

# The Arizona Report

MEXICAN AMERICAN STUDIES & RESEARCH CENTER • THE UNIVERSITY OF ARIZONA • WINTER 1999 VOL. 3, No. 1

## Minority Education & Workforce Success in Arizona *Hispanic and Native American education and earnings lagging*

Less than five percent of Hispanics and Native Americans in Arizona have a college degree, and 48 percent did not graduate from high school, according to a research report from the MASRC.

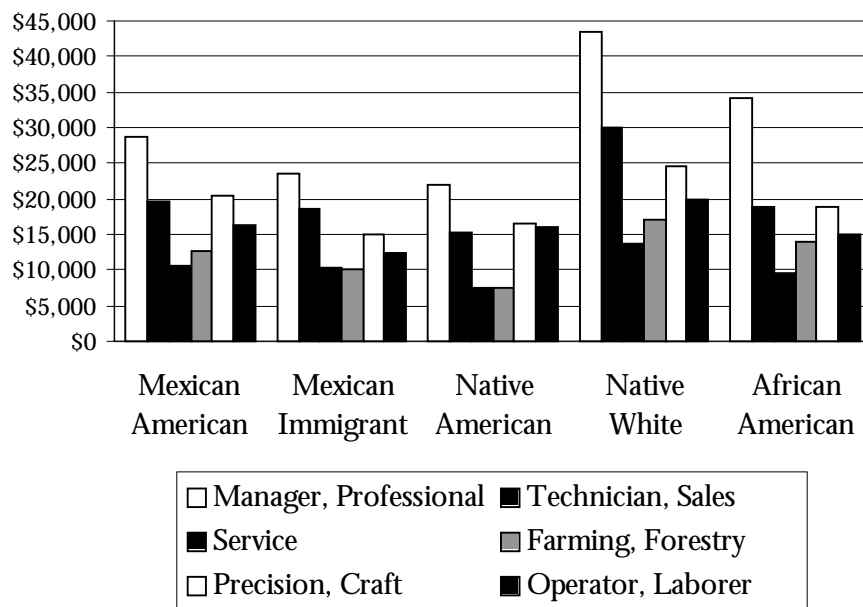
The study also found that those with only “some” college experience, but without a degree, earn over \$2,500 more per year than high school graduates. Community college graduates earn \$4,000 more, and those with bachelor’s degrees earn about \$14,000 more than high school graduates.

*Minority Student Achievement and Workforce Success in Arizona* was written by Arturo González and Adela de la Torre of the MASRC, and John A. García of the UA Political Science Dept.

The study was commissioned by the Arizona Minority Education Policy Analysis Center (AMEPAC), which is part of the Arizona Commission for Postsecondary Education. The findings were presented in November at AMEPAC conferences in Phoenix and Tucson.

The cost of having a less educated workforce results in a loss of millions of dollars in tax revenues for the state. “For every 12,000 (of these individuals) who complete high school, the state in-

Average Yearly Income by Occupation



Source: 1990 U.S. Census 5% Public Use Microdata Sample file.

creases its tax revenue by over \$1 million per year,” the authors write.

Other findings are that:

- Only 14 percent of African-Americans, five percent of Hispanics and five percent of Native Americans completed four years of college. The figures are lower for Hispanics of Mexican origin and among certain Native American tribes.

- The likelihood that students of all races will continue on to

*Continued on page 2*

*Excerpts from education study on page 7*

### INSIDE

<i>From the Director</i>	..... 2
<i>MASRC Working Paper #27: Mexican American Women and Social Change: The Founding of the CSO in Los Angeles</i>	..... 2
<i>New Master of Science in Mexican American Studies</i>	..... 3-6
<i>Second Annual BORDER ACADEMY to begin July 2, 1999</i>	..... 8

## From the Director



As we enter the New Year, the Center has focused significant attention on the issue of Hispanic educational achievement. After a two-year research project spearheaded by Dr. Arturo González and funded by the Arizona Minority Education Policy Analysis Center, the issue of lagging incomes and educational achievement for Mexican-origin people and Native Americans in Arizona was highlighted in stark terms at two public presentations in November. A major break in the educational pipeline for both groups appears to come early in their high school years — as early as the ninth grade, where the risk of dropping out is extremely high. An additional leak occurs during the critical transition from the community college level to four-year colleges and universities.

*Continued on page 8*

The Arizona Report is published by  
the Mexican American Studies &  
Research Center at the University of  
Arizona.

SEND CORRESPONDENCE TO:  
MASRC

Economics Bldg., Room 208  
The University of Arizona  
Tucson, AZ 85721-0023

Phone: (520) 621-7551

Fax: (520) 621-7966

E-mail: [masrc@u.arizona.edu](mailto:masrc@u.arizona.edu)

*The Arizona Report is published as a  
public service and is free of charge.*

ISSN 1092-4213

© 1999 The Arizona Board of Regents  
on behalf of the University of Arizona

## ***New publication examines role of women in the creation of L.A.'s Community Service Organization in 1940s***

The Center has published the 27<sup>th</sup> title in its Working Paper Series. *Mexican American Women and Social Change: The Founding of the Community Service Organization in Los Angeles, An Oral History* is written by Linda Apodaca of California State University, Stanislaus.

Apodaca presents the early history of the Community Service Organization and the women who took part in its creation. They were key to its first victories, such as the election of Edward R. Roybal to Congress in 1949. In 1991 and 1992, she interviewed CSO women of the "Mexican American Generation" of the 1940s and 50s. They told the author of their personal backgrounds and the experiences that led to their eventual involvement in politics and community organizing.

"Of the thirty founding members, eleven were Mexican American women," Apodaca writes, noting that CSO women were counted as full members with full voting rights, unlike similar organizations during that period, such as the League of United Latin American Citizens (LULAC).

*Mexican American Women and Social Change* offers interesting information on how 30 people, connected through family, friendship and community, developed this organization that helped Chicanos for more than 40 years.

"In most areas, the CSO became an umbrella service group dealing with housing, labor, neighborhood improvement, police-community relations, and health. Local, state, and federal agencies came to trust the CSO as the group to contact in East Los Angeles. The CSO went on to have chapters in California and Arizona. In San Jose, Cesar Chávez joined the CSO and became a state director; in Stockton, Dolores Huerta joined. It was in the CSO that both Chávez and Huerta honed the organizing and advocacy skills that would serve them later as internationally recognized leaders of the United Farm Workers."

*from Mexican American Women and Social Change: The Founding of the Community Service Organization in Los Angeles.*

*Available for \$3.00 from the Center.*

---

## **Minority Education** *from page 1*

achieve higher levels of education are nearly identical among those who finish high school or earn an associate's degree.

The report suggests several policy measures to increase minority educational success and wages, including targeting dropout prevention programs in K-12 to "at risk" minority populations, and providing more support for programs that help community college students continue on to bachelor's degrees.

The Arizona Minority Education Policy Analysis Center is part of the Arizona Commission for Postsecondary Education. Its mailing address is 2020 North Central Avenue, Suite 275, Phoenix, Arizona 85004. AMEPAC's e-mail address is: [toni@www.acpe.asu.edu](mailto:toni@www.acpe.asu.edu)

# Master of Science in Mexican American Studies

**T**he MAS Master of Science curriculum, which was approved by the Arizona Board of Regents last summer, is a dynamic course of study that has been developed to advance the understanding of the large Mexican American and Latino populations in the United States. Three strands of coursework are available: Latino Health; Historical and Cultural Studies; and Public Policy.

Once applicants are accepted into this unique post-graduate program, they choose the strand best suited to their educational and professional goals, such as going on to a doctoral program, studying law, medicine, public health, or working in public- or private-sector organizations that serve the growing Latino population.

The concentration in **Latino Health** prepares students to conduct culturally competent health research, and to develop health programs targeting Latinos. The **Historical and Applied Cultural Studies** strand offers a concentration dealing with contemporary scholarship,



theory, and methodology in anthropology and history. The concentration in **Public Policy** provides students the qualitative and quantitative background necessary to both understand and implement policies aimed at Mexican Americans and the communities they live in.

This program will provide subject and research

competency on Mexican Americans. In addition, it will provide applied skills for working professionals and graduate students interested in better serving the Mexican American population of the Southwest.

A minimum of 19 core units, 9 elective units, and 6 thesis units are required for successful completion of this degree. Students are required to select one option from the three

strands available in the MS program. After consulting with a faculty adviser, graduate students must select 9 elective units from one of the three strand options.

Tuition fee waivers and Graduate Assistant and Teaching Assistant stipends are available for qualified full-time students.

**For application or more information on the graduate program in Mexican American Studies contact the MASRC:**

Mexican American Studies & Research Center • Economics Bldg., Room 208 • The University of Arizona  
PO Box 210023 • Tucson, AZ 85721-0023

Phone: (520) 621-7551 • E-mail: [masrc@u.arizona.edu](mailto:masrc@u.arizona.edu) • Web-site: <http://w3.arizona.edu:180/masrc>

**LATINO HEALTH STRAND**

- ANTH 536A Medical Anthropology (3)
- ANTH 532B Ethnomedicine (3)
- ANTH 570A Human Adaptability (3)
- ANTH 570B Human Adaptability (3)
- ANTH 571A Applied Medical Anthro. in Western Contexts (3)
- ANTH 571B Applied Medical Anthro. in Western Contexts (3)
- ANTH 675A Anthropology and International Health (3)
- ANTH 675B Anthropology and International Health (3)
- ED PSY 500 Life Span Development (3)
- HLTH 530 Theory Based Health Educ. and Promotion (3)
- HLTH 535 Multicultural Health Beliefs (3)
- MAS 597ax The Border Academy (6)
- MAS 680 Grantsmanship (3)
- NURS 587 Poverty and Health (3)
- NURS 588 Healing Systems in the Southwest (3)
- PHL 581 Introduction to Community Health (3)
- PSYC 584 Advanced Health Psychology (3)
- PSYC 556 Psychology of Death and Loss (3)
- PSYC 564 Methods in Psychosocial Research (3)
- WS 606 Women's Health in the U.S. (3)

**HISTORICAL AND APPLIED CULTURAL STUDIES STRAND**

- ANTH 577 Discourse and Text (3)
- ANTH 600 Survey of Cultural Anthropology (3)
- ANTH 605 Professional Ethics and Skills (3)
- ANTH 608 History Anthropological Theory (3)
- ANTH 696 Cultural Anthropology (3)
- HIST 546 History of Arizona and the Southwest (3)
- HIST 552 American Ethnic History (3)
- HIST 557 The Mexican Revolution (3)
- HIST 567 Contemporary Latin America (3)
- HIST 569 History of Women in Latin American History (3)
- HIST 695a Advanced Studies in U.S. History (3)
- HIST 695b Advanced Studies in Latin American History (3)
- HIST 696c Twentieth Century U.S. History (3)
- HIST 696j Latin America: Modern Period (3)
- HIST 696l Colonial Latin America (3)
- MAS 585 Mexicana/Chicana Women's History (3)
- MAS 596c Chicano Historiography (3)
- MAS 597ax The Border Academy (6)
- MAS 596a Advanced Topics in Chicano Studies (3)

### **Public Policy Strand**

ANTH 613	Policy Making and Organizational Culture (3)
LAW 620*	Immigration Law (3)
LAW 670*	Public International Law (3)
MAS 510	Mexican American Labor (3)
MAS 597ax	The Border Academy (6)
PA 501	Public Organization Theory (3)
PA 502	Public Organization Behavior (3)
PA 503	Politics and the Policy Process (3)
PA 504**	Public and Policy Economics (3)
PA 513	Government and Non-Public Sector (3)
PA 521	Social Policy (3)
PA 522	Analysis of Health Systems (3)
PA 523	Health and Public Policy (3)
PA 524	Management of Long-term Care Facilities and Programs (3)
PA 525	Comparative Management in Health Care (3)
PA 527	Aging and Public Policy (3)
PA 530	Aging and Social Sciences (3)
PA 540	Theories of Crime and Public Policy (3)
SOC 514	The State and Social Policy (3)
SOC 556	Gender Issues in Organizational Behavior (3)
SOC 560	Race and Ethnicity (3)
POL 595g	Public Policy Seminar (3)

\* Open to law students and to graduate students with special permission from the Law and Graduate Colleges.

\*\* Requires ECON 500 or intermediate Economics course.

**A total of 34 units are required for the MAS Master's degree.**

#### **MAS CORE COURSES**

MAS 508	The Mexican American: Cultural Perspectives (3)
MAS 509	Mexican Immigration (3)
MAS 525	Topics in Latino Health (3)
MAS 560	Historical Perspectives on Chicano Thought (3)
MAS 580	Advanced Research Methods on Latinos (4)
MAS 587	Chicana Gender Perspectives (3)

***Desert Lynx*, the online University of Arizona catalog can be found at <<<http://catalog.arizona.edu>>>.**

THE UNIVERSITY OF ARIZONA, a public, Land-Grant, research institution, is dedicated to preparing students for an increasingly diverse and technological world and to improving the quality of life for the people of Arizona and the nation. The University provides distinguished undergraduate, graduate and professional education; excels in basic and applied research, and creative achievement; and integrates these activities and achievements of regional, national and international significance into everyday life.

## MAS GRADUATE COURSES DEVELOPED AND TAUGHT BY MASRC FACULTY

### **MAS 508 The Mexican American: Cultural Perspectives (3)**

A critical examination of Mexican American culture as portrayed in the social sciences. An assessment of the social, political, and economic factors influencing representations of Mexican Americans. *Cross-listed with Anthropology & Latin American Studies*

### **MAS 509 Mexican Immigration (3)**

Examines immigration from Mexico to the U.S. The course focuses on current immigration issues such as the economic assimilation of immigrants, as well as other immigration-related topics.

### **MAS 510 Mexican American Labor (3)**

Examines Mexican Americans in the labor force. Issues covered include earnings, unionism, and labor force participation.

### **MAS 525 Topics in Hispanic Health (3)**

Covers topics in health and mental health as they relate to Hispanics residing in the United States with particular emphasis on Mexican Americans in the Southwest. *Cross-Listed with Public Health*

### **MAS 580 Advanced Research Methods on Latinos (4)**

This course is designed to provide students with an understanding of qualitative and quantitative decision-making methods focusing on the Mexican American population.

### **MAS 585 Mexicana/Chicana Women's History (3)**

Historical survey and sociological analysis of past and present experiences of Mexicanas and Chicanas in the United States. *Writing emphasis course; Cross-listed with Women's Studies.*

### **MAS 588 Chicana Gender Perspectives (3)**

A cross-disciplinary review of theoretical, empirical, and cultural perspectives of Chicana and Latina women in the U.S.

### **MAS 596a Advanced Topics in Chicano Studies (3)**

This course serves two purposes: 1) to review and bring integrative closure to the student's education in the MAS major and minor; and 2) to serve as a springboard to graduate and professional education or to particular careers. *Writing emphasis course*

### **MAS 596c Chicano/a Historiography (3)**

A research seminar examining the development of Chicano/a historiography from a comparative perspective. The course will provide a critical introduction to the development of Mexican American history, and examine influences upon its development from other fields of history and other disciplines.

### **MAS 597ax Border Academy (6)**

An intensive two-week residential program that explores the political, economic, and social issues shaping present-day life on the U.S.-Mexico border.

### **MAS 680 Grantsmanship (3)**

This course prepares students to be competitive in the art of writing fundable research proposals.

## MEXICAN AMERICAN STUDIES & RESEARCH CENTER MISSION STATEMENT

THE MASRC IS COMMITTED TO CONTEMPORARY APPLIED PUBLIC POLICY RESEARCH ON MEXICAN AMERICANS. As the leading public policy research center addressing issues of concern to this minority group in Arizona, the MASRC works collaboratively with key community agencies in promoting leadership and economic empowerment of Mexican Americans within the state and the nation. The Center achieves these goals through its applied research agenda, through its publications, and through the comprehensive curriculum it offers students at the University of Arizona. As an intellectual center, it disseminates information to a broad audience, which includes elected officials, educators, students, policy makers and other researchers.

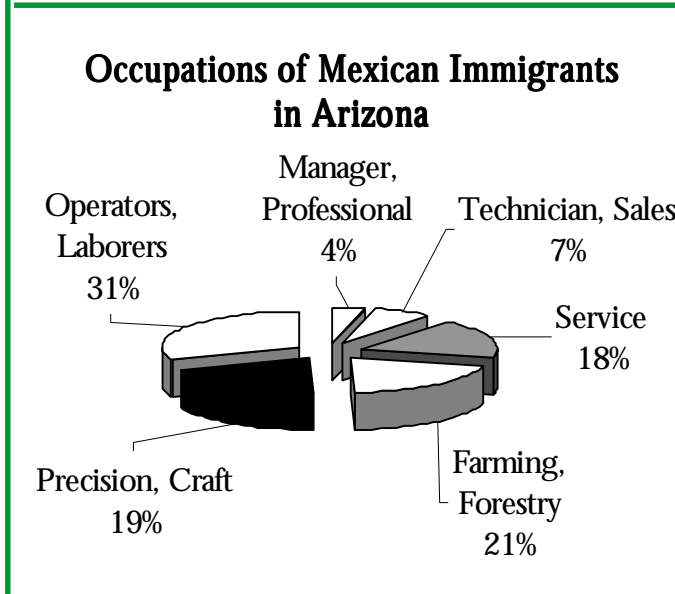
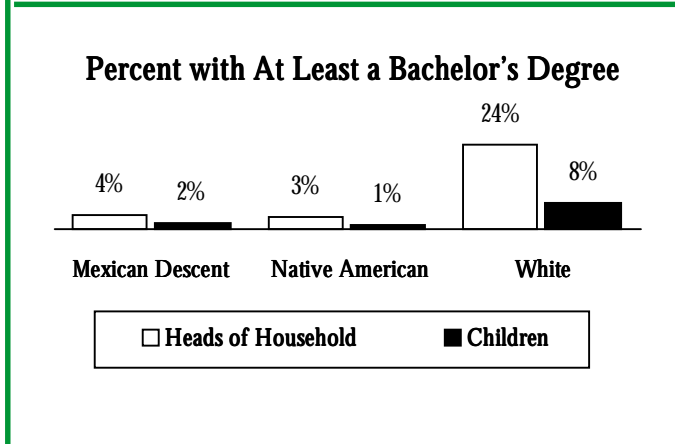
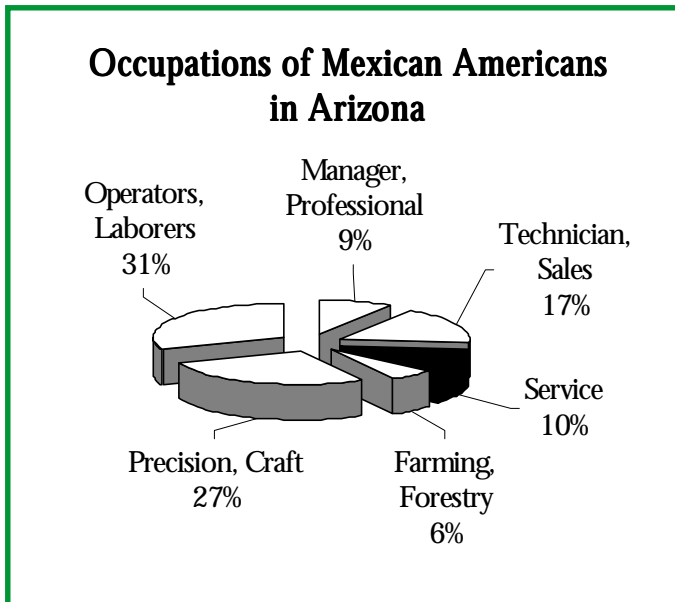
Phone: (520) 621-7551 • E-mail: [masrc@u.arizona.edu](mailto:masrc@u.arizona.edu) • Web-site: <http://w3.arizona.edu:180/masrc>

# from Minority Student Achievement and Workforce Success in Arizona: A Research Study

THE DATA PRESENTED IN THIS research study highlights a perplexing dichotomy: Arizona's potential for economic growth forecasts a promising future, and yet certain members of the State's culturally diverse population are not being prepared to participate in that future. Education is the key to full participation and there is clear evidence that the educational attainment of Arizona's Hispanic, African American, and Native American workers falls far short of the level needed to reap the benefits of Arizona's growing economy. The negative consequences of this shortfall will be uniquely personal for the individuals and families involved and broadly pervasive for Arizona as a whole.

*From the preface by  
Alfredo G. de los Santos Jr.,  
AMEPAC Chair and Vice  
Chancellor of the Maricopa  
County Community College  
District*

• • •  
ECONOMIC TRENDS IN Arizona have been broadly positive for most of this decade—the state has enjoyed the nation's second highest job growth rate, has one of the lowest unemployment rates, ranks high nationally in growth in



Source: 1990 U.S. Census 5% PUMS file

foreign-owned firms, and its foreign exports rose to \$13.5 billion in 1997.

Unfortunately, such encouraging trends have not benefited large numbers of minority individuals in the state, and lack of educational attainment appears to be a major factor. The present study, *Minority Student Achievement and Workforce Success in Arizona*, provides a wealth of evidence that increasing educational attainment will be crucial to reducing the significant earning disparities between minority workers and those in the majority population.

Within Arizona's two largest minority groups, Hispanics and Native Americans, educational attainment is particularly precarious... Failure to increase high school and college graduation rates for minorities costs the state millions of dollars per year in tax revenues. But the state also loses other benefits, since workers with higher levels of education are less susceptible to layoffs, earn more, and are less likely to be on welfare or use social services...

*From the research study by  
Arturo González, Adela de  
la Torre, and John A.  
García.*

## Director *from page 2*

During the public presentations, several public school educators suggested that the underlying problem may occur at an even earlier age in Arizona for these "at risk" students. Thus, having a clearer grasp of why our students are not "dropping in" to our public schools may be a first step to addressing the serious attrition rates we are seeing at the high school level, and in the low transfer rate from community colleges to four-year institutions. A critical goal for the Center this year will be to garner funding to examine the earlier grade experience of Hispanic students *before* they enter high school to determine what factors put them in danger of abandoning their education. We hope this will aid both elected officials and those in the education profession in developing targeted policies and programs that will provide economic benefits to the state and region.



Adela de la Torre, Director  
Mexican American Studies  
& Research Center

## Border Academy scheduled for July

**T**he 1999 Border Academy will be offered in July in three separate sessions, each of which has its own subject and focus. The sessions are:

- **Border Health (July 2-4)**  
The first session will be held at the Río Rico Resort near the international border. Cost: \$425
- **The Road to Tubutama: Urban Geographies of the Southwest Borderlands (July 5-8)**  
Includes a 2-day tour through northwestern Mexico. Cost: \$425
- **Economic Development (July 9-11)**  
To be offered at the Río Rico Resort. Key themes are the border regional economy with special focus on transportation, tourism, agribusiness, and the maquila industry. Cost: \$425

The Academy's international faculty is made up of scholars and professionals from both Mexico and the United States. Extended field trips are an integral part of the seminars. The session on Urban Geographies of the Southwest Borderlands, for example, involves a two-day trip into northern Mexico. The Center hosted its first Border Academy in June 1998 at Columbia University's Biosphere II Center in Oracle, Arizona. An international group of participants including graduate students, journalists, and professionals from the public and private sectors took part in the two-week seminar. Speakers included Congressman Jim Kolbe, and Arizona Attorney General Janet Napolitano.



Given the limited space available (only 20 participants for each workshop) interested individuals should contact the Center at their earliest convenience.

*For more information contact the MASRC:  
Phone: (520) 621-7551 • E-mail: [masrc@u.arizona.edu](mailto:masrc@u.arizona.edu)*

---

**The Arizona Report**  
Mexican American Studies & Research Center  
The University of Arizona  
P.O. Box 210023  
Tucson, AZ 85721-0023