



FILIPINO AMERICAN K-12 PUBLIC SCHOOL STUDENTS: A NATIONAL SURVEY



A national report from
the National Federation
of Filipino American Associations,
Washington, D.C.

A Barretto Ogilvie, Ed. D.
National Research Project Coordinator

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FILIPINO AMERICAN K-12 PUBLIC SCHOOL STUDENTS:
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EXECUTIVE SUMMARY

The focus of this survey was to assess how Filipino students in K-12 public schools are performing academically in ten urban communities in various regions of the United States. To determine the participating researchers were instructed to examine local school data; more specifically state required tests at various levels (elementary, middle school and high school). Researchers were also requested to identify local Filipino community resources serving youth.

The ten city/areas examined were Chicago, Honolulu/Hawai`i, Jersey City, Las Vegas, Los Angeles, Miami, New York City, San Diego, San Francisco, and Seattle. In five of the targeted areas Filipino-specific data was available. In the other five, interviews of school personnel, Filipino community leaders and parents were used.

Gleaned from the ten reports completed by the 13 researchers was the following.

- In four city/areas (Jersey City, Miami, New York City and San Diego) Filipino public school students are or appear to be doing well
- In two city/areas (Chicago and Las Vegas) Filipino students appear to be doing well academically but there are indicators suggesting existing or pending problems
- The remaining city/areas (Honolulu, Los Angeles, San Francisco and Seattle) clearly were noted to have significant academic deficiencies among Filipino students
- In spite of the good news of exemplary Filipino academic achievement it was noted that there are low numbers of Filipino students going onto college and dropping out early, high suicide rates among Filipino teenage girls in California, and many Filipino teens feeling excessive Filipino parental pressure to succeed
- The lack of disaggregated statistical data on Filipino students in five city/areas requires resolution in order to verify the assessments based on interviews
- The bi-modal finding (many Filipino students doing well and just as many doing poorly) flies in the face of the high value placed on education by Filipino parents indicating countervailing pressures at home and in the daily life of Filipino students
- While there are a number of university-based programs aimed at recruiting, supporting and retaining Filipino students, for the most part community-based programs serving Filipino youths are essentially conducted with volunteers

The national research group members met with the national Chair and Vice Chair for the National Federation of Filipino American Associations on August 16-18 at San Diego State University. At this meeting they formulated a set of recommended actions for school districts, Filipino community organizations, and Filipino parents. Selected future actions by NaFFAA were also identified.

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SECTION 1

RESEARCH PROJECT BACKGROUND, FINDINGS AND RECOMMENDATIONS

A. Barretto Ogilvie, Ed.D. / National Research Project Coordinator
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There are more 2.3 million Americans of Filipino heritage in the USA. In large part due to immigration since 1965, the national Filipino community is the third largest Asian Pacific Island group behind the Chinese and Asian Indians. Although located in virtually every state 86 percent or nearly two million are found in ten states. States with the largest Filipino populations are: California with 1,085,868; Hawai'i – 185,638; New Jersey – 110,817; Illinois – 103,059; New York – 100,638; Washington – 87,871; Texas – 87,384; Florida – 80,660; Nevada – 72,277; and, Virginia – 59,179.

Most recent census data indicates that there are slightly over a half a million school-age (five to 19 years old) Filipino students. Not all are in the public school system. Many, because of the high number of Catholic Filipino family with both parents working two or more jobs, are enrolled in private schools. The exact number in private schools is not known but it is estimated to be fairly high. The total number of Filipino students in K-12 public schools nationally is not known either because Filipino students are not reported separately except in a few states.

GENESIS OF THE NATIONAL STUDY PROJECT

At the NaFFAA's Region VII (Pacific Northwest) 2005 local conference, a presentation was given showing that large percentages (50-80 percent) of the several hundred Filipino 10th grade students in the Seattle Public Schools were failing the various components of the Washington Assessment of Student Learning test required for high school graduation. Local Filipino community leaders were stunned upon hearing the report. Among them was Alma Kern, the Region VII Chair, who expressed deep concern over what was happening to Seattle Filipino youth.

In late 2006 Alma Kern was elected as national chair of NaFFAA for 2007-2008. Even before the Kern administration of NaFFAA had a chance to get settled in, the Las Vegas School District submitted a request to NaFFAA for academic assistance for Filipino students. These two situations raised alarm flags with NaFFAA. Appropriately, Kern gave high priority to assessing the Seattle and Las Vegas Filipino student situations and to ascertain how Filipino students were performing in other urban areas across the nation. The question was posed: Are these two cities an anomaly or typical of Filipino students in other large urban communities?

Thus, determining how Filipino K-12 students became a major focus on NaFFAA's issues radar. One of the first initiatives by the newly-elected administration was to secure funding to do a national study. A request for funds was submitted to Wells Fargo Foundation and a grant was

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awarded to conduct this study and to pilot two community-based education support projects for at-risk students.

In mid-2007 the National Federation of Filipino American Associations selected a group of Filipino American researchers from ten different city/areas across the United States to examine how Filipino American K-12 public school students were doing academically. Ten city/areas were selected for review: Chicago, Honolulu (Hawai`i), Jersey City, Las Vegas, Los Angeles, Miami, New York City, San Diego, San Francisco and Seattle. Based on statistical data (only available in Honolulu, Los Angeles, San Diego, San Francisco and Seattle) and interviews of school administrators, teachers, parents and other members of the local Filipino community (Chicago, Jersey City, Las Vegas, Miami and New York City), the group met August 15th to 18th, 2007 at San Diego State University to share and discuss their findings.

PARTICIPATING RESEARCHERS

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FOCUS AND LIMITATIONS OF THE STUDY

The focus of this survey was to assess how Filipino students in K-12 public schools are doing academically. To determine this, participating researchers were instructed to examine local school data; more specifically state required tests at various levels (elementary, middle school and high school). Researchers were also requested to provide information in the following areas: City/area description, local Filipino history, description of the Filipino community, and Filipino community resources for Filipino youth (see Appendix A for additional details). They were also asked to summarize conclusions and suggest recommendations.

Not all city/areas have Filipino student-specific data. Test reports as well as other key statistics such as socio-economic status, parental status, disciplinary actions, etc., on Filipino students specifically are collected in Hawai`i, California and Washington states. Thus, statistical data on Filipino students was available for Honolulu/Hawai`i, San Francisco, Los Angeles, San Diego and Seattle.

In the absence of specific data on Filipino students, reliance on interviews (see Appendix B – Interview Protocol and Questionnaire) of individuals who may have knowledge of or have observed Filipino student performance was used. An interview questionnaire was prepared and used by the researchers in Chicago Jersey City Las Vegas, Miami, New York City, where disaggregated education data on Filipinos were not available.

As noted earlier many Filipino parents send their children to parochial schools if they can afford it or even if they cannot afford it they will find some way to make it happen. Thus, the reader must be made aware that this study does not include those students. While the number of private (mostly Catholic) school attending students is not known, it is somewhat assumed to be significant. Education in Catholic schools is rigorous and demanding. Students are expected to do well and students failing to achieve academically are often pushed out and transfer to public schools. Those remaining are high academic achievers. Moreover, Filipino parents who pay for their children's tuition have an added incentive to push and assist their children to do well in school and they normally do. But these students are not included in this assessment; if they were the picture for each city/area may have been portrayed differently.

Neither did this study systematically look at factors contributing to academic achievement or lack thereof; rather, it was the focus of this effort to answer the question simply put: How are Filipino youths doing academically as public school, K-12 students. Although there are comments by the researchers as to deficiencies in the K-12 public school system and familial/home factors that might contribute to poor Filipino student performance this study did not attempt look at this in detail. Such an effort would have been beyond the resources allocated for this study.

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All researchers were invited to attend a national meeting on August 16th, 17th and 18th at San Diego State University. For three days the researchers, with the National Chair and Vice Chair of NaFFAA, review their findings, discuss the implications and share their views on what actions could be taken to begin addressing project identified problems.

FINDINGS

What was discovered should be disconcerting to both the Filipino and other communities at the local and national levels.

- In four city/areas (Jersey City, Miami, New York City and San Diego) Filipino public school students are doing well
- In two city/areas (Chicago and Las Vegas) Filipino students appear to be doing well academically but there are indicators suggesting existing or pending problems
- The remaining city/areas (Honolulu, Los Angeles, San Francisco and Seattle) clearly were noted to have significant academic deficiencies among Filipino students
- In spite of the good news of exemplary Filipino academic achievement it was noted that there are low numbers of Filipino students going onto college and dropping out early, high suicide rates among Filipino teenage girls in California, and many Filipino teens feeling excessive Filipino parental pressure to succeed
- The lack of disaggregated statistical data on Filipino students in five city/areas requires resolution in order to verify the assessments based on interviews.
- The bi-modal finding (many Filipino students doing well and just as many doing poorly) flies in the face of the high value placed on education by Filipino parents indicating countervailing pressures at home and in the daily life of Filipino students
- While there are a number of university-based programs aimed at recruiting, supporting and retaining Filipino students, for the most part community-based programs serving Filipino youths are essentially conducted with volunteers.

This national study suggests that Filipino students in the American K-12 public schools are not being adequately prepared for the high-demand, high-skills jobs in the current workplace environment. Recognizing that not all future jobs require college education and that not all Filipino students need to go to college there is agreement among those who participated in the study that if the national Filipino student academic performance is not improved and sustained the Filipino community nationally and locally will feel the negative consequences.

Moreover, the results of this initial research project urgently calls for more detailed research and analysis. This must be done in order to ensure that proper steps be taken in the coming years to ensure a bright future for all Filipino students - regardless of what city/area they reside and whether they attend public or private schools.

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CITY/AREA FINDINGS SUMMARIES

Chicago

The Cook County area is home to 62,664 Filipino residents (Census 2000). This concentration of Filipinos represents almost three-quarters of all Filipinos in Illinois. Seven educators from Cook County schools were interviewed, three of whom are directly involved with the education of Filipino students. The majority of the interviewees perceived Filipinos as **doing well academically (ask Alma why this is highlighted)** and on standardized scores, and they are generally perceived as well-behaved. One principal noted that although his school has high numbers of Filipino students on free or reduced lunch they are doing okay.

Honolulu/Hawai'i

The Hawai'i K-12 public schools serve 36,595 Filipino students who make up to 21% of the total K-12 student population. The academic achievement levels of Filipino students are second lowest, **only** ahead of the Hawai'ians, in the public schools. In the 2006 Hawai'i Content and Performance Standards II assessment only 44% of Filipino students were proficient in reading and 25% were proficient in mathematics. On the Stanford Achievement Test, 73% of Filipino students were proficient in reading compared to 86% of White students, and 81% of Filipino students were proficient in math compared to 92% for Japanese Americans.

Jersey City, New Jersey

There are 15,860 Filipinos residing in this city with 240,055 total residents. 14.9% of the Jersey City K-12 students are Asian Pacific Islanders (of which Filipino students are a part) of whom nearly 80% achieved proficiency in reading and 76% in math. Three principals, five teachers and ten Filipino parents were interviewed. 90% or 16 of the 18 interviewees observed Filipino students to be high academic achievers.

Las Vegas/Clark County

Asian Pacific Islander (API) American numbers - with 61,754 Filipinos making up 50% of the total API population - are growing explosively in Las Vegas. The State High School Proficiency Test results indicate that 10th grade API students do better than the general population in the math and reading components. Interviewee respondents were generally positive about Filipino students but expressed concern for English language learners from the Philippines and rude behavior by American-born Filipino students.

Los Angeles County Area

Academic performance of 23,517 Filipino students in five LA County schools districts with the largest Filipino student populations was examined. Although the rate of Filipino students graduating from high school is relatively higher than students from other ethnic and racial groups, there were 296 Filipino dropouts from 2005-2006, half of whom were from the Los Angeles Unified School District. Further, in spite of higher college preparatory coursework completion rates,

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research shows that Filipinos attend less selective institutions. For a large number of Filipinos going on to college, retention is a prevalent issue. Moreover, overall students from LA County are underperforming compared to their counterparts in other California counties.

Miami City – Dade County

There are only 3,829 Filipinos in the Miami-Dade area, representing only .16% of the Miami-Dade 2,329,187 population. The Filipino community is relatively young in terms of being established and most of its adult-age members are professionals. Asian Pacific Islander American students are doing well and it is extrapolated that Filipino students are performing at high academic levels as well. A few administrators, six parents and six students were interviewed. All agreed that academically Filipino students are doing well.

New York City

62,000 Filipinos reside in this city of over 8 million residents; 33,000 live in the borough of Queens, the site of the study. A Filipino K-12 public school population of 6,700 (comprising 60% of the total school age children) suggests that a high number of Filipino school-age youth attend private school. This is not surprising given that among the adult Filipino population 84% have post-secondary education with high socio-economic status and relatively few below poverty level. Educators from four high schools and three middle schools (all schools totaling about 240 Filipino students or more) in Queens borough were interviewed. There were mixed perceptions of Filipino student academic achievement ranging from doing moderately well to very well. Many Filipino students in all seven schools are enrolled in Advanced Regents or Honors courses.

San Diego Area

Filipinos, with a population of 121,147 make up the largest API group in San Diego County. There were 8,562 Filipino students in the San Diego Unified School District. There were also 473 Filipino teachers. There are a high number of Filipino students in the District's Gifted and Talented Program. Based on the California Standards Test Filipino student proficiency in English/Language Arts ranges from 54% to 73% with most in the mid-60% range, - higher than the total student average. In math the percentage of grade 2nd through 7th grades Filipino student achieving proficiency level ranges from 61% to 80%. More than half of the Filipino students complete college prep courses, 2nd highest behind the API group only.

San Francisco

In 2004-05 there were 3,559 Filipino students in the San Francisco School District representing 6.2% of the total student population. 672 or nearly 19% were limited English-speaking students. For the California Standardized Test, the Filipino student groups in the 6th, 7th and 8th grades have the highest percentage of students below "Basic" among other Asian groups and Whites in both English-Language Arts and Math, ranging from 19% to 37%. In the 9th-11th grade grades 42% of

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Filipino students fall in the “Basic” and Below Basic” levels on the Star Math Test. Filipino students also have one of the highest dropout rates for all ethnic groups in the School District.

Seattle School District

There are an estimated 25,000-30,000 Filipino residents living in Seattle. 1,848 students were enrolled in the Seattle Public Schools during the 2005-06 academic year. Nearly one-third of these students are living in a single-family household, 34.2% were eligible for a reduced-cost or free lunch indicating low income status and one-in-five or nearly 20% had limited English-speaking proficiency. Filipino scores in math and science are substantially low on the State standards WASL test at the 3rd, 7th and 10th grade levels. In 2006 73% of Filipino students failed the science component and 55% failed the math component of the 10th grade WASL test that will be required for graduation.

STUDY IMPLICATIONS

One can look at the national picture of Filipino students in the K-12 public school system as a glass that is half-full or as a glass that is half-empty. What is certainly clear is that the national picture is not wholly a positive one. There are areas where Filipino students are succeeding academically. But there are also high numbers of Filipinos doing poorly, especially in cities and areas where the Filipino community has been around for 100 years or more. In these areas one may find the local school district inadequately responding to the critical needs first generation immigrant students and students who have become fully “Americanized.” In both situations they become less academically achieving and may soon be caught in the insidious cycle of poverty - becoming permanent members of the low-educated and low-skilled group vying for low-paying jobs. Thus, it is not surprising that the research group expressed concern over:

The existence of structural and systemic deficiencies in the education system (e.g., lack of Filipino teachers and administrators, non-inclusion of Filipino content in the curriculum, absence of support programs for Filipino English language learners) continuing to worsen the already low academic achievement of Filipino youth

The lack of advanced academic preparation leading to a lack of sustainability and ascendancy in the careers of young Filipinos in the workplace; thereby diminishing their preparation for the national and global economies

Filipino youth being unable to participate in higher level jobs where one finds the higher incomes

The minimum involvement of Filipino parents and community members in their local school system due to past historical traditions and practices resulting in Filipino student needs going unheeded

The low number of Filipinos going on to higher education and graduating, especially in the teacher education field, creating an anemic pool of future Filipino teachers to cope with serious deficiencies in the school system

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The “colonial mentality” that still persists in both Filipino adults and youth that, if not reversed, will make it all the more difficult to reverse the pattern of low academic achievement afflicting Filipino students in the K-12 public school system

RECOMMENDATIONS

Recognizing that the K-12 Filipino student academic situation cannot be left to resolve itself, The National Filipino Study Group* expressed the urgent need for action at several levels – the school system, the Filipino community and the Filipino parents

School System

Board members and K-12 school districts administrators are ask to seriously consider the following actions:

1. Separate data by sub-ethnic groups (e.g., Filipinos) immediately otherwise the problems of the youths in these groups will remain invisible and their issues and problems left to worsen.
2. Hire more Filipino administrators, teachers and counselors ensuring staff that can culturally and appropriately deal with the challenges and problems Filipino students encounter in the school system on a daily system.
3. Revise and infuse the existing curriculum with Filipino culture, history and experiential content.
4. Provide other educators with training that introduces them to Filipino culture, history, practices and skills enabling them to work more effectively with Filipino students.
5. Involve Filipino community members and parents in the school’s daily operations and special programs; this can be done in coalition with other ethnic groups when the opportunities arise.
6. Place Filipino educators in leadership and succession positions.

Filipino Community

Filipino communities across the nation are strongly recommended to:

1. Provide education leadership training for parents and students that enable them to look at the education system critically and to engage school personnel in pro-active dialogue and actions.
2. Encourage and facilitate parental involvement in the local school system.
3. In addition to providing scholarships, conduct academic support and other programs for their youth that foster academic achievement.

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4. Prepare an inventory of existing organizations, programs, and resources that can be utilized in assisting Filipino youth who need help academically and personally.
5. Join other ethnic groups in forming coalitions that push and promote better responsiveness to community needs by the school system.
6. Conduct highly visible activities that promote awareness of the Filipino community in other sectors of the community (business, government, education).

Filipino Parents

The National Filipino Study group urges Filipino parents to do the following:

1. Learn how the American school system works and to critically assess what the school is doing for their children.
2. Increase their involvement in their children's education by participating in school activities and programs; especially advocating on behalf of their children.
3. Know where their children are – both in terms of physical location and use of the Internet (MySpace, YouTube).
4. Continue to encourage high performance in school and at the same time support their children's in times of success and difficulty in their school work and life.
5. Collaborate with other ethnic parents in ensuring that the school system meets the needs of all students.

FUTURE NAFFAA ACTIONS

The urgency of the national situation for Filipino youth is such that the National Filipino Study Group prioritized several recommended actions for NaFFAA to pursue.

- (a) Create a National Research and Development Team (this was accomplished in the wrap up session) and seek funding for additional research and education-related programs and develop partnerships with universities and other organization.
- (b) Advocate for dis-aggregation of Filipino American data on student performance in order to allow researchers to collect more accurate data about Filipino American students.
- (c) Create a national inventory of best practices of education-related activities and providers targeting underachieving Filipino American students which will become the basis for training the community, parents, and educators to deal more effectively with academic low performance students.

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- (d) Conduct culturally appropriate leadership training and an awards program for underachieving Filipino American students in order to build their self-confidence to set realistic goals for themselves and provide life skills training that will help them deal with school.

The above recommendations for all groups were formed by the National Filipino Student Study Group by Alma Kern, National Chair and Rozita Lee, National Vice Chair of the National Federation of Filipino American Associations joined researchers in the formulation of these recommendations.

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**SECTION II
CITY/AREA REPORTS**

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FILIPINO K-12 SCHOOLCHILDREN IN CHICAGO AND SUBURBAN ILLINOIS: A CASE STUDY

Juanita Salvador-Burris, Ph.D.
Private Consultant

I. FILIPINOS IN CHICAGO AND ILLINOIS: Historical Immigration Background

“From their initial immigration in 1907 to their eventual exclusion in 1935, Filipinos came to the United States as migrants from an American colony, as opposed to a foreign country. This single fact, which in political terms accounted for the flow of migration, also had ramifications on a human level. Migrant Filipinos, nurtured in a system preaching American democracy and equal opportunity found to their bitter disappointment that these creeds were not upheld in the very country which fostered them.”

Letters in Exile, An introductory reader on the history of Filipinos in America, UCLA Asian American Studies Center, 1976, Preface

The earliest Filipinos in Chicago were men who came in the 1920’s primarily to study. Some were called *pensionados*, scholars officially supported by the Philippine government. Others were self-supporting students, known in Chicago as “fountain pen boys”. “All had been lured by the promise of a better life through education and hard work.”⁽¹⁾ In the 1920’s Filipinos in Chicago numbered 5,603, according to the US census, working as hotel porters, waiters, cooks, chauffeurs, and postal office clerks. At Pullman Railroad 600 to 700 Filipinos were reported working. ^(1) *A Brief History of the Life and Times of the Pioneering Filipino Women, Just Yesterday*, History Exhibit of Chicago’s Filipino Americans, Chicago, Illinois; 1985, p. 7)

As young adults, these Filipino men became embedded in the socio-cultural-economic fabric of Chicago working in urban service occupations and studying in colleges and universities. They lived close to their schools or near their places of work. Filipino women followed the immigration to Chicago of their husbands, brothers, cousins, and friends, primarily to be family with the men folk. Traditional values of marriage and family shaped the Filipino community. Provincial dialect associations were naturally formed and reinforced by social activities such as dances, picnics, athletic tournaments, cultural presentations and annual Rizal Day observances. Oral history recollections by second-generation U.S. born Filipinos in Chicago of their first-generation parents point to a pioneering spirit: the sense of adventure, openness to new experience, strong will power and determination to face challenges and overcome problems.

This early immigrant community social structure repeated itself in subsequent waves of immigration of Filipinos to Chicago and Illinois. In the *Filipino Guide to Chicago*, published by the Philippine Study Group in 1976, three major waves of immigration to Chicago were identified. The first wave was in the 1920’s as previously described. The second wave was of World War II veterans and their families who became eligible for US citizenship. Other Filipinos who joined the U.S. Armed Forces in the 1950’s, especially the Navy, also immigrated to America, especially California.

The third wave came with the liberalization of immigration in 1965. Skilled workers and college-educated professionals were given “preferences. Foreign medical graduates were attracted in the thousands to work in Chicago’s public and private hospitals. Immediate family members of the preferred immigrants also had priority to immigrate. At the start of the third wave in 1965, 3,130

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Filipinos were reported to have immigrated to the U.S. that year. By 1970, an annual average of 30,000 Filipinos was immigrating to the U.S. (2) *Filipino Guide to Chicago, A Directory of Filipino-Oriented Services and Resources*, Oak Park, Illinois, 1976.

In 2000, three hundred plus provincial, organized under an umbrella council, continue to give a sense of Filipino identity. Hundreds more of professional and special interest organizations also emerged over the past fifty years: associations of doctors, nurses, engineers, accountants, and teachers mix with musical and dance groups, credit union, veterans, senior citizens, religious devotee groups, political party affiliates, cultural interests, and all kinds of ad hoc committees and groups. Just like the first wave of Filipinos in Chicago, Filipinos were recruited in the Philippines to fill jobs in the city. So they come with the socio-economic, cultural and educational background characteristics of the places they have grown up in the Philippines, this time as families being reunited with the single parent who took the first step to settle. They come again with the hope of a better life, this time as college graduates, and yet again, ready for hard work. And this time, the wave included women—attracted by the same opportunities to live a better life, leaving behind the poverty and hard life of making a living in the Philippines.

II. USING ILLINOIS DEMOGRAPHIC DATA AS SAMPLING FRAMEWORK

Census population data by legislative districts was used to address the national survey's requirement of securing interview data from geographic areas with large numbers of Filipinos—thus also, large numbers of Filipino schoolchildren K-12. In Chicago and Illinois, it is widely known that Filipinos are geographically dispersed as an ethnic group. In 1976, according to the *PSG Guidebook*, Filipinos lived in 60 different villages in Cook County, in 20 villages in DuPage, 3 in Will, 4 in Kane, 8 in Lake, and 0 in McHenry. That is close to 100 municipalities, widely dispersed in 6 counties in the greater Chicago land area. The state of Illinois has 362 municipalities.

Using 2000 census data, Filipinos in Illinois numbered 86,298, which is less than 1 percent of the 12 million residents in the state. Of this 86,298 slightly less than 67 percent live in Cook County alone, a large jurisdiction within which the City of Chicago is located. A total of 32,874 Filipinos reside in Chicago. The remaining 33 percent of Filipinos in Illinois live in the outlying suburban counties adjoining Cook County: DuPage, Lake, Will and Kane.

In determining which specific local school districts with large numbers of identifiable Filipino schoolchildren K-12 to draw sample interviewees from, we found that the Illinois State Board of Education combines together all Asian nationality groups (e.g. Filipino, Chinese, Korean, Indian, etc.) thus, each is not identifiable. The result of not disaggregating the students by their ethnic groupings is to prevent anyone from knowing the academic scores of any single Asian American ethnic group.

Table 1 shows the top six legislative districts in Filipino population indicating where to find particular schools from which to draw interview respondents from.

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Table 1
Top Six Legislative Districts in Filipino Population in Illinois
2000 Census data

| District | Representative | Cities/Towns | County | Population |
|--|----------------|-----------------------------------|--------|------------|
| 5 | R. Emmanuel | Chicago | Cook | 15,357 |
| 9 | J. Schakowsky | Skokie, Evanston, | Cook | 15,304 |
| 6 | P. Roskam | Glendale Heights | DuPage | 10,864 |
| 13 | J. Biggert | Plainfield, Bolingbrook | Will | 7,908 |
| 8 | M. Bean | Palatine, Schaumburg | Lake | 6,746 |
| 10 | M. Kirk | Arlington Heights, Waukegan | Lake | 6,485 |
| Total Filipinos in Top 6 Legislative Districts | | | 73% | 62,664 |
| Total Filipino Population in Illinois | | | 100% | 86,298 |

Source: US Census 2000, P7, Race—Total Population, Data Set: 110th Congressional District, Summary Files, Illinois

Additional corroborative data on the targeting of local school districts by legislative districts came from the Illinois State Board of Education Directory of school districts with Filipino Students in Limited English Proficiency (LEP) classes. Filipinos are enrolled in LEP classes in 80 plus school districts in Illinois. The reason Filipinos are specifically identifiable as a nationality is the state requirement to offer LEP classes to children of one common language. In the case of Filipinos, *Tagalog*, is the national language. The top five school districts with at least 21 Filipino students in LEP classes were: 478 students in City of Chicago, 42 in Waukegan 60, 27 in Plainfield 202, 25 in Aurora 204, and 25 students in Community Consolidated 62. The school districts with Filipinos in LEP classes are the same districts with high concentration of Filipino population. Only Due Page did not have Filipinos in LEP classes.

Table 2 shows the list of seven interview respondents, chosen from the targeted school districts (by legislative districts), and from the targeted school districts with Filipinos in LEP classes. The sampling integrity of the chosen interviewees depends primarily on the fact that they were from the specific schools with Filipinos in LEP classes, within the targeted school districts with high density Filipino population.

The interviewees' gender and position in the school are also noted. The actual sample consisted of seven respondents. Two additional respondents were interviewed after the report was written and are included in the report section on Community Leaders' response to the study.

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Table 2
Interviewees Selected from Targeted Illinois School Districts

| Targeted Legislative District | Targeted School Districts with high LEP | Name of School or School District | Position of Interviewees in School or District | Gender |
|-------------------------------|---|-----------------------------------|---|----------------------------|
| 5 City of Chicago | Chicago Public Schools | Mather High School | - ESL Program Director - Senior Counselor - Ethnic Club Adviser | Female Female Female |
| 9 Cook County | Skokie | Fairview SD 72 & Niles 619 | - Principal - Former Principal | Male Male |
| 6 DuPage County | Glendale Heights | | - Civic Leader & parent - Civic Leader & parent | |
| 13 Will County | Plainfield | Plainfield SD 202 | - ESL Director | Female |
| 8 DuPage County | Schaumburg | | - None interviewed | |
| 10 Lake County | Waukegan | Waukegan CUSD 60 | - ESL Specialist | Female |

III. PERCEIVED ACADEMIC PERFORMANCE OF FILIPINO STUDENTS K-12

Four out of seven respondents view Filipino students they observe in their school or school district to be doing well academically. One respondent described them as doing very well. Two describe them as not doing OK. This may suggest that Filipino students in Chicago, Illinois are doing well, despite the fact that some are not doing well. As already noted in Section II at the beginning of the report, quantitative data on GPA and standardized test scores are not available by ethnic groups and respondents were aware they do not know the GPA's or the SAT scores to back up their perception of Filipino students. The lack of academic performance data prevents generalizations being made from the small number of respondents' observations.

Two of seven respondents report Filipino students as doing well in standardized tests of Illinois Scholastic Achievement Tests (ISAT). One said that their scores are low. Two do not know, with one suggesting to look at the school districts online report card on NCLB. Again, without the ethnicity of the student known, it is difficult to make a generalized statement about their academic performance.

Four out of seven respondents knew of high achieving Filipino students: one who graduated with honors in high school, one gifted in Math and Reading attending a gifted class, one high school graduate asked to speak to the school board at a meeting.

Sports was reported by four out of seven respondents as the type of extracurricular activity engaged in by Filipino students in their school or school district. Sports included: basketball, soccer, football, wrestling, lacrosse, swimming, and tennis. Other activities reported were: Ethnic club, Yearbook, National Honor Society, chess, scrabble, and board games.

The respondents described Filipino student school behavior in many different ways. One described them as "generally well-behaved. There are occasional problems but the parents are

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engaged with us.” A second respondent said, “They don’t have too many referrals of Filipino students. That means, there are no problems. But at the high school level, the high achievers have trouble. Maybe they need attention and their needs aren’t met.” A Teacher put her description of Filipino student school behavior this way: “It is hard to be American at school and remain a Filipino at home.” The fourth respondent said “They like a lot of festivities; they get together with families a lot.” One educator described them as “like all youth, they are into their own life and that of their peers.” Another reported how she loves them—“they are great students, respectful and have good attendance”. The seventh respondent said, “They’re really troubled; they are not motivated to achieve; they’re in a comfort zone.” The disparate observations of school behavior by the different respondents do not give us a clear profile of their characteristics. Only further research with more differentiated questions can do that.

V. FACTORS REPORTED TO CONTRIBUTE TO PERCEIVED ACADEMIC PERFORMANCE OF FILIPINO STUDENTS

1. Home Life and Parents Working Status

We have no quantitative data on the incidence of 1 or 2 parent households in Filipino population in the U.S. Reports of Filipino parents working 1 to 2 shifts are commonly heard. “New immigrants have long work hours.” The obvious implication is that there is less (little) time for children, a social condition prevalent in almost all families in America in the last 25 years. A 29 year veteran educator said that the family ideal model of stay-home Moms was only of the ‘50’s generation. In the ‘60’s when women joined the men in the workforce in large numbers, “they changed America forever.”

All parents want to do well by their kids, is the common respondents view. They try to attend school events and show support for their children. And there are mixed levels of involvement by parents. Some of the Filipino high school students have to work whereas Koreans do not, according to a Club teacher/adviser who knows that with one parent still residing in the Philippines, the one parent working hard in Chicago is not regularly seen by the child. Single parent households have more challenges. Her knowledge of two-parent working households includes some who work two shifts. She thinks Filipino students are really troubled because she believes parents who spend time at home with their children make for a stable family.

2. Parental Expectations

Of course, all parents expect, want, emphasize, and are supportive for their children to do well in school. But, as reported by those who think Filipino students are not doing as well as they used to, and that their current ISAT scores are low:

- a. They don’t know how to help with schoolwork. They didn’t go to school here, which is very different from the schooling they had in the Philippines.
- b. They leave the teaching to the school and the professionals.
- c. It is difficult for them to act.
- d. They don’t know how to prepare kids for a future they can’t begin to imagine.
- e. Worse, they don’t see that their children’s peers are stronger in influence than them; they don’t see that telecommunications and mass media are in the minds and hearts of the young

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people in the US. They seem to lack rules in their family to negotiate moving in and out of, and throughout, American society.

3. Parental Action around Education Values

Parents are aware. They see the cards. But it is difficult for parents to intervene in any way. “The forces against them are legion.”

They really don’t know the process. They don’t know how to prepare their kids for the future. They don’t know how to help.

Parents don’t understand their teenage kids. They don’t see that there are no links with their family. They seem to not have rules in the family that would enforce their values to be visibly seen and experienced by their children.

4. Parents Income, Occupation, Socio-economic Status

The veteran educator believes that SES is really important because he believes that middle class values about the significance of a college education for work and life are not taught or learned. Instead, they are practiced visually for children to see, feel, and experience.

Another principal believes that income is not a significant factor; notes that most Filipinos at his school are on free or reduced lunch and that these students are doing at or above average. He also said there are wide differences in parents’ occupation. One educator reports that most Filipino parents in her district are professionals.

Another district educator believes SES does not affect school performance. She believes it is the way parents bring up their children “that counts”.

The one teacher/adviser very concerned about declining student academic performance said “parents are trying hard to make it here. But the children are in a comfort zone. Children say, “My parents will take care of me.”

5. Peer Group and Filipino Students Own Attitudes

Respondents know that friendships are what peer groups are all about. One respondent had a brief answer to the question—It’s not an issue. For another, “they mix and integrate with other ethnic groups. I see them at the stores in Naperville.” Another sees them as “too shy at the beginning of the school year and when the year is over, they are working together.”

One respondent believes that peer groups have more influence than the family. Another believes that the “work ethic” is associated with the family and that “kids wanting approval from their peers do not want to conform to family norms.” The same respondent believes that young people today have many more options and choices. “Telecommunications goes on and on.” There’s MTV, movies, video games, music CD’s, bands, cell phones, etc. The technology suggests that the youth are connected with many other “worlds” and family is not the one world that matters.

As the ethnic club adviser says: “Mentality has changed. Parents words fall on deaf ears.”

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V. ANALYSIS AND INTERPRETATION OF EXPLORATORY OBSERVATIONAL DATA

A. *Academic Performance and School Behavior*

Seven respondents gave a range of description of how Filipino students K-12 are doing academically:

| | |
|-----------|---|
| Very Well | 1 |
| Well | 4 |
| Not well | 2 |

The numbers might be taken to suggest that the distribution of Filipino students academic performance may have a normal curve. Several respondents spoke of “some do very well, some not well and many are in between.”

They also gave diverse characteristics of Filipino student behavior, none of them the same, which clustered in meaning into the following groupings:

- *Area of expected school behavior:* They are well behaved; great students, respectful, have good attendance
- *Problem areas in school:* There are occasional problems but parents engaged; High school high achievers have trouble—perhaps they need attention; They are really troubled, they are not motivated to achieve, they are in a comfort zone
- *Cultural behavior observed outside of school:* They like a lot of festivities, they get together with families a lot
- *Social behavior observed:* They are into their own life and that of their peers.
- *Critical Insight of behavior observed:* It is hard for them to be American at school and Filipino at home.

These diverse answers to an open-ended question show how respondents see different aspects of the same observable behavior. We know that individuals have different lenses or perspectives, given their different experiences as shaped by culture, race, religion, gender, education, family background, etc.

These observations of a very small, unrepresentative sample of respondents suggest that there is a wide range of observations and critical questions to ask of the Filipino community in Illinois, before we can generalize to point to a pattern. A large sample would be essential if a survey were to be carried out in Illinois. The survey questions will need to be sharpened in a manner in which we strive to be able to get deeper into the specific factors that contribute more directly to differential academic performance.

The observational data gathered point in the direction of asking what background characteristics of Filipino students to look for among three groups: the high, the low and the in-between achievers.

B. *Contributing Factors to Perceived Academic Performance*

Respondents were asked to comment on five factors usually associated with school performance:

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1. Home life
2. Parental Expectations
3. Parents Income/Occupational Status (SES)
4. Parents' Working Status
5. Peer Group

In the presentation of observations, home life and parents' working status were combined; Parental Action around Educational Values was added as a sixth factor, and Filipino Students Own Attitudes was also added and combined with Peer Group observations.

It seemed natural to combine home life with parents working status in analyzing how parents are able to spend "quality time" with their children to assist and support them in their education. The observations depict absence of parental actions to carry out parental responsibilities: e.g. helping with homework, showing interest in child's friends and interests, inviting classmates home after school, etc. The composite picture is of an absent, uninvolved parent because of long working hours.

But some respondents presented another side to the absent, uninvolved parent. The composite picture is that the parents are aware but they find it difficult to intervene. One teacher asserts that parents don't really know the process of how to prepare their kids for the future. Another respondent believes that parents do not understand their teenage kids in the first place because they lack family rules that teenage children need, in order to have limits (structure) to their desires for personal freedom and independence from the parents. The veteran educator's declaration is extremely appropriate. *"The forces against them are legion."*

Recalling that immigrant Filipino parents came to America to have a better life, one wonders to what degree they assess themselves as to whether they have achieved their purpose in immigrating by working as hard as they seem to. It would seem important to ask Filipino parents what they value most—in rank order perhaps—about the new opportunities they have been exposed to—and took advantage of—by coming to America. Do they see how the opportunity for better education for their children now translate to a better occupation, higher income, and higher social status in the long-term future? Do they know that immigrant children have to learn to work and apply themselves to their studies because high grades are stepping-stones to an idealized middle class life in America—the symbols and lifestyle of success?

McClelland's achievement motivation might not be as salient or resonant anymore with succeeding generations of native-born Americans but it might be critical for Filipino immigrants to learn to shift their orientation from personal affiliations (how much do they like me?) to personal achievements (how well did I do?). A review of the characteristics of achievement-motivated individuals would be useful for a future in-depth study of parents and their children's academic performance.

Lastly, many Americans will agree that the world has made a quantum leap with the use of computer technology since the 1980's. Such advances in science, and as applied in industry and society, have created a knowledge-based economy where higher education is even more important. If immigrants from the Philippines come to work in America, without computer literacy under their belt, their English as a second language literacy may not carry them very far in the workplace. It already does not count as the children are put in separate track ESL classes. And their children have

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to catch up with their peers on several essential tracks: reading, writing, math and science before they can graduate and be ready for four years of harder work in college which spells the difference between making it in America or not making it.

The Filipino community leaders' observation of declining academic performance in three cities among Filipino students initiated this national survey to be undertaken. The Filipino US born and immigrant populations in cities and states in America have to organize as one strong voice to be recognized as an empowered, contributing ethnic group in the country. The social assets or human capital of Filipinos may appear to have been wasted in infighting within and between organizations. Increasingly through the decades, more voices seem to have been raised to stop the self-destructive cultural pattern of behavior with alternative organizations that bridge over into new directions.

VI. ILLINOIS FILIPINO COMMUNITY SUPPORT

To the question "To what degree is the Filipino community aware of Filipinos student academic achievement?" the rhetorical question was "who is the Filipino community and where do I find them?" Thus the respondents' answers run the gamut of possibilities: they are very aware, they are somewhat aware, they are not aware. Respondents were also not aware of any program services. They were aware of such programs and services, in the city and the suburbs, but not for and by Filipinos.

What is the short and long-term prognosis for Filipino students in your school? The non-Filipino educators are hopeful and perceive themselves as making progress in their efforts to address needs of Limited English Proficiency students. "School support is key. We are integrating them into regular classes." Another suburban educator said: "Because we address issues globally, i.e. 'how are we meeting the needs of all kids?' what is good for English Language Literacy (ELL) is good for all groups. The past two years' focus on assessment, led to more staff development and redesign of newsletter." The last respondent who had also described herself as an advocate for Filipino students said: "They will graduate and go to college. They will retain their culture and language and be human capital of the U.S."

VII. ILLINOIS FILIPINO COMMUNITY LEADERS RESPONSE TO CASE STUDY

Eight Filipino community leaders reviewed the draft report in preparation for a focus group discussion before the national meeting of researchers in August. Due to time constraints, comments were given by return email and telephone interview. Their relevant backgrounds are as follows: 5 immigrants, 3 second generation; 3 city and 5 suburban residents. All eight responded to five common questions:

1. Do the observations of those interviewed in the study correspond with your own observations of Filipino students K-12 where you live and/or where you know Filipinos live?
2. What is the most significant problem you think we ought to address in Chicago and Illinois about the students academic performance?
3. Which of the contributing factors or the combination of factors appear to offer realistic opportunities for Filipino community-led action?

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4. Do you agree or disagree with the analysis, conclusion and recommendations given in the report? Which do you agree with? Which do you disagree with? Please elaborate.
5. Any other personal, additional comments you wish to make.

Five or six responses are summarized here. The other three were methodological comments and are summarized separately at the end.

A. Correspondence with their own experience

“Close to home” and “a lot of truth within the circle captured reality” was the opinion of several Filipino community leaders who themselves (or their children) went to public schools. They did well in school and so did their relatives. However, one Chicago immigrant parent related an opposite experience that is very important to research in future studies. *Four of her relatives who immigrated to Chicago at different ages had different academic performances.* One who was elementary age at time of immigration did well in school. One who was enrolled in Middle School did not finish high school. The teenage immigrant did not do well, had difficulties in English and was deficient in study skills. One anecdotal experience has shed light on how age at immigration appears to be a critical factor leading to differential effects on K-12 academic performance.

A suburban public school parent reflected on the need of Filipino parents for mutual support in raising their children in the ‘60’s as Filipino immigrants. They felt alone. “It was tough to transmit Philippine culture and at the same time, be American outside the home, especially in the workplace.” This is similar—but the flip side of--what Filipino teenage students in the study seem to be conflicted about as well. Young teenagers feel parental pressure at home to be Filipino and social pressure at school and community to be American. The same parent confirms the suburban veteran principal’s observation that “the forces against parents are legion.” “Parents today—compared to us--have an even harder time raising their children. There are too many drugs and a hundred other temptations in the community.”

Two community leaders who were parochial school parents in the ‘70s provide the picture of the successful Filipino immigrant families. The three Filipino students they knew in the parochial school were high achievers in elementary and high school and eventually college and postgraduate scholars. Other Filipino students enrolled in the school also became college graduates.

As in the study, the community leaders report a “normal curve” distribution. Some students excel (like the ones who attended private Catholic schools). Many (like average grade students) finish college. Among public school students, some did well while others did not. Age at immigration at time of schooling seems to be a critical variable to academic performance.

It is important to note here that this national study has no data on what difficulties Filipino parents and their children actually encounter throughout their sixteen years of schooling because parents and students were not interviewed. This definitely is a major limitation of the study and a research area that demands immediate attention.

B. Most Significant Problem to Address about Academic Performance

The following problems were identified as significant to address today:

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1. Fearful attitudes of Filipino parents who do not know how to assist and support their children while in school. Filipino parents had a “softer” experience in the Philippines and this does not match with the challenges the children and youth face in school and American society. Youth especially, have “battle of the day” mode of living, and their “turbulent journey” as younger immigrants is not known or understood by their parents today. “Uprooted” children and youth is a powerful word to describe them.
2. Chicago public schools need to step up to provide better education in Math and Science. They need to offer good salaries to attract good teachers who can inspire their students to achieve.
3. Pre-teen Filipino immigrant students need to work on English, Reading and Mathematics plus build a strong, positive peer-support network among themselves in the school. They need to be more intentional and purposeful about how to succeed in school, and in life.
4. “We need to identify 18 year olds and their 40 year old parents and help them understand the adaptation they need to make—now living in America. We have to change some old beliefs and acquire some new ones like ‘Let’s earn our spot in U.S. society. This is the way to show them our capabilities.’”
5. “We lose our kids early. We should ‘get them’ in the first 10 years of life. Parents need to know that 8th Grade is their last year of influence. High school is entirely their children’s own world.”
6. “From my own high school teaching experience, inadequate academic preparation continues to be a limitation. Teachers would often comment about a change in student attitudes. Their observation: whereas earlier students showed willingness to work hard in the classroom and immerse themselves in English, they noticed that the new groups were less motivated to work hard, were interested in quick answers, and had more difficulty integrating into the mainstream. The ESL/Bilingual Education Programs, which had gotten more attention and funding through federal mandates, were sometimes criticized for “babying” them and actually delaying their acculturation.”
7. Parents working several jobs and long hours is consistent with my experience. Also lack of know-how to assist in schoolwork and socio-cultural aspects of schooling. But they do voice their desire for their children to succeed. There seems to be a value discrepancy between words and action.

C. Realistic Opportunities for Filipino Community-based Action

1. “Our efforts to bring the Fil-Am community to address the problems our children and youth face today will be welcomed. The way to parents’ hearts is thru the children. We will support one another and establish a new kinship system.”
2. Fil-Am parents will find it supportive to be able to understand the cultural trends, content and social networking that goes on Internet. As we do this, mothers will realize they don’t have to carry all the responsibilities for the children. Fathers will realize they are equally responsible for their children. It is faulty Philippine model to hold only mothers responsible for their children’s development and fathers get off on a double standard.

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3. Cultural education of new immigrant parents is essential. Understanding the significance of assimilation and socio-economic integration in American society is critical. Fil-Am community based social service groups can offer programs on societal expectations of parents in the U.S.

4. In-class tutoring in the core subjects along with after-school tutoring has worked in many school districts. Paid part-timers and college student volunteers are necessary. The need is there for community organizations (not just Filipino organizations) to assist the schools in educating and acculturating the students through tutoring and sponsorship of socio-cultural activities.

5. “Perhaps equal emphasis should be given to adjusting to host culture and not forgetting home language and values. Sometimes, community groups can be counterproductive to the students’ progress in school. It would be better if ethnic organizations promoted values of diversity rather than just preserving the old culture. The one factor that contributes positively to children’s transitions from childhood education to post-high school education is parents’ openness to cultural changes that their families must navigate through. Where there’s lack of openness, students are burdened by the tensions between home culture and outside culture.”

D. Agreement with Analysis, Conclusion and Recommendations of Study

1. Agree with all of it especially the importance of level of Achievement Motivation. The desire to constantly improve oneself, leads to increased knowledge and use of English language and other social and cultural skills that equip individuals to negotiate their way in American society.

2. Very important to conduct a survey of a larger pool of respondents for statistically significant data and findings to build community action on.

3. Very important to be aware in what arena we Filipinos are fighting in and to choose where we have the advantage and/or disadvantage.

4. Learning to be competitive and to work harder than other ethnic groups and to be better than others is necessary, given the racial and ethnic discrimination out there. The earlier Fil-am children and youth learn this lesson, the better off our Fil-Am community will be.

5. “This preliminary study had the right target groups and posed the right questions for the Fil-Am community. The respondents’ answers, however, are not sufficient basis to conclude whether or not Filipino students are doing well or not well in school.

A lot more factors need to be considered. Which districts are economically well off? Students availing of free and reduced lunch may not necessarily be economically depressed. What are the educational levels of the parents? Is there a difference in performance among those who came here in their formative years and those who came as teenagers? If parents are both working, are there other adults in the household that perform guardian/mentor roles? Among those who came here after they had started school, who came from private or public schools? This might help determine their English proficiency and study skills. There needs to be a separate study done comparing elementary with high school students. The fact that these are two separate major stages in childhood maturation, which include peer pressure and self-knowledge factors, need to be seriously considered in any future study.”

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E. Other Comments

1. Children of Filipino parents who gave emotional support to their children are a source of strength to other Filipino children and youth who do not have such support from their own parents. The children and youth can be empowered to help themselves.
2. Aggressive recruitment of U.S. educated and trained Pinoy teachers to teach in high density Filipino school districts should be done so that Filipino students will have good role models in their school districts.
3. The questions and issues raised by the study are very provocative and insightful. They should be pursued immediately.
4. “We were suppressed in the U.S. Navy; now I set my goals higher. I keep telling kids to step up and grab it (that is, higher education). It is the passport to success.”
5. Only higher education will equalize us in this foreign country. Global polarization is between those who know and those who don’t know. Read a lot. Encourage children to make friends with non-Filipinos to widen their socio-cultural networks.
6. There seems to be a difference between girls and boys with regard to academic pursuits—more girls think of four-year colleges.
7. With parents working long hours, we think that they have little time for their children. Perhaps we should really look at time management of the family in order to ensure that academic requirements get adequate attention.

F. Methodological Comments

1. It is important to present this research study as a CASE STUDY and not a SURVEY because no objective, verifiable academic performance data was obtained, or obtainable. These opinions and perceptions of educators who may be truly knowledgeable about Filipino K-12 students in their school districts are still only opinions and perceptions—not data on academic performance on which generalizations can be made about the Filipino K-12 population. Big difference. Interview data of one educator each, in seven well-chosen school districts, selected to approximate densely populated geographical areas of Filipino K-12 schoolchildren, is a CASE STUDY. This is an accurate way of portraying your study.
2. How the data is presented really depends on the purpose and goals of the study. If the purpose of the national study is to increase awareness of Filipino K-12 school situation in various areas of the U.S., emphasize that purpose prominently in the report. The non-quantitative data serves that purpose. If the purpose was to conduct a national survey of academic performance and majority researchers were not able to collect such data, that fact should be stated as not done. In my experience, when research reports are funded and written for stakeholders of an organization vs. a straightforward research project, the perceived or anticipated stakeholders agenda drives the way the data is presented and interpreted, rather than the data driving the stakeholders analysis and determination of possible agenda for action.
3. The five cities/regions that did not have student academic performance data should be clearly separated in their analysis and data presentation because they have little to evidence academic performance that would be comparable with the quantitative data of the four cities/regions that have them. These two groups are going to be substantially different to be comparable. This is a serious limitation of the study.

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4. There should be a section on limitations of the study that states that the study does not have a representative sample. And sample size is so small that it would be difficult to make claims or conclusions about academic performance within this group.

5. Find Reuben Rumbaut's nationwide study of ethnic minority children.*

[*Portes, Alejandro and Ruben G. Rumbaut. "Introduction: The Second Generation and the children of Immigrants Longitudinal Study." *Ethnic and Racial Studies* 28, No. 6 (2005): 983-999.]

He used standardized tests that consider not only academic performance, but also intergenerational family conflict, self-esteem, depression, etc. among second generation immigrant children—including Filipino youth. Although this study is geographically specific, it is comprehensive in its view of the child and the socio-familial factors that impact the child's academic performance. In-depth interviews of parents and children really should be done—to gain the two perspectives and really get at what the story is with their families and how it impacts the child's performance. I hope this is helpful.

VIII. CONCLUSION AND RECOMMENDATIONS

The research conducted, which this report summarized, is only a CASE STUDY, not a survey. Seven respondents, no matter how systematically chosen, do not make a survey sample and do not constitute a survey. Yet the "findings" or the observations and statements of the seven respondents and eight community leaders are so valid and insightful that there is no doubt that the research questions for a future, large survey of Filipino American K-12 students have been shaped.. When we compare and contrast across the eleven cities/states in the U.S. we see the major research questions for a necessarily large national survey.

We will need to interview parents, students, and teachers to ask them about their hoped for goals and intentions about learning and growing and becoming successful in society. We will need to ask them about their methods and tools for actualizing these over a significant period of time. We will research their social networks, real and virtual. We will find out how they are all connected, if at all, because relationships matter. Their own personal reflections and conflicted awareness of their experience will ground the quantitative data we will collect and find. An interdisciplinary team, composed of demographers, sociologists, anthropologists, psychologists, and educators of all levels, will be formidable with its data. For sure, the Filipino community all around the country will have to participate and be engaged in raising funds for such a major undertaking. For the promotion of the common welfare of Filipinos in America needs the collective and unified support of various waves of Filipino immigration in this country.

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Filipino Students in Hawai'i

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1. The Filipino Community in Hawai'i

Last year in 2006, Hawai'i celebrated the 100th anniversary of the first Filipino arrivals to the state who came to work on the sugar plantations. The first 15 "sakadas" (farm workers) arrived in Honolulu, Oahu on December 6, 1906 and were transported to work on the plantations on the island of Hawai'i. Since then, the number of Filipinos making Hawai'i their home has grown tremendously. Today, one out of every four Hawai'i residents is of Filipino ancestry for a total of 275,728. Hawai'i also has the fourth highest percentage of immigrants in the country. Of the 212,229 foreign born residents in Hawai'i in 2000, almost half (48%) were from the Philippines. The present growth of the Filipino community is due in part to a relatively high birth rate and the annual migration of Filipinos from the Philippines.

More than 40% of Filipinos living in Hawai'i are under the age of 25 and almost 70% are enrolled in school. A total of 36,595 Filipino students (21%) are enrolled in Hawai'i's public school system (K-12). However, despite their representation in the general population, and in elementary and high school, Filipinos are underrepresented in higher education. Only 15% of the Filipino population 25 years and over has earned a bachelor's degree or higher, which puts them below all other major ethnic groups in Hawai'i. The under representation of Filipinos in higher education has implications for their socioeconomic well being. While 70% of the Filipino population 16 years and over is employed, the majority (66%) is employed in relatively low-paying service, retail, or construction industries. Educational attainment and economic status are cyclical and mutually dependent on each other: while financial circumstances may affect a person's ability to pursue a postsecondary degree, the attainment of that degree, in turn, may affect the person's future financial circumstances. This paper provides a "snapshot" of the educational well-being of Filipino American students in Hawai'i's public school system, including the perceptions and recommendations of leaders, educators, and politicians in the local Filipino community.

Table 1. Educational Profile of Filipino Americans in Hawai'i

| Indicator | Total Population | Filipino American | |
|--|------------------|-------------------|-----|
| Hawai'i State 2000 Census | 1,211,537 | 275,728 | 23% |
| Hawai'i State Public School Student Enrollment (K-12) | 178,061 | 36,595 | 21% |
| University of Hawai'i Student Enrollment (all 10 campuses) | 50,157 | 6,371 | 13% |
| University of Hawai'i at Mānoa Graduate Student Enrollment | 6,292 | 251 | 4% |
| Bachelor's Degree or Higher (Residents 25 years and over) | 29% | | 15% |

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2. A Historical Perspective of Filipinos in Hawai'i

For more than 100 years, the histories of the Philippines, Hawai'i and the United States have been closely interconnected. In 1893, Queen Lili'uokalani (the last reigning monarch of the Kingdom of Hawai'i) was overthrown and the United States annexed Hawai'i five years later. In the same year, General Aguinaldo proclaimed Philippines an independent republic but by December the United States had annexed Hawai'i and purchased the Philippines from Spain for \$20 million. These historical events and immigration policies enabled Filipinos to be recruited to join or replace Chinese and Japanese laborers already working as plantation workers and fill the need for additional plantation workers in Hawai'i. Between 1906 and 1946, the Hawai'i Sugar Plantation Association brought in 120,000 Filipinos. By the 1930's, 70% of the plantation work force was Filipino. For the most part, early Filipino immigrant workers were single young males (a ratio of 14 men to 1 woman) who intended to return to the Philippines. They had little or no formal education, occupied the least skilled plantation jobs vacated by earlier immigrant Chinese and Japanese laborers who moved into urban jobs, and experience blatant racism.

The prevailing thought at the time was that plantation workers and their children did not need an education because it would draw them away from plantation work. Less education was effective in maintaining the low status of Filipinos and other plantation workers. Stanley Porteus, a well-known scholar in the 1920's in Hawai'i and internationally, wrote extensively about the low intelligence and poor character of Filipinos and other non-white people in Hawai'i. Porteus maintained "It is our opinion that no matter what labels of citizenship we may put on these people they remain Filipinos, and it will take much more than a knowledge of the three Rs to make them Americans. To make the system of schooling too over-scholastic might be worse than no benefit at all. The surest way to make a malcontent is to educate him either above his intelligence or his opportunities."

It took almost half a century for Filipinos to significantly participate in Hawai'i's educational institutions. In the 1920's, 20% of 16 and 17 year old Filipinos were enrolled in school. With organized labor support of the ILWU and the new Democratic party leadership, access to public education in the 1950s was expanded. During this period the enrollment of 16-17 year old Filipinos increased to 80%. The 1965 amendments to US immigration laws allowing for family reunification resulted in a large influx of Filipinos to Hawai'i who joined family members of earlier sakada (workers) from the Ilocos region. Since the late 1960's an average of 4,000 Filipinos migrate annually to Hawai'i, making them the largest immigrant population and the second largest ethnic group in the state. During the 1970s' the major problems in the schools were the lack of bilingual educational programs, fights between Hawai'i-born Filipinos and immigrant Filipino youth, and the credentialing and hiring of Filipino teachers. In 1972 Operation Manong, the first federally funded program with a Filipino name, was established at the University of Hawai'i using college students as mentors (*manongs* and *manangs*) tutor newly arrived immigrant Filipino public school students (*adings*). Operation Manong (now called Office of Multicultural Student Services) has expanded its mission to assist Filipino and other ethnic groups succeed in the public schools and obtain a college degree.

Filipinos have and continue to make major contributions to Hawai'i and the nation. Hawai'i is home to a number of "firsts":

- Benjamin Cayetano, a Democrat and lawyer, became the *first* Filipino American Governor in the US.

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- Eduardo Malapit was the *first* Filipino American mayor in the US;
- Emme Tomimbang was the *first* Filipino American news anchor in the US;
- Angela Perez Baraquio was the *first* Filipina Miss America.

In addition to the above “firsts,” there are many Philippine-born and US-born individuals of Filipino ancestry who are making significant contributions to the state. These include:

- Dr. Jorge Camara, an internationally known ophthalmologist;
- Lito Alcantara, owner of the 10th largest construction company in the state and President of the Filipino Community Center;
- Hernando Tan, President of Unite Here Local 5 hotel workers union; and
- Robin Campaniano, President AIG Hawai`i, the largest insurance company in Hawai`i.

3. Academic Performance of Filipino K-12 Public School Students

Demographic Characteristics. The Hawai`i Department of Education maintains a detailed ethnic categorization of its data to better reflect Hawai`i’s unique ethnic diversity. Currently, public school students are asked to identify with one of the following categories: American Indian, Black, Chinese, Filipino, Hawai`ian, Part-Hawai`ian, Japanese, Korean, Portuguese, Spanish/Puerto Rican, Samoan, White, Indo-Chinese, or Other. At 21%, Filipino students represent the second largest ethnic group in Hawai`i’s public schools, second only to Hawai`ians.

Table 2. Student Enrollment (K-12) by Race and Ethnicity in Hawai`i

| Racial/Ethnic Background | Number | Proportion |
|--------------------------|----------------|-------------|
| American Indian | 1,090 | <1% |
| Black | 4,164 | 2% |
| Chinese | 5,704 | 3% |
| Filipino | 36,595 | 21% |
| Hawai`ian | 48,752 | 28% |
| Indo-Chinese | 1,533 | 1% |
| Japanese | 16,986 | 10% |
| Korean | 2,300 | 1% |
| Portuguese | 2,630 | 2% |
| Spanish/Puerto Rican | 5,461 | 3% |
| Samoan | 6,170 | 4% |
| White | 23,676 | 13% |
| Other | 23,000 | 13% |
| TOTAL | 178,061 | 100% |

Information on student background characteristics such as poverty, special education, and non-English or limited English speaking provides needed detail on educational challenges faced by schools. Although ethnic-specific data on these characteristics is not readily available from the Hawai`i Department of Education, they can be indirectly obtained from schools that are predominantly Filipino – for example, schools in which over 30% of the student population is Filipino. When compared to the State average, these schools tend to have higher rates of poverty, and higher rates of students needing special education and/or ESLL services.

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Table 3. Demographic Characteristics of Selected Schools in Hawai`i

| School | Filipino Student Enrollment | Economically Disadvantaged ¹ | Special Education | ESLL ² |
|---------------|-----------------------------|---|-------------------|-------------------|
| State Overall | 21% | 41% | 11% | 8% |
| ʻOahu | | | | |
| Waipahu | 63% | 50% | 9% | 21% |
| Farrington | 60% | 67% | 9% | 21% |
| Campbell | 44% | 39% | 10% | 10% |
| Waialua | 35% | 52% | 14% | 10% |

Progress and Completion Trends. Negative school experiences might contribute to low levels of school engagement for any student, regardless of race/ethnicity. Although data are not available to enable an ethnic breakdown of attendance/absence and graduation/drop-out rates, Table 4 shows these rates in selected schools with a significant proportion of Filipino enrollment. In comparison with their peers, Filipino students have higher rates of excessive absenteeism, but vary in their rates of delayed or incomplete graduation. Drop-out rates are based on the cohort of first-time ninth graders who dropped out prior to graduating. Filipino students who don't complete high school face uncertain—and potentially lifelong negative consequences.

Table 4. Attendance & Completion Rates of Students in Predominantly Filipino Schools

| School | Average Daily Absences | On-time Graduation | Drop-out Rate |
|---------------|------------------------|--------------------|---------------|
| State Overall | 9 | 79% | 16% |
| ʻOahu | | | |
| Waipahu | 17 | 74% | 21% |
| Farrington | 20 | 72% | 21% |
| Campbell | 14 | 85% | 12% |
| Waialua | 15 | 83% | 12% |

Achievement Trends. Achievement outcomes for Filipino students remain the second lowest of all major ethnic groups (second only to Native Hawai`ians) in Hawai`i's public schools. The Hawai`i State Assessment (HSA) was designed to measure how well students are doing with respect to the Hawai`i Content and Performance Standards II (HCPS II) and to the Stanford Achievement Test, Version 9 (SAT-9). The HCPS contains essential content and skills in nine content areas including career and technical education, fine arts, health, language arts, math, physical education, science, social studies, and world languages. The HSA also includes questions from the SAT-9, a national norm-referenced test that indicates how Hawai`i's students are doing compared to students in the rest of the nation. Unlike the SAT-9, the HCPS II is a standards-based assessment that provides an alternative perspective of student performance. It is a criterion-referenced instrument that specifies the level at which students should be performing to be considered “proficient” in a subject matter.

The first HSA test was administered to public school students in Spring 2002. Results revealed that less than half of all students statewide were deemed proficient in reading and just one

¹ Economically Disadvantaged – Students whose families meet the income qualifications for the federal free/reduced-cost lunch program. This is an indicator of school-community poverty.

²ESLL – English Second Language Learners are students certified as receiving English-as-a-second-language services.

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of every ten students proficient in mathematics. More significantly, results showed that only one-third of Filipino students were deemed proficient readers, suggesting that fully two-thirds lacked solid reading skills. Mathematics achievement scores of Filipinos were somewhat higher than their reading achievement scores but only four out of every ten students were deemed proficient in mathematics. In the last four years, Filipino students have demonstrated gains in their reading and mathematics proficiency; however, HSA results in 2006 still indicate the achievement gap between Filipinos and Hawaiians and their non-Filipino, non-Hawaiian peers. The 2006 HSA results officially included for the first time all students in grades 3 through 8 plus grade 10, numbering more than 95,000 students. Tables 5 and 6 illustrate the achievement gap in reading and mathematics between Filipino and Hawaiian students and Japanese and Caucasian students.

Table 5. 2006 Standards Based Assessment (HCPS-II) by Major Ethnic Group

| Major Ethnic Group | Reading | | Mathematics | |
|--------------------|----------------|------------|----------------|------------|
| | Not Proficient | Proficient | Not Proficient | Proficient |
| State Average | 53% | 47% | 73% | 27% |
| Filipino | 56% | 44% | 75% | 25% |
| Hawaiian | 64% | 36% | 83% | 17% |
| Japanese | 32% | 68% | 50% | 50% |
| White | 38% | 63% | 64% | 36% |

Table 6. 2006 Norm Referenced Test (Stanford Achievement Test) by Major Ethnic Group

| Major Ethnic Group | Reading | | Mathematics | |
|--------------------|----------------|------------|----------------|------------|
| | Not Proficient | Proficient | Not Proficient | Proficient |
| State Average | 25% | 75% | 20% | 80% |
| Filipino | 27% | 73% | 19% | 81% |
| Hawaiian | 33% | 67% | 29% | 71% |
| Japanese | 12% | 88% | 8% | 92% |
| White | 14% | 86% | 13% | 87% |

The above results indicate the following:

- All students performed better on the norm referenced test (SAT-9) in both reading and mathematics when compared to their achievement on the standard based assessment (HCPS-II). On average, three-fourths of Filipino students were deemed proficient on the SAT-9 reading test while less than half were deemed proficient on the HCPS-II. The greater disparity is in mathematics achievement, which shows varying levels of proficiency depending on the type of test. The norm-referenced test (SAT-9) results reflected that 80 percent of Filipino students were proficient in mathematics, while the criterion-referenced test (HCPS-II) only showed that 25 percent of Filipino students were proficient. This reflects a significant difference. The disparity in outcomes can be partly attributed to the high standards adopted by the public school system but it does raise questions about the extent to which the gap is affected by test version.

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- Filipino student achievement is similar to the State average, and the second lowest among the four major ethnic groups in Hawai`i: Filipinos, Hawai`ians, Japanese, and Whites.
- Filipino reading proficiency rates were roughly between 15 percent (SAT-9) and 20 percent (HCPS-II) lower than the rates achieved by Japanese and White students.
- Filipino mathematics proficiency rates were on average between 10 percent (SAT-9) and 50 percent (HCPS-II) lower than the rates achieved by Japanese students.

4. Filipino Community Leaders Response to Data

In general, most Filipino community leaders are aware of the disadvantaged status of the Filipino student in the public schools and their under-representation in higher education compared to other ethnic groups. However, few Filipino leaders or community groups are aware of or have programs addressing problems affecting the overall well-being of the school-age youth such as suicides, depression, relationship violence, and low family attachment which impacts their academic achievement. Major challenges that impact the performance of Filipinos in education today are 1) the high cost of living and the relatively low wage-earning jobs that Filipinos occupy, predominantly in the service sector (hotel industry, health care, sales); 2) the limited amount of time parents who work more than one job have to spend with their children; 3) the unfamiliarity of many immigrant Filipinos with the English language and the school system; and 4) the prejudice and discrimination exhibited by a lack of sensitivity by student peers, teachers, media, business and governmental policies.

A Filipina faculty member in the College of Education at the University of Hawai`i at Mānoa, identified the following problems or barriers to Filipino students' success in school:

- The lack of Filipino and Filipino-American content integrated into mainstream curriculum;
- The absence of Filipino American children's stories that are American/Hawai'i-based and not Philippine-based;
- The fact that many public school teachers are unaware of culturally responsive pedagogy for Filipino American students;
- The low self-esteem and pride of Filipino youth in being Filipino-American;
- The relatively few Filipino role models in teaching, administration and counseling professions;
- Limited parental involvement in student's learning and school; and
- Unrealistic Federal educational legislation (e.g., No Child Left Behind) that requires students who are limited English speakers/English and Second Language students to be as proficient as their English-speaking peers in reading and mathematics. In addition, the focus on NCLB eliminates programs that involve art, music and drama which are subjects our students tend to do well in, and that can serve as a bridge to learning core academic content.

A young Filipino community activist states: "Our history, culture and language are not taught in Hawai`i's public schools and, thus, we do not know a lot about our heritage. I personally believe that once a person is confident and proud of his/her heritage and culture, then he/she will do well in school."

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A Filipino teacher shares her dissatisfaction with the low participation of local and immigrant Filipino parents in the education of their children whose involvement “is limited to signing school forms and attending an awards ceremony when their child is receiving an award. Their lack of involvement means missing out of opportunities to talk to their child’s teachers, counselors, other school personnel, and especially other parents,” and to “...express their concerns and ideas on school policies, curriculum, course offerings.”

5. Filipino Community Support in Hawai‘i

Facilities. The **Filipino Community Center**, the largest center outside of the Philippines, was established in 2002. The \$14 million building, next to the historic Waipahu sugar mill has a computer center, conference rooms, ballroom to accommodate 400, gallery, and government supported health clinic. Weekly cultural and educational events are held and efforts are underway to expand their web site for historical, cultural and educational information as well as for a community calendar of events. The **Philippine Consulate** in Honolulu has established partnerships with the Filipino community for important Philippine government events, cultural celebrations, fundraising for natural disasters in the Philippines and to support to the Filipino community in Hawai‘i.

Media. Although local television, radio, and newspapers cover some Filipino events and issues, Filipino media staff and events are under-represented. Among the better known Filipino media in Honolulu are: the **Fil-Am Courier** and the **Filipino Chronicle**. One of the top 10 ten most listened morning radio stations—**KNDI**—has Ilocano, Tagalog and Visayan language programs and there is daily Philippine TV programming on ABS/CBN channels.

Organizations. There are hundreds of Filipino organizations, the majority of which are Philippine hometown- and province-based organizations (e.g., Ilocos Surian Association). There are also professional groups (e.g., nurses, doctors, social workers, engineers and architects), alumni groups (e.g., University of the Philippines and Silliman University alumni); business groups (e.g. Filipino Chamber of Commerce, care home operators) and youth groups. The vast majority of members are Philippine-born. Recently, some Hawai‘i-born Filipinos are beginning to take leadership positions: State Senator Ron Menor (President of the National Federation of Filipino American Associations Region XII); public health educator Charlene Cuaresma (President Filipino Solidarity Coalition); Attorney Bryan Andaya (President of the United Filipino Community Council). UFCH, the largest umbrella organization in Hawai‘i with over 60 organizations has a proud 40-year tradition supporting the educational pursuits of Filipino youth. Last year, UFCH awarded \$80,000 to talented students statewide, the most scholarships funds awarded by any Filipino organization in Hawai‘i to date. Sariling Gawa, organized in 1980 by a group of young Hawai‘i-born and immigrant professionals and college students has offered annual leadership camps for high school students. Over the past 27 years, thousands of Filipino high school students have enjoyed learning leadership skills, Hawai‘i and Philippine history and cultural values, the importance of college education and community service.

University of Hawai‘i. Although Filipino students and faculty are underrepresented at the University of Hawai‘i, the university provides resources that support Filipino students and the community. Leeward Community College offers a certificate in Philippine Studies. The Manoa campus offers 4 years of Ilokano and 4 years of Filipino language, an undergraduate major in Filipino languages and has a Center for Philippine Studies that offers the most comprehensive array of courses on the Philippines than any other institution in the US. Some UH programs that provide

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extensive support to Filipino students are: the Office of Multicultural Student Services' (OMSS), which provides tutoring and outreach to schools; Gear Up's Ilokano instruction and college awareness programs to a high school with more than 60% Filipino; and affirmative action programs for underrepresented minorities and disadvantaged students in medicine and law.

6. Conclusions and Recommendations

Although Filipino student performance is improving and there are a significant number of honor students, as a group Filipino students are not doing well and continue to be disadvantaged in K-12 public schools in Hawai'i. Their representation at the University of Hawai'i continues to be extremely low at the baccalaureate and graduate programs. The Filipino community is the second largest ethnic group in Hawai'i and growing. As a group, they have the potential and ability to influence school policies and programs. However, many Filipino organizations do not have access to school age parents and are not issue-oriented. Addressing these challenges is key to the educational success of Filipino youth and the status of Filipinos in Hawai'i.

Three recommendations are proposed: (a) impact policy makers and decision-makers (most of whom are non-Filipino); (b) support Filipino organizations and individuals; and (c) conduct research and collect data.

(1) Impact policy makers and decision-makers to expand diversity and affirmative action programs and eliminate discrimination.

The Filipino community should increase its advocacy efforts to impact policy makers and decision makers to improve the performance of Filipino K-12 students. Last year the Filipino Legislative Caucus (a partnership between legislators and community advocates) successfully advocated for expanding B plus scholarships for students with a grade of B or higher and who are low income students. About 40% of the B plus scholarship recipients are Filipino students. Filipino community organizations should monitor Hawai'i school policies and programs including negative impacts of No Child Left Behind. Areas that need attention and advocacy include: bilingual outreach to increase parent participation in school affairs, funds to increase tutoring, after school programs, and college scholarships. Filipino community leaders must work with agencies to eliminate discriminatory practices in educational institutions and strengthen affirmative action for teachers and faculty.

(2) Support Filipino community groups and individuals provide relevant programs and services to students and parents.

Community groups should continue private fundraising for youth programs, student scholarships, and develop more programs for internships and mentoring opportunities. Some excellent programs need financial support from the community (e.g. Sariling Gawa three-day student camp, Filipino language for Kids summer program). Filipino community groups should have programs (media and other efforts) to encourage and train parents to be more involved in their child's education and participate in school activities. Two projects developed in 2006 for the Filipino Centennial should be widely disseminated and used by schools, parents and community groups:

- "Filipino American Curriculum" sponsored by the Asia Pacific Smithsonian Program

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developed by Dr. Patricia Halagao for teachers and students:

http://www.apa.si.edu/filamcentennial/filam_story/index.html.

- “Mabuhay With Aloha—The Hawai`i Filipino Experience 1906-2006,” a video produced by Emme Tomimbang:
<http://www.emmeinc.com/companyinfo.html>

(3) Conduct research on pre-schools and higher educational institutions as well as collect data on Filipino students as a separate category.

Although Hawai`i agencies collect data on various ethnic groups, it is not consistently collected for Filipinos as a separate category. Data on Filipinos should be collected separately so that there can be accurate measurements to track performance of Filipino students as well as data for analysis and recommendations for policy makers. In addition to K-12 data on Filipinos, it is important to study the entire “educational pipeline.” Research is needed on the representation and performance of Filipinos in pre-school as well as in higher education (community college, four year programs, graduate and professional degree completion). Very little research on Filipino pre-school participation exists. Although information is available from the University of Hawai`i showing severe underrepresentation of Filipinos at the baccalaureate and graduate programs, comparative research with other states and in-depth analysis of the data is needed.

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The Academic Achievement of Filipino American K-12 Students in the Jersey City/Area Public School District

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Abstract

Jersey City has the largest Asian American population of any city in New Jersey. It includes large populations of Filipino, Vietnamese, and Pakistani Americans, (Census 2000, <http://www.aafny.org/proom/pr>). Filipinos and Filipino Americans send their children to public or private schools. For the purposes of the No Child Left Behind (NCLB), students in New Jersey public schools are tested in reading and math in grades 3, 4, 8 and in High School Proficiency Assessment, (<http://www.schoolmatters.com/app/location/q/std>). Results of these standardized tests reflect the achievements of students by ethnic groups such as White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native and other race/ethnicities. Since test results did not report the performance of a particular ethnic group such as Filipino, the researcher interviewed teachers and parents and sent questionnaires to principals to determine the academic achievement of Filipino American K-12 students in the district of Jersey City, New Jersey. Their responses suggested that the academic performance of Filipino students in Jersey City was very satisfactory.

Background of the Study

Location

Jersey City is a city in northeastern New Jersey, United States. It lies on the west bank of the Hudson River across from Lower Manhattan in New York City. Jersey City is a port on a densely populated peninsula bordered by the Hudson and Hackensack rivers, the upper portion of New York Bay, and Newark Bay. It is connected to the city of New York by the Holland tunnel and the Port Authority Trans-Hudson (PATH) rapid transit system, (http://en.wikipedia.org/wiki/Jersey_City).

Jersey City's parks are known for their historical landmarks. Liberty State Park, along New York Bay and overlooking the Statue of Liberty and Ellis Island, features the restored terminal of the Central Railroad of New Jersey and the Liberty Walk along the waterfront offering panoramic views of Manhattan. The Liberty Science Center in Liberty State Park presents exhibits and activities exploring health, environment, and invention. Opened in 1993, the Center also houses what is billed as the world's largest OMNIMAX theater.

Population and demographics

Based on the 2000 census, the population of Jersey City is 240,055 making it the [second-largest city](#) in New Jersey's, trailing [Newark City](#). Jersey City is one of the most ethnically and culturally diverse cities in the country, with nearly equal proportions of whites, blacks, Asians, and Latinos. It has one of the largest concentrations of [Arab](#) and [Muslim](#) residents and of [Asian](#) residents, in the

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United States. It also has one of the largest proportions of Hispanic residents outside the Southwest. In addition, Jersey City has substantial communities of Jewish, Italian, Cuban, Filipino, Polish, Indian, and Irish descent. (http://en.wikipedia.org/wiki/Jersey_City). According to the 2000 census, there are 15,860 Filipinos among the 38,881 Asians, (<http://www.aafny.org/proom/pr/pr20010815.asp>).

Of all households in Jersey City in 2000, 31.1% had children under the age of 18 living there, 36.4% were married couples living together, 20.2% had a female householder with no husband present, and 37.2% were non-families. 29.2% of all households were made up of individuals and 8.2% had someone living alone who was 65 years of age or older. The average household size was 2.67 and the average family size was 3.37.

The age distribution was spread out with 24.7% under the age of 18, 10.7% from 18 to 24, 35.1% from 25 to 44, 19.7% from 45 to 64, and 9.8% who were 65 years of age or older. The median age was 32 years. For every 100 females there were 95.3 males. For every 100 females age 18 and over, there were 92.6 males, (http://en.wikipedia.org/wiki/Jersey_City).

Income Distribution

Table 1 shows the income distribution of households in 2006. The mean household income at this time was \$51,902, (www.jcboe.org).

Table 1
Income Distribution of Households in Jersey City

| Household Income Distribution (%) | 2006 |
|-----------------------------------|------|
| Less than \$15,000 | 19.6 |
| \$ 15,000 - \$29,999 | 15.9 |
| \$ 30,000 - \$49,999 | 20.1 |
| \$ 50,000 - \$74,999 | 17.5 |
| \$ 75,000 - \$99,999 | 10.5 |
| \$100,000 - \$149,999 | 10 |
| \$150,000 or more | 6.3 |

Major industries

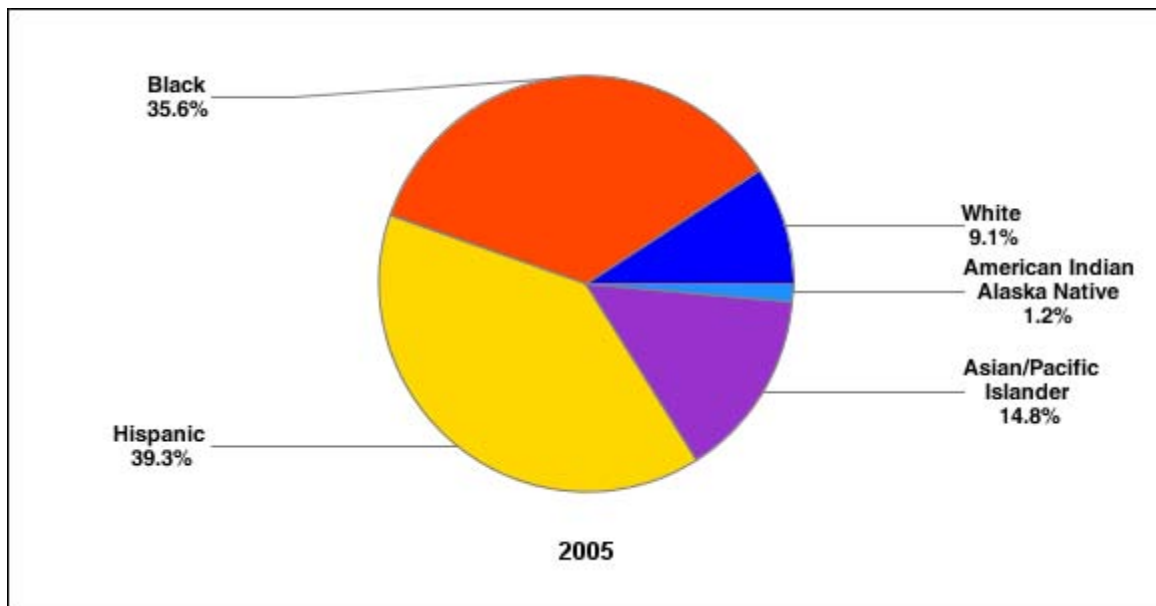
Jersey City's economy was previously based on manufacturing, but it now has growing financial, insurance, and real estate sectors. A commercial and industrial center, it is a port of entry and a manufacturing center. With 11 miles (17.7 km) of waterfront and significant rail connections, Jersey City is an important transportation terminus and distribution center. It has railroad shops, oil refineries, warehouses, and plants that manufacture a diverse assortment of products, including chemicals, petroleum, electronics, textiles, and cosmetics. Jersey City has benefited from its location near the island of Manhattan, as many of its companies are extensions of businesses headquartered there. Recent developments have included increased upscale residential buildings, shopping areas and financial office spaces, (http://en.wikipedia.org/wiki/Jersey_City).

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The Jersey City Public School District

The Jersey City Public School District serves students in pre-kindergarten through twelfth grade. Jersey City is an Abbott district, (www.jcboe.org). According to Superintendent Charles T. Epps' Annual Report of Progress presented to the State Board meeting in 2007, of the top 100 urban districts in the nation, Jersey City was in the top five, (www.jcboe.org).

According to the 2005 report, (<http://www.schoolmatters.com/app/location/q/stid>) 30,199 were enrolled in the Jersey City Public school district. The chart below shows that 35.6 % were black and 39.3% were Hispanics. Asian/Pacific Islanders constituted 14.8% of the student population.



Reading Proficiency of Students in Jersey City School District

For the purposes of the No Child Left Behind (NCLB), students in New Jersey are tested in reading and math in grades 3, 4, 8 and in High School Proficiency Assessment (HSPA). Table 2 shows the percent of proficiency of students in the District of Jersey City in Reading in 2006, (<http://www.schoolmatters.com/app/location/q/stid>). It also reflects that among the different groups, Asian Pacific Islanders show the highest percent of proficiency in Reading with 79.7 %.

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Table 2
Reading Proficiency of Students in Jersey City School District

| Group | 2006 |
|-------------------------------|------|
| All students | 61.4 |
| White | 73.7 |
| Black | 50.1 |
| Hispanic | 62.8 |
| Asian/Pacific Islander | 79.7 |
| American Indian/Alaska Native | 74.5 |
| Other Race/Ethnicity | 65.5 |

Math Proficiency of Students in Jersey City School District

Table 3 shows the percent of proficiency of students in Math, (<http://www.schoolmatters.com/app/location/q/stid>). It appears that among the different groups, Asian Pacific Islanders shows the highest percent of proficiency in Math with 76.4 %.

Table 3
Math Proficiency of Students in Jersey City School District

| Group | 2006 |
|-------------------------------|------|
| All students | 55.3 |
| White | 66.7 |
| Black | 42.3 |
| Hispanic | 57 |
| Asian/Pacific Islander | 76.4 |
| American Indian/Alaska Native | 69.9 |
| Other Race/Ethnicity | 64.3 |

College Entrance Examinations

Table 4 shows the performance of high school students in college entrance examination, (<http://www.schoolmatters.com/app/location/q/stid>). This examination gives an indication of the degree to which students are preparing for college. The report shows that Jersey City students' average proficiency in all tests is below the average proficiency of students in the state of New Jersey.

Not all students participate in college entrance exams. There is no available report that shows test results by ethnic groups.

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Table 4
Proficiency of High School Students in College Entrance Examinations

| Tests | Jersey City District | New Jersey |
|------------------------------------|----------------------|------------|
| SAT Reasoning Test | 2005 | 2005 |
| SAT Reasoning Test - Average Score | 388 | 601 |
| Verbal | 815 | 1020 |
| Mathematics | 427 | 519 |
| SAT Subject Tests | | |
| English | 583 | 631 |
| Mathematics | 610 | 656 |

Research Questions

The following questions were answered in this study.

1. What schools in Jersey City have large Filipino student population?
2. How are Filipino students doing in standardized tests?
3. What is their general academic performance?
4. What is the general description of their behavior?
5. What types of extracurricular/curricular activities do they engage in?
6. What are the Filipino community organizations that offer academic program services?

Methodology

The researcher searched the websites of all elementary, middle and high schools in the district of Jersey City and interviewed parents and teachers to identify the schools with a large number of Filipino students. She sent questionnaires (Rey, 2007) to principals of schools where report cards published on their websites indicated that students spoke Tagalog at home. Using the National Study Interview Protocol she interviewed parents and teachers.

To supplement the data relating to extra curricular/curricular activities that Filipino students were engaged from the interview, she searched for each school report posted on the Jersey City District websites. The responses to the questionnaire and interview and data gathered from school reports were collected and analyzed. The findings, conclusions and recommendations were presented.

To identify the community organizations that offer academic program services to Filipino students, the researcher recalled her experiences as chair of the education committee of some associations in Jersey City, reviewed the websites of Filipino community organizations that were based in Jersey City and interviewed officers and members of associations

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Limitations

Since the most recent accessible test results on students in the district of Jersey did not reflect the performance of a particular ethnic group such as Filipinos, the researcher interviewed teachers and parents and sent questionnaires to principals to determine the academic achievement of Filipino and Filipino American K-12 students. This study was limited to the perceptions of three principals, five teachers and ten parents on the performance of Filipino students on state tests, academic achievement and behavior and available data on the internet and archived press releases on outstanding academic achievements of Filipino students. The report presented did not reflect a segregation of data that pertain to newly arrived and long time Filipinos student residents in Jersey City.

Findings

Filipino Student Population in Jersey City Public Schools

According to the 2005 report, (<http://www.schoolmatters.com/app/location/q/stid>) 30,199 were enrolled in the Jersey City Public school district. Blacks were 35.6 %, Hispanics were 39.3% and Asian/Pacific Islanders were 14.8% of the student population.

There is no available record on the exact number of Filipino student population in Jersey City. According to the data presented on the Spring 2006 report cards of the Jersey City Public School District, (www.jcboe.org), students spoke Tagalog as their first language in eighteen public schools that included elementary, middle and high schools. The percentage of students who spoke Tagalog ranged between 0.5 % and 14.7% of the student population in these eighteen schools.

Filipino Students' Performance on Standardized Tests

Table 5 shows the perceptions of principals, teachers and parents on Filipino students' performance on standardized test. Eight-nine percent of the respondents perceived the Filipino students' performance as very satisfactory. One principal did not give any rating.

Table 5
Performance of Filipino Students on Standardized Tests

| Respondents | Very Satisfactory | Satisfactory | Unsatisfactory | No Answer |
|-------------|-------------------|--------------|----------------|-----------|
| Principal 1 | X | | | |
| Principal 2 | | X | | |
| Principal 3 | | | | X |
| Teacher 1 | X | | | |
| Teacher 2 | X | | | |
| Teacher 3 | X | | | |
| Teacher 4 | X | | | |
| Teacher 5 | X | | | |
| Parent 1 | X | | | |

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| | | | | |
|-----------|-----|-------|---|-------|
| Parent 2 | X | | | |
| Parent 3 | X | | | |
| Parent 4 | X | | | |
| Parent 5 | X | | | |
| Parent 6 | X | | | |
| Parent 7 | X | | | |
| Parent 8 | X | | | |
| Parent 9 | X | | | |
| Parent 10 | X | | | |
| Total | 16 | 1 | 0 | 1 |
| Percent | 89% | 5.50% | | 5.50% |

Filipino Students' General Academic Performance

Table 6 shows the respondents' perceptions of the general academic performance of Filipino students. The academic performance includes classroom tests, class work, homework and class participation. Eighty-nine percent of the respondents perceived the Filipino students' performance as very satisfactory while 11 % rated it satisfactory.

Table 6
Performance of Filipino Students on General Academic Performance

| Respondents | Very Satisfactory | Satisfactory | Unsatisfactory |
|-------------|-------------------|--------------|----------------|
| Principal 1 | X | | |
| Principal 2 | | X | |
| Principal 3 | | X | |
| Teacher 1 | X | | |
| Teacher 2 | X | | |
| Teacher 3 | X | | |
| Teacher 4 | X | | |
| Teacher 5 | X | | |
| Parent 1 | X | | |
| Parent 2 | X | | |
| Parent 3 | X | | |
| Parent 4 | X | | |
| Parent 5 | X | | |
| Parent 6 | X | | |
| Parent 7 | X | | |
| Parent 8 | X | | |
| Parent 9 | X | | |
| Parent 10 | X | | |
| Total | 16 | 2 | 0 |
| Percent | 89% | 11.00% | |

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Students' Behavior

Five teachers and ten parents perceived Filipino students' behavior in Jersey City public schools as very satisfactory. They cited parents' expectations as one of the reasons for good behavior.

Outstanding Academic Achievements

Schools award honors to students who get A and B every quarter. Ten parents and five teachers responded that there are some Filipino students who received awards every quarter. Upon graduation, students are conferred valedictorians, salutatorians and best in specific subjects. Two teachers reported that two students graduated valedictorians from separate schools.

Two parents said that it took their children one year to adjust to the academic and cultural environment in Jersey City. After a year, they received academic honors.

According to the school report of McNair Academic, there were 574 students enrolled in 2004-2005 and 7.3 % of them spoke Tagalog as a first language at home. [Dr. Ronald E. McNair Academic High School](#) was the top-ranked public high school in New Jersey out of 316 schools statewide according to [New Jersey Monthly](#) magazine, September 2006 cover story on the state's Top Public High Schools. It was selected as 29th best high school in the United States in [Newsweek](#) magazine's national 2007 survey, (<http://www.msnbc.msn.com/id/18757087/site/newsweek>).

Opportunities for Student Curricular Activities

According to the ten parents and five teachers that responded to the researcher's interview, Filipino students were given the opportunity to engage in extracurricular activities that were offered to all students. Three of the ten parents said that students appeared to be more involved in groups that had Filipino members. Some of the extracurricular/curricular activities that were cited in school websites included Lego Challenge, Choir, Instrumental Band, Basketball, Cheerleading, Academic Bowl, Math-A-Thon for St. Jude's Hospital, Wish Upon A Star Campaign, Rock the Cradle Campaign, Annual Science Fair, PATH Poster Contest, Multicultural Assemblies and luncheon, Bilingual Education Month, Black History Month, Women's History Month, Tech Squad, Bobby Hurley Basketball Leagues, Flag Football and Student Roundtable, (www.jcboe.org).

Filipino Community Organizations in Jersey City

Based on the researcher's experiences as chair of the education committee of some associations in Jersey City, review of the websites of Filipino community organizations and interview of officers and members of associations and available archived press releases, the following Filipino community organizations that are based in Jersey City offer some services to the youth.

The Alliance for Cultural and Educational Services (ACES) is a non-profit organization that aims to provide services related to education and culture in the United States and awards scholarships to needy, but deserving students in the Philippines and New Jersey. The Alliance for Cultural and Educational Services (ACES) in collaboration with the Philippine American Friendship Committee holds the annual Iskwelahang Munti and essay and painting contests. In Iskwelahang Munti, students learn Conversational Filipino, songs and dances, sewing and crocheting, jewelry making and

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other non academic activities. In partnership with other organizations, ACES also provides youth activities at children's booths (<http://acesinc.org/acesinc/about/index.html>).

Philippine American Friendship Committee, Inc. (PAFCOM) is a community development organization that enriches the quality of life of families, especially those in need. PAFCOM promotes inclusiveness, opportunities⁹, interculturalism, advocacy and intergenerationalism, (<http://www.pafcom.org>).

Sumisibol is a New Jersey-based non-profit organization known for programs that encourage Filipino American youth to express themselves and their hopes for their community. Through Sumisibol, Filipino American youth have the opportunity to engage in projects that allow participants learn about themselves. What does it mean to be a Filipino American? The answer to this question is depicted in painting a mural or performing on stage. Participants of Sumisibol programs come away with a richer sense of who they are with their family and friends, in schools and in the community. Sumisibol accomplishes this by emphasizing self-expression and the power of community, (<http://www.geocities.com/sumisibol/html/basics.html>).

To promote the ideals of Rizal, the Knights of Rizal, New Jersey chapter sponsors oratorical competition for young students of New Jersey, (http://www.filipinoexpress.com/21/07_eweek.html).

The Pan American Concerned Citizens Action League, Inc. (PACCAL), is a multi-service tax exempt 501 (c3) organization serving the health and human service needs of the Filipino and other Asian community in Hudson County, (Filipino Express, 2007).

Although Filipino community associations in Jersey City provided projects or activities for the youth, none of appear to offer activities or programs that enhanced the academic achievement of Filipino students attending Jersey City public schools

Conclusions

The following conclusions are deduced from the findings presented in this study.

1. According to the 2000 census, there were 15,860 Filipinos among the 38,881 Asians in Jersey City.
2. In the district of Jersey City in 2006, Asian Pacific/Islanders showed the highest percent of proficiency in Reading and Math among the different groups that included Whites, Blacks, Hispanics, Asian/Pacific Islanders and others.
3. There is no available record on the exact number of Filipino student population in Jersey City. In the 2006 report cards of 18 public schools in the District of Jersey City, a range of 0.5 % to 14.7% of students spoke Tagalog as their first language. They attended elementary or middle or high school and included newly arrived as well as long time Jersey City residents.

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4. Eighty-nine percent of the respondents perceived the Filipino students' performance as very satisfactory while 5.5% rated satisfactory. One principal did not give any rating.
5. Five teachers and ten parents perceived Filipino students' behavior in Jersey City public schools as between satisfactory and very satisfactory. They cited parents' expectations as one of the reasons for good behavior.
7. Some Filipino students received academic awards every quarter and graduated with honors.
8. Newly arrived Filipino students need time to adjust to the cultural and academic environment in public schools.
9. Filipino students were given the opportunity to engage in extracurricular activities that were offered to all students.
10. Although Filipino community associations in Jersey provided projects or activities for the youth, none of these appear to directly enhance the academic achievement of Filipino students attending Jersey City public schools.

Recommendations

Based on the foregoing conclusions, it is recommended that:

1. research on the difference of academic standing between newly arrived Filipino and long time Filipino resident students be explored so that appropriate help could be given,
2. ways to determine more objectively the academic performance of Filipino students be explored – segregation of test results by specific ethnic groups,
3. Filipino community organizations offer projects that could help enhance the Filipino students' academic achievement and performance in related fields,
4. newly arrived parents and students be given orientation on how to effectively relate with the academic and cultural environments,
5. Filipino students with outstanding achievements in academics and other pursuits be recognized,
6. NaFFAA disseminate the findings in this study to officers and members of community organizations,
7. NaFFAA and other Filipino organizations give a workshop on *Empowerment in the Academe*, and
8. funds be secured to finance projects and incentives that could help more Filipino students achieve outstanding academic performance.

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Las Vegas/Clark County School District Nevada Report Filipino American Student Assessment

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Nevada's Clark County School District Overview

Nevada ranks last (among all 50 states and the District of Columbia in the percentage of high school graduates between the ages of 18 – 24 years old; and 16-19 year olds who are not enrolled in high school and not working according to the published District School Improvement – Annual Measurable Advancement Objective (AMAO) Plan for implementation in 2006 and 2007.

The AMAO Report indicated that for every 100 Nevada students that begin high school, 62 students graduate in four years and those who do not graduate fall into the potentially disengaged category.

In Clark County alone, according to the study, there are potentially 30,000 disengaged youth ages 14-19 every year, who are involved in the juvenile justice and foster care systems; teen mothers; credit deficient students; and dropouts. The vast majority are those who do not complete high school (pp. 24).

Clark County School District (CCSD) is the largest school district in the state of Nevada and rank as the 5th largest in the nation. It covers 7,910 square miles and includes the metropolitan Las Vegas area, all outlying communities and rural areas. Under state law, each Nevada County has one school district responsible for K-12 education. Clark County School District is divided into five geographic regions – Northwest, Northeast, East, Southeast and Southwest. Each Region maintains a center to provide and coordinate district resources, staff, and information.

Nevada had the fastest growing Asian American and second fastest growing Pacific Islander population in the United States from 1990 to 2000 (A Community of Contrasts: Asian Americans and Pacific Islanders in the United States, pp 48). In Clark County alone, there are nearly 127,560 Asian Americans and 17,527 Pacific Islanders identified in the 2004 Census Bureau in a study conducted by Asian American Justice Center with Asian Pacific American Legal Center. Filipinos comprise 46% of the population equaling some 59,800 in number based on the study which the community will attest to almost double the number to date.

American Community Survey's 2005 ethnic distribution Asian Americans indicated that in Clark County there are 114,457 Asians alone with 9,446 Native Hawai'ian and Other Pacific Islanders of which 61,754 are Filipinos alone.

Local Filipino History

No historical account was found to indicate exactly when the first Filipino came to settle in the Las Vegas Valley. Accounts of the community study Milestones of Filipinos in Las Vegas by Vilma Gorre (2006 – City of Las Vegas Centennial) for the Las Vegas Centennial Project identified

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Mr. Ven Manaois as the first Filipino U.S. postal employee in the city hired in the early 1940's and a young adventurer Rodolfo "Rudy" Oquendo who became the first Filipino Deputy Sherriff of Clark County. Rudy's impact in the community resulted in a street named after him, Oquendo Street without any effort or petition from the Filipino community attesting to the impact he may have left during his term as a public servant in the City of Lights.

Many of the 'old timers' were World War II Veterans one of whom was Melanio Salazar, founder of the first Filipino American organization in the community which lasted more than two decades and still remembered and admired by local political giants such as Senator Harry Reid. Their children now make up 'the old timers' and are in their late fifties to early sixties in age. Some of these families still live in the city and are descendants of the Benitos, Manabats, Manaois, Tadeos, and Salazars.

In the 1960's immigration law was changed and like the explosion of Filipino newcomers experienced throughout the country, Las Vegas soon became not only a destination to consider for many but a place to call home. Gaming and the inclement weather in other states made Las Vegas an ideal place to migrate. This together with a boom in the economy, job opportunities, and an innate nature for fun, Filipinos soon flocked to the Entertainment Capital of the World. This innate nature of Filipinos is one possible reason why they have chosen to move to Las Vegas.

Asian Americans Academic Performance:

According to the Nevada High School Proficiency Examination Report Disaggregation Report for 2004-2005 Clark County School District (CCSD) general student population performed less than the Asian American population scored higher in the Nevada High School Proficiency Examination 10th and 11th grade mathematics and reading components than the general student population. both in Mathematics and Reading.

| Nevada High School Proficiency Examination Disaggregation Report: Grade 10 | | | | |
|---|-------------|--------------|---------|--------------|
| Group | Mathematics | | Reading | |
| | N | % Proficient | N | % Proficient |
| Clark County | 17,114 | 46.5 | 16,682 | 66.3 |
| Asian Americans | 1717 | 59.8 | 1683 | 75.1 |

| Nevada High School Proficiency Examination Disaggregation Report: Grade 11 | | | | |
|---|-------------|--------------|---------|--------------|
| Group | Mathematics | | Reading | |
| | N | % Proficient | N | % Proficient |
| Clark County | 6246 | 44.3 | 3209 | 59.2 |
| Asian Americans | 622 | 56.8 | 328 | 64.9 |

CCSD Middle school performance did not fare any better in its Nevada Criterion-Referenced Examination Disaggregation for Grade 8 with scores for Asians at 62.4% Mathematics, 59.9% in Reading and 66.7% in Science. Asian Americans still performed above average and far better than the district scores.

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| Nevada Criterion-Referenced Examination Disaggregation Report: Grade 8 | | | | | | |
|--|-------------|--------------|---------|--------------|---------|--------------|
| Group | Mathematics | | Reading | | Science | |
| | N | % Proficient | N | % Proficient | N | % Proficient |
| Clark County | 21653 | 45.3 | 21646 | 45.5 | 21452 | 51.3 |
| Asian Americans | 1845 | 62.4 | 1842 | 59.9 | 1830 | 66.7 |

| IOWA Disaggregation Report 2004-2005 | | | | |
|--------------------------------------|---------|----------|-------------|---------|
| | Reading | Language | Mathematics | Science |
| Grade 10 | | | | |
| Clark County | 38 | 42 | 39 | 39 |
| Asian Americans | 45 | 53 | 48 | 48 |
| Grade 7 | | | | |
| Clark County | 38 | 44 | 44 | 43 |
| Asian Americans | 50 | 63 | 61 | 55 |

Similarly, Asian Americans performed better in the Iowa tests for grades 7 and 10 compared to the entire district.

These data from indicate that Asian Americans fare far better than the greater majority with regards to their academic performance and proficiency testing. In the year 2004-2005 Asians exceeded in every school other than Advanced Tech Academy, a magnet school for students who are academically gifted, in the Math proficiency exam. Reading reflected a similar finding only that Asians exceeded in every high school reviewed within the Clark County School District.

INTERVIEWS

Asian American data in the state of Nevada and the Clark County School District (CCSD) were an aggregate of all ethnic groups consisting both Asian Americans and Pacific Islanders. With the lack of accurate statistics with regards to the academic progress of Filipino students a qualitative approach through surveys were conducted. Target participants were educators, community leaders, and students. School district administrators were similarly targeted but were not available due to lack of availability during the time period of the study

Surveys of teachers from three Middle Schools and seven High Schools conducted generated a positive report with regards to their assessment of Filipino students' academic progress. The only distinct observance shared by each of the teachers was the difference in attitudes of Filipino students who came from the Philippines and those who were born in the United States. The teachers surveyed who were all Filipinos expressed that U.S. born students had a tendency to be rude unlike those that were born in the Philippines. Subjects were positive in their response with regards to the students' academic performance indicating that Filipino students were far more focused on their studies than the other students. Parental participation and involvement was more visible among Filipinos in comparison to other students in comparison specifically with other

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minority groups. The teachers indicated that Filipinos were active in various school programs predominantly in social clubs.

In a survey conducted with university students and 15 youth leaders, a recurring view was portrayed. The participants shared personal observations on the difference between Filipinos born from the Philippines and the United States not just as students but as parents interacting with their children with regards to education. They expressed great concern on Filipino parents who persist on comparing their children to others such as relatives and friends often, “shaming them, or making them feel guilty,” to want to succeed or compete academically and professionally. This reason seemed to resonate as the primary cause for these youth who are mentors not only to their peers but to the younger sets including middle school and high school students. As a whole, they viewed Filipino students as hard working and generally try to exceed expectations by teachers and parents alike. Failure, in their view, was brought on by pressures imposed by either parents, peers or both.

School and environment were also determining factors according to the students surveyed and they did not put much weight on these factors indicating that Filipino students have been successful despite their environment. They expressed that day to day pressure felt by all teen-agers are enough to drive one to fail and this could include economic factors - but they feel that acceptance is far more an issue to look into. Acceptance by peers is a given to all teen-agers - but acceptance by parents and their support was given greater emphasis by the participants. Later survey of middle school students reflected the opinions of their older counterparts.

Similarly, community leaders were confident that Filipino students as a whole excel in their studies. Leaders indicated that they have not heard of problems faced by Filipino students and they are more than likely to hear success stories than failures. If there are students who are failing, they are not aware of their existence or the problems they face academically. Two of the largest Filipino organizations, the Ilocano-American Association of Nevada and the Philippine Bisayan Society of Nevada award scholarships to academically deserving students who are members of their organizations. Other organizations are similarly looking into raising funds to grant scholarships to academically deserving students.

One might conclude that all is well among the Filipino students but such complacency is questionable in itself. With no hard data to corroborate that problem exist, how can one justify the problem of the Filipino students? There are no definitive numbers identifying Filipino juvenile delinquents or drop outs but based on assistance provided by the local Pilipino American Youth Organization they do exist, and there are just as many who are in juvenile detentions as there are young teen-age parents, and run-aways. To bring it among Filipino leaders often times cause eyebrows to rise since the leaderships are generally made up of those individuals who belong to the educated, the well to do who have the time and the means to dedicate themselves to causes, yet such academic failure by Filipino students is a cut above their norm, and much easier often times ignored. Apparently they are not familiar with organizations that have existed as long as their organizations such as Pinoy Boys, Satanans, Flip Side, Asian Lovers, Horny Boys, Island Girls, and others.

Rozita Lee, Vice Chair of NaFFAA National and respected leader of the Asian Pacific American community of Nevada was approached by former Clark County School District Library official Stan Fuke of failing Filipino students. The information ignited a concern with Mrs. Lee who called people from numerous community and educational organizations to gather information on the progress of the Filipino students.

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In the past, Mrs. Lee and her associate Vilma Gorre, co-founder of Asian Pacific Forum, have received numerous requests to help Filipino students who are faced with legal and academic issues treating each one as isolated cases. With the help of allies within the community such as Board of Regent Thalia Dondero, Councilwoman Lois Tarkanian, and former District Attorney Stewart Bell, they were able to resolve and facilitate needed services to Filipino and other Asian Pacific American students and their families. As observed, many of the problems were faced by new immigrants and language was one of the determining factors followed by lack of acculturation which evolve in ethnic bias imposed by peers.

Economic perception of other student due to accent and appearance made many as targets of ridicule and constant harassment. Similarly, teachers were no better with unfair assessment due to the mode of clothing by immigrant students who are trying to legitimize their being “Americans” by following fashions that are deemed gang affiliated subjecting some to be sentenced to schools for deviant students.

In 1995, a bill was passed in the Nevada Legislature requesting for Asian American study was petitioned by Rozita Lee, Paul and Vilma Gorre authored by then Nevada Representative Gene Segerblom. Despite the passage of the bill, no funding was allocated to support the necessary study to address the issues of Asian Americans and the program lay dormant to date. Now, NaFFAA Nevada is recipient of funding generated by the national office through the efforts of Lourdes Esclamado to facilitate a tutorial program to help target participants earn their high school diplomas by passing their proficiency exam. The program is currently under review by the NaFFAA National Executive Director for approval and execution. Filipino teachers have been identified by the program coordinator and submitted to third party private tutorial service ClubZ who will give first right of refusal to tutor targeted students. A partnership with businesses and other Asian Pacific American organizations including the Asian Chamber of Commerce are currently targeted as support for the tutorial program.

Like any other school districts, Clark County also has aggressive programs to address the issue of non-proficiency. The problem is the lack of communication to specific Asian Pacific American community and organizations. In addition, Asian Pacific Americans are not comfortable soliciting assistance through mainstream organizations and the lack of any Asian Pacific American Service organization in Las Vegas aggravates the problem with the increase in population including the Filipinos in particular. Asian Pacific Americans, for the most part, are more comfortable approaching service agencies and individuals that reflect their ethnicity. This was proven by the success of Pacific Asian Consortium in Employment (PACE) in Los Angeles as well as SIPA (Search to Involve Pilipino Americans), Asian American Legal Center and many organizations bearing the name of “Asian Pacific Americans.”

FILIPINO COMMUNITY INFRASTRUCTURE

The Filipino community of Las Vegas is unique. Predominantly transplants from other cities throughout the United States these individuals and organization tend to focus within their very own. Two decades of observation failed to identify any of the organizations willing to take on the problem of the community as a whole and was the reason why efforts to come together as one within a federation have been a long term goal. With more than 50 identified organizations, 22 of

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which belonging to the alliance of NaFFAA Nevada, the organizations are predominantly regional and social organizations with a few professional groups. Activities tend to focus on the existence of each organization's primary cause and do provide scholarships for their own members. There is a lack of intent to work together as a community and communication of services, initiatives and opportunities are seldom conveyed to the general membership and the community by the leadership who has been advised announcements and opportunities for their membership and community.

Religious groups have been tapped when time and resources dictate out reach to the general membership of the community, but time and personnel are a constant challenge due to the total dependence on man power and volunteers. With a lack of an identified service organization and a venue and home for proposed services, communication will always present itself as the main hurdle in bringing the community as one.

To date, Seafood City, the very first Filipino mega-store in town, has provided a place for Filipino organizations to place their messages in a bulletin/kiosk. Response of the community has increased to a degree but not the participation of all the organizations and leaders.

Rozita Lee and NaFFAA Nevada Chairperson Marciano Patricio, Jr. are continually vigilant in their efforts to reach out to the community through e-mail blasts of information, opportunity and resources when acquired. They have also persisted in calling leaders in hope of generating the same enthusiasm and dedication with a similar focus to the underserved. Individuals such as Dr. Rena Nora have generously supported many of the causes by hosting many of the meetings with leaders in hope of increased dissemination and participation by the leadership.

In regards to the youth and the Filipino students, NaFFAA Nevada has mobilized to reinvigorate the Philippine American Youth Organization (PAYO), to serve as the vessel organization to facilitate the outreach to Filipino American students from middle and high schools. Together with the cooperation of FASA (Filipino American Student Association) and Your Filipino American Professionals Association (yFAPA), NaFFAA has formulated a mentorship program utilizing the energy of young Filipino energy with purpose and fresh ideas.

The challenge faced by the Filipino students in Clark County and the current standing of Clark County School District is grim. The lack of a stable teacher workforce and its performance below national proficiency is disturbing. A call to action to come as one is much needed and leadership need to be in tune with the realities of a growing community. Now more than ever must the community face a challenge to build a service organization to cater to the specific needs of their youth, the Filipino students of Clark County School District.

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Pilipino Educational Experiences in the Greater Los Angeles Area

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Pilipinos in the Greater Los Angeles Area

The U.S. metropolitan area in which the largest number of Pilipinos reside is the greater Los Angeles area (Census, 2002; Arguelles & Lai, 2003). Pilipinos have a long history in Los Angeles, as evidenced by the recent recognition of Historic Filipinotown in 2002, a district located northwest of Downtown Los Angeles. Historic Filipinotown distinguishes one of the few areas where Filipino immigrants first settled during the early part of the 20th century. Many Pilipinos found refuge in the area during the 1940s and 1950s when racism prevented non-white immigrants from living in other parts of Los Angeles. However, in latter decades the combination of gentrification and increased socioeconomic opportunities in other parts of southern California led to a decline in Pilipino residents in the area. While today residents in Historic Filipinotown are predominantly Latino, there remains a strong presence of U.S. Pilipino families, and several restaurants, businesses, community-based and social service organizations that target and serve Pilipinos.

However, Historic Filipinotown is not the only area in which Pilipinos live. After the 1965 Immigration Act Pilipinos settled in other parts of southern California, resulting in various cities and areas that are well known to serve Pilipino community members. For example, due to the recruitment of Pilipinos to the U.S. military there are large communities of U.S. Pilipinos in Oxnard and Long Beach, where many Pilipinos were stationed and/or found employment in the local naval bases. Even with the closure of the Long Beach naval base, Pilipinos remained in this area, as well as moved to nearby cities such as Carson and Gardena. Many Pilipino professionals who immigrated to California also began to settle in residential areas like Cerritos, Eagle Rock, Glendale, and areas of the San Fernando Valley, such as Panorama City. In such areas, many Pilipinos work as medical and health professionals. However, this is not to say that all Pilipinos have such stable employment opportunities. Many Pilipinos are recent immigrants, some undocumented, or second- and third-generation college students with educational and socioeconomic issues distinct from their first-generation counterparts.

Due to the vastness of what constitutes the greater Los Angeles area, to examine U.S. Pilipino educational issues, I examined five school districts that represented the areas of Los Angeles with the largest number of Pilipino residents. According to the 2000 U.S. Census, the cities/areas with the highest concentration of Pilipinos are: Long Beach/Carson, Los Angeles/Historic Filipinotown, West Covina/Walnut, Cerritos, and Glendale/Eagle Rock. The corresponding school districts for these areas include Long Beach Unified, Los Angeles Unified, West Covina Unified, ABC Unified, and Glendale Unified. In the following, I briefly discuss the demographic information related to enrollment, English language learners, graduation rates, college eligibility, and drop out rates for Pilipinos in these five selected districts in Los Angeles County.

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Pilipino Enrollment Information

There are over 1.85 million Pilipinos in California, comprising 0.66 percent of California's total population. However, Pilipino students represent 2.6 percent of the state's K-12 enrollment, thus indicating that many U.S. Pilipinos are of school age. In Table 1, I summarize the total number of Pilipino students enrolled in five selected Los Angeles County school districts, the total number of students enrolled in each district, and the representation of Pilipinos per district relative to the total student population.

Table 1: Pilipino Enrollment in Five Los Angeles County School Districts, 2005-2006

| School District | Number of Pilipino Students Enrolled | Total Number of Students Enrolled | % Pilipino Enrollment in District |
|---------------------|--------------------------------------|-----------------------------------|-----------------------------------|
| ABC Unified | 1906 | 21660 | 8.8% |
| Glendale Unified | 1605 | 28002 | 5.7% |
| Long Beach Unified | 3381 | 93589 | 3.6% |
| Los Angeles Unified | 16059 | 727319 | 2.2% |
| West Covina Unified | 566 | 10323 | 5.5% |

In the 2005-2006 academic year, there were approximately 38,400 Pilipino students enrolled in Los Angeles County schools. Therefore, Pilipinos comprised 2.2 percent of students in Los Angeles County, which is slightly lower than the total percentage of Pilipino students enrolled in California K-12 schools (2.6 percent). However, in areas where there are large Pilipino communities, Pilipinos were more largely represented in terms of school enrollment.

The Los Angeles County school district with the highest number of Pilipino students was Los Angeles Unified with 16,059 Pilipino students. In Los Angeles Unified Pilipinos comprised 2.2 percent of the total student population, which is representative of the larger county. However, while Los Angeles Unified enrolled the most number of Pilipino students, proportionately Pilipinos were more represented in the other four school districts. For example, while there were only 1906 Pilipinos in the ABC Unified School District, they comprised 8.80 percent of the total student population in the district.

While it was not indicated in the chart, in four out of the five school districts, Latinos comprised the largest ethnic group in the districts. The Glendale Unified School District is the only district in which the largest ethnic group among students was white. As such, in areas where there is a large Pilipino community, Pilipino students tend to be enrolled in school districts with other students of color.

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Pilipino English Language Learner (ELL) Information

Los Angeles County schools have one of the highest percentages of students who have been identified as English Language Learners (ELL). 31.1 percent of students enrolled in Los Angeles County schools are ELL. The vast majority of ELL students in Los Angeles speak Spanish (89.6 percent), followed by Armenian (1.5 percent), Cantonese (1.5 percent), and Korean (1.4 percent). Less than 1 percent of ELL students in Los Angeles County speak Pilipino or Tagalog. However, while the percentage of Pilipino ELL students might not be statistically significant when compared to other ELL students, it is worth examining their ELL status in context of the larger Pilipino student community. In Table 2, I indicate how common Pilipino or Tagalog is spoken in five selected school districts, the number of Pilipino ELL students per district, and the total number of ELL students per district. I then summarize the percentage of Pilipino ELL students compared to the total number of ELL students in the district, the percentage of Pilipino ELL students compared to the total number of students in the district, and finally, the percentage of Pilipino ELL students when compared to the total number of Pilipino students in the district.

Table 2: Pilipino ELL Student Information in Five Selected Districts, 2005-2006

| School District | Rank of Pilipino Spoken in District | Number of Pilipino ELL Students | Number of ELL Students | % Pilipino ELL Students in ELL | % Pilipino ELL in District | % Pilipino ELL of Total Pilipino |
|---------------------|-------------------------------------|---------------------------------|------------------------|--------------------------------|----------------------------|----------------------------------|
| ABC Unified | 4th | 139 | 3919 | 3.55% | 0.64% | 7.3% |
| Glendale Unified | 4th | 321 | 7138 | 4.50% | 1.15% | 20.0% |
| Long Beach Unified | 3rd | 373 | 22049 | 1.69% | 0.40% | 11.0% |
| Los Angeles Unified | 4th | 2621 | 293711 | 0.89% | 0.36% | 16.3% |
| West Covina Unified | 4th | 56 | 1142 | 4.90% | 0.54% | 9.9% |

While less than 1 percent of ELL students in Los Angeles County spoke Pilipino or Tagalog, in the five selected districts Pilipino or Tagalog was among the top four languages spoken by ELL students. In Long Beach Unified, Pilipino or Tagalog was the third most frequently spoken language among ELL students in the district – only Spanish and Khmer were spoken more by ELL students in Long Beach Unified. In the four other districts Pilipino or Tagalog was the fourth most spoken language among ELL students. Spanish was the language primarily spoken by ELL students in these districts, with the exception of Glendale Unified, where Armenian was the language most spoken by ELL students.

Pilipino ELL students comprised 0.89 percent of ELL students in Los Angeles Unified to 4.9 percent of ELL students in West Covina Unified. Yet, Pilipino ELL students still represented approximately 1 or less percent of all students (ELL and non-ELL) enrolled in each district. However, while Pilipino ELL students are a small portion of students enrolled in Los Angeles County schools, it is important to note that among the Pilipino student population, they represent a larger proportion.

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Considering the diversity of U.S. Pilipinos, it is not surprising to see that in some districts Pilipino ELL students are more largely represented than at the county level. Although there are only 139 Pilipino ELL students in ABC Unified, they represent 7.3 percent of all Pilipino students in this district. In the other four districts approximately 10 percent or more of Pilipino students are ELL. In Los Angeles Unified and Glendale Unified school districts, 16.3 percent and 20 percent of all Pilipino students are ELL, respectively. This is significantly larger than Los Angeles County school districts overall, and serves as an indication that in areas with larger Pilipino student populations, more language services and programs might be needed to accommodate Pilipino ELL students.

Pilipino High School Graduation Rates and UC/CSU Requirement Completion

There were 2,772 Pilipinos who earned their high school diplomas in Los Angeles County in 2005-2006. Graduation rates are important indicators of academic achievement in school districts. While Pilipinos comprise 2.2 percent of all students enrolled in Los Angeles County schools, Pilipinos represented 3.3 percent of all total graduates in the Los Angeles County in 2006. In Table 3 (see p. 5), I summarize the number of Pilipino students who earned their high school diplomas by summer of 2006, the total number of diploma earners in each district, and the percentage of Pilipino diploma earners in each district. However, the following information does not include students who took the California High School Proficiency Exam or earned a General Education Development (GED) certificate through community colleges or adult education programs.

Pilipino students represented approximately 4-11 percent of all diploma earners in the five selected school districts. The rates of Pilipinos earning their high school diplomas in these districts are higher than the overall rate of 3.3 percent at which Pilipinos are receiving diplomas in Los Angeles County. Los Angeles Unified awarded 1,046 Pilipino students with their diplomas, the largest absolute number of Pilipino graduates in the county. Although there were only 168 Pilipino graduates in ABC Unified, Pilipino diploma earners represented a larger proportion of the graduating class in 2006 than in the other four districts. Pilipinos comprised 10.6 percent of all diploma earners in ABC Unified, which is slightly higher than their 8.8 percent enrollment rate. In fact, in each of these districts the rate at which Pilipinos earned their diplomas was greater than their enrollment rates.

Table 3: Pilipino Diploma Earners in Five Selected Districts, 2005-2006

| School District | Number of Pilipino Diploma Earners | Total Number of Diploma Earners | % of Pilipino Diploma Earners |
|---------------------|------------------------------------|---------------------------------|-------------------------------|
| ABC Unified | 168 | 1590 | 10.6% |
| Glendale Unified | 115 | 1996 | 5.8% |
| Long Beach Unified | 262 | 4898 | 5.3% |
| Los Angeles Unified | 1046 | 28421 | 3.7% |
| West Covina Unified | 43 | 560 | 7.7% |

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However, while graduation rates are important indicators of academic success, they do not necessarily translate into postsecondary opportunities. Therefore, another factor to consider is the rate at which students participate in college preparatory curriculum. In California, one such indicator is the number of high school graduates who have fulfilled the necessary course requirements to become eligible for admission into one of the University of California (UC) or California State University (CSU) institutions. In Table 4, I summarize information related to the number of Pilipino high school graduates who completed all the required courses for UC and/or CSU entrance in each district, the total number of high school graduates who completed all the required courses in each district, the percentage of Pilipino graduates who completed the required courses when compared with the total course completers in the district, as well as compared with the total number of Pilipino graduates in each district.

Table 4: Pilipino Graduates with UC/CSU Required Courses in 2005-06

| School District | Number of Pilipino Graduates w/Required Courses | Total Number of Graduates w/Required Courses | % of Pilipino Graduates in District w/Required Courses | % of Pilipino Graduates w/Required Courses of Total Pilipino Graduates |
|---------------------|---|--|--|--|
| ABC Unified | 69 | 569 | 12.1% | 41.1% |
| Glendale Unified | 52 | 1036 | 5.2% | 45.2% |
| Long Beach Unified | 136 | 1581 | 8.6% | 51.9% |
| Los Angeles Unified | 715 | 12876 | 5.6% | 68.4% |
| West Covina Unified | 9 | 91 | 9.9% | 20.9% |

Of the five selected school districts in Los Angeles County, ABC Unified has one of the highest proportions of Pilipino graduates who have completed the required UC/CSU coursework – 12.1 percent – although this translates into 69 students. Los Angeles Unified graduates the largest number of Pilipino college coursework completers with 715 students, however they only represent 5.6 percent of graduates in the district who are college eligible based on coursework. Pilipinos represent 4.6 percent of all students in the county who graduate with UC/CSU required courses.

While Pilipinos represent a relatively small portion of students who complete UC/CSU course requirements when compared to all students within each district, among Pilipinos, college coursework completion varies. Overall, 54.3 percent of Pilipino graduates in Los Angeles County schools have completed the UC/CSU required courses. In context of the five selected districts, four out of the five districts graduate less college coursework completers. For example, in West Covina Unified, of all Pilipino graduates in 2005-2006, only 20.9 percent were eligible for admissions into California four-year institutions – approximately one out of five students. This is much less than in Los Angeles Unified where 68.4 percent – or three out of five – Pilipino graduates complete UC/CSU required courses.

In Los Angeles County, only 38.9 percent of all high school graduates complete the required coursework for UC and/or CSU eligibility. Pilipino graduates complete the required UC/CSU

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coursework at a much higher rate (54.3 percent). In other words, a little more than half of all Pilipino students are eligible for admissions into California four-year institutions upon graduation. Only Asians graduate with a higher rate of college coursework completion (65.0 percent). In comparison, 30.5 percent and 30.8 percent of Black and Latino graduates have completed the required college preparatory coursework, respectively.

The rate at which students complete UC/CSU required courses are helpful in beginning to understand Pilipino educational experiences in Los Angeles County schools. However, some limitations that must be acknowledged include the fact that the data does not distinguish how many students complete the UC required coursework versus the CSU required coursework. In other words, there is no indication of whether or not students complete UC required coursework at higher, lower, or equal rates when compared to those who complete CSU required coursework. Furthermore, “completion” of courses only require that students earn a grade of “C” or better. Considering the increased competition of college admissions, college coursework completion does not necessarily translate into students being competitively eligible for California four-year institutions. This is related to another limitation, which is that not all students who complete the required courses for UC/CSU attendance actually apply to and/or attend postsecondary institutions after graduation. Regardless, Pilipino graduation rates and college required coursework completion are important descriptors for understanding Pilipino educational experiences.

Pilipino Dropout Rates

In contrast to graduation rate information, data on dropout rates provide a different perspective with which to understand U.S. Pilipino educational experiences in the greater Los Angeles area. Whereas Pilipinos generally enroll and graduate at relatively higher rates than other ethnic and racial groups, even one dropout is one too many, and thus warrants attention. In Table 5, I summarize the number of Pilipino dropouts in the five selected districts in 2005-2006, as well as

Table 5: Pilipino Dropout Information in Five Selected Districts, 2005-06

| | Dropouts Grades 9-12 | Enrollment Grades 9-12 | 1-Year Dropout Rate | | 4-Year Dropout Rate | |
|---------------------------|----------------------------|---------------------------|---------------------|--------|---------------------|--------|
| | | | District | County | District | County |
| ABC Unified | 1 | 674 | 0.1% | 2.1% | 0.6% | 8.4% |
| Glendale Unified | 2 | 533 | 0.4% | | 1.6% | |
| Long Beach Unified | 35 | 1236 | 2.8% | | 11.3% | |
| Los Angeles Unified | 151 | 5226 | 2.9% | | 12.9% | |
| West Covina Unified | 0 | 176 | 0.0% | | 0.0% | |

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the 1-year and 4-year dropout rates at both the district and county levels. The 1-year dropout rate was calculated by dividing the number of dropouts by the number of student enrollment for grades 9-12.

The 4-year dropout rate is more complicated and represents estimates of the percentage of students who would drop out in a four-year period based on data collected for a single year. In 2005-2006, there were 269 Pilipino students that dropped out of Los Angeles County schools. The 1-year dropout rates for Pilipino students in the five selected districts ranged from 0 to 151 students, or zero to almost 3 percent. West Covina Unified reported that after one year, no Pilipino students dropped out, whereas in Los Angeles Unified 2.9 percent of all dropouts were Pilipino. The 151 Pilipino dropouts in Los Angeles Unified represented 56 percent of Pilipino dropouts in the county. Furthermore, in Long Beach and Los Angeles Unified, the 4-year dropout rates for Pilipinos were 11.3 and 12.9 percent, respectively – higher than the 8.4 percent overall 4-year dropout rate for Pilipinos in the county. From the required coursework data, we also know that whereas West Covina Unified reported that zero Pilipino students dropped out in 2005-2006, those who graduated did not necessarily do so with four-year college eligibility.

The overall 1-year dropout rate for Pilipinos in Los Angeles County schools was 2.1 percent, which is slightly higher than the 1-year dropout rate for Pilipinos in California (1.9 percent). Pilipinos in Los Angeles County also had a higher 4-year dropout rate of 8.4 percent than the 4-year dropout rate for Pilipinos in the state (7.6 percent). However, both the 1-year and 4-year dropout rates for Pilipinos are lower than the average county and state dropout rate for all students: The 1-year dropout rate for all students was 4.2 percent at the county level and 3.7 percent at the state level; and the 4-year dropout rate for all students was 17.5 and 14.9 percent at the county and state levels, respectively.

The data reveal that Pilipino students have lower dropout rates than students from other ethnic and racial groups in Los Angeles County. However, one must take caution when using dropout data to assess Pilipino student academic performance. While dropout data reveal that Pilipinos are dropping out at lower rates within the county compared to other students, overall students in Los Angeles County drop out at higher rates than students in other counties in California. Thus, high dropout rates are a problem affecting many students in the greater Los Angeles area.

Summary of Pilipino Educational Experiences in Five Selected Los Angeles County School Districts

Pilipinos comprise a relatively small portion of students in Los Angeles County (2.2 percent), however are overrepresented in ABC Unified, Glendale Unified, Long Beach Unified, Los Angeles Unified, and West Covina Unified school districts.

Less than 1 percent of English Language Learners (ELL) in Los Angeles County schools speak Pilipino or Tagalog. However, in the five selected districts, 1-5 percent of ELL speak Pilipino or Tagalog. Further, 7-20 percent of all Pilipino students in these districts are ELL.

Pilipino students represented approximately 4-11 percent of all diploma earners in the five selected school districts. The rates of Pilipinos earning their high school diplomas in these districts

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are higher than the overall rate of 3.3 percent at which Pilipinos are receiving diplomas in Los Angeles County.

54.3 percent of Pilipino graduates in Los Angeles County schools have completed the UC/CSU required courses, compared to 38.9 percent of all high school graduates in Los Angeles County who complete the required college coursework. In context of the five selected districts, the rate of college coursework completion varies from 20.9 to 68.4 percent.

The 1-year and 4-year dropout rates for Pilipinos in Los Angeles County are 2.1 and 8.4 percent, respectively. In Long Beach Unified and Los Angeles Unified school districts, the 1-year and 4-year dropout rates for Pilipinos are higher. However, overall Pilipinos have lower dropout rates than other ethnic and racial groups, except for Asian and white students.

Community Responses to U.S. Pilipino Youth and Education Issues

In surveying Pilipino community leaders and educators, I found that there are several programs in the greater Los Angeles area that serve Pilipino youth and/or address Pilipino educational issues. These programs can be categorized into two groups – those that are community organization-based and those that are institution-based programs. This is not to say that institution-based programs are not community focused, rather it is to distinguish the ways in which these programs are housed, staffed, and/or funded. Community organization-based programs are those that are supported by non-profit organizations and/or other similar types of community organizations. In contrast, institution-based programs are those that are supported by colleges and universities. Often times, these organizations have partnerships to host a variety of programming and services focused on Pilipino educational issues and advocacy.

Community Organization-Based Programs

Among the largest community-based Pilipino organizations is Search to Involve Pilipino Americans (SIPA). SIPA is a social service organization that was established in 1972 in Historic Filipinotown in Los Angeles, with the goal of providing personal, cultural, and financial empowerment for individuals and the larger community. There is a myriad of resources and services relevant to addressing the needs of Filipino students and families, including individual, family, and group counseling; case management; and community education projects and after school enrichment activities. For example, SIPA hosts Project ARC (Arts, Resource, and Culture), which includes Eskuela Kultura, a curriculum that helps youth learn about Pilipino history and cultural traditions. Pilipino students can also participate in various

While SIPA has a strong tradition of serving Pilipinos in Los Angeles proper, Pilipinos also reside in areas outside of the city. Because of the increasing presence of Pilipinos in cities outside of Los Angeles, newer community-based organizations have emerged. One recent example is Bahay Kubo: Center for Philippine Culture and Arts, which is located in the San Fernando Valley. Bahay Kubo is a nonprofit organization that was established in 2005 by University of the Philippines alumni living in the U.S. Teachers at Bahay Kubo provide classes on Filipino language, arts and crafts, and Philippine folk dances, in an effort to promote knowledge and appreciation of Philippine culture among U.S. Pilipino families.

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Organizations like SIPA and Bahay Kubo offer opportunities to learn about Philippine history and cultural traditions, however there are also several other community organizations in Los Angeles that exist to address and involve Pilipino students in contemporary political issues affecting the community. People's Community Organization for Reform and Empowerment (People's CORE), Justice for Filipino American Veterans (JFAV), and Kabataang maka Bayan (KmB) or Pro-People's Youth have large youth constituents. Many participants in such organizations address social and political issues that impact Pilipinos in the U.S. and abroad, particularly in the Philippines. Thus, these organizations provide opportunities for U.S. Pilipinos to learn about and address transnational issues affecting the Pilipino diaspora.

Institution-Based Programs

While community-based organizations are important to serving Pilipinos living in various areas of Los Angeles, oftentimes their organizational missions are broad in scope and none are solely focused on U.S. Pilipino educational issues. Thus, institution-based organizations are important to acknowledge, as their primary goals are often to address education issues related to schooling, access, and retention. Pilipino social clubs are common in colleges and universities throughout southern California. Many of these campus clubs host cultural workshops, community fundraisers, and Pilipino cultural nights. In addition to these campus clubs are student-initiated organizations – those that are students-created, student-run, and student-funded. These organizations differ than the traditional campus clubs because they are often highly organized in structure, have relatively large operating budgets, and possess a mission of social justice through education. Some of the oldest student-initiated organizations were established at the University of California, Los Angeles, and include Samahang Pilipino Education and Retention (SPEAR) and Samahang Pilipino Advising Community Empowerment (SPACE) projects.

SPEAR offers many services to combat the factors contributing to the dropout rate of undergraduate students at UCLA. They provide students with knowledge and access to campus resources through a variety of programs including peer counseling, mentorship, academic workshops, and internships. While SPEAR's focus is Pilipino retention, SPACE focuses on access and recruitment. SPACE places Pilipino college students at Belmont High School, Marshall High School and Los Angeles City College to help Pilipino students at these institutions work towards higher education. Both SPEAR and SPACE work in conjunction with other student-initiated projects that serve other ethnic and racial communities.

In addition to SPEAR and SPACE, at UCLA there is the Pilipino Recruitment and Enrichment Program (PREP), which serves the greater Long Beach area, including schools such as San Pedro, Leuzinger, and Wilson High Schools. PREP serves students through peer mentorship, Sala Talks, and bringing students to UCLA for campus visits (i.e., Day In A Life events and Bruin Life Weekend). Finally, Pilipino Transfer Student Partnership (PTSP) is another student organization at UCLA whose goal is to facilitate a successful transition process for Pilipino transfer students to UCLA. They also provide outreach to community colleges to encourage Pilipino students to apply to four-year institutions. The presence of PTSP highlights the need to examine the diversity of higher education access issues for Pilipinos. While many Pilipinos are college-bound and college-prepared, there are also many who due to various socioeconomic and institutional barriers, experience less access to higher education.

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Both community organization-based and institution-based programs address issues affecting U.S. Pilipinos in the greater Los Angeles area. Many provide opportunities to learn about and participate in practices that inform youth about Philippine history, language, and arts. Others offer spaces for youth to become politicized about local, as well as transnational issues that affect Pilipinos in the U.S. and in the diaspora. And in the case of institution-based programs, students are able to become knowledgeable about specific educational issues and policies that impact Pilipino representation in higher education.

However, while these efforts are integral to the empowerment of Pilipino community members, there appears to be a disconnect between programs and services provided and systematic research that serves to inform the creation, implementation, and maintenance of such programs and services. In other words, while many of the community-based organizations are responsible for the preservation of Philippine history and cultural traditions, as well as politicization of youth, they are limited in providing educational services that could directly affect the educational opportunities for youth as many are not officially partnered with local schools. And while institution-based organizations focus on providing such educational services, their work is often based on a notion of tradition (i.e., repeating a program traditionally hosted each year), and annual assessment and evaluation of the significance of their work is not always conducted. Since they are housed on college campuses and universities, it is also difficult for such programs and services to immediately address local community issues. Furthermore, both types of organizations can better inform their constituents regarding the institutional barriers that affect U.S. Pilipinos. While this study will provide some data that can better inform Pilipino education advocates, it also represents the lack of such information available to the staff and volunteers providing community organization- and institution-based programs and services.

Recommendations

While U.S. Pilipinos experience a variety of issues related to representation, language fluency, graduation rates, college access, and retention, community-based and institution-based organizations have served to address such issues. However, greater efforts must be made to have education advocacy programs and services partner with local schools to address institutional barriers that might be contributing to U.S. Pilipino educational issues. As Pilipino students and families are often blamed for being uninvolved and/or uninformed regarding academic success within American schools, students, families, and community advocates must work together to become cognizant of larger structural barriers that shape Pilipino educational experiences. As such, the following are some recommendations for future steps and research:

- 1) Conduct qualitative data collection regarding U.S. Pilipino educational issues. While quantitative data on Pilipino experiences are often absent and/or unavailable, qualitative data can afford immediate opportunities to address contemporary educational issues in local communities.
- 2) Use qualitative research to develop a quantitative study using survey design to reach Pilipino students, parents/guardians, and/or educators in areas outside of the metropolitan areas in which large Pilipino reside.

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- 3) Use the research findings to develop partnerships between local schools, community-based organizations, and institution-based organizations. Such partnerships can draw on the respective strengths of each entity to create well-informed/researched educational access strategies within local districts with large Pilipino populations.
- 4) Disseminate research and statistics on U.S. Pilipino educational experiences so that advocates who wish to address such issues have standardized knowledge that they can generalize to Pilipino K-12 students.
- 5) Expand the focus on educational issues beyond K-12 issues. While Pilipinos were found to graduate at higher rates than many of their ethnic and racial counterparts, there is less information on Pilipino postsecondary opportunities.

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Filipino Students in Miami-Dade County, Florida

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1. Filipinos in Miami-Dade County

The focus of this paper is to study the Filipino student population in Miami-Dade County, Florida. Miami-Dade is located in the southeastern region of the state. It is bounded by the Atlantic Ocean to the east, the Florida Everglades to the west, the Florida keys to the south and Broward County to the North. The largest influx of immigrants in the county comes from the Caribbean, Central and South American countries.

For this project, a countywide area is considered due to the absence of a Filipino ethnic enclave in Florida's southern region. Filipinos here are scattered in four counties and the surrounding unincorporated communities—Miami Dade (the subject of this study), Monroe (the southernmost tip representing the Florida Keys), Palm Beach and Broward (two counties experiencing a dramatic increase in the number of Asian/Pacific Islanders).

According to the 2005 American Community Survey, Miami-Dade's population is 2,329,187. Of this total, 32,884 (1.41%) are Asians. The Filipinos comprise the third largest group of Asians with 3,829 (11.64% of the Asian and .16% of Miami-Dade's population) – the Chinese and Asian Indians are the first and second largest Asian population, respectively. However, many local leaders believe that the total for the Filipinos is a severe undercount because of the: (a) large number of mixed Filipinos who choose "race" or "ethnic" classification, (b) misidentification as "Hispanic" for many Filipinos with Spanish last names, (c) inclusion of Filipinos in other categories such as "other Asian", "multiethnic" and "Pacific Islander", and (d) comfortable blending of the Filipinos in Miami-Dade's predominant cultural and linguistic landscape from Latin-American and Caribbean heritage.

The Filipino community in Miami-Dade is relatively young when compared with other ethnic communities in other parts of the country. Filipinos here are mostly first and second generation immigrants that are still strengthened by their family relationships, cultural beliefs and intra-group interactions. Standards of high educational achievement for the children remain an important source of familial respect and ethnic pride. Filipino leaders come from different walks of life and across the socioeconomic spectrum -- they tend to work together and help each other through extended and surrogate family ties, professional networks, informal social connections, and a rich information and referral system from within and outside of the Filipino and Asian communities.

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Data on Filipino students is **not** readily available in Miami-Dade. What is widely acknowledged are these social characteristics that may be helpful in examining the status of local Filipino students:

- From the 1960s to the early 1980s, again in the late 1990s to current times, there has been a noticeable increase in the recruitment of Filipino doctors, nurses and other health professionals. Those hired directly from the Philippines are able to come on a professional visa, along with the privilege of arriving with their spouses and/or children. Others who are hired as single individuals tend to marry within a few years. These young families are able to establish U.S. permanent residency, and within a relatively short period of time, earn their U.S. citizenship.
- Local seaports offer opportunities for those with expertise in the maritime and entertainment industries. Several cruise lines are based in Miami -- a hub for recruitment, training, deployment and “rest” stop for employees. While most seamen are hired from the Philippines without legal U.S. immigrant status, many choose to remain in the vicinity while renegotiating their contracts or entering into agreements with a different cruise line or shipping company. Some successfully find local sponsorship for jobs as domestic workers, restaurant or hotel employees, and other placements in the labor market. Filipinos outnumber any other nationality in the cruise lines; as such, their presence in this industry sector may falsely inflate the actual number of Filipino residents in Miami-Dade.
- In the past 10 years, more and more Filipino educators are being imported to alleviate the teacher shortage in public and private schools. While these teachers are initially hired in other school districts, many of them opt to move to Miami-Dade to seek other opportunities that are not necessarily in the field of education.
- Many young Filipinos from other places are enrolled in local technical schools, colleges and universities. While these students provide valuable volunteer services in the Filipino community, it is not known how many choose to remain here after earning their degrees and/or certifications. This group adds to the visibility of educational achievers in Miami-Dade.
- There are many local Filipinos who are knowledgeable about and involved in the affairs of the general community – from political engagement to the development of nonprofit entities in order to serve the needs of the growing Asian population. Filipino leaders have established a positive image and a commendable relationship with local governmental agencies and civic organizations.
- Young families have the option of sending their children to private academies, particularly in Catholic schools that are numerous in the area. Most Filipinos value their Roman Catholic tradition; as such, they benefit from the area’s Hispanic cultural landscape which includes the preference of sending small children to schools where traditional values are taught and high achievement is expected.

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- Many local Filipino families live in neighborhoods with “good” public schools and/or have children that meet the requirements of magnet programs. This reflects the parents’ professional, educational and financial status, as well as the social support that enables young people to do well in school.
- Although Asians comprise a small number in Miami Dade public schools, they tend to be recognized for their educational attainment. For example, at the end of each school year, Asian ethnic pride tends to be at an all-time high when the news media list the valedictorians and other honors, scholarship recipients and college-bound graduates. Filipino students tend to be among these achievers.
- A significant number of Filipinos, particularly those who wish to escape the cold weather of the north-eastern states, move to South Florida to seek other employment or business opportunities and/or to retire. The local weather is tropical – sunny, warm and humid. The friendly atmosphere and cultural amenities can be easily transformed into a desirable Filipino lifestyle.

2. Local Filipino History

The earliest record of Filipinos that migrated to Miami was in the 1700’s when Florida, along with many Latin and Caribbean countries, were under the Spanish colonial rule. Spanish galleons brought with them many Filipino laborers, seamen and lackeys. It was not unusual for Spaniards to leave Filipinos in various ports. In many instances, Filipinos chose to “jump ship” in order to escape the horrible living conditions and harsh treatment during their travel across the Pacific and Atlantic Oceans. Some Filipinos found refuge in Spanish missionary churches across the Americas – as far south as Sao Paolo, Brazil and as far north as Saint Augustine, Florida and New Orleans, Louisiana. After the 1898 Spanish-American War, the colonies of Spain were given their independence or ceded to the United States. The Philippines became a U.S. territory. In 1946, the Philippines gained its independence; since then, U.S. policies regulated the entry, residency and citizenship of Filipino immigrants.

The Filipino influence is traceable in myriad aspects of the Latin and Caribbean heritage. For instance, the “guyabera” (men’s traditional shirt) is referred to as the “Camisa de Filipinos” by some Cuban elders. The culinary and healing arts among these countries show remarkable similarities in the use of herbs, spices, tropical fruit, vegetables, meats and other products as those that are common in the Philippines. And to this day, there is an ongoing discussion about whether or not the Philippine Islands are the original source of the tobacco that is used to make the Cuban cigars.

In spite of the rich oral history that acknowledges the presence of Filipinos in the Americas for more than two centuries, the actual number of Filipinos in Florida remains elusive. The Filipino experience prior to and after 1898 suggests that intermarriage between Filipinos and Hispanics, as well as other ethnic groups including the tribal Indians, are not uncommon. However, the fluidity of the Filipino identity has resulted in a demographic “loss”; that is, the mixed generations of the past and present continue to disappear in the process of adopting the more dominant or accepted classifications.

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Local Filipino history is interwoven with the history of the area's Asian population. Various Asian ethnic groups have been working together since the early 1980s to ensure their place in the socio-political arena. Although Filipinos consist of only .18% of Miami-Dade's population, their presence is recognized because many are engaged in people-oriented professions. Today, there are around 20 locally-based fraternal, social and civic Filipino organizations. The following are only a few of the many organizations that enrich the local Filipino community:

- Basta Pinoy, a locally-based monthly newspaper, provides the latest information about local Filipinos and the Philippines. Its publisher is R. Barrameda, a well-known civic leader and philanthropist.
- NANAY (National Alliance to Nurture the Aged and the Youth) houses the Asian American Community Center and serves as the focal point of social services for Filipinos, Asians and other immigrants. Its founder, Dr. Jocelyn E. Bruce, is the Corporate President and Chief Executive Officer. Dr. Bruce is known for her leadership in uniting Asian ethnic groups to work together toward a common cause.
- Asian American Federation of Florida (AAFF), was established in 1984 by a coalition of local leaders from the Korean, Thai, Japanese, Chinese, Asian Indian and Filipino communities for the purpose of promoting and enhancing the appreciation of the ancestral legacy and social contributions of the Asians. AAFF's current President is Dr. Rose Marie del Rosario, project leader for this study.
- Asian American Advisory Board of Miami-Dade County (AAAB) was formed in 1994 in response to an initiative by local Asian leaders in order to recognize the presence, needs and contributions of Asian Americans. The County Commissioners appoint the Asians from various ethnic identities for board membership. AAAB's primary role is to provide information and advice to the commissioners about various issues affecting the Asian community.
- An Honorary Philippine Consular Office based in South Florida is a privately funded agency that serves Filipino citizens who live in the U.S. southeastern region. Dr. Angelito Macatangay is the Honorary Consul and his wife, Marilou, oversees the general communications, public relations and administration.
- Filipino American Student Association (FASA) in local colleges and universities, particularly the University of Miami, Florida International University and Miami Dade College, are actively involved in promulgating the Filipino culture, providing mentorship and social support for Filipino students, and engaging in community service especially in the Filipino community.

There are several other interest groups with noble causes that are worth mentioning, but to do so may detract from the focus of this study. The intent here is to illustrate that Miami-Dade has the essential elements to support the Filipino community and to nurture the academic achievement of Filipino children.

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3. Academic Performance of Filipino K-12 Public School Students

Data on Filipino students as a specific ethnic category is not available in Miami-Dade County Public Schools (MDCPS). At the time of this study, MDCPS is still compiling and analyzing the details of the 2006-2007 reports and completing, as well as correcting some of the errors found in the details of the 2005-2006 student achievement outcomes. However, school administrators consulted for this project felt confident that the demographic information on student and staff membership is accurate for 2006.

Students' ethnic classifications and their percentage in 2006 are listed as Hispanic (60%), Black (28%), White (10%), American Indian/Alaskan (< 1%), Asian/Pacific Islander (1%), Multiracial/Ethnic (1%), and Unreported Race/Ethnicity (< 1%). MDCPS has more than 362,000 students in 406 schools – Filipinos are counted under the Asian/Pacific Islander (API) category, but may also be found under multiracial/ethnic, unreported race/ethnicity, as well as Hispanic.

The academic performance of Filipino students may be cautiously extrapolated, based on the student performance results from the 2006 Florida Comprehensive Assessment Test (FCAT). Informal interviews of education consultants, school administrators, and local Filipino leaders, parents and students provide qualitative data that may shed some light on Filipino students in Miami-Dade.

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QUANTITATIVE DATA ON STUDENT ACHIEVEMENT

FCAT is administered to grades 3 through 10 in reading and math, and to grades 5, 8 and 11 in science. The 2006 FCAT results are available in reading and math by ethnic classification, but the outcomes in science are not currently reported in the same way.

The information in Charts 1 and 2 (see next two pages) for reading and mathematics (see pages 5 and 6 respectively) has been drawn from the 2006 District Demographic Report of the FCAT. Provided are the outcomes for students across ethnic classifications to allow for a comparative analysis of achievement from grades 3 through 10. (The percentage in achievement level does not always equal to 100 due to rounding procedure.)

Data indicates that, with very few exceptions, the APIs outperform every other ethnic group across all grade levels in the reading test. On the other hand, APIs seem unbeatable in mathematics with a large majority performing above grade level and remarkably outperforming all other ethnic groups.

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CHART 1: 2006 FCAT READING TEST RESULTS BY ETHNIC CLASSIFICATION

| GROUP NAME | | No. Students Tested | Mean Dev. Scale Score | Mean Scale Score | % in Achievement Level | | |
|------------|------------|------------------------|--------------------------|---------------------|------------------------|-----------|-----------|
| | | | | | Below | At Grade | Above |
| Grade 3 | Countywide | 28,744 | 1335 | 306 | 29 | 37 | 34 |
| | API | 312 | 1534 | 339 | 13 | 26 | 61 |
| | Hispanic | 17,258 | 1343 | 307 | 28 | 38 | 35 |
| | White | 2,694 | 1522 | 337 | 14 | 30 | 57 |
| | Black | 7,995 | 1237 | 290 | 39 | 39 | 21 |
| Grade 4 | Countywide | 26,315 | 1529 | 311 | 36 | 34 | 29 |
| | API | 277 | 1717 | 343 | 14 | 30 | 56 |
| | Hispanic | 16,079 | 1534 | 312 | 33 | 36 | 30 |
| | White | 2,637 | 1676 | 336 | 18 | 31 | 51 |
| | Black | 6,851 | 1448 | 297 | 50 | 33 | 18 |
| Grade 5 | Countywide | 26,601 | 1585 | 299 | 36 | 35 | 28 |
| | API | 305 | 1786 | 334 | 21 | 24 | 55 |
| | Hispanic | 16,248 | 1591 | 300 | 35 | 36 | 29 |
| | White | 2,566 | 1746 | 327 | 18 | 34 | 48 |
| | Black | 7,035 | 1497 | 283 | 49 | 34 | 17 |
| Grade 6 | Countywide | 23,062 | 1682 | 306 | 39 | 31 | 30 |
| | API | 262 | 1877 | 341 | 16 | 29 | 55 |
| | Hispanic | 14,333 | 1689 | 307 | 36 | 32 | 32 |
| | White | 2,377 | 1842 | 335 | 19 | 32 | 48 |
| | Black | 5,734 | 1581 | 288 | 53 | 31 | 16 |
| Grade 7 | Countywide | 27,314 | 1717 | 300 | 46 | 31 | 22 |
| | API | 293 | 1854 | 326 | 25 | 36 | 39 |
| | Hispanic | 16,628 | 1726 | 301 | 45 | 32 | 23 |
| | White | 2,551 | 1874 | 330 | 25 | 36 | 39 |
| | Black | 7,456 | 1629 | 283 | 60 | 27 | 12 |
| Grade 8 | Countywide | 27,223 | 1786 | 289 | 60 | 28 | 12 |
| | API | 332 | 1929 | 319 | 36 | 39 | 24 |
| | Hispanic | 16,444 | 1902 | 292 | 57 | 30 | 13 |
| | White | 2,551 | 1926 | 318 | 37 | 39 | 24 |
| | Black | 7,541 | 1694 | 270 | 75 | 20 | 4 |
| Grade 9 | Countywide | 30,150 | 1819 | 293 | 68 | 20 | 11 |
| | API | 346 | 2013 | 329 | 38 | 28 | 34 |
| | Hispanic | 18,268 | 1831 | 295 | 66 | 22 | 12 |
| | White | 2,742 | 2001 | 326 | 43 | 29 | 27 |
| | Black | 8,442 | 1721 | 275 | 82 | 13 | 4 |
| Grade 10 | Countywide | 25,990 | 1869 | 289 | 73 | 14 | 13 |
| | API | 343 | 2053 | 323 | 50 | 19 | 33 |
| | Hispanic | 15,867 | 1887 | 293 | 71 | 15 | 13 |
| | White | 2,569 | 2042 | 321 | 52 | 23 | 25 |
| | Black | 6,950 | 1752 | 268 | 86 | 9 | 5 |

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CHART 2: 2006 FCAT MATHEMATICS TEST RESULTS BY ETHNIC CLASSIFICATIONS

| GROUP NAME | | No. Students Tested | Mean Dev. Scale Score | Mean Scale Score | % in Achievement Level | | |
|------------|------------|---------------------|-----------------------|------------------|------------------------|-----------|-----------|
| | | | | | Below | At Grade | Above |
| Grade 3 | Countywide | 28,759 | 1387 | 319 | 31 | 34 | 35 |
| | API | 313 | 1593 | 363 | 12 | 23 | 65 |
| | Hispanic | 17,268 | 1408 | 323 | 28 | 34 | 39 |
| | White | 2,695 | 1538 | 351 | 15 | 28 | 57 |
| | Black | 8,006 | 1278 | 295 | 44 | 35 | 20 |
| Grade 4 | Countywide | 26,325 | 1522 | 315 | 35 | 36 | 29 |
| | API | 277 | 1732 | 363 | 10 | 24 | 66 |
| | Hispanic | 16,093 | 1535 | 318 | 31 | 37 | 32 |
| | White | 2,635 | 1641 | 342 | 18 | 35 | 47 |
| | Black | 6,850 | 1433 | 295 | 49 | 34 | 17 |
| Grade 5 | Countywide | 26,591 | 1626 | 324 | 47 | 26 | 27 |
| | API | 305 | 1810 | 363 | 19 | 26 | 54 |
| | Hispanic | 16,246 | 1639 | 327 | 45 | 27 | 28 |
| | White | 2,581 | 1737 | 348 | 28 | 27 | 45 |
| | Black | 7,033 | 1544 | 307 | 63 | 23 | 14 |
| Grade 6 | Countywide | 23,039 | 1653 | 305 | 51 | 27 | 22 |
| | API | 261 | 1882 | 358 | 19 | 23 | 58 |
| | Hispanic | 14,309 | 1664 | 308 | 49 | 29 | 23 |
| | White | 2,378 | 1795 | 338 | 28 | 31 | 40 |
| | Black | 5,732 | 1550 | 281 | 68 | 22 | 11 |
| Grade 7 | Countywide | 27,312 | 1752 | 297 | 52 | 28 | 20 |
| | API | 293 | 1930 | 341 | 22 | 31 | 47 |
| | Hispanic | 16,626 | 1768 | 301 | 49 | 30 | 21 |
| | White | 2,550 | 1871 | 326 | 30 | 32 | 38 |
| | Black | 7,458 | 1666 | 275 | 68 | 22 | 10 |
| Grade 8 | Countywide | 27,199 | 1830 | 304 | 49 | 31 | 20 |
| | API | 333 | 1983 | 343 | 17 | 34 | 49 |
| | Hispanic | 16,434 | 1851 | 309 | 46 | 33 | 22 |
| | White | 2,547 | 1936 | 331 | 26 | 35 | 38 |
| | Black | 7,531 | 1740 | 281 | 67 | 24 | 8 |
| Grade 9 | Countywide | 30,001 | 1882 | 290 | 51 | 27 | 22 |
| | API | 343 | 2063 | 343 | 15 | 25 | 60 |
| | Hispanic | 18,190 | 1895 | 294 | 48 | 29 | 23 |
| | White | 2,786 | 1967 | 321 | 27 | 30 | 42 |
| | Black | 8,378 | 1811 | 269 | 67 | 23 | 10 |
| Grade 10 | Countywide | 25,880 | 1955 | 316 | 42 | 27 | 32 |
| | API | 344 | 2098 | 351 | 14 | 18 | 68 |
| | Hispanic | 15,784 | 1970 | 320 | 38 | 28 | 34 |
| | White | 2,663 | 2044 | 338 | 22 | 25 | 64 |
| | Black | 6,913 | 1879 | 298 | 60 | 24 | 16 |

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Except for the 10th graders, the District Demographic Report does not include the percentage of students who “passed” the FCAT. For 10th graders, the highest scorers who passed the FCAT reading test were the Multiracial/Ethnics with 73% passing, Whites with 70% and APIs, 69%. In mathematics, APIs ranked highest with 92% passing, followed by Multiracial/Ethnics with 88% and Whites with 87%. It should be noted that Filipino students are classified among the APIs and Multiracial/Ethnics; therefore, it can be posited that they rank among the high achievers in the school district.

The National Origin Coordinator/Education Consultant at Southeastern Equity Center explained that recent immigrant students with limited English proficiency tend to perform at below grade level and/or fail in subject areas that rely on the comprehension of the English language. Most tests in mathematics do not necessarily rely upon the English language; rather, there is reliance on the knowledge of universal symbols to, e.g., add, subtract, multiply, divide, apply formulas and use measurements.

The consultant stated that in most school districts in the southeastern states where she works (Florida, Georgia, Alabama, Mississippi, South Carolina, North Carolina, Kentucky and Tennessee), data on specific ethnic groups is extremely lacking. However, this may change because of the increasing number of students from different nationalities and the poignant learning needs and wide range of achievement levels. When asked about her experience with Filipino students, the consultant indicated that Filipino students tend to demonstrate good study habits, have high academic goals, and are well liked by their teachers and school staff. She also noted that the high achievement of the APIs is reflective of the expected successful performance of Filipino students and other Asians in all subject areas.

SCHOOL SURVEY AND INTERVIEW PROTOCOLS

The MDCPS Research Department provided the latest demographic information available (2005-2006) on the middle (grades 6 to 8) and high schools (grades 9 to 12) in Miami-Dade. Ethnic classification of student and school staff membership includes the following categories: (a) White Non Hispanic, (b) Black Non Hispanic, (c) Hispanic, and (d) Asian/Indian/Multiracial. The latter is a combination of all other ethnic categories because their numbers are few in the school population.

Three high schools and three middle schools, respectively, with the highest number of Asian/Indian/Multi-racial (AIM) students include Miami Palmetto, Miami Killian, Dr. Michael M. Krop, Southwood, Palmetto and John F. Kennedy.

Miami Palmetto Senior High School is located in Pinecrest, a suburb in the southwestern area of the county. Of its 3,523 students, 249 (7%) are AIMS; 1,164 (33%) are Hispanics; 645 (18%) are Blacks; and 1,465 (42%) are Whites. There are 274 (8%) who participate in the gifted program and 52 (2%) are enrolled in ESOL (English for Speakers of Other Languages). Of the 222 full-time staff, the AIMS are represented by four classroom teachers and two exceptional student teachers.

Miami Killian Senior High School is located in the southwestern neighborhood of Miami. Of its 3,823 students, 157 (4%) are AIMS; 1,884 (49%) are Hispanics; 834 (22%) are Blacks; and 948 (25%) are Whites. There are 378 (10%) students who participate in the gifted program and 166 (4%) are enrolled in ESOL. Miami Killian’s magnet program is the Academy of Information and

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Technology. Of the 236 full-time staff, AIMS are represented by two classroom teachers and one exceptional student teacher.

Dr. Michael M. Krop Senior High School is located in the northeastern corridor of Miami-Dade. Of its 3,776 students, 144 (4%) are AIMS; 1,511 (40%) are Hispanics; 1,031 (27%) are Blacks; and 1,090 (29%) are Whites. There are 516 (14%) students who participate in the gifted program and 286 (7%) are enrolled in ESOL. The magnet program is the Visual and Performing Arts. Of the 232 full-time staff, AIMS are represented by 4 classroom teachers.

Southwood Middle School is located in Palmetto Bay, an area in the southwest neighborhood of Miami-Dade. Of its 1,779 students, 123 (7%) are AIMS; 656 (37%) are Hispanics; 366 (21%) are Blacks; and 634 (36%) are Whites. There are 563 (32%) in the gifted program and 29 (1%) in ESOL. Of its 112 full-time staff, AIMS are represented by two classroom teachers. The school's magnet program is the Visual and Performing Arts.

Palmetto Middle School is located in Pinecrest. Of its 1,710 students, 116 (7%) are AIMS; 602 (35%) are Hispanics; 217 (12%) are Blacks; and 776 (45%) are Whites. There are 689 (40%) in the gifted program and 37 (2%) are enrolled in ESOL. Of the 109 full-time staff, AIMS is represented by one person that serves as a school secretary/clerk.

John F. Kennedy Middle school is located in North Miami Beach, in the northeastern area of Miami-Dade. Of its 1,981 students, 86 (4%) are AIMS; 463 (23%) are Hispanics; 1,323 (67%) are Blacks; and 109 (6%) are Whites. There are 360 (18%) students in the gifted program and 130 (6%) are enrolled in ESOL. The school's magnet program is the Biomedical and Environmental Science. Of the 133 full-time staff, AIMS is represented by four classroom teachers.

Approximately 2% of the AIM students are Filipinos. Majority are enrolled in magnet programs that are not necessarily located in their neighborhood. For instance, Filipino students have a significant representation in magnet programs that are located in different high schools, such as *Biomedical and Environmental Science, International Baccalaureate, International Affairs/International Baccalaureate, Academy of Information Technology, Academy of Business and Finance, Academy of Travel and Tourism/ Academy of Information Technology, Engineering, Visual and Performing, Teaching Profession/Legal and Public, and Visual and Performing Arts/Medical and Allied Health Professions.*

Specific data on the ethnic identity of the very few AIM classroom teachers and school staff is lacking. There is noticeable absence of Asian administrators and school board members, and an extreme lack of API classroom teachers throughout the school district. However, the shortage of Asian educators does not seem to bother Filipino high school students. Responses to this issue include the following:

It does not matter whether my teacher is Filipino or not, as long as I learn from them.

There is not Asian teacher in my school. That is reality because Asians usually enter another profession like medicine or business, not teaching.

It would be nice to have a teacher or counselor, or just anybody who understands what we are going through as immigrant students. Just because we have an accent does not mean we are dumb.

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I have had an Asian or Filipino teacher, but that's okay. Almost all the teachers I have had think I am smart because I am an Asian. I try to be what they think.

When school staff members were asked about the specific ethnic identities of the AIMS students and teachers, here are some of their comments.

I know we have Asians in our school, but I do not know where exactly they are from because we have thousands of students and more than a hundred teachers.

Filipino students? I am not sure because no one ever asks about them. Maybe you should send a letter to our principal...he might know, but he is in meetings most of the time.

There are many Filipino students in our magnet program but we do not have time to count how many are from what background. You should call the district office – they might be able to help you.

Our student body and faculty come from all over the world. We are so used to seeing people from different backgrounds that we do not pay attention anymore. But I do know the ones with discipline problems and Filipinos are not among them.

The people who can give you all the information you need are not back from summer vacation. Do you really need to be that specific?

Of all our Asian students, I like the Filipino kids. They are ideal students.

The only way you can really find out is to come back when the students and teachers are back. I can tell you from my experience that our Asian and Filipino students are very smart. They get scholarships and high honors year after year.

QUALITATIVE DATA ON STUDENT ACHIEVEMENT

SUMMARY OF INTERVIEW WITH PARENTS

Six Filipino parents were interviewed individually to discuss the school achievement of their children. Almost everyone has a way of managing their children's time – particular attention is given to ensure that their kids complete their homework on a timely basis. Conversations about school activities are forged daily, usually at supper time. Parents seem willing to provide all the necessary learning tools and rewards for good grades – laptop computers, ipods, cell phones, weekend privileges, TVs, other equipment and school supplies. While some parents seem to practice strict family rules, others are more lenient “as long as children bring home good grades and good reports from their teachers.”

The parents interviewed seem to have similar concerns about the influence of the American way of life toward failure, abandonment of family/cultural values and problematic behavior. To help avoid “bad influences,” most parents discourage their children from working to earn money, encourage their children to bring friends home (for parental approval), and monitor their children's activities at all times. They seem open-minded about their children's participation in sports and extracurricular activities, as long as children continue to focus on academic learning and achievement.

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It seems that most of the children's behavioral and disciplinary problems are consequences of strict parental control. Some parents complained that their (high school) kids have become rebellious, defiant and "beyond control." On the other hand, other parents indicate that their children seem shy and lacking in social skills. One parent shared that, in spite of these problems and children's bad attitude, she wonders how her son and daughter come home with good grades. Parents are hopeful that the negative attitude and behavior are merely "signs of growing up in America."

INTERVIEW WITH FILIPINO MIDDLE AND HIGH SCHOOL STUDENTS

Focus interviews with six Filipino students were conducted at NANAY Community Center. Three of the students came to the U.S. in the past five years, speak Tagalog fluently and consider themselves as high achievers. The other three are U.S. born, monolingual in English and also consider themselves as high achievers. All of them indicated that they are self-motivated to study and earn high grades, with or without their parents' expectations.

When asked if they think Filipino kids are intelligent, all of them believe that Filipinos are very smart when compared with other students from other ethnic/racial groups. "Dan" commented that, when Filipino students are not getting good grades, it is only because they are lazy and do not use their talents. "Alex" felt that low grades may mean that the kid has personal problems at home or with other kids and that it is not a problem about intelligence. "Vanessa" added that teachers know that Filipino students are smart – teachers know that you study after class, call on you for correct answers and ask you to help tutor other kids who are not doing well. The kids expressed that what embarrass them the most is when parents or relatives are bragging and exaggerating about their achievement, talents and skills.

The interviewees seem to agree that parental control is necessary because students are young and do not know any better. They have friends who do not appreciate their parents' "obsession" toward "A's" as the only acceptable grade. They feel that parents should be more understanding of how difficult it is for Filipino students to study in an environment where they are greatly outnumbered by people from other races and ethnic groups.

None of the students interviewed work to earn money. They are all given a weekly allowance and receive additional money when needed. When asked about privileges, they stated that special privileges are (easily) earned when their grades are good and they behave decently.

CONCLUSION AND RECOMMENDATIONS

Miami-Dade County's immigrant population is the highest in Florida with 51% in 2005 and nearly 60% in 2007. The second highest is Broward County at 30%, the neighboring county to the north. Of all the ethnic groups, the Asian population is acknowledged to be the fastest growing ethnic group through immigration and (what seems to be) a relatively high birth rate among young families.

Statistically, the Asians are the fastest growing ethnic group through immigration throughout Florida. The Asian Indians and Filipinos have the highest growth rates at 42% and 37%,

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respectively, between 2000 and 2005. Miami-Dade and the neighboring Broward County to the north are experiencing the highest growth rate as Asians in the state. Although Miami-Dade's Filipino population is small when compared to Chicago, New York City, Los Angeles, Seattle or San Francisco, this county probably typifies the demographic characteristics of many communities that have small numbers of Filipinos.

The academic achievement level of Asians in general, Filipino students in particular, is quite high in Miami-Dade. The challenge is how to identify the social structures and social forces that are conducive to maintaining high achievement for the present and future generations. Another challenge is how to persuade MDCPS to begin disaggregating student statistical data by specific Asian ethnic categories and other details that are accurate and meaningful.

Some of the social values of the Filipinos, such as strict upbringing and emphasis on educational attainment, may be desirable in influencing high achievement among its young people. However, the same values may also be the cause of young people's psychological demise – high rates of depression and attempted suicide, and the possible choice of estrangement from their families, the Filipino community and their own ethnic identity. One of the sayings that seems to be of concern to parents is that, *the more Americanized the Filipino Child, the lesser the achievement*. If so, how can parents protect their children from total immersion in the American culture and preserve the Filipino values that support high achievement?

RECOMMENDATIONS:

The recommendations listed below are merely “beginning steps” in addressing the anticipated decline in the achievement among Filipino students.

Encourage ongoing studies of the Filipino student status, from kindergarten to high school, to pinpoint needs for intervention and monitor long-term success toward academic and social achievement.

Promote policies that will require the Florida Department of Education to disaggregate student data by specific Asian ethnic identities and national origin. Disaggregated data will show a clear picture of which ethnic group have the greatest need, i.e., mentoring, intervention, or curriculum adaptation.

Provide training workshops for educators, classroom teachers and school staff, as well as parents, to increase their awareness and understanding of the cultural and cross-generational issues facing immigrant and Asian students in general, Filipino students in particular.

Conduct in-service training for classroom teachers on the “best” and/or “promising” practices that help academic achievement among students (individually and collectively).

Develop strategies to help parents become involved in schools and work closely with teachers in ways that benefit their children.

Establish policies that promote educational equity.

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Increase the visibility of Filipino leaders, parents and community toward including in the decision-making processes that affect Filipino students and their families.

Support local, regional and national efforts to improve the social and educational achievement of Filipino students.

Establish local support systems and programs for Filipino youth that will help them learn about and appreciate their ethnic heritage, as well as to provide opportunities for peer/ethnic group interactions.

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FILIPINO AMERICAN STUDENTS in the NEW YORK CITY AREA NATIONAL FILIPINO STUDENT SURVEY PROJECT

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Introduction

This paper presents data and information on the Filipino American students in New York City (NYC), and especially in the Queens county or simply Queens. For lack of numerical data, much of the information about these students is based primarily on the observations and perceptions of how Filipino American K-12 students perform academically and socially as gleaned from interviews with a few Filipino American educators, leaders, and parents and other non-Filipinos who work, play, or teach them.

Filipinos in New York City

In 2000, New York City had 2.9 million foreign-born residents out of its 8 million plus population. With the 1965 amendments to the Immigration and Nationality Act in which the law primarily favored those with family ties with US residents, the entry of those with needed occupational skills and the admittance of refugees and those seeking asylum, New York City experienced a dramatic shift in the racial composition from a population that was majority European to one where no group is a majority. (The Newest New Yorkers:2000, p.1) Furthermore, the passage of 1990 Immigration Act which increased allotment for those in skilled occupations brought an even substantial growth in New York City's foreign-born population. Visas in this category were disproportionately used by immigrants from the Philippines, India and China. (The Newest New Yorkers, p.2)

New York City is comprised of five boroughs or "barrios": Manhattan, Brooklyn, the Bronx, Queens and Staten Island. It is the center of world trade, banking and finance, real estate, media, and the arts, a top US tourist destination, a 24-hour complex subway system, the United Nations headquarters (60% of whose employees are Filipinos), and the most racially diverse city in the world. About 170 languages are spoken here. Its television and film industry is second to Hollywood and financial services account for 35% of city's employment income. Its food manufacturing is a 5 billion industry. NYC is home to 44 of the fortune 500 corporations and one out of ten employment in the private sector is in a foreign company (New York City, Wikipedia).

The New York City public school system, the largest in the nation, serves 1.1 million students in over 1,200 separate schools in the five boroughs. 40% of the students in the public schools live in households where English is not spoken, and 1/3 are foreign-born. Of all the students, 36.7% are Hispanic, 34.7% are black, 14.3% Asian, and 14.2% are white. It has been under the office of the city mayor and run by a chancellor since 2002. (NYCDOE, Wikipedia). The 6,700

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school-age Filipino Americans make up only over half percent of the entire city public school population.

New York's City's Filipino American population of 62,000 (2000 Census) is the fourth largest Asian American group in the city, a 44% growth from 1990. 72% of these are foreign-born. Of the estimated 11,200 school-age children, only 60% attend public education, compared with 81% for the city children. Among the total adult Filipino population, 7% had not graduated from high school, while 84% had postsecondary education, compared with 48% citywide. (Census Profile, AAFNY Census Information Center). Together with the Indians, Filipinos in New York City are at the high end of the socioeconomic attainment among foreign-born Asians (The Newest New Yorkers, p.4).

Table 1 Comparison of Filipino Americans with the New York City population.

| | New York City Population | Filipinos In NYC |
|-------------------------------------|-------------------------------------|-------------------------|
| Median Household Income | \$38,293 | \$69,228 |
| Median family Income | \$41,887 | \$78,219 |
| Per Capita Income | \$22,402 | \$27,065 |
| Families below poverty level | 16.9% | N/A |
| Under 18 years old | 30% | 5% |
| Age 65 or over | 18% | 8% |
| Total population | 21% | 6% |

Queens, the largest of the five boroughs of New York City, is home to 2.2 million New Yorkers from over 100 countries around the world, including 33,000 or 54% of NYC's Filipino American population. It is the second most populous borough, behind Brooklyn, and 10th most populous county in the entire nation. Queens is home to two of the world's busiest airports, La Guardia and JFK. It is also the site of Shea Stadium of the NY Mets. There are also the Silvercup and Kaufmann Studios, where the popular children's television show Sesame Street is made. Its economy is based on tourism, industry, and trade. Some large companies have their headquarters in Queens, notably Bulova watches, Glaceau, and Jet Blue. (Queens, Wikipedia).

Queens' neighborhood called Woodside is NYC's Manilatown, where restaurants, video stores, shipping services, remittance outlets, beauty salons, "sari-sari" stores, and other businesses serve as a gathering place for newcomers and old timers alike. Most Filipinos in Queens are first-generation immigrants. It is a choice destination due to its affordability and proximity to Manhattan, "the city". Perhaps because of its small geographical size and close-knit character, Filipinos liken it to the Philippines (Quinto).

Filipino Organizations in NYC

In the early years, NY Filipino community organizations have been mostly social in character and annual dinner dances or beauty pageants were the usual fare. These days, however, these activities are mainly done for fundraising and are the main source of the finances of most

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organizations. The first Filipino umbrella organization in NYC was the Philippine Communities Executive Council (PACEC). There is also the Philippine Center for Immigrant Rights which offers lawyer referrals and information on legal issues. There is now a presence of Filipinos in Democratic and Republican politics. (Marzan). Nowadays, there are numerous socio-civic, professional, and religious organizations. Not counting those Filipinos who have been elected governor of the Lions club, no Filipino has ever been elected in a major office in NYC. There are Filipino Broadway performers, Catholic elementary school principals, day care center supervisors, or medical or nursing directors of various departments in hospitals or medical facilities. The white-collar Filipino in New York can be found in just about every private and public job sector in NYC. Most notable though among successful Filipino New Yorkers is Loida Nicolas Lewis, the former NaFFAA national chairman.

**Table 2 Academic Performance and Social Behavior of Filipino Students and the General School Population of Selected Schools in Queens
Student Profile in Four High Schools in Queens County**

| | Newtown HS | Richmond Hill HS | Francis Lewis HS | John Bowne HS |
|---|-------------------|-------------------------|--------------------------|----------------------|
| Total # of Students (NYCDOE, SY 05-06) | 4,298 | 3,456 | 4,345 | 3,726 |
| Groups of Ethnicity (%) | | | | |
| White | 5% | 5.9% | 20% | 6.1% |
| Black | 8.9% | 13.4% | 14.5% | 21.6% |
| Latino/Hispanic | 61.9% | 46.7% | 20.6% | 45.7% |
| Asian/Pacific Islander | 24.3% | 33.9% | 44.6% | 26.7% |
| Filipinos (estimate #) | 40 | 30 | 50 | 30 |
| Income Levels (1) | | | | |
| General Students Pop. | Medium | Low | Medium | Low |
| Filipinos | Medium | Medium | High medium | Medium |
| Bilingual Status (1) | | | | |
| General Students Pop. | Medium | Low | Low | Low |
| Filipinos | None | None | None | none |
| Level of Interaction (2) | | | | |
| Filipinos | Quite a bit | Quite a bit | Quite a bit to extensive | quite a bit |

(1) high, medium, low (Survey Interview Protocol)

(2) not at all a little moderate quite a bit extensive (Ogilvie interview protocol)

The 150 Filipino students in the sample comprise only 2.2% of the estimated 60% of school age children in public schools. They are mostly categorized in the medium income level, not one is in an ESL program, and they interact with other students quite a bit. (Low income level is assigned when there is a high percentage of students receiving free lunch as in Richmond Hill (44%) and John Bowne High Schools (70%)). About a third of Newtown High School students are bilingual and is, therefore, classified Medium in the category.

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Academic Performance of the General Student Population and Filipino American Students

Table 3 Academic performance of the general student population and Filipino students in four high schools in Queens.

| Students | Newtown HS | Richmond Hill HS | Francis Lewis HS | John Bowne HS |
|--|------------------|-----------------------------|---|---|
| Grade Point Average (1) General population Filipino | Medium | Medium | Medium | Medium |
| | Medium | More towards high | High | Medium |
| Standardized Tests(1) General population Filipino | Medium | Medium | Medium to high | Medium |
| | Medium | Medium | High | Medium |
| Any high achieving Filipinos? | None outstanding | Some Scoring 90% in Regents | Students in Advanced Regents classes, one scored 99% in Regents physics | A good number of them are in AP classes |

The grade point classification was based on the interviewees' opinion. For this research, the category of the student performance on standardized tests is arbitrarily assigned based on the percentage of students obtaining 65 (minimum passing score) or higher in the Regents exams. A school with 40% to 70% of the student population obtaining a passing mark is classified MEDIUM in that area. Three high schools fit the criterion. In Francis Lewis High School, over 80% of all students who took the Regents examinations obtained a passing mark and the school is classified HIGH.

The interviewees believe that MEDIUM is a fair description of the Filipino students' grade point average. Overall, only one student from each of Richmond Hill and Francis Lewis high schools was reported to have very poor marks due to lack of seriousness or poor attitude and due to absence of both the student's parents, respectively.

Student Profile in Three Middle Schools in Queens County

The estimated 90 Filipino American students in the three Queens middle schools comprise just 1.3% of the 60% Filipino New Yorker students in public schools. Their income level is classified medium to high compared to the students who receive free lunch, 45% for P.S. 232 and 50.5% for M. S. 202. Of these, only three students are reported to receive bilingual education (I.S. 109). Their levels of interaction with other students are described as quite a bit in all three schools

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and in I.S 109, moderate for 6th graders and quite a bit to extensive among 7th and 8th graders. Table 4 below illustrates how students are doing in the three different middle schools in Queens.

Table 4 Comparison of students in three middle schools in Queens.

| | P.S. 232 | I.S. 109 | M.S. 202 |
|--|-----------------|-----------------------|-----------------|
| Total # of students SY '05-'06 (NYCDOE Website) | 760 | 1,597 | 1,229 |
| Ethnic Groups (%age) | | | |
| White | 41.3% | 2.6% | 24% |
| Black | 6.7% | 52.0% | 11% |
| Latino/Hispanic | 36.1% | 20.7% | 39% |
| Asian/Pacific Islander | 15.8% | 24.4% | 26% |
| Filipinos (estimated number) | 25 | 40 | 25 |
| Income Levels (1) | | | |
| General Students Pop | Low | Medium | Low |
| Filipino | Medium | High | Medium |
| Bilingual Status (1) | | | |
| General student population | Low | Low | Low |
| Filipino | None | 3 students | None |
| Level of Interaction with other students (2) | Quite a bit | Moderate to extensive | Quite a bit |

Academic Performance of Students in three Middle Schools in Queens County

The data presented below in Table 5 show the grade point average and standardized achievement of both the general student population and Filipino students. Also specific data for high achieving Filipino students are detailed.

Both the general and Filipino student populations are rated medium to high in grade point average by the interviewees. In the standardized test area, the schools were categorized in accordance with the students' general achievement in the state tests for Reading and Math. It should be noted that NYC public elementary schools use Level marks 1 to 4 to report both the students' class achievement (Report Card) and state test results and for middle schools to report the state test scores. Level 1 means that the student has serious academic deficiencies. Level 2 shows that a student needs extra help to meet the standards and pass the Regents examination. A Level 3 student meets the grade standard and with continued steady growth, should pass the Regents examinations. A Level 4 shows an achievement that surpasses the standards of the grade and the student will move toward high performance in the Regents examination.

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Table 5 Comparison of Student Academic Performance in Selected Queens County Schools

| | P.S 232 | I.S. 109 | M.S. 202 |
|--------------------------------------|---|--|---|
| GRADE POINT AVERAGE (1) | | | |
| General student population | | | |
| Filipinos | Medium High | High High | Medium Medium |
| STANDARD TEST ACHIEVEMENT (1) | | | |
| General Student population | High High | Medium High | Low Medium |
| Filipinos | | | |
| Any High Achieving Filipinos? | 10 students in the Honors class | This year's valedictorian; Teachers speak highly of Filipino students' achievement | ABOUT 7 students in the ARP program |

For general education students, the minimum passing mark is Level 3 and for students with an Individualized Education Plan (IEP), it is Level 2. Only 48% of the students in M.S. 202 obtained Levels 3 and 4 in the state tests and so they are classified Low. For the other two middle schools in the study, the percentage of students making Levels 3 and 4 is high. I. S. 109 posted big gains in the state tests and was recently removed from the School In Need of Improvement (SINI) NYCDOE classification.

For these estimated 240 Filipino students in seven schools, there are 12 Filipino teachers in the high school science and math departments while there are three teachers in the middle schools. There are no Filipino teachers in M.S. 202. Administration and staff in all schools are majority white except in I.S. 109 which has more black teachers and supervisors. The number of teachers of other ethnicity is about the same for most schools, a good mixture of black, Latino, and Asians. From the interviews, one can surmise that these Filipino American students would benefit or suffer from having or not having Filipino teachers among them.

Extracurricular Activities of Both the General School Population and Filipino Students

Most of the seven schools offer about the same extracurricular activities. For middle schools students, there are art, music, dance, chess, Girl Scouts, or sports. For high school students, they have a choice among ethnic clubs (Filipino, Chinese, Korean), band or orchestra, chorus, student organization, sports, student council, newsletter, and agriculture (John Bowne). Filipino students are usually into one or two activities.

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General Description of Behavior of Filipino Students and Their Home Life

Junior high or middle school students are characterized as hardworking but a little chatty (AP Science teacher, M.S. 202). They are friendly (Latino and Indian students at M.S. 202). They are serious and generally good (mabait)(Naguit, P. S. 232). I.S. 109 had one emotionally disturbed student who had too many infractions in school and a case of petty theft. Because of a provision in his IEP, rather than getting expelled, he was released from the school and sent to another where his needs will likely be met.

Filipino high school students behave generally satisfactory with the exception of an insignificant few who cut classes in Newtown High School (Yabut, a former student). There are no known Filipino student suspensions in the four high schools. (In another high school that is not part of this study, a student was arrested for graffiti, according to the school's social worker). In Richmond Hill High School, an incident of teen pregnancy was reported by one interviewee (Ashley, a former student).

In general, students' home life is described as stable and mostly has two parents who demand good report cards. Most parents are white collar workers like city or state government employees, business owners, health, medical and other kinds of professionals.

FilAm students are observed to hang out with their Filipino peers but they are equally comfortable with students of other ethnicity. They go to the mall, play sports, go to summer enrichment classes or join summer clubs like Youth Empowerment (YE), attend review classes for high school or college preparation, and a minority work in fast food restaurants or in small companies or department store.

Filipino Community Response to the Results of the Research

Parents and community leaders are well aware of the fact that Filipino American students in NYC generally do well in school. They rejoice in knowing whose children made the top schools or finished the year at the top or just simply graduated. Families network with one another for information about programs or activities for their children to join or use. After learning about the results of the study, none of the parents and community leaders expressed any surprise at all. Two parents said that their children understand that they are expected to do well and that they will always get the support that they need. An instructor in nursing at a local community college confirmed the observation, with an exception for the foreign born students who she thought do not do as well as those who were born here. Meanwhile, Rudy Nicolas, Chairman Emeritus of NaFFAA Region 1, thought that parents here are just like those in the Philippines who make education their priority. He has knowledge of Filipino American children who graduated with honors from fine schools here. He expressed confidence and great optimism that this generation of Filipino Americans will become independent, successful leaders in their own fields of endeavor.

Filipino Community Support

There are Filipino organizations in the community that serve Filipinos especially and act as support groups for the youth. The nonprofit Filipino American Human Services, Inc (FAHSI)

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offers the Youth Empowerment Summer (YES) program, an 8-week camp for 12-16 year olds to learn about Filipino history and develop leadership skills. The Kuya/Ate mentoring program intends to help high school students prepare for college as well as become role models for the youth. They also provide family counseling to young people and families in distress. Their other programs target at risk students and prevent them from leaving school, support and enhance academic achievement, and build leadership skills. FAHSI has served a few hundreds of families and children in the Queens neighborhood where they are located.

The Filipino American Youth Services, Inc. established by Mila Mendez, one Filipino entrepreneur and community leader in New York City, had a program to keep young children from smoking and doing drugs or get out of the habit if they were already in it. She has knowledge of parents whose children had fallen victims to the dangers of drugs. Often, these parents did not have the information and support to handle the situation. Sadly, due to lack of resources, the nonprofit group died a natural death but there is a promise to rebuild it because there is not enough support services to the Filipino American community.

Based at the St. Bartholomew Parochial School in Queens is Paaralang Pinoy, a year round volunteer program started by a teacher and run by parents and other parishioners there. Children meet weekly and learn about their cultural heritage and develop pride in it. They perform Filipino songs, dances, and plays about twice a year to showcase what they have learned and for fundraising as well.

In Manhattan, a similar program called Paaralan sa Konsulado is held for five Saturdays every summer at the Philippine Center. It is a joint project between the Association of Filipino Teachers of America (AFTA), a 501c professional organization of Filipino teachers based in NYC, and the Philippine Consulate General's office. The program has been offered to 4 to 17 year olds since 1999 and includes Philippine history, folk art, songs and dances, and conversational Filipino. Both programs believe that understanding one's ethnicity will promote self esteem that can translate to academic, emotional and social well-being. Aside from the Paaralan sa Konsulado, AFTA also regularly conducted essay-writing, poetry-writing and art contests for children during the Philippine Independence Day celebration in Manhattan. Children who had participated in Paaralang Pinoy and Paaralan sa Konsulado returned yearly until they aged out or moved to another part of the city. Four former participants of Paaralan sa Konsulado have become Broadway stage performers and have toured nationally.

Findings and Recommendations

The results of this study tell us that Filipino American students in NYC are doing generally well or very well academically and socially. The large majority do not seem to have any problem with the administration or their peers in school. Some students are enrolled in honors or advanced placement courses, a few score very well in state tests, and one recent graduate was valedictorian of her class. There are five documented at-risk students in this sample; a near-expulsion, an arrest, two failing students, and a teen pregnancy. However, the 240 students included in this study make only 3.6% of the estimated 6,700 Filipino American students in the public schools. There are no data on the remaining 96.4%.

In spite this sunny picture of our Filipino American students, there are many aspects of the picture that need looking into. The following recommendations are offered here.

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1. The NYCDOE will assist any group or individual who would want to do research using the data they have about the students. This interested individual or group will only need to write a proposal using the forms that are available in their website. We need to find out many things in order to have a more accurate picture of our children in the public schools. How many students drop-out of school or repeat the grade? How many graduate? How many students have special needs and what is done about them? How many commit a crime against property or person? How many Filipino American students are in each and every school? How many go on to enroll in postsecondary courses?
2. From the researcher's personal knowledge, there are very few young FilAms in Queens or the city who are politically involved. Filipinos are sometimes referred to as the invisible Americans for reasons we all know- our minimal participation in politics. NaFFAA and other Filipino American organizations need to make political empowerment its bigger goal. Let us send even just one Filipino American in a major office in every state. A few states like California, Maryland, Nevada, Hawai'i, New Jersey are on track.
3. As of the past few school years, the NY city government had cut after school programs for students who needed extra help (other than those who failed the state test) or for enrichment. This study shows an extremely small number of at risk students (5 out of 240 or about 2% of the sample) but there could be more. There is federal, state, or city money that can be tapped into to fund these projects. Some other ethnic groups have been enjoying this bounty and are using it for their own children. NaFFAA or other Filipino American organizations in NY can do the same.
4. Newly arrived families, especially their school-age child/ren, will need an orientation to handle the ill-effects of the culture shock and the accompanying difficulties of being in a new surrounding. Similar to the Newcomer Student Support Center (NSSC) for Micronesian students in Hawai'i, a newcomer center for immigrant Filipinos can include instruction for students with limited English and an acculturation training to help familiarize students with American school setting (Acclimation Station, p. 40). This need was also echoed by Mila Mendez in her communication with the researcher.
5. Lastly, NaFFAA needs to take an active leadership role by gathering and harnessing the power of the more than a hundred organizations in every state. In New York City, NaFFAA can work with the Philippine Consulate General and identify the different organizations and their services, put the list in a database, and make the list accessible to members of the community for their use. Doing so will make NaFFAA the genuine umbrella organization that its founders envisioned it to be.

Many Filipino American students are enrolled or have graduated from public and private colleges and universities in New York City. Like them and those who are now members of the corporate world, city, state and federal government, education, the health and medical sectors, information technology and the service industries, these K-12 students in this study will hopefully also find their own niches and become productive and contributing members of their Filipino community and the larger American society as well.

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Educational Status of Filipino American Students in the San Diego County Area

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History of Filipinos in the San Diego County Area

Similar to other areas in the United States, the first Filipinos to arrive in San Diego County were students. In particular, the first group of students from the Philippines came in 1903 where they enrolled in the State Normal School, known today as San Diego State University. These students, called “pensionados”, generally stayed for year or two and then went back home to the Philippines. The next wave of Filipinos were the farm workers who settled within the various surrounding agricultural areas such as El Centro to the east, Escondido to the north, and to the south near the Mexican border. Many other laborers settled in the downtown area working in the hotels and restaurants. However, it wasn’t until the start of World War II did the Filipino population in San Diego County increase significantly in numbers. Given the fact that San Diego is home port to the largest Navy facility on the west coast and that the Navy recruited many Filipinos in the Philippines during the war, it was therefore not surprising that a large proportion of the Filipino population in San Diego County were comprised of Navy men and their families. With passage of the Immigration Act in 1965, the Filipino population in San Diego County grew dramatically over next 25 to 30 years. Many of these immigrants consisted of professionals such as doctors, nurses, engineers, etc. Migratory patterns showed Filipino immigrants initially settling in the south around National City and Imperial Beach. Over time, many Filipino families moved toward the north county in areas such as Mira Mesa, Rancho Penasquitos, Ranch Bernardo, and Escondido. Recent migration patterns show a large proportion of Filipino families moving further south to Chula Vista neighborhoods such as Eastlake and Otay Ranch. As a result, the Filipino American population is widely dispersed within San Diego County with no significant proportion concentrated in one area.

As the Filipino population grew in San Diego County, the Filipino American community, also began to take shape. What started as a few social organizations in the early 1920s, blossomed into over a few hundred organizations that exist today. Like many Filipino American communities, most of these organizations reflect various provinces back in the Philippines. In addition, many professional organizations such as Filipino American Nurses and Educators associations were formed. During the early 1970s, the Council of Philippine American Organizations was created with the primary purpose of serving as the “umbrella” organization for all Filipino American organizations in San Diego County.

Educational Status of Filipino American K-12 Public School Students

This report focuses on the educational status of Filipino American students in San Diego County. According to the 2000 census, Filipinos are the second largest Asian group in the United

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States and California. However, in San Diego County, Filipinos are the largest Asian group (see Table 1). Table 2 shows the educational attainment level of selected Asian groups in San Diego County. As can be seen, 43% of the Filipino adults attained a high school degree and another 39% received an associate arts or bachelors degree. However, only 4% of the Filipino adult population have advanced degrees. This pales in comparison to the 30% of Chinese adults with advanced degrees.

There are 48 public school districts within San Diego County and total of 703 schools. In addition, there are over 2,500 teachers, 1,900 administrators, and 2,279 pupil service personnel working in San Diego County's public school system.

Educational data for this report were extracted from the California Department of Education website. In particular, the following data elements were pulled and are reported in the following sections: (1) student enrollment, (2) teacher counts, (3) GATE enrollment, (4) standardized test scores, (5) college preparation course completion, (6) dropout rates, and (7) graduation rates.

Student Enrollment

Table 3 shows student enrollment patterns by ethnicity. Over the last three years, student enrollment countywide has been steadily decreasing. A major factor contributing to this trend is the county's recent outgoing migration. When broken down by ethnicity, the Filipino student enrollment has also been decreasing. This is most likely due a significant number of Filipino American families moving into the neighboring Riverside County where housing prices are more affordable. Contrary to this trend, Asian and Latino enrollment have increased over the past three years.

Districts with significant numbers of Filipino American students were also examined in terms of their enrollment trends. These data are presented in Table 4. Two unified (K-12), one high school (7-12), and three elementary (K-6) districts were identified as having significant numbers of Filipino American students. In other words, the proportion of Filipino students for these districts was higher than the 4.7% of Filipino students countywide. As can be seen in Table 4, San Diego Unified District has the largest Filipino American student population (9,118), while National Elementary School District had the largest percentage of Filipino students (12%). Over the past three years, the Sweetwater Union High School and Chula Vista Elementary School districts had significant increases in Filipino American student enrollment.

Teacher Count

The number of teachers employed broken down by ethnicity is presented in Table 5. Although Filipinos make up almost 5% of the student population, no more than 2% of all public school teachers employed in San Diego County are Filipino. This discrepancy is more pronounced for Latinos who make up nearly 43% of all students, yet only 15% of all teachers. White teachers still make up 76% of all public school teachers. Moreover, in terms of ethnic distribution, the percentage distributions by ethnic group have not changed over the last three years. However, between 2004-05 and 2005-06, there was a significant increase in the number of Filipino teachers, from 408 to 492. This was followed by a slight decrease to 473 Filipino teachers in 2006-07.

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In order to show in a more compelling fashion, the extent to which the student population does NOT reflect the teacher population, student-to-teacher ratios were computed and are listed by ethnicity in Table 6. Countywide, the student-to-teacher ration is 20 to 1. In other words, for every 20 students, there is one teacher. Further examination by ethnicity shows that the ratio for Whites is 9 to 1, while the biggest discrepancy is among Latinos at 56 to 1. The student-to-teacher ratio discrepancy for Filipinos is still relatively large at 49 to 1. However, this is an improvement from the 58 to 1 student-to-teacher ratio three years earlier.

GATE Enrollment

Enrollment trends in the Gifted and Talented Education program are presented in Table 7. As can be seen, Filipino American students make up 6.2% of the GATE population, which is slightly higher than their proportion in the general student population (4.7%). In other words, Filipino students have been consistently well represented in the GATE population over the last three years.

Standardized Test Scores

Beginning in 2003, the California Standards Test (CST) was administered to all students annually. The CST consists of questions written specifically for California's content standards. There are two parts to the CST: (1) English Language Arts, and (2) Mathematics. The CST results are generally reported using five performance levels: advanced, proficient, basic, below basic, and far below basic. The goal for the state is to have all students score at the proficient level or above.

CST results for Filipino American students versus all San Diego County students are presented in tables 8 (English Language Arts) and 9 (Mathematics). The data in Table 8 show that a majority of Filipino students across grades 2 through 10 score at the proficient level or above in English Language Arts. These percentages range from 54% to as high as 72%. Furthermore, over the past three years, their CST performance has gradually increased. Filipino students perform even better on mathematics as can be seen in Table 9. In particular, 80% of the Filipino second and third graders scored at the proficient level or higher. Similar to English Language Arts, the data show gradual and consistent performance increases over the last three years.

College Preparation Course Completion

In California, a prescribed list of high school courses must be completed before a student can be considered for acceptance into the University of California (UC) or California State University (CSU) systems. These courses are referred to as the "a" to "g" requirements. The data in Table 10 reflect the "a" to "g" course completion rates for graduating high school seniors by ethnicity. Overall, only 38.4% of the all San Diego County students successfully complete the "a" to "g" requirements. Asian students have the highest completion rates at 59%, followed by Filipino (50%) and White (46%) students. Thus, compared to other groups, Filipino students do fairly well in completing college preparation courses.

Dropout Rates

For the purpose of this report, dropout rates were computed as the total number of dropouts from grades 9 through 12 over the total 9-12 enrollment for a given academic year. Thus,

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dropout rates for each ethnic group were computed for three consecutive years and are listed in Table 11. As group, Filipino students had the lowest dropout rate (1.9%) as compared to the other groups. In contrast, the highest dropout rate was among African American students at 7.2%. Countywide, 3.5% of all 9th to 12th grade students dropped out of school during the 2005-2006 academic year.

Graduation Rates

Table 12 shows the graduation rates by ethnicity. These rates were calculated as the total number of students who graduated over the number of seniors enrolled at the beginning of the academic year. Examination of Table 12 shows that Filipino students had the second highest graduation rate in San Diego County at 92.7%, slightly lower than the rate for Asians (95.2%).

Conclusions

Based on the data collected from the California Department of Education, the following conclusions were made with regard to the educational status of Filipino American students in San Diego County public schools.

- The enrollment of Filipino American students within the San Diego County appears to be spread out. However, in recent years, these enrollment numbers have slowly declined.
- Similar to other students of color, the number of Filipino teachers is extremely small relative to the number of Filipino students with a student-to-teacher ratio of 49 to 1.
- In terms of performance, Filipino students do relatively well compared to other ethnic groups on standardized tests (CST). In addition, they have one of the highest high school graduation rates in the county.

Recommendations

This report is one of the first and few of its kind that uniquely focuses on the educational status of Filipino American students. However, it only reflects quantitative data in describing the educational status of Filipino American students in the San Diego County K–12 system. Thus, it is limited in terms of exploring and/or explaining the factors contributing to the educational performance of Filipino American students. Moreover, to what extent does the academic performance of Filipino American students differ from those in other cities in the United States, and why? Therefore, the following recommendations are suggested:

- Given the strong value on education that is characteristic of the Filipino culture, more research is needed that focuses on how this cultural value is passed on from parents to students.
- Although many Filipino parents participate in their children's education, the extent to which they are involved in the educational process needs to be explored.
- Some research on how Filipino American students perform in higher education is contrary to what is expected given the data in this report on K-12 performance. Thus, it is recommended that future studies include post-secondary educational data.

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Table 1
Census 2000 – Racial Distribution
 United States, California and San Diego County

| Race Category | United States | | California | | San Diego County | |
|-------------------------|--------------------|---------------|-------------------|---------------|------------------|---------------|
| | Count | Percent | Count | Percent | Count | Percent |
| White | 211,460,626 | 75.1% | 20,170,059 | 59.5% | 1,871,839 | 66.5% |
| African American | 34,658,190 | 12.3% | 2,263,882 | 6.7% | 161,480 | 5.7% |
| American Indian | 2,475,956 | 0.9% | 333,346 | 1.0% | 24,337 | 0.9% |
| Asian | | | | | | |
| <i>Chinese</i> | 2,432,585 | 0.9% | 980,642 | 2.9% | 30,750 | 1.1% |
| <i>Filipino</i> | 1,850,314 | 0.7% | 918,678 | 2.7% | 121,147 | 4.3% |
| <i>Asian Indian</i> | 1,678,765 | 0.6% | 314,819 | 0.9% | 10,148 | 0.4% |
| <i>Other Asian</i> | 1,285,234 | 0.5% | 401,606 | 1.2% | 23,600 | 0.8% |
| <i>Vietnamese</i> | 1,122,528 | 0.4% | 447,032 | 1.3% | 33,504 | 1.2% |
| <i>Korean</i> | 1,076,872 | 0.4% | 345,882 | 1.0% | 12,004 | 0.4% |
| <i>Japanese</i> | 796,700 | 0.3% | 288,854 | 0.9% | 18,649 | 0.7% |
| <i>Pacific Islander</i> | 398,835 | 0.1% | 116,961 | 0.3% | 13,561 | 0.5% |
| Other Races | 15,359,073 | 5.5% | 5,682,241 | 16.8% | 360,847 | 12.8% |
| Two or More Races | 6,826,228 | 2.4% | 1,607,646 | 4.7% | 131,967 | 4.7% |
| TOTAL | 281,421,906 | 100.0% | 33,871,648 | 100.0% | 2,813,833 | 100.0% |
| Latino | 35,305,818 | 12.5% | 10,966,556 | 32.4% | 750,965 | 26.7% |
| Non-Latino | 246,116,088 | 87.5% | 22,905,092 | 67.6% | 2,062,868 | 73.3% |
| TOTAL | 281,421,906 | 100.0% | 33,871,648 | 100.0% | 2,813,833 | 100.0% |

Source: U.S. Department of Commerce, Bureau of the Census

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Table 2
Educational Attainment
 Selected Asian Groups in San Diego County

| | Less than High School | High School | Associate Arts Degree | Bachelors Degree | Advanced Degree |
|-----------------|-----------------------|-------------|-----------------------|------------------|-----------------|
| Filipino | 14% | 43% | 10% | 29% | 4% |
| Japanese | 9% | 46% | 10% | 26% | 11% |
| Chinese | 16% | 22% | 6% | 27% | 30% |
| Vietnamese | 40% | 32% | 8% | 15% | 4% |

Source: U.S. Department of Commerce, Bureau of the Census

Table 3
Student Enrollment By Ethnicity – San Diego County
 Three Year Trend – 04/05, 05/06, 06/07

| | 2004 – 2005 | | 2005 – 2006 | | 2006 – 2007 | |
|----------------------|----------------|---------------|----------------|---------------|----------------|---------------|
| | Count | Percent | Count | Percent | Count | Percent |
| American Indian | 4,333 | 0.9% | 4,314 | 0.9% | 4,017 | 0.8% |
| Asian | 25,345 | 5.1% | 25,933 | 5.2% | 26,152 | 5.3% |
| Pacific Islander | 4,424 | 0.9% | 4,352 | 0.9% | 4,323 | 0.9% |
| Filipino | 23,835 | 4.8% | 23,408 | 4.7% | 23,121 | 4.7% |
| Latino | 208,202 | 41.8% | 211,641 | 42.7% | 214,369 | 43.4% |
| African American | 37,390 | 7.5% | 36,268 | 7.3% | 34,833 | 7.1% |
| White | 186,141 | 37.4% | 180,016 | 36.4% | 173,982 | 35.2% |
| Multiple/No Response | 8,516 | 1.7% | 9,296 | 1.9% | 12,911 | 2.6% |
| TOTAL | 498,186 | 100.0% | 495,228 | 100.0% | 493,708 | 100.0% |

Source: California Department of Education

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Table 4
Filipino American Student Enrollment By District – San Diego County
 Three Year Trend – 04/05, 05/06, 06/07

| | 2004 – 2005 | | 2005 – 2006 | | 2006 – 2007 | |
|------------------------------|-------------|---------|-------------|---------|-------------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| San Diego Unified | 9,707 | 7.2% | 9,118 | 6.9% | 8,562 | 6.5% |
| Sweetwater Union High School | 3,608 | 8.8% | 3,788 | 9.0% | 3,804 | 9.0% |
| Poway Unified | 2,237 | 6.8% | 2,194 | 6.7% | 2,299 | 7.0% |
| Chula Vista Elementary | 2,323 | 8.9% | 2,504 | 9.5% | 2,666 | 9.9% |
| National Elementary | 767 | 12.1% | 736 | 12.0% | 681 | 11.3% |
| South Bay Union Elementary | 508 | 5.7% | 426 | 5.0% | 393 | 4.7% |
| SD County Total | 23,835 | 4.8% | 23,408 | 4.7% | 23,121 | 4.7% |

Source: California Department of Education

Table 5
Teachers By Ethnicity – San Diego County
 Three Year Trend – 04/05, 05/06, 06/07

| | 2004 – 2005 | | 2005 – 2006 | | 2006 – 2007 | |
|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Count | Percent | Count | Percent | Count | Percent |
| American Indian | 145 | 0.6% | 143 | 0.6% | 121 | 0.5% |
| Asian | 489 | 1.9% | 530 | 2.1% | 565 | 2.2% |
| Pacific Islander | 80 | 0.3% | 86 | 0.3% | 84 | 0.3% |
| Filipino | 408 | 1.6% | 494 | 2.0% | 473 | 1.9% |
| Latino | 3,607 | 14.4% | 3,724 | 14.8% | 3,791 | 15.0% |
| African American | 673 | 2.7% | 687 | 2.7% | 674 | 2.7% |
| White | 19,234 | 76.6% | 19,305 | 76.5% | 19,217 | 76.2% |
| Multiple/No Response | 483 | 1.9% | 269 | 1.1% | 295 | 1.2% |
| TOTAL | 25,119 | 100.0% | 25,238 | 100.0% | 25,220 | 100.0% |

Source: California Department of Education

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Table 6
Student to Teacher Ratio By Ethnicity – San Diego County
 Three Year Trend – 04/05, 05/06, 06/07

| | 2004 – 2005 | 2005 – 2006 | 2006 – 2007 |
|----------------------|-------------|-------------|-------------|
| | Ratio | Ratio | Ratio |
| American Indian | 30:1 | 30:1 | 33:1 |
| Asian | 52:1 | 49:1 | 46:1 |
| Pacific Islander | 55:1 | 54:1 | 51:1 |
| Filipino | 58:1 | 47:1 | 49:1 |
| Latino | 58:1 | 57:1 | 56:1 |
| African American | 56:1 | 53:1 | 52:1 |
| White | 10:1 | 9:1 | 9:1 |
| Multiple/No Response | 18:1 | 34:1 | 43:1 |
| TOTAL | 20:1 | 20:1 | 20:1 |

Source: California Department of Education

Table 7
GATE Enrollment By Ethnicity – San Diego County
 Three Year Trend – 04/05, 05/06, 06/07

| | 2004 – 2005 | | 2005 – 2006 | | 2006 – 2007 | |
|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Count | Percent | Count | Percent | Count | Percent |
| American Indian | 407 | 0.6% | 454 | 0.7% | 475 | 0.7% |
| Asian | 6,256 | 10.0% | 6,497 | 10.0% | 6,804 | 9.8% |
| Pacific Islander | 412 | 0.7% | 458 | 0.7% | 505 | 0.7% |
| Filipino | 3,854 | 6.2% | 4,009 | 6.2% | 4,279 | 6.2% |
| Latino | 14,503 | 23.3% | 15,546 | 23.9% | 17,961 | 26.0% |
| African American | 2,517 | 4.0% | 3,404 | 5.2% | 2,698 | 3.9% |
| White | 33,575 | 53.9% | 33,557 | 51.7% | 35,313 | 51.2% |
| Multiple/No Response | 800 | 1.3% | 996 | 1.5% | 976 | 1.4% |
| TOTAL | 62,324 | 100.0% | 64,921 | 100.0% | 69,011 | 100.0% |

Source: California Department of Education

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Table 8
California Standards Test – San Diego County
English Language Arts
Three Year Trend – 2004, 2005, 2006

| | Percent Proficient and Advanced | | | | | |
|----------|---------------------------------|------|------|------------------------|------|------|
| | Filipino Students | | | All SD County Students | | |
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Grade 2 | 59% | 65% | 72% | 42% | 48% | 52% |
| Grade 3 | 50% | 50% | 58% | 37% | 37% | 42% |
| Grade 4 | 62% | 71% | 73% | 45% | 54% | 56% |
| Grade 5 | 62% | 65% | 64% | 46% | 49% | 49% |
| Grade 6 | 57% | 58% | 65% | 41% | 44% | 48% |
| Grade 7 | 55% | 65% | 65% | 42% | 49% | 50% |
| Grade 8 | 45% | 54% | 59% | 37% | 44% | 47% |
| Grade 9 | 54% | 64% | 66% | 43% | 48% | 48% |
| Grade 10 | 51% | 52% | 54% | 39% | 38% | 40% |

Source: California Department of Education

Table 9
California Standards Test – San Diego County
Mathematics
Three Year Trend – 2004, 2005, 2006

| | Percent Proficient and Advanced | | | | | |
|---------|---------------------------------|------|------|------------------------|------|------|
| | Filipino Students | | | All SD County Students | | |
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Grade 2 | 73% | 77% | 80% | 57% | 63% | 64% |
| Grade 3 | 69% | 76% | 80% | 55% | 61% | 63% |
| Grade 4 | 66% | 72% | 74% | 50% | 55% | 59% |
| Grade 5 | 58% | 67% | 72% | 41% | 49% | 54% |
| Grade 6 | 52% | 61% | 64% | 39% | 55% | 47% |
| Grade 7 | 49% | 57% | 61% | 38% | 41% | 46% |

Source: California Department of Education

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Table 10
“a” thru “g” Completion Rates By Ethnicity – San Diego County
 Three Year Trend – 03/04, 04/05, 05/06

| | 2003 – 2004 | | 2004 – 2005 | | 2005 – 2006 | |
|----------------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|
| | Total Graduates | UC/CSU Rate | Total Graduates | UC/CSU Rate | Total Graduates | UC/CSU Rate |
| American Indian | 254 | 20.9% | 227 | 22.9% | 265 | 24.5% |
| Asian | 1,803 | 53.6% | 1,611 | 58.8% | 1,782 | 59.4% |
| Pacific Islander | 279 | 28.0% | 252 | 27.8% | 278 | 27.7% |
| Filipino | 1,787 | 51.3% | 1,772 | 50.7% | 1,725 | 50.4% |
| Latino | 8,964 | 22.9% | 9,719 | 22.0% | 9,642 | 25.9% |
| African American | 1,929 | 25.6% | 2,040 | 23.5% | 2,034 | 25.3% |
| White | 13,087 | 45.7% | 13,137 | 46.7% | 13,090 | 46.0% |
| Multiple/No Response | 280 | 27.5% | 311 | 27.0% | 392 | 30.9% |
| TOTAL | 28,383 | 37.4% | 29,069 | 37.2% | 29,208 | 38.4% |

Source: California Department of Education

Table 11
Dropout Rates By Ethnicity – San Diego County
 Three Year Trend – 03/04, 04/05, 05/06

| | 2003 – 2004 | | 2004 – 2005 | | 2005 – 2006 | |
|----------------------|-------------------------|-----------------------|-------------------------|-----------------------|-------------------------|-----------------------|
| | Total Enrolled (9 – 12) | Dropout Rate (9 – 12) | Total Enrolled (9 – 12) | Dropout Rate (9 – 12) | Total Enrolled (9 – 12) | Dropout Rate (9 – 12) |
| American Indian | 1,570 | 4.7% | 1,509 | 3.2% | 1,570 | 5.9% |
| Asian | 7,560 | 4.0% | 7,601 | 2.1% | 7,848 | 2.7% |
| Pacific Islander | 1,375 | 9.5% | 1,356 | 4.1% | 1,406 | 4.9% |
| Filipino | 8,299 | 1.7% | 7,824 | 1.3% | 7,858 | 1.9% |
| Latino | 55,382 | 4.8% | 58,766 | 4.0% | 62,466 | 4.4% |
| African American | 11,443 | 7.5% | 11,509 | 6.2% | 11,727 | 7.2% |
| White | 63,473 | 1.8% | 61,928 | 1.4% | 61,271 | 2.0% |
| Multiple/No Response | 868 | 15.0% | 3,624 | 2.8% | 2,784 | 5.5% |
| TOTAL | 149,970 | 3.6% | 154,117 | 2.9% | 156,930 | 3.5% |

Source: California Department of Education

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Table 12
Graduation Rates By Ethnicity – San Diego County
 Three Year Trend – 03/04, 04/05, 05/06

| | 2003 – 2004 | | 2004 – 2005 | | 2005 – 2006 | |
|----------------------|------------------------------------|--------------|------------------------------------|--------------|------------------------------------|--------------|
| | Enrolled 12 th Grade | Grad Rate | Enrolled 12 th Grade | Grad Rate | Enrolled 12 th Grade | Grad Rate |
| American Indian | 304 | 83.6% | 271 | 83.8% | 345 | 76.8% |
| Asian | 1,757 | 100.0% | 1,735 | 92.8% | 1,872 | 95.2% |
| Pacific Islander | 307 | 90.9% | 290 | 86.9% | 327 | 85.0% |
| Filipino | 1,904 | 93.8% | 1,923 | 92.1% | 1,860 | 92.7% |
| Latino | 10,721 | 83.6% | 12,030 | 80.8% | 13,062 | 73.8% |
| African American | 2,290 | 84.2% | 2,398 | 85.1% | 2,529 | 80.4% |
| White | 14,472 | 90.4% | 14,312 | 91.8% | 14,741 | 88.8% |
| Multiple/No Response | 213 | 100.0% | 333 | 93.4% | 503 | 77.9% |
| TOTAL | 31,968 | 88.8% | 33,292 | 87.3% | 35,239 | 82.3% |

Source: California Department of Education

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Filipina/o Students in San Francisco
National Filipino Student Survey Project

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1. Filipinas/os in the San Francisco

The focus of this report is to provide an overview on Filipina/o American students in San Francisco. Also included are some comparisons to Daly City, a nearby city with a high concentration of Filipinas/os. Not included in this study but should be considered for the future are other Northern California cities such as Vallejo, Union City/Fremont, Sacramento, Stockton, and Milpitas/San Jose.

Data on Filipina/o students is readily available in the San Francisco Unified School District. The findings in this study draws from the following databases and methodology:

1. California Department of Education at DataQuest: <http://data1.cde.ca.gov/dataquest/>
2. San Francisco Unified School District: <http://portal.sfusd.edu/>
3. Data Collection using the “School Interview Instrument” developed by the National Filipina/o Student Survey Project. 3 High Schools, 3 Middle Schools, and 1 Mixed Middle and Elementary School—with the highest population of Filipinas/os in San Francisco were surveyed.
4. Data Collection using archival data, oral histories and journals from high school students were also utilized to provide voices to the statistics. These methods could benefit from a larger and more detailed future study. Many of the more detailed sections of this report were excerpted from my following two articles:

For a while now I've been feeling neglected: A Preliminary Study on Urban Filipina/o American High School Students in Pin@y Educational Partnerships: A Filipina/o American Studies Sourcebook, Volume I, Forthcoming November 2007.

Building a Community Center: Filipinas/os in the Excelsior Neighborhood, in Negotiating New Asian American Communities, Forthcoming 2008.

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2. Local Filipina/o History: Traversing the Landscape of Filipinas/os in San Francisco

The ethnic community of Filipinas/os in the San Francisco has been shaped by multiple waves of immigration. On the surface, the community often seems as though it is comprised of mostly of new immigrants, many of which have arrived in the last decade. The reality is that the story of Filipinas/os in San Francisco starts much earlier. For Filipinas/os, the story of their immigration to the United States and their labor begins with imperialism, and the American colonial project in the Philippines. Filipinas/os were being “pulled” to fuel the American economy and were simultaneously being “pushed” by the poverty that came as a result of the colonial drain of both natural and human resources.ⁱ This is underlying context in which immigrants describe their pursuit of a “better life” in the United States.

San Francisco’s Manilatown

Many of the Filipina/o immigrants who arrived before World War II worked in the fields of Stockton, Salinas, Delano, and Watsonville, but they also found work in cities like San Francisco. In the off-season, or year-round, many of them worked found both temporary or permanent work as bus-boys, bell-hops, elevator “boys,” cooks, waiters, servants, house cleaners, and chauffeurs. Some who settled in San Francisco were entrepreneurs who served the ethnic community, such as barbers, grocers, and restaurateurs. These urban immigrants settled in several blocks in the “heart” of San Francisco, adjacent to Chinatown, in a neighborhood they called “Manilatown.”

In addition, Manilatown was home to several residential hotels, where many Filipinas/os lived. The most famous of these was the International Hotel, not only because large numbers of Filipinas/os that lived there, but because of the decade-long struggle waged in the 1960s and 1970s against the eviction of its residents and its demolition to make room for urban redevelopment “symbolized the Filipina/o American struggle for identity, self-determination, and civil rights.”ⁱⁱ The campaign to save the hotel symbolized the Filipina/o American struggle, but it also represented a roadblock to the desires of San Francisco capitalists for the expansion of the Financial District and the destruction of working-class, “blighted” districts in downtown. Manilatown fell victim to urban renewal projects and the larger campaign to rid downtown of “blight.”

South of Market (SoMa)

There are direct connections between the history of Manilatown and the settlement of Filipinas/os in the SoMa and Excelsior neighborhoods of San Francisco and in Daly City. In the 1940s and 1950s, Filipina/o seasonal workers and some Filipina/o families began to stay in the South of Market district, nicknamed the “SoMa.” After WWII, the SoMa housed mostly workers in the war industry and military personnel.ⁱⁱⁱ Although about 72% of the SoMa residents were single men in 1950, SoMa was becoming home to Filipina/o families and a generation of San Francisco-born Filipinas/os. The population of Filipinas/os – mostly single men before World War II -- was beginning to transform.

But like Manilatown, SoMa was dramatically affected by urban renewal projects that were immensely popular after World War II. Sobredo points out that as “early as 1946, corporate organizations proposed ambitious urban development projects.”^{iv} Along with other communities in San Francisco like the Western Addition, which were mostly Japanese American and black, SoMa residents, many of which were Filipinas/os, were being displaced by urban renewal projects by the thousands. These residents then began to move toward the borders of the city like the Excelsior neighborhood and into Daly City.

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The main street traversing between the South of Market and the Excelsior is Mission Street. Many Filipina/o families who live in San Francisco, Daly City, and in surrounding suburbs have roots in the South of Market Neighborhood. Like Chinatown, there is a long history of organizing, activism, and social services that are rooted in SoMa Pilipinas but unlike Chinatown, there is not a concentration of Filipina/o businesses in the SoMa that attract Filipinas/os who live outside of the neighborhood to return there, nor is there the same kind of tourism associated with Chinatown. In fact, the highest concentrations of Filipina/o businesses in San Francisco are in or very close to the Excelsior neighborhood.

The Excelsior

Most of the community studies conducted on Filipinas/os in the San Francisco Bay Area have focused primarily on those in the South of Market (SoMa) District of San Francisco and the suburb of Daly City. While there are approximately 2,200 Filipinas/os residing in the Tenderloin, and approximately 3,000 in the SoMa, the Excelsior district has over 12,000 Filipinas/os making it home to 30% of Filipinas/os in San Francisco. The Excelsior district also has a high concentration of Filipina/o youth and seniors.

In Filipina/o American San Francisco history, there is an undeniable relationship between the SoMa District, the Excelsior, and Daly City. Filipina/o families mushroomed dramatically after 1965, when U.S. immigration policy abandoned racist national-origins preferences to embrace twin goals: family reunification for U.S. citizens with non-citizen family members who lived outside of the United States, and to encourage the entry of highly educated and trained professionals from Asia and Latin America. Because so many highly educated professionals left Asia for the United States after 1965, many Asian American scholars call this period the “brain drain.” This change in immigration law brought dramatic demographic changes in the Excelsior community, as more and more Filipina/o families began to settle in the Excelsior. This change was facilitated by a phenomenon that scholars call “chain migration,” in which newly immigrated family members who are sponsored by U.S. citizens, in turn, sponsor even more family members, and the cycle continues. Many of Filipinas/os families are in the Excelsior as a result of family reunification.

By the early 1990s, Filipinas/os comprised almost 28.7% percent of the Balboa High School’s (central school in Excelsior) population, coming second only to Latinos who made up 29.7%.^v This rise in population sparked the need to create ethnic and cultural services for the students at the school. This came with the birth of the Filipina/o Parent Center in 1990’s and the Pin@y Educational Partnerships, created in 2001. This rise in student population correlates with a rise in the number of Filipina/o families who are living in the Excelsior. Although there remnants of families who came prior to 1965, there are two main populations of Filipinas/os who are now living in the Excelsior: 1) Filipinas/os who came to the United States as a result of the Immigration Act of 1965, including the family members they sponsored, and their American-born children, and 2) Filipinas/os who came after the Immigration Reform Act of 1990; many of whom came only in the last few years. This population is often referred to as the “new immigrants.” From an outside perspective, these two groups are often considered homogeneous. However, there are great animosities between the two groups, and they experience immense tension with each other. In the following section, these transformations of Filipina/o identity in the Excelsior will be center of discussion.

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3. Academic Performance of Filipina/o K-12 Public School Students

The San Francisco Unified School District Profile for the 2004-05 Fiscal year counts the number of Filipina/o students at 3,559; a figure that comprises 6.2% of the total number of students in the district and 6.1% of the total students in the county. The District Profile also reports that 672 Filipina/o students were English Learners whose 1st language was Filipina/o (Pilipino or Tagalog).

STAR TEST

To measure student performance at all levels, the State of California has instituted the *California Standardized Testing and Reporting* or *STAR* tests. The California Standards Tests (CSTs) are a major component of the *STAR* program and are specifically developed by California educators and test developers to measure progress towards state-adopted academic content standards. These standards describe what students should know and be able to do in each grade and subject tested. For the purpose of this section, we will focus on the performance of Filipina/o middle school and high school students on the CSTs.

For the English-Language Arts portion of the CST, Filipina/o students at each middle school level recorded the highest percentages of scores at Below Basic level; surpassing other ethnic groups as high as 9%. Of those students at Far Below Basic Level, Filipina/o students again ranked the highest; surpassing other ethnic groups as high as 8%.

For the Mathematics portion of the CST, Filipina/o students at each middle school level again recorded the lowest Mean Scale Score of all ethnic groups researched. Of those ethnic groups at Below Basic Level, Filipinas/os rank the highest, topping off at a dire 29% at the 8th grade level. Of those ethnic groups at Far Below Basic Level, Filipina/o students again rank the highest, although their percentages are tied this time with those from White students at both the 6th and 8th grade levels.

| <i>ELA</i> | 6 th Grade | | 7 th Grade | | 8 th Grade | |
|---------------------------|-----------------------|-------------------|-----------------------|-------------------|-----------------------|-------------------|
| | % Below Basic | % Far Below Basic | % Below Basic | % Far Below Basic | % Below Basic | % Far Below Basic |
| Filipino | 14% | 7% | 11% | 8% | 13% | 6% |
| Chinese | 8% | 6% | 6% | 5% | 9% | 5% |
| Japanese | 8% | 0% | 2% | 2% | 5% | 0% |
| Korean | 8% | 5% | 10% | 0% | 8% | 3% |
| Asian | 8% | 6% | 7% | 5% | 9% | 5% |
| White | 8% | 6% | 7% | 4% | 5% | 5% |
| <i>Mathematics</i> | | | | | | |
| Filipino | 24% | 8% | 23% | 8% | 29% | 8% |
| Chinese | 9% | 2% | 7% | 2% | 11% | 4% |
| Japanese | 10% | 0% | 9% | 0% | 15% | 0% |
| Korean | 13% | 5% | 0% | 3% | * | * |
| Asian | 9% | 3% | 8% | 2% | 12% | 4% |
| White | 12% | 8% | 13% | 4% | 17% | 8% |

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With an overwhelming 39% Below Basic, Filipina/o high school students shown to perform even poorer on the Mathematics portion of the CST.

| <i>ELA</i> | 9 th Grade | | 10 th Grade | | 11 th Grade | |
|----------------------------|-----------------------|-------------------|------------------------|-------------------|------------------------|-------------------|
| | % Below Basic | % Far Below Basic | % Below Basic | % Far Below Basic | % Below Basic | % Far Below Basic |
| Filipino | 13% | 5% | 15% | 9% | 19% | 12% |
| Chinese | 10% | 8% | 13% | 9% | 10% | 6% |
| Japanese | 2% | 2% | 5% | 2% | 0% | 3% |
| Korean | 8% | 6% | 12% | 0% | 7% | 4% |
| Asian | 10% | 8% | 13% | 9% | 11% | 7% |
| White | 10% | 6% | 10% | 8% | 8% | 8% |
| <i>Mathematics*</i> | | | | | | |
| Filipino | 39% | 13% | | | | |
| Chinese | 13% | 1% | | | | |
| Japanese | 0% | 8% | | | | |
| Asian | 14% | 2% | | | | |
| White | 28% | 2% | | | | |

**Summative Math Test (9th-11th Grades)*

HIGH SCHOOL EXIT EXAM

Another component of California’s standardized testing system is the *California High School Exit Exam or CAHSEE*. State law, enacted in 1999, authorized the development of the *CAHSEE*, which students in California public schools would have to pass to earn a high school diploma. All California public school students must satisfy the *CAHSEE* requirement, as well as all other state and local requirements, in order to receive a high school diploma. The purpose of the *CAHSEE* is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics.

The *CAHSEE* consists of two parts: English-Language Arts (ELA) and Mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know to graduate from high school.

Unlike the CST, San Francisco Filipina/o students do not find themselves amongst the lowest performing ethnic groups on the Mathematics portion of the *CAHSEE*. In fact, 68% of Filipina/o high school students passed, ranking them 3rd among all ethnic groups researched on this portion of the test.

The ELA part of the *CAHSEE* addresses state ELA content standards through grade ten and contains both a reading and a writing section. The reading section covers vocabulary, informational reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational texts. The writing section covers writing strategies, applications, and conventions. The ELA part of the exam consists of multiple-choice questions as well as a writing task in which students are asked to write on a specific topic or in response to a literary or informational passage.

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Again, Filipina/o high school students in San Francisco showed to perform rather well on the *CAHSEE*'s ELA portion, ranking 3rd among all ethnic groups researched with 70% passing at the district level.

| ELA | % Passing | | | Mathematics | % Passing | | |
|--------------------|------------|------------|------------|--------------------|------------|------------|------------|
| | SFUSD | Countywide | Statewide | | SFUSD | Countywide | Statewide |
| Filipino | 70% | 70% | 81% | Filipino | 68% | 67% | 79% |
| Asian | 72% | 72% | 75% | Asian | 92% | 92% | 86% |
| Hispanic or Latino | 54% | 53% | 53% | Hispanic or Latino | 55% | 53% | 51% |
| Pacific Islander | 50% | 47% | 64% | Pacific Islander | 48% | 48% | 61% |
| African American | 50% | 47% | 54% | African American | 43% | 40% | 44% |
| White | 83% | 81% | 83% | White | 80% | 79% | 80% |

DROP OUT RATES

Interestingly, we found that these test scores are not consistent with the drop out rates of Filipina/o students.

Statistics from California Department of Education's *Dataquest System* reveals that Filipina/o students in San Francisco dropped out at a rate equal to or greater than the district, county, and state wide totals for the 2004-05 Fiscal Year. In fact, 3.7% of Filipina/o students in 12th grade dropped out during this time; a figure 2% greater than the district total and 9% greater than the county total.

| | 7 th Grade | 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|
| Filipino | 1.2% | 1.1% | 2.9% | 1.4% | 1.5% | 3.7% |
| Asian | 0.4% | 0.2% | 1.7% | 0.7% | 0.6% | 0.5% |
| Pacific Islander | 2.4% | 2.2% | 4.9% | 3.1% | 8.7% | 4.8% |
| Hispanic | 0.9% | 1.4% | 4.4% | 2.4% | 3.1% | 2.4% |
| African American | 1.8% | 1.0% | 3.3% | 3.3% | 3.4% | 3.2% |
| White | 0.5% | 0.3% | 3.5% | 1.4% | 1.0% | 2.3% |
| District Total | 0.8% | 0.7% | 2.9% | 1.5% | 1.5% | 1.7% |
| County Totals | 0.8% | 0.8% | 3.3% | 2.9% | 3.1% | 2.8% |
| State Totals | 0.9% | 1.2% | 2.1% | 2.2% | 2.7% | 6.1% |

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Dropout rates for Filipinas/os increased across the board during the 2005-06 Fiscal Year and topped the District totals in each level from 8th-12th grades. Numbers for 12th grade are again particularly concerning as the 4.1% is twice that of the District total and 1.4% over the County total.

| | 7 th Grade | 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|
| Filipino | 0.8% | 1.6% | 2.2% | 2.3% | 1.9% | 4.1% |
| Asian | 0.4% | 0.5% | 0.9% | 0.5% | 0.7% | 0.8% |
| Pacific Islander | 2.3% | 0.0% | 1.5% | 2.9% | 0.0% | 0.0% |
| Hispanic | 0.9% | 0.5% | 3.3% | 2.4% | 1.9% | 3.9% |
| African American | 1.8% | 1.4% | 2.9% | 3.2% | 1.5% | 5.2% |
| White | 0.6% | 1.0% | 2.4% | 1.2% | 1.2% | 0.8% |
| District Total | 0.9% | 0.8% | 1.5% | 1.1% | 1.5% | 1.9% |
| County Totals | 0.9% | 0.9% | 2.9% | 3.0% | 2.7% | 2.7% |
| State Totals | 1.1% | 1.2% | 2.3% | 2.3% | 2.9% | 8.1% |

COMPARISON TO DALY CITY STUDENTS

The Jefferson Union High School District Profile for the 2004-05 Fiscal year counts the number of Filipina/o students at 1,582; a figure that comprises 28.8% of the total number of students in the district and 9.7% of the total students in the county. The District Profile also reports that 122 Filipina/o students were English Learners whose 1st language was Filipina/o (Pilipino or Tagalog). Performance of Filipina/o students in the Jefferson Union High School District of Daly City show a bit of a different picture than those from San Francisco. As the data revealed, Filipinas/os are no longer at the very bottom in terms of their test scores. They are, however, still ranked on the lower half, scoring 4th out of the seven ethnic groups researched in each category. 13%-21% of Filipinas/os students are still scoring at Below Basic Level from 9th-11th grades.

Dropout rates for Filipinas/os in Daly City show a remarkable difference from San Francisco as not one level between 7th and 12th grade reaches above 1%.

| | 7 th Grade | 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|------------------------|------------------------|
| Filipino | 0.0% | 0.0% | 0.5% | 0.0% | 0.0% | 0.8% |
| District Total | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% | 0.7% |
| County Totals | 0.1% | 0.3% | 0.7% | 0.7% | 1.8% | 2.5% |
| State Totals | 0.9% | 1.2% | 2.1% | 2.2% | 2.7% | 6.1% |

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Filipina/o American Youth

In this section, I present general statistics regarding Filipina/o Americans to provide a portrait of this population and interweave discussions of relevant studies on Filipina/o American youth. There has yet to be a comprehensive community-based research project that focuses on low-income Filipina/o American youth in San Francisco, or any urban area in which there is a concentration of Filipinas/os. As this section will demonstrate, census data that reflects high income and high educational attainment for Filipinas/os in comparison to the general population masks the problems faced by working class Filipinas/os. Careful study of statistics regarding urban, low-income Filipina/o youth, and a review of the most recent scholarship on Filipinas/os and Asian Americans will provide a more accurate assessment of the issues facing urban, low-income Filipina/o American youth.

If one relied solely on census data, Filipinas/os are an immigrant success story. According to 2000 Census, there are 2,364,815 Filipinas/os in United States. More Filipinas/os and other Asians went to college than any other racial group in the United States: half of all Asians were college graduates. Almost 40 percent of Filipina/o Americans are in management and professional occupations, according to a U.S. census special report, and Filipinas/os rank third among Asians in terms of median family income of \$65,189. (Climasa 2005) According to census data, Filipinas/os tend to be highly educated in comparison to the rest of the general population in the United States. The perception that Filipinas/os are doing well is bolstered by cultural stereotypes that describe Filipinas/os as extremely hardworking, with supportive, tight-knit families. These statistics, however, obscure the problems that low-income Filipinas/os face.

Too often, mental health and educational issues of Filipinas/os have been masked by stereotypes and generalizations such as the “model minority myth” and the cultural stereotype of “family cohesion.” Though some researchers and policymakers point to “culture” as the reason why Filipinas/os and other Asian Americans “succeed,” the same culture is often blamed for the myriad issues facing youth. These stereotypes are persistent amongst researchers, funders, and providers of social service programs. When I began to inquire about funding available for Filipina/o American youth services, many insisted that Filipinas/os did not need culturally specific programming. An administrator told me, “Filipina/o American students are doing pretty well in school, so they really do not need educational programs.” In regards to mental health issues, one service provider told me that in comparison to other races, “Filipinas/os in America do not have that many mental health issues, and those that do, don’t seek help.”

In the San Francisco Bay Area, there are approximately 316,877 Filipinas/os, and about 45,793 residing in San Francisco County. More than a third of San Francisco’s Filipina/o population resides in the district that is the subject of this study. The San Francisco Board of Supervisors Legislative Analyst report, based on the 2000 Census, describe this district as having the highest percentage of households with seniors at 36% and the second highest percentage of households with children under 18 at 40%. The district in which the Filipina/o American youth in this study live also has the lowest per capita income in the city, and the lowest educational attainment at 71% of residents having earned less than a BA or Associate degree. More than half of the residents, approximately 52%, are foreign born; 8% of persons are below the federal poverty level. In this same district in San Francisco, 32% speak an Asian/Pacific Island language and speak English “not well” or “not at all.” (Filipino Community Center 2005)

Filipinas/os have the highest dropout rate among all Asian American groups, and one of the

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highest dropout rates among all ethnic groups, according to the California Department of Education (2004), during the 2002-2003 school year in the San Francisco Unified School District. According to Zhou (2004), the key predictors that are often associated with influencing immigrant schooling show that immigrant status, language, and class factors alone cannot explain the drop out rates across national-origin groups. "Something else is going on that may be linked to the neighborhoods, or ethnic communities." In schools located in lower-income areas with high populations of Filipinas/os, their dropout rate greatly surpasses the general dropout rate recorded for the District, County, and State. Dropout rates are usually an indication that there is much more going on with the students themselves and the types of environments and situations to which they are exposed. These rates sparked my interest in researching the psychosocial ecology of Filipina/o students to include their experiences in their neighborhood, in their community, and at home. There is a clear need to connect effects of poverty on these sites to their academic lives.

In the schools, students are often blamed for their failures, and this, in turn, can create severe internalized inferiorities and psychological trauma. These mental health issues can directly relate to the experiences of Filipina/o students, especially when measured upon what is expected of them as "Asian American model minorities." Along with issue of high drop out rates, Filipinas/os are also facing other mental health related dilemmas, such as suicide and depression.^{vi} Unfortunately there has been a lack of research conducted on the reasons why Filipinas/os have these mental health issues. Some researchers problematize Filipina/o American "culture," and in some cases, this puts the blame on the parents without taking an in-depth look at the social conditions that contribute to or create the issue. (Lau 1995)

In "Family secrets: transnational struggles among children of Filipina/o immigrants," Wolf (1997) explores the intergenerational conflict and the role of family ideology in serving "to keep problems within the circle of immediate kin," and the impact of this ideology, which limits the "practice of children turning to their parents for help." Wolf points to the role of the family in influencing suicidal thoughts by creating high educational expectations, and religious and moral restrictions on girls. As part of the problem, she also points to the resistance of Filipina/o parents to seek outside help. These difficulties result in potential neglect, and parents often get blamed for their children's issues. Like the youth in Wolf's article, the youth in this study are searching for acceptance and recognition from their parents, teachers, and society.

Many studies about Filipina/o Americans are exploring very interesting questions about identity formation, group identity, family histories, labor, transnationalism, and immigration, but most of them focus on Filipina/o Americans from suburban communities. (Bonus 2000, Espiritu 2003, and Wolf 1997) There has yet to be a comprehensive community-based research project on the lives of urban Filipina/o youth. Consequently, the issues of poverty and violence are not at the center of the conversations happening in these contemporary studies.

Through these snapshots of their experiences, it is clear that there is a need to learn about the impact that poverty has on the lives of urban Filipina/o American youth from low-income families. In most cases, these youth are neglected by researchers, funders, and service-providers. If they are included, they are usually just part of a statistic. Along with the need to study these youth, it is also clear that there is a need to develop programs, create services and build a community to address the needs of urban Filipina/o American youth in San Francisco. This has led me to develop a community-based research project to explore at how they view poverty, neighborhood, and culture in their lives.

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In my study on Filipina/o American youth, which consisted of interviews, journals written by the students, and participant observation, I found the following to be some of the major issues that need to be addressed:

- 1) Economic hardship is one of the most prevalent challenges facing these youth. In describing the experiences of these Filipina/o American urban youth, there is a great need to discuss the quality of their “home life.” Two major themes that emerged from the writings and interviews that are a result of economic hardships: (a) family consolidation/overcrowding as a result of the large number of people living in their households; (b) home life responsibilities as a consequence of parents/guardians with multiple jobs.
- 2) Generation Gap or Acculturative Stress: Recent studies on “acculturative stress” highlight the “mismatch” between Asian American familial obligations and the demands of American society.
- 3) Exposure to Violence: Many of the Filipina/o youth described violence as a daily occurrence, and some have become somewhat desensitized to the impact that it has on how they deal with their personal issues. In my study, youth described three sites of violence: (a) in their neighborhood; (b) at their school; and (c) in their homes. Youth often described the presence of gangs in their neighborhoods, either through their personal involvement or the involvement of those around them affect.
- 4) Lack of Filipina/o American Roles Models
- 5) Lack of Filipina/o American Curriculum in the Schools (besides PEP).

5. San Francisco Filipina/o Services for Youth

Established in 2001, Pin@y Educational Partnerships (PEP) is a service-learning collaborative teaching pipeline of San Francisco State University’s Asian American Studies Department in the College of Ethnic Studies. PEP also partners with San Francisco public schools and the Filipino Community Center located in the Excelsior neighborhood of San Francisco. PEP’s main partnerships are between San Francisco State University upper division undergraduates and graduate students who have an interest in pursuing careers in the field of education, and community college, high school, middle school, and elementary school students who are primarily from low-income backgrounds. One of the main objectives for the PEP Program is to reach out to the students who are underperforming their potential. PEP practices teaching philosophies that include epistemological pedagogy, visual arts/media literacy, barangay/bayanihan/community building pedagogy, critical performance pedagogy, social justice education, dialogical/interactive pedagogy, and service learning and learning service, decolonizing, and counter storytelling, and critical race pedagogy. PEP practices these pedagogies by implementing a fun and critical cultural curriculum that focuses on Filipina/o American studies (including introducing the students to Filipina/o literature, dancing and art), one-on-one mentoring, college counseling, and leadership/self-determination training. PEP as a community service-learning program also provides training for college students who are interested in teaching and research.

Other organizations and services for Filipinas/os in San Francisco Bay Area include:

The Filipino Community Center (FCC)
Active Leadership to Advance the Youth
Asian Youth Prevention Services
Filipino American Development Foundation (FADF)/Bayanihan Center
Filipinos for Affirmative Action
Oasis for Girls

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United Playaz
Coleman Advocates
Youth Speaks
Westbay Multiservices Center
Liwanag Kultural Center
Kalayaan School of Equity

6. Conclusions and Recommendations

Through the preliminary study on Filipina/o students in San Francisco, I conclude and recommend the following:

Conclusions

- Filipina/o students are not doing well in the Star testing.
- Filipina/o students are passing the High School Exit Exam.
- There is a discrepancy between testing and drop out rates and pursuit of higher education.
- Filipina/o students are dropping out at a higher rate than that of the school district and the rates at the county level.
- Filipina/o students from low-income families are facing issues of family consolidation/overcrowding in the household.
- Filipina/o students are often taking on home life responsibilities where parents are not present or are working multiple jobs.
- Filipina/o students are suffering from acculturative stress.
- Filipina/o students are exposed to violence in their neighborhoods, at school, and at home. Some are also involved in gangs.
- There is a also a lack of Filipina/o American role models and curriculum in the schools.

Recommendations

- Conduct a qualitative study on the experience of Filipina/o American youth. To better understand their current situation, we need to hear their voices.
- Conduct a study on the higher education pursuit of Filipina/o Americans.
- Conduct a study on the mental health issues of Filipina/o American youth. Look at issues of suicide, depression, and possible the connection to “academic achievement.”
- Look at racism, sexism, classism, and other socio-historical concepts to understand how they may affect how students are treated in their schools or cities and possible how these –isms may also be internalized affecting their achievement.
- Broaden the study to include other cities in the San Francisco Bay Area and Northern California.
- Provide a study on the services offered to the youth and provide a central clearinghouse (possibly online) where youth could go to find resources of services.
- Study the gaps and similarities between American-born or raised Filipinas/os and new immigrants.
- Redefine how we measure success and achievement. Possibly make connections to identity and involvement.

ⁱ Gray Brechin, *Imperial San Francisco: Urban Power, Earthly Ruin* (Berkeley, California: University of California Press, 1999).

ⁱⁱ Sobredo, 279.

ⁱⁱⁱ Hartman, 59.

^{iv} Sobredo, 279.

^v See California Department of Education, Dataquest Website: <http://data1.cde.ca.gov/dataquest/>

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^{vi} According to a study by The Services and Advocacy for Asian Youth (SAAY) consortium, Filipina/o and Pacific Islander youth have the second highest percentage of San Francisco middle-schoolers who have had thoughts of suicide. SAAY also reported that almost a third of Filipina/o and Pacific Islander youth report having depression, the third highest percentage. In 2000, suicide was the leading cause of death for API youth nationwide, second only to unintentional injuries.

In early February 1995, a front-page story in the San Diego *Union-Tribune* sent shock waves through the local Filipina/o American community. The newspaper reported that almost half of all Filipina girls surveyed by the local school district had been “seriously considering suicide.” Using a questionnaire on suicide developed by the Centers for Disease Control and Prevention, the district found that that rates for Filipina American high school students were extremely high at 45.6 percent, compared to Latinas at 26.2 percent, Whites at 26.2 percent, and 25.3 percent among Blacks. A news article offered few reasons for this alarming statistic and only vaguely pointed to “cultural” explanations as the reason for these high suicide rates. (Lau 1995)

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Filipino Students in the Seattle Public Schools

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1. Filipinos in the Seattle King County Area

The focus of this paper is the Filipino student population in Seattle. However, because of the residency pattern in the area one must include the county area as well. According to the American Community Survey 2005 there are approximately 66,000 Filipinos in Washington State. Some local Filipino leaders believe that there are more because of the large number of mixed Filipinos (see in local history of Filipino community section) who choose another “race” or “ethnic” classification. According to this survey, two-thirds or 45,000 reside in the Seattle-King County area. About half reside in Seattle and the balance in adjacent cities to Seattle and other un-incorporated parts in the County.

Data on Filipino students is only available in the Seattle School District thus the following discussion on Seattle. Seattle, with a population of about 570,000 is best known for Boeing, Microsoft, Amazon.com, Starbucks and the University of Washington followed by less recognized Real Networks (Rhapsody music), Nordstrom, Costco and its emerging global health services industry (including the largest cancer research center in the world – Fred Hutchinson Cancer Research Center, and the Gates/Walton Foundation totaling \$60 billion in endowed funds) Numerous businesses are linked to Microsoft and Boeing as well creating a regional economy based on technology, engineering and health sciences. Thus, there is considerable pressure on the local public schools to produce graduates who are highly skilled in math and science. Yet, test scores for public school students locally and statewide are sadly lacking - to such a considerable degree that the state legislature has delayed the graduation requirement for math and science from 2008 to 2013.

2. Local Filipino History

The earliest recorded Filipino coming to Seattle was the Filipina bride of a soldier named Jenkins who fought in the Spanish-American war at the turn of the 20th century. This early immigrant was soon followed by pensionados or young Filipinos who were provided entry and scholarships to study at the University of Washington during the first decades of the 1900s. Although the intent was to educate these Filipinos and have them return to the Philippines, many remained. This early group was soon joined by the thousands of young Filipinos to work in the agricultural fields in Washington and other states and in the Alaskan canneries. Due to the very low number of Filipina women and the prohibition of marrying White women, many married local Native American women, Hispanic, Black and others (including White women in spite of the law) resulting in numerous mixed-Filipino offspring.

In 1935 the Filipino Community of Seattle organization was established joining the scores of other fraternal and Filipino social organizations that sprang up to provide cultural and social support for the thousands of Filipino new-comers. Following WWII hundreds of Filipino families who had

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biological and marital ties to American citizens arrived adding to the racially mixed Filipino population. In the 1960s there were only 12,000-15,000 Filipinos residing in Seattle and many, for the reasons noted, were of mixed ethnicities with the children identifying as other-than-Filipino although they had significant amounts of Filipino blood in them. In 1965 when the immigration law was changed the area experienced an explosion of new Filipino newcomers. Due to the preference code, many of these newcomers were professionals with a strong feeling of the new Filipino nationalism. Their large number and educational status gave rise to their visual and social prominence in America's changing societal fabric.

Although Seattle did not have a sizeable Filipino population compared to other ethnic groups and to other Filipino urban populations, numerous individual Filipinos achieved national prominence. They included a group of Filipinos who ran for office and won at the local and state levels (Dolores Sibonga, Velma Veloria, and David Della) as well as those who were appointed to high level state and federal government posts (Peter Jamero and Bob Santos). Seattle has also produced more than its share of nationally published and award-winning authors. These include Fred and Dorothy Cordova, Carlos Bulosan, Peter Bacho, Peter Jamero, Bob Santos, and Lonnie Reyes. Finally, two Seattle Filipinos have earned the highest national organization leadership status with Pio DeCano who served as the first President of the National Association of Asian Pacific American Education and Alma Kern, currently serving as the National Chair of the National Association of Filipino American Associations.

And interestingly enough several "first organizations" were established in Seattle including the Filipino Youth Activities (FYA), renown for the nation's first Filipino youth organization (founded in 1957) and producing the nation's only Filipino youth drill team, and the Filipino American National Historical Society (FANHHS, 1980). Moreover, Seattle is also credited with launching one of the first major civil rights initiative for Filipino Americans with the FYA's 1971 Young Filipino Peoples' Far West Convention that drew nearly 500 young Filipino community leaders and activists.

These facts are all re-capped to provide a context in which Seattle Filipino students are raised – a Filipino community that has established a tradition of innovation and accomplishment but yet, as the data will show, is lacking in academic achievement.

3. Academic Performance of Filipino K-12 Public School Students

According to the Seattle Public Schools (SPS) 2006-07 Annual Report there were 1,848 (4.0%) Filipino students out of 45,933 total students enrolled in its school system. As can be seen in Chart 1 below both the total student population and the Filipino student population have experienced a slight decline in the last five years.

Chart 1: Filipino Students Enrolled in Seattle Public Schools

| | Total Students | Filipino Students |
|-------------------|-----------------------|--------------------------|
| 2002-2003 | 46,695 | 2,133 |
| 2006-2007 | 45,933 | 1,848 |
| DIFFERENCE | - 762 | -285 |

Based on grade level distribution (see chart 2) it appears that this trend will continue over the next several years.

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Chart 2: Distribution of Filipino Students By Grade Level Grouping

| | High School | Middle School | Elementary |
|-------------|-------------|---------------|-------------|
| 2002-03 | 698 | 489 | 946 |
| 2006-07 | 658 | 388 | 802 |
| DIFF | -40 | -101 | -144 |

The SPS Report further reported that that a significant number of the District’s Filipino students come from at-risk backgrounds:

- Nearly one-third (31.0 %) were living in a single parent household
- 34.2 % were eligible for free lunch indicating lower income status
- One-in-five or nearly 20% were bilingual.
-

In examining data for the last five years the numbers have remained relatively the same.

Using these three indices one might expect that at least one-third of Seattle’s Filipino K-12 public school students may be at-risk. However, the data on Filipino academic achievement suggests a more critical picture.

Grade Point Average

The SPS Annual Report highlights Filipino high school students performing adequately with a 2005-06 second semester grade point average (GPA) of 2.81 as compared to the district-wide high school GPA of 2.69. The chart below cites The Filipino students ‘ gap fare with other r major ethnic communities. The reader is directed toward the Chinese and Vietnamese students who are similar in terms of socio-economic and bilingual status.

Typically a grade point of average of 2.69 might be viewed as an indicator that Filipino students are doing okay; of course, with room for improvement. However, when one looks at these same Filipino students on the Washington Assessment of Learning (WASL) tests at the given grade levels, the need for concern becomes urgent.

Chart 3: mean Semester GPA (2nd): High School Filipino and Selected Student Groups.

| Group | 2001-02 | 2005-06 |
|------------------|----------------|----------------|
| American Indians | 2.73 | 2.56 |
| African American | 2.50 | 2.39 |
| Chicano/Latino | 2.64 | 2.55 |
| Chinese | 3.29 | 3.30 |
| Filipino | 2.81 | 2.69 |
| Korean | 3.21 | 3.13 |
| Vietnamese | 3.16 | 2.97 |
| White | 3.05 | 3.02 |
| TOTAL | 2.86 | 2.80 |

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ABOUT THE WASL TEST

In the early 1990s, with growing concern over the lack of skills Washington state school graduates were exhibiting, the Washington State Legislature passed a law requiring all students wishing to graduate from high school to pass the Washington Assessment of Student Learning at the 10th grade level. A passing score was required in four areas: Reading, Writing, Math and Science. Students were assessed based on descriptive essays, comparing information from different texts, using math skills to solve complex problems, and explaining the steps they took to arrive at an answer. Based on a set of essential learning requirements, WASL tests for elementary (3rd & 4th graders), middle school (7th and 8th graders) and high school 10th graders were also developed and administered to ensure learning at the elementary, middle and high school levels.

Over the next several years the various grade level WASL tests were developed and administered to the grade levels. Of critical importance was the requirement for 10th graders to pass all four WASL Test subject areas. Initially 10th graders were required to pass only the Reading and Writing components. The state plan was to require the 10th grade students in 2008 to pass all four subject areas. However, due to disastrously low test scores, statewide in math and science, this requirement was delayed until 2013 giving schools more time to better prepare students for these two tests.

FILIPINO STUDENTS ON THE WASL

10th Grade WASL Test

In looking at Chart 4 below, if all four components were required 90% of all Filipino 10th graders in 2002 would have been ineligible to graduate. In response to the situation at that time the Seattle School District began offering 6th and 7th period WASL improvement classes in 2004-2005. At the same time, the Filipino community began offering Saturday, weekly WASL Test Prep assistance classes. The 2006 test scores for Filipino students in Reading and Writing saw some very positive gains (for Reading 50.5 percent passing to 89.9%; and for writing 46.3% to 84.5 %). Nonetheless, the number of Filipino 10th grade students continues to fail, Math (55%) and Science (72.7%) as demonstrated in the low percentage passing these two subject areas. This indicates that the waters ahead are still treacherous if not dangerous for Filipino students and the Filipino community given the implications if the present situation does not change significantly.

Chart 4: 10th Grade WASL - Percent High School FilAms and Selected Groups Meeting or Exceeding Standards.

| GROUP | 2002 | | | | 2006 | | | |
|------------------|------|------|------|------|------|------|------|------|
| | Math | RDG | WRTG | SCI | Math | RDG | WRTG | SCI |
| American Indians | 33.3 | 57.1 | 44.3 | 21.1 | 36.2 | 74.5 | 73.3 | 33.3 |
| African American | 8.1 | 23.2 | 23.6 | 3.6 | 21.5 | 61.1 | 60.7 | 8.7 |
| Chicano/Latino | 19.8 | 41.9 | 33.4 | 16.0 | 36.7 | 69.4 | 66.4 | 22.6 |
| Chinese | 62.0 | 67.6 | 65.5 | 34.9 | 71.7 | 85.2 | 83.2 | 44.2 |
| Filipino | 29.9 | 50.4 | 46.3 | 11.9 | 45.0 | 89.9 | 84.5 | 27.3 |
| Korean | 52.9 | 74.3 | 65.7 | 29.0 | 61.5 | 84.6 | 76.9 | 42.3 |
| Vietnamese | 43.5 | 59.4 | 44.7 | 21.6 | 55.4 | 80.3 | 71.5 | 27.9 |
| White | 53.8 | 71.2 | 64.0 | 41.9 | 71.6 | 92.6 | 89.7 | 55.5 |
| TOTAL | 35.3 | 52.4 | 47.3 | 25.3 | 55.7 | 82.4 | 79.8 | 39.0 |

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7th Grade WASL: Filipino Students

If the Filipino community was hoping to see a surge in the number passing the WASL test in future years, this feeling was immediately doused by the results for 7th grade Filipino students. Like their older counterparts the numbers of Filipino students passing the WASL test are dismally low for all test components. This is especially true for science (73.3% failing) and math (65.6% failing).

Although the Filipino test scores are comparable to the District totals, they pale when lined up with the Chinese, Koreans and even the Vietnamese.

Chart 5: 8th Grade WASL - Filipino Students and Selected other groups meeting or exceeding standards: Math, Reading and Science only

| GROUP | Math | RDG | SCI |
|------------------|-------------|------------|------------|
| American Indians | 36.9% | 57.6% | 28.7% |
| African American | 14.9 | 45.8 | 9.5 |
| Chicano/Latino | 32.9 | 52.5 | 23.7 |
| Chinese | 74.1 | 82.5 | 51.5 |
| Filipino | 44.4 | 67.6 | 69.2 |
| Korean | 78.9 | 89.5 | 52.6 |
| Vietnamese | 77.4 | 77.4 | 32.7 |
| White | 65.2 | 80.8 | 56.4 |
| TOTAL | 47.5 | 67.7 | 37.0 |

3rd Grade WASL: Filipino Students

The pattern for Filipinos and the WASL persist for the elementary grade level.

More than seventy percent of the Filipino testers pass the Reading and Writing components; but again in Math and Science, less than 50 percent pass the former and less than one-third pass the Science. The pattern persists with one only wondering when the tide will turn. And, again when compared to the other Asian groups, Filipinos score the lowest number passing in all four areas.

Chart 6: 3rd Grade WASL - Filipino and other selected groups meeting or exceeding standards

| GROUP | 2006 | | |
|------------------|-------------|------------|-----------------|
| | Math | RDG | WRTG SCI |
| American Indians | 56.1% | 54.5% | |
| African American | 44.9 | 48.7 | |
| Chicano/Latino | 48.7 | 52.5 | |
| Chinese | 78.1 | 76.0 | |
| Filipino | 68.7 | 64.9 | |
| Korean | 100.0 | 83.3 | |
| Vietnamese | 76.2 | 67.9 | |
| White | 81.5 | 86.3 | |
| TOTAL | 67.3 | 70.0 | |

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DISCIPLINE AND DROP OUTS

Other than short term suspensions, Chart 7 shows that discipline problems for Filipino students, from 2001-02 to 2005-06 appears to be decreasing. Thirty three Filipino students were placed on short term suspensions for the 2005-06 year, a 65% increase from the 2001-02 numbers. This growing number should be cause for concern for educators, parents and community members.

Chart 7: High School Discipline Data by Ethnic Groups – 2001-02/2005-06 Comparison

| | Short Term Suspensions | | Long Term Suspensions | | Expulsions | |
|-------------------|------------------------|-----------------|-----------------------|---------------|---------------|----------|
| | 2001-02 | 2005-06 | 2001-02 | 2005-06 | 2001-02 | 2005-06 |
| American Indians | 38 (9.8%) | 28 (8.4%) | 11 (2.8%) | 3 (.9%) | 5 (1.3%) | 0 |
| African Americans | 472 (14.7) | 474 (14.7) | 93 (2.9) | 96 (2.9) | 42 (1.3) | 12 (.4) |
| Chicano/Latino | 100 (7.8) | 109 (7.7) | 14 (1.1) | 23 (1.6) | 20 (1.6) | 4 (.3) |
| Chinese | 14 (2.0) | 14 (1.7) | 0 | 1 (.1) | 1 (.1) | 0 |
| Filipino | 20 (3.0) | 33 (5.0) | 4 (.6) | 2 (.3) | 5 (.8) | 0 |
| Korean | 1 (.7) | 3 (3.3) | 1 (.7) | 0 | 0 | 0 |
| Vietnamese | 28 (3.7) | 31 (4.8) | 3 (.4) | 7 (1.1) | 12 (1.6) | 2 (.3) |
| White | 252 (4.5) | 267 (4.7) | 61 (1.1) | 60 (1.1) | 29 (.5) | 2 (0) |
| Total | 996 (7.2) | 1,036 (7.3) | 196 (1.4) | 208 (1.5) | 103 (1.5) | 16 (.2) |

Interestingly enough the same pattern is found for middle schools (see Chart 6) indicating that something is happening for so many Filipino students at both the middle and high schools to be placed on short term suspension. Compared to the other Asian groups the 42 number is very high (more than twice the Chinese). This pattern warrants attention by both the school system and the Filipino community.

Chart 8: Middle School Discipline Data by Ethnic Groups – 2001-02/2005-06 Comparison

| | Short Term Suspensions | | Long Term Suspensions | | Expulsions | |
|-------------------|------------------------|-----------------|-----------------------|---------------|---------------|---------------|
| | 2001-02 | 2005-06 | 2001-02 | 2005-06 | 2001-02 | 2005-06 |
| American Indians | 45 (16.5%) | 45 (19.2%) | 5 (1.8%) | 7 (3.0%) | 2 (.7%) | 12 (.5%) |
| African Americans | 598 (25.7) | 591(26.5) | 43 (1.8) | 88 (3.9) | 22 (.9) | 12 (.5) |
| Chicano/Latino | 138 (13.9) | 167 (14.4) | 8 (.8) | 34 (2.9) | 5 (.5) | 5 (.4) |
| Chinese | 18 (3.4) | 19 (3.6) | 0 | 8 (1.5) | 0 | 0 |
| Filipino | 42 (8.2) | 42 (9.9) | 5 (1.0) | 4 (.9) | 3 (.6) | 1 (.2) |
| Korean | 2 (2.5) | 0 | 0 | 0 | 0 | 0 |
| Vietnamese | 34 (7.6) | 47 (8.1) | 4 (.9) | 13 (2.2) | 0 | 0 |
| White | 335 (8.0) | 327 (6.30) | 22 (.5) | 36 (.9) | 15 (.4) | 3 (.1) |
| Total | 1318 (12.9) | 1224 (12.6) | 96 (.9) | 203 (2.1) | 54 (.5) | 23 (.2) |

DROPOUTS

Seattle Public Schools defines a dropout as students who leave during a 12 month period and prior to graduation for employment, marriage, enlistment in the armed forces, or who were suspended or expelled without returning. The term also includes those who cannot be located. For further clarification the annual dropout rate is computed as a percentage of the previous October 1 enrollment.

Keeping in mind that Filipino students represent approximately 4% of the population, it becomes clear from the chart below that the numbers of Filipino students dropping out at the high school

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level are somewhat large and, keeping in mind that Filipinos represent about 4% of the total student population, are twice what their proportional numbers might be. While they are the largest among the selected Asian groups, they number below the other major ethnic groups.

At the Middle School level, the Filipino numbers are lesser and offer some hope that the number of Filipino high school dropouts may decrease in lesser years.

Nonetheless, the numbers warrant attention by both school system staff and community members so that intervening action can be implemented to reduce the numbers at both levels.

Chart 9: Filipino High School and Middle School Dropouts / 2001-02 to 2005-06 comparison

| | High School Dropouts | | Middle School Dropouts | |
|-------------------|----------------------|--------------|------------------------|------------|
| | 2001-02 | 2005-06 | 2001-02 | 2005-06 |
| American Indians | 87 (23.1%) | 90 (25.6%) | 27 (9.0%) | 20 (8.1%) |
| African Americans | 585 (18.1) | 635 (18.9) | 178 (7.7) | 228 (10.1) |
| Chicano/Latino | 209 (15.9) | 267 (17.8) | 55 (5.6) | 91 (7.7) |
| Chinese | 27 (4.1) | 22 (2.7) | 18 (3.5) | 18 (3.5) |
| Filipino | 62 (9.2) | 56 (8.2) | 19 (3.8) | 23 (5.4) |
| Korean | 9 (6.6) | 8 (8.5) | 5 (5.9) | 5 (7.4) |
| Vietnamese | 92 (14.9) | 80 (15.0) | 11 (2.5) | 21 (3.5) |
| White | 557 (9.9) | 646 (11.1) | 238 (5.7) | 119 (5.2) |
| Total | 1,736 (12.4) | 1,899 (13.2) | 610 (6.0) | 674 (6.8) |

4. Filipino Community Leaders Response To Data

Although the Seattle Filipino community leaders still remember the rash of Filipino high school student incidents engaged in gang, street activities and shootings in the mid 1990s, they were of the opinion that the situation was resolved and Filipino students were back on track doing well academically. They are also aware that there were many Filipino bilingual students who were struggling and thus not surprised when a number of after-school tutoring programs were established by Filipino teachers and a local Filipino youth organization (see discussion in next section). But for the most part most believed that Filipino students were doing well and lack of academic achievement was not an issue. Moreover, nearly a thousand Filipino students were enrolling at the University of Washington with several hundreds more at Seattle University and in the Seattle Community Colleges.

Thus, in 2005 when the data above was presented some local leaders continued to deny the reality alluding to the many Filipino students achieving academically in the suburban school districts and in private (mainly Catholic) schools. In fact, the President of the Filipino Community of Seattle, whose own two children having earned valedictorian status in their Kent high school, was quite surprised and found it to be puzzling for Seattle Filipino students to be doing so poorly. Equally shocked was the FCS's Vice President who could not believe the numbers when the Filipino culture supposedly places a high premium on educational attainment.

Perhaps the most interesting response was from an officer of the Filipino American Educators of Washington, an educator in the Seattle public school, who stated that the situation was not that bad when compared to other ethnic groups and with the pending response planned by the Seattle Public

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Schools. In fact, since then there has been improvement but WASL 10th grade test scores still indicate that between 50-70% of Filipino students will not graduate.

Thus, in general the leaders in the Filipino community were surprised as well as disappointed. For years their organizations were raising monies and awarding scholarship monies to students within their own ranks and they were doing well. They believed that most if not all Filipino students were performing at acceptable academic standards. However, upon awareness of the true situation they were quick to point to a variety of reasons why Filipino students were not doing well. These included:

- Many of them are bilingual and do not understand the instruction in English
- Both parents are working and have no time to monitor their students' school work
- The Filipino students focus their energies on working to buy expensive clothes and cars
- The curriculum lacks content on Filipino history and culture
- Too many of the Filipino kids are involved in hip hop and prefer dancing and singing to studying and earning academic awards

5. Seattle Filipino Community Support Infrastructure

There are over 100 Filipino organizations in the Seattle-King County area. They range from provincial organizations to functional groups and social associations. Many have overlapping members and a very large number have annual activities to raise funds for scholarships in both the Philippines and locally. Three groups in particular have focused on local youth development. The first is the Filipino Youth Activities (FYA). With funds from United Way the FYA has been able to provide recreational, social and educational support assistance to the local schools with trouble Filipino youth. Unfortunately, in 2003 the FYA had to declare bankruptcy due to financial problems and ceased to operate (although the Filipino youth drill team still carries its name and operates on its own).

The second is the Filipino American Educators of Washington whose membership are K-12 teachers from the Seattle and Renton school Districts. This group of nearly 30 educators implements a variety of programs for youth ranging from spelling bees to essay contests, and performing arts concerts at the region's largest Filipino Independence Celebration, Pagdariwang. In years past they have conducted tutoring programs jointly with the FYA for middle-school Filipino students. More recently, they have joined with the Filipino Community of Seattle, to offer academic assistance programs and have recently applied for funds to re-establish the middle-school tutoring program.

With the vacuum of services for Filipino youth created by the demise of the FYA the Filipino Community of Seattle has expanded its youth program role. It worked with a small group to implement a Filipino Youth Empowerment Program that conducted leadership and student-parent relationship programs from the late 1990s to 2005. In 2004 the FCS initiated its Saturday WASL (state high school graduation test) Test Prep Program that has grown from 7 students to nearly two dozen students. This last year the FCS is generating nearly \$50,000 to expand its WASL Test Prep program with student outreach and referral as well as a youth-education sports program.

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Conclusions and Recommendations

Based on the above review of the data, the following conclusions are made:

1. Filipino students are not doing well academically in the Seattle Public Schools.
2. Although WASL test scores are higher in the middle and elementary grade levels, they still reflect serious academic deficiencies in the basic skills and math and science area.
3. Filipino students are exhibiting counter-productive school behavior as indicated by the high number of short-term suspensions at the high school and middle school level.
4. Filipino students are experiencing a high drop out rate that may reflect additional problems taking place for this age group.

Based on these conclusions, it is recommended:

1. That the Filipino community of Seattle (leaders, parents, teachers and students) should meet with Seattle Public Schools administrators to review this information and seek resolution of Filipino student academic deficiencies and behavioral challenges.
2. The Filipino community of Seattle should mobilize its own resources to develop and implement programs that address the issues Filipino students face in the Seattle schools.
3. Efforts should be made to inform the members of the Seattle Filipino community of the Filipino student situation and engage them in participating in the efforts to address their problems.

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SECTION III – FILIPINO COMMUNITY YOUTH PROGRAMS

Recognizing the busy schedule of Filipino parents, especially those individual parents working more than one job, community education and academic assistance programs become critically important. Thus, the survey asked researchers to describe what community support programs and services were available for Filipino youth in their locale.

Only seven of the 10 researchers responded. In the city/county areas that had been identified, with Filipino specific data, as having large number of Filipino students with academic deficiencies (Honolulu/Hawaii, Los Angeles, San Francisco and Seattle), there appears to be limited community programs for those students.

The Honolulu/Hawai'i researcher noted that Honolulu's new Filipino Community Center, an impressive large, multi-purpose facility, hosts several Filipino youth activities and programs. She also mentioned a large scholarship fund that is distributed annually as well as an annual leadership camp for high school students. Finally, University of Hawaii's (UH) Office of Multicultural Services was described as proving tutoring and outreach and UH's Gear Up Program serving Filipino students as well.

In an city/county area that has hundreds of thousands of Filipinos Los Angeles has one of the oldest established Filipino programs called SIPA or Search to Involve Pilipino Americans (SIPA) that offers numerous programs and services for Filipinos including an arts, resources and culture program for youth. In addition, the University of the Philippines Alumni have created Bahay Kubo Program to benefit Filipino community members who want to learn Philippine culture and arts. The researcher described several college based programs at UCLA that focused on encouraging and supporting Filipino high school students accessing post-secondary education opportunities, recruiting and helping students succeed at UCLA, and assisting transfer students to UCLA. Also mentioned but not specifically described was the existence of numerous community based organizations that offers Philippine history, culture, language and arts teaching to young Filipinos.

San Francisco fortunately has the Pin@y Educational Partnerships (PEP) that links college resources and students, in partnership with the San Francisco public schools and community-based organizations, to work with students with an interest in a teaching career or have need for academic assistance. In addition to PEP the following other programs were listed: The Filipino Community Center (FCC), Active Leadership to Advance the Youth, Asian Youth Prevention Services, Filipino American Development Foundation (FADF)/Bayanihan Center, Filipinos for Affirmative Action, Oasis for Girls, United Playaz, Coleman Advocates, Youth Speaks, Westbay Multiservices Center, Liwanag Kultural Center, and Kalayaan School of Equity.

Like other large Filipino communities, Seattle has numerous organizations that sponsor annual scholarship dinners. Up until 2005 Seattle also had the Filipino Youth Activities that offered programs and services for Filipino youth. It became defunct but its drill team continues serving 40-50 youth. The Filipino American Educators of Washington conducts essay-writing and fine arts contests at the annual Philippine Independence Day celebration. For the last three years the Filipino Community of Seattle has conducted weekly academic assistance programs for high school students and is currently expanding its reach to middle school students and those in need of culturally-relevant counseling.

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Las Vegas which has a new but fast growing Filipino population has the Philippine American Youth Organization but it still is struggling to become sustainable. Because of surfacing academic problems among Filipino students the National Federation of Filipino American Associations has recently awarded a small grant to start up a tutoring program.

The researchers from Jersey City and New York City, both areas with reported high academic achievement, enumerated several community-based organizations offering a wide range of academic, cultural and language programs for their Filipino youth. Some programs are funded but most are volunteer-based.

Overall, what one finds is that the improvement of the academic performance of Filipino students is provided mostly by volunteers. While such efforts are commendable they are nonetheless severely limited by numbers they can serve and their sustainability. Both limitations speak to the need for more institutional efforts at the K-12 levels. Without such programs the situation that Filipino students find themselves can be expected to worsen creating more stress in the Filipino communities throughout the nation.

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APPENDIX A

SURVEY RESEARCH INSTRUCTIONS

10 selected cities are to be included in the report. These cities are:

| | |
|-------------|---------------|
| Chicago | New York |
| Honolulu | San Diego |
| Jersey City | San Francisco |
| Las Vegas | Seattle |
| Los Angeles | Tampa Bay |

An education research scholar (see later section for qualifications) shall be selected to investigate the academic performance of Filipino K-12 students in the local public school system.

The investigation must include:

- Background on local city (location, population, demographics, business base)
- Background on local Filipino community (history, demographics,
- Summary of academic performance record of Filipino K-12 students (including comparison to other major sub-population groups, e.g., Native Americans/Indians, Black/African Americans, Latino/Chicano, API subgroups.
- Discussion of situation by local Filipino K-12 educators, students and parents
- Identification of any local Filipino community organization activities for students

Presentation Parameters:

Maximum 10 pages in length

Single space, 12-point font, 1" margins on all four sides of paper

APA format for citations and footnoting

Permission to reprint the research report in part or whole

Date Due: June 15, 2007

Filipino Educator-Researcher Selection Criteria

- Knowledgeable of the local Filipino community.
- Demonstrated research and analytical skills as evidenced in a submitted document (may be an official report, need not be in a refereed journal).
- May be from the K-12 or post-secondary level.
- Master's degree required; doctorate preferred.

Resumes and sample of writing will be reviewed by a project oversight committee consisting of the project director, NaFFAA Executive Director and the National Chair

RELATED TASKS

Project researchers must also participate in the following:

Live/interactive, web-based, audio-video orientation – second week in April

Live/interactive, web-based, audio-video progress session – second week in May

National confab of project researchers at Alliance International University in San Diego – August, 2007 (see details below).

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THE NATIONAL DISCUSSION MEETING

This is to occur over a 2.5 day period at Alliant International University in San Diego. Tentative schedule and agenda is as follows:

| | Thursday – Aug 16 | Friday – Aug 17 | Saturday – Aug 18 |
|-------------|--|--|--|
| Morning | arrival | Discussion on findings | 10 – 1pm Input from FiilAm Community leaders, members, students, parents |
| Lunch | | Lunch with local LEA officials | Lunch |
| Afternoon | Arrival | Exploration of responses | Departure for Airport |
| Break | | | |
| Dinner | Provided by NaFFAA | Dinner with local Filipino groups | |
| Post Dinner | Orientation Researchers present reports with Powerpoint | Night life or Filipino community reception | |

Thursday and Friday sessions will be held on Alliant’s campus. Saturday’s meeting will be held in the community. Project researchers and NaFFAA leaders will be housed at a Holiday Inn near the university campus (5-minute drive away via hotel shuttle)

Details on hotel and meeting arrangements will be announced.

RESEARCH INFORMATION REPORT

Upon completion of the national discussion meeting an informational booklet summarizing the reports and the input from other educators, Filipino community members, students, and parents will be prepared. Approximately 2500 copies will be printed and distributed to Filipino organizations, K-12 school districts, state education offices and federal government agencies.

POST PROJECT OUTCOMES

The NaFFAA national office will conduct a survey of affected Filipino communities and school districts to identify specific activities resulting from the provided information booklets. This report will be conducted in 2008-2009.

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APPENDIX B

Interview Protocol and Questionnaire

Researcher/Interviewer shall do the following:

1. Identify three high schools and three middle schools that have a large Filipino student population. This may have to be determined through conversations with local Filipino leaders, teachers, parents and/or Filipino students.
2. The researcher may want to find a Filipino teacher at an identified school to facilitate their communication with appropriate administrator or staff.
3. The researcher should attempt to identify who is the best person (the most knowledgeable about the school's students) to provide the survey questionnaire information. This person may be the principal, vice principal, counselor or teachers.
4. The researcher should interview the school educator in-person but could also interview the person over the telephone.
5. Because you are asking observational data please note on the interview instrument on what basis (source) is the information being given.
6. The research should go through the entire survey and take copious notes as more information is better than less information. Vetting the information can be done later.

Notes

Unfortunately the survey is being done at the end of the year which is normally a very busy time. You may want to conduct your information after the end of the school year.

The survey instrument interview should take approximately 30 minutes. Please focus on the questions so that minimal time can be taken away from the school educator.

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INTERVIEW QUESTIONS

SCHOOL _____ DATE _____
 PRINCIPAL _____ SCHOOL PHONE _____
 INTERVIEWEE _____ POSITION _____
 SCHOOL ADDRESS _____
 CITY _____ STATE _____ ZIP _____ E-MAIL _____

1 STUDENT POPULATON/STAFF – DEMOGRAPHICS PROFILE

| | Info source/basis | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|------------|-------------|-------------|--------------------|--------------------|--|------------------|-------------------|-------------------|----------------|--|--|------------------------|--|--|-----------|--|--|------------------|--|--|-------|--|--|
| 1a. Total Number of students _____ | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1b. Estimated numbers of the following groups: | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Group</th> <th style="width: 20%;">Numbers</th> <th style="width: 40%;">%age</th> </tr> </thead> <tbody> <tr><td>White</td><td></td><td></td></tr> <tr><td>African Am/Black</td><td></td><td></td></tr> <tr><td>Latino/Chicano</td><td></td><td></td></tr> <tr><td>Asian Pacific Islander</td><td></td><td></td></tr> <tr><td>Filipinos</td><td></td><td></td></tr> <tr><td>Native Americans</td><td></td><td></td></tr> <tr><td>Other</td><td></td><td></td></tr> </tbody> </table> | | Group | Numbers | %age | White | | | African Am/Black | | | Latino/Chicano | | | Asian Pacific Islander | | | Filipinos | | | Native Americans | | | Other | | |
| Group | | Numbers | %age | | | | | | | | | | | | | | | | | | | | | | |
| White | | | | | | | | | | | | | | | | | | | | | | | | | |
| African Am/Black | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latino/Chicano | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian Pacific Islander | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipinos | | | | | | | | | | | | | | | | | | | | | | | | | |
| Native Americans | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1c. Income levels of students percentage | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Group</th> <th style="width: 15%;">High</th> <th style="width: 15%;">Medium</th> <th style="width: 15%;">Low</th> </tr> </thead> <tbody> <tr><td>Gen'l student pop.</td><td></td><td></td><td></td></tr> <tr><td>Filipino students</td><td></td><td></td><td></td></tr> </tbody> </table> | | Group | High | Medium | Low | Gen'l student pop. | | | | Filipino students | | | | | | | | | | | | | | | |
| Group | | High | Medium | Low | | | | | | | | | | | | | | | | | | | | | |
| Gen'l student pop. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino students | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1d. Bilingual Status – percentage of students | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Group</th> <th style="width: 15%;">High</th> <th style="width: 15%;">Medium</th> <th style="width: 15%;">Low</th> </tr> </thead> <tbody> <tr><td>Gen'l student pop.</td><td></td><td></td><td></td></tr> <tr><td>Filipino students</td><td></td><td></td><td></td></tr> </tbody> </table> | Group | High | Medium | Low | Gen'l student pop. | | | | Filipino students | | | | | | | | | | | | | | | | |
| Group | High | Medium | Low | | | | | | | | | | | | | | | | | | | | | | |
| Gen'l student pop. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino students | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1e. Level of interaction between Filipino students and other students (Please check most appropriate box) | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Not at all</th> <th style="width: 15%;">A little</th> <th style="width: 15%;">moderately</th> <th style="width: 15%;">Quite a bit</th> <th style="width: 15%;">Extensive</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Not at all | A little | moderately | Quite a bit | Extensive | | | | | | | | | | | | | | | | | | | | |
| Not at all | A little | moderately | Quite a bit | Extensive | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1f. Please provide numbers of staff for each of the | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | |
|---------------------------------------|-------|-------|-------|
| major ethnic groups and for Filipinos | | | |
| Group | Admin | Tchrs | Other |
| White | | | |
| African Am/Black | | | |
| Latino/Chicano | | | |
| Asian Pacific Islander | | | |
| Filipinos | | | |
| Native Americans | | | |
| Other | | | |

2 STUDENT ACADEMIC PERFORMANCE & SCHOOL BEHAVIOR

| | Info source/basis | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------|--------|--------|-----|--------------------|--|--|--|-------------------|--|--|--|-------|------|--------|-----|--------------------|--|--|--|-------------------|--|--|--|--|
| <p>2a. How are students doing academically in terms of their grade point average?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Group</th> <th style="width: 15%;">High</th> <th style="width: 15%;">Medium</th> <th style="width: 15%;">Low</th> </tr> </thead> <tbody> <tr> <td>Gen'l student pop.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Filipino students</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2b. How are students doing in terms of standardized tests ?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 30%;">Group</th> <th style="width: 15%;">High</th> <th style="width: 15%;">Medium</th> <th style="width: 15%;">Low</th> </tr> </thead> <tbody> <tr> <td>Gen'l student pop.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Filipino students</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2c. Are their high achieving Filipino students? ___Yes ___No Explain answer:</p> <p>2d. What types of extracurricular activities do Filipino</p> | Group | High | Medium | Low | Gen'l student pop. | | | | Filipino students | | | | Group | High | Medium | Low | Gen'l student pop. | | | | Filipino students | | | | |
| Group | High | Medium | Low | | | | | | | | | | | | | | | | | | | | | | |
| Gen'l student pop. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino students | | | | | | | | | | | | | | | | | | | | | | | | | |
| Group | High | Medium | Low | | | | | | | | | | | | | | | | | | | | | | |
| Gen'l student pop. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino students | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | |
|--|--|
| 3b. What type of social activities are the Filipino students pursuing? | |
|--|--|

4 COMMUNITY SUPPORT

| | Info source/basis |
|--|-------------------|
| 4a. To what degree is the Filipino community aware of Filipino student academic achievement? ___not at all ___somewhat ___moderately aware ___very aware | |
| 4b. Are their Filipino community organizations offering academic assistance program services? ___Yes ___No. If yes describe them. If no explain why you think this is the case. | |
| 4c. Are these programs/services having an impact? | |

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Yes No, explain answer.

4d. What is the short term and long term prognosis for the future of Filipino students in your school?

Short term:

Long Term:

5 ANY OTHER ADDITIONAL COMMENTS?

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APPENDIX C

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