

Fragmented Schooling: Examining the Educational Experiences of Indigenous, Undocumented, and Deported Mexican Youth

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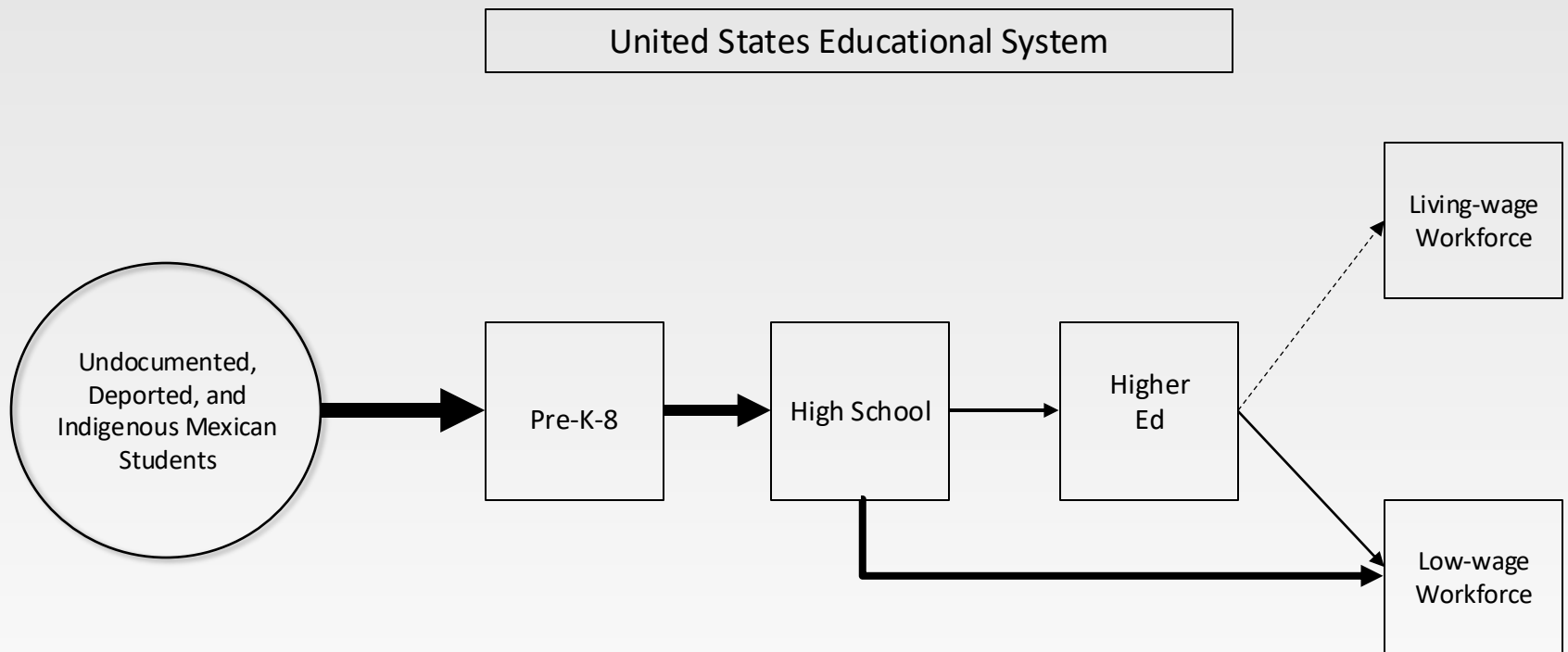
Fragmented Schooling

Instability of immigration status and indigenous backgrounds result in fragmented schooling for Mexican-born and U.S.-born Mexican-American transnational students.

- Undocumented
- Deportees/Involuntary returnees
- Indigenous (U.S. & Mexico)



U.S.-Centric View of Transnational Mexican Students' Educational Pathways

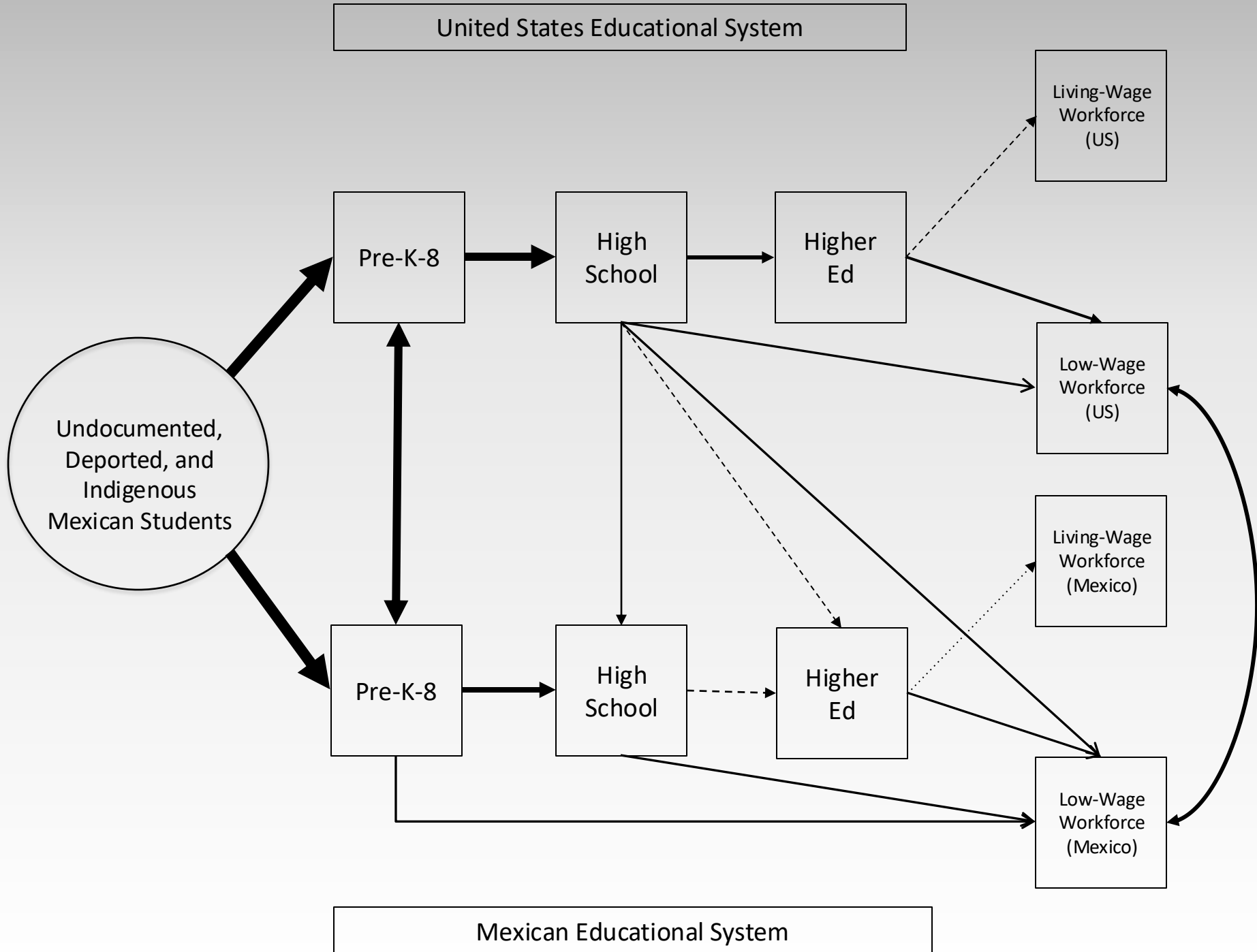


Our Research on Transnational immigrant Young Adults

1. Mixtec, Zapotec, and Purepecha High School Students in California
2. Undocumented Young adults in California
3. Purepecha High School Students in Michoacan
4. Deported Young Adults in Mexico



	High School Social Support		High Spanish Language Proficiency	
	Undocumented (U.S.) N=128	Indigenous (U.S.) N=154	Indigenous (Mexico) N=229	Deported (Mexico) N=231
PSYCHOLOGICAL WELLBEING				
Anxiety	↓			↓
Depression	↓		↓	↓
Stress				↓
Discrimination			↓	↓
Stereotype Vulnerability			↓	
Trilingualism		↑		
Ethnic Identity		↑		
ACADEMIC ENGAGEMENT				
Educational Expectations	↑	↑		
Academic Performance	↑	↑	↑	↑
Academic Self-Concept		↑	↑	
Valuing of Schooling		↑	↑	
Extracurricular Participation		↑		
Academic Awards		↑		
Absenteeism	↓			
Educational Attainment				↑
Full-time College Enrollment				↑
BA Degree Enrollment				↑



Towards a Transnational Perspective on Educational Pathways

Conceptualize educational access for transnational students from a bi-national U.S.-Mexico perspective

- Articulation between US/Mexico schools
- Reform Teacher Preparation
- Reform multilingual instruction
- Partnerships with NGO's, civic organizations

