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Title/ Título: Educational social capital of mexican-heritage students from immigrant families in the U.S. / Panel: International Issues & Perspectives on Families, Schools, and Communities: Asia, Europe, and the U.S.

Capital social educativo de estudiantes descendientes de inmigrantes mexicanos en USA / Panel: Temáticas y perspectivas internacionales sobre Familias, Centros docentes y Comunidad: Asia, Europa y U.S.A.

Topic: Cultural, technological and multicultural aspects of school, family and community partnerships

Aspectos culturales, tecnológicos y multiculturales de las relaciones que se establecen entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

Presentation time/Día de presentación: Session in English. Thursday 15, 4:00-5:30 p.m.

Conference Room, Ground Floor

Sesión en Inglés. Jueves 15, 4:00-5:30 p.m. Sala de Cámara, Planta Baja

Abstract

The goals of the study will be to examine the inherent properties of Educational Social Capital (ESC) of immigrant students and their families. Although the effectiveness of outreach by school personnel to parents, or of parental involvement in schools has been frequently studied apart from the social capital rubric (e.g., Fehrmann, Keith, & Reimers, 1987; Stevenson & Baker, 1987; Paulson, 1994; Kao & Tienda, 1998), the results have seemed inconsistent, varying often according to the minority or social status of the students studied (Madigan, 1994). The research questions that will guide this study are: (1) To what extent does the availability of school social capital differ between low achieving and high achieving Mexican heritage students from immigrant households? (2) And, what is the relationship between student educational social capital and educational outcomes? The study uses a panel design, that will longitudinally follow 3 panels of students and their parents. Students will be selected from the 4th, 6th, and 9th grade (N=90). A network analysis approach will examine the use of social networks to solve educational problems by immigrant students and their families. Students and parents will be interviewed and surveyed regarding parental ESC and student ESC. A type of backward-mapping will be conducted to determine how they came to acquire them (social capital “flows”). Understanding of ESC and it’s function in the educational attainment of immigrant students will help to inform policies and procedures to ensure greater educational success and advancement of immigrant students.