Pushouts, Dropouts and Dreamers:
Latino Immigrant Youth in High School and Beyond

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EDUCATIONAL EXPERIENCES OF IMMIGRANT ‘DROPOUTS’

Ramón

Altagracia

Victor
Altagracia

• Arrived at 17
• From Dominican Republic
• Father has lived in US for years
• Enrolled in high school upon arrival
Altagracia’s pathway....
Push-Outs

“It’s not that you want to drop out of school; it’s like the system forces you to drop out....the system told me: leave, or we will kick you out.”
Victor

- From Honduras
- 4 younger siblings
- Began his journey north at age 15
- Traveled alone to the US through Central America
- Arrived in New York and tried to enroll in school
Shut Outs

“One school told me I was too old, they were not allowed to let me in. Two other schools told me they had no seats. So they sent me to get a GED. I was 17.”
Ramón

• Arrived in New York at 15
• Went immediately to work
• Has been in the labor market non-stop
• Decided at 22 to enter school to get a HSE
“I don’t want to be 40 years old, wandering around looking for a construction job. I don’t want to do that. So, in this country you get the opportunity to study and you have to take it.”
I’m here to distract you
School interruption in socio-historical context: Latin American migration to the US
Are there **incentives** for schools to serve newcomers who are older than average?
WHAT ISSUES DO WE NEED TO ADDRESS?
Immigration Status
COMPLEX PRESSURES

For students
• Social-emotional development
• Identity & “social mirroring”
• Adult responsibilities
• Language & literacy development
• Academic content knowledge
• Knowledge of school pathways

For schools
• Accountability, reclassification and reporting
Team-Teaching Builds Skills, Lives

Washington’s Integrated Basic Education and Skills Training Program (I-BEST) quickly teaches students literacy, work, and college-readiness skills so they can move through school and into living wage jobs faster.

Pioneered by Washington’s community and technical colleges, I-BEST uses a team-teaching approach. Students work with two teachers in the classroom: one provides job-training and the other teaches basic skills in reading, math or English language. Students get the help they need while studying in the career field of their choice; they learn by doing.
International High Schools & Academies are in New York City, California, Virginia, and Washington, DC.
Choice

Exit Now
How is your district addressing systemic and institutional barriers to student success?

• What is working in your context?
• How is your district or school addressing needs of students who are:
  • Overage
  • Under-credited
  • Working during school hours
  • Have interrupted schooling
  • Have high hopes