

Hispanic/Latino Deaf Students in Our Schools

Gilbert L. Delgado

Research Report
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I. Executive Summary

There have been no national studies, regarding the condition of Hispanic/Latino Deaf* students since April of 1981. "Hearing-Impaired children from Non-Native Language Homes," (Delgado, G.L. 1981) appeared in the *American Annals of the Deaf* and later was published in *The Hispanic Deaf* (Delgado G.L. 1984). Thus, it appeared that it was more than time that the Hispanic/Latino Deaf Student should be revisited. In nineteen eighty-one the "signs" were evident that the Hispanic population of the United States was on the verge of dramatic growth. **Hispanics in nineteen ninety were about one in every ten Americans and may be one in every five in two thousand fifty (Bureau of Census, Population Projections in the United States: 1992-2050).** This growth quite clearly would be proportionate in schools and programs for deaf students.

Somewhat prior to the initial survey and during the eighties and nineties concerned educators of the Deaf such as Blackwell, Cohen, Fischgrund, Christensen, Gerner de Garcia, Redding to name only a few, attempted to alert the profession of this eventuality.

In conjunction with the National Technical Institute for the Deaf in Rochester, New York a national survey of schools and programs having 50 or more deaf and hard of hearing students was undertaken. Some findings of this survey which were not explored previously include:

- The majority of these Deaf students are the first generation in their families to attend school in this country.
- The dominant language used in most of their homes is Spanish.
- They tend to graduate or complete high school programs in the same number as

non-Hispanic/Latino Deaf students.

- Their class attendance is equal to that of non-Hispanic/Latino Deaf students.
- The majority follows a vocational track.
- A small but growing percentage of Latino *deaf* go on to college.

In order to broaden the perspective of the study for purposes of comparison in the educational arena and to help the reader see the full picture of the Latino/Hispanic population in the United States, sections are included to provide more detail.

*"Hispanic/Latino" used together or separately in this study refers to Spanish surnamed or maternal/paternal Hispanic/Latino parents.

Annual Surveys of Deaf and Hard of Hearing Students — Ethnicity

Figure 1. Ethnic Background
1998-99 Annual Survey

	Frequency	Percent
	Valid	
White	24,683	53.6
Black/ African- American	7,508	16.3
Hispanic	9,207	20.0
American Indian	365	.8
Asian/Pacific Islander	1,873	4.1
Other	742	1.6
Multi-Ethnic	666	1.4
Total	45,044	100.0

**Figure 1. Ethnic Background
1998-99 Annual Survey (continued)**

	Frequency	Percent
	Missing	
Unknown/ Not Rpt.	351	8
Blank	698	1.5
Total	1,049	2.3
Grand Total	46,093	100.0

**Figure 2. Ethnic Background
1997-98 Annual Survey**

	Frequency	Percent
	Valid	
White	26,371	54.3
Black/ African- American	7,991	16.5
Hispanic	9,191	18.9
American Indian	376	.8
Asian/Pacific Islander	1,925	4.0
Other	783	1.6
Multi-Ethnic	570	1.2
Total	47,207	97.2
	Missing	
Unknown/ Not Rpt.	336	.7
Blank	1021	2.1
Total	1,357	2.8
Grand Total	48,564	100.0

**Figure 3. Ethnic Background
1996-97 Annual Survey**

	Frequency	Percent
	Valid	
White	28,359	54.3
Black/ African- American	8,312	16.4
Hispanic	9,191	18.9
American Indian	359	.7
Asian/Pacific Islander	1,943	3.8
Other	795	1.6
Multi-Ethnic	483	1.0
Total	49,115	100.0
	Missing	
Unknown/ Not Rpt.	367	.7
Blank	1,147	2.3
Total	1,514	3.0
Grand Total	50,629	100.0

The 1997-98 Annual Survey of Deaf and Hard of Hearing Students prepared by the Gallaudet Research Institute at Gallaudet University showed these regional data for active Hispanic students from under one year to twenty one and older:

Northeast	22.1%
Midwest	5.7%
South	17.8%
West	33.9%

Hispanic/Latino count - 19.9%

The Annual Survey has by far the most accurate data on deaf and hard of hearing students in the United States. However, because the majority Hispanic students are usually enrolled in regular schools and the data from such pro-

grams is sometimes inconsistent, the national percentage could be higher.

It is interesting to note the regionalization. Though the Midwest has less Latino Deaf Students, overall population increases in Kansas, Nebraska and Arkansas are projected to have a 70% increase in overall population. Thus, school age deaf children will also increase in that region. In the South the survey showed that 9% more Black/African-American Deaf than Latino/Hispanic.

Demographic information and projected growth of the Hispanic population is of importance to education in general educators of the deaf in particular. Economic contribution of this population as well as its burden, (as perceived by some), is germane to what needs to be done to bring the Hispanic into the millennium on a par with all citizens. Irish, Italian, Chinese, Polish and other Eastern Europeans passed through a similar milieu in decades past.

Tables and graphs are used to illustrate the states and locations wherein Latinos have settled. California, Texas and New York, the most populous states boast the highest number of minorities. Georgia, Nevada, and North Carolina have experienced the highest percentage increase and Hispanics are being drawn to small rural towns in America's heartland away from the more populous states. There, rural settings are more like their native towns. There is sufficient work and housing is inexpensive. Ruben Hernandez-Leon, (2000) a sociologist at the University of Pennsylvania has called it a **diaspora** because people are moving from heretofore Hispanic catchments, but the flow is not limited to males, it now includes women and children making these new sites for family reunification. By 2025 Arkansas, Delaware, Georgia, Kansas, Maryland, Nebraska and South Carolina are expected to grow seventy percent or more compared to overall growth rates of

less than twenty percent (Yeoman, B. 2000). This massive migration is not without many problems, sociological as well as educational.

Information has been gathered in this study to suggest educational strategies that must be implemented to raise the educational level of Hispanics. We now know they are "out there" and more will follow. We also know how to effect educational success.

A section of the Report will discuss "What's Missing" or "What's Possible?" It is here that all educators need to concentrate their efforts so that the doomsayers will be proven wrong!

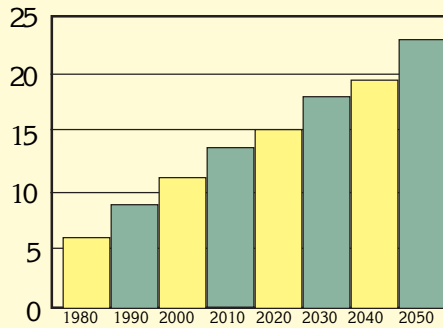
II. Overview: Hispanic/Latinos in the United States

The growing diversity of peoples in the United States as well as in many other countries carries with it problems and concerns as well as significant thrusts towards equality. Developed countries continue to make enormous strides in socioeconomic development, leaving less-developed countries farther and farther behind. The power of the media, the ease in which people can travel to any destination makes it very apparent for the "have-nots" to know what the "haves" have. We live in such an environment today and if anything it will change even more rapidly in the next millennium. Pundits are regularly describing what things will be like in as short a time as 2025.

The mobility of people seeking a better chance at life is difficult to control. It is a powerful driving force. The United States has experienced a tremendous influx of "new" immigrants from Mexico, Central and South America, Asia and Eastern Europe. The Hispanic or Latino immigration has been the largest. The Projections from the U.S. Census Bureau are the following:

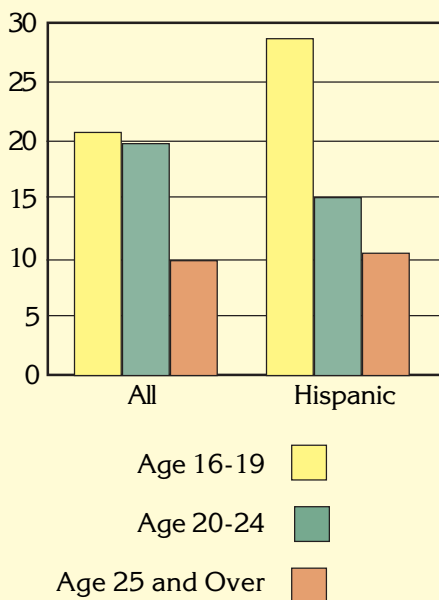
Hispanics were about one in every ten Americans in 1990- and may be one of every five in 2050.

Figure 4. Hispanics as a Percent of Total Population: 1980 to 2050 (projected)



A serious concern for educators, economists, political leaders and the country in general is the present staggeringly high dropout rate of Latino students, 30-35 percent. The following graph (figure 5) illustrates the significance of this phenomenon:

Figure 5. Percent Unemployment by Age, Race and Highest Degree Attained: 1994/Less than a High School Graduate



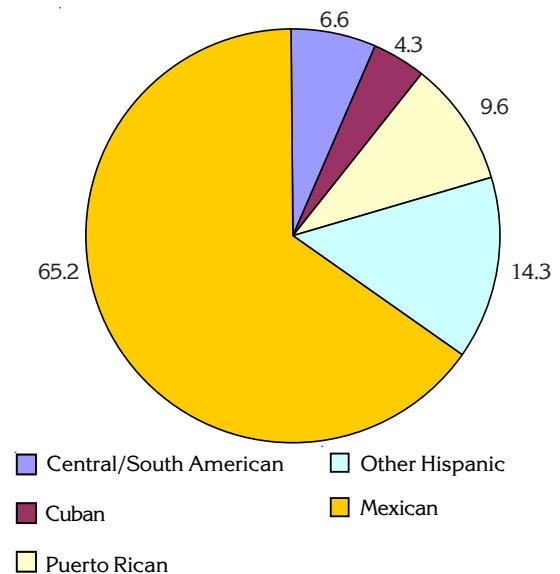
Presently, this growing group of Latino non-citizens and citizens is critical to the economy and well being of our own nation. Virtually, every state in the Union is dependent on the construction, agricultural, plant and service workers from Mexico and Central America. One needs only to observe these work environments and ask the question:

“What would happen tomorrow if we decided to return all these people to their homelands?” Chaos!

Characteristics of the Hispanic Population in the United States

As indicated earlier, it is projected by the U.S. Census Bureau, that by 2050 one in every five Americans will be Hispanic/Latino. In a report issued by The Census in February of 2000, one in every nine Americans are Hispanic. This is thirty one point seven million or eleven point seven percent for the total population. Figure 6 from this report shows the distribution with Mexican origin (sixty-five point two percent) nearly two thirds and Puerto Rican (nine point six percent) being the largest of the groups.

Figure 6. Distribution of the Hispanic Population in the United States



Latinos are less likely to have a high school diploma than non-Hispanic white. The Census Report shows that twenty-seven point eight percent of Hispanics twenty five years and older had less than a ninth grade education, fifty six percent had a high school diploma or more, and about ten point nine percent had graduated from college. Considering the magnitude of the migration of Hispanics to the United States and more importantly the reasons for this movement, i.e. survival and security for family which translates to searching for employment, these figures should not be too surprising. Not that many citizens of the countries of origin complete high school. In many cases high schools do not exist in rural areas. Assimilation does not occur overnight. These data should be examined considering the number of years these groups have been residents of the United States. The high dropout rate of Latino students is very often due to language/ communication barriers, poverty and the need to earn money.

Cuban Americans have the highest educational attainment but still a large disparity of all this

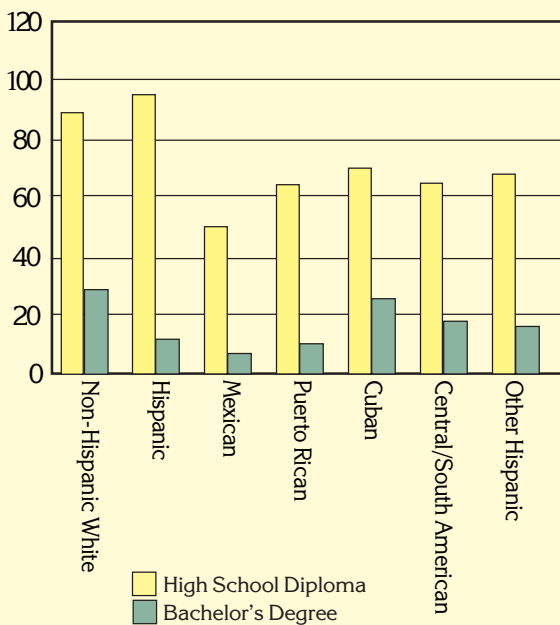
population exists when compared to the non-Hispanic white. Figure 7 illustrates these differences.

It is interesting to note that the Hispanic population is nearly equal to the non-Hispanic White cohort in overall employment. Also, males surpass non-Hispanic Whites and that Latino Females are also very close to the non-Hispanic whites.

These figures serve to reinforce comments made earlier. The population under discussion is not lethargic and is vital to the construction, agricultural, services and processing industries. They are part and parcel of the booming economy. There are not sufficient non-Hispanic Americans to fill these needs, to say nothing of a willingness to take on often dangerous and low paying jobs. With time and education this picture will change. The question may be asked later on, who will do their work?

Finalized data from the U.S. Census Bureau for the year 2000 are not available as yet. The following tables provide state-by-state estimated numbers from nineteen ninety-seven and compares them to the nineteen ninety Census.

**Figure 7. Educational Attainment:
March 1999**



**Figure 8. Labor Force Participation:
March 1999**

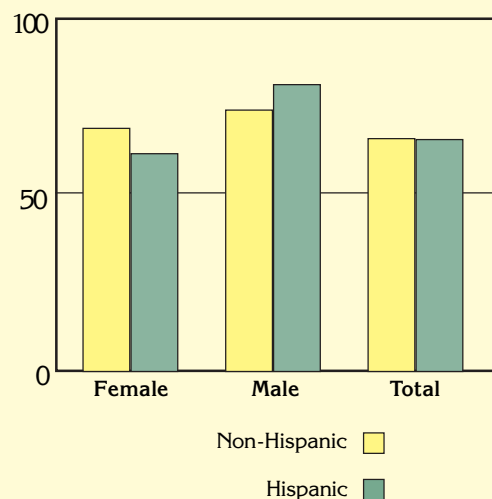


Table 1. Estimated Hispanic Population by State.			
Rank	State	Estimated Hispanic Population	Revised 4/1/90 Census
1	CA	9,941,014	7,704,348
2	TX	5,722,535	4,339,874
3	NY	2,570,382	2,213,943
4	FL	2,105,689	1,574,148
5	IL	1,182,964	904,449
6	AZ	998,623	688,355
7	NJ	958,885	747,737
8	NM	692,570	579,227
9	CO	556,074	424,309
10	MA	358,521	287,561
11	WA	339,618	214,568
12	PA	302,317	232,286
13	CT	259,159	213,116
14	MI	253,824	201,597
15	NV	253,329	124,408
16	VA	238,863	160,403
17	GA	207,053	108,933
18	OR	189,809	112,708
19	MD	179,379	125,093
20	OH	172,744	139,695
21	NC	149,390	76,745
22	IN	136,568	98,789
23	UT	133,360	84,597
24	KS	132,623	93,671
25	WI	127,702	93,232

Rank	State	Estimated Hispanic Population	Revised 4/1/90 Census
26	OK	122,066	86,162
27	LA	113,193	93,067
28	HI	94,918	81,396
29	ID	85,997	52,927
30	MO	82,167	61,698
31	MN	80,707	53,888
32	NE	67,850	36,969
33	RI	61,483	45,755
34	TN	56,614	32,742
35	IA	53,092	32,643
36	SC	46,273	30,500
37	AR	45,134	19,876
38	AL	39,304	24,629
39	DC	37,898	32,713
40	KY	30,123	22,005
41	WY	28,400	25,752
42	DW	24,069	15,824
43	AK	23,325	17,803
44	MS	21,654	15,998
45	NH	16,864	11,333
46	MT	15,137	12,175
47	WV	10,147	8,487
48	ME	8,533	6,829
49	SD	7,951	5,252
50	ND	6,810	4,665
51	VT	5,151	3,661

Should the Census for the year two thousand succeed in a more accurate count and should the analysis not confound the numbers due to confusion on some of the questions on ethnicity, it is quite likely that “spreading phenomena” will become more graphic.

Employment data from the U.S. Census Bureau (1998) provides some interesting information on school enrollment and employment status of recent high school graduates. Among seventy-two point one million people enrolled in regular school-nursery through college. Sixty-five point one percent were non-Hispanic White, Fifteen point five percent non-Hispanic Blacks, four point six percent were non-Hispanic, Asian or Pacific Islander and thirteen point two percent were Hispanic. The following tables compare “not employed” non-Hispanic White, non-Hispanic Black and Hispanics.

Table 2. Hispanic Postsecondary Enrollment (of any race) for Both Genders (In Thousands)

	Total	This Year	Earlier	Total
Total	2,390	314	2,075	1,137
Not enrolled in college	1,590	165	1,424	807
Enrolled in college	800	149	651	330
Enrolled in two year college-full-time	273	82	191	103
Enrolled in two year college-part time	115	12	103	55
Enrolled in four year college-full-time	297	39	257	127
Enrolled in four year college-part-time	74	16	58	33

<i>Table 2 (cont'd)</i>	Total	This Year	Earlier	Total
Enrolled-Graduate School	41	—	41	14
Enrolled in vocational school	24	9	16	11
Not-enrolled or employed	351	72	279	93
Not enrolled-but is employed	1,215	85	1,130	702

Table 3. White Non-Hispanic Postsecondary Enrollment for Both Genders (In Thousands)

	Total	This Year	Earlier	Total
Total	14,321	1,966	12,354	7,050
Not enrolled in college	7,610	619	6,991	3,782
Enrolled in college	6,711	1,347	5,363	3,267
Enrolled in two year college-full-time	1,186	381	806	607
Enrolled in two year college-part time	516	85	431	266
Enrolled in four year college-full-time	4,113	845	3,268	2,000
Enrolled in four year college-part-time	431	20	411	202
Enrolled-Graduate School	465	17	448	193
Enrolled in vocational school	261	21	240	160
Not-enrolled or employed	1,173	163	1,010	381
Not enrolled-is employed	6,175	435	5,740	3,242

Table 4. Black Non-Hispanic Postsecondary Enrollment Both Genders (In Thousands)

	Total	This Year	Earlier	Total
Total	2,390	314	2,075	1,137
Not enrolled in college	2,711	383	2,328	1,155
Enrolled in college	1,618	144	1,474	711
Enrolled in two year college-full-time	1,093	239	854	444
Enrolled in two year college-part time	225	71	154	119
Enrolled in four year college-full-time	99	19	81	27
Enrolled in four year college-part-time	660	142	518	272
Enrolled-Graduate School	45	1	44	9
Enrolled in vocational school	38	3	35	10
Not-enrolled or employed	445	65	380	194
Not enrolled-is employed	1,135	76	1,059	506

No More Excuses

Secretary of Education, Peter Riley appointed a national group of recognized independent researchers to work on the Hispanic Dropout Project. The project was directed by Walter, Secada and included Rudolfo Chavez-Chavez, Eugene Garcia, Ciprano Munoz, Jeannie Oakes, Isaura Santiago-Santiago and Robert Slavin.

The final report of the project, *No More Excuses* was published and with considerable fanfare, distributed widely. The Report is the culmination of three years of data gathering, site visitations, interviews and recommendations. This document should be required reading for policy makers and all educators in the nation. As this paper will emphasize, the personal, social and economic consequences of not addressing the issue are frightening and can be devastating to our country.

Secada's letter to Secretary Riley in submission of the report opens, "It is with a sense of great urgency that I forward to you the final report of the Hispanic Dropout Project, *No More Excuses*." This writer was struck with the opening line and "urgency" factor. The media had apprised the American public of this urgency, highlighting population projections, deplorable dropout rates (30%) and what all this bodes for the future.

It is unlikely that there can be any quick fix to problems as enormous as the condition of education for Hispanic students. The condition of Hispanic Deaf students has received some sporadic attention but it has been a case of a few "crying out in the wilderness." Studies in the 80's showed that Hispanic Deaf students were lower in achievement and regularly classified as multi-handicapped (50%) Delgado (1982). The numbers going into and completing college programs are depressing. We have failed to capitalize and take seriously the work and research that exists related to success factors with Latino (non-deaf) students and apply these strategies, reforms and curricula to Latino Deaf students. It is not only ironic but also unbelievable that educators who work with "different" children, those who cannot hear, cannot see that there are "different" Deaf children among the larger difference. "Different" to them means cannot hear, nothing more, nothing less. The population we work with is "manageable,"

and with vision and commitment we could easily show, “How it can be done.”

The most shocking of our findings is the rarity of outstanding schools and programs like those we visited. Although the project visited many sites that featured impressive programs, those programs served a very small number of Hispanic students, and they are at variance with the average educational experiences of Hispanic students. However, there was little about those schools and programs that could not be replicated elsewhere. — *No More Excuses*

As will be described in this paper, the barriers in implementing a successful program for Hispanic Deaf students are the same encountered with regular Hispanic students. The basis for these barriers run deep and are ingrained in eclectic cultural attitudes, lock step pedagogy, close-mindedness, the usual resistance to change and a pervasive attitude that “they are all Deaf kids, period.”

The barriers are often compounded by politics and economics. Overall, California with the largest percentage of Hispanics, (30.8% in 1997), has in many ways stood out as a leader in recognizing the future importance of educating this large and growing population. When a price tag is placed on the interventions and programs necessary, the results are Propositions 197, 209 and 227, which combine politics and economics to say nothing of legal barriers and constraints.

Commitments to addressing the issue are made at all levels, local, state and national. Unfortunately, only too often, the implementation of such commitments is under funded, short-lived, “pilot” in nature, at the whim of political/educational vagaries. They are difficult to justify cost-effectively and face the same hurdles described, above. Thus, a “throw your hands up”, “what for” outlook can prevail. To be sure, the model/best practice for making a long-term difference still does not exist. However, we do know a *great deal* about what works. We need the courage to apply this knowledge on an ongoing basis in spite of formidable obstructions. Lacking this, a large segment of our citizens will not be entitled to the life and benefits this country upholds.

**What troubles us and adds to our collective impatience in submitting this report is precisely that so much of this has appeared so often in the research literature and has been urged so often by those who care about student outcomes. Yet the nation has failed to put this knowledge to work in more than a few sites. There are lighthouses and beacons of excellence, yet policy makers and schools keep missing the message, sailing through the daily grind of ineffective and alienating practices, and piling up on the shoals of failure. Our nation’s children, it’s most valuable resource.
— *No More Excuses***

No More Excuses contains a tremendously rich resource of projects and programs that were evaluated by the Hispanic Dropout Project researchers. An obvious suggestion/ recommendation for us is:

1. Contact the program director and obtain further information on any or all projects; and,
2. Look into utilizing/ involving staff from these projects for professional development and collaboration.

A Brief Historical and Cultural Overview

The literature on the early history of North America has generally emphasized the settlement and exploration of the territory east of the Mississippi. Textbooks highlight the Pilgrims landing on Plymouth Rock in 1620, the Boston Tea Party, Bunker Hill, etc. Thus, when easterners visit the Southwest, they are in disbelief when they read markers, plaques, and other information about founding dates, explorer's routes and the extent of the territory first trekked by the Spanish.

For example, Santa Fe, New Mexico founded in 1610, years before the Pilgrims arrived. Vasquez de Coronad explored what is now New Mexico, Arizona, Texas, Oklahoma, California and as far as Kansas in 1540-42. Alvar Nunez Cabeza de Vaca survived a disastrous shipwreck near present day Tampa Bay (1542) and wandered from the area of Tampa Bay the length of the state of Texas, and back to New Spain covering most of Northwestern Mexico. Cabrillo was the first European to land in California sailed to what is now Oregon. Don Onate went

overland from north of Santa Fe and discovered the Gulf of California in 1605. Hernando de Soto crossed the Mississippi in 1541. Juan Pardo established a fort in South Carolina 1566. A Jesuit mission was located in the Chesapeake Bay of Virginia in 1570. These explorations and settlements are evidence of the Spaniards' courage, faith and sense of honor. One needs only to travel in the comfort of an automobile or train to observe the desolation, aridness and heat of many of these territories which they covered by foot, horseback and ox cart. To be sure, "God, Gold & Glory" are often cited as the reason for their endeavors, but courage and honor were much required to venture into great unknowns.

Spain had a tremendous influence in the New World. Mexico, Central America and most of South America were part of their colonial empire. The Spanish language, literature, art, architecture and Roman Catholicism are still ingrained in much of this part of the world. One might ask, "At what price?" Certainly, the price had to be high but it was different than the cost of the Roman, Greek and English Empires.

Some Words on Hispanic/Latino Culture

This section needs to be interpreted as Fishgrund, Cohen and Clarkson so aptly stated:

For example, much of what is about Hispanic families is really about *traditional* Hispanic families. A family may be Hispanic but neither immigrant or traditional.

They further point out that these cultural factors cannot be applied indiscriminately but rather serve as a base to understand the child-parent relationship.

In describing a culture, there are 'basics' that are commonly used and which are often criticized because they can be stereotypical and

become a barrier to general acceptance. Still, when someone tries to define his/her “culture” these basics or characteristics are the descriptors.

Language, religion, traditions, literature, values, art, folklore, foods, special (feast) days are generally the common characteristics and they are what “sets apart” one group or one culture from another. The degree of this “apartness” constitutes the distinctiveness of a particular culture. This distinctiveness is a source of pride and singularity for *any* cultural group.

Spanish Language

This population in varying degrees speaks Spanish. It is safe to assume that the majority of second and third generation Hispanics are bilingual “listeners,” that is, understand Spanish but are not fluent speakers, writers or readers of the language. New immigrants are for the most part monolingual.

Cohen (1993) said, “Latinos have a ‘love affair’ with the Spanish language.” Though some erosion of the use of the language occurs through assimilation, there is a constant emphasis to maintain and preserve it. Lambert and Taylor (1990), looking at the Mexican American population in Pontiac, Michigan, found that Mexican American parents feel that it is appropriate not only to speak Spanish within the family and for festival days and religious services, but also for Spanish to be the medium of instruction for part of the teaching in public schools or in community-run classes.

The ongoing, never ending debate about the appropriate language of instruction has reached an enormous level of national concern. Movements toward *One Nation, One Language*, dissolving Equal Educational Opportunity, Proposition 227 in California are a few examples of this disagreement. However, the “love affair” with the language among virtually all Hispanics, such as the Pontiac Mexi-

can-Americans, underlies the real basis for the debate. Latinos love their language and do not want to see it disappear. It is the linchpin of the Hispanic culture.

Religion

The predominant religion of Latinos is Roman Catholic, though many other Christian religions are based on religious teachings but sometimes are more cultural in nature, i.e. “Quincianera,” a celebration for a young woman turning 15. “El Dia de los Muertos” is the Day of the Dead, observed in Mexico and parts of the U.S.

Foods

Latinos generally enjoy and cook spicy (chili-based) foods, (though many non-Latino palates are now sharing these flavors). Not all Hispanic foods are spicy: corn in various forms, is prevalent on most Latino tables. Rice and beans are common staples in Central and South America. Meat, fish and poultry are part of the fare in most countries, depending on the geographic region.

Folklore

“*Cuentos*,” stories, are often unique to each country and region, but sometimes are common like, “*La Llorona*,” The Weeping Lady. “*Cuentos*” are passed on within a family or community and often published. Hispanic people take great pride in “*cuentos*” because they identify with them and are couched in “their language.”

Other forms of folklore include “*dichos*” and “*adivanzas*.” “*Dichos*” are sayings that usually have a philosophical or moral purpose. An example, “*Dime con quien andas, y te digo lo que eres*” (Tell me who you associate with and I will tell you what you are.). Another example, “*Los dedos de la mano, ni uno son iguales, asi son los htios*” (The fingers of the hand, none are the same, this is how children are.). *Dichos*, too, are revered. They are used frequently, especially by the matriarch *madre* (mother),

abuela (grandmother) etc. of the family, though patriarchs are users, perhaps with slightly different connotations. Today, the keeper of *dichos* becomes more rare, especially because their sources were most often a fluent speaker of Spanish. Many young Latinos are assimilated and deficient in their use and understanding of Spanish. Still, middle age Hispanics have shown an increasing interest in this form of expression and publications of *dichos* and increasing.

Adivinanzas, or riddles, are (or used to be) the focal point of a dinner table discussion or often used for parlor games. An example, “*Rita, Rita, que en el campo grita, pero en su casa calladita.)Que es?*” (*Rita, Rita in the woods she screams, but at home she is silent. What is it?*). The answer is an axe. An *adivinanza*, “*Lana surge y lana baja.)Que es?*” (Wool goes up and wool comes down. What is it?). The answer is –the knife- *la navaja*- a play on words.

Note that both *dichos* and *adivanzas* are generally set up in rhyme. This adds color to the form and makes it easier to memorize.

Values

Though language is the glue of a culture, values are considered the mastic. It is what persists and survives even when the use of a unique language wanes.

In general, Hispanic families want their children to be respectful to teachers, adults, relatives and other persons in authority. This is an expectation and often leads to disharmony, when children do not exhibit this trait.

Latino families want their children to be good listeners and good workers. In this they differ from Anglo expectations because they are urged to strive to cooperate with teachers and peers, and if they succeed it is for the good and honor of their family and community. The Anglo emphasis, in general, is to compete and succeed.

Because of the high dropout rate of Hispanic students, it is often inferred that education is not a value for their families. However, it is a high priority. It is valuable in the culture. Barriers and obstacles such as communication, poverty, discrimination and low self esteem are more often the crucial reasons for lack of perseverance.

Family

Much is said about the “extended family” in Hispanic culture. In not many years past, in Northern New Mexico, it was typical for parents to add a room to their small abode with the advent of each child. This writer has visited many a house where the kitchen was in the center and rooms (bedrooms, living rooms, etc.) were attached to each end. This custom of familial enclaves can still be found, though at present it is now more a family compound. The children are given a lot on the family property, and everyone pitches in to build a house.

Another characteristic is what is referred to as “*compadrazgo*.” A “*compadre*” is usually a best man or “*comadre*” a maid-of-honor, or can be godparents. Sometimes they are blood relatives, but often the term is used to refer to a long time family friend, a close neighbor, etc. In the sense of respect and loyalty, however, these “*compadres*” are looked upon and treated as true relatives. Hence, additional to large families, *compadres* often add to the number and participate in family functions.

The mother, the matriarch, is the centerpiece of Latino families. It is the “*mamacita*” that attends to the welfare of the children. She will look after their educational physical and spiritual needs. The father attends to providing food, shelter and often discipline. Hispanic fathers are not “super” at attending PTA or IEP meetings because they see this as “mama’s job.” Too, in a family with a deaf child, they are usually not interested in learning sign language. Thus, the father-child communication is spotty. Typically,

the mothers and sisters become the communicators and often the interpreters.

Mother Fixation

Mother-fixation is common in Hispanic families. At times it can border on veneration. Often, this fixation can be part of a receptive behavioral characteristic that is often found in the behavior of Latino children and adults as well.

Machismo

Machismo is also a behavioral character trait that is used in describing the Hispanic culture. Simplistically put, the male/father/husband dominates the household—he rules. This he can do if he is the wage earner and as such has some prestige and respect in the community. Too, the female/mother/wife must be submissive. Children are controlled by the will of the male, often physically.

The machismo and patriarchy break down when poverty prevails and the male cannot support the children. The male-female or husband-wife relationship often deteriorates and the male either leaves the family or is urged to depart by the female for his ineptitudes and for his relationships with his children. Herein, is the source of alcoholism in or outside of a marriage.

Sometimes due to a Victorian-like view of love and sex, the female can become an unwilling partner. This coupled with male-domination leads to familial disruption. Octavio Paz (1959) suggests that the sadism that is part of machismo “begins as vengeance for a feminine frigidity, or as a despairing attempt to obtain a response from a body we fear is totally insensitive.”

Latino women can easily permit males to “believe” they are the rulers when in fact the women “call the shots.” Too, as married couples advance in years, it is more likely that the dominance of the wife will become obvious.

In general, when educational or health issues are concerned, the mother deals with the problems, but final decisions usually rest with the father.

Time

In Mexico and other Central and Latin American countries, it is almost an expectation that if a wedding is announced for say, 6:00 p.m., you should not bother to be at the church until about 7:30. Time is not a priority. That is, being punctual is not an attribute of Hispanic people. To be sure, this is a generalization and assimilation and acculturation often change these behaviors. However, being a half-hour or so late to an appointment is not critical.

The above are only highlights of the Hispanic/Latino culture. They are general in nature and clearly not applicable across the board. The intention is to describe the “basics” of Hispanic culture.

Pertinent Literature Citations

Cheryl Walker-Vann (1998) did an impressive study, “Profiling Hispanic Deaf Students.” The author describes demographic, socioeconomic and educational data related to the Latino population in general. Repetition of this information as well as the underachievement of the Hispanic Deaf student would be repetitive here. What is of significance is an in-depth look at the Deaf student population at the Texas School for the Deaf. One hundred and eighteen Hispanic students were enrolled at Texas School for the Deaf, ages one to twenty-two years.

Walker-Vann’s profile of Hispanic deaf students highlighted the following:

- 64% of the students were male and 36% were female- contrasting national data i.e. 54% and 46%, respectively.
- Average age at entry to the Texas School for the Deaf was 11.6%.

- 27% had a hearing loss attributable to heredity (apparently lower than the national average).
- 44% preference for the use of Spanish in the home.
- Information or age of onset, no different than non-Latino.
- In 52% of the Hispanic households some form of sign language was used. The same number reported using English or Spanish for oral and written communication.



At first glance, based on the fields under investigation in the present study, it would appear that the Hispanic population at Texas School for the Deaf does not differ noticeably from the rest of the student body. This finding is surprising because it varies from the outcome of previous studies.

—Walker-Vann (1998)

Survey Information from the Texas School for the Deaf made it clear that this school provides a great deal of support services for its Hispanic students and parents. Moreover, academic achievement, persistence and pursuing college is dependent on the length of time such students are enrolled in the school.

The Texas School for the Deaf study provides an excellent profile of a given population in a particular setting. Indeed, educators should be encouraged to visit and/or contact the school.

Dr. I. King Jordan, President of Gallaudet University in Washington D.C., recognizing the ongoing growth of Hispanic/Latino population and wishing to better accommodate their needs at the University as well as to attract this cohort of students, appointed a highly qualified and experienced task force with the charge. “To review and recommend continued improvement in the University’s recruitment and retention of faculty, staff, teachers and students who are Hispanic and deaf.” (Jordan 1997)

The task force made recommendations on Student Recruitment and Admissions Procedures; Faculty and Staff Recruitment/Hiring/Development; Student Retention; and Institutional Considerations.

These recommendations were submitted to President Jordan and he in turn responded setting priorities.

The Pre-College National Mission Program (PCNNT), which includes the Kendall School for the Deaf and the Model Secondary School for the Deaf, received those recommendations that are relevant to this study. Among them are:

- 1) Guidelines to improve communication and relationship with parents and families of Latino/Hispanic students.
- 2) Reactivate the Hispanic parent organization.
- 3) Train students and parents in all aspects of transition.
- 4) Establish mentoring programs.
- 5) Appoint an ombudsman for parent training.
- 6) Train parents to become trainers of other parents. (Gallaudet Task Force Final Report, 1997)

These recommendations are very much in keeping with those identified in programs herein described for non-Hispanic Deaf and Deaf Hispanic students.



Underachievement of Latino/Hispanic students is almost a “constant” in much of the literature. Data from the Center for Assessment and Demographic Studies at Gallaudet University has become this out. Research by Kluwin, (1990) and Cohen, et al, (1990) have found that Hispanic and Black students are less likely to be mainstreamed and are exposed to less curriculum.



Foye (1998) advocates a trilingual approach using Spanish, English and Sign Language for a conceptual sign language acquisition by monolingual Spanish-speaking parents of deaf children. Christensen’s (1986) work was most effective in increasing parents sign communication awareness and skills using video and home visitations. Foye (1998) also urges early intervention, and parent/ student liaisons. Home visitation in the early years especially has been recommended by schools and programs surveyed in the present study.



“On the border: cultures, families and schooling in a transitional region.” Ramsey (2000) is discussed in a later section. Also, the study in southern California by Struxness (2000) goes into considerable detail on the subject of parents. It is commonly thought that Latino parents are not concerned about their children’s education. It is generally said that they do not participate in PTA kinds of functions. Understanding and advocating for the educational rights of their children is not of interest to them. Researching premiere programs for non-Deaf Hispanic students and from the survey data on Hispanic Deaf students most of this “parent in-difference” is inaccurate. That Hispanic parents

are “different” there seems to be little question. That educational programs need to be sensitive to these differences should be a given. However, Hispanic parents, indeed, value education and want their children to succeed in school just as much as all parents. Mapp and Hudson (1997) studied “Stress and Coping Among African-American and Hispanic Parents of Deaf Children.” Their study showed that in virtually the entire coping strategies examined, Hispanic parents rated significantly higher than African-American parents of deaf children.



Studies by Cohen, Fischgrund and Redding, 1990, Barnett, 1989 and Stein 1983 reinforce the lack of participation of Hispanic parents in their children’s education. Yet our survey of schools and programs for the deaf and other noteworthy programs for non-deaf, highlighted that this participation increases significantly when there are parent groups for Hispanics and when Spanish is used for such meetings. Steinberg, Davila, Collago, Loew and Fischgrund, 1997. In their research “A little sign and a lot of love:” Attitudes, perceptions and beliefs of Hispanic families with deaf children,” concluded:

“Although the Hispanic deaf community is a small an often silent minority, an increased awareness of the needs and concerns of this cultural group is necessary to make services accessible and to prevent continual societal marginalization of these children and their families.”



Earlier studies and the present revisit of Deaf students in our schools, point out that minority students are mostly in vocational tracks. “Minority students of all ages are more likely than

white non-Hispanic to be receiving “all or most vocational training,” indicating a tendency for these students to be placed in courses with less emphasis on academic skills.” (Scbildroth, Rawlings and Allen, 1991).



Unfortunately, assessment and placement of minority students is often routinized in that all students go through the “same mill” and appearing “minority” becomes a label.



A must read in the literature related to this topic is “Deaf Children from Ethnic, Linguistic and Racial Minority Backgrounds: An Overview” by Cohen, Fischgrund and Redding (1990). This study covers the seemingly formidable barriers encountered by educators addressing this population, but also includes a series of recommendations from the first national conference (1989) on the topic. Still, the author’s conclusions are optimistic:

The picture need not be bleak; Trustees, teachers, administrators and government officials must be encouraged to become aware of multi-cultural concerns. In addition curricula must oversee, resources made available, minority staff recruitment aggressively pursued, intake and placement procedures reviewed, parent and home relations analyzed and revamped and a spirit developed which focuses on the strengths of ethnic and multi-cultural deaf children and their families.

The Lexington School for the Deaf

This writer will take license to “feature” the Lexington School for the Deaf in Jackson Heights, New York. Dr. Oscar Cohen has been Superintendent of the school for many years. Dr. Cohen ranks as one of the premier leaders in education of the Deaf He has published extensively. His name will appear in this study often, as it does in virtually any publication related to minority deaf children. Aside from publishing, Dr. Cohen has presented at numerous significant forums through the years. If there is one person who has “led the charge” and has been the clarion of continuing to educate the profession about changing demographics and the entire range of issues associated with multicultural needs, it has been Oscar Cohen.

The questionnaire submitted from Lexington for this study, could well serve as the model for what a school can do to accommodate the needs of multicultural, multiethnic Deaf students. Through the leadership of Dr. Cohen, this school has been “at it” for many years and is a wonderful resource.

In response to the section on completion of high school Dr. Kevin Keane, Assistant Superintendent (2000) said: “If Hispanic students are educated at Lexington from an early age they do as well as any group in passing high school classes and entering college programs; but Hispanic students who enter our 9th grade from other programs, do not do as well.”

Key to the very effective program at the Lexington School is the Hispanic Resource Center. The major service areas of the center are shown on the chart following. Reviewing the chart will emphasize the thoroughness of the services to Hispanic Deaf students.

Figure 9. Lexington School for the Deaf Hispanic Resource Center Major Service Areas

Intake	Instruction	Staff Consultation	Home/School Relationships
Parent interviews	Language evaluation	Bilingual/ Bicultural In-Service	Parent Groups
Language/ Educational Evaluation	Spanish as a First Language Maintenance	Curriculum Assistance to Classroom Teacher	Parent Education
Interpretation Translation	Spanish as a Second Language	Parent/ Teacher Meetings	Individual Assistance Program Conferences
	Curriculum Development		Crisis Intervention
	Infant Center Program		Home Visits
	Content in Spanish		

III. Summary Observations from Year 2000 National Survey

Hispanic Deaf Students in Our Schools by Delgado, Stuckless, Walter

The percentage of Hispanic deaf students among all deaf students in special schools and programs grades 1- 12 approximates the overall percentage of Hispanic students (14%) in our nations regular schools. The expectation is that the proportion of Hispanic deaf students to non-Hispanic deaf students will continue to parallel projections for other Hispanic students, and that by the Year 2025, 25% or more of all the nation’s deaf children and youth of school age will be Hispanic.

Proportionately, more Hispanic deaf students are enrolled in local and regional programs (18%) than in special schools for the deaf (12%). These findings are generally, consistent with other previously published works.

Most Hispanic deaf students are members of the first generation in their families to go to school in the U.S. Also, they are likely to live in homes where Spanish is the dominant language.

Collectively, most schools and programs consider the general academic performance of their Hispanic deaf students, including their reading/ writing skills, to be “around” or “above” the norm, relative to other deaf students of the same age in their schools/programs. Fewer than 10%

of the schools/programs indicated “below” the norm in either of two categories.

Contrary to the high dropout rates reported among “hearing” Hispanic students at the secondary level Hispanic deaf students tend to continue their education throughout grades 1 to 12, and to graduate from high school in the same proportions as their non-Hispanic deaf peers.

While most Hispanic deaf students graduate from high school it appears that a high proportion of Hispanic deaf students enroll in *vocational* tracks, leading to non-academic diplomas. This is not to disparage the value of a vocational education for those who wish to obtain skilled employment upon graduating from high school. However, for many, the lack of an academic diploma may preclude their seeking a college education.

Relatively few schools or programs are using Spanish/English bilingual education techniques in the classroom.

When they do, they are likely to use teachers with special certification to do so. On a broader student basis, more use ESL techniques with ASL (American Sign Language) as the deaf student’s primary language.

Virtually all schools and programs adapt their admissions procedures for Hispanic parents and their deaf children. Minimally, they provide Spanish interpreting services as needed, and many use admission forms and other materials for Hispanic parents printed in Spanish.

The most extensive special services for Hispanic deaf students indicated by many schools and programs are the interaction and support they offer to their families. These services take a variety of forms, using Spanish interpreters, parent educators, ASL teachers, etc., often in the families’ homes.

In-school support for Hispanic deaf students varies considerably across schools and programs, often related to the number of these students enrolled. They vary as to the use of Hispanic role models, inclusion of Hispanic heritage and culture within their curricula, and special co-curricular activities such as Hispanic deaf student clubs.

Further Survey Discussion

General comments: 1) From this survey it is heartening to note that persistence among Hispanic Deaf students is equal to non-Hispanic Deaf. If this is so the dropout rate of Hispanic Deaf students is considerably lower than that of Hispanic students in general. 2) The numbers of Deaf Hispanic students in this cohort is the same proportion as Hispanic students in general. 3) It appears that Hispanic students are often in vocational “tracks,” thus the overall achievement levels may be lower than non-Hispanic Deaf. 4) It does not appear that Hispanic Deaf students are disproportionately classified as multi-handicapped.

Now to the other specific questions where statistical analysis was not possible or intended:

- Question intake procedures, i.e. any special accommodations.

Virtually all schools and programs responding indicated they provide Spanish-speaking interpreters to explain the process to the family, etc. What is not clear is how instructions to written tests are conveyed to the student being enrolled? It does not appear that protocols standardized for other non-Deaf Hispanic children are ever utilized.

Several schools and programs reported provision of materials, etc., translated to Spanish.

- Availability of Spanish/ English bilingual education.

The majority of the responses to this question indicated some ESL was utilized. Most of the responses on ESL came from programs. Still a few schools with large Hispanic Deaf enrollments use ESL. What is missing is how ESL is used? Many responses related to tutoring and having a Spanish-speaking interpreter or teacher.

- Credentials required of teachers using ESL. Only eight programs require ESL endorsement.
- Special programming specifically for this population.

The most prevalent special provision reported was Spanish-speaking interpreters for parent meetings and sign language classes offered in Spanish. Next was the translation of handbooks, etc. to Spanish. Several schools have Hispanic clubs. Also some schools offer Spanish at the high school level. Some schools have a special weekend for Hispanic students and their families. Special days i.e. Cinco de Mayo are celebrated. In some schools, a Spanish speaking professional is assigned to tutoring Hispanic Deaf students along with being the contact/ liaison with Hispanic parents. One school has a Hispanic Parent Club that meets monthly.

The more innovative special provisions came from residential schools where it is more practical to have the numbers necessary for feasibility.

- Using other bilingual resources/expertise.

A substantial number of both schools and programs utilize regional or district Educational Service Centers or other types of resources. Sometimes they focus on staff development and at times they center around materials and consultations. A comment was made that ESL teachers were hesitant to interact because of deafness and communication issues. Some

schools have sponsored conferences centered on bilingual education.

In reviewing those data to identify “best practices” or “model” programs, for non-deaf Hispanic students, there was no evidence that schools and programs for the deaf were aware of some of these successful programs around the country.

- Completion of High School

As stated earlier, the respondents showed that Hispanic Deaf Students graduate/complete their high school programs in numbers equal to non-Hispanic deaf.

Reasons given for a small percentage not completing their high school education include: 1) returning to Mexico and being unable to return to the U. S. 2) some students are twenty-one when eligible to graduate. In mainstream programs this causes some “burn-out.”

Reasons given for staying in school:

1) more socialization at school than at the home. 2) parents have a strong desire to have their children graduate.

- School attendance

Hispanic Deaf students rate very well on attendance! The lowest rating was “average,” the majority ratings were high to excellent.

One concern expressed was being absent for long periods of time for major holidays when a family returns to their home country, (this is a typical Latino trait).

- Curriculum Track

As noted earlier, the vast majority of this population is on a vocational track. Yet, some responses are indicative of higher achievement.

- Cultural, economic and motivational factors influencing persistence through high school graduation.

The influence and motivation from parents and family was the most cited reason for staying in school. Hispanic parents recognize the value of a good education. They see their own struggles due to lack of education and urge their children to do better. Of the twenty-four respondents to this question an outstanding 67% credit parents, family and culture as the reason for staying and graduating.

Having deaf peers and teachers skilled in clear communication at school is also a major factor in Hispanic Deaf students completing high school.

- Factors that mitigate against completion of school.

Economic factors, i.e. having to go to work, lack of green card, lack of money, etc., surface as the most prevalent factors in non-persistence but not demonstrably so.

Factors such as drugs, gangs, pregnancy, part-time jobs and transportation are cited and are not unlike the same factors that effect non-Deaf Hispanic students and reasons for dropping-out. These factors were more dominant in “programs” as opposed to schools with only one eastern school indicating similar problems.

The above question has surfaced some of the same information this study has garnered looking at the larger Hispanic/Latino educational dilemma. What is exciting, however, is that the number of deaf Hispanic Students who dropout is obviously much lower!

- Three things that could be incorporated in a high school program that would help deaf Hispanic students complete high school and continue their education.

This question drew a large response, which was “across the board!” Highlighted will be some of the more repeated recommendations and following will be less repeated but interesting ideas:

☞ The need for Hispanic role models, Deaf, teachers, counselors, etc., was the strongest recommendation. Interestingly, included was the recommendation for role models, (Hispanic), who are outside of deafness.

☞ Strong parent groups are needed for schools and programs to make meetings, etc., an on-going part of the overall school program and provide Spanish-speaking interpreters, (voice/sign).

☞ Communication with parents and family in Spanish should be the keystone to an effective, educational program. That is, parents and family should *always know* there is someone there they can communicate with easily.

☞ Career awareness, postsecondary opportunities and college financial should be incorporated into the general educational plan (especially for Hispanic students and parents), so that students and parents *know* what is possible.

☞ Sign language classes for parents and family should be “convenient.” That is, not always at the school or other center but perhaps locating classes closer to the “barrio.”

Other “great ideas”:

- Develop and offer elective courses in “Hispanic Studies” and Spanish to promote understanding and pride of culture and language. Courses can cover rights, citizenship and community resources.

- Join and meet with local Hispanic national clubs such as MECHA.
- Participate in local Hispanic celebrations i.e. Cinco de Mayo, Hispanic month events, concerts etc. Parents should also be encouraged to participate with their children.
- Assign a “parent advisor” to visit and work with Hispanic parents in their homes starting as early as possible.
- One school district has identified a core of Spanish speaking interpreters; they in turn train others to assist with IEP and parent meetings.
- A shared reading project where deaf family tutors go into the home and help parents in teaching their children how to read using culturally diverse materials.

IV. What’s Missing? What’s Possible?

The foregoing sections of this study have described programs, which have been proven effective with Hispanic/Latino students as well as with Hispanic/ Latino Deaf Students. Moreover, many worthwhile suggestions and recommendations came out of the national survey. Thus, we have a fairly comprehensive idea of what is necessary to prepare Latino/Deaf students for the new millennium. The following, then, are the basics that cut across those successful educational programs.

Commitment

A top to bottom resolve that this population of students warrants special attention if they are to achieve better than the norm, not to be relegated to vocational tracks and attend post-secondary educational programs proportionately.

A multicultural curriculum must help individual children develop cross-cultural competency. This means that students- learn to operate *within* a pluralistic society, accepting their own ethnic and cultural identities while becoming equally comfortable interacting within other cultures and interacting positively with individuals from different ethnic and cultural groups. (Welch 2000)

Many educational programs for deaf students include courses in Deaf Culture or Deaf Studies. A multicultural curriculum does not negate the need for students to view themselves as Deaf and belonging to a deaf culture but it asks the deaf individual to view themselves and be viewed from the perspective of multiple selves i.e. Deaf, Hispanic, oral, White, Black, female, male, etc.

Christensen (2000) talks about the “Emerging Literacy in Bilingual/Multicultural Education of Children Who Are Deaf.” She refers to the model developed by Catherine Snow at Harvard University, which includes: Semantic contingency (child utterances embellished by adult expansion); scaffolding (reducing the difficulty of a task with cues, games, songs); routines (reading with the child, signed nursery rhymes, etc.)

Christensen emphasizes that parents must be fluent in visual-spatial communication. Hearing parents of deaf children, Latino and otherwise, generally do not achieve a “fluent” level of sign language communication. However, a literacy focused curriculum and parent educa-

tion can do a great deal to enhance language acquisition.

The national survey showed that a few “programs” applied English as a Second Language (ESL) methodology. ESL was not much evident in “schools” except as ASL to English.

With Deaf children from other cultures, it is critical to assess language dominance. Only too often entering deaf students are assessed as having “no language,” this is especially true of culturally different deaf children. Gerner de Garcia (2000) urges that language (communication) assessment not be limited to standardized measures but also include naturalistic and ethnographic methods, which include observations by teachers and specialists in the classroom, the school environment, and the home community.

Gerner de Garcia reinforces the point that the survey brought out i.e. that very few teachers of the deaf are truly knowledgeable about ESL as a pedagogical “universe,” Still, “a few pioneers teaching ESL to deaf immigrant students have made tremendous efforts to educate themselves- by studying bilingual/ ESL education in addition to deaf education” (Gerner de Garcia 2000). Many ESL materials can be adapted for use with LEP Deaf students.

Parents

It is frequently perceived that Hispanic/ Latino parents do not value education. This study found that this was clearly not the case. The Hispanic culture traditionally places a high value on education.

In a study of four programs for Deaf children in Southern California, (Struxness 2000) found that eighty-seven percent of the parents responding to his survey showed strong support for Deaf children’s-education.

Ramsey (2000) did an in-depth study: “On the Border: Cultures, Families, and Schooling in a Transitional Region.” Among many significant findings in her study are the difficulties Anglo teachers have in understanding Mexican parents.

Anglo teachers of the deaf feel very confident in their training and their methods for dealing with deaf children. They have much less training for working with non-Anglo parents. Hence, for them, the most serious confusion (bordering on despair at times) rested in their inability to make sense of the student’s parents.

Expectations of Anglo educators of all parents are based on behavior, beliefs and values that are middle-class Anglo in nature. In general Hispanic/Latino parents do not “actively” participate in IEP-type meetings. They are not as concerned about their child’s educational “rights.” They traditionally put their trust in the teachers and the school. This does not mean they are not good parents but rather that they see their role as that- parents in the home. It is here that they wish to do a great job.

As Ramsey (2000) so aptly puts it: “The challenge for the field is to turn attention back to the classroom and to face the reality that not all parents of deaf children will adopt the vocabulary, behavior and values expected of them by school personnel.”

Support services for parents were mentioned earlier. They run the gamut of interpreters fluent in Spanish, Spanish-speaking liaison, Hispanic Parents Groups, Centers in the school/ program providing assistance with taxes, immigration, referrals, etc.

Involving Hispanic/Latino parents in cultural celebrations, plays and the like is very effective.

Part of the esteem building of Hispanic/Latino students should be developed from and with parent involvement.

Parents of Deaf children face a very difficult dilemma when they are told they have a deaf child. As the child reaches even preschool age, they face still another major emotional hurdle, the confusion that comes from trying to decide which educational program is best for their child. It is confusing primarily because they must choose from a plethora of programs each imbued with a communication philosophy and methodology often emotionally laden.

Hispanic parents of Deaf children are no different. The one deciding factor, especially for young Hispanic Deaf young children, is that Latino parents do not want their children to be far from the family and do not want to transfer the child-rearing responsibilities to other parties. Hence, the bulk of Hispanic Deaf students are in regular mainstream-type programs and not in residential schools. This is a statistic that is worth watching as Latino parents reside here longer and become more assimilated.

A very recent study, "Decisions Hispanic Families Make After the Diagnosis of Deafness" (Steinberg, Bain, Delgado, Ruperto 2000), consisted of interviews with twenty-nine Hispanic families living in the United States. The families were located in four distinct geographical areas so that a variety of cultural backgrounds could be sampled. The areas were: Philadelphia, El Paso, Central Florida and Northern California.

This study showed that, "The deliberations of Latino parents were often complicated by language and cultural barriers, and by limited access to information, resources, and a full range of options." (Steinberg, et al 2000)

The communication method most often cho-

sen was usually a combination of spoken English and sign language.

The study clearly points out that the families often misunderstand the language used by professionals even with qualified interpreters. It also found that these families were aggressive in obtaining services for their children, which is a finding in contrast to other studies.

Regarding the age of identification of deafness Struxness (2000) study found that Hispanic parents discover the problem at about the same time as non-Hispanic parents, that is, soon after birth and one year. He explains that this could be because most of the children in his study were born in the United States and had some access to professional intervention. He also found that children were enrolled in school between the ages of two and four, which is consistent with non-Hispanic children.

Students

If Latino parents had the "best of all worlds" they would like for their children to be able to communicate in Spanish.

As we study the survey data it is important to keep in mind that:

1. The majority of Hispanic Deaf children are the first generation to live and attend school in the United States and
2. The majority of these students come from homes where Spanish is the major spoken language.

The communication problem is serious. These students are exposed to Spanish, English and Sign Language. Thus, it is imperative that the Deaf child be made aware of the communication medium being used. Too, educators need to learn about and respect Latino parents' perceptions of children and families- it is different and it is the milieu they come from.

Not enough can be said for providing consistent support services. The survey and information obtained from non-deaf sources emphasize the value of tutoring and a fluent Spanish speaking student-parent liaison.

Teachers

Christensen (2000) highlights some “forward movement” in this area. She points out that CED teacher certification now requires multicultural competence. CED has also developed bilingual educator’s standards in counties like Los Angeles and Dade (Florida).

Cohen (1997) has repeatedly cried out for multicultural education, which is beneficial to all children regardless of ethnicity or hearing status.

The CED requirement is a start but clearly not sufficient considering what the student populations of the future will encompass. Redding (2000) suggests:

Teacher preparation programs must assume the responsibility of preparing all teachers, regardless of race, to teach in culturally diverse classrooms. One course will not accomplish this.

The need to have Hispanic professionals, deaf and hearing, was brought out frequently in this study. “Therefore, greater efforts must be made in the part of the teacher preparation programs to recruit diverse scholars and nontraditional students.” (Redding 2000)

Community: Calexico

The Calexico Unified School District has won national and state awards for its success with demographics that have this profile:

Calexico Unified School District

- 6,856 ADA
- 6 K-6 Schools, 2 Junior Highs (7-9), 1 High School and 1 Continuation High School
- 98% Hispanic
- 80% LEP K-12
- 98% of entering Kgn. Are limited or non-English speakers
- 30% migrant students
- 51% or above free and reduced lunch
- Average income under \$12,000
- 25-35% Unemployment rate
- 28% AFDC

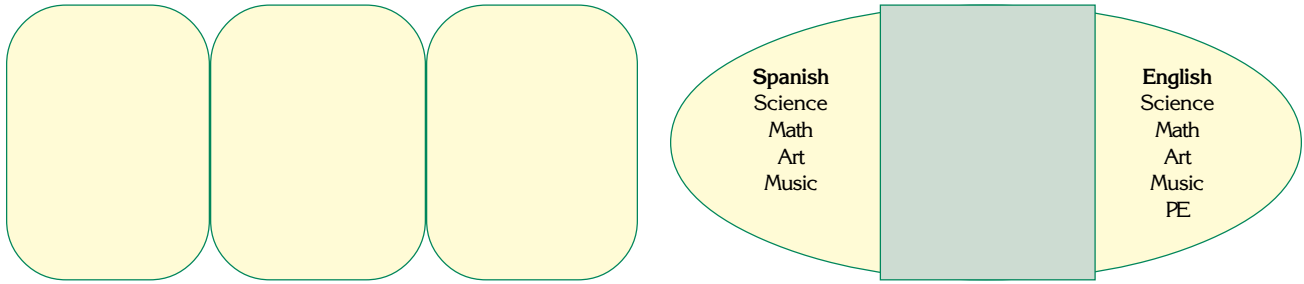
Calexico has a very innovative Newcomers Program for immigrants that mandates parent training. Too, the K-2 Team Teaching Design illustrated below, appears to be an excellent language approach. (Palacio, Emily, 1997)

- I. Students are assessed for language proficiency in 1.1 and 1.2. Language of instruction is determined by language dominance
- II. Language of instruction is either Spanish, sheltered English or Mainstream English

The Calexico Unified School District is somewhat unique in that the majority of the population in Calexico is Hispanic. The business community is very involved in the education of its young people. Many businesses are involved in work-study programs. Since a large percentage of the graduates of Calexico’s High School

Figure 10. The Calexico Unified School District K—2 Team Teaching Design

- I. Students are assessed for language proficiency in 1.1 and 1.2. Language of instruction is determined by language dominance.
- II. Language of instruction is either Spanish, sheltered English or Mainstream English.



and Continuing High School enroll at Imperial Valley College. There is a great deal of collaboration between the college and businesses and other vocational outlets to provide courses and experiences to better prepare students for jobs.

Community: Imperial Valley College

Imperial Valley College (Jamie, 2000) has an overall student population of 7000. It has some Deaf and Hard of Hearing Students and they are provided with interpreters. The College has an Applied Science Program and through relationships with businesses and industry prepares students for NAFTA supported outlets. Many students concentrate on professional clerical/business occupations. They have an excellent law enforcement and mentoring program that begins in junior-senior high school. By working close to the Migrant Program a good many graduates start teaching careers and go on to San Diego State to obtain their B.A. (20-25% of the Imperial Valley College go on to four year colleges.)

Bilingual education practice is applied across the curriculum on an individual basis. The graduation rate at Imperial Valley College is 55.3%!

If the population of any school or program for Deaf students has twenty percent or more His-

panic students there are undoubtedly agencies and businesses in the community who would be willing to assist in the education and preparation of Deaf students. There is always a need for volunteers but they need to be utilized in programs that are goal-oriented and strongly supported by the educational institution.

Success for All

Success for All is a reading program in Houston, Texas. It was visited by the *Hispanic Dropout Project Committee* in nineteen ninety-five. According to Parish (2000) it is based on the framework developed by Dr. Robert Slavin, of Johns Hopkins University. Each student from K-3 and often K-6 have daily 90 minute class in reading which includes principles of: phonology, graphic (phonics), alphabet, print awareness, reading comprehension and reading process. Bilingual students in the district also have ESL classes but not as a part of the ninety-minute reading period.

“Success for All/ Roots and Wings” is a long-standing, very successful reading program developed by Dr. Robert Slavin, (mentioned above), and his colleagues at the Center for Research on the Education of students placed at Risk (CRESPAR) at Johns Hopkins University. It has been adopted in many school districts (450) in the United States and has also

been utilized in other countries like Canada, Mexico, England, Australia, and Israel.

The program focuses on (Title I)-type schools. Their entire reading curriculum in Spanish has been researched and is used in bilingual programs in many states. (Slavin, Madden, 1999)

Starting with the conviction that all children can learn to read, this program has been extremely effective with at-risk children. It has compiled much research and is the type of project that should be explored by educators of the Deaf A collaboration with CRESPAR and investigating its application to Deaf and Hard of Hearing learners makes much sense.

Collaboration

In her chapter, “Shifting the Margins,” Christensen (2000) describes the collaborations between the National Association of the Deaf (NAD), American Sign Language Teachers Association (ASLTA) and the American Counsel on the Teaching of Foreign Language (ACTFL).

Gerner de Garcia (2000) speaks of a new system of credentializing teachers who work with linguistically and culturally diverse students: Cross-Cultural Language Development (BCLAD).

At one time deaf professionals presented at conferences of the National Association of Bilingual Education. (This writer does not recollect a NABE presentation at conferences related to education of the deaf.)

An example of a long-term business collaboration is the “Coca Cola Valued Youth” program developed by the Intercultural Development Research Association in San Antonio, Texas. Again, the theme (conviction) that all students can learn and all students are valued, this program trains student tutors intensively. It involves an implementation team of administrators, principals, teacher coordinators, family liaisons and

evaluation liaisons. Families are very involved and home visitations are regular.

We’ve found that when students are placed in responsible roles and supported in their efforts, powerful benefits occur. Valued youth tutors stay in schools, develop self-esteem, feel they belong in school, and better their class attendance. —Cortez, J. 2000

Other Model Projects

The California Policy Seminar at the University of California publishes CPS Brief In a current issue, “Capturing Latino Students in the Academic Pipeline Gandara, Larson, Rumberger and Mehan, May (1998), report on three projects, which have also been included in *No More Excuses*.

1 • Achievement for Latinos through Academic Success, ALAS.

What is truly unusual about ALAS is that the students in this program represent the highest-risk Latinos. That is, they are Latinos who have been found to be the least influenced by any educational change or helped with regular dropout prevention programs.

The program focuses on psychosocial intervention to work on behaviors that contribute to low grades and dropout. It looks at the characteristics of the student’s living environment and is aimed at the middle school level.

The four major components are: 1) the adolescent component which focuses on the social problem-solving training, counseling and student recognition, and enhancement of school affiliation; 2) the school component includes frequent teacher feedback to students and parents as well as attendance monitoring; 3) the family component includes use of community resources to train parents in school participation as well as in guiding and monitoring the adolescents; and 4) the community components focuses on enhancing collaboration among

community agencies providing youth and family services.

Using a comparison group the investigators found that on all measures, i.e., continued enrollment; completion of graduation; effects beyond intervention; high school graduation rates; the highest of high risk students surpassed the comparison group. Though the high school graduation rates were better but not significant the investigators concluded, “This clearly suggests that in order to increase graduation rates it is necessary to provide ALAS-type intervention throughout the high school years.”

2• Advancement via Individual Determination-AVID.

AVID’s basic premise is “untracking.” The program places low achieving students (primarily low-income and of ethnic or language minority background), in a “college prep” academic program.

The program provides a system of supports (“scaffolds”) by which students can go from low to high track classes.

Student selection criteria include average to high achievement test scores and C-level junior high school records.

Parents are contacted and sign a contract if they wish to participate.

Students attend a special elective class daily. They are assigned a college tutor. Two days a week are tutorial days when they work in small groups. On two days they concentrate on writing as a tool for learning.

The AVID central office develops the instructional plan for the week.

One day a week is “motivational day” used for guest speakers, field trips and visits to colleges, etc.

An AVID classroom is designated and marked and AVID notebooks identify participants.

AVID showed that family income and parent/sibling completion of college were not significant factors in AVID students persisting in high school and college.

Though this has been a proven program, the researchers have highlighted a common problem in evaluating such projects:

The serious decline in cohort size (college enrollments) demonstrates the difficulty in obtaining longitudinal data on the topic of persistence in college, and prohibits attaching statistical significance to results.

Schools should emphasize the prevention of problems. They need to become more aggressive in responding to the early warning signs that a student may be doing poorly in, losing interest in, or in some other way, becoming disengaged from school.

—No More Excuses

3• The Puente Project

This is a high school project that is implemented in thirty-nine community colleges in California. *Puente* students (9th and 10th grades) are enrolled in a college prep English class.

The course includes community-based writing, portfolio assessment and Latino authored literature.

Instruction, counseling and mentoring are the key components of *Puente*. A unique element, too, is what has been cited as “cultural capital.” This means knowledge of the system - how colleges work. How one accesses services and assistance.

Though Propositions 187 and especially 227 cause implementation issues, 39% of the students who graduated from *Puente* programs were accepted to four year colleges. The interventions, regular mentoring and monitoring appear to provide a true “maturing” aspect. *Puente* students take pride in succeeding academically and competing with college prep peers. Too, they learn how to maneuver through the academic pipeline.

Schools, especially high schools, need to personalize programs and services that work with Hispanic students.
—*No More Excuses*

Conclusion

The Albuquerque Journal and the *Santa Fe New Mexican* have recently published a series of articles related to the question of “equity” in the public schools. Some of the same issues that are common in other school districts are also impacting the Santa Fe Schools. Facilities and equipment, or lack thereof, seem to follow those schools with higher percentages of linguistic minority children. Likewise, often less experienced teachers are assigned to such schools. What is heartening is that very often the facilities/equipment and yes, even the cali-

ber of the teachers is not as significant as the commitment of the Board, Superintendent, or Principal to rally student and teachers to succeed academically.

Several older schools are identified as being in need of major renovation or replacement. Yet within the older buildings an *esprit de corps* exists that makes for higher achievement in the district.

The series included a description of a school in El Paso, Texas that is worth highlighting. The Ysleta Independent School District is composed of students who are from poverty (70%). The superintendent at the time of the district’s turnaround was Mr. Tony Trujillo. Ysleta has won state and national academic acclaim on many fronts, in particular because it’s students exceeded the Texas standardized test scores in twenty-one of twenty four categories and the district is ranked as one of the best in Texas.

“The belief that (backgrounds) determine performance is the most vicious thing that has ever been perpetuated in our school system.” This statement captures Trujillo’s reason for success. He has had authority to hire and fire teachers. In this, he will transfer teachers who do not truly believe that *all* students can achieve. He supports innovation but demands accountability. Thus, with strong leadership and top to bottom commitment, students with several strikes against them can succeed. Funding, facilities, equipment, etc., are not necessarily the most vital ingredients.

What is needed? Leadership in our profession to step up and become involved in these kinds of collaborations. Not window dressing but *real* working together.

V. Resources

The following Programs and Schools were selected from the *No More Excuses* survey on the basis of special services provided to Hispanic/Latino students and families*

Programs	Sign language Inter:	Hispanic Parent Group	Hispanic Club	Tutoring	Sign Classes	ESL Instruct	ESL Cntr. Collab	Spanish Courses	Parent Wknds	Trans. Material	Cnty Outrch.	Multi-Cultural activity
Alhambra, CA (Linda Savard)	x											x
Brownsville TX (Janice Metsker-Galarza)												x
Covina Valley USDCA (Patdca Shawn)	x					x	x	x		x	x	
Clark County, Nevada (Chris Borselinoe)						x	x				x	
Monterey County California (Kathleen Bendes)	x					x						x

Schools	Sign language Inter:	Hispanic Parent Group	Hispanic Club	Tutoring	Sign Classes	ESL Instruct	ESL Cntr. Collab	Spanish Courses	Parent Wknds	Trans. Material	Cnty Outrch.	Multi-Cultural activity
Amer S.D., CT (Ed Rilikin)	x	x			x		x		x	x		x
CA S.D. Fremont (Henry Klopping)			x						x			x
COS.B.D. Colo (Carol Husk)	x	x	x		x					x		
Ill. S.D., IL (Joan Forney)	x			x						x		
Lexington S.D. NY (Kevin Keane)	x	x	x	x			x			x	x	x
M.H. Katzenbach, NJ (K. Cusack)						x		x				
Kendall/MS SD DC (Director)	x			x		x				x		x

Schools	Sign language Inter:	Hispanic Parent Group	Hispanic Club	Tutoring	Sign Classes	ESL Instruct	ESL Cntr. Collab	Spanish Courses	Parent Wknds	Trans. Material	Cnty Outrch.	Multi-Cultural activity
PA S.D., PA (Joe Fischgrund)					x							
Rochester S.D., NY (Fred Koch)		x					x					
Sunshine CO Hagt, TX (Carol Waltnall)	x						x					
Texas S.D. TX (Claire Buyers)	x	x	x		x		x	x				x

*For further information phone numbers and addresses can be found in the *American Annals of the Deaf*, Directory Issue.

VI. Resources (Non-Deaf)

(From *No More Excuses* the Hispanic Dropout Project)

* Phone numbers/names are not current, suggest calling information:
(AC) 555-1212

CALIFORNIA

Aurora H.S.
(Alternative School)
641 Rockwood Ave.
Calexico, CA 92231
Principal-. Patrick Peake
619-357-7410
Contact Person: Emily Palacios
619-357-7351
Site Visited: 4/24/1996

AVID Program
Mar Vista H.S.
505 Elm Street
Imperial Beach, CA 91932
Principal: Gloria Samson
619-691-5400
Site Visited: 4/25/1996
Calexico H.S.

1030 Encinas Ave.
Calexico, CA 92231
Principal: Harry Pearson
619-357-7351
Contact Person: Emily Palacios
619-357-7351
Site Visited: 4/24/1996

La Clase Magica
St. Leo's Mission
936 Genevieve St.
Solana Beach, CA 92075
Contact Person: Vicente Leal
619-481-6788
Site Visited: 4/24/1996

Lennox Middle School
10319 Firmona Ave
Lemox, CA 90304
310-206-4624
Contact Person: Hal Hyman
(Center X- UCLA)
Site Visited: 4/25/1996

Lincoln High School
3501 N. Broadway
Los Angeles, CA 90031
Principal and Contact: Lupe Sonnie
213-223-1291
Site Visited: 4/25/1996

Neighborhood House Head Start Program
St. Leo's Mission in Eden Gardens
936 Genevieve St.
Solana Beach CA 92075
Site Coordinator: Amie Khalssa
619-792-1996
Site Visited: 4/24/1996

Newcomer Program
Mains Elementary School
655 Sheridan St.
Calexico, CA 92231
Principal: Gloria Selaya
619-357-7410
Contact Person: Emily Palacios
619-357-7351
Site Visited: 4/24/1996

The Fifth Dimension
Boys and Girls Club
Lomas Santa Fe Branch
533 Lomas Santa Fe
Solana Beach, CA 92075
Contact Persons: Duncan Smith or
Raul Castillo
619-755-9373
Site Visited: 4/24/1996

The Magical Dimension
Skyline Elementary
606 Lomas Santa Fe
Solana Beach CA 92075
Principal: Kevin Riley
619-794-3920
Site Visited: 4/24/1996

FLORIDA

Allapattah Middle School
1331 NW 46th St.
Miami, FL 33142
Principal: Alex Martinez
305-634-9787
Teacher: Nick Barakat
Host and Escort: Hector Hirigoyen
(Math Supervisor, Dade County Schools)
305-995-1921
Site Visited: 5/11/1996

Little Havana Institute
300 SW 12 Ave
Miami FL 33130
Director: Martha Young
(Cuban American National Council)
305-642-3484
Host and Escort: Isabel Gomez Bassols (Dade
County Public Schools, Head of Psychology
Department for Alternative Programs)
Site Visited: 5/11/1996

Miami Beach Senior High School
2231 Prairie Ave
Miami, FL 33139
Principal: Bill Renuart
305-532-4515
Mathematics Department Chair: Joan Friedman
Host and Escort: Hector Hirigoyen
(Math Supervisor, Dade County Schools)
305-532-4515
Site Visited: 5/11/1996

South Beach Institute
920 Alton Rd
Miami Beach, FL 33139
Director: Eugenia Russell (Adult Mankind)
305-673-4782
Isabel Gomez Bassols (Dade County
Public Schools, Head of Psychology
Department for Alternative Programs)
305-995-1260
Site Visited: 5/11/1996

NEW MEXICO

Cornerstones
Old Dona Ana Church
Dona Ana, New Mexico 88032
Contact Person: Oat Taylor
505-647-6611 (beeper)
Site Visited: 8/14/1996

MESA Program
Washington Middle School
1101 Park Place SW
Albuquerque NM 87102
Contact Person: Evangeline Sandoval
(MESA Director)
505-262-1200
Site Visited: 8/13/1996

Mesilla Valley Youth Foundation (a.k.a.
Court Youth Center)
401 W. Court
Las Cruces, New Mexico 88001
Contact Person: Irene Oliver-Lewis (Director)
505-541-0145 or 523-0935
Site Visited: 8/14/1996

San Andres Alternative Learning Center
Hwy 28
Mesilla:, New Mexico 88046
Contact Person: Eric Cress (Principal)
505-527-6058
Site Visited: 8/14/1996

Social Services and Tutors Assisting
Youth (S.T.A.Y)
221 N Downtown Mall
Las Cruces, New Mexico 88001
Contact Person: Leonel Briseno (Program
Coordinator)
Site Visited: 8/14/1996

Youth Development Inc
Rio Grande H.S.
2300 Arsenal SW
Albuquerque, New Mexico 87105
Contact Person: Robert Chavez
505-831-6038 or 768-6051
Site Visited: 8/13/1996

NEW YORK

DeWitt Clinton H.S.
100 Mosholu Parkway South
Bronx, New York 10468
718-543-1000
Site Visited: 6/12/1996

Martin Luther King, Jr. High School
65th and 66th
New York, NY 10023
Principal: Stephanie Ferrandino
212-501-1300
Site Visited: 6/12/1996

Hostos Lincoln Academy of Science
Eugenio Maria de Hostos Community College
475 Grand Concourse, 2 dFloor
Bronx, NY 10451
Director: Michael Cataldi
OUTREACH PROGRAM
Director: Michael Cataldi
Site Visited: 6/12/1996

TEXAS

AVANCE

2001 Rainbow

Houston, TX 77023

Contact: Carmen Cortes

310-825-2494

Site Visited: 12/12/1995

Coca Cola Valued Youth Program

Kazen Middle School

1520 Gillette

San Antonio, TX 78224

210-924-9021

Contacts: Linda Cantu and

Maria (Cuca) Robeldo Mercel

210-222-2367

Site Visited: 12/11/1995

COPS Project

Lanier H.S.

1514 W. Durango

San Antonio, TX 78207

Contacts: Sister Consuelo Tovar

and Joe Rubio

210-222-2367

Site Visited: 12/12/1995

Success for All Program

Browning Elementary

607 Northwood

Houston, TX 77027

Principal: Olga Moya

Contacts: Joseph Stubbs and Phyllis Hunter

713-892-6025 and 713-892-6024

Site Visited: 12/12/1995

VII. Page Notes

Page:

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PEPNet

PEPNet, the Postsecondary Programs Network, is comprised of the four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The Centers strive to create effective technical assistance for educational institutions providing access and accommodation to these students. For more information, contact your Regional Center.

Northeast Technical Assistance Center (NETAC)

National Technical Institute
for the Deaf
A college of Rochester Institute
of Technology
52 Lomb Memorial Drive
Rochester, New York 14623-5604
(585) 475-6433 (Voice/TTY)
(585) 475-7660 (Fax)
netac@rit.edu

Serving: Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont and the Virgin Islands.

Western Region Outreach Center & Consortia (WROCC)

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
888-684-4695 (V/TTY)
818-677-4899 (Fax)
wrocc@csun.edu

Serving: Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington and Wyoming.

Midwest Center for Postsecondary Outreach (MCPO)

St. Paul Technical College
235 Marshall, St. Paul, MN 55102
651-846-1337 (Voice)
651-846-1527 (TTY)
651-221-1339 (Fax)
toufong.vang@saintpaul.edu
Serving: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.

Postsecondary Education Consortium (PEC)

The University of Tennessee
Claxton Complex A507
Knoxville, TN 37996-3454
(865) 974-0607 (V/TTY)
(865) 974-3522 (Fax)
pec@utk.edu
Serving: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

PEPNet Resource Center (PRC)

National Center on Deafness
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8267
888-684-4695 (V/TTY)
818-677-4899 (Fax)
prc@csun.edu

For materials and resources or further information about PEPNet and the Regional Centers, visit <http://www.pepnet.org>.