

EXPECTATIONS AND PERCEPTIONS OF ADOLESCENT HISPANIC MALES AND
THEIR PARENT(S)/GUARDIAN(S) UPON BEING ASSIGNED TO A
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

A DISSERTATION

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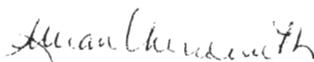
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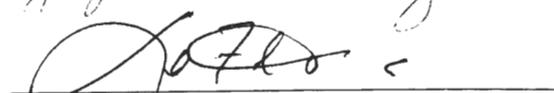
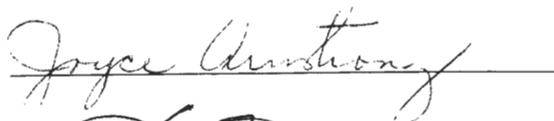
To the Dean of the Graduate School:

I am submitting herewith a dissertation written by Cynthia A. Williams entitled "Expectations and Perceptions of Adolescent Hispanic Males and Their Parent(s)/Guardian(s) upon Being Assigned to a Disciplinary Alternative Education Program." I have examined this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Family Studies.



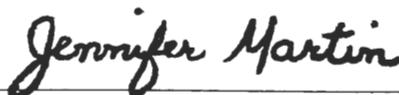
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We have read this dissertation and recommend its acceptance:



Department Chair

Accepted:



Dean of the Graduate School

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Thanks to my family for being there, supporting me, encouraging me, and loving me. This achievement is devoted to my father, Samuel Williams, Jr.; wish you were here to share the culmination of this journey.

Love,

C. A.

ABSTRACT

CYNTHIA A. WILLIAMS

EXPECTATIONS AND PERCEPTIONS OF ADOLESCENT HISPANIC MALES AND THEIR PARENT(S)/GUARDIAN(S) UPON BEING ASSIGNED TO A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

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The purpose of this qualitative study was to identify the expectations and perceptions of respondents assigned to a Disciplinary Alternative Education Program (DAEP). The focus of the study was the experiences of adolescent Hispanic males and their parent(s)/guardian(s) upon being assigned to the DAEP.

Findings from this study indicated aspects of aspirational, linguistic, and resistant capital as were the desired expectations of participants. Findings from this study revealed that even through adversity participants wanted to be heard, understood, and valued as productive members of the educational organization.

Results revealed insight into the expectations and perceptions of adolescent Hispanic males and their parent(s)/guardian(s) regarding being assigned to a DAEP and upon returning to their home campus.

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CHAPTER I

INTRODUCTION

Statement of the Problem

In 1995, the 74th Texas Legislature ruled that each school district must provide a disciplinary alternative education program. Each program was required to meet the following criteria:

1. Designated setting other than a student's regular classroom;
2. Location on or off of the regular school campus;
3. Provision for the students who are assigned to the disciplinary alternative education program to be separated from students who are not assigned to the program;
4. Focus on English Language Arts, Mathematics, Science, History, and Self-discipline;
5. Provision for students' educational and behavioral needs;
6. Provision for supervision and counseling;
7. Teacher completion of all certification requirements

An August 2007 policy research report sponsored by the Division of Accountability Research Department of Assessment, Accountability, and Data Quality Texas Education Agency revealed 48.6 percent of all Disciplinary Alternative Education Program (DAEP) assignments were Hispanic students during the 2005-06 school year.

African American students accounted for 25.8 percent and Whites 25.2 percent of all assignments. The demographic profile of students assigned to disciplinary alternative programs in Texas included the majority male students (73.9%), economically disadvantaged students (62.1%), and a large proportion of special education students (23.9%).

This study focused on participation and transition from a disciplinary alternative education program from Hispanic male students' and parent's/guardian's perspective. This study provided students and parents/guardians the opportunity to share their thoughts and feelings relative to their own expectations and perceptions regarding other students, educational programming, faculty, teachers, and administrators. The overall objective of this study was to give voice to the participants, Hispanic students who represent the fastest growing ethnic group in the selected school district (Lewisville ISD webpage, 2007).

Purpose of the Study

The fundamental purpose of this qualitative study was to identify the expectations and perceptions of respondents assigned to a disciplinary alternative education program within a large Northeast Texas metropolitan school district serving over 50 general education campuses. The population of the focus district has changed consistently over the last decade with the fastest growing ethnic student group being Hispanic. Demographic data from student groups within the target school district indicate that the Hispanic population is currently the second largest ethnic group (LISD, 2007):

1. White – 64.3%
2. Hispanic – 18.1%
3. African American – 9.2%
4. Asian/Pacific Islander – 8.0%
5. Native American – 0.5%

The 2000 U. S. Census Bureau reported that minority populations in Texas hit 50.2 percent, making Texas the fourth state with a ‘majority-minority’ population (Longley, 2005).

Additional research into the reasons behind the high dropout rate of Hispanic students; the 2000 census revealed the following information: more Hispanics graduated from high school in the last decade of the 20th century than in the previous one; however the number of Hispanic college students remained considerably low. Only 11% of post-secondary school received bachelor’s degrees, and an even lower number received graduate degrees; adolescent Hispanic males and females had the highest dropout rate in the country; dropout rate for adolescent Hispanic females was 26%, compared to that of African American (13%) and whites (6.9%); adolescent Hispanic males had the highest dropout rate of all groups (31%), compared to African Americans (12.1%) and whites (7.7% Rothe, 2004).

The primary focus of the study was the experiences of adolescent Hispanic males transitioning from a general education campus as well as the thoughts, feelings, and perceptions of Hispanic parents/guardians; the study captures their return, to a disciplinary alternative education campus and back to the general education campus. The

study provided respondents the opportunity to express their thoughts, feelings, and concerns regarding a disciplinary alternative education program.

Research Questions

The purpose of this qualitative study was to identify the expectations and perceptions of 9th and 10th grade adolescent Hispanic male students assigned to a disciplinary alternative education program within a large Northeast Texas metropolitan school district that serves over 50 general education campuses.

The research questions were

1. What are the expectations and perceptions of students of being assigned to a disciplinary alternative education program (DAEP)?
2. What expectations do students have regarding other students, faculty, staff, and administrators in the program?
3. What expectations do students have regarding educational programming within the program?
4. What perceptions do students have regarding treatment from other students, faculty and staff, administrators, and their families?
5. Upon return to their home campus, what expectations do students have regarding assistance and challenges to their success?
6. What expectations do students have for themselves upon returning to their home campus?

Definitions of Terms

Administrator – an individual who holds a position of administrative leadership, assistant principal, associate principal, or principal

Alternative – a placement or program different from that of the traditional educational environment

Adolescent – individual(s) ranging in age from 11 to 18 years old

ARD – Admission, Review, and Dismissal review of an individual receiving special education services academic program

Aspirational capital – ability to maintain one’s hopes and dreams even when facing real or perceived barriers/challenges (Yosso, 2005).

Cultural capital – the knowledge, experiences, and connections an individual has throughout life’s course affording them greater opportunities to be success versus that of an individual that did not have the same opportunities

DAEP – Disciplinary Alternative Education Program

Delinquency – failure to follow the established guidelines and or rules as established by the campus, district, state, or nation

Discipline – action(s) instituted in an effort to produce positive change in the behavior of an individual.

Faculty – all certified instructional campus personnel

Free or reduced-price lunch – number and percentage of average daily attendance (students) receiving either free or reduced-price school lunch (Texas Department of Agriculture, 2006)

General education students – students not receiving services under the special education umbrella as identified through Individuals with Disabilities Education Act (IDEA)

High School Dropout and Completion – graduation status for entire cohort of students at the time the class graduates (Texas Education Agency, 2006)

Hispanic – a person of Mexican, Puerto Rican, Cuban, Central or South American, or some other Hispanic origin (U. S. Census Bureau, 2000)

Home campus – regular educational campus in which student receives direct instruction

Home Language Survey – survey completed by each student new to a district, and to students previously enrolled who were not surveyed in the past; survey used to establish the student's language classification for determining whether the district is required to provide a bilingual education or English as a second language program (Texas Education Code, 29.051)

Individuals with Disabilities Act (IDEA) – students receiving academic and support services as identified using the guidelines established through the reauthorization of Education of All Handicapped Children Act (PL-142)

Instructional inclusion – instructional and academic support provided for students serviced through special education in the mainstream classroom

Intervention – process or programs used after behaviors not in alignment with established guidelines and or rules have occurred

Linguistic capital – includes intellectual and social skills attained through communication experiences in more than one language and/or style as defined by Faulstich Orellana (2003)

Manifest determination ARD – admission, review, and dismissal meeting to determine whether or not the behavior(s) exhibited by an individual receiving special education services are considered to be a result of individual's disability

Personalismo – Hispanics tendency to place greater value on individuals as opposed to institutions; tendency to trust and cooperate with those individuals in which they know on a personal level; many dislike impersonal and formal structures; quality of social interactions is more important than the length of the interaction

Prevention – process or programs used in an effort to prevent behaviors that are not in alignment with established guidelines and/or rules

Resistance capital – Freire (1973) defined knowledge and skills that are fostered through oppositional behavior that challenges inequality

Respeto – respect and special consideration should be shown to the elders and authorities within the community

Severe and profound programs – most restrictive educational environments within the district

Simpatia – smooth social relations based on politeness and respect; avoiding confrontation and criticism; disagreement is considered inappropriate behavior

Staff - all non-certified, instructional campus personnel

Students in Bilingual/ESL Programs – student(s) receiving bilingual or English as Second Language instruction (Texas Education Agency, 2006)

Social-Cultural Environment – presence of other human beings; abstract cultural constructions (Boss, Doherty, LaRossa, Schumm, & Steinmetz, 1993)

Sub-populations – students not identified as the majority population (special education, Hispanic, economically disadvantaged) within the district or on a campus

Delimitations of the Study

This study included only students between the ages of 14 and 17 and their parents/guardians. Students were Hispanic descent and attend general education campuses from one identified high school feeder pattern within a large metropolitan school district in northeast Texas. Respondents were students not currently receiving special education services in the district's most severe and profound programs.

Males of Hispanic descent, ages 14 to 17, and their parents or guardians were the target group for this study. Since the researcher's first language is English, respondents all spoke English. However, a translator participated in research sessions to allow participants to speak in their language of choice.

Summary

The focus of this study was the exploration of adolescent Hispanic males' expectations and perceptions regarding social and academic treatment from peers, faculty and staff, administrators, and family when transitioning from a disciplinary alternative education program back to the general education campus. This study also explored expectations and perceptions of parents/guardians associated with this study. A historical

perspective provided the rationale surrounding the development of alternative programs from the legislative perspective. This section presented the specific problem to be addressed during the research study, the purpose of the study, what was to be researched, operational definitions for terms to be used during the study, and delimitations of the study.

CHAPTER II

REVIEW OF THE LITERATURE

The literature review reflects an examination of alternative education programs from the standpoint of development, implementation, and service. In reviewing the literature the areas of specific focus were include alternative schools, behavior, adolescents in transition, prevention and intervention, and the acquisition of knowledge from the epistemological aspect. The literature review provided historical information regarding the development of alternative schools, behavior, adolescents in transition, and prevention and intervention. This chapter was devoted to literature addressing the reasons in which students are assigned to alternative schools. The literature also focused on behavioral concerns, assignments, and placements to disciplinary alternative education schools and/or programs. Safety, as well as concerns regarding perceived appropriate student behavior was a focus of the literature review.

This chapter also addressed adolescents in transition, prevention and intervention, and cultural capital as they related to disciplinary alternative education programs and meeting the needs of the students and parents/guardians. The literature addressing adolescent transition focused on concerns of physiological and emotional development of adolescents and parents/guardians. This chapter reviewed literature related to historical research of adolescent development as well as more recent development as it related to brain development and research.

Additional review of the literature addressed the area of prevention and intervention that related to disciplinary alternative education programs, the literature acquisition of knowledge associated with the policies and procedures associated with students being assigned to a disciplinary alternative education program. The purpose of this chapter was to take a closer look at programs developed, implemented, evaluated, and assessed with regards to effectiveness and success in disciplinary alternative education programs. Much of the literature reviewed contained information from the programmatic perspective with very little literature and research data from the perspective of the student and parent/guardian.

This chapter helped the researcher tie previous research with the purpose and questions associated with the study. The information contained within previous studies helped the researcher understand data results of the study.

Alternative Schools

The field of alternative education lacks a common definition of alternative education (Quinn, Poirier, Faller, Gable, & Tonelson, 2006). Quinn et al. indicated that there are two major philosophies involved with alternative education. One philosophy focused on reforming the student and the other focused on changing the system by providing innovative curriculum and instructional strategies that meet the needs of students (Quinn et al.). Formal and substantive definitions of alternative schools are defined as follows (Raywid, 1983): An alternative is any school (or administrative unit) within a system of differentiated schools or units that are available on a choice basis.

Alternative schools are distinctly and deliberately differentiated administrative units for by students with particular educational orientations.

Raywid (1983) observed that punitive programs are a misnomer, since they fail to meet either her formal or substantive definitions; however, Raywid's definitions provided insight to the original rationale behind alternative schools. This study will focus on the perceptions of students assigned to disciplinary alternative programs and the potential recent legislation will have upon their perceptions.

Raywid developed three-levels for categorizing the different types of alternative education programs within the United States: (a) Type I—schools that students choice to attend; (b) Type II—schools, known as last chance schools, that students are typically sent to as a last step before expulsion or detention; and (c) Type III—schools intended for remediation and therapy (Quinn et al., 2006). These levels were developed in 1994; in 1998 Raywid redefined the categories to meet the changing structure of today's alternative educational programs. The restructuring provided three-levels:

1. Change the student—alternatives that attempt to fix the student. Placement is temporary that are highly structured and therapeutic in nature. Programs that are punitive in nature rarely change the student; most become permanent rather than temporary.
2. Change the school—schools that are highly innovative, focus on changing curriculum and instructional approaches to traditional education. Schools exhibit positive school climate. Students respond academically and behaviorally;

however they often do not succeed upon returning to the traditional educational setting.

3. Change the educational system—alternatives that attempt to make school-wide change in educational systems. Types of systems in effect today and include small-schools movement and school-within-a-school movement (Quinn et al., 2006).

A study conducted by Owens and Konkol (2004) addressed alternative schools based upon their inception from the 1975 legislative session instituting Education for All Handicapped Children Act (PL 94-142) and 1990 reauthorization in which the original act was re-named Individuals with Disabilities Education Act (IDEA). The goal of this study was to “gain a student’s perspective on the differences between alternative and traditional educational settings” (Owens & Konkol, 2004). The Owens and Konkol study provided themes from their research on students serviced under the special education umbrella. The study gave insight to some of the thoughts and feelings as they related to attending an alternative program designed with a compensatory education focus.

The Owens and Konkol (2004) study showed several common themes that emerged between two study groups: Group A – students who were ready to transition to the traditional high school and Group B – students who had transitioned from an alternative school to the traditional high school, within the last year and had not been successful; therefore, returning to the alternative school (Owens & Konkol, 2004). Demographically, the makeup of Group A was three students, ages 14 and 15, two females and one male with the ethnic makeup being two White students and one biracial

student. Group B was comprised of three male students, ages 14 through 17; ethnically the students were White (two students) and African American (one student) (Owens & Konkol, 2004). Surfacing themes were (a) having smaller class size; (b) the desire for one-on-one attention; (c) a strong desire for authentic, respectful relationships with teachers; (d) teachers showed that they cared about students; and (e) getting to know teachers and understand what they think.

Disciplinary Alternative Education Programs (DAEP) in the state of Texas function under statutory requirements that must be followed and information reported. The statutory requirements for DAEPs are (a) types and terms of DAEP assignment; (b) Student Code of Conduct; (c) DAEP assignment, notification, and review; and (d) data reporting and evaluation (Texas Education Agency, 2007).

Types and Terms of DAEP Assignment

Two types of DAEP assignments allowed within the state of Texas. One type is mandatory and the other is discretionary. Mandatory assignments are related to those violations specified in Texas Education Code (TEC) Chapter 37. Discretionary assignments result from violations of locally-adopted student code of conducts. Individuals assigned to the DAEP under mandatory placement are prohibited from attending or participating in school-related activities; however, terms regarding discretionary placement may allow permission for attendance or participation. Established guidelines are in place relating to elementary and special education students. Students under the age of six cannot be assigned to a DAEP unless the student brings a firearm to school, subject to mandatory expulsion. Elementary students cannot be placed

in a DAEP setting with students other than their age appropriate peers. A manifest determination ARD must be held for a student receiving special education services when DAEP placement is being sought by the campus.

Student Code of Conduct

Each school district in the state of Texas is required to develop a Student Code of Conduct (SCOC) including established guidelines regarding circumstances in which a student may be removed from the regular educational setting. This document must provide terms assigned with violation of the SCOC and method for notifying the student's parent or guardian removal to a DAEP.

DAEP Assignment, Notification, and Review

Campuses are allotted 3 days to schedule a conference with the parent or guardian of a student that has been removed from the regular educational setting. Individuals to be included in this conference include the student, the parent(s) or guardian(s) of the student, and the teacher that removed the student from the classroom. A DAEP placement may not exceed one school year (up to 180 days) unless a review is held and it is deemed that the returning the student to the regular educational setting poses a threat to the safety and well-being of other students or district employees.

Data Reporting and Evaluation

Districts are required to report all DAEP assignments to the Texas Education Agency (TEA). Information reported to TEA is used to determine compliance of districts as it relates to established guidelines for DAEPs. This information becomes part of TEA's performance-based monitoring system. Primary evaluation focus areas are the

number of students under the age of six assigned to the DAEP and the number of students receiving special education services assigned to the DAEP. State and district DAEP placement data are published annually as part of the Comprehensive Annual Report on Texas Public School.

Behavior

Beland (2007) defined social and emotional learning as the process by which individuals develop the skills needed to recognize and manage emotions, form positive relationships, solve problems, become motivated to accomplish a goal, make responsible decisions, and avoid risky behavior. The contents of this study provided insight into the significance relationship building. According to Beland's findings, there is ample evidence that social and emotional skills are crucial to success in school, work, and personal life. The author further stated that these qualities affect a person's quality of life in each of the three arenas (Beland). An individual may have to give an account for his or her own behavior; this typically occurs when one's action(s) appear undesirable or questionable to the observer (Hareli, 2005). This gives clarity to the rationale for students being assigned to disciplinary alternative education programs.

Kleiner, Porch, and Ferris (2002) suggested risk factors associated with students attending alternative education programs include disruptive behavior, poor grades, suspension, and truancy. Students most commonly removed from regular educational settings are those with the greatest academic, social, emotional, and economic needs (Noguera, 2003). Traditional or regular education campuses that fail to meet these needs, often contribute to the marginalization of these students (Noguera, 2003).

Results from 2002 study identified three general types of students assigned to the DAEP of a suburban school district with a student population of approximately 32,000 students. The three types were (a) students which preferred the regular campus over the alternative campus, generally resulting in a time assignment; (b) students which preferred the alternative campus over the regular campus which generally resulted in multiple assignments; and (c) students did not want to be in either setting, they were likely to return to the DAEP, expelled, or sent to the County Juvenile Justice Alternative Education Program (CJJAEP Texas Education Agency, 2007).

Disciplinary consequences assessed to students tend to be similar to those used when dealing with adults in society (Noguera, 2003). One of the most prominent directions taken by schools within the United States of that of zero tolerance which was a direct response/reaction to issues of school violence and safety. Marzano and Marzano (2003) addressed the importance of balance as it relates to classroom management on the part of the teacher and student success. Key components identified as those needed to help ensure this balance were appropriate levels of dominance, establish clear expectations and consequences, exhibit assertive behavior, and teacher awareness of high-needs of students (Marzano & Marzano). Each of the components addressed the abilities required of the classroom teacher to maintain a climate of cooperation and respect within the classroom.

The concepts associated with Critical Race Theory (CRT) provide a lens by which to address many of the concerns surrounding behavior and discipline within minority cultures. Matsuda and colleagues defined CRT using six unifying themes

1. CRT recognizes that racism is endemic to American life.
2. CRT race theory expresses skepticism toward dominant legal claims of neutrality, objectivity, colorblindness, and meritocracy.
3. CRT challenges ahistoricism and insists on a contextual/historical analysis of the law. Critical race theorists adopt a stance that presumes that racism has contributed to all contemporary manifestations of group advantage and disadvantage.
4. CRT insists on recognition of the experiential knowledge of people of color and their communities of origin in analyzing law and society.
5. CRT is interdisciplinary.
6. CRT works toward the end of eliminating racial oppressions as part of the broader goal of ending all forms of oppression (Dixon & Rousseau, 2006).

Additional literature focused on the association of racial climate with academic achievement and behavior (Mattison & Aber, 2007). Mattison and Aber indicated school climate as a possible moderator of the associations of socioeconomic status and race with academic success. Results showed the more positive the perceptions of racial climate there were higher grades and few detentions, suspensions. Final results from Mattison and Aber (2007) suggest that perception of racial climate may provide a part of the explanation for the widely documented gaps between achievement and discipline across races.

Adolescents in Transition

This study will consist of respondents categorized as middle adolescents, ages 14-17. Erik Erikson characterized middle adolescence as follows (Child Development Institute, LLC., 1998-2008):

1. Physical changes have been accepted by most middle adolescents, and most awkwardness has been overcome, although some boys are still growing quickly.
2. Clear sexual identity - manhood or womanhood - is established. Males gain muscle cells, females gain fat cells.
3. Mature time perspective is developed; comes to experiment with different, usually constructive, roles rather than adopting a 'negative identity' (such as delinquency).
4. Experiment, trying various roles.
5. Acquires self-certainty as opposed to self-consciousness and self-doubt.
6. Seeks leadership (someone to inspire him), and gradually develops a set of ideals (socially congruent and desirable, in the case of the successful adolescent).

Adolescence is a period of turbulence in which individuals experience cognitive, physiological, and psychological changes (Hall, 2007). House Bill 426 required that school districts develop a transition plan for a student's return from a disciplinary alternative education program to a regular campus (Texas Education Agency, 2007).

Adolescence is a time when children begin to renegotiate and redefine their relationships with parents, taking initial steps towards autonomy and independence (Mazur & Hubbard, 2004). Males of color use familial and non-familial support

mechanisms to assist them in reducing the stressful impact of community fragmentation and racist stereotypes (Hall, 2007). Daily stresses that occur in school or within peer groups, acute loss of a parent through divorce or death, and chronic stress (exposure to poverty, neighborhood violence, and racism) over an extended period of time were components of a study conducted by Barrera, Hageman, and Gonzales, (2004). Barrera, Hageman, and Gonzales' study focused on the resilience of adolescent Hispanic students regarding the effects of parental problem drinking and life stress.

Historical experiences of Communities of Color aid in the understanding of resistant capital. During slavery, African American communities used song as a way of communication to alert others, tell stories, and resist subordination (Dixon & Rousseau, 2006). A 2001 study addressed the contradictions Latina mothers faced as they tried to teach their daughters to value themselves and be self-reliant (Yosso, 2006). This study will seek to give voice to the possible challenges experienced by participants and parent(s)/guardian(s).

Preparing for Passage (Valore, Cantrell, & Cantrell, 2006) provided a historical perspective regarding effective practices used for transition and reintegration traced back to the early 1960s. The project was known as Project Re-ED (reeducation of emotionally disturbed children); this was an 8 year project funded by the National Institute of Mental Health (Valore, Cantrell, & Cantrell).

A three phase reintegration plan developed by George, Valore, Quinn, & Varisco (1997 as cited in Valore, Cantrell, & Cantrell, 2006) provided the following format:

1. Planning and Preparation;
2. Formal Planning of the Reintegration Meeting; and
3. Follow-Through and Follow-up

The planning and preparation phase of the reintegration process involved all members of the student's ecosystem. Their purpose was to identify the student's strengths, needs, and goals as well as suggest people and resources needed to advocate on the student's behalf. The formal planning meeting resembled that of an Admission, Review, and Dismissal (ARD) meeting; a committee commonly associated with special education. Participants included in this meeting included parents, home school and alternative program staff, representatives from itinerate agencies. The purpose of the meeting was to evaluate the student's progress toward IEP goals and develop a reintegration plan. The follow-through and follow-up phase consisted of frequent communication between the liaison teacher and counselor. This phase included evaluation and observation of the student in the new setting while providing additional follow-up information back to the student's ecosystem. Each phase of the plan provided specific aspects to be addressed and facilitated in order to help ensure a successful reintegration for the student.

A 1999 survey of Texas school district superintendents led to the development of survey questions, after a review of the research and literature, on alternative programs from around the nation (Texas Education Agency, 2007). The results of this study identified nine categories relating to best practices. One of the nine categories identified was that of a transitional component. The transitional component ensured that activities

and procedures were in place to facilitate student transitions between alternative and regular programs as well as follow-up activities that would track students returning to their home campuses (Texas Education Agency, 2007).

Policy Research: Disciplinary Alternative Education Program Practices (Texas Education Agency, 2007) reiterated the importance of a formal transition process for students and their parents entering the alternative education setting. The report further indicates the need for the development of individualized behavioral and academic plans to be shared with the sending campus upon the students return to the mainstream educational program.

Owen & Konzol (2004) reported several different outcomes. Interview Session A, students who were ready to transition to the traditional high school setting; however, chose to remain on the alternative campus, reported the following as reasons for their choice: (a) having smaller class sizes (b) having personal connections with teachers (c) staying in one classroom rather than switching classrooms between academic subjects (d) being familiar with classmates (e) being able to work at their own pace and (f) feeling included regardless of having a disability or not. The study by Owen and Konzol (2004) resulted in the following participant perspectives: (a) feeling ill prepared to deal with their anger issues (b) having no positive working relationships with teachers (c) having too many students in a class (d) having no one person to go to when situations arose and (e) having no clear rules or consequences.

Prevention and Intervention

Adolescence is a time of monumental change which takes place on the physical, social, and cognitive levels (Egbert, 2002). A special report from *Educational Leadership* (2007) addressed student drop out rates and the top five reasons from the individual's perspective. According to the report approximately one third of United States high school students do not graduate. This number is even higher among Blacks and Hispanic (Educational Leadership, 2007). Drop out is an area of concern as it relates to the number of students assigned to disciplinary alternative education programs.

A key component identified in the 1999 study (Report Number 17, 2007) is counseling. This report identified eight best practices implemented by at least 60 of the respondents of the study. The eight practices include (a) use of one-on-one instruction with the teacher (b) parent involvement in the entrance or exit conference for the program (c) goal of success in the mainstream program after return to the home campus (d) goal of no return trip to the alternative program (e) establishment of individual student goals for program planning (f) staff development for teachers in conflict resolution (g) goal of improved academic achievement and (h) provision of academic program at each student's functional reading level.

Klohr (2007) addressed the question of what can be done regarding concerns surrounding students, their academic success, and the development of meaningful student-teacher relationships. Conclusions of Klohr's (2007) study showed ways for developing meaningful student-teacher relationships: (a) let students know that regardless of circumstances outside of school, they be cared for at school; (b) recognize when a

student exhibits positive behavior; (c) recognize when a student is feeling down and ask how to be of assistance; (d) use humor when appropriate and be able to take a joke; and (e) never use sarcasm inappropriately, and never take things personally.

The concept of linguistic capital provides insight into some of the difficulties associated with transference of knowledge and understanding between campus, students, and parent(s)/guardian(s). Linguistic capital reflects upon the idea that Students of Color come to school with the same language skill sets as those of their White peers; however, Students of Color may arrive with vocabularies from multiple languages and various experiences in which they have been engaged participants allowing them to develop their communication abilities (Yosso, 2006). *America Speaks: A Demographic Profile of Foreign-Language Speakers for Texas: 2000* provided data relating to the number of Texans and their English proficiency. Data contained within the survey consisted of the number of individuals ranging in age from 5 to 74 years of age; population for those 5 years and older; number that speak English only; and number that speak English less than very well. According to the 2000 U.S. Census (see Table 1), numbers associated with this study are as follows:

Table 1

2000 U.S. Census Demographic Data

Characteristics	Population 5 years and over	Speak only English	Total	(Spanish) Speak English less than “very well”
0 to 14 years	1,642,973	1,130,611	465,437	145,412
15 to 17 years	959,753	634,358	294,212	88,465
30 to 34 years	1,557,149	969,600	500,752	245,194
35 to 39 years	1,730,381	1,152,321	490,709	238,432
40 to 44 years	1,674,199	1,168,928	423,552	201,105

This information was used to provide relevance to the growing number of minorities within Texas and the district in which the study took place.

Summary

This chapter presented information from multiple sources relating to the field of alternative education. The literature helped to draw a historical perspective on alternative education and the continuing difficulty of defining alternative education programs. The common theme indicated in the literature regarding prevention and intervention was that of reforming the method in which educators and educational systems meet and facilitate the needs of students attending alternative educational programs. Additional literature provided content for the development of the theoretical framework used to identify and unify the central themes of the study. The theoretical framework used was Critical Race

Theory with the central themes being those associated with Yosso's (2006) aspirational, linguistic, and resistant capital.

CHAPTER III

METHODOLOGY

This study was conducted within the alternative education program of a large northeast Texas metropolitan school district consisting of over 50 general education campuses. Qualitative research practices were used to explore the expectations, and perceptions of adolescent Hispanic males and their parents/guardians assigned to a disciplinary alternative education program (DAEP). Procedures and method of administration included observations and interviews. Information contained in the previous chapter aided in shaping the methodology to be used for the study. Literature cited provided focus for the development of study direction and implementation. Information contained in the literature was derived from various research methodologies; yet, in order to capture the quality information sought for this study, qualitative methodologies were used.

Interviews were conducted with students from a DAEP that can facilitate a maximum of 120 students at any given time. Within the district, there are a total of seven classrooms to facilitate both elementary and secondary students. Classrooms are divided according to educational levels (elementary – 1 classroom; middle school – 2 classrooms; and high school – 4 classrooms). Students are scheduled with the same instructor and instructional aide throughout the school day. Students were referred to the disciplinary

alternative education program from their home campus for violations of either the Campus Discipline Management Plan or the District Student Code of Conduct.

Sample

The student population of the district is approximately 48,000 students distributed throughout educational programs ranging from pre-kindergarten to 5th and 6th year seniors. The demographic representation of the campus includes students from several ethnic backgrounds. The largest student represented population is of Hispanic descent. The largest gender represented student group is male. Male representation is greatest across the majority of the campus programs.

A convenience sample of seven 9th and 10th grade Hispanic male students and five parent/guardian Hispanic adults were recruited from the student population of a large Northeast Texas metropolitan disciplinary alternative education program. Student distribution within the program is as follows: one classroom is devoted to elementary students; two classrooms are devoted to middle school males; three classrooms to high school males; and one classroom to females. The nature of the program of study is one in which the student population is highly fluid.

The primary language for the selected target group is Spanish. The primary language of the researcher is English. The researcher worked with an assistant whose primary language is that of the respondents. The researcher used the student Home Language Survey information to assist in the selection process. Use of a bilingual assistant helped in meeting the language needs of the respondents. The purpose of

including a Spanish speaking assistant was to aid in the establishment of trust and the level of comfort for the respondents (Denzin & Lincoln, 2003).

All 9th and 10th grade Hispanic males attending the disciplinary alternative education program were invited to participate in this study. All students meeting the established criteria were invited to an informational group meeting where the researcher provided specific information regarding the study.

The researcher conducted an informational group meeting for all potential participants and their parent(s)/guardian(s). This meeting provided the researcher the opportunity to provide students and their parent(s)/guardian(s) with information regarding the reason for the assembly as well as the reason their participation in the study was important and valued. This session provided potential participants and their parent(s)/guardian(s) information regarding the nature of the study, the assurances that protected them and their information, assurances as they related to the school district, the university, and the researcher. Informed Consent Forms were distributed to everyone that attended the informational meeting. Students and parents/guardians had five calendar days in which to review and discuss the study proposal and make their decision as to whether or not they would participate. Returned signed Informed Consent Form signified voluntary participation in the study. In an effort to achieve greater participation and attendance, researcher provided childcare and light refreshments. Childcare was provided by a paraprofessional employee of the campus. The childcare provider was provided training in the assurances regarding participation in the study. Adult supervision was

provided at the rate of \$20.00 per hour. The childcare provider was available for each of the two information sessions; however, childcare was never used.

Upon selection, respondents were divided into interview groups. Interview groups were developed through the high school feeder pattern with the highest concentration Hispanic students within the district. Interview groups were assembled according to specific criteria established by the researcher. Criteria for participation included: (a) male of Hispanic descent; (b) 9th or 10th grade student; (c) home campus within a high school feeder pattern other than that in which the researcher had previous work experience; (d) assigned to the disciplinary alternative education program for a period of twenty or more days; and (e) possess good control of the English language. All respondents participated in an interview session in which they were asked a series of questions related to their experiences of the disciplinary alternative education program and their home campus.

Respondents of the study represented a high school feeder pattern within the district; focusing on the one with the largest concentration of Hispanic students. The identified feeder pattern consisted of the largest number of campuses with the greatest number of identified at-risk students.

Pilot Study

A pilot study was conducted to review all the components of the formal research study. The pilot study consisted of three, 9th and 10th grade Hispanic male, students. Respondents for the pilot study were adolescent Hispanic males between the ages of 14 and 17. Each potential respondent was presented an invitation inviting him and his parent(s)/guardian(s) to an information session at which time information regarding the

research study was provided. Upon accepting the invitation and attending the information session, respondents participated in an interview session in which they were asked a series of questions related to their experiences regarding being assigned to the disciplinary alternative education program. Questions posed to the respondents were developed from specific themes established by the researcher. Respondents were students from same feeder pattern within the metropolitan school district. There are five high school feeder patterns within the district. To help protect the authenticity of the study, respondents were selected from a feeder pattern other than the one in which the researcher had prior work experience.

This portion of the research study provided the researcher the opportunity to establish procedures and protocol for gathering respondent information. The pilot study allowed the researcher to test equipment, placement of equipment, room climate, facility distractions, seating arrangements, refreshment location, note taker's location, and all other issues that arose. The pilot study also provided the researcher an opportunity to time responses to questions as to honor the time commitment of respondents and their families. The pilot study allowed the researcher to determine the best method in which to work with a research assistant, note taker, and translator. Ultimately, results from the pilot study became a part of the study results.

Data Collection Methods

This study relied on qualitative data collected through document collection, observations, and interviews. Interviews were recorded and translated both by the researcher and research assistant. Two identical tape recorders were used during

interviews. This was done in an effort to protect and accurately present the information provided by study respondents. Researcher observations were conducted during the time in which each respondent was assigned to the disciplinary alternative education program. The purpose of the observations was to observe interactions between respondents and members of their social-cultural environment. Data collection methods allowed the researcher to interpret the data through triangulation which helped ensure internal validity. Data was collected through group interviews. According to Bogden and Biklen (1982), qualitative research is characterized in six ways:

1. Qualitative research draws on the natural setting as the direct source of data.
2. Qualitative researcher is the key component of the data collection and research process.
3. Qualitative research data are often descriptive in nature often using words, pictures, audio tapes, etc. rather than numbers.
4. Qualitative research places emphasis on the processes (histories, interactions of attitudes and behaviors) rather than outcomes and products.
5. Qualitative research uses inductive rather than deductive reasoning during data analysis.
6. Qualitative research searches for meaning as it relates to the personal experiences and perceptions of the respondents.

Linacre (1995) stated that qualitative data are words rather than numbers that describe, explain, and suggest new perspectives. Due to the nature of words, they are difficult to compare objectively. Verbal description of one instance may not necessarily

carry over to the other instances and one observer's description may not concur with that of another observer's description.

Interview Sessions

Respondents were divided into four groups (a) two groups of three 9th and 10th adolescent Hispanic males; (b) one group of three adult Hispanic parents/guardians and one 10th grade adolescent Hispanic male; and (c) one group of two adult Hispanic parents/guardians. Participants were acquired from the student population of a large Northeast Texas metropolitan disciplinary alternative education program.

The use of group interviews provided for the reduction of distance between the researcher and the respondents. This method allowed for the multivocality (many voices) of the respondents which limited the researcher's control over the process. The interviews were structured in a manner which allowed the researcher to use a series of specific questions with each group (Appendix A). This process allowed for extension based upon responses from respondents which helped in the development of central themes. A key component addressed was the composition of each interview group. Three of the four homogenous groups consisted of at least one adolescent Hispanic male 14 to 17 years of age. Denzin and Lincoln (2003) indicated that homogenous groups (age, class, and race) are more apt to express their thoughts, feelings, perceptions, concerns when surrounded by like individuals.

Sessions were scheduled for two hours each. The first ten minutes of each session was devoted to reviewing protocol and assurances. The last five minutes of each session was used to reaffirm the researcher's commitment to the study and anonymity to

respondents and their families. Sessions were titled Interview Sessions A, B, C, and D. Respondents were given a number for their respective group (e.g., participant 1, 2, 3, etc.). This provided the researcher and research assistant the opportunity to easily identify respondents without the use of any video taping. To further help ensure respondent anonymity none of the following information was used or provided by the researcher, research assistant, or respondents: (a) name of district, (b) home campus, (c) names of campus or district faculty and staff members, (d) names campus or district administrators, and (e) names of friends or family. Two of the four sessions met in a large conference room in which the furnishings were not reflective of a classroom. The two other sessions met in the researchers office in which the furnishings were similar to those of the large conference room. The purpose for using these areas was to make respondents as comfortable as possible without feeling as though they were in a disciplinary or academic environment. The aesthetics of each room included windows, at least one conference table, artificial plants, telephone, leather conference chairs, and a door with a small view window.

There were two tape recorders placed on the conference table for optimal recording opportunities. One tape recorder was equipped with an extendible microphone to further help capture all the multivocality of the respondents. The note taker was situated at the front of the room as to help capture the essence of participant responses. Refreshments were available during each session to aid in the respondents feeling comfortable. Researcher offered several times in which the building would be available as to ensure anonymity for the respondents. One consideration given to session times was

that of transportation to and from the facility. Due to the ages of the respondents, driving was not feasible which required working closely with the parents/guardians. One interview session was conducted from 9:00-10:00 a.m.; another was conducted from 1:00-3:00 p.m.; and two were conducted from 5:00-7:00 p.m. Interviews were held on Tuesday or Thursday afternoons. This provided the greatest opportunity for immediate access to participants. Researcher used a wall clock in order to respect the time commitment of respondents and their families.

Protection of Human Subjects

Researcher reviewed and adhered to guidelines established by Texas Woman's University's Institutional Review Board for Human Subjects (Appendix B). Researcher completed and submitted the district's Proposal to Conduct Research (Appendix C) along with a letter of request to the district's Assistant Superintendent of Curriculum, Assessment, and Instructional Services department. An informed consent (Appendix D) was presented to each potential participant providing information regarding the title of the study, the chief researcher, an explanation of the procedures, risks and discomforts, benefits, confidentiality, and withdrawal without prejudice assurance.

Data Analysis

Data were collected through the use of audio recordings and researcher notes. Two identical tape recorders were used during pilot and group interviews. Tapes from each device were transcribed for review and documentation. Tapes were reviewed multiple times in order to capture the essence of each respondent's participation in the process. A timer was used in order to respect the time commitment of respondents and

their families. Transcription notes were taken and documented by the researcher and research assistant. These transcriptions were made at different times and locations. Once transcriptions were complete, the researcher and research assistant transcribed tapes listening for any additional information that may have been missed during the individual transcribing activity. Notes from observations were used to help establish the relationship between each respondent and the members of their ecosystem. Data were used in the development of themes, categories, and theories using the long-table approach (Krueger & Casey, 2000).

The chosen method of data analysis for this study paralleled to Richie and Spencer's (1994) Framework Analysis (as cited in Rabiee, 2004). This framework is an analytical process consisting of five interconnected stages. Familiarization, identifying a thematic framework, indexing, charting, mapping, and interpretation are the five stages that make up the Framework Analysis (Rabiee, 2004). The purpose of this study was to present the information as presented by the respondents using their words; it is not the researcher's desire to interpret the thoughts and feelings of the respondents. In using Richie and Spencer, the researcher focused on identifying themes, indexing, charting, and mapping as a method of data analysis. At the conclusion of each session, all materials were collected and stored in a secure location until time to analyze the data. All data collected was divided into categories (audio tapes, session notes, transcribed notes), logged and reported. Once all materials were cataloged, the development of themes began. Long-tabling was the method used for sorting information. Color coding methods were used for the indexing of data. The researcher developed multiple note boards to post

data to keep it in a more manageable fashion. This process allowed for clearer and easier development of central themes, conflicts, and outliers. Once all data were transcribed, sorted, and cataloged the researcher presented the findings in written form to all entities involved in the research study.

Data analysis began with the development and review of the pilot study group. This allowed the researcher to assess the interview process. Researcher listened to recorded information, transcribed recordings, and reviewed observational notes. This process was conducted several times each time using recordings from one of the two tape recorders from interview sessions. At the conclusion of each interview session, summary notes were taken and reviewed as part of the data analysis process.

A long-table approach was used to develop themes, categories, and theories from the data collected as well as help manage the data. This approach provided responses to the following four questions (Krueger & Casey, 2000):

1. Did the participants answer the question that was asked?
2. Does the comment answer a different question in the interview session?
3. Does the comment say something of importance about the topic?
4. Is it like something that has been said earlier?

Researcher's Role

Researcher brought 20 plus years of educational and administrative experience into the research study. The researcher's experience spans across socio-economic environments ranging from very low to affluent. Other experiences of the researcher include working in school districts in which the majority of the student, faculty, and staff

populations were of one ethnic group. The researcher was given the opportunity to participate in the development of an alternative education program. Researcher experiences and qualitative research methodologies enhanced the researcher's opportunities to exhibit qualities such as empathy, with the goal of making meaning through interaction and engagement with others; a relationship of mutual trust was necessary so that the researcher would be sure he or she gets the perspective of the respondent (Bogden & Biklen, 1982).

Being an administrator of color, the researcher sought to be empathic and understanding of the thoughts and feelings of the respondents. The role of the researcher was personal and involved while remaining impartial. The researcher sought to ensure that each respondent was given the opportunity to be an active participant of the process. The researcher worked to ensure that all respondents were given voice as it related to the research study. The researcher scheduled a training session with individuals that would be working within the study. This training session included the adult that provided childcare and the research assistant. During this training session each individual was required to complete an Informed Consent; anyone that felt they could complete the Informed Consent was released without prejudice. The researcher took fifteen minutes of each interview session to review protocol, assurances, and reaffirm commitment to the purpose of the study to respondents and their families.

Protocol

The process and procedures (Appendix E) for both the pilot and interview sessions was to introduce the researcher and research assistants, introduce the purpose of

the study, provide specific information regarding the time needed to conduct the study, review the assurances, and final plans for information obtained during the study.

There were two opportunities to share the information with the respondents of the study. The first opportunity was during the initial meeting involving the parents/guardians and respondents with the second during each interview session (Appendix F).

A second meeting will be held at the conclusion of the study at which time study results will be presented to each respondent family. Study results will also be presented to the school district's Assistant Superintendent of Curriculum, Instruction, and Assessment as well as the Superintendent of the district.

Summary

This chapter presented information related to the selection of the respondents for this study and the use of a pilot study to review all components of the formal research study. The method in which data were collected, analyzed, recorded, and reported is presented in this section. This chapter contains specific information regarding the protocol for each meeting and interview session conducted during the study. Also contained in this chapter is a plan for use of information gathered during the study. The role of the researcher and the protection of human subjects are also presented in this section.

CHAPTER IV

RESULTS

A qualitative study involving adolescent Hispanic males and their parents/guardians was conducted to address their thoughts, feelings, and perceptions as they relate to being assigned to a Disciplinary Alternative Education Program (DAEP). This chapter describes the data gathered from four separate interview sessions and details the results from the interviews.

Sample Description

Potential participants were originally designated Hispanic males, ages 14-17, assigned to the DAEP for 20 or more days, who indicated that Spanish was their native language. Potential participants were selected through the use of campus and district information contained on their DAEP placement documentation and their Home Language Survey (HLS). The DAEP placement documentation provided the number of days in which each potential participant was assigned to the program; the HLS was used to determine the primary language spoken at home. This was needed to identify those potential participants that met the criteria of being native Spanish speakers.

Once this information was obtained invitation was extended to those students that met the established criteria for participation in the study. The invitation provided general information regarding the opportunity to participate in the study which included the date and time of the Informational Session at which time more in depth information regarding

the study and participation would be provided. Of the 14 students and families invited to attend, seven students and five parent/guardians participated in the study.

Prior to each information session, personal phone calls were made to remind and confirm attendance. Phone calls were made in the native language of the prospective participants. Potential participants and their parents/guardians attended one of two sessions conducted to provide information regarding the study and the guidelines established for participation, the purpose of the study, the time commitment surrounding the study, and plans for distribution of the results upon completion of the study.

Interview Session Process and Procedures

Each interview session began with the researcher providing an overview of the method in which the process would be conducted. Participants were reminded of the purpose of the study, as well as the roles of the research assistant and researcher. Participants were reminded of the potential risk factors and assurances associated with participating in the study. Participants were reminded to facilitate their personal needs and that if at any time they felt uncomfortable or did not want to continue in the study, they were free to exit without any repercussions and fear. Each participant was given the opportunity to either respond in English and/or their native language, Spanish. To help further ensure participant comfort, refreshments were provided for each session.

Interview Session A

Interview Session A (IS-A) consisted of three participants. Phone calls were made the day of the session to confirm attendance of the five potential participants targeted as the pilot group. These participants were given specific information regarding the process in which their session would be conducted. Initially these participants were to serve as the pilot group for the study; however, data collected during this session became part of the overall research data.

These four participants were asked a series of questions established from the original research questions identified for the study. Questions were asked in English; when requested, questions were translated into Spanish by the research assistant. Several responses were made in Spanish and then translated into English by the research assistant.

Interview Session B

Interview Session B (IS-B) consisted of three participants; each meeting the established criteria for participation in the study. Phone calls were made to the remaining nine potential participants, as well as, the two participant from IS-A that did not attend to remind them of the scheduled session. This session provided opportunity for questions that came out of IS-A.

Questions were asked in English and translated into Spanish by the research assistant. Several responses were made in Spanish; yet, unlike IS-A, responses were not 100% translated into English during the session by the research assistance. Translations for all responses in Spanish were made during the written transcription process.

Interview Session C

Interview Session C (IS-C) consisted of four participants; three parents/guardians and one student. Of these participants, two of the three parents/guardians were from the same household. The student was the child of participant/participants of at least one of the interview sessions. IS-C was established after the determination was made that additional participants were needed in order to satisfy the study. Since the number of original potential participants had been exhausted, the researcher amended the research proposal to include the parents/guardians of the already interviewed participants. This process required submitting an amended proposal to the Institutional Review Board (IRB) and the district. Upon approval from both entities, personal phone calls and face-to-face visits were conducted to seek participation on the part of the parents/guardians of the student participants.

In order to accommodate those parents/guardians that agreed to participate, two separate interview sessions were conducted. IS-C was the first session held at which time the initial interview questions were changed to address the expectations and perceptions from the parent/guardian view. Since there was a student participant in attendance for this session, the questions were phrased for perceptions of the student and the parents/guardians.

Questions posed during this session were asked in English and then translated into Spanish by the research assistant. This accommodation was made upon seeking input from the participants as to their preference for responding either in English or their native language, Spanish. Each question was translated and responses were made in Spanish.

Translation into English was not conducted at this time; the research assistant was able to extend and expand upon participant responses. Communication between the researcher and the participants was minimal due to the lack of Spanish speaking ability of the researcher. The research assistant provided the majority of the communication during this session.

Interview Session D

Interview Session D (IS-D) consisted of two parents/guardians. These participants were the parents/guardians of at one participant from an earlier interview session(s); they were not from the same household. As in IS-C, questions were asked in English, translated into Spanish, with participant responses given in Spanish. Communication of the researcher with the participants was minimal due to the process being conducted primarily in the participants' native language.

Combined Interview Group Samples

The combined total for the study sample was twelve. The table below contains demographic data of the combined group sample used during the study. Each participant met the established criteria of being of Hispanic descent required for participation in the study, displayed in the Research Participant Demographic (see Table 2) below. There were a total of 7 students and 5 parents/guardians.

Table 2

Research Participant Demographic Data

Interview Session	Student	Parent/Guardian	Male	Female
A	3	0	3	0
B	3	0	3	0
C	1	3	3	1
D	0	2	1	1

Findings

The researcher and the research assistant, of Hispanic descent, listened and transcribed each audio tape from all interview sessions. This was accomplished through the use of two identical tape players being used during each session. The same two audio recorders were used for each of the sessions. Transcriptions were made simultaneously and then read by the researcher and research assistant to review, discuss, and make any adjustments as needed. The process lead to the development of essential themes presented within the data. The data presented three central themes associated with the responses provided by participants. Themes presented were Aspirational Capital, Linguistic Capital, and Resistant Capital. Each stated question provided information that would meet with a central theme; however, they may not fit into the overarching themes presented within data collected during this research process.

Responses from each question were identified with the framework presented in the three central themes of the research. To ensure that value was given to each response,

questions were presented in a manner designed to address each theme independently. Each participant was assigned a participant number (participant number 1, 2, 3, etc.).

Aspirational Capital

Aspirational Capital is defined as the ability to maintain a sense of hopes and dreams for the future even in the face of real and perceived adversity (Yosso, 2005). Data established for this theme were acquired by asking the following questions during the interview sessions, which were developed from the broader research questions:

What expectations do students and parents/guardians have regarding educational programming within the program?

Did you think you/your child would receive the same type or level of instruction while attending the DAEP?

No, because like here you have to do it alone, back there the teachers told you how to do it (P4)

When you are at your home campus the teacher is giving you instructions and showing you how to work something out or showing you how to do it; here at this campus, you are told you have to do it alone, mad... (P2)

No because they just send you work and you have to do it. Over there your teacher helps you do your work and explain how you do your work and then that's it. (P1)

Treat you like bad; they don't listen to you no more. (P7)

Well, I thought it would be the same, like when the other school gets out early, so would we. Since we are punished, we get out at regular time. (P6)

I think it's not the same like at his school, they are taught differently because of how they behave different classes and such. (P/G-P2)

I also say it should be different like the way they teach and treat them, not according to how they behave, not badly either. If they speak to him in a raised voice he will listen to them and everyone should be treated the same as if the other students are his brothers. (P/G-P3)

No because it's different, same materials and same hours, but you don't have the same teachers as in your school. You won't have your friends here because it's a bad school. I needed the teachers to explain to me what was going on because I didn't understand; they couldn't help everyone at the same time either. (P/G-P1)

Did you think you/your child would have access to the same instructional opportunities as on your/your child's home campus?

When you go your privileges are stripped from you like you can't go on the computer, you were checked constantly, monitored to see where you've been or what you're doing on the computer. (P4)

Sometimes that are other teachers here that they can call that will explain to you. That sometimes they might call someone to come and help you like explain the math to you a little bit better that sometime you might get a little individual help. (P4)

Good, because you can finish all your work here; you can catch up.
(P1)

Did you/your child expect to receive instruction in all your courses (electives, athletics)?

The same teachers would not be here but there would be different teachers, I would have the same subjects but only one teacher to help me. (P6)

Well, I knew that if he misbehaved at his home school, all the privileges would be taken away and he likes to play football. With his attitude he is never allowed to because if he can't behave. No, I knew he wouldn't have the same rights as at his regular school.
(P/G-P4)

They couldn't participate on the sports teams that they like. (P/G-3)

Did you/your child expect to have access to your/their home campus activities (dances, academic decathlon)?

Privileges are taken away from you when you are sent here. You can't go to any sports activities, football games, dances, etc. When

you are in DAEP you cannot get within so many feet of your school. (P4)

Like if you skip school on the home campus then you like get PAS, but if skip school from here they will call the cops on you and they will come and get you. You don't get to go to the games. (P1)

I heard they couldn't go to their activities. Told he couldn't go to the games or near the school until they say he completed his time. (P/G-P3)

Yes, I was told he couldn't go anywhere close to or near other schools where other students participate. He can't talk to his friends at those schools either; here at this school it's different. (P/G-P1)

What did you/your child think would happen with their education while attending the DAEP; would you expect more or less academic work to be completed while attending the DAEP?

He would have different work if he was in one of those classes. (P/G-P4)

They give you a lot of work, you can do it; you're never gonna miss no work. You're going to be allowed to fall behind. (P4)

I also thought the same thing. (P/G-P6)

Well, I thought since he came from that other school to DAEP, maybe the classes wouldn't be the same. He would fall behind,

over there they helped him, maybe he would miss days here, and well you know. (P/G-1)

Would you expect grades to lessen or improve while attending the DAEP?

Your grades are gonna be more like up because you're gonna do all your work in here; you're not gonna miss any of your classes...that's it. (P1)

Grades will be worse here because at least on your home campus the grades or the work and instruction is explained. (P2)

It is better because you do everything in order and you are, you complete your work and sent it back and it gets graded so you receive those grades. Whereas, if you are at your home campus and you don't do the work then you are given a zero for that work. (P4)

When you see your work there are instructions that you do like if you call SOS they'll help you with the work; receive more help here. (P1)

I thought that instead of bettering himself he would get behind, I thought well it's a punishment. It would affect his grades and affect his education. If he continues to behave in the same manner I thought he would get failing grades, and in stead of getting ahead he is falling behind. That is why he needs to straighten up. (P/G-P2)

I thought the same thing; if I didn't have grades that were passing (high) my grades would fall. (P5)

Well I thought he would have more work and that his grades would go up. Well and they did go up. Yes. (P/G-4)

Linguistic Capital

Linguistic Capital deals with intellectual and social skills attained through communication experiences in more than one language and/or style (Orellana, 2003, as cited by Yosso, 2005). Specific questions associated with the establishment of linguistic capital were as follows:

What information was shared with you about the DAEP by your/their home campus?

You couldn't talk that someone at the school said. Some of the staff there said that some of the staff here were racist. That I had to behave here or I would immediately be sent to JJ. (P2)

You don't got no freedom here. (P4)

To me nothing. (P/G-P1)

They told me that I was going to be sent here because I misbehaved. (P6)

Only that he misbehaves and that is all. (P/G-P3)

No not to me because I would send my wife to the school and its okay that they get onto him because they call the administrators and they don't get onto him but they should get onto him at the

time because he is not bad, if they get onto him he will obey them.

Writing him up is so much paper work, they don't realize how much they write him up. (P/G-P2)

No, I don't remember. He been coming here since he was at the other school (campus name stated, removed from transcription by researcher). (P/G-P4)

Were you and your parent/guardian given the opportunity to express any questions or concerns about the DAEP?

Yes, to me they did. (P1)

Me no, no nothing. (P/G-P3)

No, they never let me ask questions, they told me I was just coming here. (P5)

Did you receive information from the home campus about the DAEP program?

No, they didn't give me information or how they would treat him. (P/G-P2)

They didn't give me anything. (P/G-P1)

The first time that he had been sent over here I was given information, but not the second and third placements here; I wasn't given any more information. (P2)

Was there communication between the DAEP staff, the instructional staff, and administrative staff regarding any situations while attending the DAEP?

Yes, sometimes yes and sometimes no; I would read the reports.

(P/G-P2)

The language difference between the researcher and participants often lead to several questions having to be asked again or translated into the participants' native language. Data collection efforts were challenging as indicated by responses to several questions posed to the participants. Several questions garnered responses that required additional clarification or definition of terms. Even though the researcher sought participants that were proficient in English, it was evident the need to have a native speaking research assistant. There were several instances in which 'no responses' were made; this seemed to indicate either a lack of understanding of the question or not wanting to expound on the topic.

Resistant Capital

Resistant Capital deals with knowledge and skill fostered through oppositional behavior that challenges inequality (Freire, 1973).

The following questions established data that aided in the conceptualization of resistant capital:

What are the expectations and perceptions of students and parents/guardians of being assigned to a DAEP?

How did you feel about being/your child being assigned to the DAEP?

Bad because you cannot see your friends; you cannot see your teachers. (P1)

I feel kinda bad because like we have to wear uniforms here. I feel like kinda sad and happy at the same time because food here is good and there it's nasty. (P1)

I felt a little sad because I thought, 'Why are they going to send, why are they going to send him'? My wife and I started to think what he did. How long will he be there and he now also I tell him you needs to think to not be bad and to behave so they don't send you here. Again and he says he is behaving good now so they won't send him back. (P/G-P1)

Well, I thought my son would continue to study; but, I think all this make him to get off the right road, to follow the rules the way I taught him and that makes me feel bad because only the bad kids come here. But it's not bad here because you all help me correct him and I also feel embarrassed because he can't. Well, he's not bad but that's what I think. The teachers think he is a street kid and that makes me feel bad. And at home, he is never bad and that what makes me feel bad because at school they always call me to tell me how bad he is or how bad he acts. Sometimes I think they are going to send him to another school where there they treat him different and I feel sad when he acts bad. That's why I also ask

God and for you all to help me with him. I hope the teachers can help me with him. He wants to go back to his school but sometimes his attitude gets to him and well... (P/G-P2)

I thought it was real bad and I was nervous. (P1)

Well, I do feel bad because he does not behave. When they punish him I feel bad, almost as bad as him. (P/G-P4)

What did you know about the DAEP?

Uniforms, that's all I know. (P2)

If you get 3 write-ups you go to JJ, but if you are good you don't. (P4)

I didn't know anything. (P/G-P1)

All I knew is that is where they send the bad kids. From this school they send him to another where the teachers are more discipline they (kids) are in trouble. (P/G-P2)

They got onto you all the time if you come to AEP and they give you more consequences and that it's not the same as your school.

And that you couldn't see your friends there like at school. (P5)

Well, when he came to this school, they treated him well. Its not like his other school, he said they treated him well. (P/G-P1)

Well, I think it's negative; these are the kids who misbehave. They are not students that, they are not in their right mind. They don't listen to the teachers or what other people say. (P/G-P4)

What had you heard about students assigned to the DAEP?

Like how we feel? That we can't talk to anyone. You don't know anybody here. Yeah you don't know nobody, you feel alone like, like you are in jail. (P4)

Negative. They lie too much. No, the people that go here. The people, they say it's cool here. (P4)

When they tell you at first, that school is bad; that school is nauze; you have to use uniforms. The next day you come they say you have to use like white t-shirt and blue jeans. Then they tell you that school is like bogus you can't like do nothing. (P4)

Well, I didn't hear anything. (P5)

I didn't hear anything either. (P/G-P3)

I didn't hear anything. (P/G-P1)

When the teachers called that my son was coming here; well, I worried a lot because my son maybe the teachers wouldn't want him here because my son he does have a strong personality. (P/G-P2)

I thought it was a school where they dressed like soldiers, and they had strict discipline. (P/G-P4)

I thought the same, be he told me several times it's like the Army. (P/G-P5)

When you received your/your child's assignment to the DAEP, what did you think would happen?

I felt kinda sad, also kinda mad...be good and your time will be passing quick. (P1)

I felt kind bad. When they told me I had 52 more days here, I thought I would just die here. (P6)

Man I felt sad when I got 55 days. I thought I wouldn't have to do them, thought I was going to be sent to JJ. I wanted to say. (P4)

I heard they did correct them a lot, because to leave them alone a student where you take them is not a good thing. To leave them alone to do what they did like before so they deserve to be corrected. I take it to be like to sit him down and tell him the way its going to be because its good, that is what I hear about from other people I know who sons have been here before and my other son was here and I tell him he has to behave because there is no other way, I don't think that is negative. When I found out my son was coming here, I worried a lot because maybe the teachers would not be good, maybe they won't like him, then they would send him to another school. Maybe they would send him to jail and that is sad. (P3)

It's going to be bad for me and I heard it wasn't like my other school and I thought it would be worse because I thought they would get onto me or punish me and that's all. (P1)

Well, on one hand it's good for them to not treat him good; they never learn to stay out of trouble. On my part, no they need to be punished, they never learn if you treat them good. They would want to come back and that is not good. (P2)

Just that he had to wear a white shirt and blue jeans the entire time he was here. (P/G-P4)

I too, thought the same thing. (P/G-P5)

What expectations do students and parents/guardians have for them upon returning to their home campus?

Well he says he feels better here, and that he does not get into trouble here. Here it's for discipline...and I think its like to discipline him, and if they got onto him it would be in a strong way. Well like he says, they treat him fine because he doesn't get into trouble. (P/G-P4)

He always tells me here he feels better because he is in one room. (P/G-P5)

What expectations do students have regarding other students, faculty, staff, and administrators in the program (DAEP)?

The other students can't treat you badly because no one is allowed to talk. (P3)

It feels kinda sad because people here being throwing gang signs to you and you be like they're gonna jump me or something like that. (P4)

All the people say bad things to you and you can't say nothing because you will get a write up. (P4)

I thought other students here because they are bad or because they don't understand the language they send them here, and I thought that as soon as I got here I would have court, but it's not true. They treat me well, but you can't talk to anyone or let me talk because the same people are friends are not here. (P5)

My son said that he gets along with everyone in the class but you can't talk and he is in the class with kids from other schools and you can't talk with them because you get into trouble and they treat everyone the same. (P/G-P2)

Well, for my part the teacher; well, I feel bad that they don't let my son talk. Like my husband said he is not bad. He says hi to his friends I don't know why they punish my son. (P/G-P3)

Well, I think they would treat him good; that's why he comes here. Also to get advice and to behave the best he can. (P/G-P5)

Well, I think he likes it here; he doesn't have problems with the teachers. Who knows, I don't know. (P/G-P4)

How do you think faculty and staff members will treat you/your child while attending the DAEP? How do you want faculty and staff members to treat you/your child while attending the DAEP?

According to, it all goes according to how you treat the faculty and staff. If you are disrespectful to them they will be disrespectful to you; and that's just how I think they are all going to treat you. (P4)

If you respect them, they will respect you. (P1)

So, I didn't want them would treat him bad. Oh, on my part I tell you if you treat them well they will want to come back. They should think about their behavior. (P/G-P1)

Think the same because they are young and look for trouble. In one way he doesn't understand, they should talk to him and talk to him so his conscience will make him think and that's the way he will respect the teachers. But when they see him they say oh that kid is bad and they write him up and maybe he will behave. (P/G-P2)

I thought they would treat me like the rest of them, the students from my real school said this one was bad. They would make you run and do lots of exercise, and no it's not like that, they treat me good. (P1)

Well, I truly wanted them to be tough on him; he is a very mouthy child. I wanted him to reform himself even though we don't think he doesn't hear the positive things we say to him. Maybe something will stick to his mind. (P/G-P4)

I also think that if the teachers treat him with authority, for example if I tell him something he blows me off as if I don't know anything. I then think the he goes again. And when he gets out of school and he gets into trouble, and then he gets home and says I am going to behave now. This and that, he has to understand we have to be strict. That is his problem. (P/G-P5)

Well, what happens is with me, he behaves differently. He kiss me, he lay with me, and with me he really different. I just can't give you the same answer as P/G-P2, I tell him don't do that. But he still behave bad. (P/G-P4)

How do you think administrators will treat you/your child while attending the DAEP? How do you want/want your child to be treated by administrators while attending the DAEP?

Like if you get in trouble the principals are gonna be like mean to you, but if you are like good they'll be like nice. Like if you get in trouble don't be getting mad because then they will be saying don't lie to me, you know you're lying...that's it. (P3)

Sometimes other students want to go ahead and pick a fight with you because they know what you represent or you are already represented or you have a reputation. Because some of the other students know what you have done and the whole school knows what you have done. (P7)

If you follow the rules they will be good to you and all that; if you don't follow the rules then they will get mad and slap you. (P6)

I thought it would be like the other school, like when you get there late I thought I would have the same type of schedule and no if I get to the school late I would have to go to the office and no I am in one class all day. I wanted the administrators to treat me the same way (respect). (P5)

Well, I think with their training I asked for their help because he can't understand. I am asking for a favor so they can understand him because I don't want him to go to the other school. (P/G-P2)

Also, for them to pay attention when I go back to my school because for whatever happens at my school they are ready to send me back here for the rest of the year. That happened to my friend, they didn't tell him until the last period of school. They said whatever amount of days we have for the school year is what you get. P5:

I knew that he would get more advice and counseling so that he would reform and be good at school. When he gets out of DAEP, he goes back to his school, for one day and he is back here again.

(P/G-P4)

Yea, he is the same. (P/G-P5)

Emerging Themes

The primary focus of this research study was to address the expectations and perceptions of adolescent Hispanic males assigned to a Disciplinary Alternative Education Program (DAEP). As the study proceeded, the addition of parent(s)/guardian(s) added additional information regarding expectations and perceptions from the adult perspective.

Findings from the study provided the researcher information regarding the expectations and perceptions addressing the academic, treatment, and challenges faced by the participants and parents/guardians. These findings were discussed by looking closely at the expectations of the participants and parents/guardians prior to beginning their DAEP assignment followed by their perceptions once the assignment was begun or completed.

Specific areas of focus were the overall expectations and perceptions of the students and parents/guardians regarding the following: (a) other students on their home campus and those assigned to the DAEP; (b) faculty members on their home campus and the DAEP; (c) staff members on their home campus and the DAEP; (d) administrators on

their home campus and the DAEP; and (e) program information from their home campus and the DAEP.

Student expectations before attending the DAEP. Overall expectations regarding being assigned to the DAEP varied among students. The major sentiments expressed were of anger, sadness, and being able to get work done.

I felt kinda sad, also, kinda mad...be good and your time will be passing quick.

Man, I felt sad when I got 55 days. I thought I wouldn't have to do them; thought I was going to be sent to JJ (Juvenile Justice Alternative Education Program).

Good, because you can finish all your work here; you can catch up.

Another overall expectation regarding the DAEP was that of freedom or the lack thereof. This was evidenced through the concern regarding attire for the program and not being able to communicate with friends and/or teachers.

Bad because you cannot see your friends. You cannot see your teachers.

I felt kinda bad because like we have to wear uniforms here. I feel like kinda sad and happy at the same time because food here is good and there it's nasty.

Expectations regarding other students both on the home campus and those assigned to the DAEP were defensive in nature. The over arching feeling was that of none caring. Students indicated that they were not concerned as much with the thoughts

and feelings of students on their home campuses. Their concern with students on their home campuses was from the standpoint of returning to the campus. Their initial focus seemed to be more on the students assigned to the DAEP.

Sometimes other students want to go ahead and pick a fight with you because they know what you represent or you are already represented or you have a reputation. Because some of the other students know what you have done and the whole school knows what you have done.

It feels kinda sad because people here being throwing gang signs to you and you be like they're gonna jump me or something like that.

All the people say bad things to you and you can't say nothing because you will get a write-up.

Student expectations regarding faculty and staff treatment was based upon returning to their home campus as well as faculty at the DAEP. Expectations for faculty at their home campuses were of being treated differently than other students. Student respondents indicated that they would be viewed as trouble makers and not welcome in some classes. The most common expectation expressed by the participants was that they wanted to be treated with respect by the faculty and staff.

Treat you like bad; they don't listen to you no more.

The teachers treat you differently and that it doesn't matter because you are going to spend the rest of your time at the DAEP and they just don't listen to you.

Like if you behave in their classes they treat you well; if you misbehave then they start treating you like you are a no one.

If you are disrespectful to them they will be disrespectful to you; and that's just how I think they are going to treat you.

If you respect them, they will respect you.

Another aspect of student expectations was that of the way in which they felt administrators from the home campus and the DAEP would treat them upon being assigned to the program. The thoughts were of whether they would be treated with respect or if they would be treated as merely trouble makers that needed to be somewhere else. They knew how they wanted to be treated, with respect; yet, they were concerned that no matter what the situation and/or circumstances this would not be the case.

Like if you get in trouble the principals are gonna be like mean to you, but if you are like good they'll be like nice. Like if you get in trouble don't be getting mad because then they will be saying don't lie to me, you know you're lying...that's it.

I thought it would be like the other school, like when you get there late I thought I would have the same type of schedule and no if I get to the school late I would have to go to the office and no I am in one class all day. I wanted the administrators to treat me the same way, respect.

If you follow the rules they will be good to you and all that; if you don't follow the rules then they will get mad and slap you.

For them to pay attention when I go back to my home school because for whatever happens at my school they are ready to send me back her for the rest of the year. That happened to my friend, they didn't tell him until the last period of school. They said whatever amount of days we have for the school year is what you get.

Well, I didn't know that either. Well, I thought it was going to be the same. I knew it was going to be different administrators.

The overall knowledge of the DAEP provided to students was varied across the target sample.

Uniforms, that's all I know.

If you get three write-ups you go to JJ, but if you are good you don't.

Some of the staff there (home campus) said that some of the staff here (DAEP) were racist. You had to behave here or would immediately be sent to JJ.

You don't got no freedom here.

When they (other students) tell you at first, that school is bad; that school is nauze; you have to use uniforms. The next day you come they say you have to use like white t-shirt and blue jeans. Then they tell you that school is like bogus you can't like do anything.

An important component of this study dealt with the sharing of information to students and parents/guardians upon being assigned to the DAEP. According to students and parents/guardians, information provided varied by campus. In some instances information was provided and others no information was provided. In instances where the student was assigned multiple assignments within the school year, again the information provided varied.

Yes to me they (home campus) did.

I was told the first time that I came over here, but not the second and third placements we (family) were not given any more information.

No, they never let me ask questions; they told me I was just coming here.

Educational expectations surrounding being assigned to the DAEP presented different desires between the students and parents/guardians as evidenced through their responses. One of the primary focuses of the study dealt with educational programming expectations. Specific differences related to the level of instruction, the types of courses available, and participation in extracurricular activities. When looking at the level of instruction, student expectations were common; they did not expect a great deal of academic assistance. Some of the students were aware that they would not have the same quality of instructional support in the non-core (elective) courses.

No, because like here you have to do it alone, back there (home campus) the teachers told you how to do it.

When you are at your home campus the teacher is giving you instructions and showing you how to work something out or showing you how to do it; here at this campus, you are told you have to do it alone.

No because they (home campus) just send you work and you have to do it. Over there your teacher helps you do your work and explain how you do your work and then that's it.

When you go your privileges are stripped from you like you can't go on the computer. You were checked constantly, monitored to see where you've been or what you're doing on the computer.

One student felt that the level of instruction would be the same as that received on the home campus. His expectation regarding instruction was more along the lines of the instructional day not the level of academic delivery. Some students felt that they would get more work done and their grades would be better; one felt his grades would be worse. These expectations were due to prior knowledge of the DAEP program delivery.

Well, I thought it would be the same, like when the other school gets out early, so would we. Since we are punished, we get out at regular time.

Your grades are gonna be more like up because you're gonna do all your work in here; you're not gonna miss any of your classes...that's it.

Better because you do everything in order and you are, you complete your work and send it back and it gets graded so you receive those grades.

Worse here because at least on your home campus the grades or the work and instruction is explained.

Most participants did not expect to be able to participate in extracurricular activities, athletics and school sponsored activities.

Your privileges are taken away from you when you are sent here. You can't go to any sports activities. When you are in DAEP you cannot get within so many feet of your school.

Like if you skip school on the home campus then you like get PAS (Principal's Alternative to Suspension), but if you skip school from here they will call the cops on you and they will come and get you. Sports and game, we can't play because we are at the bad school and no, I know I couldn't go to the games.

Parent/Guardian expectations before student began DAEP assignment. The parents/guardians expectations of the DAEP assignment were more along the lines of concern for their child and their well-being. They expressed feelings of sadness and fear that their child would be disciplined in such a manner that the inappropriate behavior would stop, and how they would be viewed as parents/guardians.

I felt a little sad because I thought, 'why are they going to send, why are they going to send him'. My wife and I started to think

what he did. How long will he be there and he now also I tell him you needs to thing to not be bad and to behave so they don't send you here. Again and he says he is behaving good no so they won't send him back.

I thought it was real bad and I was nervous.

I heard they did correct them a lot, because to leave them alone a student where you take them is not a good thing.

The expectations were of uncertainty for a couple of the parents/guardians; they really didn't have any idea as to what to expect. Their prior knowledge of the program was limited due to not being the head of the household, not being the facilitator of the educational processes of their child, or not residing in the household with the child.

To leave them alone to what they did like before so they deserve to be corrected. I take it to be like to sit him down and tell him the way it's going to be because it's good, that is what I hear about from other people I know who have sons have been here before and my other son was here and I tell him he has to behave because there is no other way. I don't think that is negative.

I didn't think they would treat him bad. Oh, on my part I tell you if you treat them well they will want to come back. They should think about their behavior.

Well, yes it mattered, but since I never had a meeting with them or anything, they would just call and say, "We are sending your son

to DAEP again”; and did I care how they treated him, I think so.

From what he would tell me, it is that he would say, ‘I don’t know’, he would feel differently.

When discussing their expectations of other students assigned to the DAEP, several parents/guardians expressed that they had not heard anything about other students assigned to the DAEP. Their concerns were more with how their child would be treated by faculty and staff members both at the home campus and the DAEP.

Well, I didn’t hear anything.

I didn’t hear anything either.

My son said that he gets along with everyone in the class, but you can’t talk and he is in the class with kids from other schools and you can’t talk with them because you get into trouble and the treat everyone the same.

The overall expectations surrounding the DAEP were much the same between parents/guardians toward their child(ren) being assigned to the program.

Parents/Guardians expressed expectations of wanting their child(ren) to be treated fairly.

They expressed the desire to have their child learn something about appropriate behavior from this experience; as well as, the importance of appropriate behavior. These expectations were evident through their responses pertaining to expected treatment by faculty and staff at both the home campus and the DAEP.

Well, I do feel bad because he does not behave. When they punish him I feel bad, almost as bad as him.

Well, I think they would treat him good, that's why he comes here. Also, to get advice and to behave the best he can.

In one way he doesn't understand, they should talk to him and talk to him so his conscience will make him think and that's the way he will respect the teachers. But, when they see him they say oh that kid is bad and they write him up and maybe he will behave.

I truly wanted them to be tough on him; he is a very mouthy child.

I wanted him to reform himself even though we don't think he doesn't hear the positive things we say to him. Maybe something will stick to his mind.

Yes, it mattered to me how they treated my son, I also didn't know if they were going to send him to the other school (JJAEP). And it did interest me in how the teachers and administrators were going to treat him, and they can help me to straighten him up. It's important.

The expectations of administrators were in the areas of advice and counseling. Parents/Guardians wanted the administrators from both the home campus and the DAEP to provide their child(ren) with services that would not only address their behavioral needs but their academic needs as well.

Well, I think with their (home campus administrators) training, I asked for their help because he can't understand. I am asking for a favor so they can understand him because I don't want him to go to the other school.

I knew that he would get more advice and counseling here (DAEP) so that he would reform and be good at school. When he gets out of DAEP, he goes back to his school, for one day and he is back here again.

I always told my son to behave well, what your friends tell you to do don't listen to them. Act like they are crazy, don't tell them anything, act like you don't know them, act like you don't hear.

We always tell him that even if they keep saying things to him. No, I didn't think they would treat him differently.

Communication was another aspect of this experience that was gaining a deeper understanding of parent/guardian expectations of having their child(ren) assigned to the DAEP. Communication was a concern in that some students had been assigned to the DAEP multiple times throughout the school year. Some parents expressed that there was communication between them and the home campus, while others expressed no communication. A concern of the researcher was whether or not they expected communication from the DAEP prior to their child(ren) beginning their assignment.

No, not to me because I would send my wife to the school. It's okay that they (faculty and staff) get onto him because they call the

administrators and they don't get onto him; but they should get onto him at the time. He is not bad, they get onto him he will obey them. Writing him up is so much paper work, they don't realize how much they write him up.

No, I don't remember. He has been coming here since he was at the other school.

Yes, I understood how they would come dressed and what rules they had here and I understood.

No, I didn't see all the information, but I think they gave it to us.

Academically, the expectations of the parents/guardians were that the programming would be different than that of the home campus. Several expected that their child(ren) would fall behind academically.

I think it's not the same like at his school, they are taught differently because of how they behave different; different classes and such.

I also say it should be different like the way they teach and treat them, not according to how they behave, not badly either.

It would affect his grades and effect his education. That is why he needs to straighten up.

The honest emotions expressed by the parents/guardians indicated their desire for their child(ren) to be successful both academically and behaviorally. They expressed

feelings ranging from their faith that God would intervene to the very intimate moments of how their child(ren) behave around them outside of school.

Sometimes I think they are going to send him to another school where they treat him different and I feel sad when he acts bad. That's why I also ask God and for you all to help me with him. I hope the teachers can help me with him.

I also think that if the teachers treat him with authority; for example, if I tell him something he blows me off as if I don't know anything. I then think there he goes again. When he gets out of school, he gets into trouble, and then he gets home, and says I am going to behave now. This and that, he has to understand we have to be strict. That is his problem.

He kiss me, he lay with me, and with me he really different. I just can't give you the same answer as P/G2; I tell him don't do that, but he still behave bad.

Common expectations between students and parents/guardians had to do the impact a DAEP assignment would have upon academics, the manner in which information would be provided to them, and more importantly the type of treatment they would experience from students, faculty, staff, and administrators. These areas are aligned with aspirational capital, linguistic capital, and resistant capital, the three major themes identified throughout the study.

Student perceptions after beginning or at the completion of their DAEP

assignment. The research indicated a wide range of thoughts, feelings, and perceptions from the participants after beginning or upon completion of their DAEP assignment. This section of the findings gives insight to perceptions in the specific areas of treatment from other students, faculty, staff, and administrators. Other areas will include participant feelings regarding the educational experiences and the overall program experience.

They treat you like bad; they (teachers on home campus) don't listen to you no more.

Like if you behave in their classes they (teachers on home campus) treat you well; if you misbehave, then they start treating you like you are a no one.

I don't care, I don't care because I know that if I talk back they gonna send me to the office and they gonna send me back over here. I just be quiet and ignore them.

A more pointed aspect of the treatment participants perceived upon returning to their home campuses was that of defense and not caring about how they would be treated by other students. This was evidenced through several responses in which participants stated that they didn't care how other students would treat them upon returning to their home campuses.

Sometimes other students want to go ahead and pick a fight with you because they know what you represent (gang affiliation) or you are already represented or you have that reputation. Because

some of the other students know what you have done and the whole school knows what you have done.

It's like when you go back they call you other names and you this person he is back from AEP; this dude is back or something like that. They are trying to get you in trouble.

No, not important to me.

Participants expressed a perception that home campus administrators would view them as trouble makers. This perception stemmed from their belief that their reputation was one that preceded them. They perceived their interactions with campus administrators as being very strained and distant from the stand point of not being comfortable.

Sometimes that when you carry a reputation of being here so many times that the principals may look at your face and say, 'Oh, he's trouble', and they don't treat you well.

They just look at your face and they know your reputation and they say that you are too many problems, 'I don't want you at my school anymore'. If you do something even minor that is not even that serious, but they know that you've been a lot of problems they are just going to send you away again.

Okay, it could be something as minor as a candy bar or as serious as a knife and they are laughing at you making you feel bad; they are treating minor ones as if it were serious.

I thought other students here because they are bad or because they don't understand the language, they send them here, and I thought that as soon as I got here I would have court, but it's not true. They treat me well, but can't talk to anyone or let me talk because the same people are friends are not here.

Academically, participants indicated that they received more assistance than expected. Their level of work increased; their grades and attendance improved; and their disciplinary incidents decreased.

When you see your work, there are instructions that you do; like if you call SOS, they'll help you with the work. I receive more help here.

Sometimes there are other teachers here that they can call that will explain to you. Sometimes they might call someone to come and help you like explain the math to you a little bit better. Sometime you might get a little individual help.

The final issue addressed in the research study dealt with the perceived assistance needs and challenges that would impede or support their success upon returning to their home campus. Participants indicated student issues, teacher perceptions, and administrator interactions.

Like smart kids in your class say things like he just a trouble maker he came back, I (student) don't want him in this class. He gonna

get in trouble, he gonna get us (other students) in trouble, he gonna let us have more homework in our class and something like that. Sometimes you go back and the teacher thinks that you are a bad kid, that they keep an eye on you and the first thing that you do wrong they are going to write you up and try to get you in trouble again.

When I had a fight, they called me and asked me about other students. Is this student in north-side; is this student in south-side; or what gang is this student in?

Parent/Guardian perceptions during or after completion of student's DAEP assignment. The perceptions expressed by parent/guardian participants were that their child(ren) would be in situations in which students, faculty, staff, and administrators were looking for reasons to send them back to the DAEP. Fear was the emotion most obvious regarding how they felt things would be back on the home campus. There was anxiety of whether or not it would be one day or longer before they would receive a call indicating their child(ren) was/were once again being removed from the general educational setting to be placed back into a setting in which loss of basic freedoms would be removed.

Summary

Research findings indicated a strong desire for student success, respect, and fairness. These findings were evident throughout the data collection process. Most responses regarding expectations and perceptions were reflective of the hope that teachers and administrators would utilize their professional training and expertise to

provide the support needed to change the inappropriate behaviors exhibited by their child(ren).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A qualitative study was conducted which focused on the expectations and perceptions of adolescent Hispanic males and their parent(s)/guardian(s) regarding being assigned to a DAEP. The research methodology to be applied was group interviews. In an effort to increase the sample size and gather additional data, the researcher amended the original proposal to include parent(s)/guardian(s) of the initial sample group. Research participants were students, parent(s)/guardian(s) from a large Northeast Texas school district. The native language for each participant was Spanish and the primary language spoken in the home as signified by information contained on the Home Language Survey. Ultimately, the methodology used during the research study was that of case study.

The primary focus of the study was the expectations and perceptions of adolescent Hispanic males and parent(s)/guardian(s) regarding being assigned to the DAEP and returning to their home campus. The study was designed to seek information regarding two major areas (a) expectations associated with other students, faculty, staff, and administrators; and (b) perceptions of the assignment relating to students, faculty, staff, and administrators.

Participants of the study were seven adolescent Hispanic males between the ages of 14 and 17; and five Hispanic parent(s)/guardian(s) of the adolescent males from the study. Male students participated in one of two interview sessions held specifically for

them. Parent(s)/Guardian(s) were invited to participate in one interview; however, due to work schedules, a second interview session was scheduled to accommodate participants. Student participation requirements were (a) male of Hispanic descent; (b) between the ages of 14 and 17; (c) 9th or 10th grade; and (d) assigned to the DAEP for 20 or more consecutive days. Parent/Guardian participation requirements were (a) Hispanic descent; (b) parent/guardian of at least one of the student participants; and (c) at least one parent/guardian attended the Information Session held prior to the start of the study. The common requirement for students and parent(s)/guardian(s) was Spanish as the language spoken most frequently at home.

Interview sessions were conducted on the DAEP campus with two of the four sessions held in the conference room and two held in the office of the researcher. For all sessions, the researcher and the Spanish-speaking research assistant were present.

Discussion of Findings

Research questions were designed in a manner that the researcher was able to establish three categories from the data. The categories were (a) aspirational capital, (b) linguistic capital, and (c) resistant capital. The questions gave the researcher an opportunity to glean greater understanding of what the students and parent(s)/guardian(s) indicated was of major importance to them.

Aspirational, linguistic, and resistant capital are all rooted in the Hispanic community and culture. Aspirational capital is the ability to maintain one's hopes and dreams even when facing real and perceived barriers/challenges (Yosso, 2005).

Linguistic capital includes intellectual and social skills attained through communication experiences in more than one language and/or style as defined by Orellana 2003 as cited by Yosso, 2005. Resistance capital, Freire (1973) defined as knowledge and skills that are fostered through oppositional behavior that challenges inequality. Each identified theme was evidenced across the data.

In terms of aspirational capital, it was evident that all participants wanted to be treated with dignity and respect. They wanted the best the district could offer them emotionally and academically.

Linguistically, participants wanted to hold onto their cultural beliefs and traditions. Hispanic culture values the traditions of their home country. They value the responsibilities associated with the elders of the family and the stories associated with their native land (Rothe, E., 2004). One of the most telling aspects of the study was in the area of linguistic capital. During the parent/guardian sessions, the researcher had the opportunity to interview two parent units. One unit was a married couple in which the female was the person of contact and communication as it related to school. During the interview session, the male was the dominant participant. At one point, the female indicated that she did not have anything to say, her husband would answer the questions. The second unit was divorced. Within this unit the student participant resided with the female and the male was not a member of the household. Since the female viewed this as an opportunity for both to be heard, she brought male with her. During this session, roles were reversed; the female was the dominant respondent.

Resistance was the area in which acculturation and marginalization were most evident. Garbarino (2003) identified three limitations associated with looking at the lives of children living with violence: (a) resilience is not absolute; that virtually every youth has a breaking point; (b) resilience may obscure real costs to the quality of an individual's inner life; some may avoid falling to the risk of social failure (poverty and criminality) yet experience harm in the form of diminished capacity for successful intimate relationships; and (c) resilience does not mean "moral superiority"; youth who demonstrate resilience have extraordinary attributes and resources not exhibited by non-resilient youth.

Findings from the study were in alignment with Garbarino's limitations as indicated through responses of study participants. In terms of resilience is not absolute most of the participants experienced periods of frustration and feeling as though there was nowhere to go. These periods of frustration often lead to acting out which resulted in office referrals, disciplinary action, and ultimately a Disciplinary Alternative Education Program (DAEP) placement. Resilience may obscure real costs to the quality of an individual's inner life was evident primarily in the action of the student participants. Through information shared by study participants, criminality was a major concern. Several participants, students and parents/guardians expressed concern over being assigned to the Juvenile Justice Alternative Program (JJAEP). Placement in the JJAEP would result in going before a judge, having to provide transportation to and from the program (additional financial hardship on the family), being withdrawn from their home district, completing the assignment successfully in order to reenroll at their home district,

and being faced daily with the chance of being placed in the Juvenile Detention Center (JDC). Placement in the JDC would be the result of continued behavioral issues while assigned to the JJAEP. The fact that resilience does not mean moral superiority was very evident as an area in which student participants were lacking. Based upon Garbarino (1999) student participants from the study would be identified as non-resilient youth those youth who do not exhibit extraordinary attributes and resources. The attribute most notable was that of language, which goes back to linguistic capital. As indicated on the Home Language Survey, the primary language spoken at home is their native language, Spanish. With regards to not having the resources needed to demonstrate resilience, participants indicated their not being provided adequate information regarding the reason(s) for being assigned to the DAEP, not being provided information with regards to the process and procedures associated with the program, and communication being provided in their native language.

Rothe (2004) expressed that these attributes and resources were prominent within the Hispanic culture prior to their migrating to this country. Hispanics' parents had the help, support, and guidance of their own parents and members of their extended families. Upon migrating to this country, many of these family ties and bonds became fragmented; often leaving parents to raise their children without familial support. This move required children to be left alone in order for both parents to work outside the home to provide for the family. Garbarino's *Raising Children in a Socially Toxic Environment* (1999), showed how dangerous present day society is for children and adolescents. He speaks of violence, drugs, AIDS, poverty, uncaring communities, abusive families, and custody

battles are some of the obstacles our children face daily. The specific areas addressed by Garbarino relating to study participants and study results had to do with violence and uncaring communities. Many of the participants spoke of violence through being identified as gang members or being associated with gangs. They spoke of home campus administrators associating them with any activity that had to do with gang-related situations. They spoke of being accused of knowing or having knowledge of who, what, when, and where specific gang situations were headed or taking place. They were adamant about not always having knowledge; yet, they were singled out by administration. Both student and parent/guardian participants spoke of feeling the campuses did not care about them. They expressed this through sharing that they were not always provided information regarding being assigned to the DAEP; they were only informed of the assignment, no specifics regarding the reason(s) for the assignment.

Another finding of Rothe (2004) provided additional insight to Hispanic males and acculturation; adolescent Hispanic Males learn to be more assertive as they acculturate into mainstream America. The assertiveness often clashes with the values of respect and self-effacement expected in the traditional Hispanic culture. Rothe further stated that the problem of unruly behavior of adolescent Hispanic males is often dealt with by sending them back to their home country where they would learn respect.

A similar sentiment was expressed by one of the parent/guardian participants, "I want them to make him behave." The clear hope was that the student being assigned to DAEP would in some way fix the inappropriate behavior.

Expectations Regarding Students

Student expectations. The researcher wanted to gain greater understanding of how participants felt with regards to their expectations of other students assigned to the DAEP and those on the home campus. Specific questions posed to student participants addressing expectations were:

1. How do think students assigned to the DAEP will treat you?
2. How do think students will treat you upon returning to your home campus?
3. Do you care how students will treat you during your assignment at the DAEP?
4. Do you care how students will treat you upon returning to your home campus?

Student participants were clear that they were not really concerned with how other students would treat them while being assigned to the DAEP. They did mention their concern with what other students previously assigned to the DAEP had shared with them. One specific concern identified was that of the teachers being racist. Their thoughts regarding returning to their home campus were along the same lines. They wanted to given the chance to return to the campus without being singled out and referred to as trouble makers.

Parent/guardian expectations. This portion of the study showed to be the most interesting with regards to the expectations of parent(s)/guardian(s). The issue of how students would treat their child(ren) was of less importance to them as a whole.

1. What were your expectations regarding how other students assigned to the DAEP would treat your child(ren)?

2. What were your expectations regarding how other students on the home campus would treat your child(ren)?
3. Did you care how other students would treat your child(ren)?

Based upon parent/guardian responses they were more concerned with how their child(ren) felt about other students assigned to the DAEP. Their responses indicated a greater need to have their child(ren) treated fairly by other students.

Expectations Regarding Faculty and Staff

Student expectations. Students were questioned regarding expectations for faculty and staff members both at the DAEP and on their home campus. The responses indicated concerns of whether or not their reputation would precede them.

1. How do you think faculty and staff will treat you while assigned to the DAEP?
2. How do you think faculty and staff on your home campus will treat you upon being assigned to the DAEP?
3. Do you care how faculty and staff will treat you upon concluding your assignment at the DAEP?
4. Do you care how faculty and staff on your home campus will treat you completing your DAEP assignment?

Parent/guardian expectations. Expectations expressed by participants dealt with how they felt faculty and staff would treat their child(ren) while attending the DAEP and upon their return to the home campus. Expectations were of fear, anger, sadness, and hope. Parent(s)/Guardian(s) expressed fear that their child(ren) would be treated with little or no respect. Responses were also of anger that their child(ren) would not be

treated fairly, just as any other student would be treated. Sadness for their child(ren) having to attend the DAEP and what this might do to their reputation was another concern expressed by parent(s)/guardian(s). The hope expressed by parent(s)/guardian(s) was that their child(ren) would experience the same respect, care, and assistance other students would experience.

Responses from parent/guardian participants indicated a deep sense of hope that the faculty and staff would use their training to provide appropriate guidance and direction for their child(ren); that faculty and staff might learn more about their child(ren) and not judge them on past behaviors. Participants wanted faculty and staff to take a firm; yet, gentle hand as they facilitated the needs of their child(ren).

1. What were your expectations regarding how faculty and staff would treat your child(ren) while attending the DAEP?
2. What were your expectations regarding how faculty and staff on the home campus would treat your child(ren) upon being assigned to the DAEP?
3. Did you care how faculty and staff would treat your child(ren)?

Expectations Regarding Administrators

Student expectations. Administrator expectations were more straight forward than those regarding students, faculty and staff; participants expressed the desire to be treated like everyone else. They wanted to be treated with respect.

1. How do you think administrators will treat you while attending the DAEP?
2. How do you think administrators on your home campus will treat you upon being assigned to the DAEP?

3. Do you care how administrators will treat you upon concluding your assignment to the DAEP?
4. Do you care how administrator on your home campus will treat you upon returning from your DAEP assignment?

Parent/guardian expectations. Expectations for administrators were just as deep and sincere as they were for members of the faculty and staff. Each participant expressed their desire to have their child(ren) treated with respect. They wanted administrators to provide guidance and direction in a manner that they hoped would help change the behavior. Their hope was that somehow administrators could fix their child(ren) and make them behave appropriately.

Clear expectations were expressed as to how they hoped understanding, level-headed, caring, and emphatic decision making would be used in dealing with their child(ren). Again, use of training strategies and techniques was expressed. The bottom line expectation was for fairness and respect.

1. What were your expectations regarding how administrators would treat your child(ren) while attending the DAEP?
2. What were your expectations regarding how administrators on the home campus would treat your child(ren) upon being assigned to the DAEP?
3. Did you care how administrators would treat your child(ren)?

Perceptions Regarding Students

Student perceptions. Student participants perceived that they were treated with disgust and lied to by peers. Several statements were made regarding the way they were made to feel with regards to how other students looked at them while attending DAEP and upon returning to their home campus. They expressed that information shared with them by other students was often incorrect; one participant stated that another student had indicated the teachers at DAEP were racist. Upon being at the DAEP, this participant shared that this was not how he perceived the DAEP teachers.

Other perceptions expressed were of returning to their home campus only to be treated as though they were not welcome back on campus or in classrooms by other students. One participant expressed the feeling of be shunned and even being told he was nothing but a trouble maker. These perceptions were later expressed through a sense of anger and mistrust that they would be given a fair opportunity to be successful on their home campus.

Parent/guardian perceptions. There was not as much information shared or expressed by parent/guardian participants as it related to their perceptions of students. Reported data indicated clear concern and focus on the manner in which the adults treated their child(ren) was more important than treatment from other student(s). Of the information given, the perspective of their child(ren) was their only knowledge or concern.

Perceptions Regarding Faculty and Staff

Career experiences of the researcher were challenged relating to prior understanding, expectations, and perceptions regarding what the perceptions would be of the research sample. As indicated in research information contained in Chapter II, the literature indicates more desires to be in environments in which students are given the opportunity to self-select their academic programming. This is based upon several factors dealing with class size, teacher-student relationships, and the ability to work at their own pace. This perceived academic delivery does not necessary fit into the mode of delivery experienced by students assigned to the DAEP within the target district.

The academic delivery is one in which the research participants identified was one in which they actually did better academically. Reasons associated with their success varied from being able to work without interruption from other students; work independently; and have more direct assistance from teachers. Some of the perceptions were that students would fall behind and would not receive the same quality education as back on the home campus. It was clear that this was not what was experienced while attending the DAEP.

The positive aspect expressed by both students and parent/guardian participants was the support expressed by the faculty and staff at the DAEP. They felt that their fears were alleviated thus making the academic experience a more positive and successful experience than originally anticipated.

Perceptions Regarding Administrators

There were mixed emotions expressed regarding perceptions between administrators on the DAEP campus and those on the home campus. Parent/Guardian participants expressed concern initially over whether or not DAEP administrators would have preconceived notions about their child(ren) prior to actually meeting them. Concerns were that the administrators would think their child(ren) were bad or trouble makers and do whatever necessary to expel them to the JJAEP.

According to participants, their fears were not realized. The administrators provided them with adequate, appropriate information relating to the program and situations that arose while their child(ren) attended the DAEP. Parent/Guardian participants were pleased with the communication with the DAEP administrators.

Perceptions expressed regarding home campus administrators were that there would be no opportunity for success. They felt no matter what happened their child(ren) would be accused of and disciplined for anything that happened on campus. These perceptions were based largely on the manner in which administrators had interfaced with them prior to and upon returning to the home campus.

Expectations and perceptions expressed in this section of Chapter V were drawn expressly from the findings obtained throughout the research study. The deep emotions shown by participants reinforced the strong desire to be treated with the same dignity and respect afforded to all other students.

Conclusions

The findings of this study paint a picture of sincere anger, sadness, fear, hopelessness, and hopefulness. It was clear that the most important desire of students, parent(s)/guardian(s) was to be treated with dignity and respect. They wanted to be afforded the same treatment and opportunities as any other student, parent/guardian that found themselves in their position. They did not want any special dispensations. They did not want to be given any special treatment. They did not want anyone to feel sorry for them. They did not want pity. They simply wanted what everyone else had.

Findings of the study revealed a sense of the researcher's lack of knowledge regarding the expectations and perceptions associated with the Hispanic community and culture. The findings gave insight to the importance of family, trust, admiration, and honesty shown by each participant. Methodologies utilized throughout the duration of the study seemed to aid in the development of mutual trust, admiration, and honesty among students, parent(s)/guardian(s), research assistant, and researcher. Findings of the study provided the researcher areas in which greater understanding, patience, and facilitation are needed to more successfully meet the aspirational, linguistic, and resistant needs of members of the Hispanic community.

Findings of the study were categorized using the following cultural capital aspects:

1. Aspirational – ability to maintain one's hopes and dreams even when facing real and perceived barriers/challenges (Yosso, 2005)

2. Linguistic – intellectual and social skills attained through communication experiences in more than one language and/or style (Orellana, 2003)
3. Resistant – knowledge and skills that are fostered through oppositional behavior that challenges inequality (Freire, 1973)

Aspirational Capital

The cornerstone of aspirational capital was evidenced through the unwavering ability of the study participants to express how important it was for them to be treated fairly, even through their time of adversity. They wanted to be able to hold onto the belief that even though behaviors were inappropriate (according to established norms) and poor choices made, they could and would be heard, understood, and valued as productive members of the educational organization.

Looking at aspirational capital gives rise to the marginalization of the immigrant to this country. Taking a closer look at the research surrounding marginalization, immigrants tend to embrace the culture of their home country, while residing in the host country; they often stand in defiance of the culture of the host country and choose to reside in what is characterized as ethnic ghettos (Rothe, 2004). This is evidenced through the concentration of the Hispanic population within the target district. The majority of the Hispanic student population attends school in one high school feeder pattern. This concentration is consistent with Rothe's results indicating that cultural dislocation and marginality intensifies when there are sharp or marked contrasts between the marginalized and dominant, host culture.

The overwhelming plea expressed was that no matter how they misbehaved, they wanted to share in the experiences afforded to everyone else. They wanted to be given every opportunity to receive guidance and direction so that they would have the chance to return to the regular educational environment without fear of mistreatment, ridicule, and embarrassment. Students and their parent(s)/guardian(s) wanted to hold onto the sincere hope that they would be accepted individuals with something to offer as productive members of the society in which they reside.

Linguistic Capital

Educational programming initiated to address the needs of second language learners has provided opportunities for Hispanic students to receive services in their native language as well as English. These opportunities have been in place for approximately 38 years; during this period, the programming has gone through several changes. The most recent change to occur was moving away from English as a Second Language (ESL) to English Language Learner (ELL). Another component of ELL programming has to do with the levels at which students receive services. Elementary students receive services identified as Bilingual and secondary students receive ELL services. These services are made available to all students entering the state from another country in which English is not the first language. Families can choose to either accept or refuse these services. Some of the linguistic challenges ELL students face include: (a) little or no formal training in their first language; (b) immediate immersion into a second language; and (c) standardized testing.

Resistant Capital

Garbarino (2003) defined resilience as an individual's ability to bounce back from adverse experiences, to avoid long-term negative effects, or otherwise to overcome developmental threats. Garbarino (2003) gave a very simple and realistic look at resilience, not necessarily from the standpoint of eminent danger, just from the standpoint of being faced with the adverse aspects of everyday life. According to Garbarino, resilience is not unlimited, automatic, or universal; that numerous serious threats experienced in hostile environments, no child may escape unscathed. Rothe's (2004) study identified specific situations and circumstances of cultural traditions that help instill skills needed to withstand challenges associated with being members of a diverse society; yet, indicating the challenges faced by adolescents of the culture. Rothe indicated that parents of marginalized cultures often view the desire to depart from the ethnic ghetto as betrayal of the parents'/guardians' culture and traditional values.

These skills were witnessed throughout this research study. Student participants described incidents in which they used defensive tactics to save face when dealing with others students, faculty, staff, and administrators.

Recommendations

Based upon the research findings, several recommendations will be addressed within this section. Recommendations will be developed according to the research questions addressed within the study. Recommendations will be grouped according to the areas of expectations and perceptions regarding the following: (a) other students, (b) faculty and staff, (c) administrators, (d) academics, and (e) families.

Other Students

Adolescent middle and high school students are at a period of their development in which they often experience great angst, hormonal changes, and uncertainty. The major recommendation for addressing the relationship between students that have experienced behavioral difficulties would be to implement programming on each campus that addresses cultural diversity and the importance of acceptance. As the target district continues growth among different ethnic populations, there is greater need for more focused programming to help with understanding of differences between the cultural communities within the district.

Faculty and Staff

The district has developed district wide training in the area of cultural diversity. This training could be taken a step further by each campus implementing follow-up training on a bi-semester schedule. Bring in experts to provide staff development in the areas of working with students from low socio-economic backgrounds, second language learners, and conversational learning opportunities for faculty and staff. Findings from the study indicated a need for more intensive training in the areas of cultural knowledge and understanding. The study indicated that the perception of student and parent/guardian participants did not have their basic communication needs met. Research questions that focused on the communication aspect lead the researcher to the understanding that campuses need to ask some very specific questions of students and/or parents/guardians.

Questions posed to students would include

1. Does your parent/guardian speak English?
2. Does your parent/guardian understand English?
3. Does your parent feel more comfortable communicating in Spanish or English?

Question to parent(s)/guardian(s) would include

1. In which language are you most comfortable communicating?
2. Would you rather communication in Spanish or English?
3. Would like to have a Spanish speaker present to assist with communication?

These questions would be appropriate for faculty and staff when communicating with students and parent(s)/guardian(s) regarding concerns over academics and/or behavior.

Administrators

Training opportunities for administrators in conversational Spanish would be beneficial. This recommendation is one that would provide administrators a working communication opportunity to at least greet the Hispanic community in their native language.

Administrators would need to know and have a basic understanding of the populations served on their campuses. This would require working closely with district personnel to monitor student demographic data; working closely with campus administrators and counselors to monitor student enrollment; working closely with district ESL/ELL personnel to determine what specific services are available to assist

with identified students, provide focused training for all campus personnel with regards to being sensitive to the needs of identified population.

As a result of this study recommendations, as an administrator, are to provide training to all campus personnel regarding cultural awareness. Provide office personnel with specific questions to ask students and parents/guardians that are not native English speakers in order to facilitate specific needs and requests. Provide opportunities for campus personnel to receive training in conversational Spanish; this would further assist in helping to facilitate the needs of the Hispanic community. Recruit Hispanic students and parents/guardians to become members of campus leadership teams/committees (Building Leadership, Parent/Student/Teacher/Administrator).

As DAEP administrator, make a concerted effort to ensure that personnel are available to conduct/facilitate orientation sessions for Hispanic families. Present DAEP documents in both English and Spanish. Ensure that all DAEP staff is aware of the communication preferences of our Hispanic students assigned to the DAEP. Provide DAEP staff the names of campus personnel available to in assist with communication between the campus and Hispanic parents/guardians. This will help ensure accurate communication and understanding. Work closely with the Student Services Department to develop more specific guidelines regarding providing information to Spanish speaking parents/guardians regarding disciplinary incidents.

This recommendation does not address the multiple other non-English languages of the district; however, it would provide some sense of acceptance and understanding toward the largest minority community of the district. Many Hispanics prefer smooth

social relations based on politeness and respect, as well as avoidance of confrontation and criticism; overt disagreement is not considered appropriate behavior (Rhode Island Department of Health, 2008). The ability to greet members of the Hispanic community in their native language would go a long way in helping with *simpatia*.

District recommendations would be to continue active recruitment of Bilingual employees. Actively recruit members of the Hispanic community to serve on district leadership teams/committees (Drug Task Force, District Curriculum Committee).

Provide conversational Spanish training opportunities for campus administrators. Student and parent/guardian recommendations would be to develop a relationship with someone they feel they could trust; be that a member of the office staff, a teacher, a cafeteria worker, a custodian, a counselor, or an administrator; request to speak with a native speaker; and request that written program information (DAEP documentation) be in Spanish.

These recommendations would help to facilitate the needs of Hispanic students and parents/guardians. Implementation of some of the stated recommendations would be easier to implement than others; however, each would assist in helping to provide greater potential for student and parent/guardian success.

Academics

Continued study relating to the cultural aspects of education from the perspective of the Hispanic community is needed. *Personalismo* refers to the tendency of Hispanics to place utmost value on individuals as opposed to institutions (Rhode Island Department of Health, 2008). Hispanics tend to trust and cooperate with individuals with whom they

have personal knowledge or relationship, and many dislike impersonal and formal structures. Additional emphasis given to traditional Hispanic values regarding education and educational institutions would help faculty, staff, and administrators better understand and facilitate learning.

Responses from study participants were evidence of this mindset. Participants were open and honest with their responses; this due in large part to the anonymity shown throughout the process. Participants appeared to trust that what they shared during sessions would be held in strict confidence and their identities would not be revealed.

Research regarding programming to meet the needs of Hispanic students and their families should be addressed in order to address dropout. Public policy regarding resources and funding for programming should be addressed. In order to address this growing concern, focused training for faculty, staff, and administrators would need to be provided. This training would include district data relating to the specific areas of student demographics, family economic status, language spoken at home, educational background of family members, and any other information that would aid in creating a community of educators dedicated to helping ensure success of all students.

This training would not be focused only with the professional staff. Members of the paraprofessional (secretaries, instructional aides, custodians, and cafeteria staff) would need basic training in order to meet and greet members of the Hispanic community. As an administrator, these findings have shown the importance of having personnel available to communicate effectively and efficiently with the target population of the study. Having campus personnel equipped with some basic skills in order to relate

to the specific needs of the target population is crucial. It would be the responsibility of the campus principal to work closely with the district Human Resource Department to target and identify specific individuals that would meet the specific personnel needs of their campus.

Another aspect of helping to bridge some of the feelings expressed by students and parents/guardians is to refer to student populations as “student groups” as opposed to “sub-populations”. The hope is that this would help to show value to each student and community member of the campus.

Families

Recommendations for families are to request a native speaker anytime in which they feel uncomfortable conversing in the second language. Students are to provide faculty, staff, and administrators with vital information regarding the best method of communication when dealing with their parent(s)/guardian(s). Another recommendation is to request that all written documents be presented in their native language or request a native speaker translate into their first language. This will allow individuals the opportunity to hear and/or question any contents of the document.

Other recommendations are to join Parent/Student/Teacher Organizations; volunteer to serve on various leadership communities within the district; and work closely with the ESL/ELL department of the district for additional resources and support.

Limitations

The following limitations were identified as possible influences on the study results.

1. The initial approval to conduct research within the identified school district was not granted until the conclusion of state mandated testing. Since the study involved students currently assigned to the DAEP, receiving approval late in the spring presented a challenge with recruiting potential participants that met the established criteria.
2. Sample population represented only one-fifth of the high school feeder systems of the district.
3. Communication appeared to foster the most challenging aspect of the study not simply due to the language barrier between the researcher and participants. The only formal language of the researcher is English; the first formal language of the participants is Spanish. This challenge was addressed utilizing the service and assistance of the research assistant whose first language is Spanish. Communication challenges included the researcher not being able to extend or elaborate on questions and responses at a level in which participants either felt comfortable or equipped to participate.
4. There was a lack of time for feedback and/or evaluating sessions for the development of follow-up questions, due to participants leaving for the summer to visit relatives in their native country. This timing also prohibited the researcher's ability to re-interview participants to gain greater clarity or to ask participants to elaborate on responses.

Summary

This study provided insight into the expectations and perceptions of adolescent Hispanic males and their parent(s)/guardian(s) regarding being assigned to a DAEP and upon returning to their home campus. The area of concern experienced by the researcher was that of not being able to go deeper with the questioning. The inability to gain even greater knowledge or understanding in the area of academics and specific Hispanic community values surrounding education presents an area for additional research.

Throughout the study it became apparent that the most important thing was to be treated with dignity and respect. It was never about the institution of education; it was clearly regarding whether or not they would be treated fairly. All participants wanted to experience the same opportunities as other members of the educational organization; the parent(s)/guardian(s) wanted their child(ren) to conduct themselves appropriately; and have faculty, staff, and administrators use their training to help change the inappropriate behavior.

The results of the study provided the researcher greater aspirational, linguistic, and resistant capital regarding the expectations and perceptions of the Hispanic community. The study did give the researcher insight to how important trust is to the Hispanic community.

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APPENDIX A
Interview Questions

Interview Questions

1. How do you feel about being assigned to the DAEP?
2. What do you know about the disciplinary alternative program?
 - What have you heard about students assigned to the DAEP?
 - Has what you heard been positive, negative, or neutral about students assigned to the DAEP?
3. When you received your assignment to the DAEP what did you think would happen?
4. What information was shared with you about the DAEP by your home campus?
5. Were you and your parent/guardian given the opportunity to express any questions or concerns about the DAEP?
6. Based on your knowledge of the DAEP, how do you think other students assigned to the DAEP will treat you? How do you want to be treated by other students while attending the DAEP?
7. How do you think faculty and staff members will treat you while attending the DAEP? How do you want to be treated by faculty and staff members while attending the DAEP?
8. How do you think administrators will treat you while attending the DAEP? How do you want to be treated by administrators while attending the DAEP?
9. Do you think you will receive the same type/level of instruction while attending the DAEP?

10. Do you think you will have access to the same instructional opportunities as on your home campus?

- a. What do you expect to be different or the same about your instruction while attending the DAEP?
- b. Do you expect to receive instruction in all your courses (i.e., electives, athletics)?
- c. Do you expect to have access to all your home campus activities?

11. What do you think will happen with your education while attending the DAEP?

- a. Do you expect to complete less or more academic work while attending the DAEP?
- b. Do you expect your grades to weaken or improve while attending the DAEP?

12. Do feel that other students treat you differently after being assigned to the DAEP?

Do you care about how students treat you after being assigned to the DAEP?

13. Do feel that faculty and staff treat you differently after being assigned to the

DAEP? Do you care about how faculty and staff treat you after being assigned to the DAEP?

14. Do you feel that administrators treat you differently after being assigned to the

DAEP? Do you care about how administrators treat you after being assigned to the DAEP?

APPENDIX B

Texas Woman's University
Proposal Approval Letter



Institutional Review Board
Office of Research and Sponsored Programs
P.O. Box 425619, Denton, TX 76204-5619
940-898-3378 Fax 940-898-3416
e-mail: IRB@twu.edu

April 22, 2008

Ms. Cynthia A. Williams

Dear Ms. Williams:

Re: Transitioning Back to the Traditional Campus: Thoughts, Feelings, and Perspectives of Adolescent Hispanic Males Assigned to a Disciplinary Alternative Education Program

The above referenced study has been reviewed by the TWU Institutional Review Board (IRB) and appears to meet our requirements for the protection of individuals' rights.

If applicable, agency approval letters must be submitted to the IRB upon receipt PRIOR to any data collection at that agency. A copy of the approved consent form with the IRB approval stamp and a copy of the annual/final report are enclosed. Please use the consent form with the most recent approval date stamp when obtaining consent from your participants. The signed consent forms and final report must be filed with the Institutional Review Board at the completion of the study.

This approval is valid one year from March 14, 2008. According to regulations from the Department of Health and Human Services, another review by the IRB is required if your project changes in any way, and the IRB must be notified immediately regarding any adverse events. If you have any questions, feel free to call the TWU Institutional Review Board.

Sincerely,

Dr. David Nichols, Chair
Institutional Review Board - Denton

enc.

cc. Dr. Larry LeFlore, Department of Family Sciences
Dr. Lillian Chenoweth, Department of Family Sciences
Graduate School

APPENDIX C

School District Proposal to Conduct Research

Researcher: Cynthia A. Williams Date: April 27, 2008

Sponsoring Institution: Texas Woman's University

Topic: Transitioning Back to the Traditional Campus: Thoughts, Feelings, and Perspectives of Adolescent Hispanic Males Assigned to a Disciplinary Alternative Education Program

Purpose: The purpose of this qualitative study is to identify the thoughts, feelings, perspectives of respondents assigned to a disciplinary alternative education program within a large Northeast Texas metropolitan school district serving over 50 general education campuses.

The research questions are:

- a. What are the expectations and perceptions of students of being assigned to a disciplinary alternative education program (DAEP)?
- b. What expectations do students have regarding other students, faculty, staff, and administrators in the program?
- c. What expectations do students have regarding educational programming within the program?
- d. What perceptions do students have regarding treatment from other students, faculty and staff, administrators, and their families?
- e. Upon return to their home campus, what expectations do students have regarding assistance and challenges to their success?
- f. What expectations do students have for themselves upon returning to their home campus?

Procedure(s) and Method of Administration: Procedures and method of administration will include discussion and review of respondent discipline records, observations, interviews, and focus groups.

This study will be conducted within the alternative education program of a large Northeast Texas metropolitan school district. Qualitative research practices will be used to explore the thoughts, feelings, and perspectives of respondents assigned to a disciplinary alternative education program (DAEP). Procedures and method of administration will include interviews and focus groups.

All students meeting the established criteria will be invited to an informational group meeting where the researcher will provide specific information regarding the study. This informational meeting will provide students and their parent/guardian with information regarding the reason their participation in the study is important and valued. This session will also provide potential participants and their parent/guardian information

regarding the nature of the study, the risks involved, and procedures to be used in protecting their information and alleviating the risks. Students and parents/guardians will have five calendar days in which to review and discuss the study proposal and make their decision as to whether or not they choose to participate. Returned signed Informed Consent Form (available in both English and Spanish) will signify voluntary participation in the study. In an effort to achieve greater participation and attendance, researcher will provide childcare and light refreshments. Childcare will be provided by National Honor Society student volunteers from feeder high schools within the district. Adult supervision will be provided at the rate of \$20.00 per hour with a supervision ratio of one adult per two student volunteers. Student volunteers to child ratio will be one to five.

Upon selection, respondents will be divided into focus groups. Focus groups will be assembled according to specific criteria established by the researcher. All respondents will participate in a focus group interview in which they will be asked a series of questions related to their experiences of the disciplinary alternative education program.

Focus group sessions will be scheduled for two hours each. The first ten minutes of each session will be devoted to reviewing protocol and assurances. The last five minutes of each session will be used to reaffirm the researcher's commitment to the study and confidentiality for respondents and their families. To help ensure respondent anonymity none of the following information will be used or provided by the researcher, research assistant, or respondents: (a) name of district (b) home campus (c) names of campus or district faculty and staff members (d) names of campus or district administrators and (e) names of friends or family. Respondents of the study will represent high school feeder patterns within the district; focusing on those with the largest concentration of Hispanic students. The identified feeder patterns consist of the largest number of campuses with the greatest number of identified at-risk students.

For what do you request permission to do, <i>e.g.</i> , administer a survey to (target audience), conduct research by interview, etc.? List confidentiality assurances:

The researcher will conduct an informational group meeting for all potential participants and their parent/guardian. This meeting will provide the researcher the opportunity to provide students and their parent/guardian with information regarding the reason for the assembly as well as the reason their participation in the study is important and valued. This session will also provide potential participants and their parent/guardian information regarding the nature of the study, the assurances regarding protecting them and their information, assurances as they relate to the school district, the university, and the researcher. Flyers will be posted in each high school boys DAEP classroom and distributed to each student meeting the established criterion for participation. Informed Consent Forms will be distributed to everyone attending the informational meeting. Students and parent/guardian will have five calendar days in which to review and discuss the study proposal and make their decision as to whether or not they choose to participate. Returned signed Informed Consent Form will signify voluntary participation

in the study. In an effort to achieve greater participation and attendance, researcher will provide childcare and light refreshments. Childcare will be provided by National Honor Society student volunteers from feeder high schools within the district. Students will be permitted to use time as community service hours as required by their organization. Adult supervision will be provided at the rate of \$20.00 per hour with a supervision ratio of one adult per two student volunteers. Student volunteers to child ratio will be one to five.

RISK	STEPS TO MINIMIZE RISK
Loss of Confidentiality	<p>Researcher will complete and submit the district's Proposal to Conduct Research along with a letter of request to the district's Assistant Superintendent of Curriculum, Assessment, and Instructional Services department.</p> <p>No names will be attached to written transcripts or recordings of the sessions.</p>
Discomfort	<p>STEPS TO MINIMIZE RISK</p> <p>Students will be told that they can withdraw from the study if at any point they feel uncomfortable. They will also be told that they can choose to not respond to a question. They are also free to leave the session at any point and for any reason without prejudice. The researcher has no impact on their grades and will not inform teachers of their participation or lack of participation.</p>
Fatigue and loss of time	<p>STEPS TO MINIMIZE RISK</p> <p>A timer will be used to limit the time required for the focus group. Sessions will be scheduled at times convenient for the participants.</p>

RISK	STEPS TO MINIMIZE RISK
Loss of anonymity	No lists of participants will be given to anyone other than the principal researcher and assistant. Students providing childcare will be trained and will not see participants.
RISK	STEPS TO MINIMIZE RISK
Coercion	Emphasize that participation is completely voluntary. Emphasize that no grades, marks, or rewards are attached to participation or non-participation.

Beginning Date: May 5, 2008 Ending Date: June 5, 2008

Number/Types of Participants needed, *e.g.*, Teachers, Students, etc.: 6-8 students per focus group

A convenience sample of 12 to 16, 9th and 10th grade Hispanic male, students will be recruited from the student population of a large Northeast Texas metropolitan disciplinary alternative education program. Respondents will be divided into focus groups.

The primary language for the selected target group is Spanish. The researcher will work with an assistant whose primary language is that of the respondents. The researcher will use student Home Language Survey information to assist in the selection process and identify eligible participants. The Home Language Survey is the document, used in the district, for families to self-identify their ethnicity and first language.

All 9th and 10th grade Hispanic males attending the disciplinary alternative education program will be invited to participate in this study (see recruitment flyer, available in both English and Spanish).

School(s)/Population(s) Requested: Learning Center

Anticipated Product/Targeted Audience: Hispanic males, ages 14-17

Assurance of Gaining Parental Permission. Informed Consent Form in English and Spanish (see attachments)

Anticipated Research Culmination Date: June 5, 2008

Copies of *Formative and Summative* Findings/Results/Research will be provided to:

- Superintendent
- Assistant Superintendent, Curriculum, Instruction, & Assessment Services
- Participating Campus Leadership and Personnel

I agree I will not publish any work created as a result of this research without first sharing results with and obtaining expressed permission from the Assistant Superintendent of Curriculum, Instruction, & Assessment Services.

ResearcherDate

Sponsoring Institution RepresentativeDate

Assistant Superintendent, Curriculum, Instruction, Date
& Assessment Services

APPENDIX D

**Informed Consent Forms
English and Spanish Versions**

TEXAS WOMAN'S UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

Title of Research: Transitioning Back to the Traditional Campus: Thoughts, Feelings, and Perspectives of Adolescent Hispanic Males and Their Parent(s)/Guardian(s) Assigned to a Disciplinary Alternative Education Program

Researcher: Cynthia A. Williams, B.S.Ed., M. Ed

Advisor: Lillian Chenoweth, Ph.D.....940-898-2688

Explanation and Purpose of the Research

You are being asked to participate in a research study for Ms. Williams' dissertation at Texas Woman's University. The purpose of this research is to examine the expectations and perceptions of adolescent Hispanic males and their parent(s)/guardian(s) regarding being assigned to a disciplinary alternative education program.

Research Procedures

For this study, you will be asked to participate in a focus group interview which will be conducted for 9th and 10th grade Hispanic males. A second focus group interview will be conducted for the parent(s)/guardian(s) of the 9th and 10th grade Hispanic males. Each focus group interview will be held at the district disciplinary alternative education campus, which will last approximately two hours. The researcher will ask questions and your answers will be audio taped by the researcher. Audiotapes will be transcribed later for the purpose of data analysis.

Initials

Page 1 of 3

Potential Risks

Potential risks related to your participation in the study include loss of confidentiality, discomfort, fatigue, and loss of time during the focus group interview. No names of participants will be revealed to anyone else associated with the school. No names will be placed on tapes or transcripts of the proceedings. Only the principal investigator, research assistant, and the academic advisor will have access to the audio tapes and written session notes. The tapes and written documentation will be destroyed and/or shredded within 2 years of the completion of the study. It is anticipated that the results of the study will be published in the researcher's dissertation and may be published in a professional journal or presented at professional meetings. There will not be any identifying names on the tapes, and participants' names will not be available to anyone.

To avoid discomfort or fatigue, you may take a break (or breaks) during the session as needed. If uncomfortable answering any of the questions, you may stop answering any of the questions at any time or leave the session. We will stop promptly at the end of two hours.

You may leave at anytime during the interview and are not obligated to participate. Even though the researcher is a secondary principal with the district, you should not feel uncomfortable sharing your opinions. The researcher assures all participants' opinions and thoughts will not incur any harm to them or their families.

The researchers will try to prevent any problem that could happen because of this research. You should let the researcher know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

Participation and Benefits

The anticipated benefit of participation is the opportunity to discuss feelings, expectations, perceptions, and concerns related to the experience of your student being assigned to the disciplinary alternative education program. Your involvement in this research study is completely voluntary, and you may discontinue your participation in the study at any time without penalty. The only direct benefit of this study to you, besides refreshments, and child care, is that at the completion of the study a meeting will be held to share the results and a copy of the results mailed to you upon request.

Initials

Page 2 of 3

Questions Regarding the Study

You will be given a copy of this signed and dated consent form to keep. If you have any questions about the research study you should ask the researchers; their phone numbers are at the top of the form. If you have questions about your rights as a participant in research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at (940) 898-3378 or via e-mail at IRB@twu.edu.

Agreement

This agreement states that you have received a copy of this informed consent. Your signature below indicates that you agree to participate in this study.

Signature of Participant Date

Participant name (printed)

***If you would like to receive a summary of the results of this study, please provide an address to which this summary should be sent:**

CONSENTIMIENTO DE LA UNIVERSIDAD DE S DE LA MUJER DE TEJAS' A PARTICIPAR EN LA INVESTIGACIÓN

Título de la investigación: Transitioning de nuevo al campus tradicional: Pensamientos, sensaciones, y perspectivas de los varones hispánicos adolescentes asignados a un programa educativo alternativo disciplinario

Investigador: Cynthia A. Williams, B.S.Ed., M.Ed.

Consejero: Lillian Chenoweth, Ph.D.....940-898-2688

Explicación y propósito de la investigación

Te están pidiendo participar en un estudio de la investigación para disertación de ms Williams' en la universidad de la mujer de Tejas. El propósito de esta investigación es examinar las expectativas y las opiniones de varones hispánicos adolescentes con respecto la asignación a un programa educativo alternativo disciplinario.

Procedimientos de la investigación

Para este estudio, te pedirán participar en una entrevista del grupo principal cuál será conducido para los 9nos y 10mos varones el hispanico del grado. Esta entrevista del grupo principal será celebrada en el campus alternativo disciplinario de la educación del distrito, que durará aproximadamente dos horas. El investigador hará preguntas y tus respuestas serán grabadas en audio por el investigador. Las cintas magnéticas para audio serán transcritas más adelante con el fin de análisis de datos.

Riesgos potenciales

Los riesgos potenciales se relacionaron con tu participación en el estudio incluyen la pérdida de secreto, de malestar, de fatiga, y de pérdida de tiempo durante la entrevista del grupo principal. No se revelará ningunos nombres de participantes a cualquier persona asociado a la escuela. No se pondrá ningunos nombres en las cintas o las transcripciones de los procedimientos Solamente el investigador principal, el asistente de investigación, y el consejero académico tendrán acceso a las cintas de audio y a las notas escritas de la sesión

Iniciales

Página 1 de 3

Las cintas y la documentación escrita serán destruidas y/o destrozadas en el plazo de 2 años de la terminación del estudio. Se anticipa que los resultados del estudio serán publicados en la disertación del investigador y se pueden publicar en un diario profesional o presentar en las reuniones profesionales. No habrá ninguna nombres de identificación en las cintas, y nombres de los participantes los' no estarán disponibles para cualquier persona.

Para evitar malestar o fatiga, puedes tomar una rotura (o roturas) durante la sesión según lo necesitado. Si es incómodo las preguntas unas de los de contestación, puedes parar el contestar de preguntas unas de los en cualquier momento o dejar la sesión. Pararemos puntualmente en el final de dos horas.

Puedes irse en cualquier momento durante la entrevista y no te obligas para participar. Aunque el investigador es director secundario con el distrito, no debes sentir incómodo compartiendo tus opiniones. El investigador asegura opiniones a todos los participantes las' y los pensamientos no incurrirán en ningún daño a ellos o a sus familias.

Los investigadores intentarán prevenir cualquier problema que podría suceder debido a esta investigación. Debes dejar al investigador saber inmediatamente si hay un problema y te ayudan. Sin embargo, TWU no proporciona servicios médicos o ayuda económica para lesiones que pudieron suceder porque estás participando en esta investigación.

Participación y ventajas

La ventaja anticipada de la participación es la oportunidad de discutir sensaciones, expectativas, opiniones, y las preocupaciones relacionadas con la experiencia de la asignación al programa educativo alternativo disciplinario. Tu implicación en este estudio de la investigación es totalmente voluntaria, y puedes continuar tu participación en el estudio en cualquier momento sin pena. La única ventaja directa de este estudio a ti, además de los refrigerios, del cuidado de niños, y de la reducción posible en la asignación de la colocación, es ésta en la terminación del estudio que una reunión será celebrada para compartir los resultados y una copia de los resultados enviados a ti a petición.

Preguntas con respecto al estudio

Te darán una copia del impreso firmado y anticuado esto del consentimiento para guardar. Si tienes cualesquiera preguntas sobre el estudio de la investigación debes preguntar a los investigadores; sus números de teléfono están en la tapa de la forma.

Si tienes preguntas sobre las tus derechos pues han conducido a un participante en la investigación o la manera este estudio, puedes entrar en contacto con la oficina de la universidad de la mujer de Tejas de la investigación y de los programas patrocinados en (940) 898-3378 o vía email en IRB@twu.edu.

Acuerdo

Este acuerdo indica que has recibido una copia de este consentimiento informado. Tu firma abajo indica que acuerdas participar en este estudio.

Firma del participante Fecha

Nombre del participante (impreso)

Firma del padre/del guarda Fecha

Nombre del padre/del guarda (impreso)

*Si quisieras recibir un resumen de los resultados de este estudio, proporcionar por favor una dirección a la cual este resumen deba ser enviado:

APPENDIX E
Protocol Guide

Protocol Guide

Thank you for coming this evening. I would like to take a few minutes to discuss what will take place this evening and throughout the study. I would like you to tell me in your own words your expectations and perceptions of disciplinary alternative education programs. I am interested in gathering information that will help to assess and evaluate current disciplinary alternative education programming.

- You will be presented information regarding the purpose of this study, how the study will be conducted, and how the results of the study will be used.
- Respondents of the study will be asked a series of nineteen questions related to being assigned to the disciplinary alternative education program, their expectations and perceptions about faculty, staff, administrators, and family. Respondents will be given an opportunity to respond after each question. Your input is valued and welcomed; I want to hear what each of you has to share with me and the group.
- Shared information will be recorded via audio tape and written notes. Written notes will be taken by a note taker at the front of the room allowing everyone the opportunity to see the ideas and opinions shared by the group. All information shared during focus groups session is confidential and will not be shared with anyone other than those involved in the study.
- Questions will be read directly from the researcher's notes. I want everyone to feel free and comfortable when responding; therefore, if at any point you need to

have a question reread or clarification provided, please do not hesitate asking the researcher.

- The nature of this study is to gain as much information regarding the expectations and perceptions of everyone involved. Each question is designed to encourage as much discussion as possible throughout the session. There are not right or wrong answers. There may differences of opinion, I ask that everyone be respectful of the ideas and opinions shared and remember that all responses are important. If there is a difference of opinion, all answers will be recorded by the note taker.
- If at any point you feel uncomfortable, you can choose to not respond to a question. You are also free to leave the session at any point and for any reason without prejudice.
- We will begin each session with a practice question so everyone will have an opportunity to work through the process before actually beginning. What is the purpose of alternative education programs?
- Do you have any questions or concerns regarding the study or the procedures?
- I want to thank everyone again for giving of your time and sharing your thoughts and opinions. We will now begin.

APPENDIX F

Parent Information Script

Script for Initial Meeting with Parents and Potential Participants

Script:

Thank you for coming this evening. I would like to begin by introducing myself and my assistant: Cynthia A. Williams, a doctoral student conducting research at Texas Woman's University I would like to take a few minutes to tell what will take place during the focus group for this project and throughout the study. I would like the students to tell me in their own words their expectations and perceptions of disciplinary alternative education programs. I am interested in gathering information that will help to assess and evaluate current disciplinary alternative education programming.

A second meeting will be held at the conclusion of the study to present each family with the results of the study. Study results will also be shared with the school district Assistant Superintendent of Curriculum, Instruction, and Assessment as well as the Superintendent of the district.

APPENDIX G

Sign-in Sheet

