogy, and Social Capital.

**Parental Influence**

Migrant parents are not the only ones working in the fields, the students themselves also pick the fruits and vegetables that end up on American plates or other countries to which America exports food (Martinez & Cranston-Gingras, 1996). The migrant children often choose employment elsewhere upon their acquisition of English. The children’s salary serves as a component of the family income with the leftovers used by the student themselves to purchase some of the necessities of teenage life. These afterschool jobs also cut in to the student’s time for studying and keeping up on written homework, however the tenacity and resilience of these
MIGRANT CHILD RESILIENCY FACTORS

students is amazing (Martinez & Cranston-Gingras, 1996). When migrant parents are included in the educational process and treated with respect and validation, their contribution to their child’s progress is invaluable (Parra-Cardona, Bulock, Imig, Villarruel, & Gold 2006).

**Migrant Education Program (MEP)**

Parents are often a crucial part of a student’s academic life but migrant children do not always have parents who feel comfortable interacting with the school, teachers, and personnel. They are often unaware of resources available, for example tutoring, which further the academic goals of the students (Green, 2003). Many of the migrant population, children and their parents, have insecurities due to immigration status and language deficiencies (Whittaker, Salend & Gutierrez 1997). Migrant parents often work two jobs to meet their bills, which leaves them exhausted in the evenings. This coupled with the fact that most migrant parents have low levels of schooling themselves means they are unable to help their children with schoolwork especially when their children reach the upper grades (Gibson & Hidalgo, 2009). However, in spite of their insufficiencies, migrant parents realize the importance of education for their children and push them to succeed in their educational endeavors (Gibson & Hidalgo, 2009).

Research on migrant student populations has been spotty at best due to the mobility of the subject (Gibson & Hidalgo, 2009). Before the federal government implemented a program called Migrant Education Program (MEP) in 1966, many migrant children did not make it past the second or third grade, or did not attend school at all. Migrant children are often immigrants themselves with limited or no capabilities in English. Most migrant children speak only Spanish at home as their parents may not speak English (Martinez & Cranston-Gingras, 1996). MEP is designed to make migrant students feel comfortable in their school, to create an academic structure that will give them a place where they belong.
MEP often hires teachers who might share migrant students’ language or background or at the very least are respectful and appreciative of those from different cultural conditions and environments. In addition to recognizing the importance of appropriately placing Spanish speaking teachers if possible, the MEP program creates classroom and office spaces that are warm and welcoming to Hispanic students, highlighting their music, posters and other reminders of their homeland and culture. MEP creates social capital for migrant students through the teachers, counselors and office staff and by developing the community which serves as a social capital network for the students to use as they navigate their present school and each new school system encountered.

MEP reaches out to the parents of their students. While studies show that Latino parents desire a good education for their children they have not always been included in the dialogue at their children’s school (Kuperminc, 2008). In order to reach out to parents MEP arranges meetings and conferences that are more convenient for parents that work long hours. MEP uses translators and Spanish speaking staff and teachers to communicate with parents and in turn validate their language and culture.

**Teacher Impact**

The MEP as it operates in a Central Valley School District has had remarkable success with migrant children with a graduation rate of 80% (Gibson & Bejínez, 2009). This graduation rate stands in opposition to studies who put the range between 45 and 65 percent for high school migrant students (NCES, 2001) to 87 percent for all school-aged migrant children, according to the 2002-2003 National Agricultural Workers Survey (NCES, 2010). In California, the state with the highest number of migrant students, the dropout rate is estimated to be above 50 percent (CDE, 2007; USDE, 2006). Many of the MEP students have cited the teachers there as having a
great influence on their academics. These caring teachers were often from the same background as their students, they were also migrant/immigrant children themselves (Gibson & Benitez 2009; Romero, Arce, & Cammarota, 2009).

Outside of this specialized, specific program migrant children often encounter teachers, generally white middle class women, who have a negative attitude toward poor children of another ethnicity whose language skills are poor (Delpit, 2009). Children whose educational achievements and levels are low, whose clothes and bodies are worn and sometimes dirty often fall through the cracks in the classrooms of this type of teacher (López, Scribner, & Mahitivanichcha, 2001). Earlier research discussed the impact on students when they perceive their treatment by the teacher to be different from the treatment extended to non-migrant students and the effect of this behavior on the student. Additionally, there can be negative consequences when a student recognizes the disparity in their treatment (McKown & Weinstein 2007).

Research shows the immense impact of a teacher on the student’s learning, even the student’s ability to learn. Studies reveal that teachers are “less favorably inclined toward deprived children even when their school achievements are good, and that negative self-image is seldom related to school achievement and often related to minority status” (Green, 2003, p. 64).

Studies have shown the importance of the need for teachers who are caring and compassionate. In addition, if those caring teachers share the same culture and background as their migrant students it has proven to raise students’ levels of engagement and comfort.

Sometimes you’re a teacher,

Sometimes you’re a counselor, Sometimes you’re a social worker,

Sometimes you’re a health consultant.

It’s so rewarding and the beauty of this job.
This program cushions the migrant student as they navigate the halls of high school (Gibson & Bejínez, 2002). Migrant students often attend more than one high school in the time it takes to attain the credits required for graduation and MEP helps smooth those transitions for the student. Research often uses the word ‘caring’ to identify the teachers involved with MEP and this is a very important component of all programs aimed at helping the migrant student (Lopez, Scribner, & Mahitivanichcha, 2001). It is critical that migrant students find someone on campus to mentor them; to put them in touch with programs and people who will further their learning and desire to continue to graduation.

In the MEP program the teacher often serves as this mentor. Through the nurturing by caring teachers and school staff the student develops a sense of belonging; research shows this sense of belonging is essential if the student is to continue to achieve and advance in the educational institution of which they are a part. In addition researchers found this sense of belonging to be the ultimate predictor of continued learning and achievement (Gibson & Bejínez, 2002). In this way the teachers at MEP serve as one component in the social capital the student accrues in the program. Not only is academic support provided by the caring teachers in the program, but equally important social support is made available through MEP, thus providing what is known as ‘social capital’ to the migrant student.

**Culturally Relevant Pedagogy**

Gloria Ladson-Billings (2001) coined the term culturally relevant pedagogy to describe the practices effective teachers engage in to support students from diverse backgrounds and experiences. She describes three key components to culturally relevant pedagogy, a focus on
academic achievement, cultural competence, and socio-political consciousness. Culturally relevant teachers must always have academic achievement as a priority. Culturally relevant teachers must be competent in the cultures of their students. Teachers must take time to get to know their students and use that information to inform their curriculum and instruction. The last, but very important component of culturally relevant pedagogy is socio-political consciousness. Teachers must understand the political context they teach in and the context in which their students live. Teachers must be able to use their knowledge to advocate and support their students and ultimately to do good in the world. Culturally relevant teachers understand that the work they do is for the whole communities good. That the impact they have on students today can make it possible for a positive tomorrow for the students and all citizens in the community. Many teachers whether in the MEP or not are effective because they use culturally relevant pedagogy and are able to learn about their students, use that knowledge to help their students make academic achievement and ultimately will be able to use their socio-political consciousness to make the world a better place.

**Social Capital**

Social capital refers to the power one is able to use based on experiences, knowledge and relationships (Bourdieu, 1972; Dewey, 1900, Finley, 1994). MEP addresses the migrant child’s need for social capital, by establishing the connection to community resources and people that can help the student with their education. The MEP support staff and teachers help the migrant students access the social capital necessary for success and negotiating the complicated world of American Education. Social Capital is defined as active connections with family, friends, and community which provide guidance and support through personal and academic endeavors. Many American children have a network of people both at home, in school, and in their
community, who can help them maneuver through any complicated facets of education that they do not understand.

For the migrant child all the elaborate and complex paperwork and meetings can be very difficult for their parents and the student to understand and complete. A MEP student says about the faculty in the MEP program,

Most of the [White] students have parents that give them support, and they have time to be playing sports and other things. We don’t. Our parents are always working. They want to help us, but they don’t have time to spend with us, take us places, pick us up, and give us money to play sports… The truth is, if we didn’t have the migrant program, many of us wouldn’t graduate from [high school] or continue ahead.

(Gibson & Bijínez, 2002, p. 169)

The research is extensive and conclusive that illustrates how school personnel and teachers can either greatly help or hinder the academic advancement of migrant children. While MEP offers social capital through their staff and teachers, this benefit is coupled with institutional agents and institutional support to guarantee success for the migrant children. Migrant children are often dependent on the school to provide them skills and knowledge to access social capital. This is done through teachers who take an active role in the child’s education and assist the child in the negotiation of institutional rules and regulations. Social capital can be gained for migrants simply by having Spanish speakers in the front office and a bilingual liaison to help parents negotiate their children’s school and additional resources available for parents. Counselors are also those who can help the migrant child keep track of their credits and the classes they need to graduate. Often MEP has meeting rooms for students which serve as study halls, resource centers, and computer access.
Literature Review Summary

The review of literature on resiliency factors of migrant farm worker children includes: parental influence, efforts like the Migrant Education Program, culturally relevant pedagogy and social capital. This chapter lays the ground work for understanding the interviews with one migrant farm worker child. The next chapter describes the research methodology for this ethnographic case study.
Chapter Three: Methodology

This chapter introduces an Ethnographic Case Study that focuses on the education of one migrant farm worker’s child as he maneuvered through the California school system in pursuit of an education. While exploring the plight of migrant children as they pursue an academic path while working on and harvesting the nation’s agriculture crops, I was struck by the complex obstacles faced by this demographic. In California, a state with the largest number of Mexican descent migrant farm workers and their children, the graduation rates of these children is dismal, put at somewhere between 50% and 70%. This research questions addressed in this study include: How can we better serve this continually increasing population of students? How can we identify and nurture resiliency factors in this group to secure their buy in to American education and subsequently achieve high school graduation? How can we better serve this large group of students: how can we identify and sharpen their resilience so they desire education and complete high school?

This chapter will include the following: the ethnographic design of the study which did provide an in depth look at the resiliency factors of one migrant child. The migrant child’s history was examined for the resiliency factors through interviews and educational practices of the student. The teachers that the student encountered were examined as to how they enhanced or detracted from the classroom environment and how it affected the student. The student’s parents and the support they provided during the years of education the student received were also scrutinized. The student’s accrued social capital and his ability to make use of it was also a factor in resiliency and successful academic achievement. The participant was interviewed in his own home where his privacy was respected and he was comfortable. The instrument used was a
structured, lengthy, recorded interview which occurred over a period of days in the participant’s home.

**Design of the Study**

The design of the study is an ethnographic interview, a qualitative interview which creates an in-depth view into the educational experiences of a migrant child. The case study interview creates a deeper view into an individual’s experience and circumstances. This methodology is conducive to a deeper understanding of how individuals can overcome very difficult circumstances and achieve success in the California education system through resilience. An ethnography helps the researcher understand the meaning of the individual’s experience. This study uses a semi-structured interview process with a list of guiding questions (Bernard, 2002; Spradley, 1979). This list of questions covers the topics in a sequential order, the researcher will follow the guide but still allow for freedom in the conversation if it veers away from the questions but is still pertinent to the study. The participant was able to schedule five days together for the interviews and took some time off work to interview on successive days.

**Participant and Setting**

The participant in the study is Joe, sixty-year-old man, who crossed the U.S/ Mexican border at the age of four as a Spanish speaking child. At the time he was called Jose Luis Nuño. (Joe requested that his real name be used instead of pseudonym.) Joe was brought to the United States by his father who was an early participant in the Bracero program. The Bracero program was an American agricultural program which brought laborers over the border and gave them green cards so they would provide cheap labor. They were allowed to enter the country for the explicit purpose of picking the vast amounts of fruits and vegetables grown for use in this country, and as exports. Joseph’s home was chosen as the interview setting, a private,
comfortable location for our interviews. Mr. Nuño reported that he felt relaxed and calm at his interview site.

**Instrument**

Interviews are a very personal form of research, an excellent form of data collection (Spradley, 1979; [http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf](http://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf)). The guiding interview questions were devised to draw out and illuminate the path of Joe’s life here in the U.S. as it pertained to his interaction with the California educational system (Bernard, 2002). The intention of the interviews were to draw out a chronological picture of the path Joe took while in California schools and determine the reasons for his success. The questions were created through readings and study of migrant farm workers and their children as they encountered the California education system. The interview was developed with the purpose of examining Joe’s life and school success under a microscope to glean results that may help others while they endeavor to complete the same accomplishment. A recording devise was used and the interviews were recorded and transcribed through a company available through the internet. The recordings were kept in a locked safe with only the researcher having access.

**Procedures**

The data collection procedures for the ethnographic study included snowball sampling, consent to participate, interviews and education document data collection, transcription and analysis.

**Snowball Sampling**

The first step in my ethnography was to recruit participants. I used snowball sampling (Goodman, 1961) where I invited a small pool of classmates and colleagues to nominate participants that met the eligibility criteria for my study: migrant farm worker, experienced
California education, high school graduate, Spanish/English bilingual speaker, U.S. citizen, and over the age of 18. Two people who were nominated met the criteria and I conversed with both; I subsequently decided that Joe would be a good match because his education was in California.

**Consent to Participate**

The second step was to enlist Joe’s help in the study and made him aware of how much others can learn from his story. I called and made an appointment to explain the project, the minimum risks, safeguards I will employ, and get his signature of consent. Joe was chosen because he was a migrant worker as a child and teenager while attending and successfully completing high school and secured college acceptance. Joe and I had an extensive telephone conversation; I explained the project to him and how it may benefit others to know of his success in the educational realm of his life. I conveyed the importance of resiliency factors and my desire to research how and why resiliency factors in children can help them in school; how resiliency helped him to overcome the obstacles to his achievements. He was willing to share his story. I explained that I wanted to do a case study on one person that had a successful experience in school while at the same time working in the fields. Joe and I reviewed the purpose and procedure and he signed a consent form enclosed here. Joe then had a week to consider his participation. Joseph agreed to meet me and I flew to Centerville, Utah, where he now works as a quality control floor manager in an airplane factory.

**Interview and Education Document Collection**

We made a plan to interview in his home over a period of four days. Joe scheduled our meet around a four day period he made available to me. Joe and I met on four different occasions and talked for several hours each time. Joe is bilingual but the researcher primarily speaks
English, with some Spanish. The interview was primarily in English with Joe having the option to share in the language of his choice.

We met at Joe’s residence, a comfortable, private setting. Each time we met I recorded the conversation; we continued our conversations from where we left off the day before. We discussed his trip to the United States when he was four and the subsequent years he lived in a central California town, attended school and graduated, all the while working in the fields before and after school, weekends and summers.

The interview questions at the heart of the ethnography trace the resiliency factors in Joe’s life, while analyzing how resiliency factors are formed by parental influence, the quality of teaching the student receives, the factor of fitting in and acquiring social capital. These resiliency factors propelled him to success in the California educational systems. The ethnography traces Joe’s progress from first grade through high school in a central California agricultural community.

The interviews were based on the themes of parental involvement, social capital, teacher impact or caring teachers and cultural relevant pedagogy. Parental involvement is studied here through the interview which viewed and discussed the participation of Joe’s parents in his schooling. The social capital that Joe acquired was often through his sports activities and his association with coaches and teachers. Several of these teachers made an impact on Joe’s education through encouragement and following cultural relevant pedagogy which ensures that all students receive a rigorous education no matter their background or primary language.

The guiding interview questions for the first interview focused on the first years of Joe’s life and his immigration to the United States at the age of four.

1. Where were you born?
2. What do you remember of your childhood before you immigrated to the United
   States?

3. Describe your parents and their educational background.

4. What year did you immigrate and how was the trip taken?

5. In what town did you settle and what work was available?

6. At what age did you begin helping the family in the fields?

The second interview focused on Joe’s interaction with school as he began first grade.

1. Where did your schooling begin?

2. Did you have any bilingual help?

3. What was the demographic of the classroom?

4. How did your teacher treat you?

5. How did you feel in the classroom?

6. Was the language barrier difficult?

7. What was your motivation for learning the first couple of years?

8. What educational barriers did you perceive or encounter?

9. What was your housing situation?

The third interview focused on the middle years of Joe’s education and his interaction with the
school system and continuing work in the fields.

1. Did you ever feel isolated or misunderstood in the school setting?

2. How did you see yourself as part of the family, part of the farming community, and
   part of the school community?

3. How did your culture affect your school life?

4. How did your culture affect your academic needs?
5. How did your culture affect your emotional and social needs?

6. What were the goals your parents encouraged?

7. Did you have any health issues, and how were they solved?

8. Were you ever hungry?

9. What was your perception of poverty, did you ever feel poor?

The fourth interview focused on Joe’s later years in high school, as he continued working as a farm worker, and finished high school.

1. What were some resiliency factors you learned from your parents?

2. What were some resiliency factors that you acquired on your own?

3. How many of your teachers encouraged you to attend college?

4. Did your parents encourage you to attend college?

5. What teachers influenced you or served as mentors?

6. How did your resiliency factors shape your education and your life?

The interview was recorded and then transcribed and printed out and kept it with other thesis materials in a locked safe.

Each of the interviews focused on a period of Joe’s life and each interview holds material from each of our major themes: parental involvement, social capital, caring teachers, and culturally relevant pedagogy. During discussions with Joe about his early years, the arrival in the United States and his early years in an American school setting, he would include anecdotes about his father’s interaction with teachers or coaches, often the interview’s focus is several themes. This happened with most of the interview process with the subject including information that touched on more than one of the primary themes. In addition the researcher was able to review the participants schoolwork and some grade reports.
Analysis

Axial coding was used to look for evidence of resiliency factors (Strauss & Corbin, 1990). After transcribing each of the interviews, the transcripts were coded for themes: teacher impact/green, social capital/yellow, parental influence/orange, and culturally relevant pedagogy / blue. The analysis looked for links and relationships between the different resiliency factors such as causal conditions, contextual factors, response to phenomenon, interventions and consequences.

Methodology Summary

The methodology for this ethnographic study included snowball sampling to identify a person that was educated in California as a migrant farm worker to explore the resiliency factors that may have impacted his/her success in school and beyond. The data collection included four days of interviews for a total of 10 hours that were transcribe and a collection of education documents including schoolwork and grades. The data was analyzed using Axial coding to identify possible resiliency factors. The next chapter presents the ethnographic data in the form of Joe’s Story.
Chapter 4: Data Presentation – Jose’s Story

In America, a country whose history is based on immigration, we have a group of immigrants who provide a valuable service for all of us, yet these immigrants face many obstacles in their pursuit of the American dream. These immigrants are migrant farm workers and their children; people who travel a migratory path following crops as they need to be harvested. The key to achieving the American dream is receiving a good education and using that education to overcome barriers and obstacles in search of a better, more affluent life. Many migrant farm workers and their children do not speak English and this creates the most difficult impediment to education in California. Many educators see a second language learner as having a deficit both linguistically and culturally. The path to education and success in the US is crowded with obstacles both great and small.

This research focuses on one such migrant child and his resilience in the face of a multitude of barriers to his education. The contents of this chapter focus on the education received by Jose Nuño after he came to the United States with his parents who were both migrant farm workers in the central valley of California. The story is laid out chronologically with themes highlighted to show Jose was able to succeed in school and beyond despite his being a migrant farm worker as a child. The themes addressed are Jose’s Early Life In Mexico, Moving to the United States, Jose as Migrant Farm Worker, Schooling, English Language Acquisition, Balancing Two Cultures, First Grade, Sports as Assimilation, Parental Influence and Father Influence.
Joe’s Early Life In Mexico

In a small hospital in Guadalajara, Jalisco, Jose Luis Flores Nuño was born in 1958 (Interview Day 1, Lines 16-17). For the first four years Jose lived a happy, carefree life in the beautiful town of Guadalajara,

I remember playing in the downtown plaza, we had this tag game we used to play. I remember it was difficult for people to tag me, because I was really fast. I didn’t realize that I had a talent for running. (Interview Day 1, Lines 23-28)

He recalls the having fun playing with his cousins, “I remember spending a lot of time with family. My cousins, the Castellanos had a large family, twelve or thirteen kids. We were always together.” (Interview Day 1, Lines 32-34). While in Mexico, Jose was given the nickname la lieber (the jackrabbit), which turned out to portend his abilities in football, baseball, and track later in the U.S. (Interview Day 1, Lines 29-31). Jose remembers his early years fondly although his father was working in the U.S. in the Bracero program while Jose, his mother and his older brother stayed in Mexico.

Moving to the United States

Jose’s father was often away for months at a time working in the U.S., so when the Jose, Primo (his brother) and his mother had the opportunity to move to be with his father it was an exciting, glorious experience for the family. Jose Luis Flores Nuño crossed the border in Nogales, Arizona, from Mexico into the United States in July 1962 (Interview Day 1, Lines 77-78). At the border they were given their green cards and started on their way north where Jose’s father had a work contact in central California. Excited by the arrival at the border after the journey from Guadalajara, Jose tried to stay awake to see the new country he had only
heard about. He fell asleep shortly and woke up many hours later as they arrived in a small beach community in Central California. Because the father had worked in Southern California they journeyed through Arizona to California and went to Watsonville where there were many apple groves where Jose’s father planned to work.

They landed in Soquel, California, where Jose’s father knew a farm owner who needed laborers; because this farmer knew and admired Jose’s father, Torido Nuño, he helped his father acquire a green card, which signifies legal residency. In Soquel, Jose’s father secured work on a mushroom farm and they were able to rent and live in a small-attached line of run down homes. Jose and his brother attended a school in Soquel briefly. Jose does not remember much about that first experience with American education. After a year farming mushrooms Jose and his family moved inland a few miles to another farming community on the central California coast called Watsonville (Interview Day 1, Line 88). For several years Jose’s family continued to work for others picking their crops while they lived in rented houses in Watsonville (Interview Day 1, Line 88-91). Eventually Jose’s father secured a permanent dwelling in Watsonville and began leasing his own ranch on which he grew strawberries (Interview Day 1, Line 147).

Jose as Migrant Farmworker

Although they worked the strawberries for most of the year they would often travel to other farms and orchards during the summer months and holidays to pick other crops. “I remember during the summer, Dad used to take my brother, my sister and myself and basically follow the pea crop throughout the valley” (Interview Day 1, Lines 301-302).

He shared how they would sleep in the car and go home every third day for showers and supplies (Interview Day 1, Lines 311). During the winter he would remain at home and help
with the crops near their rented home. For the next eleven years Jose negotiated the California educational system as a very resilient student, learning the language and assimilating the culture. In addition he worked as a farm worker alongside his family throughout the California central coast, following the harvest and picking a variety of fruits and vegetables.

**Schooling**

When Jose began school in the first grade he was one of two Mexican children in the class, Jose spoke no English but the other boy had a basic understanding and was helpful to Jose. Jessie was my friend, “He was really helpful because he would tell me in Spanish, ‘This is what we are talking about…’ and I thought, okay, because then it made sense” (Interview Day 1, Line 570-578). The teacher sat Jose and Jesse together in the back. At this time there was no such thing as bilingual education and he was not part of any federal program to help second language learners. Even at this early stage in his education he felt a great desire to learn the language so he could be part of the group and communicate with the other children. His desire to learn English and assimilation to American culture was one of his first signs of resiliency in education. He was motivated to learn and master different contexts.

In addition to motivation to learn, Jose made reference to his motivation to communicate with classmates. When asked, “Jesse can speak English, was that a motivating factor?” Jose replied, “Yeah, but the real motivating factor was all the good-looking girls in that classroom (Interview Day 1, Line 600-601). The fact that Jose shared this as a high priority is evidence that he was determined to learn how to communicate with the girls.

In addition, Jose made reference to a turning point when he decided to learn English and became completely engaged at school. He states,
Overall I think I felt out of place, but then it was up to me, I was either going to participate, do something about it, or do what I was doing - which was be a vegetable, basically sit in the back of the class and not learn [...] because I considered myself to be an outsider, but I don’t want to be an outsider forever. (Interview Day 1, Line 584-690)

This recollection is powerful, because he was able to share how he realized he had a choice and that he did not want to continue being an outsider, so he had to do something to learn.

**English Language Acquisition**

Jose and his siblings were not allowed to speak English in their home or bring home “American” attitudes or sympathies (Interview Day 1, Line 478). Jose remembers practicing his English at home with his brother, Primo and sister, Leticia. The children were not allowed to speak English in the home because their father wanted them to maintain their Spanish, so they were careful to make sure they were not overheard. He shared that his dad, Torido, did not want them to speak English at home, but did want him to learn English,

He said “We’re going to speak Spanish here (in the home) and you guys can speak English at school during the day. Because I do not want you to ever forget, your native language.’ He was right because of that we are fluent in both English and Spanish. (Interview Day 1, Lines 464-468)

As a result he retained his Spanish language and his Mexican culture, which were practiced at home and in the fields with his family.

Learning English was a priority for his family, but more so for Jose, and he recalls how he had to apply himself to learning English outside the classroom,

I would just go out and play with some of the other kids (not Latinos) and try to speak the language to them. It is interesting when you are out playing sports, or just playing.
You’re not in the classroom. You loosen up quite a bit and you just kind of practice.

Interview Day 2, Lines 1830-1833)

He was learning Basic Interpersonal Communication Skills that Jim Cummins identifies as a necessary part of acquiring a language (Cummins, J. 1979). It was a purposeful effort on Jose’s part to use English outside of school, so he could do well in school.

Jose wanted desperately to interact with his teacher and the other students in their language so he listened carefully and worked hard to understand. Jose shares how he was able to learn English by listening. He states,

I think that is one thing that really helped me a lot, because for the first two years, I sat in the back of the classroom and I just listened. I consider myself an auditory learner, because if I hear something I can mimic it. I would prefer to hear than to visually see it.

(Interview 2, Line 1905-1908)

He not only recognizes his learning style preference (Gardner, 1983), but he also notes how he was aware of being silent (the silent period) and soaking up all that he heard in order to mimic the language (Krashen, S. 1988).

Balancing Two Cultures

He became extremely agile at moving between the two cultures and the two languages and rarely made a misstep in either. He states, “After a while I had to loosen up and start trying to practice the language. At times I would not say anything because I did not want to make a mistake” (Interview Day 1, Lines 455-6). The fact that he was careful to not make mistakes in the different contexts was evidence of how he was balancing two cultures. He learned the context of each environment and the rules that governed each setting; he was able to apply the rules so that he was successful in each setting, with each language, and with each culture.
Another example of Jose balancing two cultures is his name. Early on, Jose used his Spanish given name, but after being in the English speaking schools he went by Joe. He noted this in the interview by using his English name when referring to his experience in sports. He stated that he changed his name officially when he graduated from high school.

**First Grade**

Jose began first grade in Soquel, California, and at that point he did not understand English. He spent six months in first grade there and then moved to Watsonville, where he continued in first grade. When Jose first started school, his lack of English made him feel isolated. He states, “I felt out of place, but then it was up to me, I was either going to participate, do something about it” (Interview Day 1, Line 584-5). He had been a popular, happy boy in Mexico and desired that popularity in the U.S. too.

Jose’s first grade teacher in Watsonville was a kind woman who spent time making sure that Jose was learning. Jose shared how he had this teacher for two years. He shares, “The teacher was encouraging, she could tell I was trying to integrate into their process.” (Interview Day 1, Line 646-647). He believed that the teacher recognized his efforts to learn and was encouraging as a result.

Although his seat was in the back the teacher would circle back to him often and check for understanding. Jose said, “She would spend time and come over and talk to me, not only during the day, but also after school. She would ask me to stay there (at school) and she would talk to me and encourage me.” (Interview 1, Line 648-650). While his teacher did not speak Spanish she would often spend the last few minutes of the day and often after school with Jose and the other Latino child in the class, checking for understanding, examining their work, while explaining and reviewing the day’s curriculum.
In addition to the attention that the teacher provided Jose, he also felt loved. He shares, “She liked me and she was very helpful. (Interview 1, Line 648). It was this care that was most helpful to Jose. He did not feel invalidated or unappreciated. Although he knew he was different the teacher gave him the sense that he was important and could learn. And that she could help him learn. He says, “But at least, I felt like people cared and that was nice” (Interview 1, Line 653). His first grade teacher was kind and patient with him at all times. Through her time and patience Jose felt respected and loved in his second encounter with the American educational system. Although Jose’s teacher was monolingual she showed no adversity toward Spanish or Jose, on the contrary she was patient and loving.

As Jose acquired English he realized it was up to him and him only. He desperately wanted to talk with his fellow students and gratify his teacher. At this time Jose was acquiring the fundamentals in English and he spent most of his time trying to understand what was happening in the classroom and learning English. He remembers having a great desire to interact with his peers in their language. He wanted very much to please his teacher and also have the admiration of the other students as he learned to communicate with them in their own language. The other students showed no animosity toward Jose as his teacher set the tenor in the class and it was one of loving acceptance. Jose spent two years in this teacher’s classroom where he got an excellent foundation in English and began his journey toward fluency. During his first year in Watsonville, Jose hoped that the teacher would not call on him (Interview Day 1 Line 645). However as he progressed Jose became more confident in his abilities to communicate and began a hesitant attempt to participate. His participation was met with encouragement and praise by both the teacher and his fellow students.

Sports As Means of Assimilation
Throughout his years in school one of Jose’s happiest times was playing football, basketball, baseball and generally participating fully and happily in the American culture and school system. His parents did not attend any of the sporting events in which he participated nor did they attend any other school events to which parents were invited.

One recurring conflict that he had with his father was when he had a practice or a game and he was supposed to be helping the family in the fields. He would often pick strawberries for a couple of hours and then ride his bicycle as fast as he could to the game. At one point his coach spoke to Jose’s father about his athletic abilities. Jose recalls, “Coach came out to talk to dad on the field, and said, hey we would really like to have him practice with us. But Dad wasn’t buying it. He didn’t think that was a good idea.” (Interview Day 1, Line 251-255). Even though the coach took the time to come see the father, the coach was rebuffed because his father saw Jose’s responsibility to the family as the priority over sports.

The fact that Jose was able to meet the obligation of working in the fields and playing sports was a sign of his resiliency and his desire to assimilate to the American culture. Although migrant farm workers’ children have some of the lowest high school graduation rates in the country, Jose, who later became Joe, successfully traversed first the primary grades as an English Language Learner, and later middle school and high school as a well assimilated academic. What were the resiliency factors which contributed to his desire for success in the California public school system and all the encompassing accoutrements?

**Parental Influence**

Jose’s parents encouraged their children to do well in school. Jose’s father Torido thought education was very important and he stressed it to his children. “My father obviously thought education was important. He was intelligent enough to realize that you need to have an education
in order to succeed any more” (Interview Day 1, Line 382). Torido finished ninth grade in Mexico, while Jose’s mother, Maria, only went as far as the third grade in Mexico. They were both literate in Spanish. They did not help their children with their homework. Despite their lack of education, they deemed education important and encouraged their children to do their best. Jose’s parents would fill out school forms but after that their interaction with the school system was minimal.

**Torido, Father Influence**

When the Nuños moved to the United States they retained most of the culture that Jose’s father thought were important. They continued to speak Spanish at home, they went to church at the local Catholic Church, and they spent Sundays at home with the family eating together, visiting with friends and other family oriented activities. The children were taught to respect the Mexican culture and language. Jose’s father, Torido was a major influence in his life. Torido was active politically in Mexico before migrating to the U.S., and remained active in politics in California. He worked with Cesar Chavez and other activists in the effort to gain rights and improvements for migrant farm workers.

Although Jose’s father, Torido was a strict disciplinarian, several of his rules helped Jose to balance two languages and cultures and aided Jose’s resiliency by increasing his deft handling of the transitions between the two cultures. Jose’s father’s orders were met with compliance or violence ensued. Torido also adhered to a strict set of values that he instilled in his children. He was adamant about honesty and accepting the consequences of your behavior. Jose’s father also felt strongly about the obligation of responsibility and loyalty to the family. Jose’s father was an ambitious man and worked extremely hard. He often told Jose, “Don’t be afraid of hard work”
MIGRANT CHILD RESILIENCY FACTORS

( Interview Day 1, Line 549). He had a strong work ethic and passed that on to his children. He taught them to be survivors and demonstrated by example fierce self-motivation.

Joe’s father was also an exacting man who controlled his family with harsh discipline. He used painful methods to indelibly print on his children the importance of hard work, family loyalty, and obedience (Interview Day 2, Lines 2038-2048). He hit his children often if they did not follow his directions, while punishing them for fighting among themselves, “I don’t allow violence within the family” (Interview Day 2, Lines 2031-2032).

Resiliency Factor Analysis

After transcribing 10 hours of interview, I began to analyze the data looking for resiliency factor that made it possible for Joe to succeed. Resilience refers to the factors that allow a person to be successful in the presence of multiple challenges (Finley, 1994). Resiliency factors can make a difference so one can make a plan and take steps to achieve the plan. Resiliency factors can influence one’s confidence and help one have a positive view of one’s abilities to communicate and problem solve. The resilience factor themes that emerged included: motivation, social capital, and parental influence. Jose was successful in school and beyond because of his resiliency factors.

Motivation

Jose spoke about his motivation numerous times in the interviews. He was able to use his motivation to help him succeed. He described his motivation to learn, fit in, socialize, and to impress the girls. As Jose grew older he made a conscious effort to succeed saying “what I really wanted to do was to succeed so I would not have to go back and work in the fields… I just wanted to be in the mainstream of society and not be an outsider” (Interview Day 1, Line 964-968). In addition Jose’s participation in sports proved to provide both social capital and
motivation for success in school “What allowed me to do that was sports” (Interview Day 1, Line 969). Another motivating factor proved to be the teachers Jose had over the years, several encouraged him academically and coaches who encouraged him to succeed in school in addition to on the field “A seventh grade male history teacher was really helpful, he could tell I had some weaknesses and he encouraged me to work on them and get better at them, where in my mind, I was just trying to get through” (Interview Day 2, Line 2216-2220). As a result Jose would see this teacher after school and received extra academic instruction. This was not the only teacher that was motivational to Jose.

Teacher Impact – Culturally Relevant Pedagogy

Jose had numerous teachers that impacted him in positive ways. He spoke with fond memories of his first grade teacher that went above and beyond to help him. He referred to how she would meet with him numerous times during the day to make sure he understood and was making progress. Jose even mentioned that he made him feel loved and appreciated. He also noted how his first language, Spanish and his culture were valued. The teacher seemed to model many of the culturally relevant pedagogy outlined by Gloria Ladson-Billings (2001). Jose was able to socially capitalize on his experiences, knowledge and relationships and his teachers, friends and family.

Parental Influence

Although Jose describes some difficulties he had with his father, he notes how his parents were a positive influence in his life. He especially describes the lessons that his father taught him are still meaningful today, the value of honesty, hard work, and family loyalty (Interview Day 3, Line 2905-2910). Jose’s parents were not active in his educational life from the standpoint of attending school functions and being visible on campus, and though the migrant farm work often
excluded time for other school related activities, Jose’s parents pushed their children to learn
English and do well in school. Jose himself worked around the family obligations by hurrying to
games after field working in fields after school.

Social Capital

Social capital refers to the power one is able to use based on experiences, knowledge and
relationships (Gibson & Hidalgo 2009). This power was enhanced by school administrators and
several teachers as they reached out to Jose. In Jose’s life he was able to capitalize on his assets
of speaking two languages (Spanish and English) and understanding two cultures (California –
United States & Mexico). In addition he worked hard and was likable and as a result several
teachers and coaches went out of their way to help him and encouraged him both academically
and in sports. It was these relationships that he relied on heavily for success in school. He also
had a strong relationship with his father, if not always positive in the moment, in reflection he
gave his father credit for helping him to be bilingual, honest, a hard worker and loyal to his
family (Interview Day 3, Line 2768-2771).

Chapter Four Summary

Jose’s story is similar to many children that come to the U.S. with their families and help
work in the fields. Although there are some characteristics of Jose’s story that make it unique, it
may give us insight to what many children experience as a Mexican Born, Spanish speaking
migrant farm worker. The story describes how Jose was able to succeed in school and beyond
because of his resiliency factors: motivation, teacher impact, parental influence, and social
capital. The story described his early life, move to the U.S., farm working, schooling, language
acquisition, balancing of cultures, first grade, sports, parental influence and his father’s
influence. Chapter five provides a summary of the findings, interpretations, educational implications, limitations and future research directions.
Chapter Five: Thesis Recommendations

The research on which I embarked, posed an urgent question: How can we better serve the large group of migrant farm worker students (nearly a million nationwide) that are presently attending American schools; how can we identify and sharpen their resilience so they will desire education and complete high school? In this chapter I delineate the findings of my research as the resiliency factors of the research subject became apparent through interpretations of the data. To answer my research questions I interviewed an adult who had worked as a migrant farm worker while attending school in central California. This man, Jose Nuño, immigrated to the United States as a Spanish speaking four-year-old, attended school starting in first grade, and successfully graduated from high school and attended college. I was interested in what were his resiliency factors, what helped him to overcome the multitude of obstacles involved in the education system and what drove him to succeed where so many others have failed. This chapter includes a summary of findings, interpretations, educational implications, limitations, and future research directions.

Finding Summary/Interpretations

The job of the migrant farm worker has been difficult for decades and there is no change in sight. It is evident from both the literature and my research that migrant parents want a better life for their children and they look to our school system as a way to achieve that goal. The appalling conditions, long backbreaking hours, and low pay deter most from this work. It is only the more recent immigrants, the most vulnerable in our society that do this, and they do it for a better future for themselves and their children. Outside of the MEP program, migrant farm workers do not receive a lot of help in their quest for an American education for their children. A valuable service is provided by migrant farm workers, and their children are a valuable resource
in our communities and they deserve a rigorous, grade level education. At this point they are not getting the education they merit. Their graduation rates are low and academic standings usually below grade level. It seems that since migrants have been involved in education here for decades, our American educational institutions should be doing a better job.

During my interview with Jose Luis Nuño I was exposed to a life of determination and resiliency. Jose has a unique story which includes many of the hardships and obstacles faced by migrant farm workers children. He worked harvesting everything from strawberries to peas and routinely worked after school and on weekends.

After analyzing Jose’s story, he was able to succeed because of the following resiliency factors: Motivation, Teacher Impact, Parental Influence and Social Capital. Jose was motivated by numerous factors including inspiring teachers who practiced culturally relevant pedagogy even though it was not a current trend at the time. He was motivated by the students around him and his desire to fit in and socialize with them. Jose’s coaches were a big part of his life during his education and they provided social capital and academic motivation. Jose’s parents, especially his father were big factors in his resiliency factors. Through his parents he learned many wonderful traits including the ability to work long and hard hours, the ability to move from one culture to another and the desire to improve himself. In addition he was instructed constantly on family honor and loyalty.

Jose’s academic life in California schools was a very positive one outside of the first year when he could not speak the language and felt to be an outsider. However he was met with positive teachers and their response to Jose helped to create positive experiences with fellow students who were encouraging and friendly (Gibson, M. & Bejínez, L. (2002). Jose learned early on that the academics were up to him and his desire to participate necessitated his need to
learn the language. Jose had many encouraging educators and coaches during his years in school; they encouraged him both academically and in sports. He had attained great self awareness at this time through teacher influence and parental guidance. This proved to be an important resiliency factor. During Jose’s middle and high school years he had more freedom from the farm work, was highly assimilated in the American culture by this time, while maintaining his Mexican culture and language.

**Lessons Learned/Educational Implications**

This ethnography continues to make me aware of how hard migrant farm workers strive to support their families, put food on the table, and have their children receive an American education. How can we best serve the migrant farm workers children? What are the best practices for teachers and schools when educating migrant children? What are the resiliency factors that enable a migrant farm worker’s child to succeed in school When I began the research I felt I knew something about their lives and how hard they work but my knowledge was limited. Nothing has changed for migrant farm workers in fifty years (Koebel, T. & Daniels, M. P., 1997). The migrant child and their parents experience many obstacles and frustrations both academically and socially due to language and cultural barriers in addition to institutional racism and oppression (Ladson-Billings, G. (1995). I found my study made me aware of the lack of research into this field and the lack of assistance for the children of migrant farm workers that are often working in the fields themselves.

All educators should be aware of these children and aid them in their quest to receive an education while working on farms. The administrators in California schools should be sure that they have a MEP program in addition to knowing how to integrate any social support and academic services to students that are like Jose; educators should ensure that the reception for
migrant farm workers and their children is warm and inclusive (Gibson, M. & Hidalgo, N. (2009). Many school offices could take steps to have bilingual office staff, assist and support the parents and students while navigating the paperwork, make sure the children are in the right classes, and if older, on course for graduation. It is very important for children to feel comfortable in their new school. The children’s transcripts could be requested by the school; in addition many of these complicated registration factors that are difficult for Spanish speakers could be assisted by school authorities or those parents involved with the school who are Spanish speakers.

There are many Spanish speakers in this state who have community connections and knowledge of available resources for newly arrived migrant workers. In addition parent groups like PTA, LCAP in San Diego, and a national reform program called BLUE PRINTS could also be helpful for the migrant farm worker in their assimilation into each new community. Latino groups all over the state could develop programs to reach out to migrants, making them feel welcome and aware of other resources in the area. Clothing, food, and health care are often in short supply for the migrant farm worker and their children (Green, P. 2003). Most communities have church groups, community action facilities the migrant family could use as social capital when and if they are made aware of the help they can receive.

While researching the migrant farm worker child and their accessibility to education and the resiliency factors which enable them to progress successfully, the themes of parental influence and social capital are readily recognized and are often connected. Social capital is often defined as the “sum of the resources, actual or virtual, that accrue to an individual of a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition (Gibson, M. & Bejínez, L. (2002). The schools and community
must develop programs and lead community groups which will facilitate social capital where
needed. Social capital should be provided for both the student and the parents. Teachers are in a
ideal position to provide social capital to their students and their parents. Educators should
receive instruction in their credential programs on how to provide this invaluable service and an
outreach program can be structured by both teachers and the district. Social capital is not only
used for educational purposes but during hardships. Not only do students need social capital but
when their parents have acquired the social capital available they can assist their child in the best
manner possible. Social capital is often provided by family and friends to migrant workers, but if
the schools and communities participate the assistance would be invaluable.

The other themes that proved dominant were caring teachers and the importance of
providing all educators with culturally relevant pedagogy. These two themes are closely related.
When teachers are cognizant of culturally relevant pedagogy they generally become caring
teachers. Caring teachers make all the difference in a student’s response to a new school, new
classes, sometimes new types of class work, and new school situations. When all is said and
done it is the teacher who has the greatest influence on the child in the classroom. When
instructors are educated in their credential programs as to the importance of inclusion, respect,
and value for other cultures and life styles they will use the best practices model and the student
achievement will improve. This is essential for migrant children as at this point they are not
getting everything they deserve from American educational systems. One important facet of Jose
Nuño’s education was the the many teachers who encouraged him, respected his abilities and
resilience, and valued his culture and language.

Limitations of Research
One of the limitations of this research is the fact that it is just one person’s experience. Although Joe’s life is similar to many other migrant farm workers as they attend school while at the same time working on farms to harvest produce, it is also different. Joe’s family and living situation are unique to him as are all of human experiences distinctive. If I had unlimited resources and time I would like to further the research to include other successful migrant farm workers’ stories and examine their resiliency factors. There may be more resiliency factors than those that are examined here. I did not have a chance to examine the female perspective of women who worked in the fields as children and also struggled to attain education. This limitation is the lack of the female perspective in this research as their experience may be quite unlike than that of a male. It is important to get both perspectives to facilitate best practices for both males and female students.

**Future Research Directions**

Primarily I would suggest that more research is called for to determine the most urgent needs of the migrant farm worker child, how best their education can be supported, plus further research into resiliency factors. Further research could facilitate curriculum development that values the culture, addresses the inclusive model, identifies and encourages resilience, in addition to always referencing culturally relevant pedagogy. Teachers must be educated in current trends which include the important facet of culturally relevant pedagogy and a great need is for teachers that respect and value other cultures and languages, in addition to understanding the plight of the migrant farm worker as a child in the classroom. Universities that have education and credential programs should recruit and educate students from various backgrounds and cultures to ensure that all of America’s various and wonderful cultures are represented in the
classroom. That is an immediate step that can be taken to make the farm worker child feel welcomed.

Research should focus on best practices and support the Migrant farm workers children and their accessibility to education. Educators should never lose sight of the fact that America’s biggest resource is their youth and these are valuable hardworking people. Curriculum should include reference to the political tenor of the day and include historical and cultural reference to the home culture of all the students, not only the white middle class. Effective instruction starts with respectful and caring teachers who will give all students a rigorous education that will prepare them for life in the real world. Effective teachers will contact families and ensure the comfort of the parents and provide social capital for their students to guarantee the success of every student that comes in the door.

This research can easily be extended by surveys and other methods. A university like CSUSM, which has a large Latino population, of which many are former migrant children, can examine that demographic for resiliency factors and all other facets of their education experience both positive and negative in the primary and secondary grades. There is not a shortage of people available for this type of research which could benefit the migrant child, the community, and all of us as part of the American society.

**Conclusion**

Migrant farm workers and their children are some of the hardest working people in our country, yet their pay and social status is one of the lowest. Through very difficult work and living conditions the migrant farm worker picks and packages billion of dollars of food for domestic use and export. Sadly their own children are often hungry and uneducated. The time has come for the US to recognize the value of the migrant worker and their child and provide the
education their children so richly deserve. Migrant farm workers endure backbreaking labors because they desire to secure for their children entrance into a better life through education. A few government programs like MEP assist in the education of this mobile population but much more should be done to make sure they have everything they need to advance in our system of education.

Migrant children face difficulties of such a complex manner they often prove to be insurmountable: poverty, irregular school attendance, learning at the grade level, accumulation of credits for graduation, anti-immigrant furor, and language acquisition are some of the most complicated issues faced by migrant students and their parents (Green, 2003). Educators need to understand the challenges migrant children face in order validate their experiences and to help them achieve academic and social success.

The review of literature on research done with migrant children includes: parental influence, efforts like the Migrant Education Program, culturally relevant pedagogy, and social capital. The Literature review describes some of the resiliency factors that help the migrant child in school and help us to understand Joe’s story and the nearly insurmountable obstacles faced by Joe and other migrant farm workers and their children.

The methodology for this ethnographic study included snowball sampling, and four days of interviews explore the resiliency factors that may have impacted his success in school and beyond. The data collection included four days of interviews for a total of 10 hours that were transcribed and a collection of education documents including schoolwork and grades. The data was analyzed using Axial coding to identify possible resiliency factors.

Joe’s story is not the only one, presently there are nearly a million children following their parents through the harvesting corridors and having to endure many of the same terrible
conditions that have been part of the migrant farm workers lives for decades. These children are in the same vulnerable position that migrant workers have been tolerating for decades. Yet these strong people and their persevering children continue their difficult lives, come to the US with their families and help work in the fields. American educators at all levels need to be aware of how to identify and stimulate resiliency factors in their students: motivation, teacher impact, parental influence, and social capital. It is our duty to bring all of our students to the table and make sure each of them gets the best education possible. Recognizing the value of each child is a moral obligation and the utmost responsibility of each educator.
References


Koebel, T. & Daniels, M. P., Housing conditions of migrant and seasonal farmworkers. Center for Housing Research, Virginia Polytechnic Institute and State University, 1997


Lundy-Ponce, G. (2010). Migrant students: What we need to know to help them succeed. 
http://www.ldonline.org/article/36286?theme=print


Appendix A: Internal Review Board Application

1. Purpose of Project and Background

My research question is: What were the resiliency factors that enabled a migrant farmworker's child to succeed in school? It is important to learn what factors led to the student's success as we are educating many migrant students at this time and the elements that contributed to his success could be learned from and used to help other students to succeed.

The migrant farmworker's children face many obstacles due to lifestyle, work demands, immigration laws, and education system limitations (Gibson & Hildago, 2009). For many families the migrant child contributes to the families income by working in the fields. Migrant children and their parents have insecurities due to immigration status and language deficiencies (Whittaker, Salend, & Gutierrez, 1997). In the state of California most of the migrant farm workers speak Spanish only, "regrettably, the current social climate in some U.S. states is hostile to bilingual education" (Green, 2003, p.66). Twenty-seven states, including California have passed "English Only" laws and legally abolished all bilingual education even though our student demographics are changing rapidly. Education is often the only way out of poverty for many immigrant families, but laws and policies that oppose using student's assets for education hinder the opportunities for migrant farm working children. Educators can greatly help the advancement of migrant children through best educational practices, mentor-ship, and resources (Gibson & Bejinez, 2002).

This ethnographic case study will allow me to delve into the experiences of one migrant child worker's educational experiences here in Central California. A case study is an appropriate methodology for focusing on social behaviors within a natural setting. The qualitative nature of the methods allow for narrative description from the participant and a contextualized perspective that other methodologies may not value.

My case study will involve five (5) separate two-hour interviews staggered over the course of a month. After transcribing all of the interviews, I will do a member check to confirm accuracy of the participants words and stories. In addition to analyzing the stories, I will ask if there are any school documents that can be used to compliment the participant's memories. The data analysis will focus on verbal analysis and interpretation. The analysis process is not expected to be linear or definitive, but the researcher will look for patterns in the transcripts that reflect resiliency and positive outcomes for the participant. The key focus of the analysis will be to understand the context of the participant's life (Creswell, 2007). And the purpose for this is to identify strategies that educators can use locally with other migrant farm worker's children so they will be able to graduate and pursue happiness.

2. Recruitment Procedures and Participant Population

This case study is focused on one participant. The criteria for participation include:
1. A Mexican American immigrant
2. Migrant Work Experience
3. High school graduate
4. Bilingual Speaker (Spanish/English)
I am targeting this population to identify resiliency factors that made it possible for pursuing citizenship, earning an education and securing financial independence.

Since this is a case study, the focus of the research is on one participant. The reason for focusing on one individual is to understand how the participant was able to succeed even when there were numerous obstacles.

The participant(s) will be chosen based on the following criteria:
1. A Mexican American immigrant
2. Migrant Work Experience
3. High school graduate
4. Bilingual Speaker (Spanish/English)
5. U.S. Citizen
6. Over the age of 18

I will recruit volunteers that meet the criteria and are available for participation in the 2014 time period. I will use the consent letter to communicate the purpose of the research and make myself available to answer any potential participant questions.

3. Informed Consent

How will you explain study?
1. I will send an email to the possible participant(s) inquiry about his/her participation. In the email, I will include an electronic copy of the consent form and the interview protocol and questions.
2. After receiving a response to my email inquiry, I will schedule a meeting with the possible participant(s) to identify the purpose of the study.
3. At our first meeting, I will provide a paper copy of the consent form and interview protocol. I will review the contents of the consent form, interview questions, the possible risks, the safeguards I will use to minimize any risks and the potential benefits of the research. I will make time to answer any and all of the questions the participant(s) may have.
4. I will provide the opportunity for the participant(s) to sign the form at this meeting or to bring it to our first scheduled interview (1 week from date of first meeting).

How much time will participant have to consider participation?
1. The participant will receive a copy of the consent form via email a week before we meet to discuss the reseach study.
2. At the first face to face meeting, I will explain the research study, the purpose of the study, the participants involvement, interview questions, risks and safeguards. The participant will be able to ask any questions for clarification. The participant will be provided the option to sign the form at our first meeting or to take another week to consider participation.
3. At our second meeting, the participant will be given the opportunity sign the consent form, but will also have the option to have another week to consider participation before beginning our interviews.

4. Procedures and Methodology
Steps
1. I will determine one or more subjects to be interviewed.
2. When I have secured the interviewee's consent I will schedule several interviews.
3. I will interview in the participant's home to assure comfort and confidence.
4. I will record the interviews.
5. I will have the participant(s) review the interviews and accept the truth therein.
6. I will check for school records of the participants. If available I will use the data for correlation variables.
7. I will analyze the material for resiliency factors.

Location
The research will be conducted in the home of the participant. This will insure confidentiality and comfort for the participant. This will be a private setting with no risk to the participant.

Time Frames
The research will be conducted in July of 2014, July 18 through July 23, 2014. Any follow up interviews will be conducted in August 2014.

5. Participant Debriefing
a. Participant will be provided a copy of the transcribed interviews as a form of a member check.
b. The participant will be able to adjust the data for accuracy and comfort.
c. The researcher will schedule a meeting to share the initial findings and recommendations based on the analysis.
d. After the analysis is written the participant will receive a copy of the completed thesis.

6. Risks
a. Sharing school and family memories could produce strong emotional reactions
b. Sharing participant's history publically may be uncomfortable for participant
c. Time Commitment to be a research participant may be cause inconvenience to the participant
d. Participant may not want interview data, emails or school documents to be available, but the participant will be encouraged to share only what is comfortable.
e. No personal identification data will be recorded, i.e. social security number, drivers license number or school identification number. The participant will only be referred to by a pseudonym to protect confidentiality and identification.

7. Safeguards
a. To minimize the risks of how "sharing school and family memories could produce strong emotional reactions," the researcher will do three things:
b. Make a point to express appreciation for the participant to share such personal information and to make it clear that it is up to the participant on what is shared.
c. Explain that the participant will be given the power to decide what is comfortable to share and make available for the recordings.
d. Provide a written transcript of each interview as a form of a member check. If the participant is uncomfortable with any content of the interview. The participant has the right to have it removed before analysis of the data.
e. Provide a list of counseling referrals and resources if the participant has a strong emotional response to any interview.
f. Sharing participant's history publicly
   may be uncomfortable for participant
   Participant's identity will be protected

g. Time Commitment to be a research participant may be cause inconvenience to the
   participant

h. Participant's time and work commitments will be prioritized and the research(interviews)
   will be conducted at participant's leisure

Counseling Services are available.

8. Study Benefits
   a. This research will add some best practices in the field of education, specifically to
      support migrant worker's children and their accessibility to education in California.
      The benefit for the participant is to be heard and have their experience validated. They
      will then benefit others who are in the same situation as the participant.

   b. Yes, the benefits from this study will greatly exceed any minor risks to the
      participant which are the minimal risk of discomfort and embarrassment.

9. Researcher Qualifications and Experience

Monica Coughlin
1. Successful completion of CITI Training
2. Successful completion of EDUC 622: Research Methods in Education
3. Successful completion of EDUC 650: Research Proposal Development

Anne René Elsbree, School of Education, CEHHS
1. Ph.D. in Curriculum and Instruction from University of Wisconsin, Madison
2. Successful experience teaching:
   a. EDUC 622: Teaches Research Methods in Education
   b. EDUC 643: Critical Ethnography in Education
   c. EDUC 650: Research Proposal Development
3. Successful completion of CITI Training
Appendix B: Consent Form

Consent to Participate in Research

Invitation to Participate

Monica G. Coughlin a graduate student in the Master’s program at California State University San Marcos (CSUSM) is conducting a study that seeks to identify resiliency factors in migrant farmworkers’ children as they navigate the American public school system. You are invited to participate in a case study research because you have been identified as a child of migrant farmworkers and a migrant farmworker yourself during your education in California public schools. The purpose of this research is to understand your schooling experiences, the challenges and the factors that made it possible for you to be successful.

Purpose
The purpose of this research is to explore resiliency factors in migrant students in public schools. The point of the research is to understand your schooling experiences, the challenges and the factors that made it possible for you to be successful.

Description of Procedures
Your participation in the case study will involve 3-5 interviews, email communication to confirm interview answer accuracy, and review of school documents. The data collected from this study will be analyzed and written up as part of my MA thesis and will be available electronically at the CSUSM library.

Risks and Inconveniences
There are minimal risks to participating in this study. These include:
1.) Sharing school and family memories could produce strong emotional reactions.
2.) Sharing participant's history publicly may be uncomfortable for participant(s).
3.) The time commitment may cause an inconvenience to the participant(s).

Safeguards, Confidentiality, and Voluntary Nature
1.) To minimize the risks of "sharing school and family memories could produce strong emotional reactions," the researcher will do six things:
   a. Set up the interviews in a safe and comfortable location of the participant's choice;
   b. Validate the participant(s) experiences and make a point to express appreciation for his/her participation in the study;
   c. Explain that the participant(s) have the power to decide what is comfortable to share and make available for the recordings.
   d. Be sensitive to the participant(s) emotions and respond in supportive ways to the participant(s) when needed;
   e. Provide a written transcript of each interview as a form of a member check. If the participant(s) is uncomfortable with any content of the interview, the participant(s) has the right to have it removed before analysis of the data.
f. Provide a list of counseling referrals and resources if the participant(s) has a strong emotional response to any interview.

2.) To minimize the risks of discomfort or embarrassment of the participant(s)' history publicly, the researcher will protect the participant(s)' identities by using a pseudonym to prevent any association of the participant(s)' with the research.

3.) To minimize any risks of inconveniencing the participant(s) time, the researcher will allow the participant(s) to choose times and locations that are convenient to the participant(s). In addition the researcher will show the participant(s) the value and benefits of the learning provided through the research to inform educators about best practices to support other migrant farm worker children in California schools and beyond.

4.) The data will be safeguarded in a locked safe in the home of the researcher. All recordings and tapes will be locked up and only the researcher will have access.

Voluntary Participation
Your participation is entirely voluntary, and may be withdrawn at any time. There are no consequences if you decide not to participate.

Benefits
Although your participation will yield minimal benefits to you, we believe that the study has the potential to positively affect the climate and culture of individual classrooms where migrant farmworker’s children are students, as well as the entire student population.

Questions/Contact Information
If you have any questions about the study you may direct those to the researcher, Monica G. Coughlin, cough008@cougars.csusm.edu, monicacoughlin@hotmail.com 480-794-0888, or the researcher’s advisor/professor, Dr. Anne René Elsbree, aelsbree@csusm.edu, 760-750-4384. Questions about your rights as a research participant should be directed to the IRB at (760) 750-4029. You will be given a copy of this form to keep for your records.

By signing this form you are giving your permission for me to interview you by audio and/or video recording, confirm that I may transcribe your interview answers accurately through email correspondence, and review available school documents. You acknowledge and agree that your interviews, email correspondences and school documentation may be publicly shared. Sign this form to acknowledge that you transfer all rights, title, and interest to this interview to make it available for research use.

Thank you for your consideration, participation and your willingness to share your historical memories and knowledge.

Monica Coughlin
Graduate Student, Master of Arts in Education, School of Education, CSUSM

Researcher’s Signature
I agree to the uses of my interviews, emails and school documents as described above.

_______________________ Name of Interviewee (Printed) ____________________
_______________________ Name of Interviewee (Signed) ____________________
_______________________ Date ____________________
Appendix C: Interview Questions

First Interview: First years of Joe’s immigration to the United States

1. Where were you born?
2. What do you remember of your childhood before you immigrated to the United States?
3. Describe your parents and their educational background.
4. What year did you immigrate and how was the trip taken?
5. In what town did you settle and what work was available?
6. At what age did you begin helping the family in the fields?

Second Interview: Joe’s First Grade

1. Where did your schooling begin?
2. Did you have any bilingual help?
3. What was the demographic of the classroom?
4. How did your teacher treat you?
5. How did you feel in the classroom?
6. Was the language barrier difficult?
7. What was your motivation for learning the first couple of years?
8. What educational barriers did you perceive or encounter?
9. What was your housing situation?

Third Interview: Middle years of Joe’s Education

1. Did you ever feel isolated or misunderstood in the school setting?
2. How did you see yourself as part of the family, part of the farming community, and part of the school community?
3. How did your culture affect your school life?
4. How did your culture affect your academic needs?

5. How did your culture affect your emotional and social needs?

6. What were the goals your parents encouraged?

7. Did you have any health issues, and how were they solved?

8. Were you ever hungry?

9. What was your perception of poverty, did you ever feel poor?

Fourth Interview: Farm Work & High School

1. What were some resiliency factors you learned from your parents?

2. What were some resiliency factors that you acquired on your own?

3. How many of your teachers encouraged you to attend college?

4. Did your parents encourage you to attend college?

5. What teachers influenced you or served as mentors?

6. How did your resiliency factors shape your education and your life?