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ABSTRACT

Twenty-five freshman Hispanic girls at Bowen High School in Chicago were motivated and encouraged to continue their education and explore various career goals. Methodology involved a highly personal interaction with the program worker. Three groups were formed--two were conducted in English and one was conducted in Spanish. Project goals were to educate the students about vocational possibilities, available training resources, sexuality, and drugs and their effects; explore and challenge their attitudes and fears regarding vocation, sex, culture, and independence; clarify and increase commitment to educational goals; involve parents in their children's vocational goals; and provide expert, appropriate referral to adolescents experiencing serious problems. A holistic, replicable approach to vocational education and motivation for inner-city, bicultural teenage girls was to be developed. Research data on "positive significant changes" were inconclusive over the seven-month project. Two important conclusions were the importance of field trips and the need for individual and family therapy. The appendices provide a segment of the questionnaire and resumes of project staff. (YLB)

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CULTURAL AND VOCATIONAL ATTITUDES:
HISPANIC GIRLS IN SOUTH CHICAGO

ILLINOIS STATE BOARD OF EDUCATION

DEPARTMENT OF ADULT, VOCATIONAL, AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT SECTION

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**Cultural and Vocational Attitudes
Hispanic Girls in South Chicago**

**Illinois State
Board of Education**

**Department of
Adult, Vocational
and Technical
Education**

Project Staff

Administrative:

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Carey E. Wright

Jesus Reyes

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Youth Guidance

**Research and
Development Section**

October, 1986

INTRODUCTION

Change, a process most human beings fear because of the unknown, has taken place in the once prosperous community of South Chicago. At one time, South Chicago was vibrant and exhilarating. The steel mills, the major industry of the southeast side of Chicago, were operating at full capacity. High paying jobs were available at these steel mills. European immigrants and Hispanic immigrants, mainly Mexican, made their home in South Chicago. As time went by the Hispanic population grew and remained in South Chicago, while the European population moved away from the neighborhood. I feel I can safely say that in the minds of most of the young Hispanic men of this area the thought of working in the mill was their ideal choice.

It was tradition for a steel worker's wife to remain at home and a pattern that repeated itself generation after generation. I was a product of this tradition. It's mind boggling to look back at my adolescent years and to see how my views were molded to believe that marriage was my career. I was to be a mother, have children and my husband was to work in the mill. I didn't rebel but, rather, I accepted it. In the late 70's the steel mills were still producing fairly well. The majority of my family fitted this pattern. All around me I saw marriages where the woman remained at home.

Though I had done very well at high school, I could not see myself going to college. College was out of the question. Being in an honors social studies class, the teacher would on occasion, ask me where I had applied and I would say nowhere. He would remark "Are you going to be like the Mexican girls who have come here, graduate from high school, and then get married?" I would deny this when all along I was in the process of getting married. I married a steel worker at age 18.

My father worked at U.S. Steel for 43 years. My dream was shattered when the mill lay-offs began. It was time for a change to occur. I enrolled in the Ser program which gave me the opportunity to experience college.

I discovered the textbooks were not in Greek, but they were written in a clear and concise manner. This was my starting point, and I didn't want to stop until I reached my goal of attaining my bachelor's degree.

Now, because of the high unemployment rate in South Chicago, a change has occurred in the traditional family structure. The traditional role of the males being the head of the household and supporting the family has been shattered.

When I learned about a new program that would help Hispanic girls explore careers I was elated about the program because I believed it was necessary and I felt that I was once in a vacuum of limited career choices.

Rosa Jimenez
Project Counselor

Final Report Abstract Format

Official Project Title: Cultural and Vocational Attitudes: Hispanic Girls in South Chicago

Department of Adult, Vocational and Technical Education Funding Agreement Number: 26RF579

Project Director: Carey E. Wright

Funded Agency: Youth Guidance

Location of Funded Agency: 53 W. Jackson, Room 950, Chicago, IL 60604

Site Location: Bowen High School, 2710 E. 89th St., Chicago, IL 60617

Time Period Covered: December 1986 through June 30, 1987

Major Accomplishments of the Project:

Twenty-five freshmen Hispanic girls at Bowen were motivated and encouraged to continue their education and to explore various career goals. This was done in a highly personal interaction with the program worker (a particularly effective role model) and with the other girls. Surprisingly, a number of very seriously disturbed girls participated in the project -- and stayed in school! Girls began to relate the various aspects of their lives to career goals. Research data on "positive significant changes" is inconclusive over a half year project -- but all of the girls remain in school.

Potential Impact on Vocational Education:

Vocational education must be more than better teachers and better equipment. The training received must fit with career and life goals of the trainees. And those goals are affected by a neighborhood culture and an ethnic culture, among other variables. If a neighborhood norm is to have a baby at age 16, the most up-to-date training program cannot be effective vocational education without dealing with those norms. By utilizing the power of the peer group in group therapy and the role modeling of successful adults from the community, this type of project may allow children to use available vocational training opportunities.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

Two quarterly reports have been delivered in duplicate to Mr. Peter Seidman of the Research and Development section of the Illinois State Board of Education. These reports were delivered shortly after the end of each quarter.

4b. Expenditure of Funds

	<u>Budget</u>	<u>Actual</u>
Salaries	\$8191	\$8134
Materials (Supplies)	150	158
Transportation (Travel)	219	200
Telephone	<u>210</u>	<u>277</u>
Total Direct	8770	8769
Indirect Costs 8%	<u>702</u>	<u>702</u>
Total Project	<u>\$9472</u>	<u>\$9471</u>

Only significant discrepancy is for the telephone which includes installation charge.

4c. Paid Participants in Activity

Full resumes are attached. Mr. Wright's resume is somewhat outdated. Mr. Wright has been on staff at Youth Guidance since 1980. During that time, he has received advanced training in family therapy at the Institute of Juvenile Research -- Family Systems Program. Mr. Wright also serves as family therapy trainer and program supervisor at Youth Guidance. He holds clinical faculty status at the University of Chicago, University of Illinois, and the Illinois Institute of Technology. Complete resumes are included as appendix B.

4d. Resource Listing

1. Material Resources. The principal activity of this project involved counseling and resource development. Consequently, no material resources (other than an attendance log) were purchased specifically for this project.
2. Human Resources. The following people were instrumental in implementing this project. The first five were guest speakers to our groups.

Graciela Beruben, an administrative assistant of a private agency, discussed her personal achievements and the steps she took to reach her goals. Ms. Beruben also discussed the negative encounters she had.

Yolanda Ruiz, a returning adult student to college who graduated in June as a Spanish teacher. She discussed her personal life and the struggles she managed to overcome. By discussing her motives for becoming a high school teacher, the girls were able to listen to a teacher's point of view.

Irene Toscano, Assistant to the President of Olive-Harvey College. Ms. Toscano presented a minicourse in college curriculum. She discussed what a college credit consisted of and instilled in the girls the need to further one's education.

Lilia Herrera, Director of Ser Jobs for Progress, talked with the girls about skills necessary for getting and keeping good jobs. She also closely tied skill development and education.

Ms. Elba Vazquez, Coordinator of Health Education Programs, provided a tour of the Lower West Side Health Center in Chicago and gave eight girls the opportunity to speak to the different professionals who worked at the clinic. Ms. Vazquez emphasized the need for girls to prepare themselves for the future. The girls were also given health care pamphlets.

Bill Claire, Chicago Board of Education, was very instrumental in providing activity sheets and ideas to enhance our program. He has been readily available to offer advice and support.

4e. Major Accomplishments and Significant Findings of the Project

(1) Six major goals were outlined for this project. They were as follows:

- I. Educate 25 freshman Hispanic girls at Bowen High School about vocational possibilities, about available training resources, about sexuality, and about drugs and their effects.

- II. Explore and challenge the attitudes and fears of these 25 girls regarding vocation, sex, culture, and independence in a coherent, goal-oriented fashion. Focus particularly on the interplay of attitudes on these interrelated issues.
- III. Clarify and increase commitment to educational goals in quantifiable ways.
- IV. Involve parents in the vocational goals of their children.
- V. Provide expert, appropriate referral to adolescents experiencing serious problems that would impede goal attainment.
- VI. Develop a wholistic, replicable approach to vocational education and motivation for inner-city, bicultural teenage girls.

Within the constraints of this short seven-month time frame many of these goals were accomplished. The one exception to that observation may be goal number VI, which will be more fully realized at the end of the second year of observation when some of the activities begun in fiscal 1986 can be more closely examined and routinized.

Rather than merely match goals with activities, this report will adopt a developmental approach to the project's first year as seen by Ms. Jimenez. This approach may be helpful in "gearing up" any replication of the model. Special attention will be given to each specific goal as the program developed.

Ms. Jimenez: "To begin the program in December, I along with the other Bowen team members went around to all but two bilingual freshmen divisions recruiting girls for this program. Now based on their free study or lunch period, the girls were chosen. Three groups were formed. One group was conducted in English on Monday and another group on Thursday. The group on Tuesday was conducted in Spanish. Going on the belief that the girls were interested in participating, I assumed they would be willing to give up a study or lunch period. This was not the case. The day before our first session, which was on a Thursday, I notified all the girls that had a common free period for the session. I telephoned them and refreshed their memories on the date and purpose of our meeting. The girls sounded enthusiastic over the telephone and told me they would be present for our meeting. The following day only two girls showed up. I proceeded with my introduction of the program and of Youth Guidance in general. They suggested careers they found of interest and they filled out the attitude survey. I tried to expel any negative ideas that only kids with "problems" participated in Youth Guidance. The girls were told they were free to bring along any of their girlfriends to a group meeting if they so desired.

My next group was scheduled for the following Monday. This group of girls were harder to reach on Sunday. Some had their phones disconnected. Some were not at home. I had to go on Monday to their divisions and inform them of our meeting. Five girls were present.

My most responsive group was the bilingual group, which I conducted in Spanish. Ms. Alvarez, the Bowen bilingual coordinator, provided me with their

names. The girls were described as shy and not proficient in English. I notified seven girls that they had been chosen to participate in a career awareness group. All the girls were present. On the average six or seven girls regularly attended the group. If they were unable to attend, they would notify me. But a common excuse among the three groups was "I forgot." In this group, the girls were very curious about how I had enrolled in college after I was married and had children. Their response was that I had an understanding husband that would allow me to go to school and work.

The girls in the bilingual group came from the most conservative and traditional home environment. They had high aspirations but sometimes through their comments I received the impression that their parents would hinder their goals. The majority of the girls came from homes where the parents did not have much formal education. Perhaps, deep down the parents wanted their children to progress, but economic factors and social issues restrain them. One girl was referred for additional individual counseling from this group, while three other girls were referred from the other groups. Two girls and their families were also transferred over to a staff therapist for family counseling. Youth Guidance's D.C.F.S. program was readily available for this backup service. In fact, Youth Guidance has organized an entire service network to which these girls have access.

I went in person to introduce myself to those girls who were chosen to participate and were still hesitant in attending the group. Some of these girls who were hesitant were the "difficult" girls who had already established peer cliques in the lunchroom and in the study hall.

Because this program was implemented in the middle of a school year it has been much harder for the girls to abandon their free time to attend a group session. Lunch time is their social time which allows them to interact with their friends. Even those who were scheduled and committed to give up a study period once-a-week would occasionally come because of their commitment to their established cliques. Thereafter, for the months of February, March and April, I would send on a weekly basis, a reminder of our next group meeting or I would go personally to their division room. If I did not send a reminder to the girl's division room the girls would not show up because they felt there was no meeting. I stopped the weekly reminders in May because I felt by this time they should remember that we meet every week.

Through trial and error much has been learned about this new program. Those who were scheduled to miss a lunch period did not want to do so, therefore, when the new school year begins we will attempt to hook up with possible candidates as soon as possible. As the school year ended we inquired about prescheduling students for a common free period but were told this is a very complicated task to perform. Hence, we may be faced with this past year's problems once again. We also plan to reframe the program as a club in order for the girls to feel more invested in the cause and be able to identify themselves with something tangible.

I basically followed the same general agenda for the three groups. The first two weeks served as an introduction to the program, and to the dissemination of our goals for the 16 week time span. Given the short amount of time that was available, we decided to pursue there major categories in the group sessions: interests, values, and skills. While these topics were discussed, I would interrelate their interests with careers that would be of interest to

them. By asking the girls their opinions, they would respond and we would engage in a dialogue. At the beginning I emphasized that they would have to contribute to the sessions. They were free to voice their opinion. I wanted the group to be their group. They were to be as much a part of it as I was. At first this concept was difficult to grasp because they were not used to this. Being students, they were usually dictated what to do.

During this session the girls began to explore themselves and the things they enjoyed and those they did not. Pictures were shown to make the girls imagine a career depicted through the wearing of certain attire. Throughout the exercise I would make connections and have the girls make connections between themselves and the career they suggested in the picture.

In exploring such topics as their interests and values, concerns such as teenage pregnancy and violence in the neighborhood would surface. When these concerns surfaced I would allow the girls to speak out. Many of the girls had girlfriends who had children at an early age. We would discuss how a child can limit a young girl and constrain her to a limited environment. We would also discuss the positive and negative aspects, but it seemed the negative aspects outweighed the positive aspects of having a child. I would do my best to present reality and not fantasy.

Gang violence was another topic that emerged. Gangs have grown in number in the South Chicago area. I did not have any girl gang members in my group but the girls knew gang members. They considered their activities "stupid", but they also realized it was very difficult for a boy to get out of a gang. Services in the neighborhood that provide help for gang members and also those who were drug dependent were named.

In discussing values, there was a problem because of what "value" stands for. Value is a vague word which has different meanings for various people. Many of the girls, at first, could not catch on to its meaning. They had to take time to look introspectively at themselves.

In discussing values, issues such as parent-daughter relationships and sibling relationships emerged. In many homes where there was a mix of females and males, the female was more restricted than the male. By the girls resenting this, friction arose among family members. Males usually took advantage of this opportunity of unfair treatment. For example, a boy was allowed to date while the girl was not until she was at least 16 years of age. The girl's sex role was most likely inculcated since she could remember. Comments such as "little girls don't play with trucks" or "little girls don't sit like that" have their relevance in a female's life. Distinctions between what a male and a female can and can not do are beliefs that are continuously reinforced throughout his or her life by contacts with people of similar beliefs living in the same environment.

Through dialoguing with the girls, the question of trust would also surface. Some girls felt their parents didn't trust them. It was difficult for the girls to assume the role and view of the parents and to sense their parent's fear that transformed into a question of trust. The fear of their daughters' dropping out of school or becoming pregnant is a reality that is prevalent in the community. Specific attention was directed toward the value of ambition and growth. In some cases, the value "ambition" has a dual definition -- one that is negative and another that is positive. Ambition in one context could

mean achieving a goal without giving any consideration to anyone or anything. Or it could mean achieving a specific goal because one has earned it. Throughout our sessions on skills I emphasized not only manual skills, but also interpersonal skills and how these skills interplay in a school and home environment. Importance was given to the above-mentioned skills and their relevance in relationship to a career. The interrelationship between their high school subjects and their skills was also stressed.

Time was also allotted to discuss such issues as dating and certain current events such as the giving of aid to Latin Americans and the bombing of Libya because the girls were concerned and interested about these issues.

In January, Hispanic women professionals were invited in to speak as role models. Guest speaker sessions scheduled during the school day usually had a high turnout. One could speculate that this was due to the genuine interest professed in hearing about the experience of others or that they were being excused from a class. These sessions had to be scheduled during the school day because one session was scheduled after school, causing a low turnout of girls. Guest speakers had to be scheduled in a period in which the majority of the girls were free. Girls from all three groups were incorporated here.

A word should be added concerning parent involvement. I have made every effort to involve parents in this project by systematically interviewing them at some time during these seven months. While not completely successful, I have spoken to well over half of these parents about the vocational goals of their children. Most, naturally, want the "best" for their children. More work needs to be done with parents in the next year to clarify their goals and concerns."

(2) Product(s) abstract: (not applicable)

(3) Major Dissemination Activities Summary:

1. **Outcome disseminated:** general information, intangible educational innovation.
2. **Target audience:** For the current project year, the audience included the Hispanic students and their parents at Bowen High School, the faculty and administration at Bowen, and other service providers in South Chicago.
3. **Effects of the activity:** Rather than being strictly "outcome-oriented", the first seven months of this project were somewhat more "process-oriented." Nonetheless, the activity certainly assisted the target audience in a number of ways. The audience became aware of the project, understood how to project might be used, could make a decision about its usefulness, and began to implement and integrate the process into the fabric of the school/neighborhood service constellation.
4. **Dissemination Strategy:** As mentioned previously, the project was meticulously discussed with each teacher at Bowen for input and referral. Classroom presentations were made, and referrals were received. Some of the students volunteered for the intervention. Throughout the seven months, many meetings were held with relevant faculty and administration members (particularly counseling staff) to refine and evaluate the program's progress.

Youth Guidance has organized a D.C.F.S. agency network panel in South Chicago, and information about this project was disseminated to network member agencies. Among those agencies were Ada McKinley Community Services, South Chicago Mental Health Center, South Chicago Y.M.C.A, United Charities, and many other providers.

5. **Activity "particulars":** Most of these particulars are included in other parts of this report and will not be repeated here. One particular that might bear repeating concerns (c) the sense of ownership felt by group members. The girls closely identified with this project to the point of choosing names for their groups and making very sure the activity would be considered for the coming year.

6-10 Not applicable. No formal dissemination workshop was held. Following was continuous throughout the seven month project. Some of these points will be discussed in other parts of the report.

(4) Staff Development. Ms. Jimenez received weekly supervision with Mr. Jesus Reyes, an experienced clinical social worker. In addition, Ms. Jimenez and Mr. Reyes met weekly with other social workers to staff referred cases at Bowen and to share clinical ideas regarding these cases.

Youth Guidance operates a formal staff development training program every Friday morning. Ms. Jimenez participated in some of these sessions where relevant. Sessions on child abuse, a frequent concern of this project, were attended by Ms. Jimenez.

Mr. Carey Wright, a graduate of the Family Systems Program at the Institute for Juvenile Research offered ongoing training in family dynamics and family therapy to Ms. Jimenez.

Mr. Reyes and Ms. Jimenez met with teachers regularly to discuss the program and their specific cases, instructing them in techniques for dealing with some of these difficult children.

(5) Publicity. Not applicable this year. All publicity was handled either by word of mouth at Bowen or through the Youth Guidance Development Office for use in fundraising activities to continue the project. Newspaper articles, etc., are anticipated in the second year of the project.

4f. Problems Implementation of the project encountered no serious problems due to Youth Guidance's ongoing relationship with the school and Mr. Reyes', Mr. Wright's and Ms. Jimenez' familiarity with South Chicago Hispanic girls:

A few minor problems were encountered with the scheduling of group meetings. As stated earlier in the previous progress report, the implementation of the weekly meetings began in February and by this time it was much harder for the girls to abandon their free time to attend a vocational awareness session. They weren't going to obtain any credit or other tangible incentives. Through the progression of time, the program was becoming more known among the school faculty and the Hispanic girls. Youth Guidance was also becoming more known as a source of guidance. In the month of May, three Hispanic girls referred themselves to the counseling program. Through the spreading of word by present members in the group, four new members came to be part of the groups. Factors such as boyfriend-girlfriend relationships, peer relationships and weather played a role in recruitment of girls. If a girl had a boyfriend or was part of a clique, her free time was usually the only time available for socialization. Giving up a lunch period proved to be a sacrifice for some girls. Once the weather turned warmer, girls were more hesitant to attend a meeting.

The field trips that were scheduled in June did not have as great a turnout as the one scheduled in March because the field trips were not contained with the regular school hours of 9:30-2:30. On our trip to the clinic on June 5, we returned at 4:30, a time that most girls had to be home. The field trip on June 26 was scheduled on a day that was not part of the regular school day.

4g. Summations of Data Collected

As might be expected in a seven-month project, initial research proved somewhat inconclusive. Grades and attendance records on each girl were assembled both prior to and after the intervention. A pre-test and a post-test were also administered.

On an average the G.P.A. of the 28 girls who were serviced at one time or another either decreased or increased by fractions of a tenth. Grades were recorded for the second, third and fourth marking period. I do not believe this drop in grades had any connection to their participation in this project. Low grades are generally part of an established pattern that carries over from grammar school. Given already the high drop-out rate at Bowen, it will only increase. Much more interaction other than career awareness and discussion of cultural attitudes is needed to help those youths.

Attendance reports were compiled on the girls who participated in the project. There is no evidence that concludes that attendance increased or decreased because of their participation. There were three cases where girls had a dramatic absenteeism. Two of these girls dropped out of school, though one of these girls states she will attempt to go back to school in September. The remainder of the girls showed no major increase in absenteeism.

The Ohio Vocational Attitude Survey was not administered as a post test because it was not available to us at the end of school year. In addition, the results of the survey that were administered to freshmen at the beginning of the school year as part of Mr. Bill Clare's program were damaged by a fire that took place in the career center during the spring break.

Because of the previous stated reasons, only nine girls were administered a pre and post test. Overall there was not any dramatic change in their attitudes. The girls did change, in that greater emphasis was placed in the pursuit of a better performance in school and of additional training after high school both for females and males. A positive change was also depicted in the possibility while raising a family. In the question of pursuing a career and being married, the girls went from one extreme of disagreeing or agreeing with the statement of this situation as being selfish or senseless. The traditional beliefs the girls maintain do not necessarily mean they will follow through with them. Time will only reveal how much change has occurred. Whether it be quantified or measured is another question that must be addressed.

There is a general consensus that there are many career possibilities for females. Varied opinion surrounds statements regarding a woman's role in a household. Some agree a woman's place is in the home while others do not. The cultural question of a woman who lives alone and supports herself as being "loose" brought forward two girls who went from "disagree" to "don't know," two girls who went from "agree" to "don't know," and finally three girls who went from "disagree" to "strongly disagree."

Please refer to Appendix A for a copy of the questionnaire and answer sheet.

4h. Statement of Impact

The impact of this project certainly transcended the inconclusive research data. Two anecdotes may illustrate this.

"Angela" is a 16-year-old Hispanic girl now in her third freshman year at Bowen. A slow learner with little interest in school, Angela was confronted with many family problems and was a chronic truant from school. Ms. Jimenez managed to get her involved in this project. Not surprisingly, Angela continued to be a truant, but attended many of the project meetings, "sneaking" into school to attend. In addition, she spent many hours talking with Ms. Jimenez individually about her life and her plans. It is doubtful that Angela will graduate from Bowen, but she is actively pursuing training as a beauty operator, a long-time interest. More importantly, even teachers have noticed a new self-respect in Angela since the beginning of the project.

"Maria" has another kind of problem. Bright and very oriented toward school, Maria would seem to be the model student. But Maria, a freshman, also has two

children and an abusive husband. Here the feminine dilemma addressed by the project is chillingly real. Without the project's support, it is doubtful that Maria would ever realize anything near her potential. But Maria is a remarkable young woman, and the counseling and role-modeling provided by Ms. Jimenez are allowing Maria to continue in school as she moves toward some degree of independence in solving the seemingly crushing day-to-day problems of administering a family already.

The impact of the project is also at another, unintended level. With the support of the project and the school's active bilingual program, Hispanic parents have begun to take a very active role in the education of their children. They have formed advocacy groups and continue to negotiate on issues in the school which disturb them.

The project has also impacted on the major source of concern to Bowen faculty and administration -- the high school freshman. With few goals and less self-control, all freshmen in Chicago schools are at risk (the dropout rate at Bowen is 45%+). For the Hispanic girls of South Chicago, the cultural values of the Hispanic steelworker add an even further burden to carry. Further refining a culturally-relevant program for these girls is crucial to retaining them in school and out of the welfare system. An early intervention is the key, but the job is not easy. The first seven months of this project, with its mixed results, indicate this.

4i. Conclusions and Recommendations

Two important conclusions emerged from the first seven months of this project. First, getting these young Hispanic women physically out of the South Chicago community for field trips was more important than originally suspected.

When Hispanic female professionals come and speak to the girls, they only have the opportunity to hear about a certain career or experience. By visiting a job site, the girls can see something tangible. They view an environment where various careers or vocations interact. They are also able to see how the employees dress. It is important for the girls to obtain exposure outside of their community. South Chicago is a geographical segregated part of Chicago where there are not many vocational possibilities for the girls to see. In the past, South Chicago had always been a steel producing community. Today, it is clear that this is not so. There have been huge layoffs that affect not only the community but also the family structure. There is also a need for the girls to go on cultural field trips where they have the opportunity to see other environments other than South Chicago.

Secondly, many of the problems encountered with the initial group of girls go far beyond just strictly cultural issues. Many of the girls can benefit from individual and family therapy. Youth Guidance's on-site therapy program proved critical in addressing specific issues for the targeted girls. Many of these issues were originally raised in the group sessions.

The high dropout rate and lack of vocational sophistication among freshman Hispanic girls in South Chicago are products of a complex set of factors. Many of them -- psychological issues, poverty, poor reading scores, overage -- are common factors among all urban teens. This project, adopting a group approach combining skilled counseling, role modeling, information sharing, school linkage, and parent involvement, has attempted to attack some of these

factors from a cultural and feminist perspective.

The approach is fairly simple. Cultural and sexual norms are dysfunctional to these girls' vocational education. They lower the girls' feelings of self-worth and allow other non-culturally-specific factors (poverty, etc.) to defeat any aspirations they may have. So the object is to create a slightly altered culture by developing some new group norms. Since adolescents are overwhelmingly group-oriented, the task is not as great as it may initially seem. Ironically, pride in culture and sex can be the unifying themes in constructing these new norms.

While seven months' experience has hardly been conclusive, the initial indications are encouraging.

APPENDIX A

1. A high school diploma is important for boys.
2. It is acceptable for a woman to be a secretary.
3. It is possible for a female to pursue a career and raise a family.
4. A career is important for men.
5. A female who lives alone and supports herself is loose.
6. It is important for girls to do well in high school.
7. It is acceptable for a man to be a nurse.
8. A female is responsible enough to hold a higher job position than a male.
9. Boys should seek training after high school.
10. It doesn't make sense for a female to go to college when all she is going to do is get married.
11. There are many career possibilities for a female.
12. A work career is important for a woman.
13. It is selfish for a married female to pursue a career.
14. A husband should make more money than his wife.
15. It is acceptable for a woman to be a construction worker.
16. A high school diploma is important for girls.
17. In a marriage, the woman should have a say in decision-making, but the man is the one who has the final say.
18. A female is expected to clean and cook.
19. It is acceptable for a man to be a secretary.
20. A woman's place is in the home.
21. A female is allowed to pursue whatever she wants.
22. Girls should seek training after high school.
23. The children should be the main focus of a married female.
24. A married female should not be employed.
25. It is acceptable for a woman to be a nurse.

26. A female has a greater fear of not being accepted than a male.
27. It is important for boys to do well in high school.
28. A female can do the same things as a male.
29. A girl should have a boyfriend during high school.
30. It is acceptable for a man to be a construction worker.
31. A husband should participate in keeping the home clean.
32. A female should go to high school just to go.
33. A woman should be dependent on her husband for financial and emotional support.

APPENDIX B

DAVID W. SIMPSON

819 North 7th Avenue
Maywood, Illinois 60153
Home Phone: (312) 345-8916
Office Phone: (312) 435-3900

Certification:

Member, Academy of Certified Social Workers (A.C.S.W.)
Certified Social Worker (C.S.W.), State of Illinois
Certified School Social Worker (Type 73), State of Illinois
Licensed to practice law in the state of Illinois.

Education:

1976-1980

LOYOLA UNIVERSITY CHICAGO, ILLINOIS

Juris Doctor (law) degree, 1980. Interest and expertise in the relationship between adolescents and the law.

1974-1977

JANE ADDAMS GRADUATE SCHOOL OF SOCIAL WORK,
UNIVERSITY OF ILLINOIS CHICAGO, ILLINOIS

Masters Degree in Social Work (M.S.W.), 1977.
Concentration in social treatment, with some course-work in administration and social policy.

1965-1969

VALPARAISO UNIVERSITY VALPARAISO, INDIANA

Bachelor of Arts in Political Science and English, 1969. Designated as Christ College Scholar at graduation. Member of academic, political science, and journalism honoraries. Chairman of "Week of Challenge" program, 1967-1969.

Experience:

July 1985 to Present.

YOUTH GUIDANCE CHICAGO, ILLINOIS

Assistant Executive Director. Duties include supervision and administration of two team units operating in innercity Chicago neighborhoods. Fundraising, program development, grant writing, community networking, and board of directors work are all included in this job. Managing all legislative advocacy for agency. Annual agency budget is about \$1 million.

Clinical Associate and Field Instructor, School of Social Service Administration, University of Chicago.

Field Instructor, University of Illinois--Chicago Campus.

Field Instructor, Ph.D. program in clinical psych.,
Illinois Institute of Technology.

June 1977 to
July 1985

YOUTH GUIDANCE

CHICAGO, ILLINOIS

October 1971 to
June 1976

Team Administrator. Duties included administration and coordination of 10 social workers, social work interns, special ed. specialists, and creative arts specialists operating inside two urban Chicago public high schools. Planned, developed, and executed in-service programs for teachers, a peer counseling program, and assorted innovative treatment programs for difficult adolescents. Helped develop a community service network to coordinate and jointly plan adolescent services. Duties also included providing direct services (group, individual, and family therapy) to students and their families. Helped develop model for delivering mental health services from the public high school. Field instructor for graduate students each year since 1977.

September 1976 to
June 1977

VETERAN'S ADMINISTRATION HOSPITAL HINES, ILLINOIS

Second year field work placement. Worked exclusively in inpatient and outpatient psychiatry. Direct service responsibilities included individual, group, and family therapy with wide range of psychiatric problems. Co-led intensive inpatient group of acutely schizophrenic patients. Participated in interdisciplinary team.

June 1976 to
August 1976

FAMILY SERVICES AND MENTAL HEALTH CLINIC OF OAK PARK
AND RIVER FOREST OAK PARK, ILLINOIS

First year field work placement. Provided individual and family therapy to outpatient drug abuse patients.

October 1970 to
June 1971

CHICAGO BOARD OF EDUCATION CHICAGO, ILLINOIS

Seventh and Eighth grade teacher in an economically deprived, inner city school. Duties included teaching English, reading and social studies.

June 1969 to
August 1970

GREATER OPPORTUNITIES, INC DES MOINES, IOWA

VISTA volunteer. Trained as reading specialist. Developed educational program within a community service center, including an alternative school.

Publication:

Cimmarusti, Rocco, Marilyn James, David Simpson, Carey Wright. "Treating the Context of Truancy." Social Work in Education, Volume VI, No. 3 (Spring 1984), pp. 201-211.

College Teaching:

"Transformations of Sexuality: Toward Spiritual Wholeness," Mundelein College, Winter Quarter, 1984. (Co-teachers: Dr. Stephen Schmidt, Elaine Ramshaw)

Major Conference Presentations:

"The Light at the End of the Hall: Success Oriented Models of School Based Mental Health Services," a one-day course, American Orthopsychiatric Association Convention, Chicago, Illinois, April 8, 1986 (co-presenter).

"Adolescent Suicide: School-Based Models for Preventive Intervention," American Ortho. Association Convention, Chicago, Illinois, April 9, 1986 (convenor).

"Students Who Aren't There: Truancy and Dropping Out as Systems Problems," a workshop as part of a conference sponsored by Youth Guidance, the U. of Illinois, and the U. of Chicago, May 10, 1985.

"Adolescent Boys in Groups: Development and Dynamics," Youth Guidance Training Institute, June 30, 1982.

"Creation of a Context for Family Treatment and Theory in the Inner City Public Schools," American Association for Marriage and Family Therapy (AAMFT), 40th Convention, Dallas, Texas, October 29, 1982.

"The School and the Family: Taking Family Services into Inner City Public Schools," American Orthopsychiatric Association, San Francisco, California, April 1982.

Personal:

Birthdate: 12/9/47
6'1", 200 lbs, excellent health
Married, one son.

Community Activity:

President+, North Maywood Community Organization (1984 to present).

Chairman, Commission on Community Relations Village of Maywood, Illinois (1983 to present).

Officer, Chicago Panel on Public School Finances.

Member: Chicago Bar Association.
Juvenile Law Committee, C.B.A.
American Bar Association
National Association of Social Workers.
Advisory Council, Chicago Intervention Network.

References:

Available upon request.

CAREY ELLIOTT WRIGHT

4453 South Ellis
Chicago, Illinois 60653
(312) 538-4464

EDUCATION

- 1978-1980
(projected) University of Chicago, Chicago, Illinois.
A.M. in School of Social Service Administration.
Concentration: Generalist
- 1971-1974 Southern Illinois University, Carbondale, Illinois.
B.A. in Social Welfare, Department of Human Resources.
Field work: Anna State Hospital, Anna, Illinois (In patient psychiatry)

**PROFESSIONAL
EXPERIENCE**

- 9/79
to
6/80 Evanston Hospital, Evanston, Illinois.
(Alcoholism Intervention Services/Outpatient Psychiatry)
Provided range of services in two departments. Developed and administered two research projects. Developed program evaluation proposal. Provided counseling and psychotherapy to individuals, families and small groups. Co-therapist to marital couples (field placement).
- 9/78
to
6/79 University of Illinois Hospital, Chicago, Illinois.
(Neuropsychiatric Institute).
Provided intake, diagnostic and treatment services to individuals and families in out-patient psychiatric clinic. Also provided consultations and psychosocial assessments on medical units. (field placement)
- 6/79
to
present Provident Hospital, Chicago, Illinois.
Title: Emergency Room Social Worker (part-time)
Responsibilities: Crisis and short-term therapy with individuals and families in acute trauma. Consultation with medical staff.
- Summer
1979 Mile Square Health Center Inc., Chicago, Illinois.
Title: Social Worker (Child and Adolescence Program)
Responsibilities: Involved in the development and implementation of community outreach to children and adolescents registered in program. Provided psychotherapy to children, adolescents, and their families.
- 1/75
to
9/78 Mile Square Health Center Inc., Chicago, Illinois.
Title: Social Worker Assistant (Intake/Mental Health)
Responsibilities: Provided range of social work services including crisis, short-term and long-term therapy to individuals, families, and small groups. Agency liaison to Subregion IV alcoholism network. Developed, co-developed or revised several programs.

7/76 Chicago Committee on Action and Communication, Chicago, Illinois.
to Title: Fundraiser (non-salaried)
9/77 Responsibilities: Program development. Coordinated all fund
raising events. Included soliciting in-kind services from
major businesses.

OTHER WORK EXPERIENCE

6/77 United States Post Office, Chicago, Illinois.
to Title: ZMT Clerk
2/78 Responsibilities: Specialized skill and knowledge in coding
operations of U.S. and foreign mail to various geographic zones.

9/73 Southern Illinois University, Carbondale, Illinois.
to Title: Student Supervisor (Trueblood Hall/University Park)
12/74 Responsibilities: First non-dietary major appointed to this
position. Supervised 45 students in delivering food services
to over 1000 students. Included scheduling, documenting work
performance records and complete knowledge of food service
operation.

Summer Illinois Department of Public Aid, Chicago, Illinois.
1973 Title: Case Aide
Responsibilities: Worked on conversion project to transfer
state administration of benefits to the aged, blind, and
disabled to federal administration.

Summer Yellow Cab Company, Chicago, Illinois.
1972 Title: Driver
Responsibilities: Chauffered people to various destinations
throughout the Chicagoland area

PERSONAL INFORMATION

Birth date: July 11, 1952
Height: 5' 11"
Weight: 165
Health: Excellent

REFERENCES

Available upon request.

JFSUS F. REYES

409 Geneva Avenue
Bellwood, Illinois 60104
Telephone: (312) 829-8167

OBJECTIVE

Clinical Social Service Position

-- with potential for movement into administration

SUMMARY

A qualified, experienced bilingual Master of Social Work. Able to read, write, and speak Spanish with native fluency.

AREAS OF KNOWLEDGE

Interviewing	Individual Therapy
Problem Identification	Family Therapy
Treatment Formulation	Group Therapy
Treatment Application	Community Relations
Treatment Assessment	Public Relations
Home & Social Assessment	Community Organization
Supervision	Interagency Referral

PERSONAL

Birthdate: 11-24-52	Married, one son
5'-6" 140 lbs.	Excellent Health

EDUCATION

The University of Chicago
School of Social Service Administration
M.A. Degree - June 1985
Major: Clinical Social Work
Purdue University, West Lafayette, Indiana
B.A. Degree - May 1980
Major: Sociology with Social Work Concentration

EXPERIENCE

October 1984
to June 1985

ADA S. MCKINLEY DAY THERAPEUTIC SCHOOL, Chicago, Illinois
Position: Social Work Intern
Responsibilities: caseload to include individual and family therapy; social assessments and updates; liaison, advocate, and referral functions with Board of Education, juvenile justice system, and other agencies; and other relevant case duties.
Achievements: prepared and presented an inservice on gangs to the social workers of McKinley's Childrens Division.

September 1983
to Sept. 1984

CRISIS INTERVENTION SERVICES PROJECT (CRISP),
School of Social Service Administration, University of Chicago

Position: Part-time graduate student community worker in
demonstration project to reduce street gang violence.

Responsibilities: street crisis intervention; individual
and family counseling; and community education,
relations, and organization.

Achievements:

- Developed a comprehensive slide presentation on
street gangs for bilingual presentation.
- Made appearances on Spanish radio and television
to promote community awareness of the gang problem.

September 1983
to June 1984

SCHOOL DISTRICT #65, EVANSTON, ILLINOIS

Position: Bilingual School Social Work Intern

Responsibilities: caseload to include individual and
family contacts; social assessments and updates; and
community liaison and advocacy for hispanic families.

Achievements: designed and conducted field research to
assess characteristics and needs of Evanston's hispanics.
Data will serve as documentation for development of
future services to hispanics in Evanston.

August 1982
to Sept. 1983

ADA S. MCKINLEY INTERVENTION SERVICES, Chicago, Illinois

Position: Community Worker in a D.M.W. funded outreach program.

Responsibilities: individual and family therapy, crisis
intervention, and community networking.

Achievements: developed administrative tools to facilitate
case management including a monthly client behavioral
contract, monthly case report, and activity planning
worksheet.

SALARY

Open to discussion; position and opportunities for
advancement of prime importance.

TRAVEL

Agreeable to any travel required; have car.

AVAILABILITY

July 1, 1985

REFERENCES:

Available upon request.

RESUME

JAN 12 1987

ROSA M. JIMENEZ
8446 SOUTH MARQUETTE AVENUE
CHICAGO, ILLINOIS 60617

Education:

Saint Xavier College, Chicago, Illinois
Bachelor of Arts, Graduation 1987
Major: International Business

GPA: 3.9 on a 4.0 scale

Major Subjects

Spanish
Accounting
Finance
Political Science

Activities

Citywide Multilingual Education Advisory Council
Secretary, January 1985 to present
J.N. Thorp Bilingual Advisory Council
President, January 1985 to September 1985
Full time student; Saint Xavier College
September 1983 to present

Special Training

Latino Institute, Chicago, Illinois. July 1985
Received training in program planning, organizational change, stress management, planning meetings, and performance appraisal by participating in a workshop program.

Service Employment Redevelopment/Jobs for Progress, Olive-Harvey College, Chicago, Illinois.
Received training in Data Processing.
January 1983 to May 1983

Employment Experience

Part-time Office Clerk, Meatland Industries, Chicago, Illinois. Responsible for organizing the office files. Confirmed arrival of orders via telephone.
October 1976 to October 1977

Special Skills

Fluent in English/Spanish

Can operate:
CRT Terminal
IBM Selectric III
Typing 35-40 wpm accurately

References

Available upon request